

THE ARTIOS™ HOME COMPANION SERIES

Middle School – Year One

Analytical Grammar ©1996

Teacher Edition – With Answer Keys

ANALYTICAL GRAMMAR

R. Robin Finley

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Grammar Exercises Integrated Specifically for
Artios Academies by Alicia Pillsbury

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The Artios Home Companion Series

Middle School Grammar – Year One

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Introduction to Grammar Curriculum

The “Notes” for this year's grammar come from *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 the website. If a student is having trouble with a particular concept, allow them to spend extra time reviewing these concepts before moving on.

This is a “clickable” eBook! For 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.

Suggested Schedule

Unit 1: Read the [Notes](#) on **Nouns, Articles, and Adjectives** 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 **Pronouns** and complete the corresponding [Exercises](#)

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

Unit 4: Read the [Notes](#) on **Subject and Verb** and complete the corresponding [Exercises](#).

Unit 5: Read the [Notes](#) on **Adverbs** and complete the corresponding [Exercises](#).

Unit 6: [Complete](#) the **Units 1-5 Application Exercises**.

Unit 7: [Complete](#) the **Units 1-6 Review Exercises**.

Unit 8: Read the [Notes](#) on **Patterns 1 & 2** and complete the corresponding [Exercises](#).

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(Suggested Schedule continues on the next page.)

- Unit 9:** Read the [Notes](#) on **Pattern 3** and complete the corresponding [Exercises](#).
- Unit 10:** Read the [Notes](#) on **Patterns 4 & 5** and complete the corresponding [Exercises](#).
- Unit 11:** [Complete](#) the **Units 8-10 Patterns Application Exercises**.
- Unit 12:** Read the [Notes](#) on **Helping Verbs** and complete the corresponding [Exercises](#).
- Unit 13:** Read the [Notes](#) on **Conjunctions and Compound Situations** and complete the corresponding [Exercises](#).
- Unit 14:** [Complete](#) the **First Semester Grammar Review**.
- Unit 15:** Read the [Notes](#) on **Participial Phrases** and complete the corresponding [Exercises](#).
- Unit 16:** Read the [Notes](#) on **Gerund Phrases** and complete the corresponding [Exercises](#).
- Unit 17:** Read the [Notes](#) on **Infinitive Phrases** and complete the corresponding [Exercises](#).
- Unit 18:** Read the [Notes](#) on **Appositive Phrases** and complete the corresponding [Exercises](#).
- Unit 19:** [Complete](#) the **Units 15-18 Phrases Application Exercise**.
- Unit 20:** Use this week to review any of the grammar topics in which you need additional practice.
- Unit 21:** Read the [Notes](#) on **Adjective Clauses** and complete the corresponding [Exercises](#).
- Unit 22:** Read the [Notes](#) on **Adverb Clauses** and complete the corresponding [Exercises](#).
- Unit 23:** Read the [Notes](#) on **Noun Clauses** and complete the corresponding [Exercises](#).
- Unit 24:** [Complete](#) the **Clauses Application Exercises**.
- Unit 25:** [Begin](#) work on your **Final Grammar Project**.
- Unit 26:** [Continue](#) work on your **Final Grammar Project**.
- Unit 27:** [Complete](#) your **Final Grammar Project**.
- Unit 28:** [Complete](#) the **Second Semester Grammar Review**.

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2. Go back to EACH noun you found and ask “Which?” Any word located next to that noun that answers this question is either an article or an adjective. Write ART over the articles and ADJ over the adjectives.

Which teenagers? the teenagers —“the” is an article

Which song? Elvis Presley’s famous song —“Elvis Presley” is an adjective (with wings); “famous” is an adjective.

Which “Blue Suede Shoes”? It doesn’t say.

EXAMPLE:

ART N ———ADJ——— ADJ N ———PN———
The teenagers loved Elvis Presley’s famous song, “Blue Suede Shoes.”

Nouns, Articles, and Adjectives: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Write *N* over the common nouns, *PN* over the proper nouns (put “wings” [—PN—] over proper nouns that consist of more than one word), *ART* over the articles, and *ADJ* over the adjectives.

1. A man in a slave’s garb went up the side of Mountain Pelion.
2. The slave gently laid a child down on the soft moss then raised a horn to his lips.
3. The blue sky was above him, the great trees stood away from him, and the little child lay at his feet.
4. Chiron the Centaur came toward the trembling man from between the trees.
5. Æson, once King of Iolcus, had sent the slave with a reminder of an ancient friendship.
6. The child’s name was Jason, and he was to be given a ring with a great ruby in it once he became an adult.
7. This young child has the regard of the immortal Goddess Hera.

Write the definition of a noun in a complete sentence.

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

Nouns, Articles, and Adjectives: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Write *N* over the common nouns, *PN* over the proper nouns (put “wings” [–PN–] over proper nouns that consist of more than one word), *ART* over the articles, and *ADJ* over the adjectives.

1. *The Golden Fleece and the Heroes Who Lived Before Achilles* is a children’s book written by Padraic Colum.
2. This book is a retelling of Greek myths, and it was published in 1921.
3. One year later, in 1922, it received the Newbery Honor.
4. The central myth retold in the story is one of Jason and the Argonauts in their famous quest.
5. Their search is for the Golden Fleece, the fleece from the gold-haired winged ram.
6. Woven into it are other myths, including the myths of Persephone and Prometheus, told by the poet Orpheus during the voyage.
7. Padraic Colum was born on December 8, 1881.
8. Students in Artios Academies first began reading this great tale on August 12, 2015.

Write the definition of an adjective in a complete sentence.

Nouns, Articles, and Adjectives: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Write *N* over the common nouns, *PN* over the proper nouns (put “wings” [–PN–] over proper nouns that consist of more than one word), *ART* over the articles, and *ADJ* over the adjectives.

1. Jason, son of Æson, approached the throne of King Pelias.
2. The youth went with the guards and the rejoicing people to prepare for a feast of friends.
3. King Pelias taunted his people with the Fleece of Gold kept guarded by King Æetes.
4. Jason vowed that he would return from Colchis to Iolcus with this treasured fleece.
5. Strong, brave young men and women came to join him, including offspring of King Admetus and King Erechtheus.
6. Great woodcutters made their way into the forest of Mount Pelion to harvest wood for the ship that would sail from Pegasæ Harbor.
7. Jason had seen a beautiful goddess in forests and along River Anaurus, and she came to him in a dream.
8. Heracles, the son of Zeus, arrived with his shield bearing the images of the Darkness of Death and the Stream of Ocean.

List the three articles in our language. _____

Where will the article be located, in relationship to the noun?

Pronouns

DEFINITION: A **pronoun (PRO)** is a word that takes the place of one or more nouns. A pronoun can do anything a noun can do. Pronouns are even occasionally modified by adjectives! The only way to learn pronouns, unfortunately, is to MEMORIZE THEM. There are four main categories of pronouns in our language:

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*

INTERROGATIVE PRONOUNS: These also often come in “cases.”

<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>	<u>No Case</u>
who	whom	whose	which, what
whoever	whomever	whosever	whichever, whatever

INDEFINITE PRONOUNS:

each*	anybody	many*
either*	anyone	more*
neither*	anything	much*
one*	everybody	most*
some*	everyone	both*
any*	everything	few*
other*	somebody	several*
another*	someone	all*
none	something	two*, three* etc.
	nobody	
	no one	
	nothing	

Pronouns do the same jobs that nouns do; we'll learn about those jobs later.

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(This subject continues on the next page.)

Pronouns: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *This exercise is designed to give you extra practice in the demonstrative and 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 demonstrative and interrogative pronouns usually don't have antecedents, it won't be possible to write them down. As long as you know what an antecedent is, you're in fine shape!*

1. She did not know that Aidoneus, the lord of the Underworld, had caused the flower to grow so that she might be drawn to it.
2. The fair maiden stopped to pluck the beautiful wonder flower, but this allowed Aidoneus to dash through the chasm in his chariot of iron, grasp her by the waist, and set her beside him.
3. Those who heard her cry dropped all of their flowers, and sank down into the depths of the sea.
4. It was then that Cyane, the nymph, caught Persephone's girdle, which fell into her hands.
5. The result of this tragic crime was that Persephone, the fainting daughter of Demeter, was seated upon the dark throne of the underworld.
6. Whoever needed grain from Goddess Demeter was unable to obtain it; she no longer blessed their fields.
7. This is an example of a heartbroken mother who had lost her will because of what was taken from her.

DEFINITIONS:

1. A pronoun is a word which _____ of a noun.
2. A noun is the name of _____.
3. An adjective _____.
4. An antecedent is _____.

Pronouns: Exercise #3

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: *This exercise is designed to give you practice in the indefinite pronouns, but all other types of pronouns are here, too. Write N over the common nouns, PN over the proper nouns, ART over the articles, ADJ over the adjectives, and PRO over the pronouns.*

1. Many who had weeds growing in their fields wondered what they would do for food.
2. Everyone knew that they might famish for lack of bread.
3. All of us believe our children are the greatest thing in this life, so anyone would respond with grief if they lost one of them.
4. When we see someone who is grieving the loss of a child, we remain encouraging and do whatever we can to improve the situation.
5. Hundreds of people probably saw the grieving Demeter, but no one offered to help her except four young maidens.
6. Anyone who reminded her of her dear daughter was likely to catch her attention.
7. Everyone in the maidens' household welcomed her with open arms, and that warmed her grieving heart.

DEFINITIONS:

1. A pronoun _____.
2. *The three articles are* _____.

Prepositional Phrases

DEFINITION: A **preposition (PP)** is a word used to show the relationship between two nouns.

EXAMPLES: The package under the tree is mine. (“under” is the preposition)
The package in the tree is mine. (“in” is the preposition)
The package near the tree is mine. (“near” is the preposition)

NOTICE HOW THE RELATIONSHIP BETWEEN THE PACKAGE AND THE TREE CHANGES WHEN THE PREPOSITION CHANGES.

HOW TO FIND A PREPOSITION:

Almost all prepositions will fit into the following little sentence (it’s very handy; memorize it!):

“THE MOUSE GOES _____ THE BOX (OR BOXES).”

Try it out with the prepositions underlined in the three sentences used for examples. They fit, don’t they?

There are, however, some prepositions that won’t fit into the “mouse-box” sentence. There are nine very common ones, which may seem like a lot to remember. Here’s a little memory aid: 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)

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 a prepositional phrase, 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, **and also**
- end with a noun or pronoun.

If there are any words between the preposition and its object, they are modifiers for the object.

In the three sentences above, the prepositional phrases are “under the tree,” “in the tree,” and “near the tree” and “tree” is the object of the preposition in all three phrases.

Prepositional Phrases Have a Job to do: They are always Modifiers:

Look at the following three sentences:

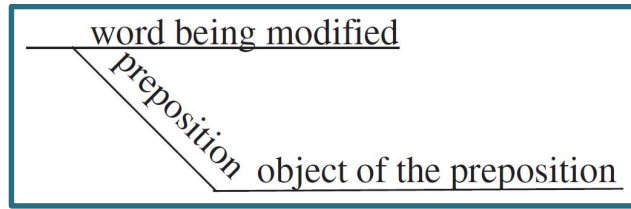
I ate my lunch before recess. (the prepositional phrase is “before recess”)
I ate my lunch before. (“before” isn’t a preposition because there’s no object.)
I ate my lunch before I saw you. (“before” isn’t a preposition because if you ask “before what?” the answer would be “before I saw you.” That’s not a prepositional phrase because you won’t have a verb in a prepositional phrase.)

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(This subject continues on the next page.)

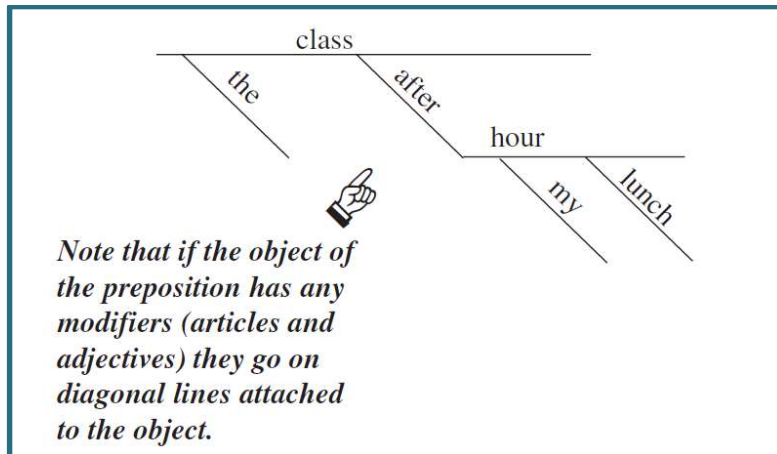
DIAGRAMMING: Sentence diagramming is a tool we use much like drawing pictures. We use diagrams to make it easier to understand concepts which might be hard to understand. Diagrams consist of three types of lines: horizontal (—), vertical (|), and diagonal (\).

The basic diagram of a prepositional phrase looks like this:



EXAMPLE:

ART N PREP ADJ ADJ N
the class (after my lunch hour)



NOTE: A few prepositions consist of more than one word. They are:

because of	on account of	in spite of
according to	instead of	contrary to
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).

Prepositional Phrases: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Mark all the nouns, proper nouns, articles, adjectives, pronoun, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper (and as neatly as you can), diagram the prepositional phrases in each sentence. An example has been shown for you. Notice that some of the words below are underlined. They will be explained to you at the end of the exercise.

EXAMPLE: (In math class), we use a certain method (of thinking).



***For now, we're not going to worry about what word goes on this line. Just diagram the prepositional phrases and leave that line blank.**

1. They had come into a country that was the strangest place of all countries.
2. They had been in this land before the moon had come into the sky.
3. King Ætes found men living in the hills.
4. Egypt was given the name of the Morning Land.
5. Many of the magicians of Egypt stayed in that city.
6. Priests of the Moon had ruled the city of Æe.

All the underlined words in this exercise are doing the same job. Look at your notes and write what that job is. _____

Prepositional Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. There will be instructions for the underlined words at the end of the exercise.

1. The Argonauts had passed the night in the backwater of the river.
2. They were in a broken ship, and they had two youths come to them.
3. These were the sons of Phrixus who had come with the Golden Ram.
4. They had been wrecked at a place near the mouth of the Phasis.
5. With great pain they had made their way to land.
6. They were fearful of Aea and of their uncle.
7. They would gladly go with Jason.

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	backwater	_____
2.	broken	_____
4.	mouth	_____
5.	great	_____
6.	their	_____

Prepositional Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. There will be instructions for the underlined words at the end of the exercise.

1. Vines with heavy clusters of fruit grew from column to column.
2. Under the vines were the four fountains that Hephæstus had made for King Ætes.
3. These beautiful fountains gushed into solid metal basins.
4. On each side of the courtyard there were palace buildings where King Ætes lived with his son and Chalciope and Medea lived with their hand maidens.
5. Medea was passing from her father's house in the mist.
6. She suddenly saw three strangers in the courtyard of the palace.
7. Medea stood in awe of Jason's bright hair and of the strength of his hand that was raised toward her.

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	heavy	_____
3.	beautiful	_____
5.	house	_____
6.	three	_____
7.	hair	_____

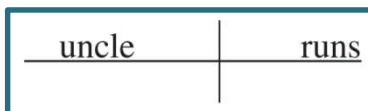
Notice that the base line is a horizontal line and that the subject and verb are separated by a vertical line which goes ALL THE WAY THROUGH the horizontal line. In a diagram, you capitalize the first word of the sentence, but you don't include punctuation.

II. TO FIND THE SUBJECT AND VERB:

After marking **N**, **ART**, **ADJ**, **PP**, and putting parentheses () around the prepositional phrases, mark any word that looks like a verb **V**. Then ask "Who or what (say the verb)?" The answer, a noun or a pronoun, will be the subject of that verb.

ADJ N AV ADJ N ADJ N
My uncle runs five miles every morning.

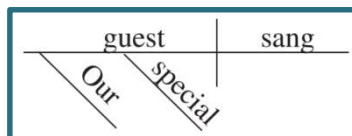
1. The verb is "runs."—uncle runs
2. "Who or what runs?" Answer: uncle



III. HOW TO DIAGRAM ARTICLES AND ADJECTIVES:

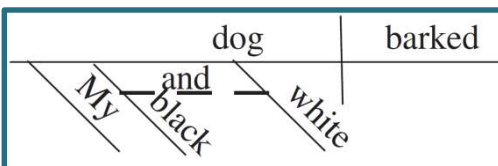
A. Adjectives and articles are diagrammed on diagonal lines attached to the noun or pronoun they modify. They should be diagrammed in the order in which they come in the sentence.

ADJ ADJ N AV
Our special guest sang.



B. Two or more adjectives joined by a conjunction ("and," "but," or "or") are diagrammed like this:

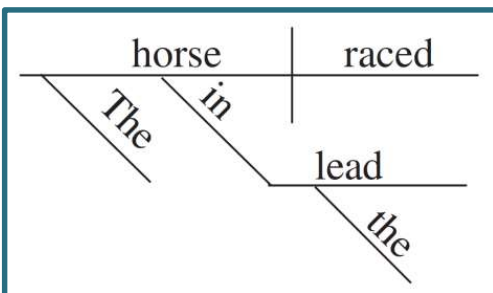
ADJ ADJ ADJ N AV
My black and white dog barked.



IV. HOW TO DIAGRAM PREPOSITIONAL PHRASES:

From now on, if a prepositional phrase modifies the subject, you must diagram it. Remember, if it modifies a noun, it will tell you "Which?" about that noun. In the sentence below, the phrase "in the lead" tells you which horse. Look at the diagram below.

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



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(This subject continues on the next page.)

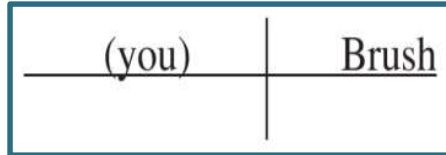
V. HOW TO DIAGRAM A COMMAND:

It is a bit tricky to diagram a command or request, because it may appear that there is no subject.

AV ADJ N
Brush your teeth.

The verb is “brush,” but if you ask “Who or what brush?” - it doesn’t say. In the case of commands or requests, the subject is an understood “you.” The diagram will look like this:

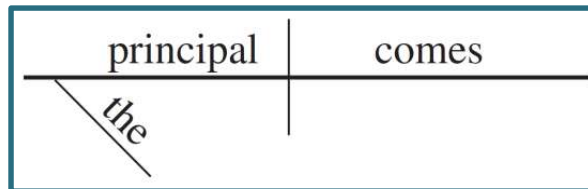
(you) Brush - Notice that the “you” is in parentheses; this indicates that it is “understood.”



VI. HOW TO DIAGRAM AN “INVERTED” SENTENCE.

“Inverted” sentences are sentences which begin with “here” and “there.” We use these sentences all the time in our language, but they may be a bit tricky to diagram. Once you find the verb and ask, “Who or what comes?” in the sentence below, you’ll see that the subject is “principal.” It’s tricky because you’re used to seeing the subject in front of the verb. These sentences are “inverted”!

V ART N
Here comes the principal.



The following chart, which we call the **PROCESS**, represents the mental steps you must go through to analyze a sentence grammatically. We will be adding steps to this chart, but at this point, as long as you understand what you see now, you’re in fine shape!

PROCESS

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

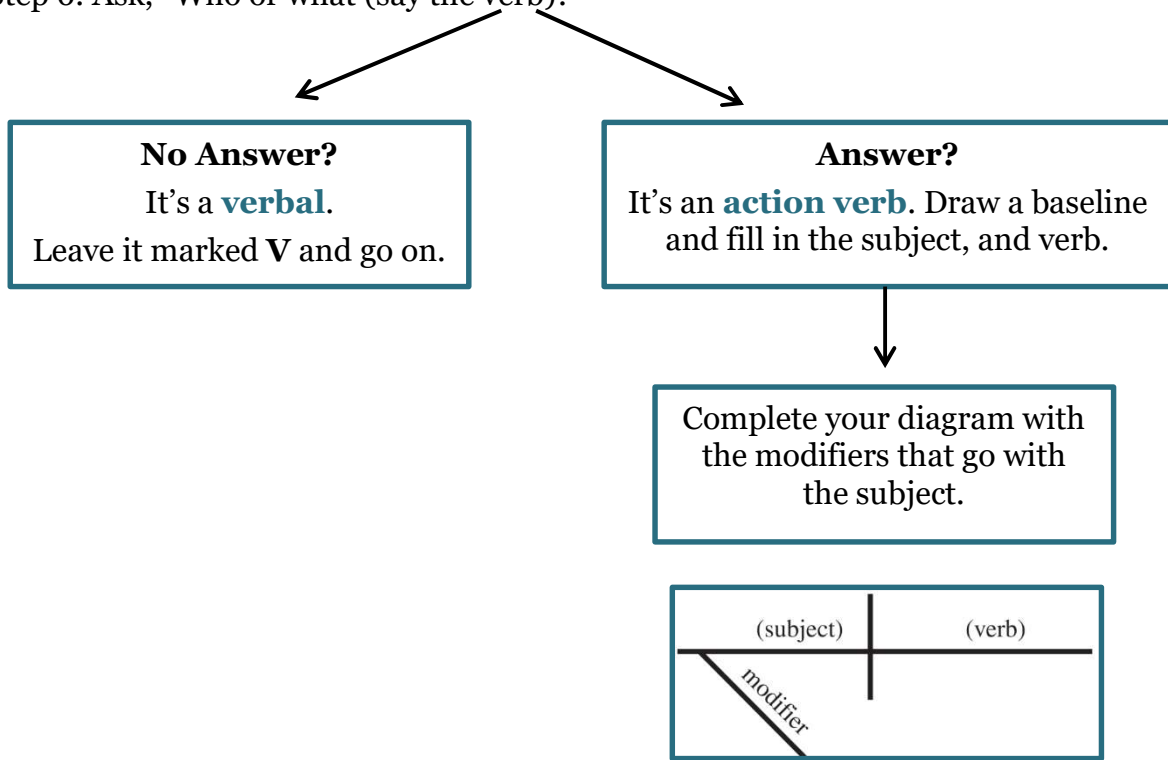
Step 2: Find and mark all the articles (**ART**) and adjectives (**ADJ**). (Ask, “Which (say the noun)?”)

Step 3: Find and mark all the pronouns (**PRO**).

Step 4: Find and mark all the prepositions (**PP**) and put parentheses () around the prepositional phrases.

Step 5: Find all words that look like verbs (**V**) and mark them.

Step 6: Ask, “Who or what (say the verb)?”



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

Subject & Verb: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. On a separate sheet of paper, diagram the subject and its modifiers (including prepositional phrases) and the verb. Since you don't know how to diagram anything else at this point, don't try.

1. The maidens of Athens came through the labyrinth and to the hall with the Minotaur. (See Notes IV)
2. The sad and hopeless youths cried for Theseus. (See Notes III-B)
3. They saw the Minotaur with Theseus's sword through its neck.
4. The trumpets' noise filled the labyrinth.
5. There went these young shouting maidens. (See Notes VI)
6. The claw of the Minotaur descended upon him. (See Notes IV)

DEFINITIONS:

1. A verb is not a real verb unless it has a(n) _____.
2. The articles in our language are _____, _____, and _____.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	<u>labyrinth</u>	_____
2.	<u>youths</u>	_____
3.	<u>saw</u>	_____
5.	<u>young</u>	_____
6.	<u>Minotaur</u>	_____

Subject & Verb: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. On a separate sheet of paper, diagram the subject and its modifiers (including prepositional phrases) and the verb. Do not try to diagram anything else at this point. **HINT:** Watch out for verbals!

1. A servant with a dark face looked him in the eyes. (See Notes IV)

2. He observed this man known as Theseus.

3. Three young and confident maidens waited in a little chamber. (See Notes III-B)

4. Ariadne hid him in the chamber of the palace.

5. This fair lady wanted to hear about his country.

6. Kill the monster at your first opportunity. (See Notes V)

DEFINITIONS:

1. If there are any words between a preposition and its object, they are _____.
2. Only a _____ can consist of more than one word.
3. If a word looks like a verb but doesn't have a subject, it's a(n) _____.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	looked	_____
3.	maidens	_____
4.	chamber	_____
5.	fair	_____
6.	Kill	_____

Subject & Verb: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. On a separate sheet of paper, diagram the subject and its modifiers (including prepositional phrases) and the verb. Do not try to diagram anything else at this point.

1. *The Golden Fleece* by Padraic Colum includes a tale of the defeat of the Minotaur.
2. The kind Ariadne showed him the harbor from the roof of the palace.
3. Here in the harbor waited the ship with a black sail. (See Notes VI)
4. Theseus begged Ariadne to come with him to his own country.
5. The strange princess wanted to believe all of Theseus' words.
6. Her path from the roof led them to the gardens of the palace.

DEFINITIONS:

1. In a diagram, a _____ goes on a diagonal line attached to another word.
2. Pronouns are words that _____.
3. Adjectives are words that _____.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	Padraic Colum	_____
2.	Ariadne	_____
3.	waited	_____
4.	him	_____
5.	strange	_____

Adverbs

DEFINITION: An **adverb** (ADV) is an “all-purpose” MODIFIER. It can modify a verb, an adjective, or another adverb.

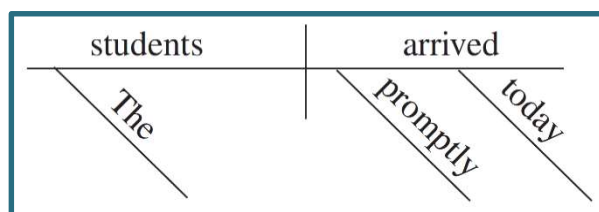
As is stated above, adverbs modify three different things. We will discuss these things in order.

1. When an adverb modifies a VERB, it tells you IN ONE WORD “How?” “When?” “Where?” or “Why?” about that verb.

ART **N** **AV** **ADV** **ADV**
The students arrived promptly today.

What does “promptly” tell you? Yes, it tells you HOW the students ARRIVED. It’s an adverb, so it’s marked **ADV**.

What does “today” tell you? Right, it tells you WHEN the students ARRIVED. It’s also an adverb. Here’s how you diagram this sentence:



ADVERBS THAT MODIFY VERBS ARE MOVEABLE.

This is extremely important and that’s why it’s in such big type! This concept will be tremendously helpful to you when it comes to figuring out what an adverb modifies. Words in our language usually have to be in a certain place in a sentence (articles must come before nouns, helping verbs must come before verbs, subjects usually precede verbs, etc.), but that’s not true of ADVERBS WHICH MODIFY VERBS. You can usually move such adverbs to two or three different places in the sentence without it sounding odd or changing the meaning in any way. Let’s try it out with the sentence above. Can “promptly” be moved around? How about “today”?

Today the students arrived promptly.

The students promptly arrived today.

The students arrived today promptly.

All three of these variations make complete sense, don’t they? So if you see a word in a sentence that can be moved without changing the sentence’s meaning, that tells you two things: 1) it’s an adverb, and 2) it modifies the verb! If it’s an adverb and it cannot be moved, then it modifies the word that it must stay next to.

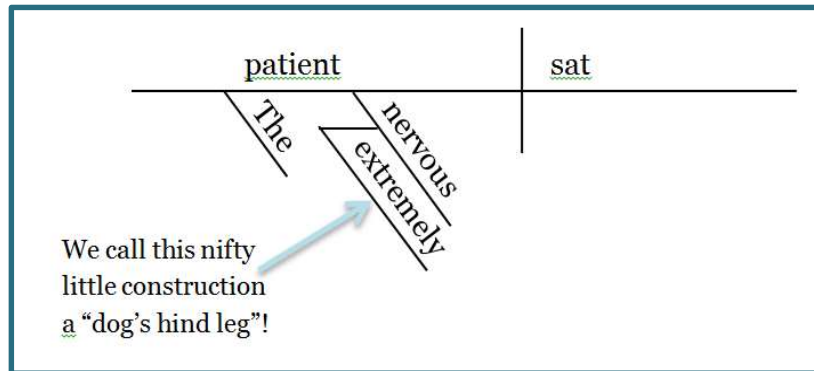
[\(Table of Contents\)](#)

(This subject continues on the next page.)

2. Adverbs that modify adjectives tell you “How?” or “To what extent?” about adjectives.

ART ADV ADJ N AV PP ART ADJ N
 The extremely nervous patient sat (in the dentist’s chair).

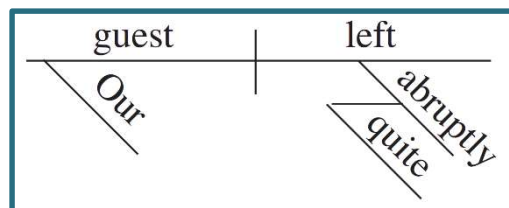
What does “extremely” tell you? Yes, it tells you HOW NERVOUS. It’s an adverb. Notice also that “extremely” is NOT moveable. It must stay next to the word “nervous,” because it modifies an adjective, not a verb. Here’s how you diagram it.



3. Adverbs that modify other adverbs also tell you “How?” or “To what extent?” about adverbs.

ADJ N AV ADV ADV
 Our guest left quite abruptly.

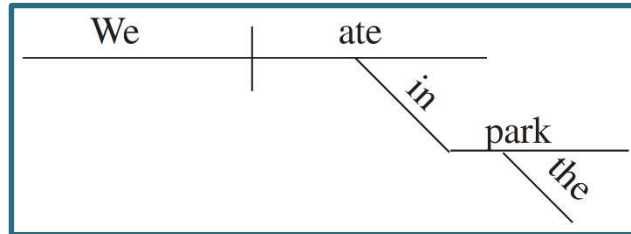
What does “quite” tell you? Yes, it tells you HOW ABRUPTLY. It’s an adverb. Notice, also, that it cannot be moved away from the word “abruptly.” Here’s how to diagram it:



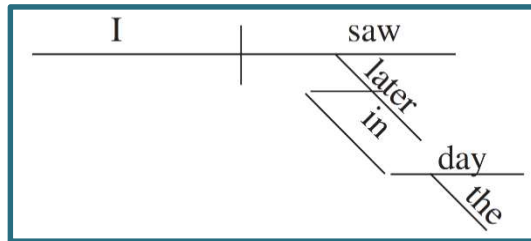
You use a “dog’s hind leg” every time you have a modifier that modifies another modifier.

4. Prepositional phrases can modify verbs and other modifiers too. When they do, they answer the same “How?” “When?” etc. questions as adverbs do. Here are a few examples of how to diagram them.

PRO AV N PP ART N
 We ate lunch (in the park).
 (“in the park” tells you WHERE we ATE)



PRO AV PRO ADV PP ART N
 I saw him later (in the day).
 (“in the day” tells you LATER TO WHAT EXTENT)



If you’re having a little trouble understanding that “in the day” modifies “later,” remember that, if it modified the verb, it would be moveable. Since it can’t be moved away from “later,” it must modify it.

In the sentence above this one, you can move “in the park” to the front of the sentence without changing its meaning. That tells you that it modifies the verb.

SOME HANDY LITTLE NOTES:

- Many adverbs end in “ly.” In our language you can change many adjectives (such as beautiful) into adverbs by adding the suffix “ly” (beautifully). Not all adverbs end in “ly,” and not all words that end in “ly” are adverbs. Only adjectives with the “ly” suffix are adverbs.
- The words “how,” “when,” “where,” and “why” are frequently adverbs. For now, mark them that way.
- The words “not,” “never,” “really,” and “very” are very commonly used adverbs.
- If you just can’t figure out what a word is, it’s probably an adverb!
- When you’re having a hard time figuring out where a modifier goes, try saying the modifier together with the word you think it modifies. For instance, in the last sentence above “saw in the day” doesn’t sound right, but “later in the day” does! That tells you that “in the day” goes with “later”!

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

Adverbs: Exercise #1

Page 1 of 2

NAME: _____ Date: _____

DIRECTIONS: Mark all the nouns, articles, adjectives, pronouns, prepositions, action verbs, and adverbs in the sentences below. Put parentheses around the prepositional phrases. Then diagram the subject and the verb and their modifiers. Don't attempt to diagram anything else.

1. The captain of the *Silver Beetle* paused for the fiftieth time.
2. The man anxiously shaded his eyes to peer across the wharf.
3. In the sun's glare, the city shimmered.
4. The bright and vivid sky curved in a high blue arch over the ancient city.
5. The wharf always seethed with activity.
6. In the afternoons sweaty porters hurried among groups of merchants/

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	time	_____
2.	anxiously	_____
3.	glare	_____
4.	sky	_____
5.	seethed	_____
6.	sweaty	_____

NAME: _____ Date: _____

DEFINITIONS:

1. A pronoun is a word that _____.

2. An antecedent is _____.

3. Adverbs are words that modify _____.

4. An adverb which can be moved modifies _____.

5. If an adverb cannot be moved, it modifies _____.

Adverbs: Exercise #2

Page 1 of 2

NAME: _____ Date: _____

DIRECTIONS: Mark all the nouns, articles, adjectives, pronouns, prepositions, action verbs, and adverbs in the sentences below. Put parentheses around the prepositional phrases. Then diagram the subject and the verb and their modifiers. Don't attempt to diagram anything else.

1. A donkey drover successfully pushed through a cluster of pale-faced Libyans.
2. At one end of the wharf, three Mitanni traders in fringed garments wagered on a dog fight.
3. A ring of very young urchins cleverly surrounded a cage of monkeys.
4. The rank smell of the river rose over the chaos.
5. The captain eagerly searched for one tall figure.
6. Because of the late hour, Nekonkh nervously chewed his lip. (*See final section of Notes: Prepositions*)

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	successfully	_____
2.	wagered	_____
3.	urchins	_____
4.	smell	_____
5.	eagerly	_____
6.	hour	_____

NAME: _____ Date: _____

DEFINITIONS:

1. Which kind of noun begins with a lower case letter and consists of one word only?

2. If a word looks like a verb, but it doesn't have a subject, it's called a(n) _____.

3. If you find a verb and ask "Who or What – (and say the verb)?" what are you looking for?

Adverbs: Exercise #3

Page 1 of 2

NAME: _____ Date: _____

DIRECTIONS: Parse (mark all the parts of speech, including parentheses around the prepositional phrases) in the sentences below. Then diagram the subject and its modifiers, and the verb and its modifiers.

1. His helmsman confidently strolled across the deck.
2. The captain with the blunt fingers whirled toward him savagely.
3. With a hasty step from his master, the helmsman mumbled his message.
4. Nekonkh quickly mopped the sweat with his oddly hairy wrist.
5. For a moment the tired old captain leaned wearily against the gunwale.
6. Automatically his eyes checked his ship for signs of the crew's readiness for departure.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	helmsman	_____
2.	savagely	_____
3.	hasty	_____
4.	mopped	_____
5.	moment	_____
6.	Automatically	_____

NAME: _____ Date: _____

DEFINITIONS:

1. *The three articles are* _____.

2. *The proper noun begins with a* _____
and may consist of _____.

3. *An action verb expresses* _____
and must have a(n) _____.

4. *If a word looks like a verb but doesn't have a subject, it's a(n)* _____.

Units 1-5 Application Exercise

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Select 10 sentences in Chapters 10-12 of *Mara, Daughter of the Nile*. Each sentence should contain at least 3 modifiers (articles, adjectives, or adverbs). Copy each sentence on the lines below and mark all the nouns, articles, adjectives, pronouns, prepositions, action verbs, and adverbs. Put parentheses around the prepositional phrases. (Remember that there may be some words that you have not learned how to parse yet, and that's okay.) Then, in the space below each sentence OR on a separate sheet of paper, neatly diagram the subject and verb and their modifiers.

1. _____

2. _____

3. _____

4. _____

NAME: _____ Date: _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Units 1-6 Review Exercises

[Page 1 of 2](#)

NAME: _____ Date: _____

DIRECTIONS: Let's learn and remember the term "parse." It means to mark all the parts of speech, and in this book, we're going to include putting parentheses around the prepositional phrases when we say parse. We will use this term throughout the rest of this book when you are to mark the parts of speech and put parentheses around prepositional phrases. Parse the sentences below. Then diagram the subject and its modifiers, and the verb and its modifiers.

1. The torch flared wildly against the night.
2. A gap in the rubble led downward into obscurity.
3. At the sight of the familiar hieroglyphs, a tremor of fear passed through Sheftu.
4. The great prince stood on this spot on the day of the entombment.
5. The diggers crept past him extremely quietly.
6. The plaster on the wall crumbled in an irregular crack.
7. They needed plaster to mend it.
8. The breath of stale air overcame him.
9. Slowly he descended the stairs into the Habitation of the Dead.
10. Pleading texts from the Book of the Dead left at him from the carven walls.

NAME: _____ Date: _____

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	wildly	_____
2.	rubble	_____
3.	tremor	_____
4.	stood	_____
5.	quietly	_____
6.	plaster	_____
7.	needed	_____
8.	air	_____
9.	he	_____
10.	Pleading	_____

DEFINITIONS:

1. A noun is the name of _____.
2. A _____ noun begins with a lower-case letter.
3. A _____ noun begins with a capital letter.
4. A _____ noun can consist of only one word.
5. An adjective is a word that _____.
6. The articles in our language are _____, _____, and _____.
7. A pronoun is a word that _____.
8. An antecedent is _____.
9. A word may look like a preposition, but it's not unless it has a(n) _____.
10. Adverbs modify _____, _____, and _____.

Patterns 1 & 2

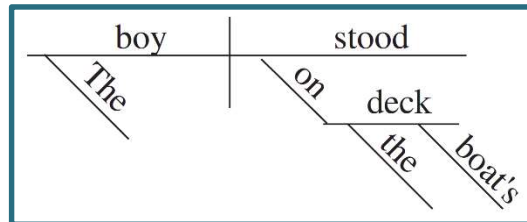
Now that you know the basics of diagramming, it is necessary for you to know the FIVE SENTENCE PATTERNS. No matter how different sentences may look, they all fall into one of five basic patterns. This unit deals with PATTERNS 1 & 2. These two patterns contain ACTION VERBS ONLY.

PATTERN 1: N-V

The **Noun-Verb** pattern (which we'll call just **N-V**) contains only two items on the baseline: a subject (**N**) and an action verb (**V**). The subject and verb may have modifiers, and there may be prepositional phrases in the sentence, but THERE WILL BE NO OTHER NOUNS OR VERBS.

ART N AV PREP ART ADJ N
The boy stood (on the boat's deck).

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



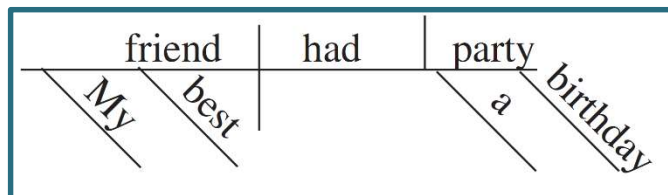
PATTERN 2: N-V-N

To learn about the **Noun-Verb-Noun** pattern, you must become familiar with a new “job” called the DIRECT OBJECT. The **N-V-N** pattern contains three main parts: a subject (**N**), an action verb (**V**), and a DIRECT OBJECT (**N**). All three parts may have modifiers, and there may be prepositional phrases in the sentence, but THERE ARE NO OTHER NOUNS OR VERBS.

To find the DIRECT OBJECT, you first find the subject and the verb. Then you simply SAY THE SUBJECT, SAY THE VERB, AND ASK “WHAT?” The answer will be a noun or a pronoun and is called the DIRECT OBJECT.

