

THE ARTIOS™ HOME COMPANION SERIES

Middle School – Year Three

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Teacher Edition – With Answer Keys

ANALYTICAL GRAMMAR

R. Robin Finley

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The Artios Home Companion Series

Middle School Grammar – Year Three

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Introduction to Grammar Curriculum

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

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

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.

Suggested Schedule

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

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 Review**.

Unit 7: Read the [Notes](#) on **Patterns 1 & 2** and complete the corresponding [Exercises](#).

Unit 8: Read the [Notes](#) on **Pattern 3** and complete the corresponding [Exercises](#).

Unit 9: Read the [Notes](#) on **Linking Verbs and Patterns 4 & 5** and complete the corresponding [Exercises](#).

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

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(Suggested Schedule continues on the next page.)

Unit 11: [Complete](#) the **Units 7-10 Grammar Review Exercises**.

Unit 12: Read the [Notes](#) on **Conjunctions and Compound Situations** and complete the corresponding [Exercises](#).

Unit 13: [Complete](#) the **Unit 13 Skills Application**.

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: [Complete](#) the **Units 15-17 Phrases Application Exercise**.

Unit 19: Read the [Notes](#) on **Appositive Phrases** and complete the corresponding [Exercises](#).

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

Unit 21: Read the [Notes](#) on **Adverb Clauses** and complete the corresponding [Exercises](#).

Unit 22: Read the [Notes](#) on **Noun Clauses** and complete the corresponding [Exercises](#).

Unit 23: [Complete](#) the **Unit 23 Grammar Skills Application**.

Unit 24: [Complete](#) work the **Units 19-22 Grammar Review Exercises**.

Unit 25: Read the instructions for and [begin](#) work on your **Final Grammar Project**.

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

Unit 27: [Complete](#) your **Final Grammar Project**. You are now finished with all grammar for the year!

Nouns, Articles, and Adjectives: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I 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. John Bunyan was born in Elstow, Belfordshire, England, in 1628.
2. Bunyan’s father was a tinker, or a mender of pots and kettles, and Bunyan was brought up to have the same trade.
3. It appears that Mr. Bunyan served in the English Civil War at a young age.
4. After the war between King Charles I and the forces of Parliament, he returned to his tinker’s work.
5. After his conversion, huge crowds would gather to hear the “blasphemous” tinker who had become a preacher.
6. On the restoration of Charles II, severe acts were passed against those who refused to attend the services of the Church of England.
7. Because he preached against the church’s doctrines, John Bunyan was arrested, convicted, and sent to the town jail for twelve years in 1660.

PART II:

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: _____

PART I 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. This jail is the “den” of which he speaks in the opening lines of *The Pilgrim’s Progress*.
2. All of the filthy, miserable prisons in England at this time were truly “dens.”
3. In his marvelous dream of a pilgrimage from this world to the next, Bunyan forgot his squalid surroundings.
4. In his blindness, loneliness, and poverty, he looked within his own soul.
5. “The mind is its own place, and in itself can make a heaven or hell,” he said.
6. Bunyan’s chief writings besides *The Pilgrim’s Progress* were *The Life and Death of Mr. Badman* and *The Holy War*.
7. The honorable Mr. Bunyan died on August 31, 1688.
8. The Anglican Church of Australia honors him, together with St. Aidan of Lindisfarne, annually on the date of his death.

PART II:

Write the definition of an adjective in a complete sentence.

Nouns, Articles, and Adjectives: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I 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. Aside from its literary merit, *The Pilgrim’s Progress* is interesting because of the glimpses it gives of the history of the times.
2. “Vanity Fair” is said to have been suggested by the great fair at Sturbridge in Cambridge, England.
3. Only the dark side of this fair appears in this allegory, though.
4. The proceedings against Faithful at the fair were intended to satirize the partiality of the judges in the state trials under Charles II.
5. Bunyan will always be remembered as a popular preacher as well as a prolific author.
6. He was no scholar, except of the English Bible.
7. He was also influenced by Martin Luther’s *Commentary on the Epistle to the Galatians*, in the translation of 1575.
8. His friend Robert White drew a portrait of him which shows the attractiveness of his true character.

PART II:

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.)