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

The subject is FRIEND; the verb is HAD. Now say, “friend had WHAT?” The answer is PARTY - which is your DIRECT OBJECT. The diagram for this Pattern 2 sentence is like this:



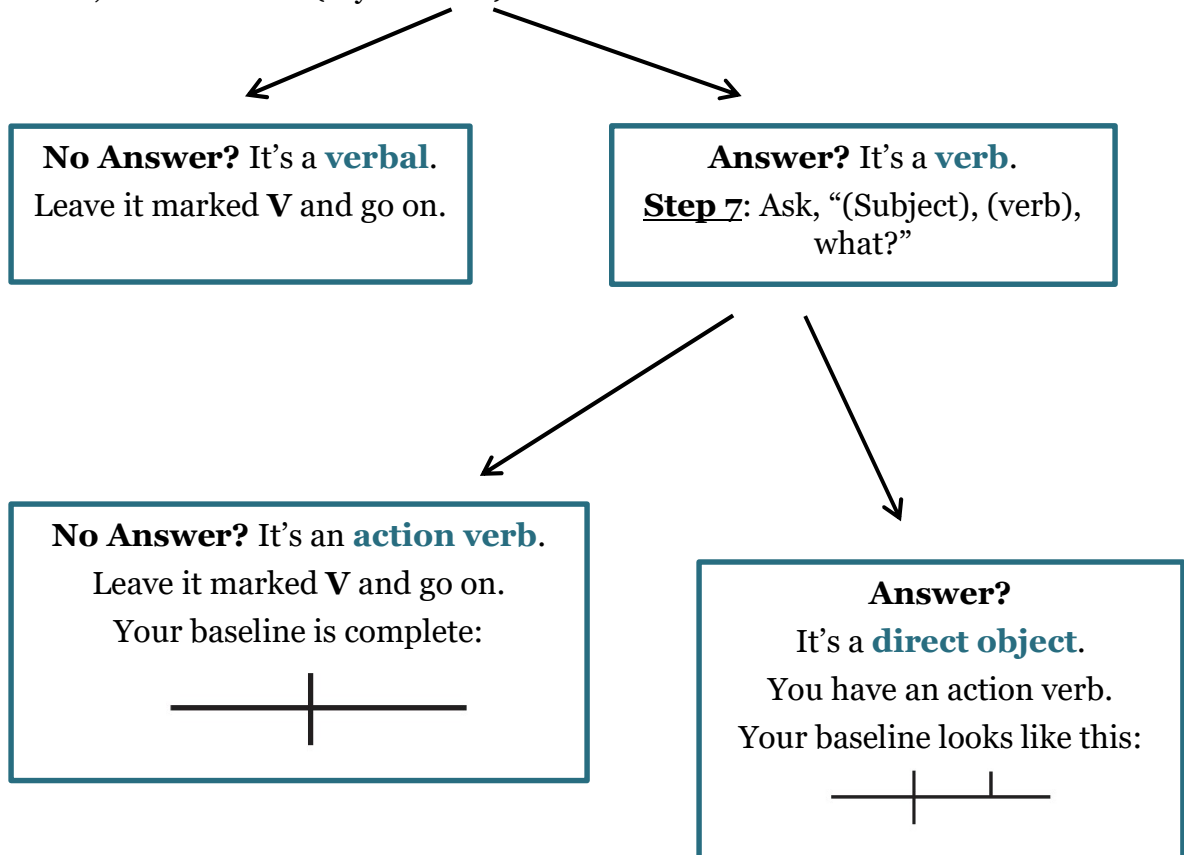
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(This subject continues on the next page.)

The following is an expanded version to the flow chart that was introduced in Unit #4. We will be adding new mental steps, but for now - as long as you understand what you see - you're doing fine!

PROCESS

- Step 1: Find and mark **N** all the nouns in the sentence. (**PN** over proper nouns)
- Step 2: Find and mark all the 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 any word that looks like a verb and mark it **V**.
- Step 6: Ask, "Who or what (say the verb)?"



Patterns 1 & 2: Exercise #1

Page 1 of 2

NAME: _____ Date: _____

DIRECTIONS: All the sentences below are Pattern 1. Parse them and diagram the subject and verb and their modifiers, including the prepositional phrases. (If you need a refresher on what is included when you are told to parse a sentence, look at the directions for Units 1-6 Review.)

1. They crept from the high places to the city gates.
2. Terror came upon Troy.
3. The dark tide of warriors poured through the streets.
4. Men swarmed to the guardhouse fires.
5. The stillness of the night quickly erupted with the screams of families.
6. Sleepy men straggled out from their homes.
7. During the battle a fire roared furiously through the city.
8. This story of Greek war unfolds in the following chapters.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	high	_____
2.	came	_____
3.	poured	_____
4.	Men	_____
5.	stillness	_____
6.	straggled	_____
7.	battle	_____
8.	Greek	_____

NAME: _____ **Date:** _____

DEFINITIONS:

1. *Pronouns are words that* _____.
2. *To look for the direct object, you say the* _____, *say the* _____, *and ask* _____.
3. *A verb must have a(n)* _____ *to be a “real” verb.*

Patterns 1 & 2: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: All the sentences below are Pattern 2. Parse them and diagram the entire sentence. Remember to use the Process Chart.

1. In far-off days Peleus took for his wife a sea nymph.
2. Many guests brought curiosity to his marriage to Thetis of the Silver Feet.
3. Mortal guests included the many gods of high Olympus.
4. The goddess of discord avenged the insult of her lack of an invitation to this great feast.
5. In her blackest mood she tossed an apple upon the table.
6. Everyone at the wedding saw the words on the apple's side.
7. Hera claimed it as wife to Zeus.
8. The extremely beautiful Athene wanted the apple for herself.

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	Peleus	_____
2.	curiosity	_____
3.	included	_____
4.	feast	_____
5.	blackest	_____
6.	Everyone	_____
7.	it	_____
8.	wanted	_____

Patterns 1 & 2: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: All the sentences below are either Pattern 1 or Pattern 2. Parse them and diagram the entire sentence. Remember to use the Process Chart.

1. The three beautiful goddesses started an argument among themselves.
2. The argument grew quickly into a quarrel.
3. Each of them called upon the other guests for support for her claim to the apple.
4. The other guests refused their pleas.
5. In the end, the three took the quarrel with them to Olympus.
6. The other gods took sides with one of the goddesses.
7. The disagreement between these gods continued for a long while.
8. "Stop this foolishness!"

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	argument	_____
2.	argument	_____
3.	them	_____
4.	other	_____
5.	three	_____
6.	took	_____
7.	gods	_____
8.	Stop	_____

Pattern 3

To learn about Pattern 3, you must learn a new concept called the INDIRECT OBJECT.

PATTERN 3: N-V-N-N

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 parts may have modifiers, and there may be prepositional phrases in the sentence, but THERE WILL BE NO OTHER NOUNS OR VERBS.

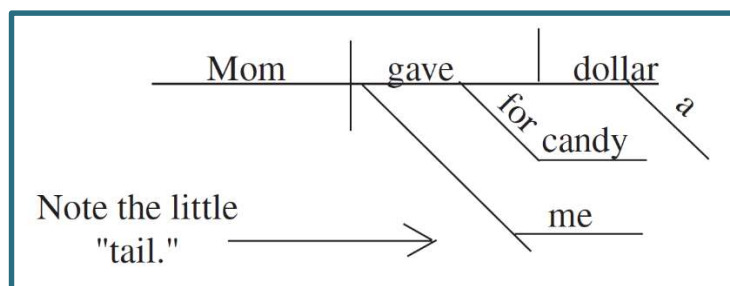
IMPORTANT: A SENTENCE CANNOT HAVE AN INDIRECT OBJECT UNLESS IT HAS A DIRECT OBJECT.

PN AV PRO ART N PP N
Mom gave me a dollar (for candy).

If you “strip down” this sentence (take out all the modifiers and prepositional phrases), what would be left? “Mom gave me dollar.”

When you “strip down” a sentence as you did above, count the number of nouns (or pronouns) left over. If you have one noun left over, you have a Pattern 1 (N-V) sentence. If you have two nouns left over, you have a Pattern 2 (N-V-N) sentence. If you have three nouns left over, you have Pattern 3 (N-V-N-N); the first noun will be the subject, the second will be indirect object, and the third will be the direct object.

The diagram of the complete sentence would look like this:



VERY IMPORTANT: The INDIRECT OBJECT will always be located between the VERB and the DIRECT OBJECT in the sentence. The words will ALWAYS come in this order:

SUBJECT - VERB - INDIRECT OBJECT - DIRECT OBJECT.

These sentences will only contain ACTION VERBS.

The easiest way to determine which sentence pattern you have is to “strip the sentence down.” That means to take out all the modifiers. Then look to see how many NOUNS are left over. If there are three nouns (or pronouns), then the MIDDLE NOUN IS THE INDIRECT OBJECT.

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

Pattern 3: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: All the sentences below are either Pattern 1 or Pattern 2. Parse them and diagram the entire sentence. Remember to use the Process Chart.

1. The kings sent their men a call for assistance.
2. Thetis of the Silver Feet gave King Peleus a son.
3. The gods made Thetis a promise of protection for Achilles.
4. After his childhood his father gave him a mission to Thessaly with an older boy for his companion.
5. Chiron taught Achilles many warrior skills on their journey.
6. On the Isle of Scyros, the mother gave her son the clothes of a maiden for his safety.

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

SUBJECT
VERB

DIRECT OBJECT
INDIRECT OBJECT

OBJECT OF THE PREPOSITION
MODIFIER

SENTENCE #	WORD(S)	JOB
1.	assistance	_____
2.	King Peleus	_____
3.	promise	_____
4.	father	_____
5.	warrior	_____
6.	son	_____

Pattern 3: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: The sentences below are either Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Parse the sentences and then, on a separate sheet of paper, diagram the entire sentence.

1. The young Achilles remained a maiden on the island among the princesses.
2. The mighty King Lycomedes gave the warriors a warm welcome without a mention of his son's presence.
3. The chief of the soothsayers gave the leaders a stern warning about the importance of Achilles' capture.
4. Then Odysseus dressed himself as a trader with a red cap.
5. The girls entered the palace forecourt excitedly from the women's quarters.
6. At the bottom of the trader's pack, a great sword of bronze taunted Prince Achilles.

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

SUBJECT
VERB

DIRECT OBJECT
INDIRECT OBJECT

OBJECT OF THE PREPOSITION
MODIFIER

SENTENCE #	WORD(S)	JOB
1.	remained	_____
2.	warriors	_____
3.	chief	_____
4.	himself	_____
5.	excitedly	_____
6.	bottom	_____

Pattern 3: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: The sentences below are either Pattern 1 (N-V), Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Parse the sentences and then, on a separate sheet of paper, diagram the entire sentence.

1. The chieftains of the fleet stripped off his feminine garments.
2. Then they quickly gave him the clothes of a warrior.
3. The devoted mother wept over Achilles in grief.
4. Achilles bravely chose a short life for himself.
5. His father gave him fifty ships with plenty of men.
6. Finally the warrior sailed towards Troy with the black ships.

DIRECTIONS: The underlined words in the sentences above are doing one of six jobs. Choosing your answer from one of the jobs 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.	stripped	_____
2.	clothes	_____
3.	mother	_____
4.	himself	_____
5.	him	_____
6.	black	_____

Linking Verbs and Patterns 4 & 5

DEFINITION: A **linking verb (LV)** is a word that links its subject with a noun (or pronoun) or an adjective in the predicate. (The predicate is everything except the subject and its modifiers).

THE SUBJECT OF AN *ACTION* VERB IS **DOING** SOMETHING.

THE SUBJECT OF A *LINKING* VERB IS **BEING** SOMETHING.

There are only a small group of verbs that can be linking verbs. For the most part, they are:

BE (is, are, am, was, were, being, been):

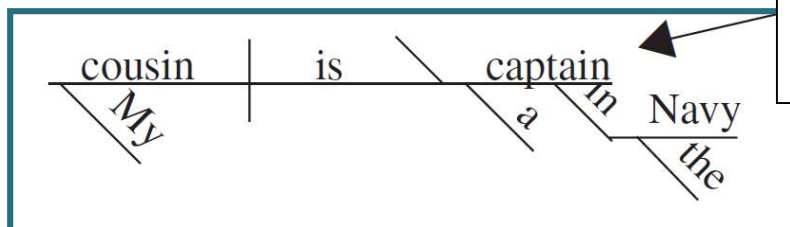
SMELL	STAY	SEEM	TASTE	APPEAR
BECOME	LOOK	REMAIN	FEEL	GROW

Some of these verbs are always linking verbs (such as seem and become), but most of them can be action verbs too. In order to be sure it's a linking verb, you have to determine if it's in a **LINKING VERB SENTENCE PATTERN**.

PATTERN 4: N-LV-N

This is the first linking verb sentence pattern. We call it “**NOUN - LINKING VERB - NOUN.**” The first noun (or pronoun) is the **SUBJECT**, next comes the **LINKING VERB**, and then comes the second noun which is called the **PREDICATE NOMINATIVE**. The most important thing to remember is that the **subject and the predicate nominative are always the same person or thing.**

ADJ	N	LV	ART	N	PP	ART	PN
My	cousin	is	a	captain	(in	the	Navy).



Notice how *cousin* and *captain* are the same person in this sentence? If the sentence said, “My cousin married a captain in the Navy,” that wouldn’t be the case, would it? Notice how the base line differs from a Pattern 2 sentence: the line which separates the action verb from its direct object is **vertical**, whereas the line which separates a linking verb from its predicate nominative is **diagonal** and slants upward to the left. The **predicate nominative** is the noun or pronoun that completes the linking verb pattern.

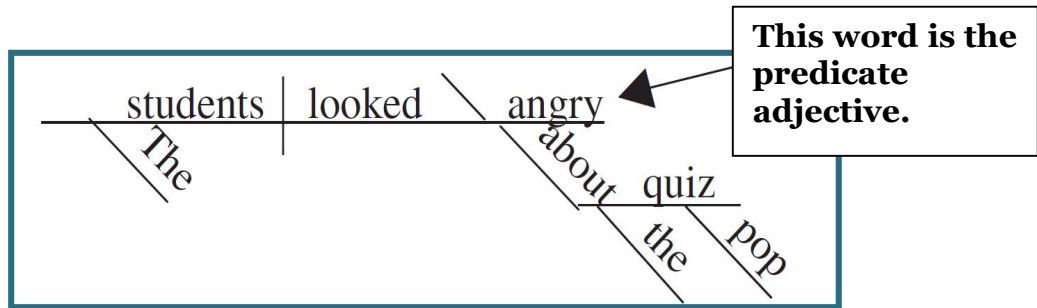
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PATTERN 5: N-LV-ADJ

This is the second linking verb pattern. We call it “**NOUN - LINKING VERB - ADJECTIVE.**” The noun is the **SUBJECT**, then comes the **LINKING VERB**, and then comes an adjective called the **PREDICATE ADJECTIVE**. The predicate adjective always describes the subject.

ART N LV ADJ PP ART ADJ N
The students looked angry (about the pop quiz).



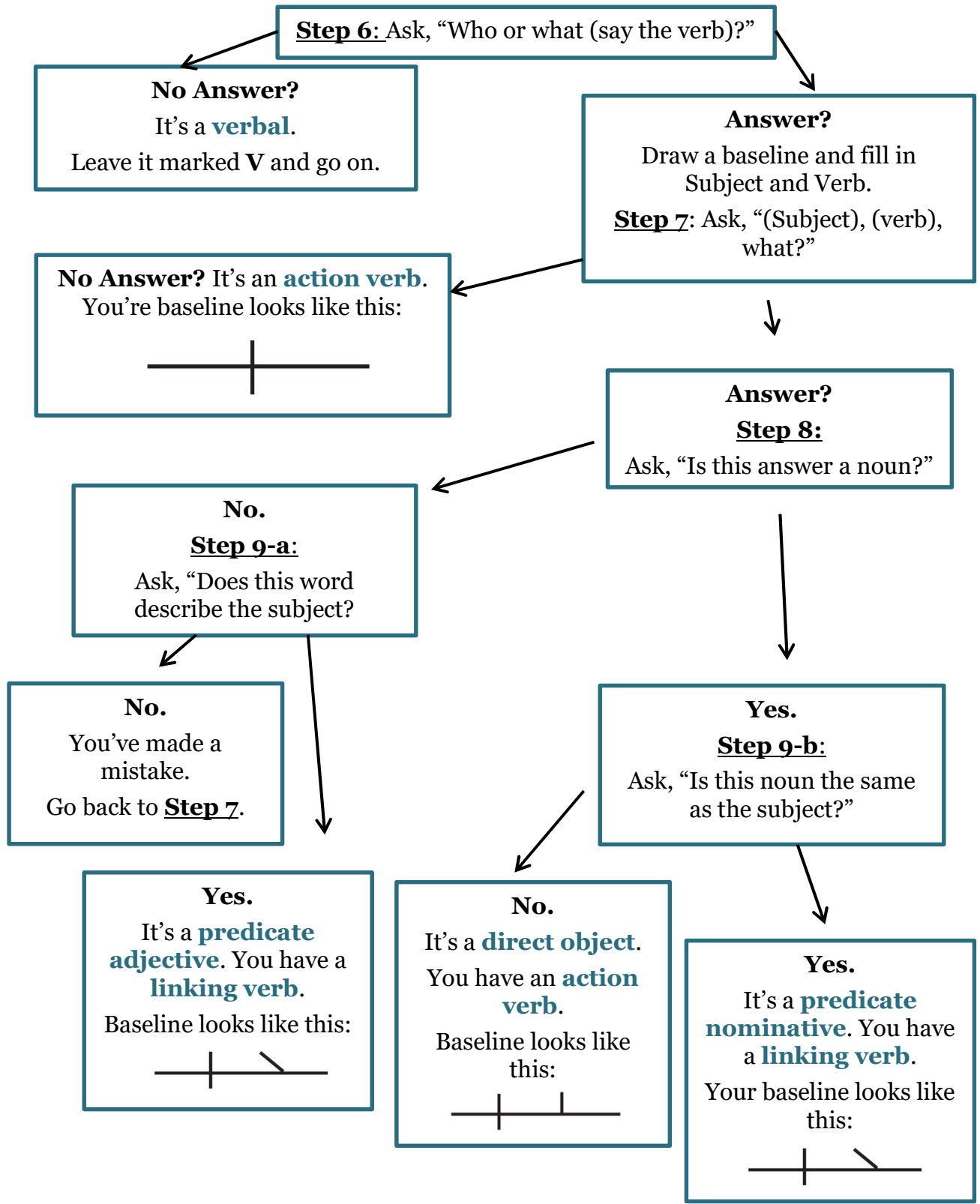
REMEMBER: If you have an action verb in your sentence, then you have either Pattern 1, Pattern 2, or Pattern 3. If, however, you have a linking verb, then you have either Pattern 4 or Pattern 5. In a Pattern 4 sentence the linking verb **LINKS** the subject with another noun or pronoun in the predicate. In a Pattern 5 sentence the linking verb **LINKS** the subject to an adjective in the predicate. Following is the completed **PROCESS** chart. Use it as you do these exercises. If you understand the **PROCESS** chart, it will be your “best friend” in mastering this material.

PROCESS

- Step 1: Find & mark **N** over all the nouns in the sentence. (**PN** over proper nouns)
- Step 2: Find & mark all the articles and adjectives (Ask, “Which [say the noun]?”)
- Step 3: Find & mark all the pronouns.
- Step 4: Find & mark all the prepositions and put parentheses () around the prepositional phrases.
- Step 5: Find all words that look like verbs and mark them **V**.

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(This subject continues on the next page.)



Step 10: Add articles, adjectives, prepositional phrases, adverbs, and conjunctions to the diagram.

Step 11: Pat yourself on the back! You’ve successfully “parsed” and diagrammed the sentence!

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

Patterns 4 & 5: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: All the sentences below are either Pattern 4 (N-LV-N) or Pattern 5 (N-LV-ADJ). Parse and diagram the sentences. (Do you need to review our meaning of parse? Find it at Units 1-6 Review.)

1. Thetis was a mourning mother with revenge in her heart.
2. Zeus was the father of the gods.
3. The wise old Nestor is the deliverer of the false dream.
4. This influential man in the dream was confident of a total loss for the Trojan people.
5. The groggy Agamemnon was immediately joyous.
6. Later he becomes cautious about the meaning of his dream.
7. The king's idea is a test of the temper of his army.
8. The respected High King is also very creative.

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

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

SENTENCE #	WORD(S)	JOB
1.	mother	_____
2.	gods	_____
3.	Nestor	_____
4.	confident	_____
5.	was	_____
6.	cautious	_____
7.	test	_____
8.	very	_____

Patterns 4 & 5: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: All the sentences below are either Pattern 4 (N-LV-N) or Pattern 5 (N-LV-ADJ). Parse and diagram the sentences. (Do you need to review our meaning of parse? Find it at Units 1-6 Review.)

1. By this time the warriors' hopes were quite low.
2. They were very anxious for their families.
3. These weary fighters became a sea of excited men.
4. The captains of these warriors were also eager for a return to their homes.
5. The mighty Odysseus was the only one with a different opinion.
6. The abandonment of the siege was a shameful thing.
7. The royal scepter is a staff in the hand of Odysseus.
8. With their return their spirits were almost unbelievably ugly.

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

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

SENTENCE #	WORD(S)	JOB
1.	time	_____
2.	anxious	_____
3.	became	_____
4.	return	_____
5.	mighty	_____
6.	thing	_____
7.	scepter	_____
8.	ugly	_____

Patterns 4 & 5: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: The sentences below represent all five sentence patterns: N-V, N-V-N, N-V-N-N, N-LV-N and N-LV-ADJ. Parse and diagram the entire sentence.

1. The only protestor is a fellow by the name of Thersites.
2. He began a jeering speech with insults for the leaders.
3. The experienced Odysseus quickly gave him a beating with the scepter.
4. Understandably Thersites cried like a baby.
5. The warriors near this event were amused by the sight of his tears.
6. Then these mighty men hitched up their weapons.
7. These companies of great warriors felt less miserable after the encouragement of Odysseus.
8. The captured horses are guides for the Greek chariots.

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

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

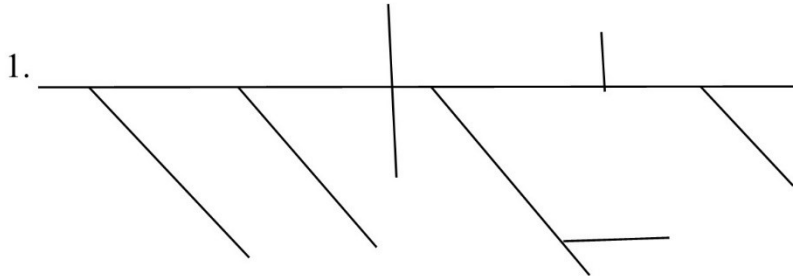
SENTENCE #	WORD(S)	JOB
1.	is	_____
2.	speech	_____
3.	him	_____
4.	Understandably	_____
5.	amused	_____
6.	men	_____
7.	warriors	_____
8.	guides	_____

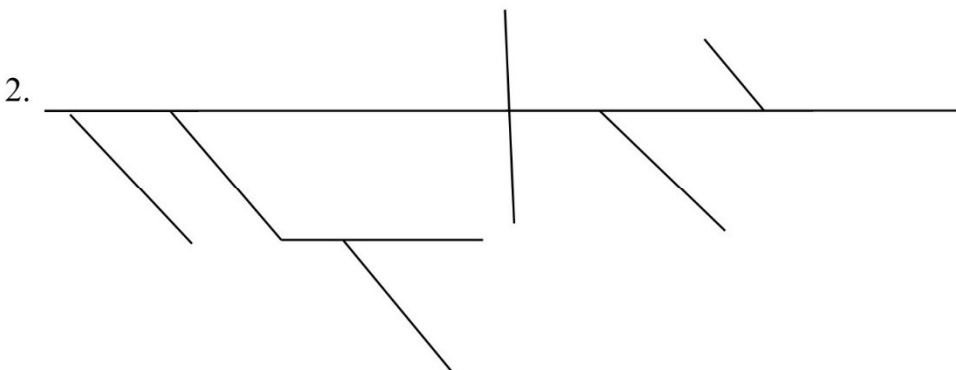
Units 8 - 10 Patterns Applications

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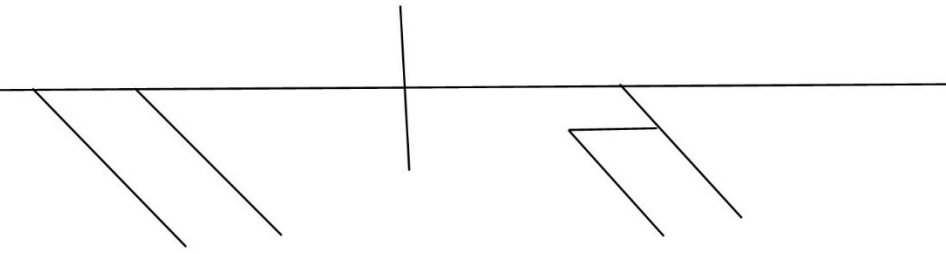
DIRECTIONS: Create sentences that match the diagrams below. Then, write a sentence based on your diagram. You must include one predicate adjective and one predicate nominative in the sentence with linking verbs. You may add extra words to your sentence if you desire; however, every word on your diagram must be used in the appropriate manner with your sentence.



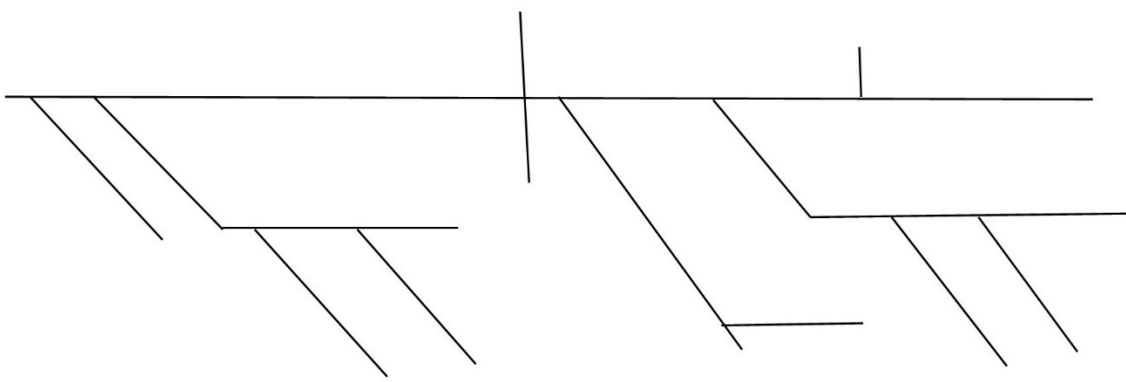


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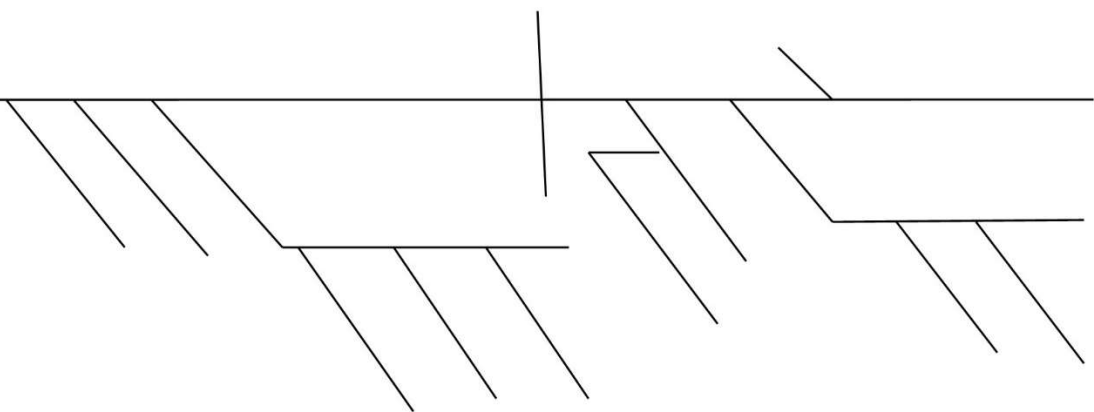
3.



4.



5.



Helping Verbs

DEFINITION: **Helping verbs (HV)** are a word or group of words which come before an action or linking verb and helps form different tenses. The helping verb and the main verb make up the VERB PHRASE. (Helping verbs are sometimes called “auxiliary verbs.”)

EXAMPLES:

(main verb) CRAWL

(verb phrase) will crawl – (*will* is the helping verb)

(main verb) LISTEN

(verb phrase) has been listening – (*has* and *been* are helping verbs)

(main verb) FIND

(verb phrase) would have been found – (*would*, *have*, and *been* are helping verbs)

The best way to learn helping verbs is to memorize them. They are listed below:

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

You may have noticed that some of the helping verbs listed above were taught to you as ACTION VERBS (such as DO and HAVE). If one of these verbs is the LAST word in the verb phrase, then it is an action verb. If, however, it is NOT the last word in the verb phrase, it is a helping verb.

PRO HV AV ADJ N

I w i l l d o m y h o m e w o r k .

(*will do* is the verb phrase and *do* is an action verb.)

PRO HV ADV AV ADJ N

I d o n o t w a n t a n y l u n c h .

(*do want* is the verb phrase and *do* is a helping verb)

You may also have noticed helping verbs in the list above which were taught to you as LINKING VERBS (is, am, are, etc.). If one of these words is the LAST word in the verb phrase, it is a linking verb; otherwise, they are helping verbs.

PN HV LV ART N
J o h n w i l l b e a s e n i o r .

(*will be* is the verb phrase and *be* is a linking verb)

PN HV HV AV PP N
J o h n w i l l b e g o i n g (t o c o l l e g e)

(*will be going* is the verb phrase & *be* is a helping verb)

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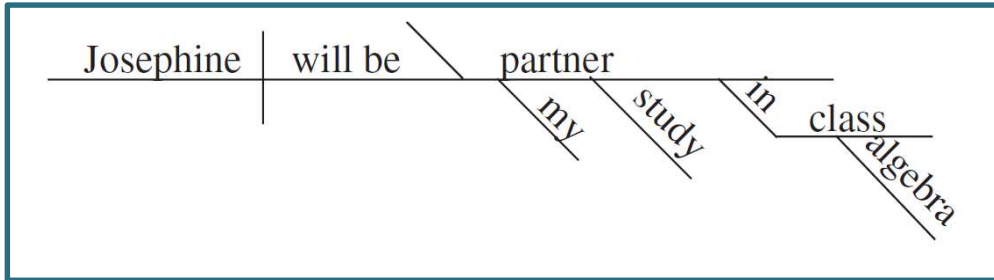
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NOTE: A favorite spot for adverbs to “live” is between a helping verb and the main verb (I should *really* do my homework.) That’s why you need to know those helping verbs by heart; otherwise, you might mistake an adverb for a helping verb.

HOW TO DIAGRAM HELPING VERBS:

Helping verbs are just part of the verb, so they are diagrammed like this:

PN HV LV ADJ ADJ N PP ADJ N
Josephine will be my study partner (in algebra class).



HOW TO DIAGRAM QUESTIONS:

Most of the questions in our language are formed by moving the words in a statement around and putting them in a different order. Look at the following examples:

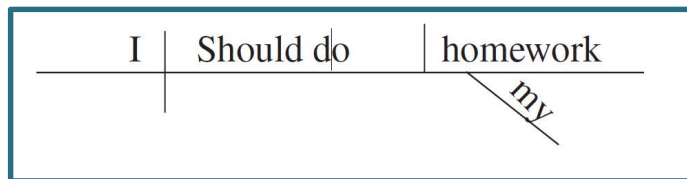
EXAMPLES: (statement) I should do my homework.
(question) Should I do my homework?

Notice that, in order to form a question, the helping verb is simply moved in front of the subject.

(statement) He walked to school.
(question) Did he walk to school?

In this case, because the original statement did not have a helping verb, a helping verb is added to the sentence -again in front of the subject.

To diagram a question, the helping verb still goes in the verb slot, but it is capitalized to show that it came first in the sentence. Look at the diagram below:



Helping Verbs: Exercise #1

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: *Parse and diagram the sentences below.*

1. *Black Ships Before Troy* was written by Rosemary Sutcliffe before 1993.
2. She had been writing novels for many decades.
3. This writer has long been famous for her superb children's books.
4. She could easily have been popular for her novels for adults also.
5. Do you know anything about the Trojan War?
6. This book will guide you to an understanding of Greek mythology.
7. In *The Wanderings of Odysseus* Mrs. Sutcliffe has provided a retelling of Homer's *Odyssey*.

DEFINITIONS:

1. Helping verbs are verbs that come _____ main verbs and help form different _____.
2. *Adjectives are words that* _____.
3. A pronoun is a word that _____.
4. *The helping verb and the main verb together make up the* _____.

Helping Verbs: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse and diagram the sentences below.

1. Hector's mother had given a piteous shriek for her dead son.
2. This woman had become a grieving mother.
3. She would be seen as a wounded bird among the wailing women.
4. In the chamber of the house, Andromache had been weaving a mantle of fine purple.
5. This group could not accept the death of their beloved Hector.
6. Hector had not been provided with proper burial rites.
7. He must wander alone in the borderlands outside Hades.

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

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

SENTENCE #	WORD(S)	JOB
1.	piteous	_____
2.	mother	_____
3.	bird	_____
4.	Andromache	_____
5.	death	_____
6.	proper	_____
7.	must wander	_____

Helping Verbs: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse and diagram the sentences below.

1. Achilles' dream of Patroclus had been very emotional.
2. He had been asked by his sword-brother for a proper burial.
3. He could not feel his arms around Patroclus in the dream.
4. His men would now build the slain warrior a great pyre.
5. At sunset Achilles had set the pile on fire.
6. The mourners would then place the ashes of Patroclus in a great golden cup.
7. Funeral games in the man's honor had been the custom in those days.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	emotional	
2.	his	
3.	dream	
4.	warrior	
5.	had set	
6.	ashes	
7.	custom	

DEFINITIONS:

1. In a noun-linking verb-noun pattern, the second noun is called the _____.
2. In a noun-linking-verb-adjective pattern, the second noun is called the _____.
3. What are the modifiers in this sentence? _____.

Conjunctions and Compound Situations

DEFINITION: A **conjunction (CONJ)** is a word or group of words that join grammatical equals (noun to noun, verb to verb, etc.).

THERE ARE THREE KINDS OF CONJUNCTIONS:

- Coordinating conjunctions
- Correlative conjunctions
- Subordinating conjunctions (to be covered in a later Unit)

COORDINATING CONJUNCTIONS

and	or	for (when it means because)
but	nor	yet (when it means but)

EXAMPLES:

CONJ

Anne cleaned the kitchen and the bedroom.
(and joins two nouns: *kitchen* and *bedroom*)

CONJ

We will go to the store and then to the cleaners.
(and joins two prepositional phrases: *to the store* and *to the cleaners*)

CORRELATIVE CONJUNCTIONS

These conjunctions are always found in pairs with other words in between. They are....

either...or	both...and
neither...nor	not only...but (also)

EXAMPLES: Take special note of the way correlative conjunctions are marked.

You can take either the pie or the cake.

CONJ

(*either...or* joins two nouns: *pie* and *cake*)

The girl was both beautiful and kind.

CONJ

(*both...and* joins two predicate adjectives: *beautiful* and *kind*)

COMPOUND SITUATIONS:

A “compound situation” is when there are two (or more) of something joined by a conjunction in a sentence. Two (or more) subjects are called a “compound subject,” and two or more verbs are called a “compound verb” and so forth. When you have a compound situation in a sentence diagram, you go to the place where that word (if it were only one word) would be diagrammed - and then you “branch off.” You make as many branches as you need to illustrate the compound

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

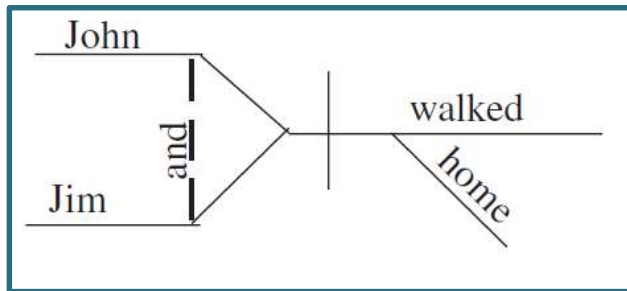
(This subject continues on the next page.)

situation in the sentence; so if you have a sentence with a **quadruple** subject (Kim, Tracy, Jean, and Mary all wore the same dress to the Prom), you would need four separate lines in the subject place in the diagram!

On the following pages you will find a sample diagram for all the possible compound situations you might encounter.

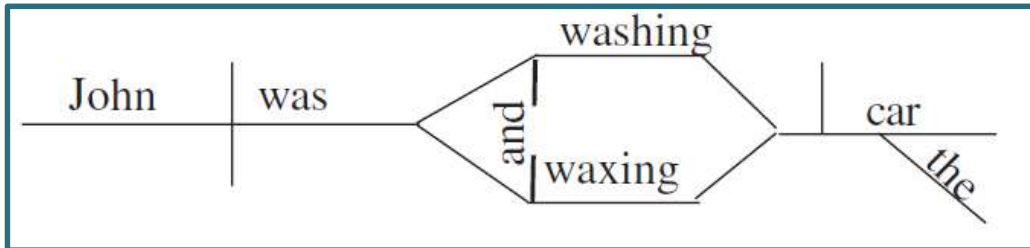
A. COMPOUND SUBJECT:

PN CONJ PN AV ADV
 John and Jim walked home.

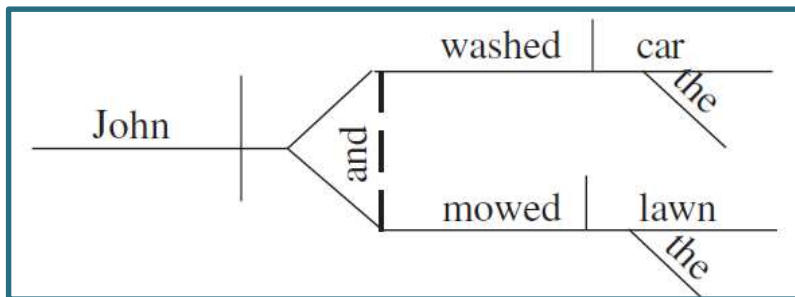


B. COMPOUND VERB:

PN HV AV CONJ AV ART N
 John was washing and waxing the car.



PN AV ART N CONJ AV ART N
 John washed the car and mowed the lawn.



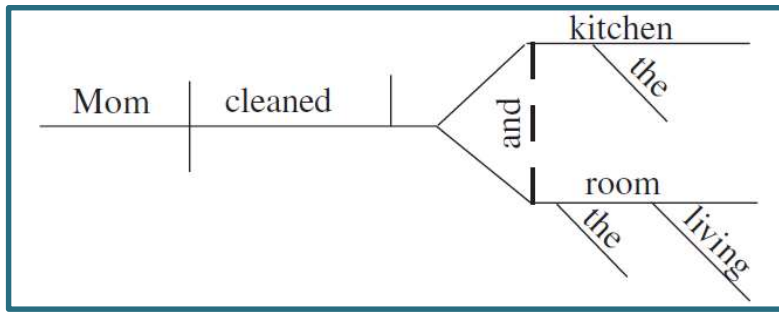
NOTE: In the first diagram above, we had to “rejoin” the base line after the compound verb because both verbs shared a direct object. In the second diagram each verb has its own direct object.

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(This subject continues on the next page.)

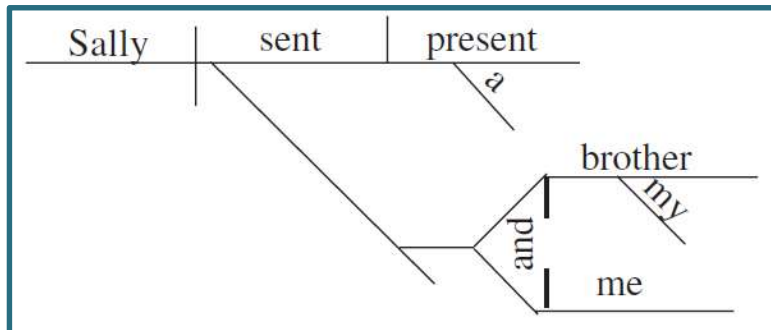
C. COMPOUND DIRECT OBJECT:

PN AV ART N CONJ ART ADJ N
 Mom cleaned the kitchen and the living room.



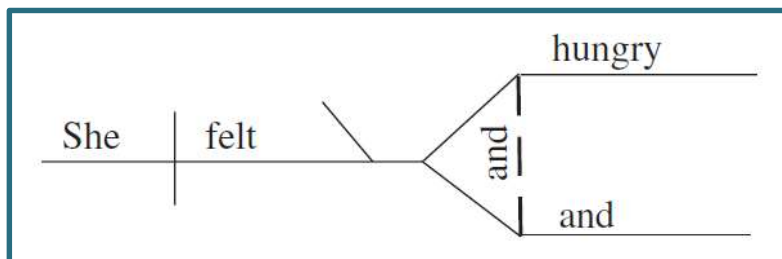
D. COMPOUND INDIRECT OBJECT:

PN AV ADJ N CONJ PRO ART N
 Sally sent my brother and me a present.



E. COMPOUND PREDICATE NOMINATIVE OR PREDICATE ADJECTIVE (P-ADJ):

PRO LV P-ADJ CONJ P-ADJ
 She felt hungry and tired.

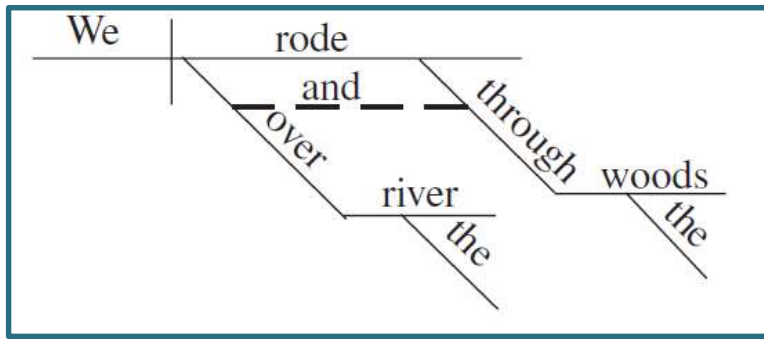


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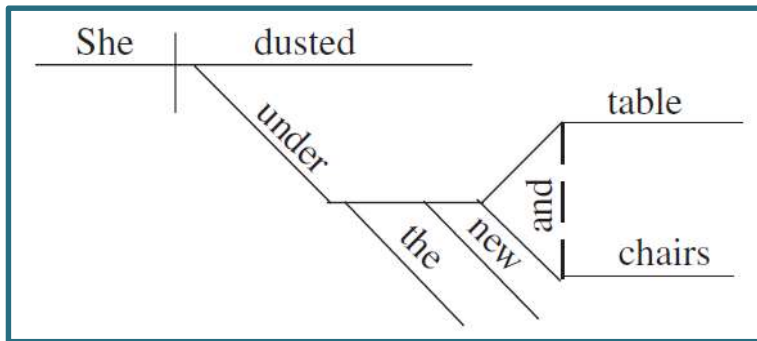
F. COMPOUND PREPOSITIONAL PHRASES:

PRO AV PP ART N CONJ PP ART N
 We rode (over the river) and (through the woods).



G. PREPOSITIONAL PHRASE WITH COMPOUND OBJECT:

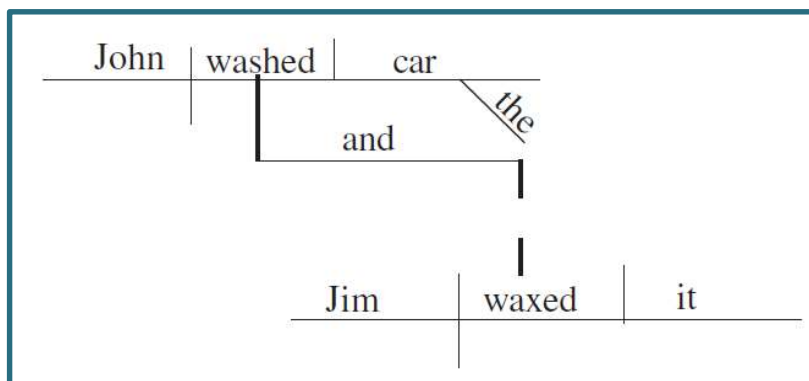
PRO AV PP ART ADJ N CONJ N
 She dusted (under the new table and chairs).



Notice that *the* and *new* are diagrammed on the line that is shared by *table* and *chairs*. That's because these two modifiers modify both nouns.

H. COMPOUND SENTENCE:

PN AV ART N CONJ PN AV PRO
 John washed the car and Jim waxed it.

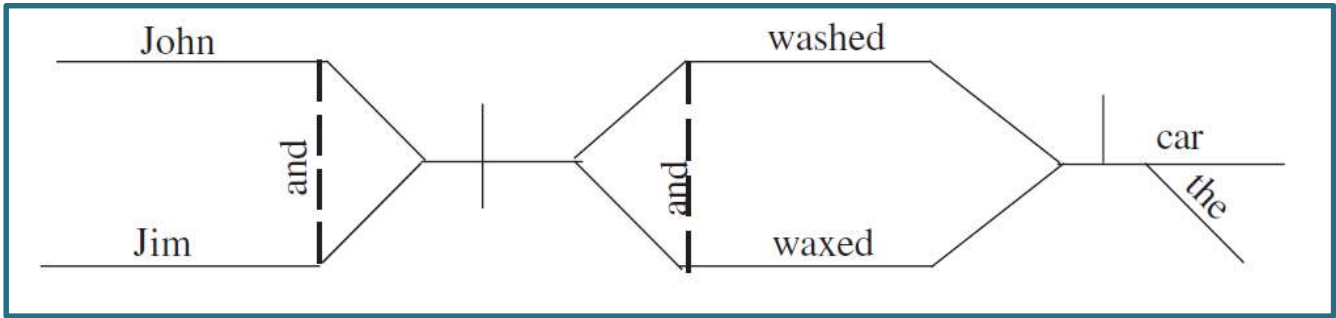


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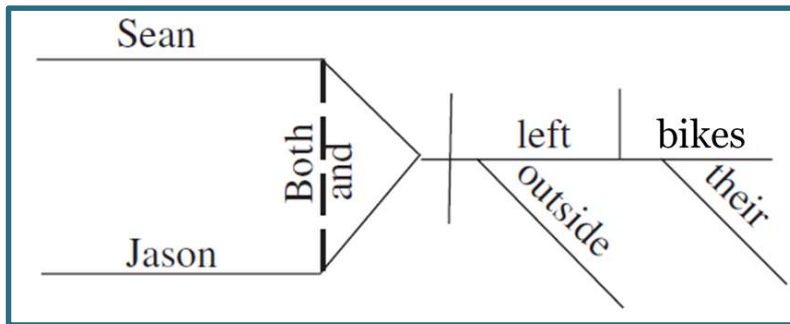
I. MULTIPLE COMPOUND SITUATIONS:

PN CONJ PN AV CONJ AV ART N
 John and Jim washed and waxed the car.



J. DIAGRAMMING CORRELATIVE CONJUNCTIONS:

PN PN AV ADJ N ADV
 Both Sean and Jason left their bikes outside.

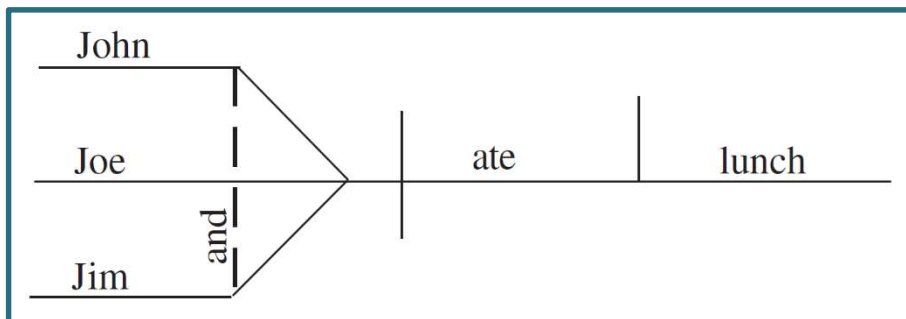


K. COMPOUND MODIFIERS:

You learned how to diagram compound modifiers when we studied **Subject and Verb**.

L. THREE OR MORE OF SOMETHING:

PN PN CONJ PN AV N
 John, Joe, and Jim ate lunch.



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

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

Compound Situations: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse and diagram the sentences below.

1. Achilles and the Trojans lost their desire for war. (See Notes A)
2. The Trojans awaited their new allies and anticipated a strong band of women warriors. (See Notes B-2)
3. The sacred image was called the Palladium and the Luck of Troy. (See Notes C)
4. Our parents either tell or read us these Greek tales. (See Notes B-1 and J)
5. My mother would read my siblings and me these stories before bedtime. (See Notes D)
6. We were always attentive and quiet. (See Notes E)

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	Trojans	_____
2.	anticipated	_____
3.	Palladium	_____
4.	Greek	_____
5.	siblings	_____
6.	attentive	_____

Compound Situations: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse and diagram the sentences below.

1. The three daughters of the king of Delos could turn things either into wine or into bread. (See Notes F&J)
2. The Greeks had been paying gold to the Phoenicians for their supplies of corn and oil. (See Notes G)
3. Odysseus went to the High King, and he asked for one of his ships. (See Notes H)
4. Corn, oil, and wine were payment from the Greeks. (See Notes L)
5. A beggar in the Greek camp wore some filthy rags and stag skin.
6. This man had been a Cretian pirate and an Egyptian hostage.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	wine	
2.	gold	
3.	he	
4.	payment	
5.	filthy	
6.	had been	

DEFINITIONS:

1. Two or more subjects in a sentence is called a _____.
2. When the noun in front of the verb is the same thing as the noun after the verb, what kind of verb do you have? _____.
3. An adverb modifies _____, _____, or _____.

Compound Situations Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse and diagram the sentences below.

1. This aged beggar had worked in the Egyptian stone quarries and escaped down the Nile.
2. He told Diomedes a long story, and then Diomedes gave him a rug.
3. The old wretch begged around the camp and among the warriors.
4. Ajax and Idomeneus hurt him for a story about a grandfather.
5. He certainly seemed both annoying and troublesome to the warriors.
6. The young men of Troy gave the shameless beggar a hearty beating and a parting kick.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	escaped	_____
2.	rug	_____
3.	camp	_____
4.	Idomeneus	_____
5.	troublesome	_____
6.	beggar	_____

DEFINITIONS:

1. An antecedent is _____.
2. In a noun-linking verb-adjective pattern, the adjective is called the _____.
3. List three jobs that a noun can do: _____
4. The articles in our language are _____, _____, and _____.

First Semester Grammar Review

Page 1 of 2

NAME: _____ Date: _____

DIRECTIONS: Parse and diagram the sentences below. (Do you need to double-check what's involved in the instructions to parse? Look at the directions in Units 1-6 Review Exercises.)

1. The chiefs, princes, and old men of Troy gathered in a council.
2. The Trojans should return Helen to her own people.
3. Paris wanted Helen for himself, and he sprang up in rage at this idea.
4. Helen had been very beautiful.
5. Then Priam gave King Memnon a great gold cup of wine.
6. The king drank it immediately.
7. The great Achilles in his shiny armor gave courage to the Greek warriors.
8. Antilochus heaved and struck with a carved stone from a nearby tomb.
9. The great king drove his spear through the breast armor and into his heart.
10. These mighty men had now become great enemies.

DIRECTIONS: In the sentences above, find examples of each of the following and underline them in the color indicated

- | | | |
|------------------------------------|--|--|
| 1. direct object – <u>red</u> | 4. adverb modifying an adverb – <u>green</u> | 7. predicate adjective – <u>orange</u> |
| 2. verb phrase – <u>blue</u> | 5. predicate nominative – <u>yellow</u> | 8. indirect object – <u>purple</u> |
| 3. compound subject – <u>black</u> | 6. object of the preposition – <u>brown</u> | 9. compound verb – <u>pink</u> |

Page 2 of 2 – First Semester Grammar Review

NAME: _____ Date: _____

DEFINITIONS:

1. A noun is a word that _____.
2. The articles in our language are _____, _____, and _____.
3. An adjective is a word that _____.
4. A pronoun is a word that _____.
5. An antecedent is _____.
6. A verb isn't a real verb unless it has a _____.
7. True or False: A direct object occurs with a linking verb. _____
8. In an N-LV-N sentence, the 2nd noun is called the _____.
9. An adverb is a word that _____.
10. Prepositional phrases do the job of _____.
11. A word can't be a preposition unless it is in a _____.
12. Two or more subjects in a sentence is called a(n) _____.
13. The helping verb(s) and the main verb make up the _____.
14. Write an example of a correlative conjunction: _____
15. The adjective following a linking verb is called a(n) _____.

DIRECTIONS: Write an example of the following types of sentences:

1. N-V-N: _____

2. N-LV-N: _____

3. N-V-N-N (include a helping verb): _____

Participial Phrases

For the next three units we'll be learning about those verbals we talked about back when we studied **Subject & Verb**. There are three verbals in our language: participles, gerunds, and infinitives. This unit is about the participle.

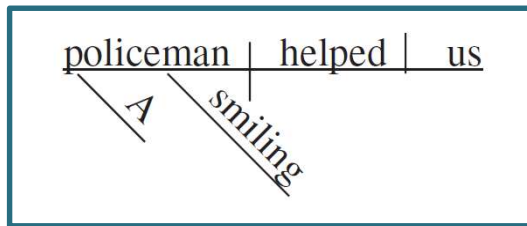
DEFINITION: A **participial phrase** is a group of words beginning with a participle which acts as an ADJECTIVE.

A participle is a verb form that acts like an adjective. There are two kinds of participles:

- 1.) **PRESENT PARTICIPLES** are verbs that end in "ing."
(giving, taking, being, etc.)
- 2.) **PAST PARTICIPLES** are verbs that will fit into the phrase
"I have ____" (walked, given, done, been, etc.)

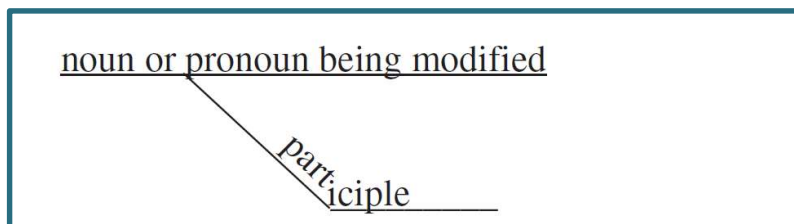
If you found a participle all by itself in a sentence, you would call it an adjective because that is how it acts. You would also diagram it as a regular adjective.

ART ADJ N AV PRO
A s m i l i n g p o l i c e m a n h e l p e d u s .



If, however, your participle comes in a PHRASE, it must be diagrammed in a special way. You know you have a **PARTICIPIAL PHRASE** when your verb form acts like a verb as well as an adjective. For example, it may have a direct object, etc.

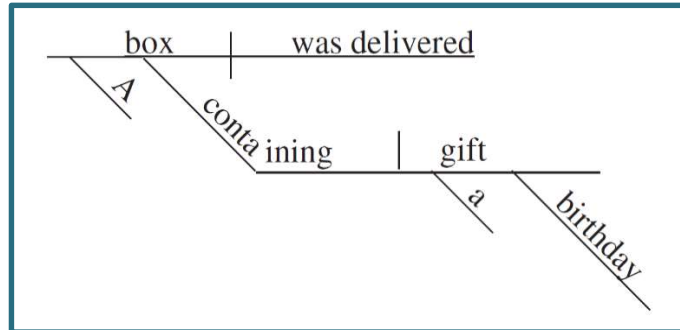
Since a participial phrase acts like an adjective, it is attached in the diagram to the noun or pronoun it modifies. The pattern looks like this (it's called a "dogleg"):



The following example diagrams show you what to do when you have a:

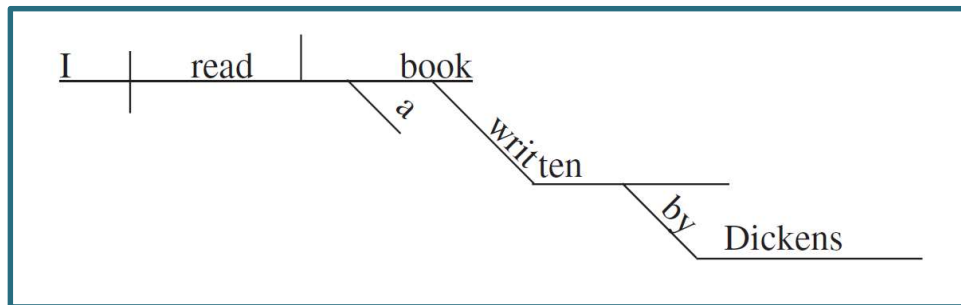
A. PARTICIPLE WITH DIRECT OBJECT:

ART N V ART ADJ N HV AV
A box containing a birthday gift was delivered.
(notice that the participle is marked **V** - not **AV** - because it's a verbal.)



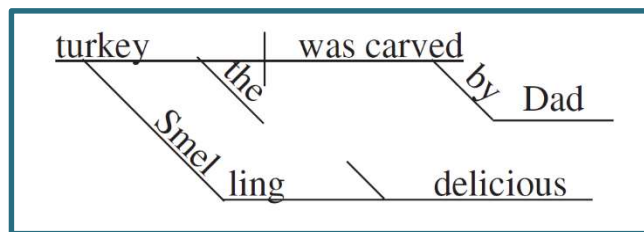
B. PARTICIPLE WITH MODIFIERS:

PRO AV ART N V PP PN
I read a book written (by Dickens).



C. PARTICIPIAL PHRASE WITH PREDICATE NOMINATIVE OR ADJECTIVE:

V P-ADJ ART N HV AV PP PN
Smelling delicious, the turkey was carved (by Dad).



IMPORTANT: A participial phrase is an adjective. It can modify any noun or pronoun in the sentence. By the way, when a participial phrase is **INTRODUCTORY** (in other words, it comes at the beginning of the sentence), it is set off from the rest of the sentence by a comma.

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

Participial Phrases: Exercise #1

NAME: _____ Date: _____

PART I DIRECTIONS: Look at each verb below. If it looks like a present participle, mark PRES in the space at the right of the word. If it looks like a past participle, mark PAST. If the verb could not possibly be a participle, mark it VERB.

- | | |
|-------------------|-----------------|
| 1. twirling _____ | 6. win _____ |
| 2. was _____ | 7. behave _____ |
| 3. heard _____ | 8. placed _____ |
| 4. has gone _____ | 9. look _____ |
| 5. having _____ | 10. could _____ |

PART II DIRECTIONS: Parse the sentences below (and remember that includes putting parentheses around the prepositional phrases.) Underline the participial phrases. Diagram the sentences.

1. Having the features of a Galilean, Daniel bar Jamin was unmistakably a patriot.
2. I saw him staring contentedly at the sea.
3. Unreconciled to Palestine, Galilee would not acknowledge the Emperor Tiberius.
4. The boy could see the olive trees splashed with thickets of oleander.
5. He watched the boulders planted firmly into the mountains
6. The sister found some flowers growing on the mountain.

PART III DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	patriot	_____
2.	contentedly	_____
3.	Galilee	_____
4.	thickets	_____
5.	boulders	_____
6.	some	_____

NAME: _____ **Date:** _____

PART IV:

1. *Make up a participial phrase to modify the SUBJECT of the following sentence. Diagram your completed sentence in the space below it.*

The boy, _____ recognized the siblings.

2. *Make up a participial phrase to modify the DIRECT OBJECT of the following sentence. Diagram your completed sentence in the space below it.*

He had several friends _____.

Participial Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and underline the participial phrases. Diagram the sentences.

1. Frowning fiercely at the two children, the young man walked forward with the caution of an animal.
2. Did he see the young girl flinging herself down upon the ground?
3. The sister, flushed from the climb and astonished by the views, was breathless.
4. Being a protective brother, Joel naturally jumped up in surprise at Daniel's movement.
5. Give the girl seated by her brother a greeting of peace.
6. Please read three books written by Elizabeth George Speare during this year.

PART II DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	two	_____
2.	herself	_____
3.	breathless	_____
4.	brother	_____
5.	girl	_____
6.	books	_____

PART III:

1. Make up a participial phrase to modify the **INDIRECT OBJECT** of the following sentence.

He told the visitors _____ a tale.

Participial Phrases: Exercise #3

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below, underline the participial phrases, and diagram the sentences.

1. Remembering his former friend, the scholar suddenly smiled.
2. His previous classmate, concerned about his apprenticeship to the blacksmith, scowled at the mention of his name.
3. Feeling suddenly nervous, he asked about his family.
4. Had this girl standing before him seen his sister?
5. The three catching up on the mountain were Daniel, Joel, and Malthace.
6. Once apprenticed to Amelek, Simon the Zealot now owned his own shop.

PART II DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	friend	
2.	blacksmith	
3.	nervous	
4.	girl	
5.	Daniel	
6.	now	

PART III:

1. Make up a participial phrase to modify the **PREDICATE ADJECTIVE** of the following sentence. Diagram your completed sentence.

He was a young boy _____.

2. Make up a participial phrase to modify the **OBJECT OF THE PREPOSITION** of the following sentence. Diagram your completed sentence.

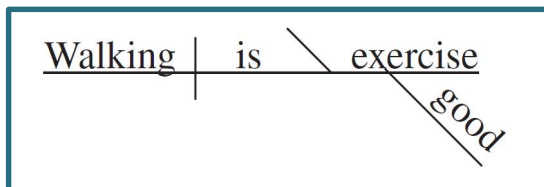
He sent a message to his friend _____.

Gerund Phrases

DEFINITION: A **gerund** is a verb ending in “ing” which is used as a noun.

V or N LV ADJ N
 Walking is good exercise.

“Walking,” which is usually thought of as a verb, is the subject of the above **N-LV-N** (Pattern 4) sentence.



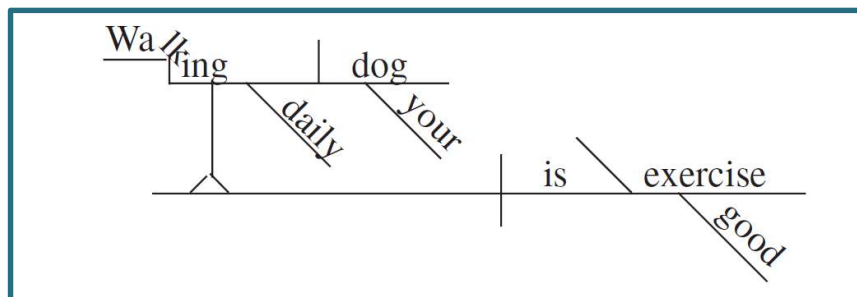
A gerund can do any job a noun can do: subject, direct object, predicate nominative, indirect object, or object of the preposition.

But sometimes gerunds behave like verbs, too. They can, for example, take a direct object, etc. When they behave like verbs - as well as nouns - they are called **GERUND PHRASES** and must be diagrammed in a special way.

The gerund phrase goes on a little “stilt” up above the place in the sentence for the noun the gerund phrase is substituting. For example, if the gerund phrase is a subject, the stilt goes in the subject space; if it is a direct object, the stilt goes in the direct object space; etc. Here are some examples of various types of gerund phrases doing various types of jobs:

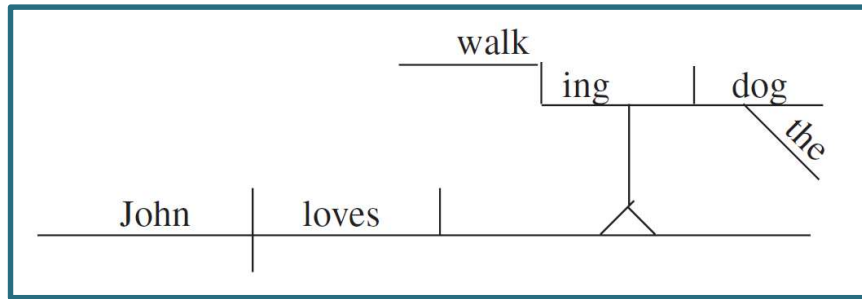
A. GERUND PHRASE AS A SUBJECT:

V ADJ N ADV LV ADJ N
 Walking your dog daily is good exercise.



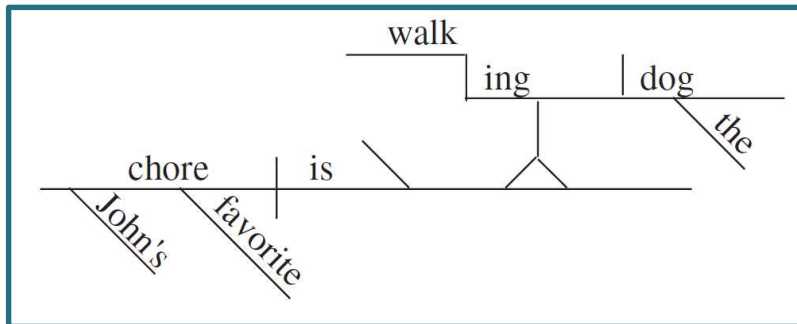
B. GERUND PHRASE AS DIRECT OBJECT:

PN AV V ART N
John loves walking the dog.



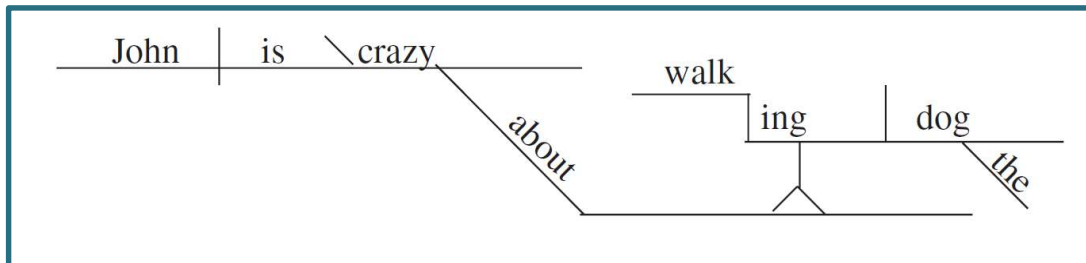
C. GERUND PHRASE AS PREDICATE NOMINATIVE:

ADJ ADJ N LV V ART N
John's favorite chore is walking the dog.



D. GERUND PHRASE AS OBJECT OF THE PREPOSITION:

PN LV P-ADJ PP V ART N
John is crazy (about walking the dog.)

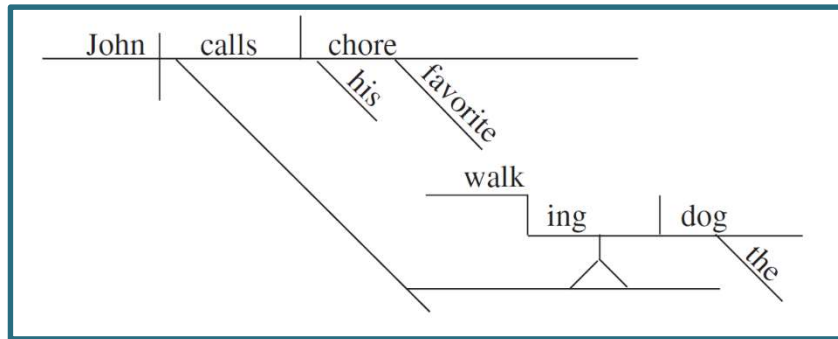


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(This subject continues on the next page.)

E. GERUND PHRASE AS INDIRECT OBJECT:

PN AV V ART N ADJ ADJ N
John calls walking the dog his favorite chore.



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

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

Gerund Phrases: Exercise #1

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: Parse the sentences below, underline the gerund phrases, and diagram the sentences.

1. Obeying Rosh was a major part of Daniel’s life.

2. Seeing the slave in the pack train excited them.

3. Joel had always enjoyed taking a part in adventure.

4. The boy got in by showing his stubborn side.

5. His position had always been opposing the Romans.

6. The scholar gave rescuing the slave his best shot.

7. Rosh’s favorite pastime was giving everyone orders.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	part	_____
2.	Seeing the slave in the pack train	_____
3.	always	_____
3.	part	_____
4.	stubborn	_____
5.	position	_____
6.	slave	_____
7.	everyone	_____

Gerund Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the participial phrases ONCE and the gerund phrases TWICE. Diagram the sentences.

1. Being a man with a loyal heart, Daniel cherished serving Rosh.

2. Standing his ground to the leader questioning him was the best move for Joel.

3. The rogue captain of his band of men, well trained in psychology, considers obtaining new recruits a fun idea.

4. Crying in the face of this man would usually embarrass anyone caught in the act.

5. The last act of his day spent in the mountains was watching Rosh's departure.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	man	_____
1.	Rosh	_____
2.	leader	_____
2.	move	_____
2.	Joel	_____
3.	idea	_____
4.	usually	_____
5.	act	_____

Gerund Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the participial phrases **ONCE** and the gerund phrases **TWICE**. Diagram the sentences.

1. The enormous slave picked especially for his muscles was moved forward by leading his chains.

2. The men enjoyed sharing jokes aimed at their newest conquest.

3. Speaking another language would obviously give any prisoner acquired through battle an enormous scare.

4. The comrades sprawling on the hard dirt made naming Samson a game.

5. Daniel secured his place as a keeper by feeding the man deprived of food.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

*SUBJECT
VERB
MODIFIER*

*DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION*

*PREDICATE ADJECTIVE
PREDICATE NOMINATIVE*

SENTENCE #	WORD(S)	JOB
1.	muscles	_____
1.	chains	_____
2.	jokes	_____
2.	newest	_____
3.	language	_____
3.	scare	_____
4.	comrades	_____
4.	made	_____
5.	man	_____

Infinitive Phrases

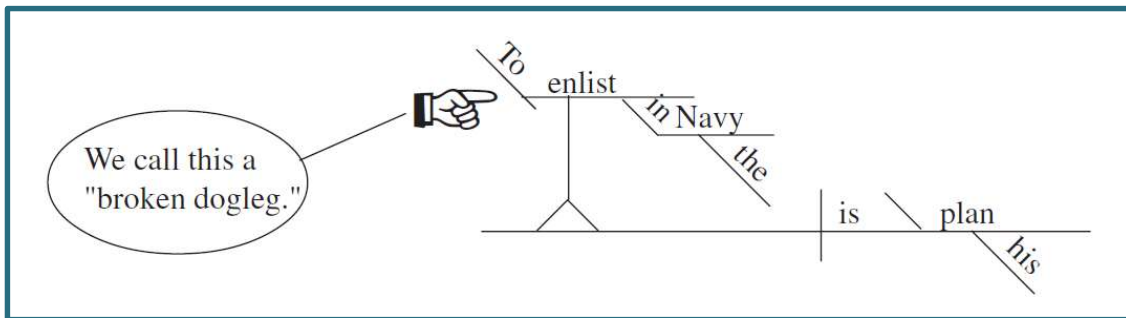
DEFINITION: An **infinitive** is a verb form, almost always preceded by “to,” which is used as a noun, adjective, or adverb.

- EXAMPLES:** Lydia refused to help.
 (“to help” is the direct object, a noun’s job)
- That was a day to remember.
 (“to remember” modifies “day,” an adjective’s job)
- The senator rose to speak.
 (“to speak” modifies the verb “rose,” an adverb’s job)

Sometimes an infinitive behaves like a verb, too. It may take, for example, a direct object or be modified by an adverb. When this occurs, we call it an **INFINITIVE PHRASE**. Infinitives and infinitive phrases must be diagrammed in a special way, depending on the job they are doing.

A. WHEN AN INFINITIVE IS A NOUN:

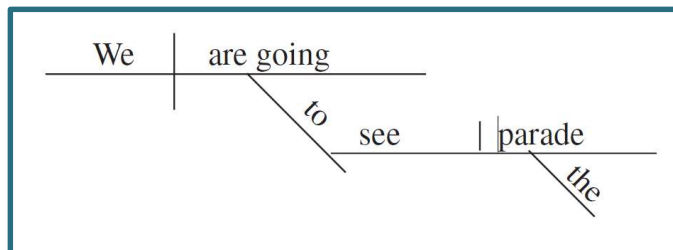
 V
PP **ART** **PN**
LV **ADJ**
N
To enlist (in the Navy) is his plan.



When an infinitive is a noun, your “stilt” and “broken dogleg” go above the space where that noun would ordinarily go. It can be a subject, a direct object, or a predicate nominative. The other parts of the infinitive phrase are diagrammed as if the infinitive were the verb of a sentence (for example, the infinitive’s direct object is diagrammed as a direct object, etc.)

B. WHEN AN INFINITIVE IS A MODIFIER:

PRO **HV** **AV** **V** **ART** **N**
 We are going to see the parade.



When an infinitive is a modifier, your “broken dogleg” goes underneath the word that the infinitive modifies.

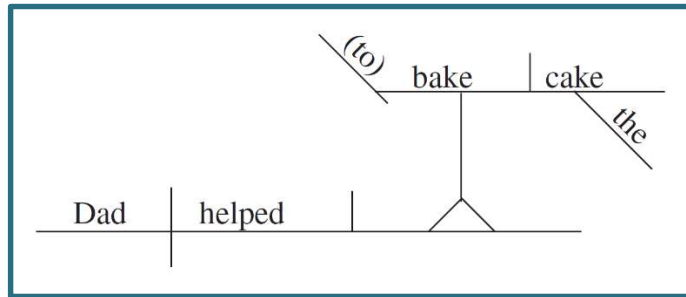
[\(Table of Contents\)](#)

(This subject continues on the next page.)

C. INFINITIVE WITHOUT THE “TO”:

Sometimes the “to” is “understood” in an infinitive.

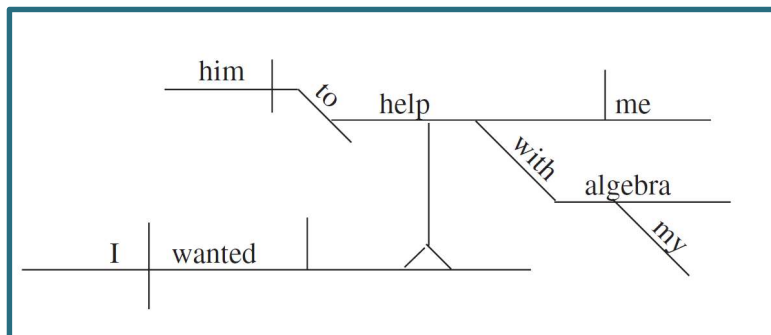
PN AV V ART N
Dad helped bake the cake.



D. WHEN AN INFINITIVE HAS A SUBJECT:

The infinitive is the only one of the VERBALS which may have a subject. When it does, it is called an INFINITIVE CLAUSE. (We’ll discuss clauses further in Units 21-23.) See below how to diagram it.

PRO AV PRO V PRO PP ADJ N
I wanted him to help me (with my algebra.)



HINT: Whenever you spot a noun or a pronoun in front of your infinitive, always ask yourself, “Is that noun or pronoun DOING THE ACTION of the infinitive?” If the answer is yes, then you have a subject for your infinitive; in other words, you have an infinitive clause.

Infinitive Phrases: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the infinitives and infinitive phrases, and diagram the sentences.

1. To knead the bellows was not an easy task.
2. Samson had been helping to haul water from the spring.
3. He also helped chop the firewood.
4. This giant man loved to work.
5. His life's purpose was now to serve Daniel.
6. The best way to move a huge boulder was to use Samson's strength.
7. The men began to make fun of their new recruit.
8. Sometimes Daniel fought the impulse to scream.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	To knead the bellows	_____
2.	had been helping	_____
3.	chop the firewood	_____
4.	to work	_____
5.	now	_____
6.	to use Samson's strength	_____
7.	fun	_____
8.	impulse	_____

Infinitive Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the infinitives and infinitive phrases, and diagram the sentences.

1. Simon planned to find Daniel in the mountains soon.
2. The sentry did not dare bring them a guest without a blindfold.
3. Simon the Zealot was hoping to meet Rosh coming into camp.
4. Hearing the request for water, Daniel hurried to locate some.
5. After hearing his speech, the young man decided to return briefly to Galilee.
6. To reach the village, take the rocky dirt trail.
7. They had done everything except wash their bodies.
8. It can be embarrassing to forget something.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	soon	_____
2.	bring them a guest	_____
3.	Rosh	_____
4.	Hearing the request or water	_____
5.	hearing his speech	_____
6.	trail	_____
7.	everything	_____
8.	embarrassing	_____

Infinitive Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the infinitive, infinitive phrases, and infinitive clauses. Diagram the sentences. **HINT:** Look carefully at sentences 2, 4 & 6. You may want to review your unit notes before completing this exercise.

1. To scrub his body felt so good.
2. Samson was helping Daniel to remember the parts of his village.
3. He slowly began to recognize the house standing before him.
4. The blacksmith urged Daniel to enter his home by himself.
5. The grandmother was thrilled to hear his voice floating through the doorway.
6. Did you see the boy gently touch the doorframe?

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	To scrub his body	_____
2.	Daniel	_____
3.	him	_____
4.	Daniel to enter his home by himself	_____
5.	thrilled	_____
6.	doorframe	_____

Appositive Phrases

DEFINITION: An **appositive** is a noun or a pronoun which usually follows another noun or pronoun and **RESTATES** it to help identify or explain it. When the appositive has modifiers, it is called an **appositive phrase**.

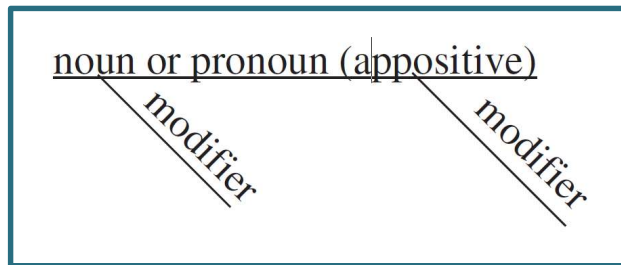
EXAMPLE: Jimmy, a star athlete, will surely get a scholarship to college.

“a star athlete” restates who Jimmy is. It is an appositive phrase.

Occasionally, the appositive or appositive phrase comes in front of the noun being restated.

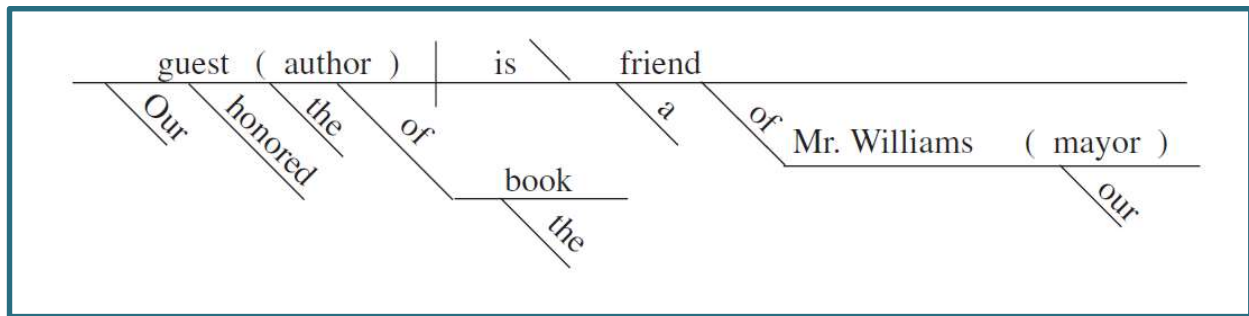
EXAMPLE: A man of integrity, Mr. Aldrich never cheats anyone.

THE PATTERN FOR DIAGRAMMING AN APPOSITIVE PHRASE IS BELOW:



ADJ ADJ N ART N PP ART N
 Our honored guest, the author (of the book),

LV ART N PP PN ADJ N
 is a friend (of Mr. Williams, our mayor).



Appositive Phrases: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the appositives and appositive phrases, and diagram the sentences.

1. The author of *The Bronze Bow*, Elizabeth George Speare, wrote this book at the age of fifty-three.
2. Melrose, a city in Massachusetts, was the birthplace of this author.
3. Her father, Harry Allen, was a pleasant man.
4. Her family frequently enjoyed theatrical plays in Boston, a nearby town.
5. Demetria Simmons George, her loving and supportive mother, took her on many hikes and picnics.
6. Speare lived much of her life in New England, the setting of many of her books.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	author	_____
2.	birthplace	_____
3.	pleasant	_____
4.	Boston	_____
5.	took	_____
6.	much	_____

Appositive Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the appositives and appositive phrases, and diagram the sentences.

1. She and her mother Demetria had enjoyed concerts in the big city also.
2. A local institution, Smith College, was the location for this young lady interested in English.
3. In 1963 Ms. George met her future husband, Alden Speare.
4. The couple moved to Connecticut, a state close to her parents, after their marriage.
5. This aspiring writer, the mother of two children, had to wait for her chance at writing.
6. An article about skiing, her first work published in a magazine, rekindled her love for writing.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	had enjoyed	_____
2.	location	_____
3.	future	_____
4.	marriage	_____
5.	writer	_____
6.	love	_____

Appositive Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the appositives and appositive phrases, and diagram the sentences.