*NOTE: In the lists of indefinite pronouns, there are some that have asterisks next to them. Those pronouns with asterisks can also be used as adjectives sometimes. If the word in question is an adjective, you would already know it by now because it would have answered the question “Which?” Look at the examples below:

PN **ADJ** **N**
J a c k l o a n e d m e h i s b o o k .
(Note that HIS is being used as an adjective in this sentence)

PN **ART** **N** **PRO**
J a c k s a i d t h e b o o k w a s h i s .
(Note that HIS is a pronoun in this sentence)

Many words that you might think of as pronouns (such as MY, YOUR, OUR) can only be used as adjectives. That’s why they are not listed with the personal pronouns on the previous page. Some grammar books call these words “possessive pronouns.” In this program, however, we call them adjectives if they are doing an adjective’s job and pronouns if they are doing a pronoun’s job.

ANTECEDENTS: An **antecedent** is the noun or nouns that the pronoun stands for. You usually concern yourself with antecedents when you are using the personal pronouns. Here’s an example:

PN **PRO**
J a n e s a i d s h e w a s t i r e d .
(The word JANE is the antecedent for SHE.)

Pronouns: Exercise #2

Page 1 of 1

NAME: _____ **Date:** _____

PART I 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. Christian continued his solitary walk, and this led him to another gentlemen, Mr. Worldly Wiseman.
2. What he said was that Christian should rid himself of his great burden.
3. He went on to explain what the benefits of shedding this burden might be, which led Christian to tell him about his meeting with Evangelist.
4. The outcome of this conversation was that Christian headed for the “honest” man’s house.
5. This was a poor decision, for those who go out of their way to visit Mr. Legality pay for it dearly.
6. Within minutes, however, Evangelist found the wandering Christian, which relieved everyone.
7. Whoever follows the counsel of Worldly Wiseman will not find freedom from the bondage of his burden.

PART II - 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: _____

PART I DIRECTIONS: *This exercise is designed to give you practice in the indefinite pronouns, but all the 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 turn away from what they know is truth get caught under the works of the law.
2. Everyone knows that while one's sin may be great, the man at the gate will still receive him.
3. All of us hope we can avoid similar temptations because we want our journey to be the best it can be.
4. Anyone who wants to enter the gate must first use the knocker and ask God to forgive his sins.
5. When we see someone who is a poor burdened sinner approach the gate, we hope that the gatekeeper will have an open, willing heart.
6. Everyone who called after Christian to return to his home were not willing to run the hazards of a few difficulties in order to obtain the celestial glory.
7. Thousands of people have been persuaded by the carnal arguments of one Mr. Worldly Wiseman, but no one thinks he will be tricked into walking the way of death.

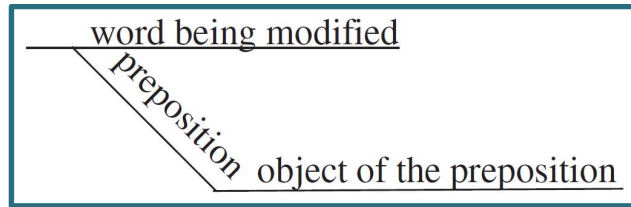
PART II - DEFINITIONS:

1. A pronoun _____.

2. The three articles are _____.

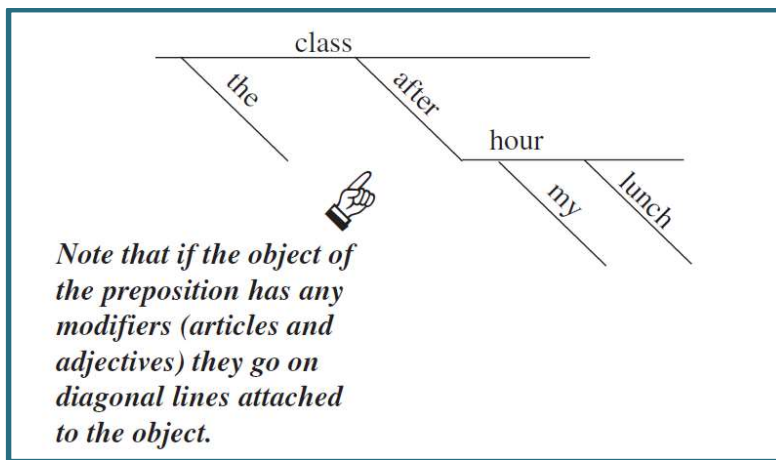
DIAGRAMMING: Sentence diagramming is a tool we use much like drawing pictures. We use diagrams to make it easier to understand concepts which might be hard to understand. Diagrams consist of three types of lines: horizontal (—), vertical (|), and diagonal (\).