1. This mother raising her children began to focus on literature, her first love.

2. Her next two pieces of writing, a magazine article and a one-act play, boosted her passion.

3. Publication in *Better Homes and Gardens*, a popular magazine, had encouraged her to write more pieces.

4. Entertaining young people with historical fiction was the goal of our lovely author, Mrs. Speare.

5. *The Witch of Blackbird Pond*, her second novel, is one of her books awarded the Newbery Medal.

6. Northwest General Hospital, a facility in Tucson, Arizona, was her place of death.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	raising her children	_____
2.	writing	_____
3.	had encouraged	_____
4.	Entertaining young people	_____
5.	awarded the Newbery Medal	_____
6.	place	_____

NAME: _____ Date: _____

Re-written Participle Sentences

1. _____

2. _____

Re-written Gerund Sentences

1. _____

2. _____

Re-written Infinitive Sentences

1. _____

2. _____

Adjective Clauses

Before discussing ADJECTIVE CLAUSES in particular, it is necessary to discuss CLAUSES in general. A CLAUSE is a group of words that contains a verb and its subject and is used as part of a sentence. If a clause expresses a complete thought, then we call it a SENTENCE (if it's all by itself) or an INDEPENDENT CLAUSE (if it's attached to another clause). If a clause does NOT express a complete thought, then we call it a DEPENDENT or SUBORDINATE CLAUSE.

DEPENDENT or SUBORDINATE clauses need INDEPENDENT clauses to complete their meaning.

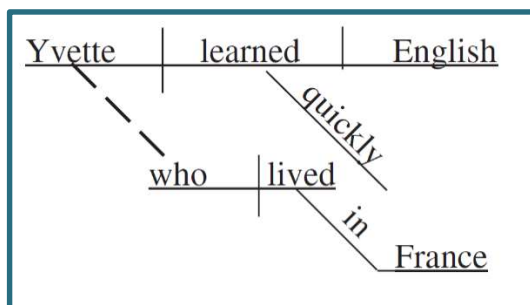
EXAMPLE: After it stopped raining, we played softball.

The subordinate clause “After it stopped raining” is not a complete thought by itself. Put together with the independent clause “we played softball,” it has meaning.

We will now discuss **ADJECTIVE CLAUSES**. Obviously, an adjective clause is a clause that does the work of an adjective. In other words, it modifies a noun or pronoun. The easiest way to spot an adjective clause is to look at the **FIRST WORD OF THE CLAUSE**. Adjective clauses are introduced by **RELATIVE PRONOUNS**. You must memorize them. They are WHO, WHOM, WHOSE, WHICH, and THAT. Use WHICH or THAT when referring to things and WHO, WHOM, and WHOSE when referring to people.

The relative pronoun does two things at once. First, it “stands for” or relates to the word in the independent clause that the adjective clause is modifying. Second, it serves as part of the clause. For example, the relative pronoun might be the subject of the clause or its direct object. The following sample diagram will show you how these adjective clauses work:

PN PRO AV PP PN ADV AV PN
Yvette, who lived (in France), quickly learned English.



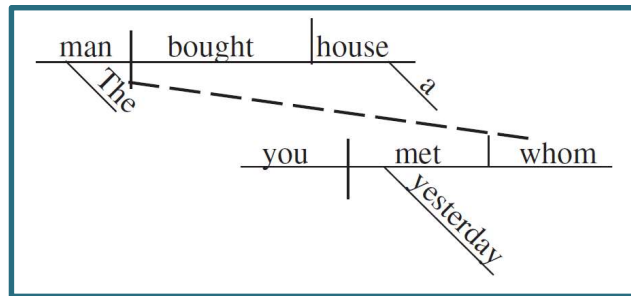
The relative pronoun “who”
(1) acts as the subject of the subordinate clause, and
(2) shows that “who” stands for “Yvette.”

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(This subject continues on the next page.)

Study the following sample diagrams:

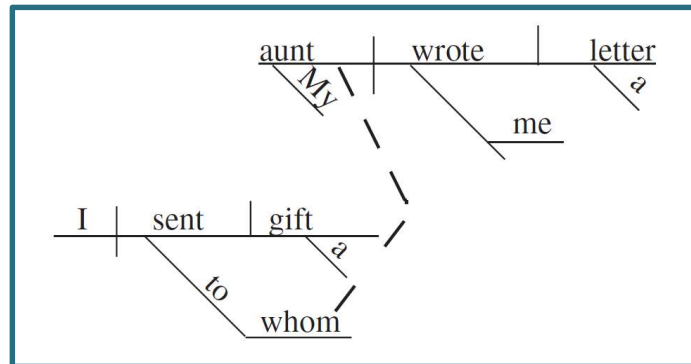
ART N PRO PRO AV ADV AV ART N
 The man whom you met yesterday bought a house.



The relative pronoun “whom”

- (1) acts as the direct object of the subordinate clause and
- (2) shows you that “whom” stands for “man” in the independent clause.

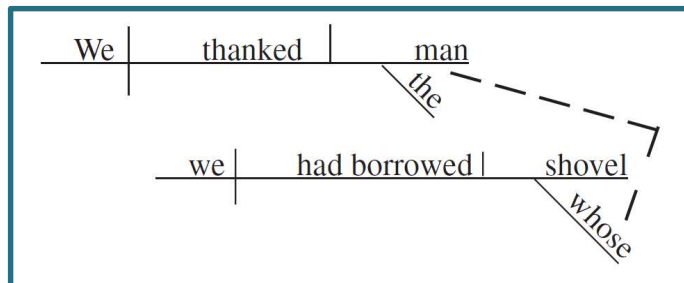
ADJ N PP PRO PRO AV ART N AV PRO ART N
 My aunt, (to whom) I sent a gift, wrote me a letter.



The relative pronoun “whom”

- (1) acts as the object of the preposition “to” and
- (2) shows you that “whom” stands for “aunt” in the independent clause.

PRO AV ART N *PRO/ADJ N PRO HV AV
 We thanked the man whose shovel we had borrowed.



The relative pronoun “whose”

- (1) acts as a modifier for “shovel” and
- (2) shows you that “whose” stands for “man” in the independent clause.

* “Whose” is the relative pronoun, but it is acting like an adjective so it’s also correct to call it an adjective. Either answer is correct here.

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

Adjective Clauses: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: In each sentence below, underline the subordinate clause. Look at each clause and see if you can tell whether the clause is acting like an adjective (answering the question “Which?” about a noun) or acting like an adverb (answering the questions “How?” “When?” “Why?” “Where?” about a verb, an adjective, or an adverb). Write “Adjective Clause” or “Adverb Clause,” and write what it “tells about” under each sentence.

1. When Centurion Marcus Flavius Aquilas marched his men across the British trackway, his thoughts were not always on the road in front of him.
2. Because these roads had soft places, logs strengthened their sides.
3. This Cohort Commandeer had been raised in a house in which soldiers had been greatly honored.
4. Before his parents died, Marcus had lived with his mother in Clusium.
5. Many years before, a northern uprising had required a response by the Northern Hispana, which was his father’s Legion.
6. After their deaths he lived with his uncle, who was an official from a long line of officials.
7. It was this family farm that Marcus still dreamed of as he walked.
8. Marcus now remembered the bright light that his father’s eyes had given off.

Adjective Clauses: Exercise #2

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below, underline the subordinate clause, and circle the relative pronoun. Diagram the sentences. (Don't forget that our instructions to parse include putting parentheses around the prepositional phrases.)

1. Centurion Hilarion shared information that Marcus would need.
2. Here is the warning that Hilarion gave to him.
3. Centurions who desire to do well must be aware of Druids.
4. These men who preached holy war could pop up at any time.
5. Hilarion was a leader from whom Marcus could learn much.
6. Some of these concerns that Marcus had were quite valid.
7. Will the leader whose tale is being told be challenged soon?

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	that	_____
2.	Here	_____
3.	Centurions	_____
4.	war	_____
5.	whom	_____
6.	valid	_____
7.	soon	_____

Adjective Clauses: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: Parse the sentences below. Underline the adjective clauses, circle the relative pronouns, and diagram the sentences.

1. Marcus soon settled into the frontier to which he had been assigned.
2. He was doing well on the tasks that Centurions typically performed.
3. Centurion Drusillius, who was second in command, became well-trusted.
4. The hard work, which was in his blood, brought Marcus satisfaction.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	which	_____
2.	that	_____
3.	who	_____
4.	Marcus	_____

DIRECTIONS: The following sentences are short and choppy. Re-write them and combine the two sentences into one sentence using ADJECTIVE CLAUSES. You may change words, add words, delete words – your sentence must (1) contain ALL the ideas that were in the original and (2) contain an adjective clause.

1. His usual guide on the trail was a Briton. The Briton's name was Cradoc.
2. Marcus did quite well at local hunting. He was a natural.
3. The Centurion had heard a rumor. The rumor was about a Druid in the area.
4. The black chariot ponies were in the stable. They acted gentle and intelligent.
5. The leader had been a charioteer in Rome. He wanted to handle this team.

Adverb Clauses

DEFINITION: An **adverb clause** is a group of words with a subject and a verb that modifies a verb, an adjective, or an adverb. It answers the questions “How?” “When?” “Where?” or “Why?” about one of those words located in the independent clause.

EXAMPLE: Before the game started, we ate lunch.

The subordinate clause “Before the game started” tells you WHEN we ate. It is an adverb clause modifying the verb “ate.”

EXAMPLE: I am glad that you are coming.

The subordinate clause “that you are coming” tells WHY I am glad. It is an adverb clause modifying the predicate adjective “glad.”

Adverb clauses are introduced by SUBORDINATING CONJUNCTIONS. You should become very familiar with these words:

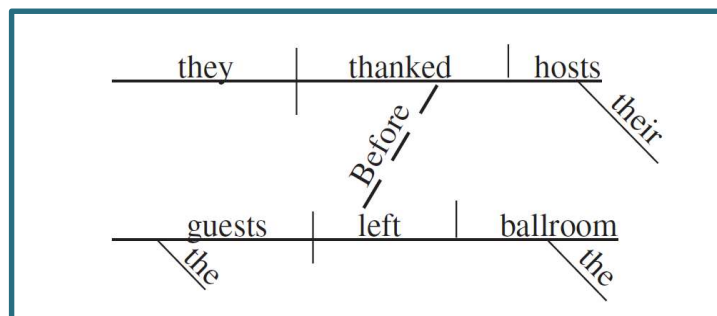
after	before	unless
although	if	until
as	in order that	when
as if	since	whenever
as long as	so that	where
as soon as	than	wherever
because	though	while

(When you parse a subordinating conjunction, mark it **SC**.)

HERE’S A TRICK: If you think a group of words is an adverb clause, but you’re not sure, try this: cover up the subordinating conjunction with one thumb. Cover up the independent clause with the other thumb. What’s left over? The little sentence left over in the first example is “the game started.” In the second example it’s “you are coming.” If what is left over is a little sentence, you have an adverb clause. Try it with the example sentences above. This is called the Mrs. Finley’s Never-Fail Thumb Test.

HOW TO DIAGRAM A SENTENCE WITH AN ADVERB CLAUSE:

S C A R T N A V A R T N P R O A V A D J N
 Before the guests left the ballroom, they thanked their hosts.



The subordinating conjunction is on a dotted line which goes from the verb of the subordinate clause to whatever word in the independent clause it modifies.

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

Adverb Clauses: Exercise #1

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: Parse the sentences below. Remember to parse subordinating conjunctions as SC. Underline the adverb clauses, and diagram the sentences. (A reminder: our instructions to parse a sentence include putting parentheses around the prepositional phrases.)

1. Marcus would win the wager if he completed the tasks to his guide's satisfaction.
2. This chariot was larger than his had been.
3. He sprang in beside the Briton when the chariot screeched to a halt in front of him.
4. Although he was not a master charioteer, Marcus grinned at the reins in his hands.
5. Because he handled the team well, Cradoc would give him a hunting spear.
6. The man removed one from the pile of weapons as if it was incredibly special.
7. Can you turn the blade so that you can see the old blood?
8. Once he has made his selection, return the spear to its sheath.

Adverb Clauses: Exercise #2

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: *Parse the sentences below. Remember to parse subordinating conjunctions as SC. Underline the adverb clause and diagram the sentences.*

1. If they could have a good harvest, a crisis might be averted.

2. While Marcus slept, a pilot light always burned in his sleeping cell.

3. As soon as he was roused by the guard, he leapt from his bed.

4. In a flash he appeared as if he had never been asleep.

5. He quickly asked the guard questions so that he could understand the situation.

6. Before he made a decision on a course of action, the Centurion observed the countryside
from the parapet.

7. Remember to hold your breath while you listen for sounds below us!

8. Unless you listen very carefully, you might miss the faint sounds of movement.

Adverb Clauses: Exercise #3

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NAME: _____ Date: _____

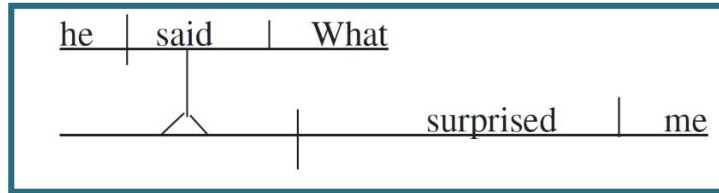
DIRECTIONS: *Underline the adjective and adverb clauses in the sentences below. Circle the relative pronouns and the subordinating conjunctions. Below the clause write whether it is an ADVERB or an ADJECTIVE clause and what word in the main clause it modifies.*

1. Before he left the post, the leader gave a command to the officer who was standing by his side.
2. Since he did not have his uniform on, Marcus returned to his quarters where his clothing was waiting.
3. When he returned to the rampart, his men were already tumbling from the barracks, which were faintly lit.
4. Men who are well-trained usually do well when they are tested.
5. The reserves, who were gathering in masses below, already knew about the gods who might show themselves during new moons.
6. Whenever a new moon was rising, an attack that served as holy war might certainly be coming.
7. The words of Hilarion, who had understood all about these things, echoed in the mind that now sprang into action.
8. Drusillius gave all of the support that was needed to his first-in-command because he was a skilled and noble leader.

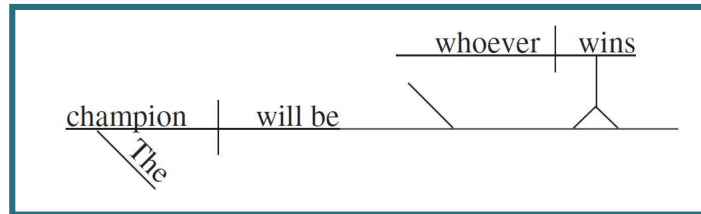
Noun Clauses

DEFINITION: A **noun clause** is a subordinate clause which is used as a noun in the sentence. It may be a subject, a complement (direct object, indirect object, predicate nominative), or the object of a preposition. See the following examples:

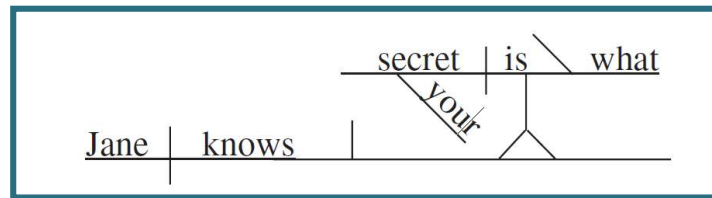
PRO PRO AV AV PRO
What he said surprised me.
 (The noun clause “What he said” acts as the subject of the verb “surprised.”)



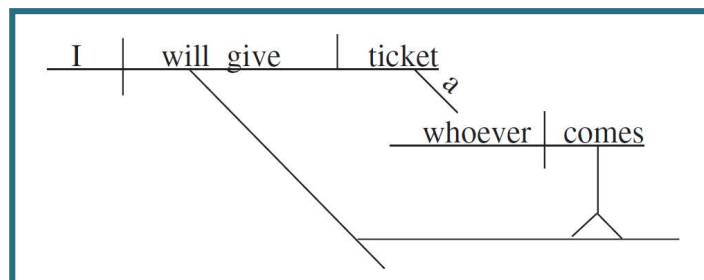
ART N HV LV PRO AV
The champion will be whoever wins.
 (The noun clause “whoever wins” acts as the predicate nominative of “will be.”)



PN AV PRO ADJ N LV
Jane knows what your secret is.
 (The noun clause “what your secret is” is the direct object of “knows.”)



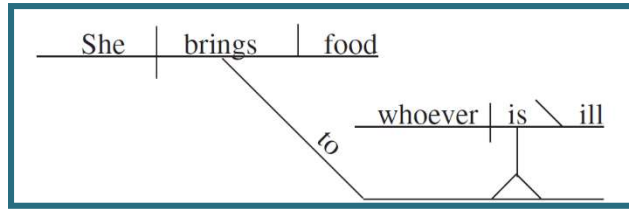
PRO HV AV PRO AV ART N
I will give whoever comes a ticket.
 (The noun clause “whoever comes” is the indirect object of “give.”)



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

(This subject continues on the next page.)

PRO AV N PP PRO LV P-ADJ
 She brings food (to whoever is ill.)
 (The noun clause “whoever is ill” is the object of the preposition “to.”)



Noun clauses are usually introduced by the following pronouns:

that	what	who	whom
whatever	whoever	whomever	

And sometimes by the following adverbs:

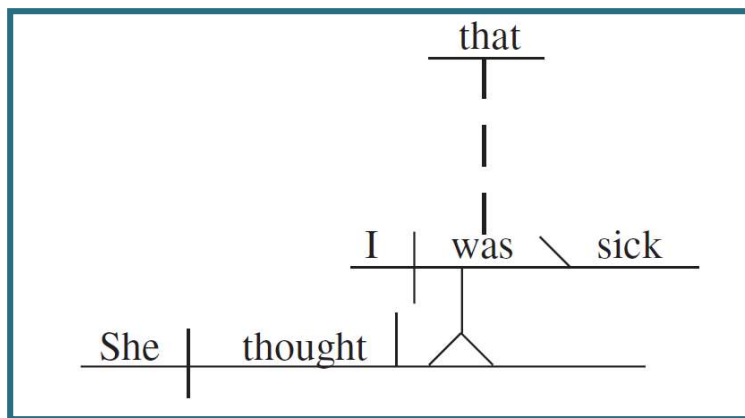
where	when	why	how
wherever	whenever	whyever	however

THESE INTRODUCTORY WORDS HAVE NO SPECIAL NAME OF THEIR OWN; JUST PARSE THEM EITHER “PRO” OR “ADV.”

IMPORTANT NOTE:

Most of the time the introductory word has some job to do in the clause (see the above diagrams); however, sometimes (with the word “that”) it has no function in the clause at all. Its only function is to connect the subordinate clause to the main clause.

PRO AV PRO PRO LV P-ADJ
 She thought that I was sick.



Noun Clauses: Exercise #1

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: *Parse the sentences below, underline the noun clause, and below each sentence, indicate what job each clause is doing. Diagram the sentences..*

1. Marcus knew only that he was surrounded by pain.

2. A bitter taste in his mouth took him to where the blackness was.

3. Slowly he realized how he felt.

4. Whoever was standing outside his room might bring him answers.

5. What Marcus wanted now was to see the commander.

6. He was confused by what had happened.

7. That the relief commander was coming was quite obvious.

8. Caring for his men was what really mattered to him.

Noun Clauses: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: In each sentence below, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). Below each sentence, if the underlined phrase or clause is doing a job, write what job it's doing; if it's modifying something, write what it's modifying.

EXAMPLE: When he heard Maria's speech, Mark felt that he should try harder.

(Adverb clause – modifies “felt”)

(Noun clause – direct object)

1. Quivering in pain, his words ended in a gasp when he collapsed.
2. What he did best was serving his Legion.
3. Clodius Maximus was the man who commanded the relief force.
4. The garrison surgeon, the trustworthy Aulus, brought news of his other men whenever he came for a visit.
5. Marcus clearly understood what the plan needed to be before hearing the relief commander speak.
6. Where he was recovering was a narrow cot positioned under a window.
7. Cassius, his successor, brought peace for whatever concerned Marcus.
8. The horses that Marcus had driven when he competed in the Saturnalia Games were now safely in the care of Dexion.

Noun Clauses: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *In each sentence below, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). Below each sentence, if the underlined phrase or clause is doing a job, write what job it's doing; if it's modifying something, write what it's modifying.*

1. Aquila, who was Marcus' uncle, happily agreed to accept him as a permanent house guest when he left his Cohort.
2. His uncle, living in the shadow of a watchtower, led a comfortable life because of his previous military service.
3. His book would be all about what siege warfare had been while he had been serving in the Legion.
4. Although he was now recovering comfortably, Marcus was frequently frustrated because he missed his old frontier fort.
5. Treating Marcus like a small child became an obsession with Sassticca, who cooked for the household.
6. Marcus, tortured by the memories of his homeland, longed desperately to leave Calleva.
7. Aquila's hound Procyon, stretching on the warm tessellated floor, glanced up to see Marcus on one elbow on his usual couch.

Final Grammar Project

[Page 1 of 1](#)

NAME: _____ Date: _____

DIRECTIONS: 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 may need to spread out your work over several weeks.

- Select either one of the books that we have used this year or another piece of literature from the Ancient time period (Creation – the Fall of Rome).
- Select one grammar topic from the first semester and one sentence pattern topic. Review the instructions that accompanied the exercises for your topic.
- 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, you may desire to divide all of the topics from the year among your classmates 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.*

Second Semester Grammar Review

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below. Diagram each sentence on a separate sheet of paper.

1. Marcus and Esca finally entered the last leg of their journey in late October.
2. Shaving the beards that they had grown during their travels improved their appearances greatly.
3. Both men were so incredibly tired.
4. They rode in Calleva by the north gate and left their horses at the Golden Vine.
5. The windows of Uncle Aquila's watchtower were a blaze of pale lamp light.
6. Stephanos, the old servant, nearly dropped the lamp in his hands.
7. A wild scurry of paws flew across the colonnade, and a great brindled shape sprang over the threshold.
8. To feel Cub licking his face with frenzied joy must have given Marcus the best homecoming of all time.
9. The sudden hush coming over the room signaled the arrival of his uncle.
10. Before Aquila would hear about finding the eagle, he greeted Marcus with the welcome of long-lost family.

PART II DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	entered	_____
2.	beards	_____
3.	tired	_____
4.	horses	_____
5.	blaze	_____
6.	nearly	_____
7.	scurry	_____
8.	Marcus	_____
9.	hush	_____
10.	welcome	_____

NAME: _____ Date: _____

PART III DIRECTIONS: *Underline the entire subordinate clause in each sentence below. Write what kind of clause it is. If it is a noun clause, write what job it is doing. If it is an adjective or adverb clause, write what word it modifies.*

1. The lame leg that had plagued him now took its revenge.
2. He was only bothered by the pain when it kept him up at night.
3. The wounded Roman thought that his future was unsettled.
4. He greatly missed the young woman who lived next door.
5. Esca would give Marcus whatever he could.
6. After the weather began to warm, his leg slowly grew stronger under him.

PART IV DIRECTIONS: *Select two sentences from PART III and diagram them below.*

Sentence # _____

Sentence # _____

Nouns, Articles, and Adjectives: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: Write *N* over the common nouns, *PN* over the proper nouns (put “wings” [–PN–] over proper nouns that consist of more than one word), *ART* over the articles, and *ADJ* over the adjectives.

1. A man in a slave’s garb went up the side of Mountain Pelion.

2. The slave gently laid a child down on the soft moss then raised a horn to his lips.

3. The blue sky was above him, the great trees stood away from him, and the little child lay at his feet.

4. Chiron the Centaur came toward the trembling man from between the trees.

5. Aeson, once King of Iolcus, had sent the slave with a reminder of an ancient friendship.

6. The child’s name was Jason, and he was to be given a ring with a great ruby in it once he became an adult.

7. This young child has the regard of the immortal Goddess Hera.

Write the definition of a noun in a complete sentence.

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

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

a proper noun

Nouns, Articles, and Adjectives: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: Write *N* over the common nouns, *PN* over the proper nouns (put “wings” [–PN–] over proper nouns that consist of more than one word), *ART* over the articles, and *ADJ* over the adjectives.

1. PN PN is a children’s book written
by Padraic Colum.

2. This book is a retelling of Greek myths, and it was published in 1921.

3. One year later, in 1922, it received the Newbery Honor.

4. The central myth retold in the story is one of Jason and the Argonauts in their famous quest.

5. Their search is for the Golden Fleece, the fleece from the gold-haired winged ram.

6. Woven into it are other myths, including the myths of Persephone and Prometheus, told by the poet
Orpheus during the voyage.

7. Padraic Colum was born on December 8, 1881.

8. Students in Artios Academies first began reading this great tale on August 12, 2015.

Write the definition of an adjective in a complete sentence.

Adjectives modify or describe nouns.

Nouns, Articles, and Adjectives: Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: Write *N* over the common nouns, *PN* over the proper nouns (put “wings” [–PN–] over proper nouns that consist of more than one word), *ART* over the articles, and *ADJ* over the adjectives.

1. Jason, son of Æson, approached the throne of King Pelias.
PN N PN ART N —PN—

2. The youth went with the guards and the rejoicing people to prepare for a feast of friends.
ART N ART N ART ADJ N ART N N

3. King Pelias taunted his people with the Fleece of Gold kept guarded by King Æetes.
—PN— ADJ N ART PN —PN—

4. Jason vowed that he would return from Colchis to Iolcus with this treasured fleece.
PN PN PN ADJ ADJ N

5. Strong, brave young men and women came to join him, including offspring of King Admetus and King Erechtheus.
ADJ ADJ ADJ N N N —PN—
—PN—

6. Great woodcutters made their way into the forest of Mount Pelion to harvest wood for the ship that would sail from Pegasæ Harbor.
ADJ N ADJ N ART N —PN— N ART N
—PN—

7. Jason had seen a beautiful goddess in forests and along River Anaurus, and she came to him in a dream.
PN ART ADJ N N —PN— ART
N

8. Heracles, the son of Zeus, arrived with his shield bearing the images of the Darkness of Death and the Stream of Ocean.
PN ART N PN ADJ N ART N ART —PN—
ART —PN—

List the three articles in our language. *The articles are A, AN, and THE.*

Where will the article be located, in relationship to the noun?

Articles will always be located in front of the noun.

Pronouns: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: The purpose of this exercise is to give you practice with personal pronouns. Write *N* over the common nouns, *PN* over the proper nouns, *ART* over the articles, *ADJ* over the adjectives, and *PRO* over the pronouns. In the space below each sentence, write the pronoun and its antecedent for each personal pronoun that you find.

PN
ART
ADJ
N
PRO
PRO
 EXAMPLE: Ted fired at the distant target, but he just couldn't hit it.
he=Ted
it=target

- PRO
ART
N
ART
ADJ
N
ADJ
N
PRO
PRO
PN
 1. "I heard a cry from across the high mountain, and my heart shook when it reached me." said Demeter.
I, me = Demeter; it = cry
- ART
N
ART
N
N
PN
PRO
PRO
PRO
 2. The mother asked the maidens for news of Persephone, but they said they had not seen her.
they, they = maidens; her = Persephone
- PN
PN
ADJ
N
PN
ADJ
N
PRO
 3. Cyane and Hecate, both friends of Demeter, were confused about Persephone's location themselves.
themselves = Cyane and Hecate
- PN
PRO
ART
N
ART
N
PRO
 4. Helois threw himself into the chariot, and in a flash it was gone.
himself = Helios; it = chariot
- PN
PRO
PRO
ADJ
N
ART
N
PN
 5. Demeter said to herself, "Seems to me this kidnapping was approved by the will of Zeus."
herself, me = Demeter
- PN
ART
N
N
PN
PRO
PRO
 6. Persephone had been playing with the nymphs, daughters of Ocean, and she went with them to gather
ADJ
N
ADJ
N
 different flowers in their baskets.
she = Persephone; them = nymphs
- PN
ART
ADJ
N
ART
ADJ
N
ART
N
PRO
 7. Persephone discovered a wonder flower beside a deep chasm in the earth, and she was amazed
PRO
ART
N
ART
N
ART
N
ADJ
N
 it had the color of a crocus, but the perfume of many flowers.
she = Persephone; it = flower

DEFINITIONS:

1. A pronoun is a word which takes the place of a noun.
2. The noun or nouns the pronoun takes the place of is/are called the antecedent.

Pronouns: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: This exercise is designed to give you extra practice in the demonstrative and 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 demonstrative and interrogative pronouns usually don't have antecedents, it won't be possible to write them down. As long as you know what an antecedent is, you're in fine shape!

1. She did not know that Aidoneus, the lord of the Underworld, had caused the flower to grow so that she might be drawn to it.

PRO PRO PN ART N ART PN ART N
PRO PRO
ART ADJ N ART ADJ ADJ N PRO PN
ART N ADJ N N PRO ART N PRO PRO
2. The fair maiden stopped to pluck the beautiful wonder flower, but this allowed Aidoneus to dash through the chasm in his chariot of iron, grasp her by the waist, and set her beside him.

PRO PRO ADJ* PRO ADJ N ART N ART N
PRO PRO PN ART N ADJ N PRO ADJ N
ART N ADJ ADJ N PRO PN ART ADJ N PN
ART ADJ N ART N
3. Those who heard her cry dropped all of their flowers, and sank down into the depths of the sea.
4. It was then that Cyane, the nymph, caught Persephone's girdle, which fell into her hands.
5. The result of this tragic crime was that Persephone, the fainting daughter of Demeter, was seated upon the dark throne of the underworld.
6. Whoever needed grain from Goddess Demeter was unable to obtain it; she no longer blessed their fields.
7. This is an example of a heartbroken mother who had lost her will because of what was taken from her.

***her could also be parsed as a pronoun if cry is being considered an action (verb)**

DEFINITIONS:

1. A pronoun is a word which takes the place of a noun.
2. A noun is the name of a person, place, thing, or idea.
3. An adjective modifies or describes a noun or pronoun.
4. An antecedent is the noun the pronoun takes the place of.

Pronouns: Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: This exercise is designed to give you practice in the indefinite pronouns, but all other types of pronouns are here, too. Write **N** over the common nouns, **PN** over the proper nouns, **ART** over the articles, **ADJ** over the adjectives, and **PRO** over the pronouns.

1. Many who had weeds growing in their fields wondered what they would do for food.
PRO PRO N ADJ N PRO PRO N

2. Everyone knew that they might famish for lack of bread.
PRO PRO PRO N N

3. All of us believe our children are the greatest thing in this life, so anyone would respond with grief if they lost one of them.
PRO PRO ADJ N ART ADJ N ADJ N PRO N

4. When we see someone who is grieving the loss of a child, we remain encouraging and do whatever we can to improve the situation.
PRO PRO PRO ART N ART N PRO PRO

5. Hundreds of people probably saw the grieving Demeter, but no one offered to help her except four young maidens.
PRO N ART ADJ PN -PRO- PRO ADJ ADJ N

6. Anyone who reminded her of her dear daughter was likely to catch her attention.
PRO PRO PRO ADJ ADJ N ADJ N

7. Everyone in the maidens' household welcomed her with open arms, and that warmed her grieving heart.
PRO ART ADJ N PRO ADJ N PRO ADJ ADJ N

DEFINITIONS:

1. A pronoun takes the place of a noun.
2. The three articles are a, an, and the.

Prepositional Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Mark all the nouns, proper nouns, articles, adjectives, pronoun, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper (and as neatly as you can), diagram the prepositional phrases in each sentence. An example has been shown for you. Notice that some of the words below are underlined. They will be explained to you at the end of the exercise.

PP ADJ N PRO ART ADJ N PP N
EXAMPLE: (In math class), we use a certain method (of thinking).



**For now, we're not going to worry about what word goes on this line. Just diagram the prepositional phrases and leave that line blank.*

1. They had come (into a country) that was the strangest place (of all countries).

2. They had been (in this land) (before the moon) had come (into the sky).

3. King Ætes found men living (in the hills).

4. Egypt was given the name (of the Morning Land).

5. Many (of the magicians) (of Egypt) stayed (in that city).

6. Priests (of the Moon) had ruled the city (of Æe).

All the underlined words in this exercise are doing the same job. Look at your notes and write what that job is. object of the preposition

Page 2 of 2 – Prepositional Phrases: Exercise #1 Answer Key

1. _____
into country
a

_____ of countries
all

2. _____
in land
this

_____ before moon
the

_____ into sky
the

3. _____
in hills
the

4. _____
of Morning Land
the

5. _____
of magicians
the

_____ of Egypt

_____ in city
that

6. _____
of Moon
the

_____ of Aea

Prepositional Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. There will be instructions for the underlined words at the end of the exercise.

1. The Argonauts had passed the night (in the backwater) (of the river).

2. They were (in a broken ship), and they had two youths come (to them).

3. These were the sons (of Phrixus) who had come (with the Golden Ram).

4. They had been wrecked (at a place) (near the mouth) (of the Phasis).

5. (With great pain) they had made their way (to land).

6. They were fearful (of Æa) and (of their uncle).

7. They would gladly go (with Jason).

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	backwater	<i>object of the preposition</i>
2.	broken	<i>modifier</i>
4.	mouth	<i>object of the preposition</i>
5.	great	<i>modifier</i>
6.	their	<i>modifier</i>

Page 2 of 2 – Prepositional Phrases: Exercise #2 Answer Key

1. _____
in backwater
the

_____ of river
the

2. _____
in ship
a broken

_____ to them

3. _____
of Phrixus

_____ with Golden Ram
the

4. _____
at place
a

_____ near mouth
the

_____ of Phasis
the

5. _____
With pain
great

_____ to land

6. _____
of Aea

_____ of uncle
their

7. _____
With Jason

Prepositional Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. There will be instructions for the underlined words at the end of the exercise.

1. Vines (with heavy clusters) (of fruit) grew (from column) (to column).

2. (Under the vines) were the four fountains that Hephæstus had made (for King Ætes).

3. These beautiful fountains gushed (into solid metal basins).

4. (On each side) (of the courtyard) there were palace buildings where King Ætes lived (with his son) and Chalciope and Medea lived (with their handmaidens).

5. Medea was passing (from her father's house) (in the mist).

6. She suddenly saw three strangers (in the courtyard) (of the palace).

7. Medea stood (in awe) (of Jason's bright hair) and (of the strength) (of his hand) that was raised (toward her).

**Students might want to call this word an adjective which modifies "house," but in this sentence "her" modifies "father's," doesn't it? This wouldn't count against them on the test, but it is something they should just be aware of at this point. (Since we haven't studied adverbs yet, it wouldn't be labeled in this exercise.)*

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	heavy	<u>modifier</u>
3.	beautiful	<u>modifier</u>
5.	house	<u>object of the preposition</u>
6.	three	<u>modifier</u>
7.	hair	<u>object of the preposition</u>

Page 2 of 2 – Prepositional Phrases: Exercise #3 Answer Key

1.

with clusters heavy
of fruit
from column
to column
2.

Under vines the
for King Ætes
3.

into basins solid metal
4.

On side each
of courtyard the
with son his
with handmaidens their
5.

from house father's
in mist the
6.

in courtyard the
of palace the
7.

in awe
of hair Jason's bright
of strength the
of hand his
toward her

Subject and Verb: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. On a separate sheet of paper, diagram the subject and its modifiers (including prepositional phrases) and the verb. Since you don't know how to diagram anything else at this point, don't try.

1. The maidens (of Athens) came (through the labyrinth) and (to the hall) (with the Minotaur). (See Notes IV)

2. The sad and hopeless youths cried (for Theseus). (See Notes III-B)

3. They saw the Minotaur (with Theseus's sword) (through its neck).

4. The trumpets' noise filled the labyrinth.

5. There went these young shouting maidens. (See Notes VI)

6. The claw (of the Minotaur) descended (upon him). (See Notes IV)

DEFINITIONS:

1. A verb is not a real verb unless it has a(n) subject.
2. The articles in our language are a, an, and the.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	labyrinth	<u>object of the preposition</u>
2.	youths	<u>subject</u>
3.	saw	<u>verb</u>
5.	young	<u>modifier</u>
6.	Minotaur	<u>object of the preposition</u>

1. maidens | came
The | of | Athens

2. youths | cried
The | and | hopeless
sad

3. They | saw

4. noise | filled
The | trumpet's

5. maidens | went
these | young | shouting

6. claw | descended
The | of | Minotaur
the

Subject and Verb: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. On a separate sheet of paper, diagram the subject and its modifiers (including prepositional phrases) and the verb. Do not try to diagram anything else at this point.

HINT: Watch out for verbals!

ART N PP ART ADJ N AV PRO PP ART N
1. A servant (with a dark face) looked him (in the eyes). (See Notes IV)

PRO AV ADJ N V PP PN
2. He observed this man known (as Theseus).

ADJ ADJ ADJ N AV PP ART ADJ N
3. Three young and confident maidens waited (in a little chamber). (See Notes III-B)

PN AV PRO PP ART N PP ART N
4. Ariadne hid him (in the chamber) (of the palace).

ADJ ADJ N AV —V— PP ADJ N
5. This fair lady wanted to hear (about his country).

AV ART N PP ADJ ADJ N
6. Kill the monster (at your first opportunity). (See Notes V)

DEFINITIONS:

- If there are any words between a preposition and its object, they are modifiers.
- Only a proper noun can consist of more than one word.
- If a word looks like a verb but doesn't have a subject, it's a(n) verbal.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	looked	<u>verb</u>
3.	maidens	<u>subject</u>
4.	chamber	<u>object of the preposition</u>
5.	fair	<u>modifier</u>
6.	Kill	<u>verb</u>

1. servant | looked
A | With
face
a | dark

2. He | observed

3. maidens | waited
Three | and | confident
young

4. Ariadne | hid

5. lady | wanted
This | fair

6. (you) | kill

Subject and Verb: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. On a separate sheet of paper, diagram the subject and its modifiers (including prepositional phrases) and the verb. Do not try to diagram anything else at this point.

1. The Golden Fleece (by Padraic Colum) includes a tale (of the defeat) (of the Minotaur).
PN PP PN AV ART N PP ART N PP ART PN
2. The kind Ariadne showed him the harbor (from the roof) (of the palace).
ART ADJ PN AV PRO ART N PP ART N PP ART N
3. Here (in the harbor) waited the ship (with a black sail). (See Notes VI)
PP ART N AV ART N PP ART ADJ N
4. Theseus begged Ariadne to come (with him) (to his own country).
PN AV PN —V— PP PRO PP ADJ ADJ N
5. The strange princess wanted to believe all (of Theseus' words).
ART ADJ N AV —V— PRO PP ADJ N
6. Her path (from the roof) led them (to the gardens) (of the palace).
ADJ N PP ART N AV PRO PP ART N PP ART N

DEFINITIONS:

- In a diagram, a modifier goes on a diagonal line attached to another word.
- Pronouns are words that take the place of nouns.
- Adjectives are words that modify (or describe) nouns and pronouns.

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	Padraic Colum	<u>object of the preposition</u>
2.	Ariadne	<u>subject</u>
3.	waited	<u>verb</u>
4.	him	<u>object of the preposition</u>
5.	strange	<u>modifier</u>

1. The Golden Fleece | includes
by |
Padraic Column

2. Ariadne | showed
The | kind |

3. ship | waited
The | With |
sail |
a | black |

4. Theseus | begged

5. princess | wanted
The | strange |

6. path | led
Her | from |
roof |
the |

Adverbs: Exercise #1 ANSWER KEY

Page 1 of 3

DIRECTIONS: Mark all the nouns, articles, adjectives, pronouns, prepositions, action verbs, and adverbs in the sentences below. Put parentheses around the prepositional phrases. Then diagram the subject and the verb and their modifiers. Don't attempt to diagram anything else.

1. The captain (of the *Silver Beetle*) paused (for the fiftieth time).
ART N PPART —PN— AV PPART ADJ N
2. The man anxiously shaded his eyes to peer (across the wharf).
ART N ADV AV ADJ N —V— PP ART N
3. (In the sun's glare), the city shimmered.
PPART ADJ N ART N AV
4. The bright and vivid sky curved (in a high blue arch) (over the ancient city).
ART ADJ ADJ N AV PPART ADJ ADJ N PPART ADJ N
5. The wharf always seethed (with activity).
ART N ADV AV PP N
6. (In the afternoons) sweaty porters hurried (among groups) (of merchants).
PPART N ADJ N AV PP N PP N

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

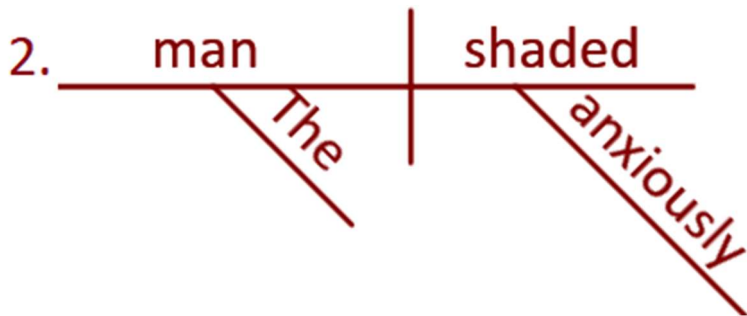
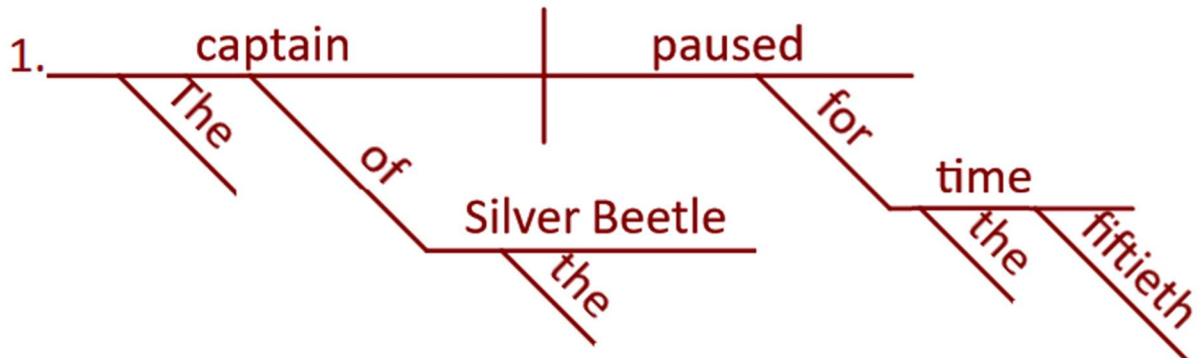
SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	time	<u>object of the preposition</u>
2.	anxiously	<u>modifier</u>
3.	glare	<u>object of the preposition</u>
4.	sky	<u>subject</u>
5.	seethed	<u>verb</u>
6.	sweaty	<u>modifier</u>

Page 2 of 3 – Adverbs: Exercise #1 Answer Key

DEFINITIONS:

1. A pronoun is a word that takes the place of a noun or another pronoun.
2. An antecedent is the noun that the pronoun stands for.
3. Adverbs are words that modify verbs, adjectives, and other adverbs.
4. An adverb which can be moved modifies the verb.
5. If an adverb cannot be moved, it modifies the word it must stay next to.



3. city shimmered
the In glare
the sun's

4. sky curved
The and in
bright vivid a arch
high blue over city
the ancient

5. wharf seethed
The always with
activity

6. porters hurried
sweaty In among
afternoons the groups
of merchants

Adverbs: Exercise #2 ANSWER KEY

Page 1 of 3

DIRECTIONS: Mark all the nouns, articles, adjectives, pronouns, prepositions, action verbs, and adverbs in the sentences below. Put parentheses around the prepositional phrases. Then diagram the subject and the verb and their modifiers. Don't attempt to diagram anything else.

1. A donkey drover successfully pushed (through a cluster) (of pale-faced Libyans).
ART ADJ N ADV AV PP ART N PP ADJ PN
2. (At one end) (of the wharf), three Mitanni traders (in fringed garments) wagered (on a dog fight).
PP ADJ N PP ART N ADJ ADJ N PP ADJ N AV PP ART ADJ N
3. A ring (of very young urchins) cleverly surrounded a cage (of monkeys).
ART N PP ADV ADJ N ADV AV ART N PP N
4. The rank smell (of the river) rose (over the chaos).
ART ADJ N PP ART N AV PP ART N
5. The captain eagerly searched (for one tall figure).
ART N ADV AV PP ADJ ADJ N
6. (Because of the late hour), Nekonkh nervously chewed his lip. (See final section of Notes: Prepositions)
PP ART ADJ N PN ADV AV ADJ N

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

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	successfully	<u>modifier</u>
2.	wagered	<u>verb</u>
3.	urchins	<u>object of the preposition</u>
4.	smell	<u>subject</u>
5.	eagerly	<u>modifier</u>
6.	hour	<u>object of the preposition</u>

DEFINITIONS:

1. Which kind of noun begins with a lower case letter and consists of one word only?

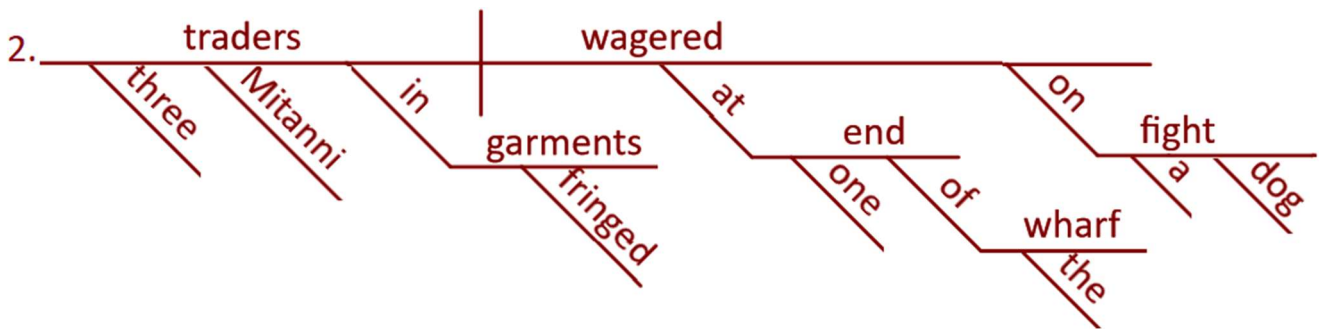
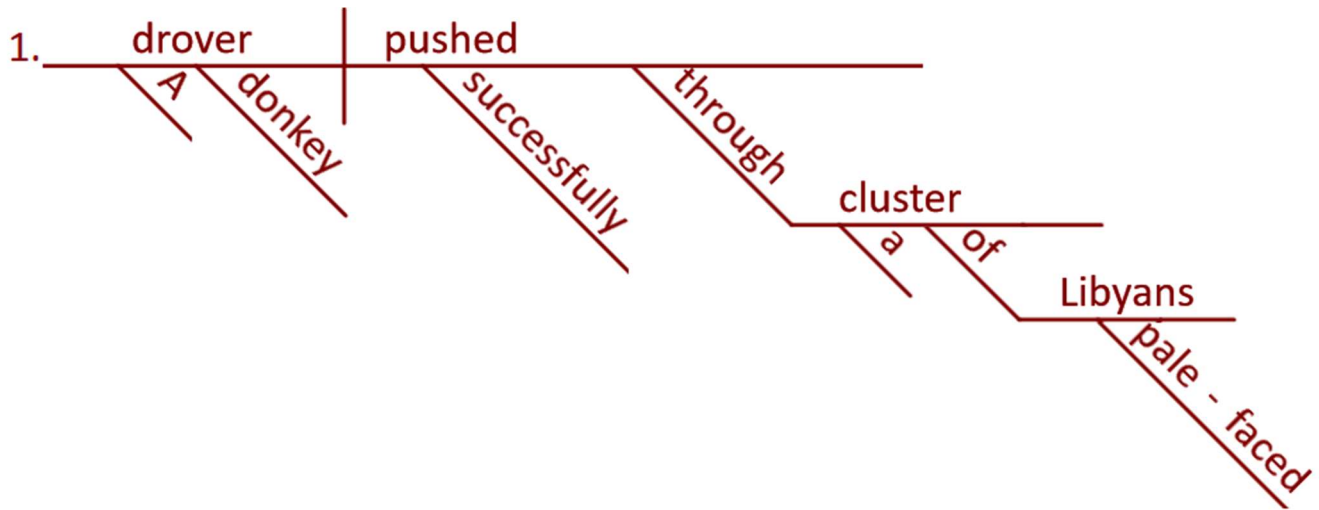
a common noun

2. If a word looks like a verb, but it doesn't have a subject, it's called a(n)

verbal.

3. If you find a verb and ask "Who or What – (and say the verb)?" what are you looking for?

the subject



3. ring | surrounded
A of | cleverly
urchins
young
very

4. smell | rose
The rank of | over chaos
river | the
the

5. captain | searched
The | eagerly for
figure
one tall

6. Nekonkh | chewed
Because of | nervously
hour
the late

Adverbs: Exercise #3 ANSWER KEY

Page 1 of 3

DIRECTIONS: Mark all the nouns, articles, adjectives, pronouns, prepositions, action verbs, and adverbs in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, neatly diagram the subject and verb and their modifiers.

1. His ^{ADJ N} helmsman ^{ADV} confidently ^{AV} strolled ^{PP ART N} (across the deck).
2. The captain ^{ART N} (with the blunt fingers) ^{PP ART ADJ N} whirled ^{AV} (toward him) ^{PP PRO} savagely ^{ADV}.
3. ^{PP ART ADJ N} (With a hasty step) ^{PP ART ADJ N} (from his master), the helmsman ^{AV} mumbled ^{AV} his ^{ART N} message ^{ADJ N}.
4. Nekonkh ^{PN} quickly ^{ADV} mopped ^{AV} the sweat ^{ART N} (with his ^{PP ADJ} oddly hairy ^{ADJ N} wrist).
5. ^{PP ART N} (For a moment) ^{ART ADJ ADJ N} the tired old captain ^{AV} leaned ^{ADV} ^{PP ART N} wearily (against the gunwale).
6. ^{ADV} Automatically ^{ADJ N} his eyes ^{AV} checked ^{ADJ N} his ship ^{PP N} (for signs) ^{PP ART ADJ N} (of the crew's readiness) ^{PP N} (for departure).

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

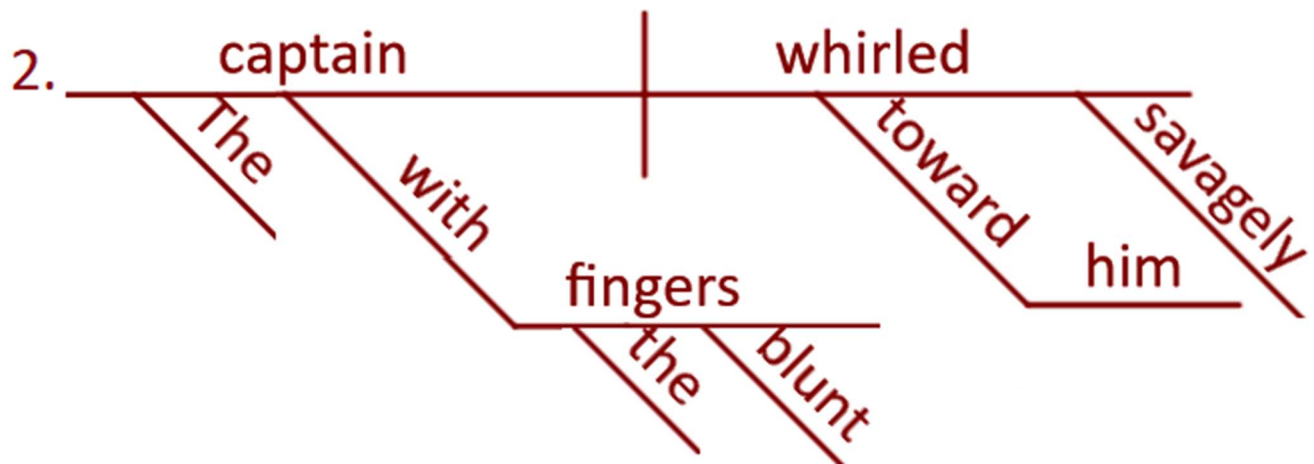
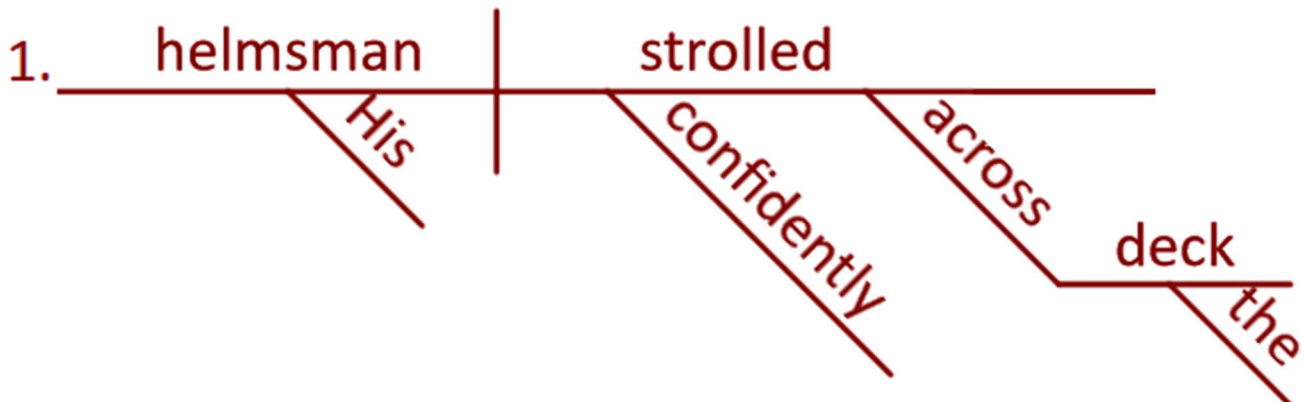
SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	helmsman	<u>subject</u>
2.	savagely	<u>modifier</u>
3.	hasty	<u>modifier</u>
4.	mopped	<u>verb</u>
5.	moment	<u>object of the preposition</u>
6.	Automatically	<u>modifier</u>

Page 2 of 3 – Adverbs: Exercise #3 Answer Key

DEFINITIONS:

1. The three articles are a, an, and the.
2. The proper noun begins with a capital letter
and may consist of more than one word.
3. An action verb expresses mental or physical action
and must have a(n) subject.
4. If a word looks like a verb but doesn't have a subject, it's a(n) verbal.



Page 3 of 3 – Adverbs: Exercise #3 Answer Key

3. helmsman | mumbled
the | With
a step
hasty from
master
his

4. Nekonkh | mopped
quickly | with
wrist
his hairy
oddly

5. captain | leaned
the | For | a
tired | moment | wearily
old | against
gunwale
the

6. eyes | checked
his | Automatically
for signs
of
the readiness
crew's for
departure

Units 1-5 Application Exercise

ANSWER KEY

Page 1 of 2

DIRECTIONS: Select 10 sentences in Chapters 10-12 of *Mara, Daughter of the Nile*. Each sentence should contain at least 3 modifiers (articles, adjectives, or adverbs.) Copy each sentence on the lines below and mark all the nouns, articles, adjectives, pronouns, prepositions, action verbs, and adverbs. Put parentheses around the prepositional phrases. (Remember that there may be some words that you have not learned how to parse yet, and that's okay.) Then, in the space below each sentence OR on a separate sheet of paper, neatly diagram the subject and verb and their modifiers.

Answers will vary. Check for accuracy and understanding.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Units 1-6 Review

ANSWER KEY

Page 1 of 4

DIRECTIONS: Let's learn and remember the term "parse." It means to mark all the parts of speech, and in this book, we're going to include putting parentheses around the prepositional phrases when we say parse. We will use this term through the rest of this book when you are to mark the parts of speech and put parentheses around prepositional phrases. Parse the sentences below. Then diagram the subject and its modifiers, and the verb and its modifiers.

1. The torch flared wildly (against the night).

2. A gap (in the rubble) led downward (into obscurity).

3. (At the sight) (of the familiar hieroglyphs), a tremor (of fear) passed (through Sheftu).

4. The great prince stood (on this spot) (on the day) (of the entombment).

5. The diggers crept (past him) extremely quietly.

6. The plaster (on the wall) crumbled (in an irregular crack).

7. They needed plaster to mend it.

8. The breath (of stale air) overcame him.

9. Slowly he descended the stairs (into the Habitation of the Dead).

10. Pleading texts (from the Book of the Dead) lept (at him) (from the carven walls).

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

	<i>SUBJECT</i>	<i>VERB</i>	<i>MODIFIER</i>	<i>OBJECT OF THE PREPOSITION</i>
SENTENCE #	WORD(S)			JOB
1.		wildly		<i>modifier</i>
2.		rubble		<i>object of the preposition</i>
3.		tremor		<i>subject</i>
4.		stood		<i>verb</i>
5.		quietly		<i>modifier</i>
6.		plaster		<i>subject</i>
7.		needed		<i>verb</i>
8.		air		<i>object of the preposition</i>
9.		he		<i>subject</i>
10.		Pleading		<i>modifier</i>

DEFINITIONS:

- A noun is the name of a person, place, thing, or idea.
- A common noun begins with a lower-case letter.
- A proper noun begins with a capital letter.
- A common noun can consist of only one word.
- An adjective is a word that describes or modifies a noun or pronoun.
- The articles in our language are a, an, and the.
- A pronoun is a word that takes the place of a noun or nouns.
- An antecedent is the noun or nouns the pronoun stands for.
- A word may look like a preposition, but it's not unless it has a(n) object.
- Adverbs modify verbs, adjectives, and other adverbs.

1. torch | flared
The | wildly | against | night
the

2. gap | led
A | in | rubble | downward | into | obscurity
the

3. tremor | passed
a | of | fear | At | sight | through | Sheftu
the | of | hieroglyphs
the | familiar

4. prince | stood
The | great | on | on | day | entombment
spot | this | the | of | the

5. diggers | crept
The | past | him | quietly | extremely

6. plaster | crumbled
The on wall in crack
the an irregular

7. They | needed

8. breath | overcame
A of air
stale

9. he | descended
Slowly into Habitation of the Dead
the

10. texts | leapt
Pleading from him from walls
Book of the Dead the carven
the

Patterns 1 & 2: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: All the sentences below are Pattern 1. Parse them and diagram the subject and verb and their modifiers, including the prepositional phrases. (If you need a refresher on what is included when you are told to parse a sentence, look at the directions for Units 1-6 Review.)

- PRO AV N PP ART ADJ N PP ART ADJ N**
1. They crept (from the high places) (to the city gates).
- N AV PP PN**
2. Terror came (upon Troy).
- ART ADJ N PP N AV PP ART N**
3. The dark tide (of warriors) poured (through the streets).
- N AV PPART ADJ N**
4. Men swarmed (to the guardhouse fires).
- ART N PPART N ADV AV PP ART N PP N**
5. The stillness (of the night) quickly erupted (with the screams) (of families).
- ADJ N AV ADV PP ADJ N**
6. Sleepy men straggled out (from their homes).
- PP ART N ART N AV ADV PP ART N**
7. (During the battle) a fire roared furiously (through the city).
- ADJ N PP ADJ N AV PPART ADJ N**
8. This story (of Greek war) unfolds (in the following chapters).

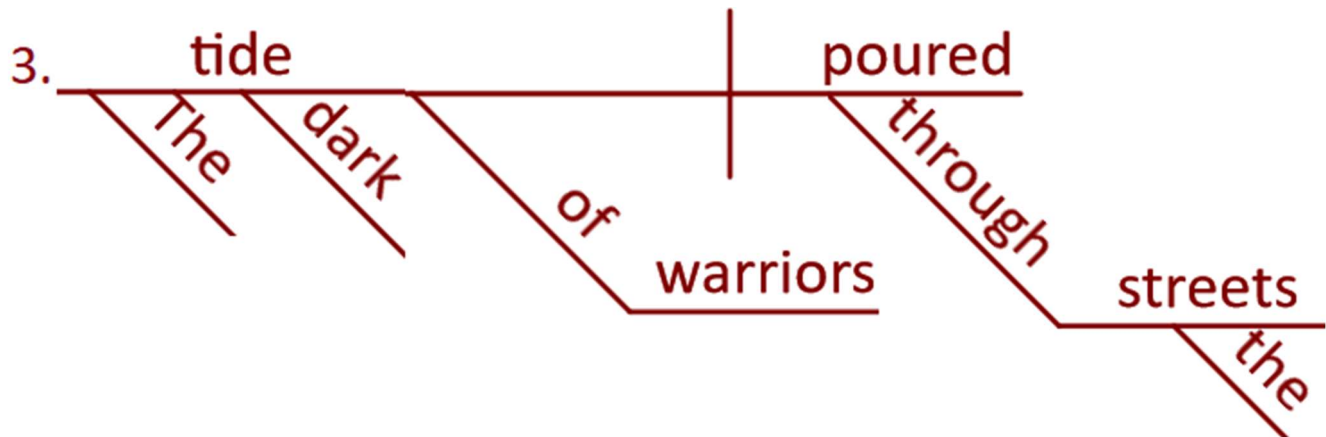
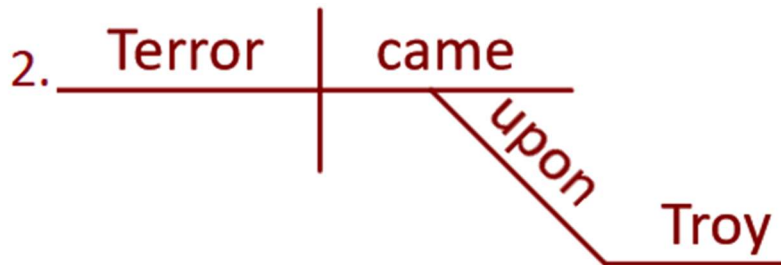
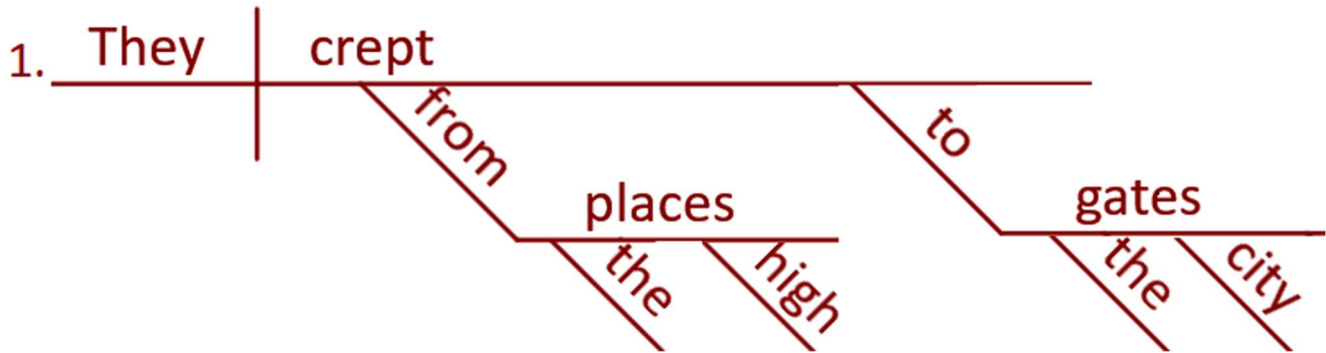
DIRECTIONS: The underlined words in the sentences above are doing one of four jobs. Choosing your answer from one of the jobs below, write what job each underlined word is doing.

SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	high	<u>modifier</u>
2.	came	<u>verb</u>
3.	poured	<u>verb</u>
4.	Men	<u>subject</u>
5.	stillness	<u>subject</u>
6.	straggled	<u>verb</u>
7.	battle	<u>object of the preposition</u>
8.	Greek	<u>modifier</u>

DEFINITIONS:

1. Pronouns are words that take the place of nouns.
2. To look for the direct object, you say the subject, say the verb, and ask what?
3. A verb must have a(n) subject to be a “real” verb.



4. Men | swarmed
to
fires
the
Guardhouse

5. stillness | erupted
The | of | night | the | quickly | with | screams | the | of | families

6. men | straggled
Sleepy | out | from | homes | their

7. fire | roared
a | During | furiously | through | city | the
battle | the

8. story | unfolds
This | of | war | in | chapters
Greek | the | following

Patterns 1 & 2: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: All the sentences below are Pattern 2. Parse them and diagram the entire sentence. Remember to use the Process Chart.

1. ^{PP ADJ N PN AV PPADJ N ART ADJ N} (In far-off days) Peleus took (for his wife) a sea nymph.
2. ^{ADJ N AV N PPADJ N PP _____ PN _____} Many guests brought curiosity (to his marriage) (to Thetis of the Silver Feet).
3. ^{ADJ N AV ART ADJ N PP ADJ PN} Mortal guests included the many gods (of high Olympus).
4. ^{ART N PP N AV ART N PPADJ N PPART N PPADJ ADJ N} The goddess (of discord) avenged the insult (of her lack) (of an invitation) (to this great feast).
5. ^{PPADJ ADJ N PRO AV ART N PP ART N} (In her blackest mood) she tossed an apple (upon the table).
6. ^{PRO PPART N AV ART N PPART ADJ N} Everyone (at the wedding) saw the words (on the apple's side).
7. ^{PN AV PRO PP N PP PN} Hera claimed it (as wife) (to Zeus).
8. ^{ART ADV ADJ PN AV ART N PP PRO} The extremely beautiful Athene wanted the apple (for herself).

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	Peleus	<u>subject</u>
2.	curiosity	<u>direct object</u>
3.	included	<u>verb</u>
4.	feast	<u>object of the preposition</u>
5.	blackest	<u>modifier</u>
6.	everyone	<u>subject</u>
7.	it	<u>direct object</u>
8.	wanted	<u>verb</u>

Page 1 of 2 – Patterns 1 & 2: Exercise #2 Answer Key

1. Peleus | took | nymph
 In days | for wife | a sea
 far-off | his

2. guests | brought | curiosity
 Many | to | marriage
 his | to
 Thetis of the Silver Feet

3. guests | included | gods
 Mortal | the | many | of
 Olympus
 high

4. goddess | avenged | insult
 The | of | discord | the | of | lack
 her | of | invitation
 an | to | feast
 this | great

5. she | tossed | apple
 In | mood | upon | table
 her | blackest | the

6. Everyone | saw | words
 at | wedding | the | on | side
 the | the | apple's

7. Hera | claimed | it
 as | wife | to
 Zeus

8. Athene | wanted | apple
 The | beautiful | for | herself
 extremely

Patterns 1 & 2: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: All the sentences below are either Pattern 1 or Pattern 2. Parse them and diagram the entire sentence. Remember to use the Process Chart.

1. The three beautiful goddesses started an argument (among themselves).
ART ADJ ADJ N AV ART N PP PRO
2. The argument grew quickly (into a quarrel).
ART N AV ADV PP ART N
3. Each (of them) called (upon the other guests) (for support) (for her claim) (to the apple).
PRO PP PRO AV PP ART ADJ N PP N PP ADJ N PP ART N
4. The other guests refused their pleas.
ART ADJ N AV ADJ N
5. (In the end), the three took the quarrel (with them) (to Olympus).
PP ART N ART PRO AV ART N PP PRO PP PN
6. The other gods took sides (with one) (of the goddesses).
ART ADJ N AV N PP PRO PP ART N
7. The disagreement (between these gods) continued (for a long while).
ART N PP ADJ N AV PP ART ADJ N
8. “Stop this foolishness!”
AV ADJ N

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

SUBJECT DIRECT OBJECT OBJECT OF THE PREPOSITION
VERB MODIFIER

SENTENCE #	WORD(S)	JOB
1.	argument	<u>direct object</u>
2.	argument	<u>subject</u>
3.	them	<u>object of the preposition</u>
4.	other	<u>modifier</u>
5.	three	<u>subject</u>
6.	took	<u>verb</u>
7.	gods	<u>object of the preposition</u>
8.	Stop	<u>verb</u>

Page 1 of 2 – Patterns 1 & 2: Exercise #3 Answer Key

1. goddesses | started | argument
 The three beautiful among an themselves

2. argument | grew | into | quarrel
 The quickly a

3. Each | called | for | support
 of them upon guests the other for claim her to apple the

4. guests | refused | pleas
 The other their

5. three | took | quarrel
 the In with the them to Olympus

6. gods | took | sides
 The other with one of goddesses the

7. disagreement | continued
 The between gods for while a long these

8. (you) | Stop | foolishness
 this

Pattern 3: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: All the sentences below are all Pattern 3. Parse them and diagram the entire sentence. Remember to use the Process Chart.

ART N AV ADJ N ART N PP N
1. The kings sent their men a call (for assistance).

PN AV PN ART N
2. Thetis of the Silver Feet gave King Peleus a son.

ART N AV PN ART N PP N PP PN
3. The gods made Thetis a promise (of protection) (for Achilles).

PP ADJ N ADJ N AV PRO ART N PP PN PPART ADJ N PP ADJ N
4. (After his childhood) his father gave him a mission (to Thessaly) (with an older boy) (for his companion).

PN AV PN ADJ ADJ N PP ADJ N
5. Chiron taught Achilles many warrior skills (on their journey).

PPART PN ART N AV ADJ N ART N PPART N PP ADJ N
6. (On the Isle of Scyros), the mother gave her son the clothes (of a maiden) (for his safety).

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

SUBJECT
VERB

DIRECT OBJECT
INDIRECT OBJECT

OBJECT OF THE PREPOSITION
MODIFIER

SENTENCE #	WORD(S)	JOB
1.	assistance	<u>object of the preposition</u>
2.	King Peleus	<u>indirect object</u>
3.	promise	<u>direct object</u>
4.	father	<u>subject</u>
5.	warrior	<u>modifier</u>
6.	son	<u>indirect object</u>

Page 2 of 2 – Pattern 3: Exercise #1 Answer Key

1. kings | sent | call
 The | men | a | for
 their | assistance

2. Thetis of the Silver Feet | gave | son
 a |
 King Peleus

3. gods | made | promise
 The | Thetis | a | of
 protection |
 for Achilles

4. father | gave | mission
 his | After | him | a | to | with
 childhood | Thessaly | an | older | boy | for
 his | companion
 his

5. Chiron | taught | skills
 Achilles | on | many | warrior
 journey |
 their

6. mother | gave | clothes
 the | On | son | for | safety | the | of | maiden
 her | his | a
 Isle of Scyros
 the

Pattern 3: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: The sentences below are either Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Parse the sentences and then, on a separate sheet of paper, diagram the entire sentence.

1. The young Achilles remained a maiden (on the island) (among the princesses).

2. The mighty King Lycomedes gave the warriors a warm welcome (without a mention) (of his son's presence).

3. The chief (of the soothsayers) gave the leaders a stern warning (about the importance) (of Achilles' capture).

4. Then Odysseus dressed himself (as a trader) (with a red cap).

5. The girls entered the palace forecourt excitedly (from the women's quarters).

6. (At the bottom) (of the trader's pack), a great sword (of bronze) taunted Prince Achilles.

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

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

SENTENCE #	WORD(S)	JOB
1.	remained	<u>verb</u>
2.	warriors	<u>indirect object</u>
3.	chief	<u>subject</u>
4.	himself	<u>direct object</u>
5.	excitedly	<u>modifier</u>
6.	bottom	<u>object of the preposition</u>

Page 2 of 2 – Pattern 3: Exercise #2 Answer Key

1. Achilles remained maiden
 The young on island among a
 princesses the

2. King Lycomedes gave welcome
 The mighty warriors without a warm
 mention a of presence
 his son's

3. chief gave warning
 The of soothsayers leaders the a stern about importance
 the capture Achille's

4. Odysseus dressed himself
 Then as trader
 a With cap a red

5. girls entered forecourt
 The excitedly from the palace
 quarters the women's

6. sword taunted Prince Achilles
 a great of At bottom
 bronze the of pack
 the trader's

Pattern 3: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: The sentences below are either Pattern 1 (N-V), Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Parse the sentences and then, on a separate sheet of paper, diagram the entire sentence.

1. The chieftains (of the fleet) stripped off his feminine garments.

2. Then they quickly gave him the clothes (of a warrior).

3. The devoted mother wept (over Achilles) (in grief).

4. Achilles bravely chose a short life (for himself).

5. His father gave him fifty ships (with plenty) (of men).

6. Finally the warrior sailed (towards Troy) (with the black ships).

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

SUBJECT
VERB

DIRECT OBJECT
INDIRECT OBJECT

OBJECT OF THE PREPOSITION
MODIFIER

SENTENCE #	WORD(S)	JOB
1.	stripped	<i>verb</i>
2.	clothes	<i>direct object</i>
3.	mother	<i>subject</i>
4.	himself	<i>object of the preposition</i>
5.	him	<i>indirect object</i>
6.	black	<i>modifier</i>

Page 1 of 2 – Pattern 3: Exercise #3 Answer Key

1. chieftains | stripped | garments
The | of | fleet | the | off | his | feminine

2. they | gave | clothes
Then | quickly | him | the | of | warrior
a

3. mother | wept
The | devoted | over | in | grief
Achilles

4. Achilles | chose | life
bravely | for | himself | a | short

5. father | gave | ships
His | him | fifty | with | plenty | of | men

6. warrior | sailed
the | Finally | towards | with | ships
Troy | the | black

Patterns 4 & 5: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: All the sentences below are either Pattern 4 (N-LV-N) or Pattern 5 (N-LV-ADJ). Parse and diagram the sentences. (Do you need to review our meaning of parse? Find it at Units 1-6 Review.)

1. Thetis was a mourning mother (with revenge) (in her heart).
PN LV ART ADJ N PP N PP ADJ N
2. Zeus was the father (of the gods).
PN LV ART N PP ART N
3. The wise old Nestor is the deliverer (of the false dream).
ART ADJ ADJ PN LV ART N PP ART ADJ N
4. This influential man (in the dream) was confident (of a total loss) (for the Trojan people).
ADJ ADJ N PP ART N LV P-ADJ PP ART ADJ N PP ART ADJ N
5. The groggy Agamemnon was immediately joyous.
ART ADJ PN LV ADV P-ADJ
6. Later he becomes cautious (about the meaning) (of his dream).
ADV PRO LV P-ADJ PP ART N PP ADJ N
7. The king's idea is a test (of the temper) (of his army).
ART ADJ N LV ART N PP ART N PP ADJ N
8. The respected High King is also very creative.
ART ADJ —PN—LV ADV ADV P-ADJ

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

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

SENTENCE #	WORD(S)	JOB
1.	mother	<u>predicate nominative</u>
2.	gods	<u>object of the preposition</u>
3.	Nestor	<u>subject</u>
4.	confident	<u>predicate adjective</u>
5.	was	<u>verb</u>
6.	cautious	<u>predicate adjective</u>
7.	test	<u>predicate nominative</u>
8.	very	<u>modifier</u>

Page 2 of 2 – Pattern 4 & 5: Exercise #1 Answer Key

1. Thetis | was | mother
 a mourning with revenge
 in heart
 her

2. Zeus | was | father
 the of gods
 the

3. Nestor | is | deliverer
 The wise old
 the of dream
 the false

4. man | was | confident
 This influential in
 dream the
 of a total for people
 the Trojan

5. Agamemnon | was | joyous
 The groggy
 immediately

6. he | becomes | cautious
 Later
 about meaning
 the of dream
 his

7. idea | is | test
 The king's
 a of temper
 the of army
 his

8. High King | is | creative
 The respected
 also very

Patterns 4 & 5: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: All the sentences below are either Pattern 4 (N-LV-N) or Pattern 5 (N-LV-ADJ). Parse and diagram the sentences. (Do you need to review our meaning of parse? Find it at Units 1-6 Review.)

1. (By this time) the warriors' hopes were quite low.
PP ADJ N ART ADJ N LV ADV P-ADJ
2. They were very anxious (for their families).
PRO LV ADV P-ADJ PP ADJ N
3. These weary fighters became a sea (of excited men).
ADJ ADJ N LV ART N PP ADJ N
4. The captains (of these warriors) were also eager (for a return) (to their homes).
ART N PP ADJ N LV ADV P-ADJ PP ART N PP ADJ N
5. The mighty Odysseus was the only one (with a different opinion).
ART ADJ PN LV ART ADJ PRO PP ART ADJ N
6. The abandonment (of the siege) was a shameful thing.
ART N PP ART N LV ART ADJ N
7. The royal scepter is a staff (in the hand) (of Odysseus).
ART ADJ N LV ART N PP ART N PP PN
8. (With their return) their spirits were almost unbelievably ugly.
PP ADJ N ADJ N LV ADV ADV P-ADJ

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

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

SENTENCE #	WORD(S)	JOB
1.	time	<u>object of the preposition</u>
2.	anxious	<u>predicate adjective</u>
3.	became	<u>verb</u>
4.	return	<u>object of the preposition</u>
5.	mighty	<u>modifier</u>
6.	thing	<u>predicate nominative</u>
7.	scepter	<u>subject</u>
8.	ugly	<u>predicate adjective</u>

Page 1 of 2 –Pattern 4 & 5: Exercise #2 Answer Key

1. hopes | were | low
the warriors' | By | time | quite
2. They | were | anxious
very | for | families
their

3. fighters | became | sea
These | weary | a | of | men
excited

4. captains | were | eager
The | of | warriors | also | for | return
these | a | to | homes
their

5. Odysseus | was | one
The | mighty | the | only | with | opinion
a | different

6. abandonment | was | thing
The | of | siege | a | shameful
the

7. scepter | is | staff
The | royal | in | a | hand
the | of | Odysseus

8. spirits | were | ugly
their | With | return | unbelievably
their | almost

Patterns 4 & 5: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: The sentences below represent all five sentence patterns: N-V, N-V-N, N-V-N-N, N-LV-N and N-LV-ADJ. Parse and diagram the entire sentence.

ART ADJ N LV ART N PP ART N PP PN
1. The only protestor is a fellow (by the name) (of Thersites).

PRO AV ART ADJ N PP N PP ART N
2. He began a jeering speech (with insults) (for the leaders).

ART ADJ PN ADV AV PRO ART N PP ART N
3. The experienced Odysseus quickly gave him a beating (with the scepter).

ADV PN AV PP ART N
4. Understandably Thersites cried (like a baby).

ART N PP ADJ N LV P-ADJ PP ART N PP ADJ N
5. The warriors (near this event) were amused (by the sight) (of his tears).

ADV ADJ ADJ N AV ADV ADJ N
6. Then these mighty men hitched up their weapons.

ADJ N PP ADJ N LV ADV P-ADJ PP ART N PP PN
7. These companies (of great warriors) felt less miserable (after the encouragement) (of Odysseus).

ART ADJ N LV N PP ART ADJ N
8. The captured horses are guides (for the Greek chariots).

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

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

SENTENCE #	WORD(S)	JOB
1.	is	<u>verb</u>
2.	speech	<u>direct object</u>
3.	him	<u>indirect object</u>
4.	Understandably	<u>modifier</u>
5.	amused	<u>predicate adjective</u>
6.	men	<u>subject</u>
7.	warriors	<u>object of the preposition</u>
8.	guides	<u>predicate nominative</u>

Page 1 of 2 –Pattern 4 & 5: Exercise #3 Answer Key

1. protestor | is | fellow
The | only | a | by | name
the | of | Thersites

2. He | began | speech
a | Jeering | with | insults
for | leaders
the

3. Odysseus | gave | beating
The | experienced | quickly | him | with | a
scepter
the

4. Thersites | cried
Understandably | like | baby
a

5. warriors | were | amused
The | near | by | sight
event | the | of | tears
this | his

6. men | hitched | weapons
these | mighty | Then | up | their

7. companies | felt | miserable
These | of | warriors | after | less
Great | encouragement | this | of | Odysseus

8. horses | are | guides
The | captured | for | chariots
the | Greek

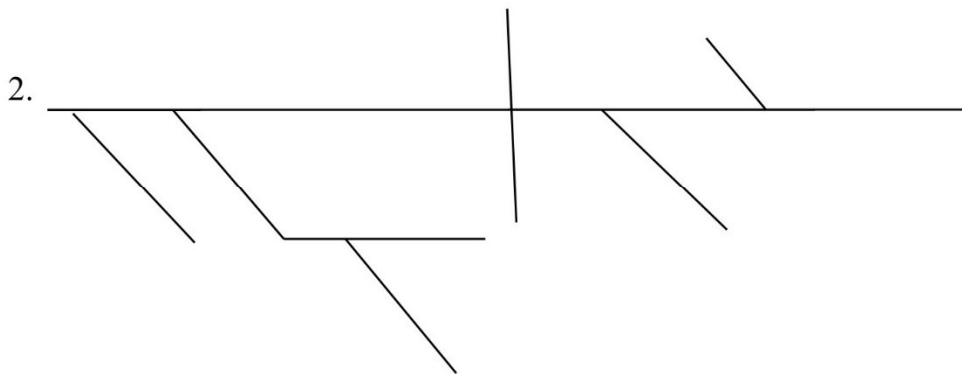
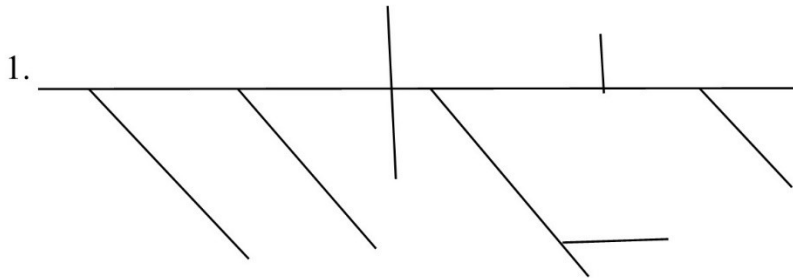
Units 8 - 10 Patterns Application

ANSWER KEY

Page 1 of 2

DIRECTIONS: Create sentences that match the diagrams below. Then, write a sentence based on your diagram. You must include one predicate adjective and one predicate nominative in the sentence with linking verbs. You may add extra words to your sentence if you desire; however, every word on your diagram must be used in the appropriate manner with your sentence.