The basic diagram of a prepositional phrase looks like this:



EXAMPLE:

ART N PP ADJ ADJ N
 t h e c l a s s (a f t e r m y l u n c h h o u r)



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: _____

PART I 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 (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 the base line. Just diagram the prepositional phrases and leave that line blank.*

1. "Peace be with you, dearly beloved, and peace be to your helpers," said Evangelist.
2. The sight of thy countenance brings to my remembrance thy ancient kindness for my eternal good.
3. How hath it fared with you, my friends, since the time of our last parting?
4. Christian and Faithful told him of all things that had happened to them in the way.
5. In due season you shall reap, if you faint not.
6. Above all, look well to your own hearts.

PART II:

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: _____

PART I 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. One of you must seal the testimony which you hold with blood.
2. The King will give you a crown of life.
3. The faithful ones will escape many miseries that the others will meet in the rest of their journeys.
4. Commit the keeping of your souls to your God.
5. “All that cometh is vanity,” is a saying of the wise.
6. At the town there is a year-long fair called Vanity Fair.
7. These are the things I saw in my dream.

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	blood	_____
3.	faithful	_____
4.	souls	_____
5.	wise	_____
6.	year-long	_____

Prepositional Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I 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 people of the fair made a great gazing upon them.
2. From one end of the fair to the other, they seemed barbarians to each other.
3. They naturally spoke the language of Canaan.
4. At last things came to a great hubbub, and there was a stir in the fair.
5. The men were brought to a comprehensive examination.
6. The weary pilgrims told them that they were strangers in the world, and that they were going to their own country.
7. They were put into a cage and made a spectacle to the men of the fair.

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	great	_____
3.	Canaan	_____
5.	comprehensive	_____
6.	country	_____

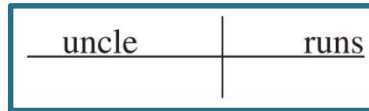
Notice that the base line is a horizontal line and that the subject and verb are separated by a vertical line which goes ALL THE WAY THROUGH the horizontal line. In a diagram, you capitalize the first word of the sentence, but you don't include punctuation.

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.

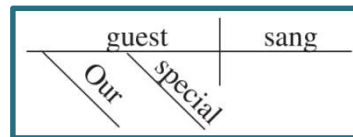
1. The verb is "runs."—uncle runs
2. "Who or what runs?" Answer: uncle



III. HOW TO DIAGRAM ARTICLES AND ADJECTIVES:

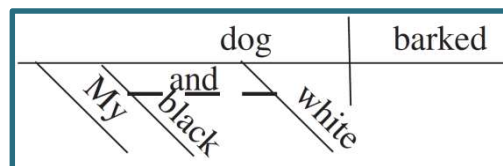
A. Adjectives and articles are diagrammed on diagonal lines attached to the noun or pronoun they modify. They should be diagrammed in the order in which they come in the sentence.

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:

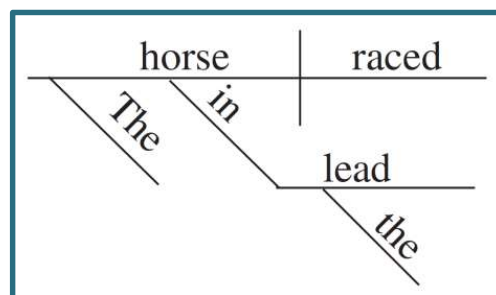
ADJ ADJ ADJ N AV
 My black and white dog barked.



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).



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

(This subject continues on the next page.)

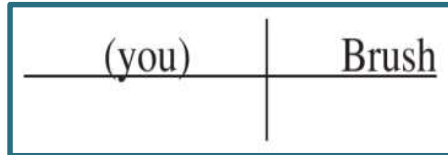
V. HOW TO DIAGRAM A COMMAND:

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:

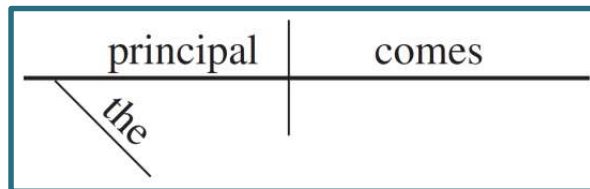
(you) Brush - Notice that the “you” is in parentheses; this indicates that it is “understood.”