Answers will vary. Check for accuracy and understanding and that directions have been followed.



3.

4.

5.

Helping Verbs: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse and diagram the sentences below.

1. _____PN_____ HV AV PP _____PN_____ PP PN
Black Ships Before Troy was written (by Rosemary Sutcliffe) (before 1993).

2. PRO HV HV AV N PP ADJ N
 She had been writing novels (for many decades).

3. ADJ N HV ADV LV P-ADJ PP ADJ ADJ ADJ N
 This writer has long been famous (for her superb children's books).

4. PRO HV ADV HV LV P-ADJ PP ADJ N PP N ADV
 She could easily have been popular (for her novels) (for adults) also.

5. HV PRO AV PRO PP ART _____PN_____
 Do you know anything (about the Trojan War)?

6. ADJ N HV AV PRO PP ART N PP ADJ N
 This book will guide you (to an understanding) (of Greek mythology).

7. PP _____PN_____ _____PN_____ HV AV ART N PP ADJ PN
 (In *The Wanderings of Odysseus*) Mrs. Sutcliffe has provided a retelling (of Homer's Odyssey).

DEFINITIONS:

1. Helping verbs are verbs that come before main verbs and help form different tenses.

2. Adjectives are words that modify nouns and pronouns.

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

4. The helping verb and the main verb together make up the verb phrase.

Page 2 of 2 –Helping Verbs: Exercise #1 Answer Key

1. Black Ships Before Troy | was written
by | before | 1993
Rosemary Sutcliffe

2. She | had been writing | novels
for | decades
many

3. writer | has been | famous
This | long | for | books
her | superb | children's

4. She | could have been | popular
easily | also | for | novels
her | for | adults

5. you | Do know | anything
about | Trojan War
the

6. book | will guide | you
This | to | understanding
an | of | mythology
Greek

7. Mrs. Sutcliffe | has provided | retelling
In | a | of | Odyssey
The Wanderings of Odysseus | Homer's

Helping Verbs: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse and diagram the sentences below.

1. HECTOR'S MOTHER HAD GIVEN A piteous SHRIEK (FOR HER DEAD SON).
ADJ N HV AV ART ADJ N PP ADJ ADJ N
2. THIS WOMAN HAD BECOME A GRIEVING mother.
ADJ N HV LV ART ADJ N
3. SHE WOULD BE SEEN (AS A WOUNDED bird) (AMONG THE WAILING WOMEN).
PRO HV HV AV PP ART ADJ N PP ART ADJ N
4. (IN THE CHAMBER) (OF THE HOUSE), Andromache HAD BEEN WEAVING A MANTLE (OF FINE PURPLE).
PP ART N PP ART N PN HV HV AV ART N PP ADJ N
5. THIS GROUP COULD NOT ACCEPT THE death (OF THEIR BELOVED HECTOR).
ADJ N HV ADV AV ART N PP ADJ ADJ PN
6. HECTOR HAD NOT BEEN PROVIDED (WITH proper BURIAL RITES).
PN HV ADV HV AV PP ADJ ADJ N
7. HE must wander ALONE (IN THE BORDERLANDS) (OUTSIDE HADES).
PRO HV AV ADV PP ART N PP PN

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

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

SENTENCE #	WORD(S)	JOB
1.	piteous	<u>modifier</u>
2.	mother	<u>predicate nominative</u>
3.	bird	<u>object of the preposition</u>
4.	Andromache	<u>subject</u>
5.	death	<u>direct object</u>
6.	proper	<u>modifier</u>
7.	must wander	<u>verb</u>

Page 1 of 2 –Helping Verbs: Exercise #2 Answer Key

1. mother | had given | shriek
Hector's | a | piteous | for | son | her | dead

2. woman | had become | mother
This | a | grieving

3. She | would be seen
as | among | women
a | wounded | the | wailing
bird

4. Andromache | had been weaving | mantle
In | a | of | purple
chamber | the | of | house | the | fine

5. group | could accept | death
This | not | the | of | Hector
their | beloved

6. Hector | had been provided
not | with | rites
proper | burial

7. He | must wander
alone | in | borderlands
the | outside | Hades

Helping Verbs: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse and diagram the sentences below.

1. Achilles' dream (of Patroclus) had been very emotional.
 ADJ N PP PN HV LV ADV P-ADJ
2. He had been asked (by his sword-brother) (for a proper burial).
 PRO HV HV AV PP ADJ N PP ART ADJ N
3. He could not feel his arms (around Patroclus) (in the dream).
 PRO HV ADV AV ADJ N PP PN PP ART N
4. His men would now build the slain warrior a great pyre.
 ADJ N HV ADV AV ART ADJ N ART ADJ N
5. (At sunset) Achilles had set the pile (on fire).
 PP N PN HV AV ART N PP N
6. The mourners would then place the ashes (of Patroclus) (in a great golden cup).
 ART N HV ADV AV ART N PP PN PP ART ADJ ADJ N
7. Funeral games (in the man's honor) had been the custom (in those days).
 ADJ N PP ART ADJ N HV LV ART N PP ADJ N

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	emotional	<u>predicate adjective</u>
2.	his	<u>modifier</u>
3.	dream	<u>object of the preposition</u>
4.	warrior	<u>indirect object</u>
5.	had set	<u>verb</u>
6.	ashes	<u>direct object</u>
7.	custom	<u>predicate nominative</u>

DEFINITIONS:

- In a noun-linking verb-noun pattern, the second noun is called the predicate nominative.
- In a noun-linking-verb-adjective pattern, the adjective is called the predicate adjective.
- What are the modifiers in this sentence? the this in this sentence.

Page 2 of 2 –Helping Verbs: Exercise #3 Answer Key

1. dream | had been | emotional
Achille's | of | Patroclus | very

2. He | had been asked
by | sword- brother | for | burial
his | a | proper

3. He | could feel | arms
not | in | dream | around | his
the | Patroclus

4. men | would build | pyre
His | now | warrior | a | great
the | slain

5. Achilles | had set | pile
At | sunset | on | fire | the

6. mourners | would place | ashes
The | then | in | the | of | Patroclus
cup | a | great | golden

7. games | had been | custom
Funeral | in | honor | in | days | the
the | man's | those

Compound Situations: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse and diagram the sentences below.

1. Achilles and the Trojans lost their desire (for war). (See Notes A)

PN CONJ ART PN AV ADJ N PP N

2. The Trojans awaited their new allies and anticipated a strong band (of women warriors). (See Notes B-2)

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

3. The sacred image was called the Palladium and the Luck of Troy. (See Notes C)

ART ADJ N HV AV ART PN CONJ ART — PN —

4. Our parents either tell or read us these Greek tales. (See Notes B-1 and J)

ADJ N / CONJ \ AV \ AV PRO ADJ ADJ N

5. My mother would read my siblings and me these stories (before bedtime). (See Notes D)

ADJ N HV AV ADJ N CONJ PRO ADJ N PP N

6. We were always attentive and quiet. (See Notes E)

PRO LV ADV P-ADJ CONJ P-ADJ

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	Trojans	<u>subject</u>
2.	anticipated	<u>verb</u>
3.	Palladium	<u>direct object</u>
4.	Greek	<u>modifier</u>
5.	siblings	<u>indirect object</u>
6.	attentive	<u>predicate adjective</u>

Page 2 of 2 –Compound Situations: Exercise #1 Answer Key

1. Achilles
Trojans
the
and
lost
desire
their
for
war
2. Trojans
The
and
awaited
allies
their
new
anticipated
band
a
strong
of
warriors
women
3. image
The
sacred
was called
and
Palladium
the
Luck of Troy
the
4. parents
Our
us
either
or
read
tell
tales
these
Greek
5. mother
My
would read
stories
before
these
bedtime
and
siblings
my
me
6. We
were
always
and
attentive
quiet

Compound Situations: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse and diagram the sentences below.

1. The three daughters (of the king) (of Delos) could turn things either (into wine) or (into bread). (See Notes F&J)

CONJ
PP N PP N

2. The Greeks had been paying gold (to the Phoenicians) (for their supplies) (of corn and oil). (See Notes G)

3. Odysseus went (to the High King), and he asked (for one) (of his ships). (See Notes H)

4. Corn, oil, and wine were payment (from the Greeks). (See Notes L)

5. A beggar (in the Greek camp) wore some filthy rags and stag skin.

6. This man had been a Cretian pirate and an Egyptian hostage.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	wine	<u>object of the preposition</u>
2.	gold	<u>direct object</u>
3.	he	<u>subject</u>
4.	payment	<u>predicate nominative</u>
5.	filthy	<u>modifier</u>
6.	had been	<u>verb</u>

DEFINITIONS:

- Two or more subjects in a sentence is called a compound subject.
- When the noun in front of the verb is the same thing as the noun after the verb, what kind of verb do you have? a linking verb.
- An adverb modifies a verb, an adjective, or another adverb.

Page 2 of 2 –Compound Situations: Exercise #2 Answer Key

1. The three daughters of king the of Delos could turn either or into wine into bread things

2. The Greeks had been paying for supplies of corn and oil the Phonecians their of

3. Odysseus went to High King and he asked for one of ships his

4. Corn oil and wine were payment from the Greeks

5. A beggar wore some rags filthy skin stag in the Greek camp

6. This man had been a Cretian pirate an Egyptian hostage

Compound Situations: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse and diagram the sentences below.

1. This aged beggar had worked (in the Egyptian stone quarries) and escaped (down the Nile).

2. He told Diomedes a long story, and then Diomedes gave him a rug.

3. The old wretch begged (around the camp) and (among the warriors).

4. Ajax and Idomeneus hurt him (for a story) (about a grandfather).

5. He certainly seemed both annoying and troublesome (to the warriors).

6. The young men (of Troy) gave the shameless beggar a hearty beating and a parting kick.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

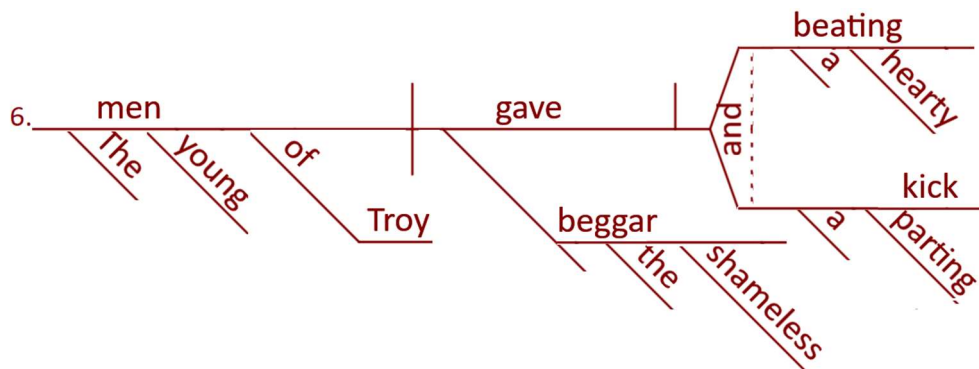
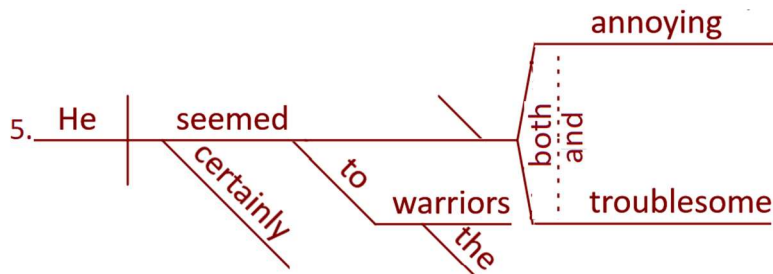
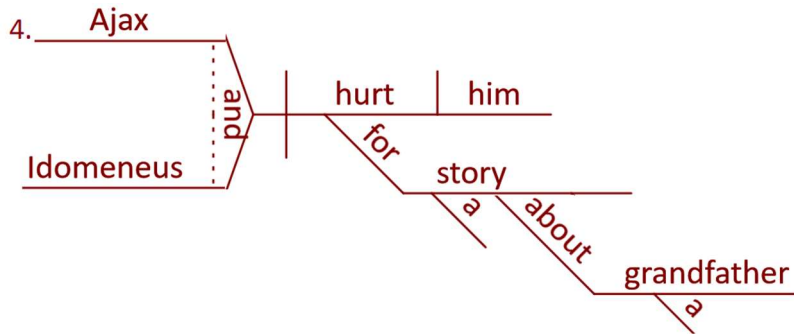
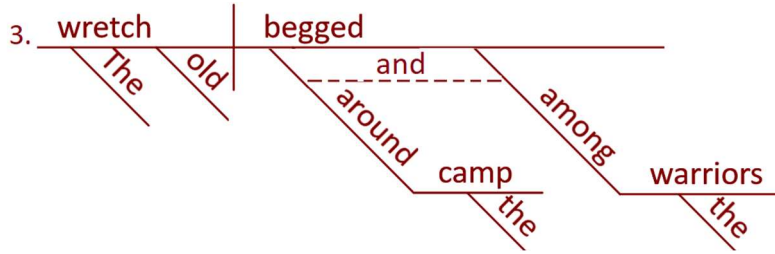
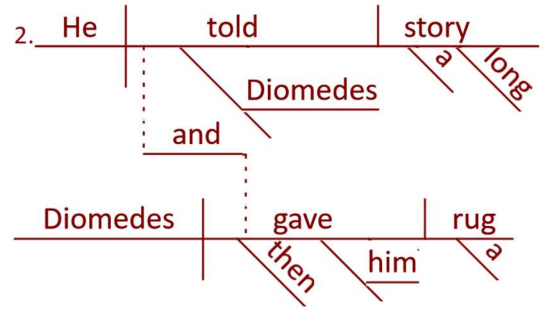
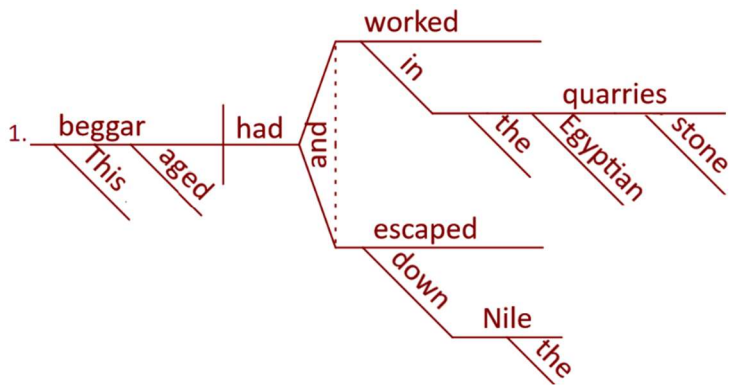
<i>SUBJECT</i>	<i>DIRECT OBJECT</i>	<i>PREDICATE ADJECTIVE</i>
<i>VERB</i>	<i>INDIRECT OBJECT</i>	<i>PREDICATE NOMINATIVE</i>
<i>MODIFIER</i>	<i>OBJECT OF THE PREPOSITION</i>	

SENTENCE #	WORD(S)	JOB
1.	escaped	<u>verb</u>
2.	rug	<u>direct object</u>
3.	camp	<u>object of the preposition</u>
4.	Idomeneus	<u>subject</u>
5.	troublesome	<u>predicate adjective</u>
6.	beggar	<u>indirect object</u>

DEFINITIONS:

1. An antecedent is the word the pronoun takes the place of.
2. In a noun-linking verb-adjective pattern, the adjective is called the predicate adjective.
3. List three jobs that a noun can do: subject, predicate nominative, direct object, indirect object, object of the preposition (any 3)
4. The articles in our language are a, an, and the.

Page 2 of 2 –Compound Situations: Exercise #3 Answer Key



First Semester Grammar Review

ANSWER KEY

Page 1 of 4

DIRECTIONS: Parse and diagram the sentences below. (Do you need to double-check what's involved in the instructions to parse? Look at the directions in Units 1-6 Review Exercises.)

1. The chiefs, princes, and old men (of Troy) gathered (in a council).
 ART N N CONJ ADJ N PP PN AV PP ART N
2. The Trojans should return Helen (to her own people).
 ART PN HV AV PN PP ADJ ADJ N
3. Paris wanted Helen (for himself, and he sprang up (in rage) (at this idea).
 PN AV PN PP PRO CONJ PRO AV ADV PP N PP ADJ N
4. Helen had been very beautiful.
 PN HV LV ADV P-ADJ
5. Then Priam gave King Memnon a great gold cup (of wine).
 ADV PN AV —PN— ART ADJ ADJ N PP N
6. The king drank it immediately.
 ART N AV PRO ADV
7. The great Achilles (in his shiny armor) gave courage (to the Greek warriors).
 ART ADJ PN PP ADJ ADJ N AV N PP ART ADJ N
8. Antilochus heaved and struck (with a carved stone) (from a nearby tomb).
 PN AV CONJ AV PP ART ADJ N PP ART ADJ N
9. The great king drove his spear (through the breast armor) and (into his heart).
 ART ADJ N AV ADJ N PP ART ADJ N CONJ PP ADJ N
10. These mighty men had now become great enemies.
 ADJ ADJ N HV ADV LV ADJ N

DIRECTIONS: In the sentences above, find examples of each of the following and underline them in the color indicated. *Answers will vary. Check for accuracy, understanding, and following directions.*

- | | | |
|------------------------------------|--|--|
| 1. direct object – <u>red</u> | 4. adverb modifying an adverb – <u>green</u> | 7. predicate adjective – <u>orange</u> |
| 2. verb phrase – <u>blue</u> | 5. predicate nominative – <u>yellow</u> | 8. indirect object – <u>purple</u> |
| 3. compound subject – <u>black</u> | 6. object of the preposition – <u>brown</u> | 9. compound verb – <u>pink</u> |

Page 2 of 4 – First Semester Review Answer Key

DEFINITIONS:

1. A noun is a word that names a person, place, thing, or idea.
2. The articles in our language are a, an, and the.
3. An adjective is a word that modifies a noun or a pronoun.
4. A pronoun is a word that takes the place of a noun.
5. An antecedent is the noun the pronoun stands for.
6. A verb isn't a real verb unless it has a subject.
7. True or False: A direct object occurs with a linking verb. false
8. In an N-LV-N sentence, the 2nd noun is called the predicate nominative.
9. An adverb is a word that modifies a verb, an adjective, or another adverb.
10. Prepositional phrases do the job of modifier.
11. A word can't be a preposition unless it is in a prepositional phrase.
12. Two or more subjects in a sentence is called a(n) compound subject.
13. The helping verb(s) and the main verb make up the verb phrase.
14. Write an example of a correlative conjunction: either...or; neither...nor; not only...but (also); both...and
15. The adjective following a linking verb is called a(n) predicate adjective.

DIRECTIONS: Write an example of the following types of sentences:

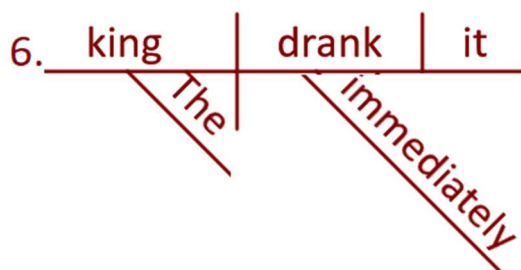
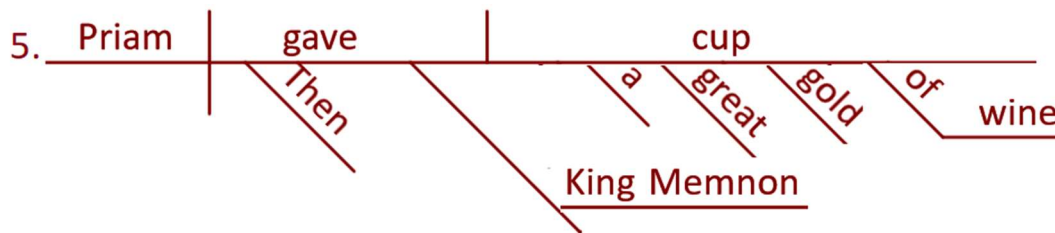
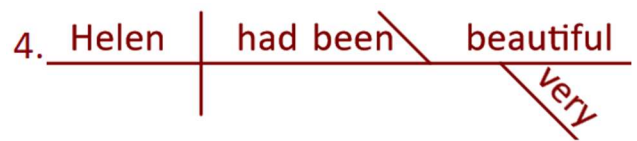
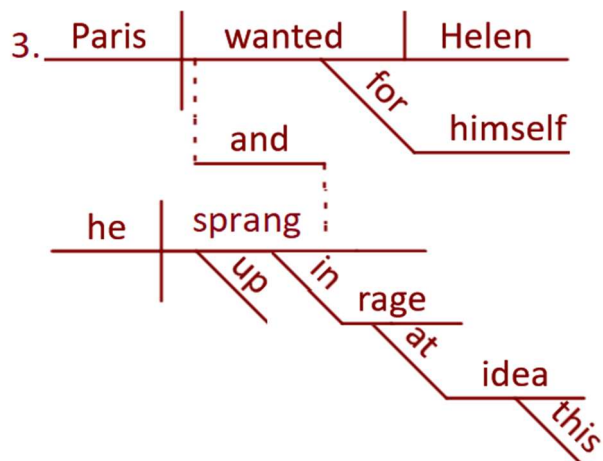
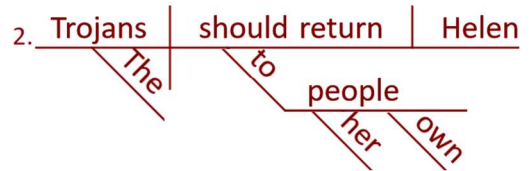
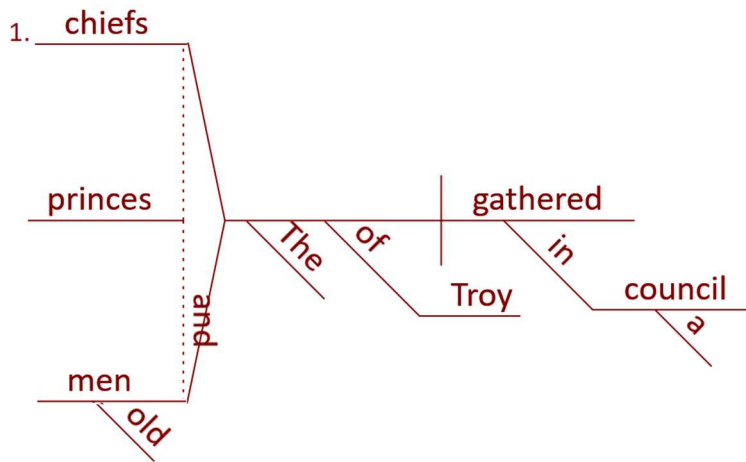
Answers will vary. Check for accuracy and understanding.

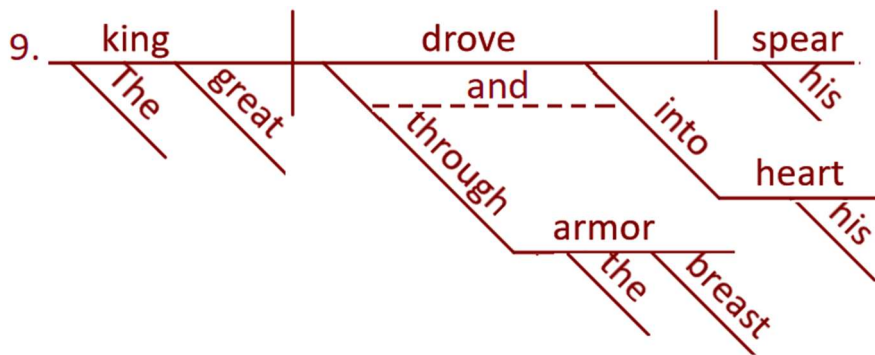
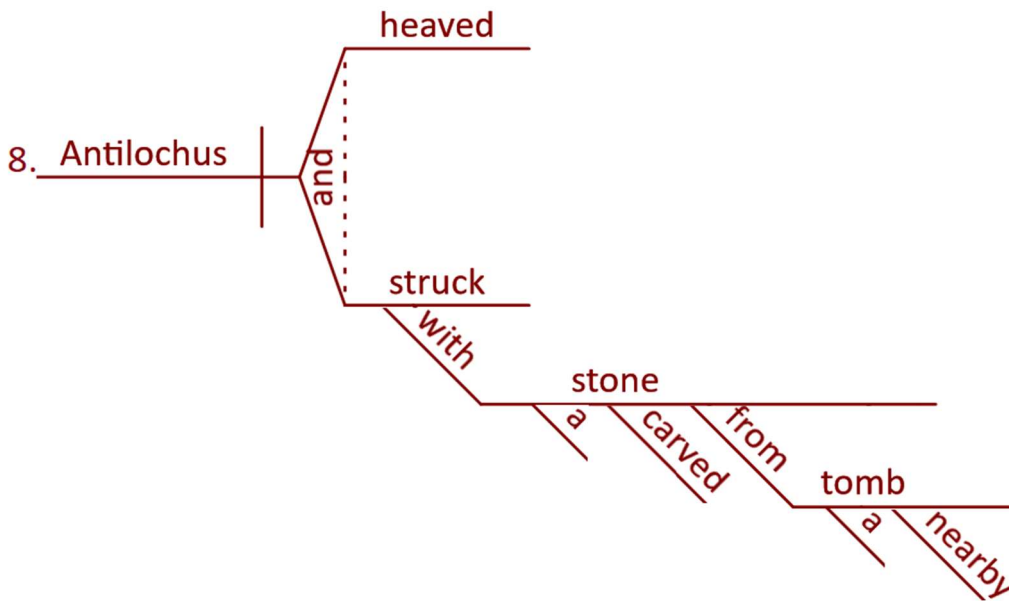
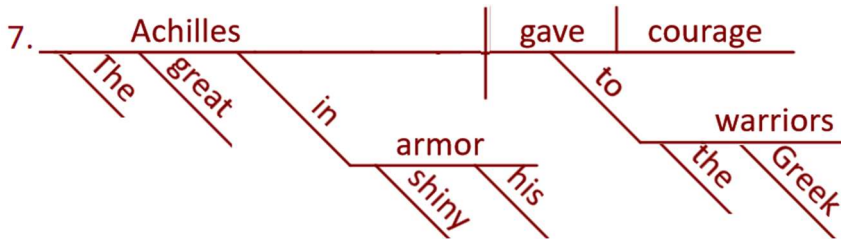
1. N-V-N: _____

2. N-LV-N: _____

3. N-V-N-N (include a helping verb): _____

Page 3 of 4 – First Semester Review Answer Key





Participial Phrases: Exercise #1 ANSWER KEY

Page 1 of 3

PART I DIRECTIONS: Look at each verb below. If it looks like a present participle, mark PRES in the space at the right of the word. If it looks like a past participle, mark PAST. If the verb could not possibly be a participle, mark it VERB.

- | | |
|-------------------------|-----------------------|
| 1. twirling <u>PRES</u> | 6. win <u>VERB</u> |
| 2. was <u>VERB</u> | 7. behave <u>VERB</u> |
| 3. heard <u>PAST</u> | 8. placed <u>PAST</u> |
| 4. has gone <u>VERB</u> | 9. look <u>VERB</u> |
| 5. having <u>PRES</u> | 10. could <u>VERB</u> |

PART II DIRECTIONS: Parse the sentences below (and remember that includes putting parentheses around the prepositional phrases.) Underline the participial phrases. Diagram the sentences.

1. Having the features (of a Galilean), Daniel bar Jamin was unmistakably a patriot.
V ART N PPART PN ———PN——— LV ADV ART N
2. I saw him staring contentedly (at the sea).
PRO AV PRO V ADV PPART N
3. Unreconciled (to Palestine), Galilee would not acknowledge the Emperor Tiberius.
V PP PN PN HV ADV AV ART ———PN———
4. The boy could see the olive trees splashed (with thickets) (of oleander).
ART N HV AVART ADJ N V PP N PP N
5. He watched the boulders planted firmly (into the mountains).
PRO AV ART N V ADV PPART N
6. The sister found some growing (on the mountain).
ART N AV ADJ N V PPART N

PART III DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

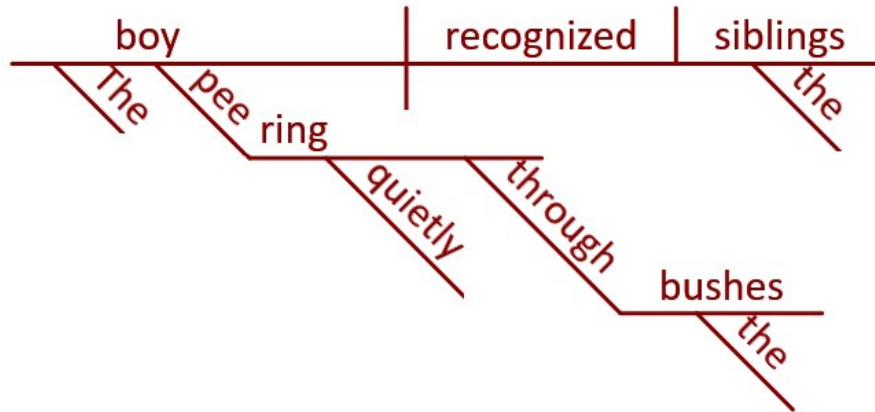
SENTENCE #	WORD(S)	JOB
1.	patriot	<u>predicate nominative</u>
2.	contentedly	<u>modifier</u>
3.	Galilee	<u>subject</u>
4.	thickets	<u>object of the preposition</u>
5.	boulders	<u>direct object</u>
6.	some	<u>modifier</u>

PART IV:

1. Make up a participial phrase to modify the **SUBJECT** of the following sentence. Diagram your completed sentence in the space below it.

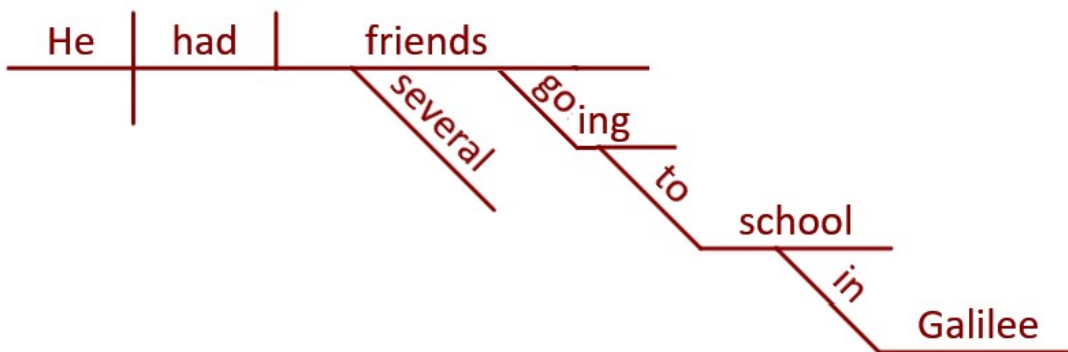
Answers will vary in this section; an example is given for each. Check for accuracy and understanding.

The boy, peering quietly through the bushes recognized the siblings.



2. Make up a participial phrase to modify the **DIRECT OBJECT** of the following sentence. Diagram your completed sentence in the space below it.

He had several friends going to school in Galilee.



Participial Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and underline the participial phrases. Diagram the sentences.

1. V ADV PP ART ADJ N ART ADJ N AV ADV PP ART N PP ART N
 Frowning fiercely (at the two children), the young man walked forward (with the caution) (of an animal).
2. HV PRO AV ART ADJ N V PRO ADV PP ART N
 Did he see the young girl flinging herself down (upon the ground)?
3. ART N V PP ART N CONJ V PP ART N LV P-ADJ
 The sister, flushed (from the climb) and astonished (by the views), was breathless.
4. V ART ADJ N PN ADV AV ADV PP N PP ADJ N
 Being a protective brother, Joel naturally jumped up (in surprise) (at Daniel's movement).
5. AV ART N V PP ADJ N ART N PP N
 Give the girl seated (by her brother) a greeting (of peace).
6. ADV AV ADJ N V PP PN PP ADJ N*
 Please read three books written (by Elizabeth George Speare) (during this year).

**This sentence lends itself nicely to a discussion about ambiguity. Ask the kids to paraphrase what it means. Can it be taken two ways? How could you fix it so that there's no confusion - if you mean the books are to be read "during this year?" How important is all of this? What if you were taking a college class and your entire grade rested on following these directions to the letter?*

PART II DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	two	<u>modifier</u>
2.	herself	<u>direct object</u>
3.	breathless	<u>predicate adjective</u>
4.	brother	<u>predicate nominative</u>
5.	girl	<u>indirect object</u>
6.	books	<u>direct object</u>

PART III:

Answers will vary in this section; an example is given. Check for accuracy and understanding.

1. Make up a participial phrase to modify the **INDRECT OBJECT** of the following sentence.

He told the visitors seated in front of him a tale.

Page 2 of 2 – Participial Phrases: Exercise #2 Answer Key

1. man | walked |
 the young | forward | with | caution |
 frowning | fiercely | at | children |
 the two | the | of | animal |
 an
2. he | Did see | girl |
 the young | flinging | herself |
 down | upon | ground |
 the
3. sister | was | breathless |
 The | and | astonished |
 flushed | from climb | by views |
 the
4. Joel | jumped |
 naturally | up | in | at | movement |
 Being | brother | surprise | Daniel's |
 a protective
5. (you) | Give | greeting |
 a | of | peace |
 girl |
 the | sea | ted | by | brother |
 her
6. (you) | read | books |
 Please | three | writ | ten |
 by | Elizabeth George Speare | during | year |
 this

Participial Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below, underline the participial phrases, and diagram the sentences.

1. ^V Remembering ^{ADJ} his ^{ADJ} former ^N friend, ^{ART} the ^N scholar ^{ADV} suddenly ^{AV} smiled.
2. ^{ADJ} His ^{ADJ} previous ^N classmate, ^V concerned ^{PP} (about his ^{ADJ} apprenticeship) ^N (to the ^{PP} blacksmith), ^{AV} scowled ^{PP} (at the ^N mention) ^{PP} (of his ^{ADJ} name).
3. ^V Feeling ^{ADV} suddenly ^{P-ADJ} nervous, ^{PRO} he ^{AV} asked ^{PP} (about his ^{ADJ} family).
4. ^{HV} Had ^{ADJ} this ^N girl ^V standing ^{PP} (before ^{PRO} him) ^{AV} seen ^{ADJ} his ^N sister?
5. ^{ART} The ^{PRO} three ^V catching ^{ADV} up ^{PP} (on the ^{ADJ} mountain) ^N were ^{LV} Daniel, ^{PN} Joel, and ^{PN} Malthace.
6. ^{ADV} Once ^V apprenticed ^{PP} (to ^{PN} Amelek), ^{PN} Simon the Zealot ^{ADV} now ^{AV} owned ^{ADJ} his ^{ADJ} own ^N shop.

PART II DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	friend	<i>direct object</i>
2.	blacksmith	<i>object of the preposition</i>
3.	nervous	<i>predicate adjective</i>
4.	girl	<i>subject</i>
5.	Daniel	<i>predicate nominative</i>
6.	now	<i>modifier</i>

PART III: Answers will vary in this section; an example is given for each. Check for accuracy and understanding.

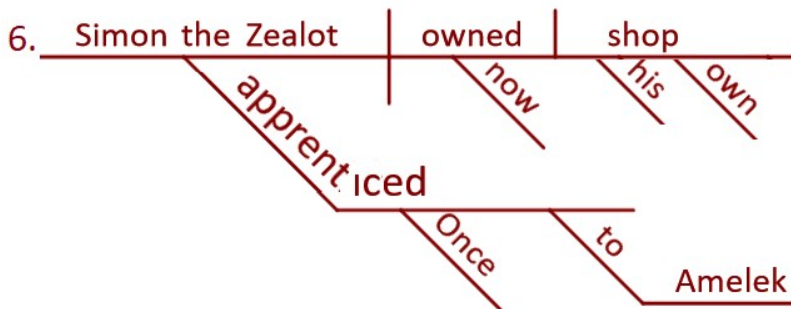
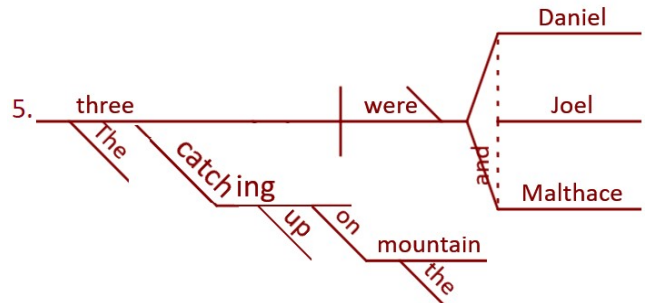
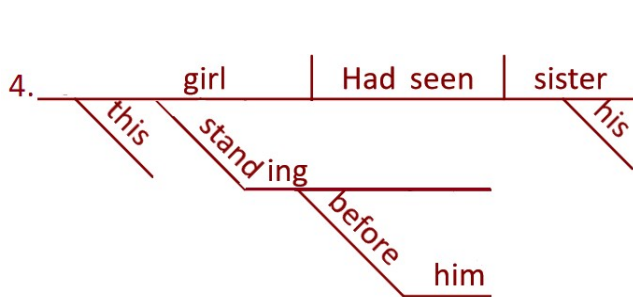
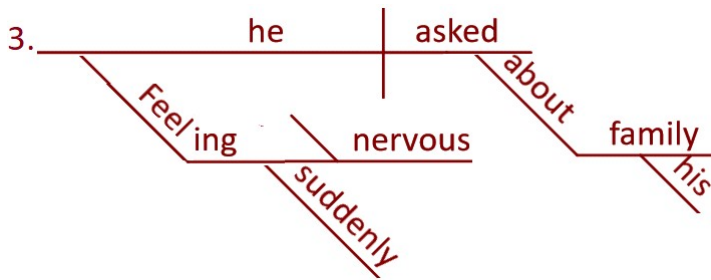
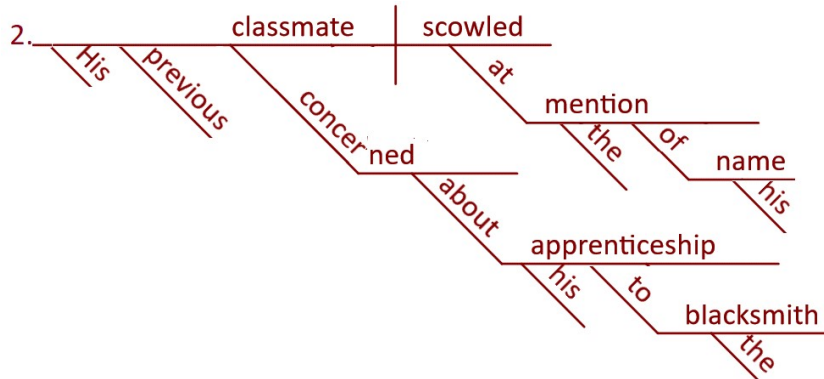
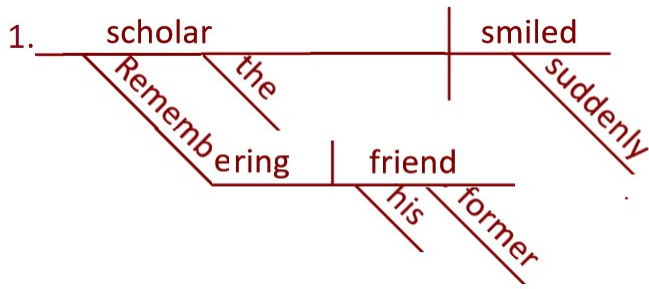
1. Make up a participial phrase to modify the PREDICATE ADJECTIVE of the following sentence. Diagram your completed sentence.

He was a young boy sitting quietly in the bushes.

2. Make up a participial phrase to modify the OBJECT OF THE PREPOSITION of the following sentence. Diagram your completed sentence.

He sent a message to his friend living in the village.

Page 2 of 2 – Participial Phrases: Exercise #3 Answer Key



Gerund Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the gerund phrases, and diagram the sentences.

1. ^V ^{PN} ^{LV} ^{ART} ^{ADJ} ^N ^{PP} ^{ADJ} ^N
Obeying Rosh was a major part (of Daniel's life).

2. ^V ^{ART} ^N ^{PP} ^{ART} ^{ADJ} ^N ^{AV} ^{PRO}
Seeing the slave (in the pack train) excited them.

3. ^{PN} ^{HV} ^{ADV} ^{AV} ^V ^{ART} ^N ^{PP} ^N
 Joel had always enjoyed taking a part (in adventure).

4. ^{ART} ^N ^{AV} ^{ADV} ^{PP} ^V ^{ADJ} ^{ADJ} ^N
 The boy got in (by showing his stubborn side).

5. ^{ADJ} ^N ^{HV} ^{ADV} ^{LV} ^V ^{ART} ^{PN}
 His position had always been opposing the Romans.

6. ^{ART} ^N ^{AV} ^V ^{ART} ^N ^{ADJ} ^{ADJ} ^N
 The scholar gave rescuing the slave his best shot.

7. ^{ADJ} ^{ADJ} ^N ^{LV} ^V ^{PRO} ^N
 Rosh's favorite pastime was giving everyone orders.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

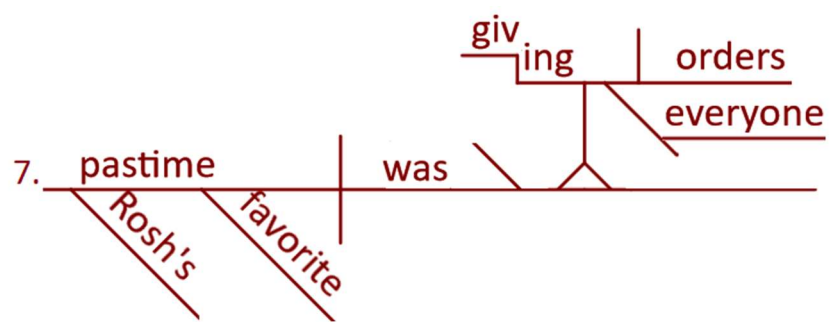
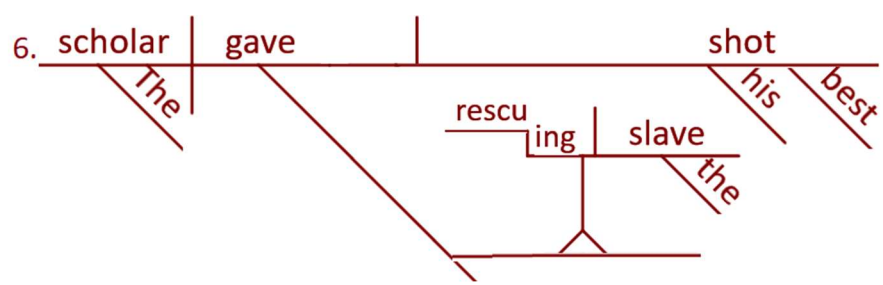
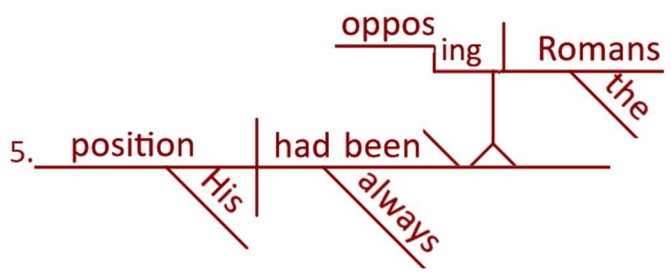
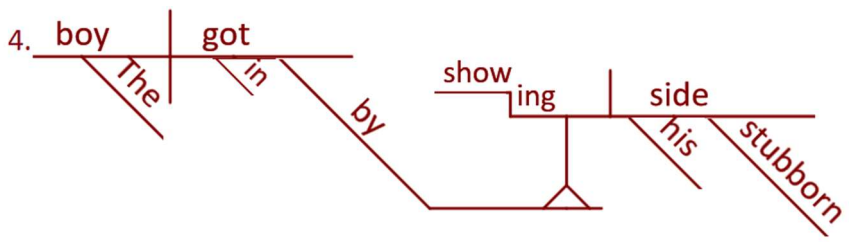
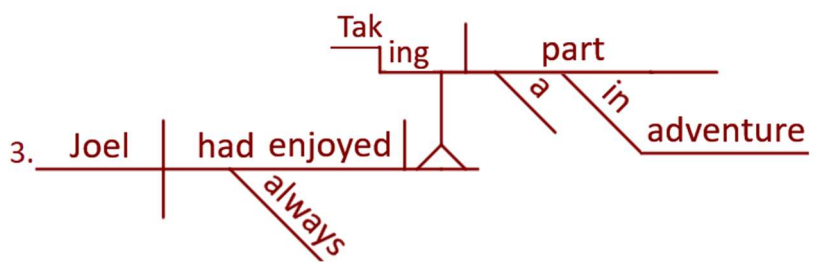
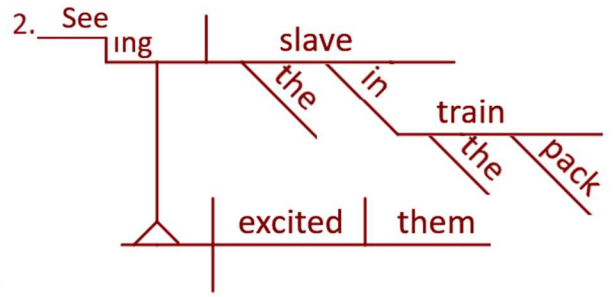
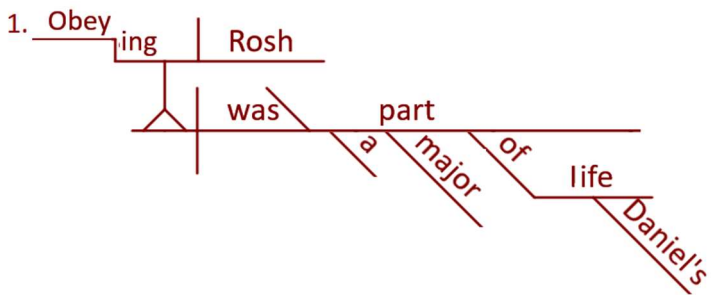
SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	part	<u>predicate nominative</u>
2.	Seeing the slave in the pack train	<u>subject</u>
3.	always	<u>modifier</u>
3.	part	<u>direct object</u>
4.	stubborn	<u>modifier</u>
5.	position	<u>subject</u>
6.	slave	<u>direct object</u>
7.	everyone	<u>indirect object</u>

Page 2 of 2 – Gerund Phrases: Exercise #1 Answer Key



Gerund Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the participial phrases **ONCE** and the gerund phrases **TWICE**. Diagram the sentences.

1. ^{V ART N PP ART ADJ N PN AV V PN}
Being a man (with a loyal heart), Daniel cherished servicing Rosh.

2. ^{V ADJ N PPART N V PRO LV ART ADJ N PP PN}
Standing his ground (to the leader) questioning him was the best move (for Joel).

3. ^{ART ADJ N PP ADJ N PP N ADV V PP N AV V ADJ N}
The rogue captain (of his band) (of men), well trained (in psychology), considers obtaining new recruits.

^{ART ADJ N}
a fun idea.

4. ^{V PP ART N PP ADJ N HV ADV AV PRO V PP ART N}
Crying (in the face) (of this man) would usually embarrass anyone caught (in the act).

5. ^{ART ADJ N PP ADJ N V PP ART N LV V ADJ N}
The last act (of his day) spent (in the mountains) was watching Rosh's departure.

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

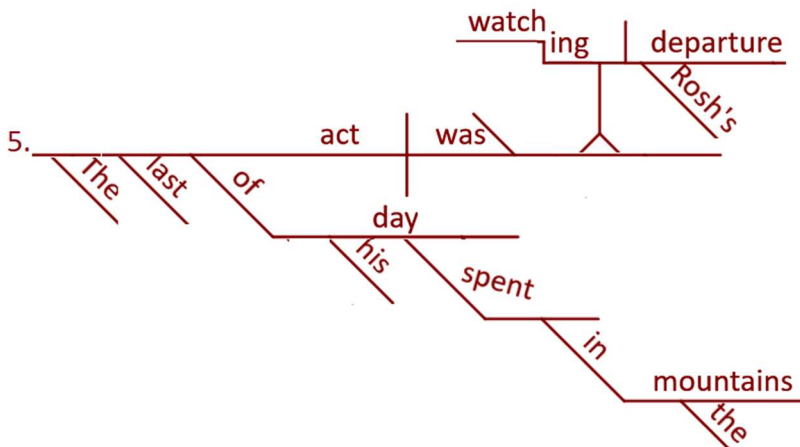
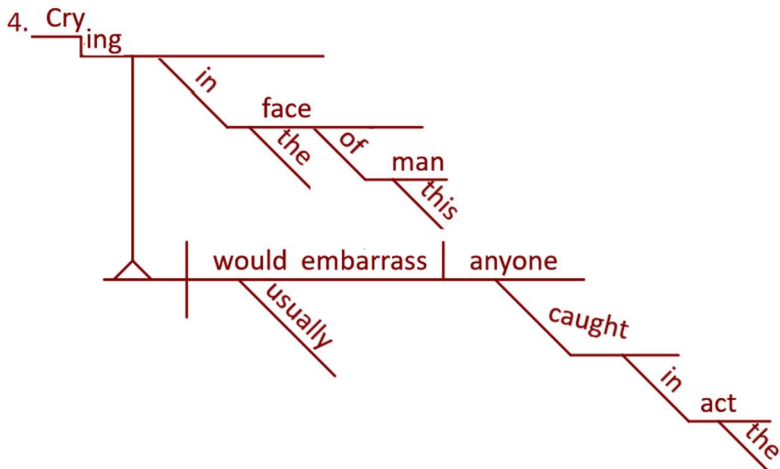
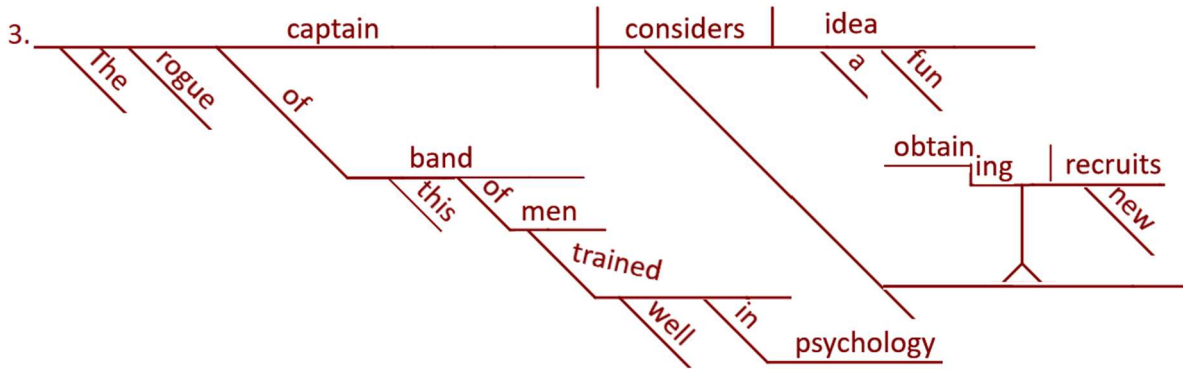
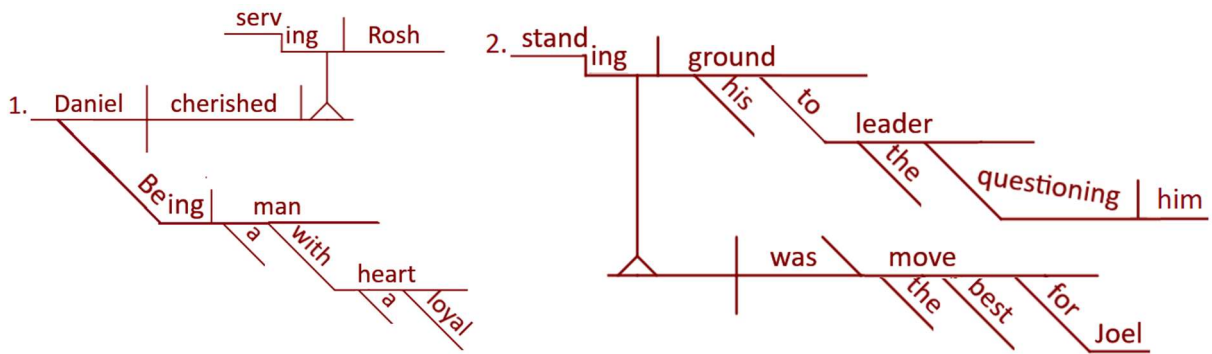
SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	man	<u>predicate nominative</u>
1.	Rosh	<u>direct object</u>
2.	leader	<u>object of the preposition</u>
3.	move	<u>predicate nominative</u>
2.	Joel	<u>object of the preposition</u>
3.	idea	<u>direct object</u>
4.	usually	<u>modifier</u>
5.	act	<u>subject</u>

Page 2 of 2 – Gerund Phrases: Exercise #2 Answer Key



Gerund Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the participial phrases **ONCE** and the gerund phrases **TWICE**. Diagram the sentences.

1. The enormous slave picked especially (for his muscles) was moved forward (by leading his chains).

2. The men enjoyed sharing jokes aimed (at their newest conquest).

3. Speaking another language would obviously give any prisoner acquired (through battle) an enormous scare.

4. The comrades sprawling (on the hard dirt) made naming Samson a game.

5. Daniel secured his place (as a keeper) (by feeding the man) deprived (of food).

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

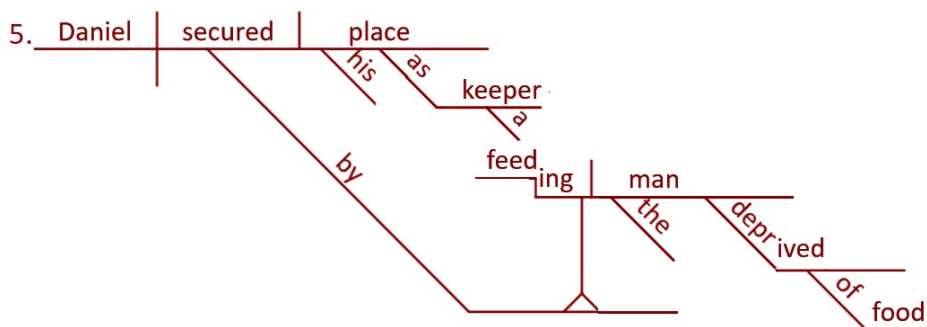
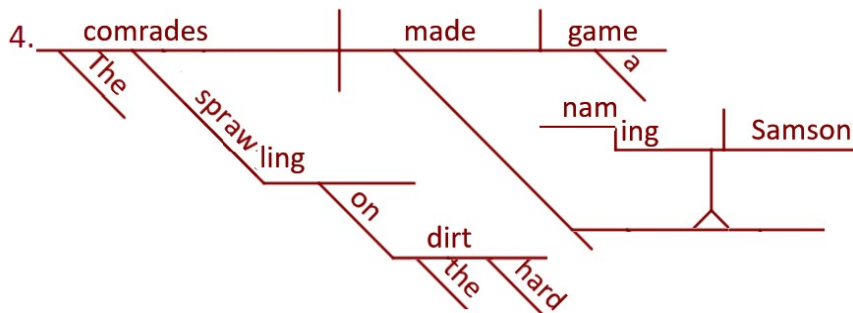
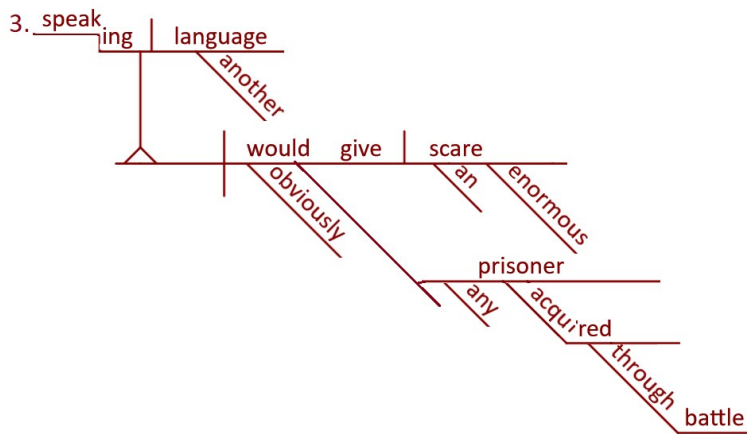
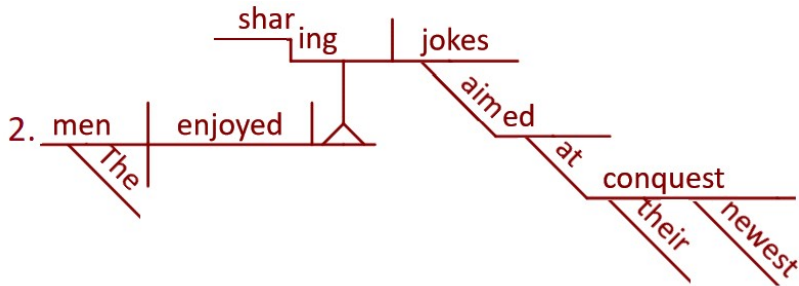
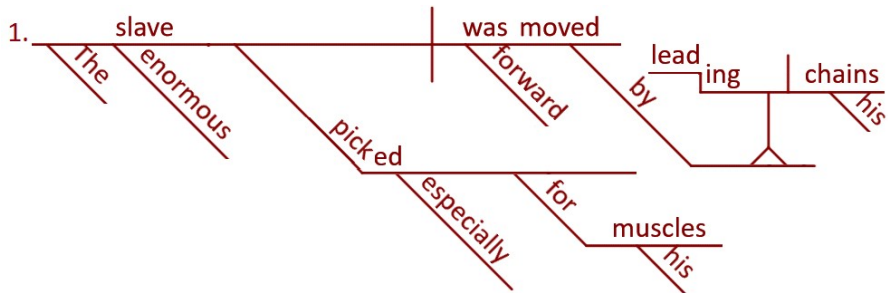
SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	muscles	<u>object of the preposition</u>
1.	chains	<u>direct object</u>
2.	jokes	<u>direct object</u>
2.	newest	<u>modifier</u>
3.	language	<u>direct object</u>
3.	scare	<u>direct object</u>
4.	comrades	<u>subject</u>
4.	made	<u>verb</u>
5.	man	<u>direct object</u>

Page 2 of 2 – Gerund Phrases: Exercise #3 Answer Key



Infinitive Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the infinitives and infinitive phrases, and diagram the sentences.

1. To knead the bellows was not an easy task.
—V— ART N LV ADV ART ADJ N
2. Samson had been helping to haul water (from the spring).
PN HV HV AV V N PP ART N
3. He also helped chop the firewood.
PRO ADV AV V ART N
4. This giant man loved to work.
ADJ ADJ N AV V
5. His life's purpose was now to serve Daniel.
ADJ ADJ N LV ADV —V— PN
6. The best way to move a huge boulder was to use Samson's strength.
ART ADJ N —V— ART ADJ N LV V ADJ N
7. The men began to make fun (of their new recruit).
ART N AV —V— N PP ADJ ADJ N
8. Sometimes Daniel fought the impulse to scream.
ADV PN AV ART N —V—

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	To knead the bellows	<i>subject</i>
2.	had been helping	<i>verb</i>
3.	chop the firewood	<i>direct object</i>
4.	to work	<i>direct object</i>
5.	now	<i>modifier</i>
6.	to use Samson's strength	<i>predicate nominative</i>
7.	fun	<i>direct object</i>
8.	impulse	<i>direct object</i>

Page 2 of 2 – Infinitive Phrases: Exercise #1 Answer Key

1. To knead bellows the was not task an easy

2. Samson had been helping to haul water from spring the

3. He helped (to) chop firewood the also

4. man loved to work The giant

5. purpose was to serve Daniel His life's now

6. way was to use strength The best to Samson's move boulder a huge

7. men began to make fun of recruit The their new

8. Daniel fought impulse Sometimes the to scream

Infinitive Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the infinitives and infinitive phrases, and diagram the sentences.

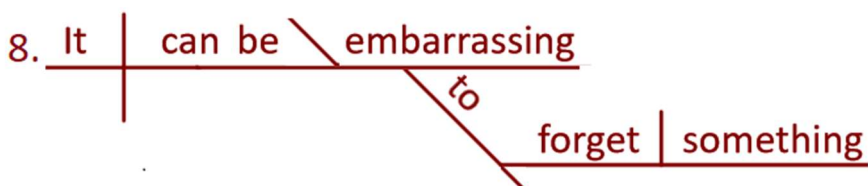
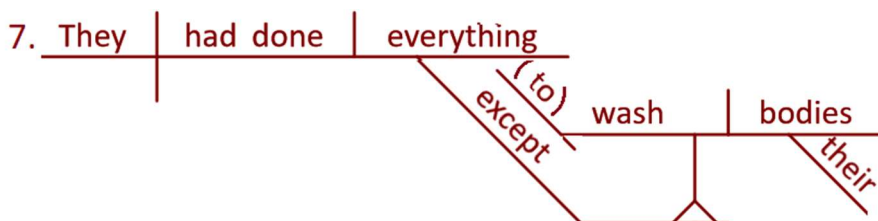
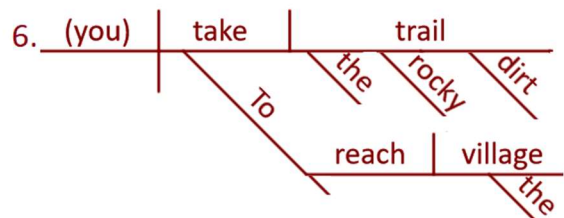
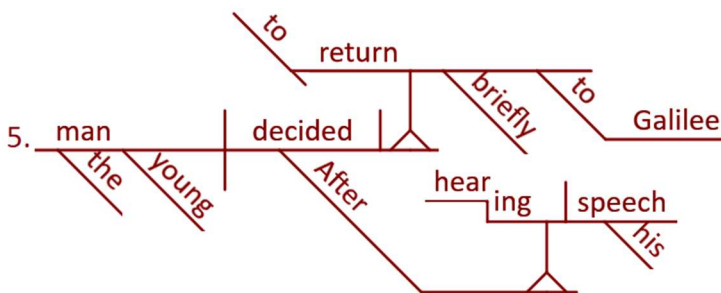
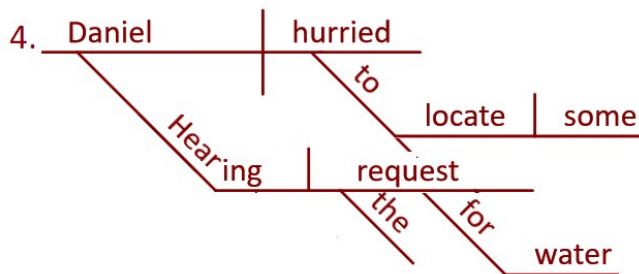
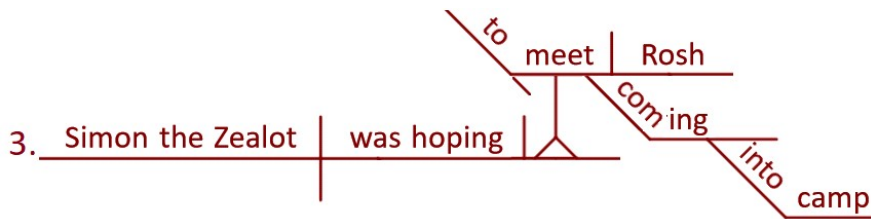
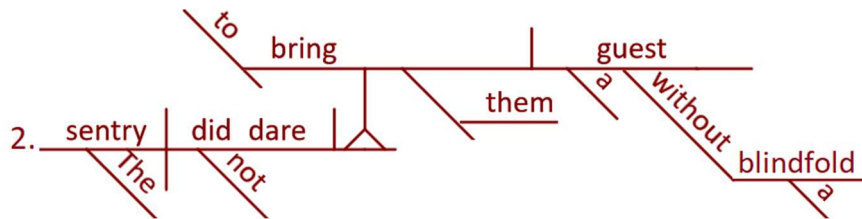
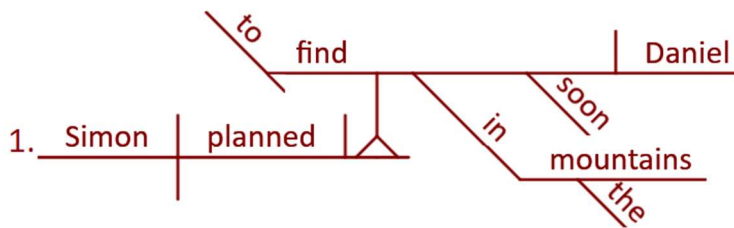
1. Simon planned to find Daniel (in the mountains) soon.
PN AV —V— PN PP ART N ADV
2. The sentry did not dare bring them a guest (without a blindfold).
ART N HV ADV AV V PRO ART N PP ART N
3. Simon the Zealot was hoping to meet Rosh coming (into camp).
—PN— HV AV —V— PN V PP N
4. Hearing the request (for water), Daniel hurried to locate some.
V ART N PP N PN AV —V— PRO
5. (After hearing his speech, the young man decided to return briefly (to Galilee)).
PP V ADJ N ART ADJ N AV —V— ADV PP PN
6. To reach the village, take the rocky dirt trail.
—V—ART N AV ART ADJ ADJ N
7. They had done everything (except wash their bodies).
PRO HV AV PRO PP V ADJ N
8. It can be embarrassing to forget something.
PRO HV LV P-ADJ —V— PRO

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	soon	<u>modifier</u>
2.	bring them a guest	<u>direct object</u>
3.	Rosh	<u>direct object</u>
4.	Hearing the request or water	<u>modifier</u>
5.	hearing his speech	<u>object of the preposition</u>
6.	trail	<u>direct object</u>
7.	everything	<u>direct object</u>
8.	embarrassing	<u>predicate adjective</u>

Page 2 of 2 – **Infinitive Phrases: Exercise #2 Answer Key**



Infinitive Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the infinitive, infinitive phrases, and infinitive clauses. Diagram the sentences. **HINT:** Look carefully at sentences 2, 4 & 6. You may want to review your unit notes before completing this exercise.

—V— ADJ N LV ADV P-ADJ
1. To scrub his body felt so good.

PN HV AV PN —V—ART N PP ADJ N
2. Samson was helping Daniel to remember the parts (of his village).

PRO ADV AV —V—ART N V PP PN
3. He slowly began to recognize the house standing (before him).

ART N AV PN —V— ADJ N PP PRO
4. The blacksmith urged Daniel to enter his home (by himself).

ART N LV P-ADJ —V— ADJ N V PP ART N
5. The grandmother was thrilled to hear his voice floating (through the doorway).

HV PRO AV ART N ADV V ART N
6. Did you see the boy gently touch the doorframe?

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

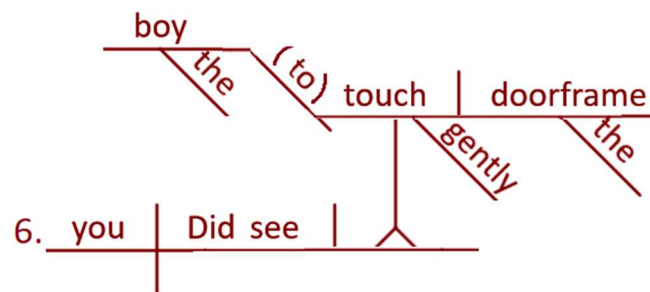
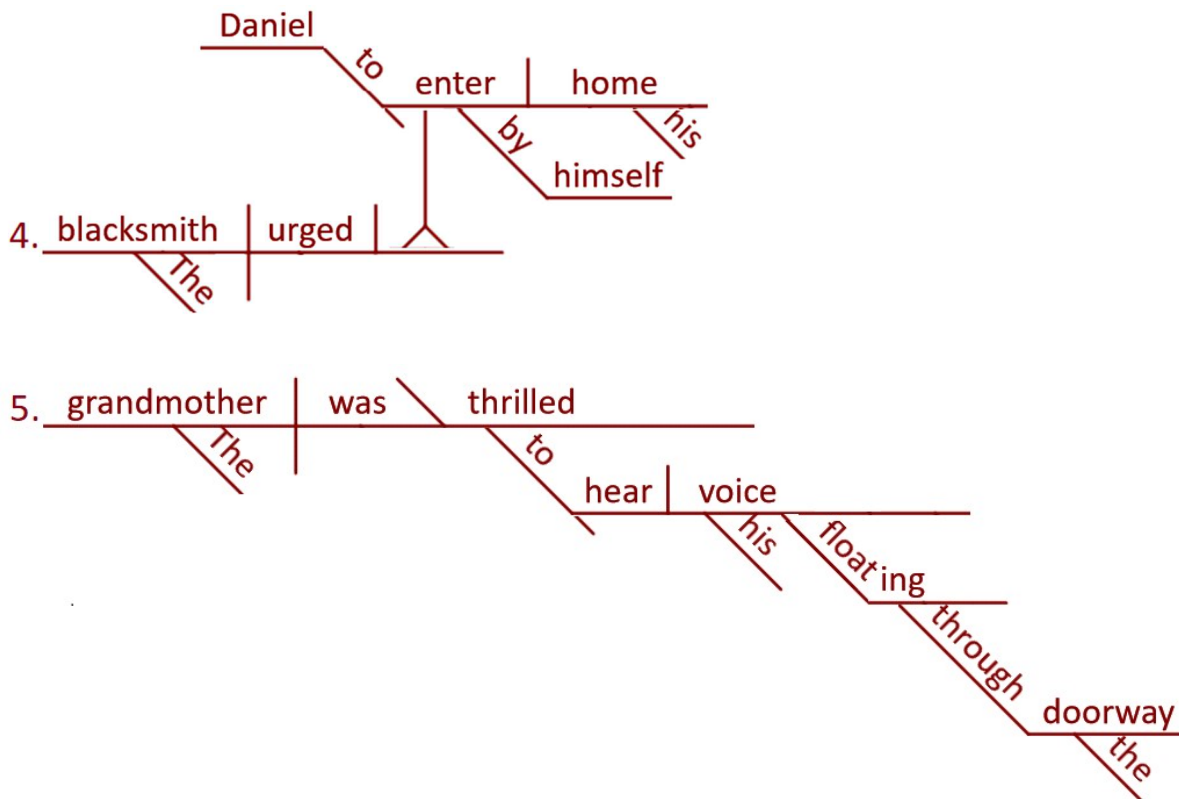
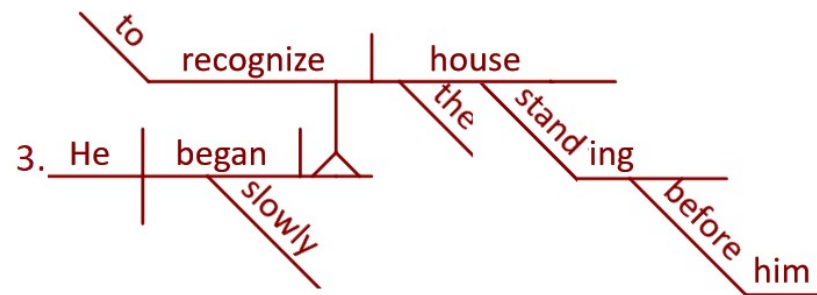
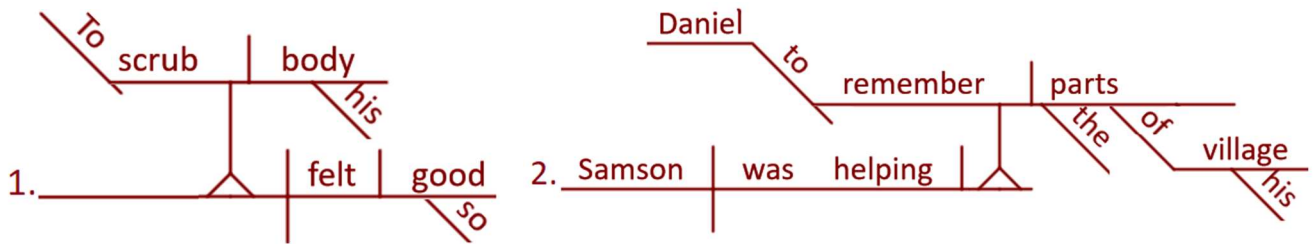
SUBJECT
VERB
MODIFIER

DIRECT OBJECT
INDIRECT OBJECT
OBJECT OF THE PREPOSITION

PREDICATE ADJECTIVE
PREDICATE NOMINATIVE

SENTENCE #	WORD(S)	JOB
1.	To scrub his body	<u>subject</u>
2.	Daniel	<u>subject</u>
3.	him	<u>object of the preposition</u>
4.	Daniel to enter his home by himself	<u>direct object</u>
5.	thrilled	<u>predicate adjective</u>
6.	doorframe	<u>direct object</u>

Page 2 of 2 – Infinitive Phrases: Exercise #3 Answer Key



Appositive Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the appositives and appositive phrases, and diagram the sentences.

1. The author (of *The Bronze Bow*), Elizabeth George Speare, wrote this book (at the age) (of fifty-three).
ART N PP —PN— —PN— AV ADJ N PP ART N PP PRO
2. Melrose, a city (in Massachusetts), was the birthplace (of this author).
PN ART N PP PN LV ART N PP ADJ N
3. Her father, Harry Allen, was a pleasant man.
ADJ N —PN— LV ART ADJ N
4. Her family frequently enjoyed theatrical plays (in Boston), a nearby town.
ADJ N ADV AV ADJ N PP PN ART ADJ N
5. Demetria Simmons George, her loving and supportive mother, took her (on many hikes and picnics).
—PN— ADJ ADJ CONJ ADJ N AV PRO PP ADJ N CONJ N
6. Speare lived much (of her life) (in New England), the setting (of many) (of her books).
PN AV PRO PP ADJ N PP —PN— ART N PP PRO PP ADJ N

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	author	<u>subject</u>
2.	birthplace	<u>predicate nominative</u>
3.	pleasant	<u>modifier</u>
4.	Boston	<u>object of the preposition</u>
5.	took	<u>verb</u>
6.	much	<u>direct object</u>

Page 2 of 2 – **Appositive Phrases: Exercise #1 Answer Key**

1. author (Elizabeth George Speare) | wrote | book
 The of The Bronze Bow | at | this
 age the of fifty-three

2. Melrose (city) | was | birthplace
 a in Massachusetts | the of author
 this

3. father (Harry Allen) | was | man
 Her | a pleasant

4. family | enjoyed | plays
 Her | frequently in Boston (town) | theatrical
 a nearby

5. Demetria Simmons George (mother) | took | her
 her | and | on | hikes
 loving supportive | many | picnics

6. Spear | lived | much
 of life her | in New England (setting)
 the of many | of books
 her

Appositive Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the appositives and appositive phrases, and diagram the sentences.

1. She and her mother Demetria had enjoyed concerts (in the big city) also.
PRO CONJ ADJ N PN HV AV N PP ART ADJ N ADV

2. A local institution, Smith College, was the location (for this young lady) interested (in English).
ART ADJ N PN LV ART N PP ADJ ADJ N V PP PN

3. (In 1963) Ms. George met her future husband, Alden Speare.
PP PRO PN AV ADJ ADJ N PN

4. The couple moved (to Connecticut), a state close (to her parents), (after their marriage).
ART N AV PP PN ART N ADV PP ADJ N PP ADJ N

5. This aspiring writer, the mother (of two children), had to wait (for her chance) (at writing).
ADJ ADJ N ART N PP ADJ N AV -V- PP ADJ N PP V

6. An article (about skiing), her first work published (in a magazine), rekindled her love (for writing).
ART N PP V ADJ ADJ N V PP ART N AV ADJ N PP V

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	had enjoyed	<u>verb</u>
2.	location	<u>predicate nominative</u>
3.	future	<u>modifier</u>
4.	marriage	<u>object of the preposition</u>
5.	writer	<u>subject</u>
6.	love	<u>direct object</u>

Appositive Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the appositives and appositive phrases, and diagram the sentences.

1. This mother ^{ADJ N} raising her children ^V began to focus ^{ADJ N} (on literature), ^{AV} her first love. ^{—V— PP N ADJ ADJ N}

2. Her next two pieces ^{ADJ ADJ ADJ N} (of writing), ^{PP N} a magazine article and a one-act play, ^{ART ADJ N CONJ ART ADJ N} boosted her passion. ^{AV ADJ N}

3. Publication ^N (in Better Homes and Gardens), ^{PP ————— PN —————} a popular magazine, ^{ART ADJ N} had encouraged ^{HV AV} her to write more ^{PRO —V— ADJ} pieces. ^N

4. Entertaining young people ^V (with historical fiction) ^{ADJ N} was the goal ^{PP ADJ ADJ N} (of our lovely author, Mrs. Speare). ^{—PN—}

5. The Witch of Blackbird Pond, ^{————— PN —————} her second novel, ^{ADJ ADJ N LV PRO PP ADJ N} is one (of her books) ^V awarded ^{ART ————— PN —————} the Newbery Medal.

6. Northwest General Hospital, ^{————— PN —————} a facility ^{ART N} (in Tucson, Arizona), ^{PP ————— PN —————} was her place ^{LV ADJ N} (of death). ^{PP N}

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	raising her children	<u>modifier</u>
2.	writing	<u>object of the preposition</u>
3.	had encouraged	<u>verb</u>
4.	Entertaining young people	<u>subject</u>
5.	awarded the Newbery Medal	<u>modifier</u>
6.	place	<u>predicate nominative</u>

Answers will vary. Check for understanding, accuracy, and fulfilling requirements given.

Re-written Participle Sentences

1. _____

2. _____

Re-written Gerund Sentences

1. _____

2. _____

Re-written Infinitive Sentences

1. _____

2. _____

Adjective Clauses: Exercise #1 ANSWER KEY

Page 1 of 1

DIRECTIONS: In each sentence below, underline the subordinate clause. Look at each clause and see if you can tell whether the clause is acting like an adjective (answering the question “Which?” about a noun) or acting like an adverb (answering the questions “How?” “When?” “Why?” “Where?” about a verb, an adjective, or an adverb). Write “Adjective Clause” or “Adverb Clause,” and write what it “tells about” under each sentence.

1. When Centurion Marcus Flavius Aquilas marched his men across the British trackway, his thoughts were not always on the road in front of him.
Adverb clause; tells when his thoughts “were” not on the road
2. Because these roads had soft places, logs strengthened their sides.
Adverb clause; tells why logs strengthened
3. This Cohort Commandeer had been raised in a house in which soldiers had been greatly honored.
Adjective clause; tells which house
4. Before his parents died, Marcus had lived with his mother in Clusium.
Adverb clause; tells when Marcus lived with his mother
5. Many years before, a northern uprising had required a response by the Northern Hispana, which was his father’s Legion.
Adjective clause; tells which Northern Hispana
6. After their deaths he lived with his uncle, who was an official from a long line of officials.
Adjective clause; tells which uncle
7. It was this family farm that Marcus still dreamed of as he walked.
Adjective clause; tells which farm
8. Marcus now remembered the bright light that his father’s eyes had given off.
Adjective clause; tells which light

Adjective Clauses: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below, underline the subordinate clause and circle the relative pronoun. Diagram the sentences. (Don't forget that are instructions to parse include putting parentheses around the prepositional phrases.)