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)

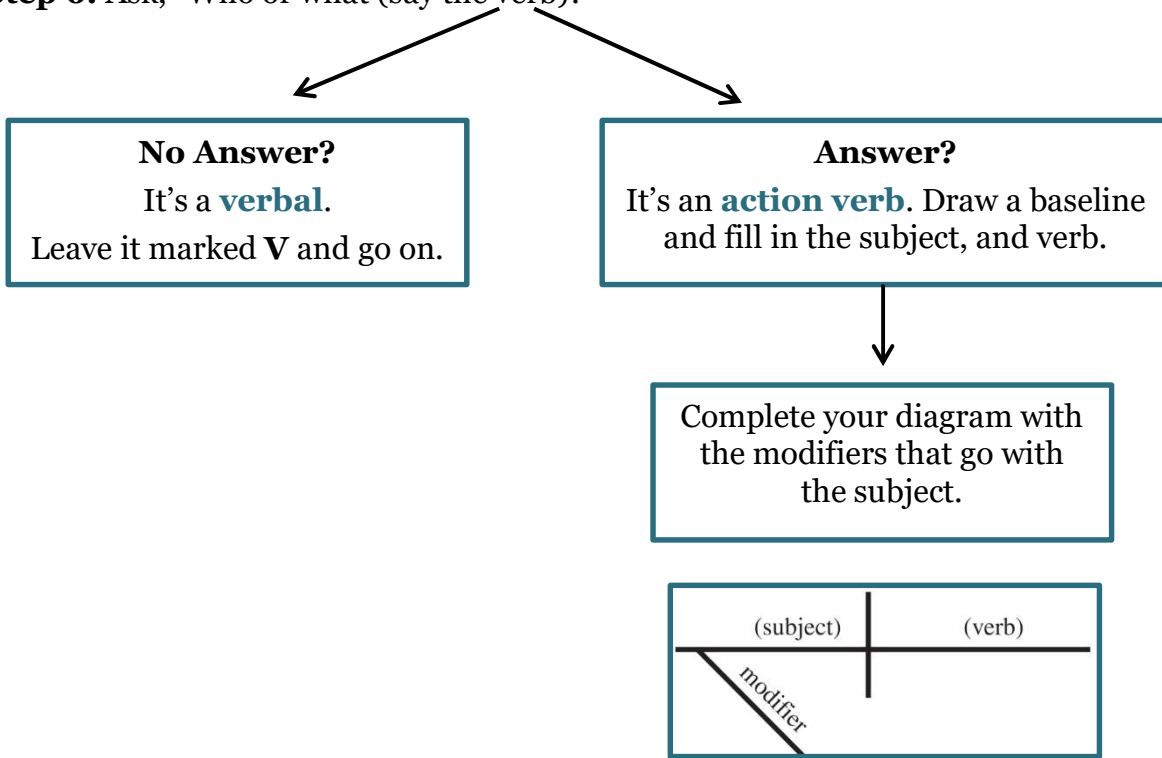
Step 2: Find and mark all the articles (**ART**) and adjectives (**ADJ**). (Ask, “Which (say the noun)?”)

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: _____

PART I 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. A youngster from their past loitered behind Christian and Hopeful. (See Notes IV)
2. The young man took his pleasure in walking by himself.
3. They approached Ignorance with soft steps and gentle voices. (See Notes III-B)
4. These weary travelers asked him some questions about his soul.
5. There went his faith in God.
6. The state of a man's heart brings him either great hope or no comfort.

PART II DIRECTIONS: The underlined words in the sentences above are doing one of four jobs. Choosing your answers 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>youngster</u>	_____
1.	<u>past</u>	_____
4.	<u>these</u>	_____
5.	<u>God</u>	_____
6.	<u>brings</u>	_____

PART III:

A verb is not a real verb unless it has a(n) _____.

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

Subject & Verb: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I 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. God's Word teaches us to respect ourselves, God, and Christ.
2. Man's crooked and perverse ways keep him from the good path. (See Notes III-B)
3. They shared their personal thoughts about God.
4. The committed Pilgrims struggled mightily to explain their position.
5. Read these explanations at your first opportunity. (See Notes V)
6. These strong but gentle souls tried to convince Ignorance of his dense ways. (See Notes III-B)

PART II DIRECTIONS: The underlined words in the sentences above are doing one of four jobs. Choosing your answers 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.	Word	_____
2.	ways	_____
3.	shared	_____
4.	committed	_____
5.	opportunity	_____

PART III - DEFINITIONS:

1. If there are any words between a preposition and its object, they are _____.
2. Only a _____ noun 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) _____.

Subject & Verb: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I 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. Next the Pilgrims inquired about other ways to the gate.

2. Brothers in Christ walk with each other through journeys like this.

3. Christian hoped to see the gate and its attendants soon.

4. The troubled and fearful thoughts in Christian’s mind left him with apparitions of hobgoblins and evil spirits.

5. Here in this moment were the marks of a long pilgrimage. *(See Notes VI)*

6. Please remember the words of God’s goodness and faithfulness in these times.

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

SENTENCE #	WORD(S)	JOB
1.	ways	_____
2.	walk	_____
3.	its	_____
4.	hobgoblins	_____
6.	remember	_____

PART III - DEFINITIONS:

1. In a diagram, a(n) _____ goes on a diagonal line attached to another word.

2. Pronouns are words that _____.

3. Adjectives are words that _____.

Adverbs

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

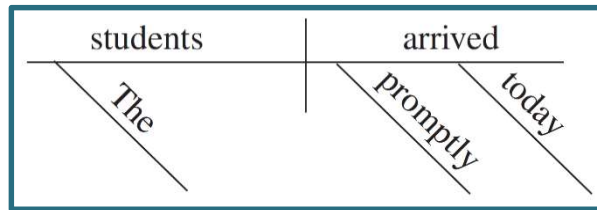
As is stated above, adverbs modify three different things. We will discuss these things in order.

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.

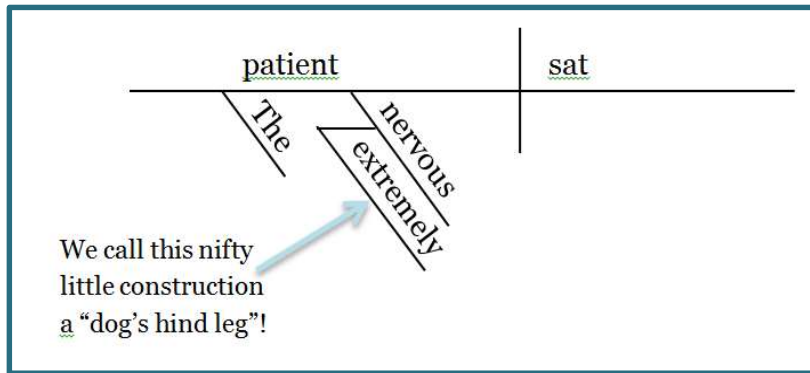
All three of these variations make complete sense, don’t they? So if you see a word in a sentence that can be moved without changing the sentence’s meaning, that tells you two things: 1) it’s an adverb, and 2) it modifies the verb! If it’s an adverb and it cannot be moved, then it modifies the word that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

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.

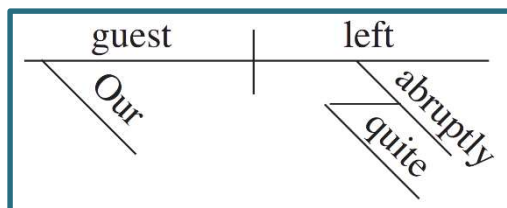


3. Adverbs that modify other adverbs also tell you “How?” or “To what extent?” about adverbs.

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:



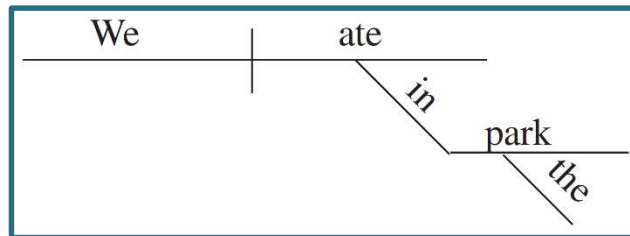
You use a “dog’s hind leg” every time you have a modifier that modifies another modifier.

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).

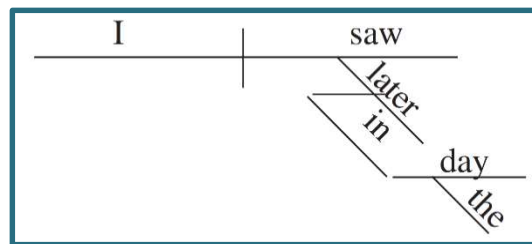
(“in the park” tells you WHERE we ATE)



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: _____

PART I DIRECTIONS: Mark all the nouns, articles, adjectives, pronouns, prepositions, adverbs, and action verbs 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. We recognize Hopeful as a truly gentle character.
2. Ignorance certainly has a dense, closed mind.
3. From the very first page, Christian sadly experienced trials and tribulations.
4. The positive and negative characters frequently engaged Christian separately.
5. This affected Christian deeply.
6. He always wondered about the ultimate intentions of these people.