1. Centurion Hilarion shared information that Marcus would need.
PN AV N PRO PN HV AV
2. Here is the warning that Hilarion gave (to him).
ADV LV ART N PRO PN AV PP PRO
3. Centurions who desire to do well must be aware (of Druids).
PN PRO AV -V- ADV HV HV P-ADJ PP PN
4. These men who preached holy war could pop up (at any time).
ADJ N PRO AV ADJ N HV AV ADV PP ADJ N
5. Hilarion was a leader (from whom Marcus could learn much).
PN LV ART N PP PRO PN HV AV PRO
6. Some (of these concerns) that Marcus had were quite valid.
PRO PP ADJ N PRO PN AV LV ADV P-ADJ
7. Will the leader whose tale is being told be challenged soon?
HV ART N PRO N HV HV AV HV AV ADV

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	that	<i>direct object</i>
2.	Here	<i>modifier</i>
3.	Centurions	<i>subject</i>
4.	war	<i>direct object</i>
5.	whom	<i>object of the preposition</i>
6.	valid	<i>predicate nominative</i>
7.	soon	<i>modifier</i>

Page 2 of 2 – Adjective Clauses: Exercise #2 Answer Key

1. Centurion Hilarion | shared | informatio
 Marcus | would need | that

2. warning | is
 the | Here
 Hilarion | gave | that
 to | him

3. Centurions | must be | aware
 who | desire | to do well | of Dr

4. men | could pop
 These | up | at | time
 who | preached | war
 holy | any

5. Hilarion | was | leader
 a
 Marcus | could learn | much
 from | whom

6. Some | were | valid
 of | quite
 concerns | these
 Marcus | had | that

7. leader | Will be challenged
 the | soon
 tale | is being told
 whose

Adjective Clauses: Exercise #3 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below. Underline the adjective clauses, circle the relative pronouns, and diagram the sentences.

1. Marcus soon settled (into the frontier) (to which) he had been assigned.
PN ADV AV PP ART N PP PRO PRO HV HV AV
2. He was doing well (on the tasks) that Centurions typically performed.
PRO HV AV ADV PP ART N PRO PN ADV AV
3. Centurion Drusillius, who was second (in command), became well-trusted.
PN PRO LV PRO PP N LV P-ADJ
4. The hard work, which was (in his blood), brought Marcus satisfaction.
ART ADJ N PRO LV PP ADJ N AV PN N

DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

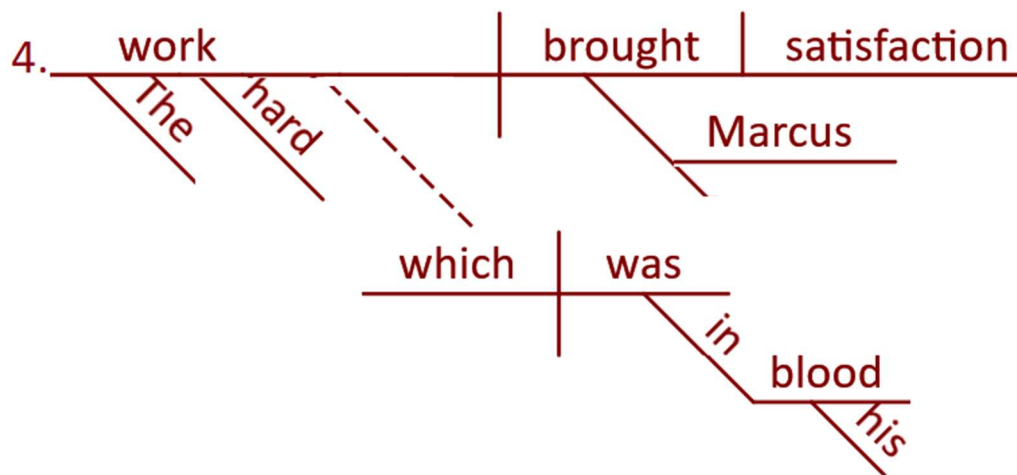
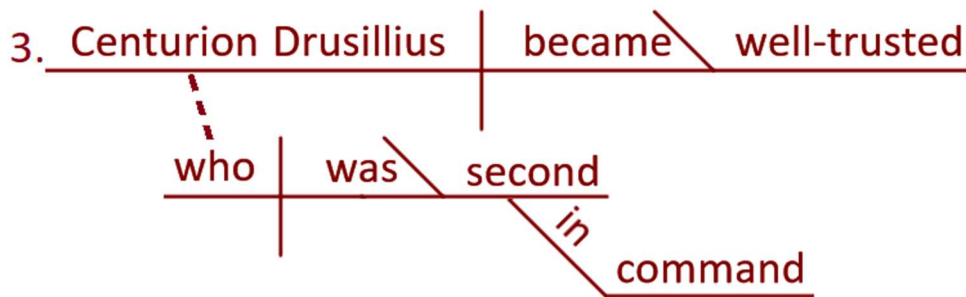
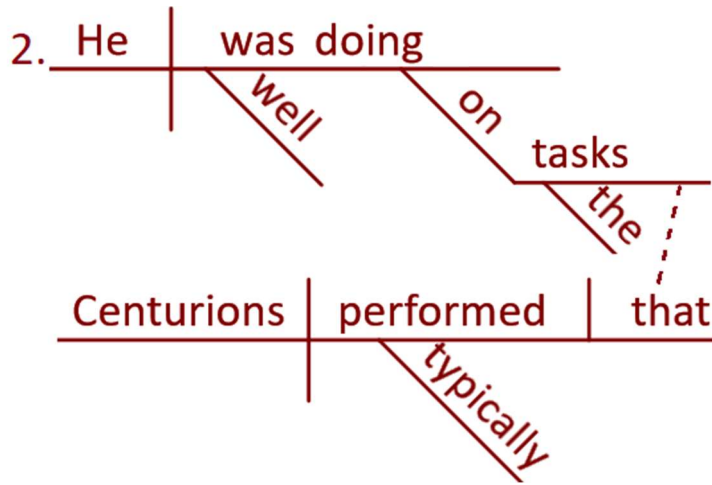
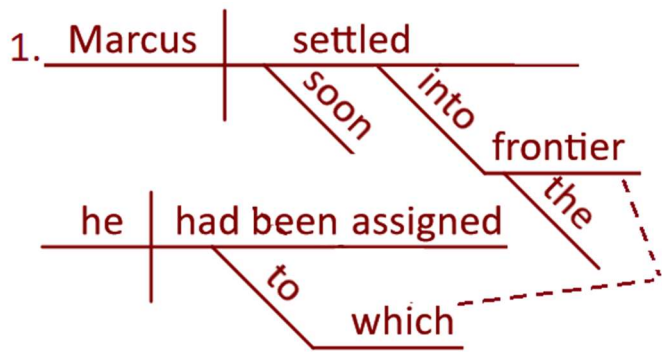
<i>SUBJECT</i>	<i>DIRECT OBJECT</i>	<i>PREDICATE ADJECTIVE</i>
<i>VERB</i>	<i>INDIRECT OBJECT</i>	<i>PREDICATE NOMINATIVE</i>
<i>MODIFIER</i>	<i>OBJECT OF THE PREPOSITION</i>	

SENTENCE #	WORD(S)	JOB
1.	which	<i>object of the preposition</i>
2.	that	<i>direct object</i>
3.	who	<i>subject</i>
4.	Marcus	<i>indirect object</i>

DIRECTIONS: The following sentences are short and choppy. Re-write them and combine the two sentences into one sentence using ADJECTIVE CLAUSES. You may change words, add words, delete words – your sentence must (1) contain ALL the ideas that were in the original and (2) contain an adjective clause. *These answers will vary; use your judgment. Possibilities are given. The pronouns “which” and “that” are interchangeable.*

- His usual guide on the trail was a Briton. The Briton’s name was Cradoc.
His usual guide on the trail, whose name was Cradoc, was a Briton.
The Briton, whose name was Cradoc, was his usual guide on the trail.
- Marcus did quite well at local hunting. He was a natural.
Marcus, who was a natural, did quite well at local hunting.
Marcus was a natural who did quite well at local hunting.
- The Centurion had heard a rumor. The rumor was about a Druid in the area.
The Centurion heard a rumor that there was a Druid in the area.
The rumor, which was heard by the Centurion, was about a Druid in the area.
- The black chariot ponies were in the stable. They acted gentle and intelligent.
The black chariot ponies that acted gentle and intelligent were in the stable.
The black chariot ponies that were in the stable acted gentle and intelligent.
- The leader had been a charioteer in Rome. He wanted to handle this team
The leader who wanted to handle the team had been a charioteer in Rome.
The leader who had been a charioteer in Rome wanted to handle this team.

Page 2 of 2 – Adjective Clauses: Exercise #3 Answer Key



Adverb Clauses: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below. Remember to parse subordinating conjunctions as SC. Underline the adverb clauses, and diagram the sentences. (A reminder: our instructions to parse a sentence include putting parentheses around the prepositional phrases.)

1. PN HV AV ART N SC PRO AV ART N PP ADJ ADJ N
 Marcus would win the wager if he completed the tasks (to his guide's satisfaction).

2. ADJ N LV P-ADJ SC PRO HV AV
 This chariot was larger than his had been.

3. PRO AV ADV PP ART PN SC ART N AV PP ART N PP N PP PRO
 He sprang in (beside the Briton) when the chariot screeched (to a halt) (in front) (of him).

4. SC PRO LV ADV ART ADJ N PN AV PP ART N PP ADJ N
Although he was not a master charioteer, Marcus grinned (at the reins) (in his hands).

5. SC PRO AV ART N ADV PN HV AV PRO ART ADJ N
Because he handled the team well, Cradoc would give him a hunting spear.

6. ART N AV PRO PP ART N PP N -SC- PRO LV ADV P-ADJ
 The man removed one (from the pile) (of weapons) as if it was incredibly special.

7. HV PRO AV ART N -SC- PRO HV AV ART ADJ N
 Can you turn the blade so that you can see the old blood?

8. SC PRO HV AV ADJ N AV ART N PP ADJ N
Once he has made his selection, return the spear (to its sheath).

Page 2 of 2 – Adverb Clauses: Exercise #1 Answer Key

1. Marcus | would win | wager
 he | completed | tasks
 If | the
 to | satisfaction
 his | guide's

6. man | removed | one
 The | from | pile
 as if | the | of weapons
 it | was | special
 Incredibly

2. chariot | was | larger
 This | than
 his | had been

7. you | Can turn | blade
 so that | the
 you | can see | blood
 the | old

3. He | sprang
 in | beside | Briton
 the | when
 chariot | screeched
 the | to | halt | in front | of him
 a

8. (you) | return | spear
 Once | to | sheath | the
 its
 he | has made | selection
 his

4. Marcus | grinned
 Although | at | reins
 the | in | hands
 he | was | charioteer
 not | a | master
 his

5. Cradoc | would give | spear
 Because | him | a | hunting
 he | handled | team
 well | the

Adverb Clauses: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below. Remember to parse subordinating conjunctions as SC. Underline the adverb clause and diagram the sentences.

1. If they could have a good harvest, a crisis might be averted.
SC PRO HV AV ART ADJ N ART N HV HV AV
2. While Marcus slept, a pilot light always burned (in his sleeping cell).
SC PN AV ART ADJ N ADV AV PP ADJ ADJ N
3. As soon as he was roused (by the guard), he leapt (from his bed).
—SC— PRO HV AV PP ART N PRO AV PP ADJ N
4. (In a flash) he appeared as if he had never been asleep.
PP ART N PRO AV -SC- PRO HV ADV LV P-ADJ
5. He quickly asked the guard questions so that he could understand the situation.
PRO ADV AV ART N N —SC— PRO HV AV ART N
6. Before he made a decision (on a course) (of action), the Centurion observed the countryside (from the parapet).
SC PRO AV ART N PP ART N PP N ART PN AV ART N
PP ART N
(from the parapet).
7. Remember to hold your breath while you listen (for sounds) (below us)!
AV —V— ADJ N SC PRO AV PP N PP PRO
8. Unless you listen very carefully, you might miss the faint sounds (of movement).
SC PRO AV ADV ADV PRO HV AV ART ADJ N PP N

Page 2 of 2 – Adverb Clauses: Exercise #2 Answer Key

1. crisis | might be averted
 they | could have harvest
 if
 a good

2. light | burned
 a pilot | while always in cell his sleeping
 Marcus | slept

3. he | leapt
 from bed his
 As soon as
 he | was roused
 by guard the

4. he | appeared
 In flash a
 as if
 he | had been asleep
 never

5. He | asked questions
 quickly guard the
 so that
 he | could understand situation
 the

6. Centurion | observed countryside
 the | Before from the parapet
 he | made decision
 a on course a of action

7. (you) | Remember
 while
 you | listen
 for sounds below us
 to hold breath your

8. you | might miss sounds the faint of movement
 Unless
 you | listen
 carefully very

Adverb Clauses: Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: Underline the adjective and adverb clauses in the sentences below. Circle the relative pronouns and the subordinating conjunctions. Below the clause write whether it is an ADVERB or an ADJECTIVE clause and what word in the main clause it modifies.

1. Before he left the post, the leader gave a command to the officer who was standing by his side.
ADVERB: "gave" *ADJECTIVE: "officer"*
2. Since he did not have his uniform on, Marcus returned to his quarters where his clothing was waiting.
ADVERB: "returned" *ADJECTIVE: "quarters"*
3. When he returned to the rampart, his men were already tumbling from the barracks, which were faintly lit.
ADVERB: "were tumbling"
ADJECTIVE: "barracks"
4. Men who are well-trained usually do well when they are tested.
ADJECTIVE: "men" *ADVERB: "do"*
5. The reserves, who were gathering in masses below, already knew about the gods who might show themselves during new moons.
ADJECTIVE: "reserves"
ADJECTIVE: "gods"
6. Whenever a new moon was rising, an attack that served as holy war might certainly be coming.
ADVERB: "might be coming" *ADJECTIVE: "attack"*
7. The words of Hilarion, who had understood all about these things, echoed in the mind that now sprang into action.
ADJECTIVE: "Hilarion"
ADJECTIVE: "mind"
8. Drusillius gave all of the support that was needed to his first-in-command because he was a skilled and noble leader.
ADJECTIVE: "support" *ADVERB: "gave"*

Noun Clauses: Exercise #1 ANSWER KEY

Page 1 of 3

DIRECTIONS: Parse the sentences below, underline the noun clause, and below each sentence, indicate what job each clause is doing. Diagram the sentences..

1. Marcus knew only that he was surrounded (by pain).

Job: direct object

2. A bitter taste (in his mouth) took him (to where the blackness was).

Job: object of the preposition

3. Slowly he realized how he felt.

Job: direct object

4. Whoever was standing (outside his room) might bring him answers.

Job: subject

5. What Marcus wanted now was to see the commander.

Job: subject

6. He was confused (by what had happened).

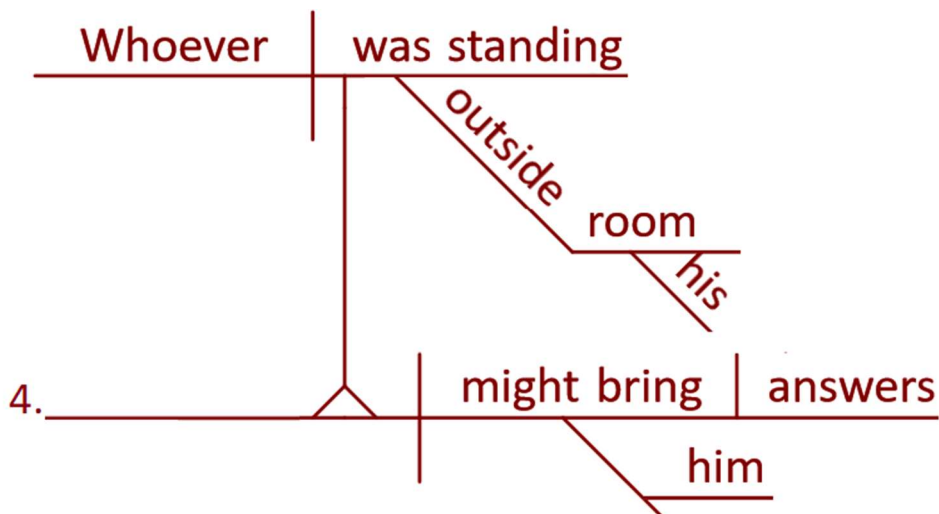
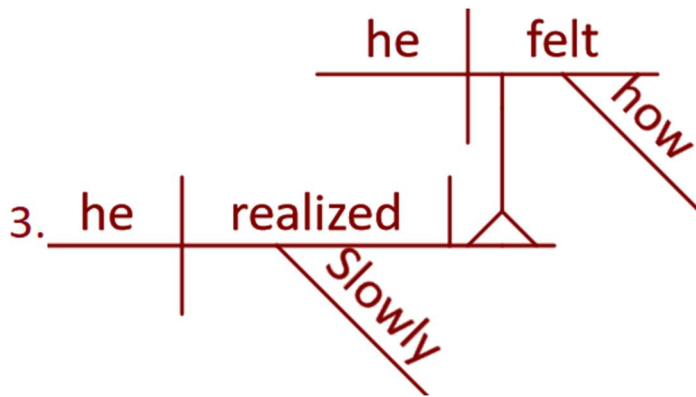
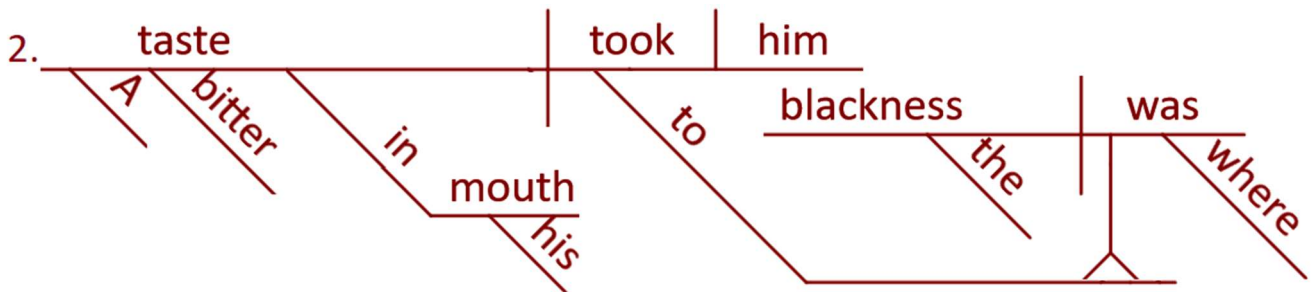
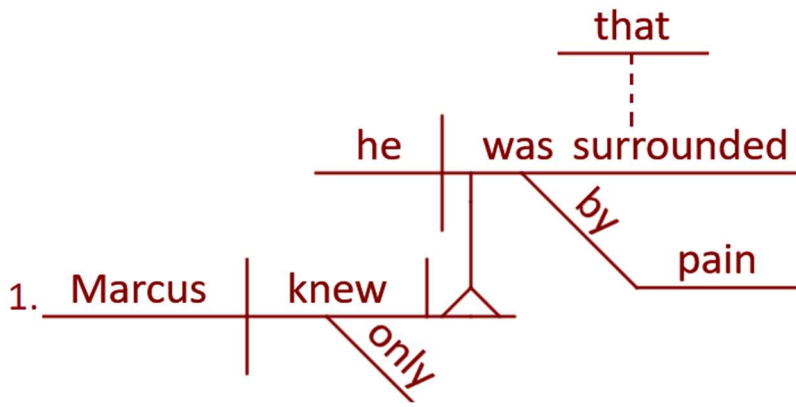
Job: object of the preposition

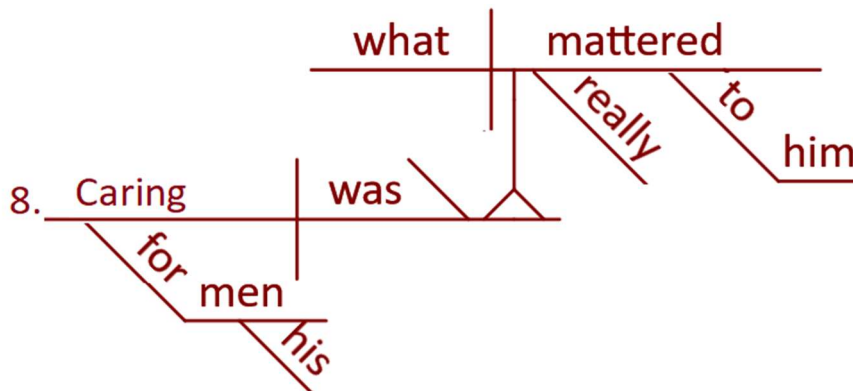
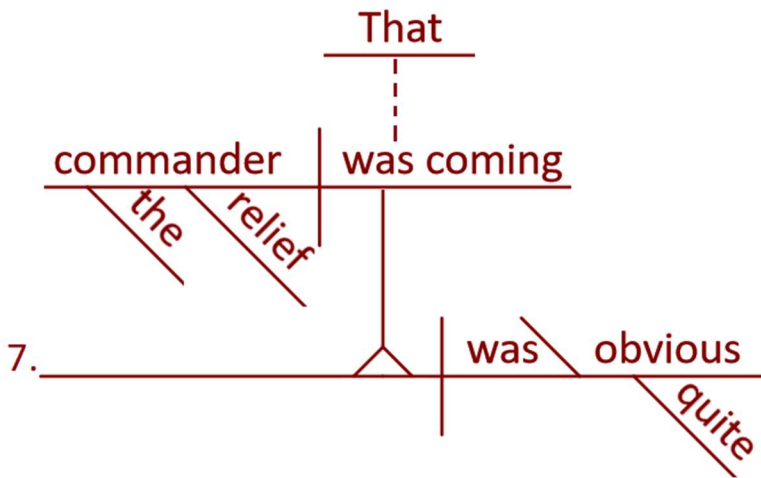
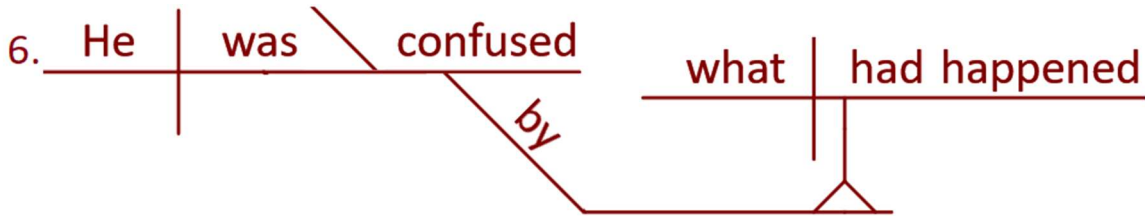
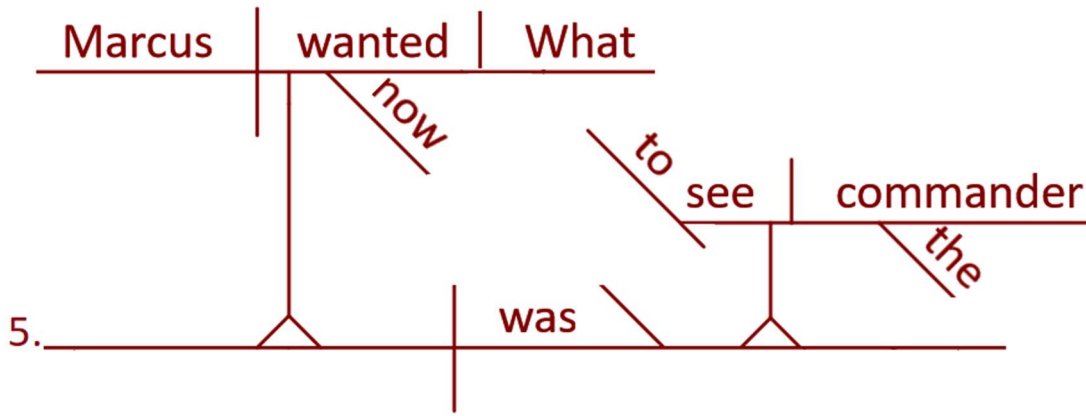
7. That the relief commander was coming was quite obvious.

Job: subject

8. Caring (for his men) was what really mattered (to him).

Job: predicate nominative





Noun Clauses: Exercise #2 ANSWER KEY

Page 1 of 1

DIRECTIONS: In each sentence below, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). Below each sentence, if the underlined phrase or clause is doing a job, write what job it's doing; if it's modifying something, write what it's modifying.

EXAMPLE: When he heard Maria's speech, Mark felt that he should try harder.

(Adverb clause – modifies “felt”) (Noun clause – direct object)

1. Quivering in pain, his words ended in a gasp when he collapsed.
Participial phrase – modifies “words” Adverb clause – modifies “ended”
2. What he did best was serving his Legion.
Noun clause – subject Gerund phrase – predicate nominative
3. Clodius Maximus was the man who commanded the relief force.
Adjective clause – modifies “man”
4. The garrison surgeon, the trustworthy Aulus, brought news of his other men whenever he came for a visit.
Appositive phrase – restates “surgeon” Adverb clause – modifies “brought”
5. Marcus clearly understood what the plan needed to be before hearing the relief commander speak.
Noun clause – direct object; Infinitive phrase – direct object; Gerund phrase – object of the preposition
6. Where he was recovering was a narrow cot positioned under a window.
Noun clause – subject Participial phrase – modifies “cot”
7. Cassius, his successor, brought peace for whatever concerned Marcus.
Appositive phrase – restates “Cassius” Noun clause – object of the preposition
8. The horses that Marcus had driven when he competed in the Saturnalia Games were now safely in the care of Dexion. *Adjective clause – modifies “horses” Adverb clause – modifies “driven”*

Noun Clauses: Exercise #3 ANSWER KEY

Page 1 of 1

DIRECTIONS: In each sentence below, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). Below each sentence, if the underlined phrase or clause is doing a job, write what job it's doing; if it's modifying something, write what it's modifying.

1. Aquila, who was Marcus' uncle, happily agreed to accept him as a permanent house guest when he left his Cohort.
Adjective clause – modifies "Aquila" Infinitive phrase – direct object
Adverb clause – modifies "to accept"

2. His uncle, living in the shadow of a watchtower, led a comfortable life because of his previous military service.
Participial phrase – modifies "uncle"
Adverb clause – modifies "led"

3. His book would be all about what siege warfare had been while he had been serving in the Legion.
Noun clause – object of the preposition Adverb clause – modifies "had been"

4. Although he was now recovering comfortably, Marcus was frequently frustrated because he missed his old frontier fort.
Adverb clause = modifies "was"
Adverb clause – modifies "was"

5. Treating Marcus like a small child became an obsession with Sassticca, who cooked for the household.
Noun clause – subject Adjective clause – modifies "Sassticca"

6. Marcus, tortured by the memories of his homeland, longed desperately to leave Calleva.
Participial phrase – modifies "Marcus" Infinitive phrase – direct object

7. Aquila's hound Procyon, stretching on the warm tessellated floor, glanced up to see Marcus on one elbow on his usual couch.
Appositive – restates "hound" Participial phrase – modifies "Procyon"
Adverb clause – modifies "glanced"

Second Semester Grammar Review

ANSWER KEY

Page 1 of 5

PART I DIRECTIONS: Parse the sentences below. Diagram each sentence on a separate sheet of paper.

1. Marcus and Esca finally entered the last leg (of their journey) (in late October).
 PN CONJ PN ADV AV ART ADJ N PP ADJ N PP ADJ PN
2. Shaving the beards that they had grown (during their travels) improved their appearances greatly.
 V ART N PRO PRO HV AV PP ADJ N AV ADJ N ADV
3. Both men were so incredibly tired.
 ADJ N LV ADV ADV P-ADJ
4. They rode (in Calleva) (by the north gate) and left their horses (at the Golden Vine).
 PRO AV PP PN PP ART ADJ N CONJ AV ADJ N PP ART —PN—
5. The windows (of Uncle Aquila’s watchtower) were a blaze (of pale lamp light).
 ART N PP —ADJ— N LV ART N PP ADJ ADJ N
6. Stephanos, the old servant, nearly dropped the lamp (in his hands).
 PN ART ADJ N ADV AV ART N PP ADJ N
7. A wild scurry (of paws) flew (across the colonnade), and a great brindled shape sprang (over the threshold).
 ART ADJ N PP N AV PP ART N CONJ ART ADJ ADJ N AV PP ART N
8. To feel Cub licking his face (with frenzied joy) must have given Marcus the best homecoming (of all time).
 —V— PN V ADJ N PP ADJ N HV HV AV PN ART ADJ N PP ADJ N
9. The sudden hush coming (over the room) signaled the arrival (of his uncle).
 ART ADJ N V PP ART N AV ART N PP ADJ N
10. Before Aquila would hear (about finding the eagle), he greeted Marcus (with the welcome) (of long-lost family).
 SC PN HV AV PP V ART N PRO AV PN PP ART N PP
 ADJ N
 long-lost family).

PART II DIRECTIONS: Write what job the underlined words are doing. Choose your answer from among the following.

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

SENTENCE #	WORD(S)	JOB
1.	entered	<u>verb</u>
2.	beards	<u>direct object</u>
3.	tired	<u>predicate adjective</u>
4.	horses	<u>direct object</u>
5.	blaze	<u>predicate nominative</u>
6.	nearly	<u>modifier</u>
7.	scurry	<u>subject</u>
8.	Marcus	<u>indirect object</u>
9.	hush	<u>subject</u>
10.	welcome	<u>object of the preposition</u>

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PART III DIRECTIONS: *Underline the entire subordinate clause in each sentence below. Write what kind of clause it is. If it is a noun clause, write what job it is doing. If it is an adjective or adverb clause, write what word it modifies.*

1. The lame leg that had plagued him now took its revenge.
Adjective clause: modifies "leg"
2. He was only bothered by the pain when it kept him up at night.
Adverb clause: modifies "bothered"
3. The wounded Roman thought that his future was unsettled.
Noun clause: direct object
4. He greatly missed the young woman who lived next door.
Adjective clause: modifies "woman"
5. Esca would give Marcus whatever he could.
Adverb clause: modifies "would give"
6. After the weather began to warm, his leg slowly grew stronger under him.
Adverb clause: modifies "grew"

PART IV DIRECTIONS: *Select two sentences from PART III and diagram them below.*

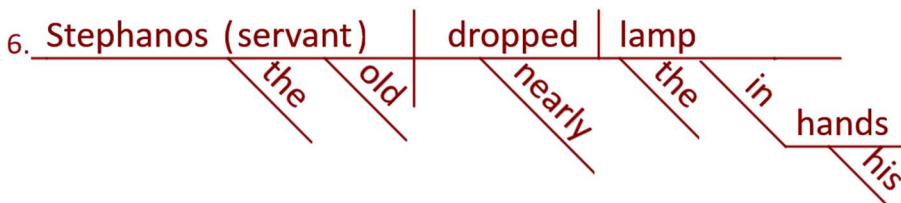
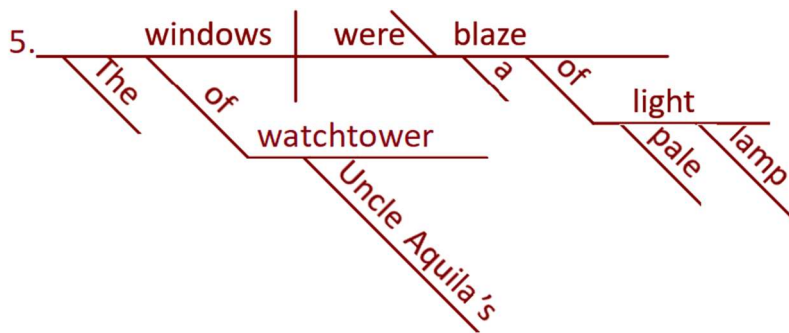
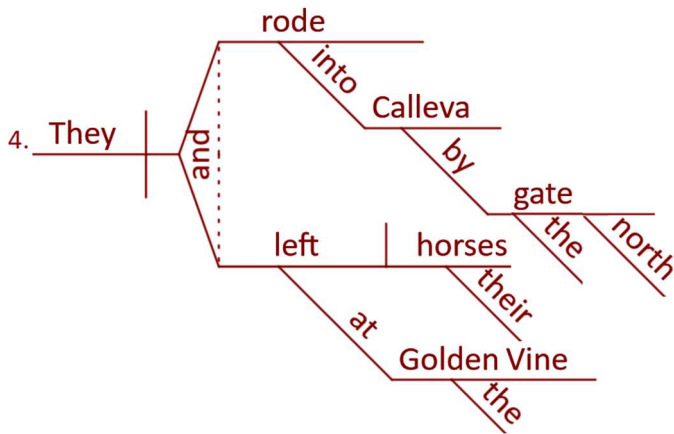
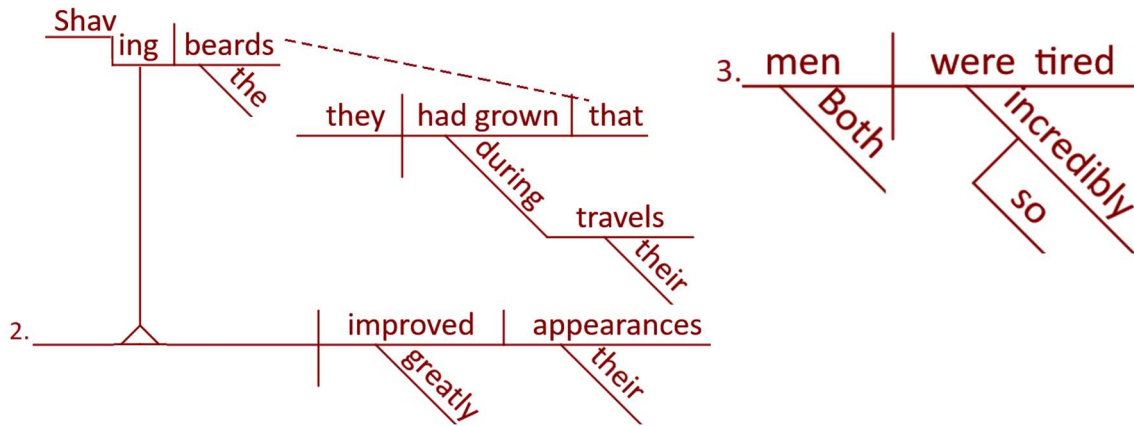
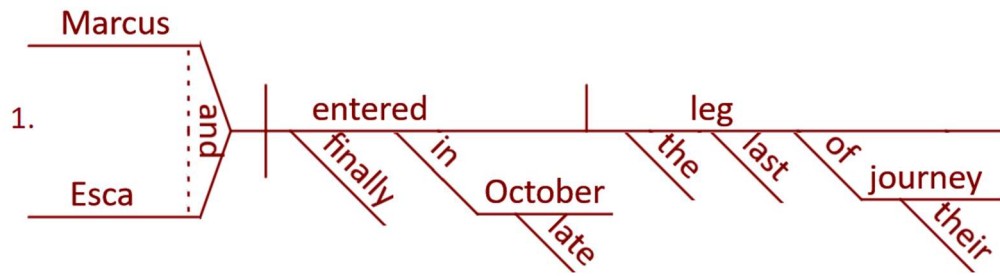
Answers will vary. Diagrams for all Part III sentences follow the diagrams for Part I sentences.

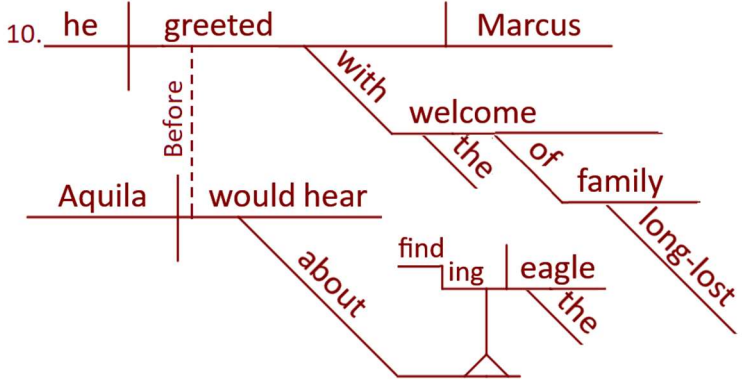
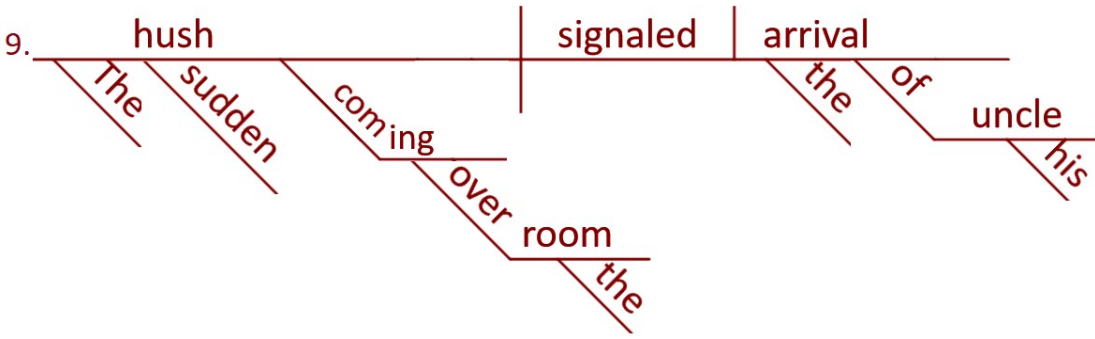
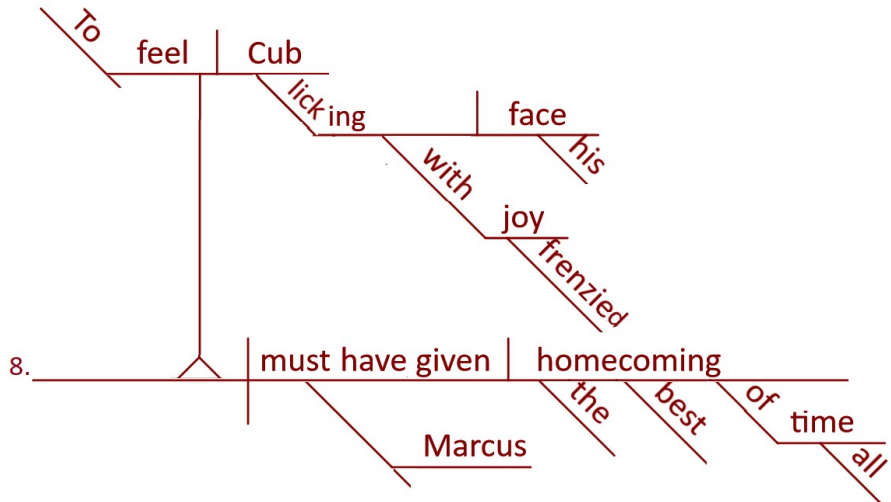
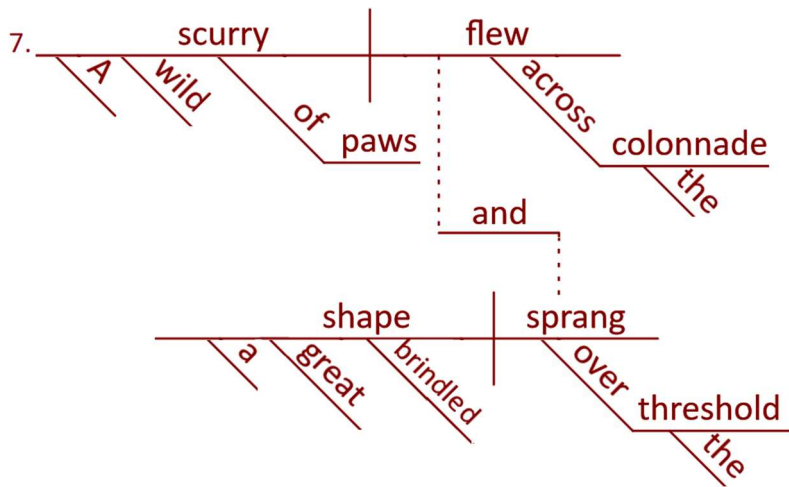
Sentence # _____

Sentence # _____

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PART I Diagrams





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PART III Diagrams