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of four jobs. Choosing your answers 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.	character	_____
2.	certainly	_____
3.	page	_____
4.	engaged	_____
5.	This	_____
6.	ultimate	_____

NAME: _____ **Date:** _____

PART III - 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:** _____

PART I 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. There may be words that you can't yet diagram; if so, just leave them alone for now.

1. The pilgrims freely traveled along the King's Highway.
2. They then accepted the direction of a false apostle.
3. With his whip, Shining One successfully freed the travelers from their entrapment.
4. The words of Atheist totally confused Christian and Hopeful.
5. Christian sincerely believed in the existence of Mount Zion.
6. *Because of Christian's encouragement, his gentle companion with the honest heart also recognized the error of Atheist's words. (*See final section of Notes: Prepositions)

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of four jobs. Choosing your answers 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>pilgrims</u>	_____
2.	<u>accepted</u>	_____
3.	<u>whip</u>	_____
4.	<u>totally</u>	_____
5.	<u>existence</u>	_____
6.	<u>gentle</u>	_____

NAME: _____ **Date:** _____

PART III - 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 _____ .
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: _____

PART I 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.

1. Hopeful's declaration about the inaccuracies in Atheist's message certainly struck a chord in the heart of Christian.
2. Hopeful, with a simple statement of truth, made an affirmation of his belief in the glory of God.
3. With a song about perseverance, Christian quietly continued on his journey with his friend.
4. The two friends patiently waited for the loitering Ignorance.
5. The pilgrims soon passed the Enchanted Ground.
6. Now they entered the country of Beulah and a few sweet moments of solace.

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of four jobs. Choosing your answers 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.	declaration	_____
2.	Hopeful	_____
3.	journey	_____
4.	patiently	_____
5.	passed	_____
6.	entered	_____

NAME: _____ Date: _____

PART III - DEFINITIONS:

1. The three articles are _____ .
2. A proper noun begins with a _____
and may consist of _____ .
3. An action verb expresses _____
and must have a _____ .
4. If a word looks like a verb but doesn't have a subject, it's a(n) _____ .

Units 1-5 Review

[Page 1 of 2](#)

NAME: _____ Date: _____

PART I 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. The second part of *The Pilgrim's Progress* eagerly presents Christian's wife and children.
2. His children take great joy in this often repeated journey.
3. Many readers from that generation instantly recalled them from the first part.
4. Today their adventure inspires Christians of all backgrounds.
5. John Bunyan shows bravery as a very important trait of women on their pilgrimages.
6. Mr. Bunyan reminds Christians of the promise of salvation for all members of the family.
7. Ultimately, this writer depicts the Celestial City as a home for all God's children.
8. People from all corners of the world travel to this sweet land of Beulah.
9. Surprisingly, Christian's four sons remain in Beulah for the support of the church.
10. Now readers of this tale remember the courage of these pilgrims of faith.

NAME: _____ Date: _____

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of four jobs. Choosing your answers 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.	part	_____
2.	journey	_____
3.	recalled	_____
4.	Today	_____
5.	trait	_____
6.	Mr. Bunyan	_____
7.	home	_____
8.	People	_____
9.	remain	_____
10.	tale	_____

PART III - 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

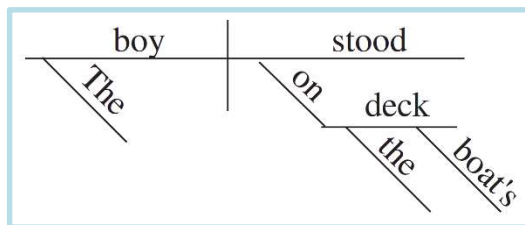
Now that you know the basics of diagramming, it is necessary for you to know the FIVE SENTENCE PATTERNS. No matter how different sentences may look, they all fall into one of five basic patterns. This unit deals with PATTERNS 1 & 2. These two patterns contain ACTION VERBS ONLY.

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

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



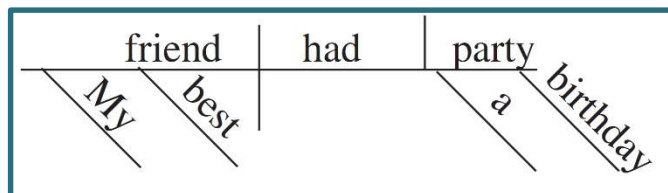
PATTERN 2: N - V - N

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:



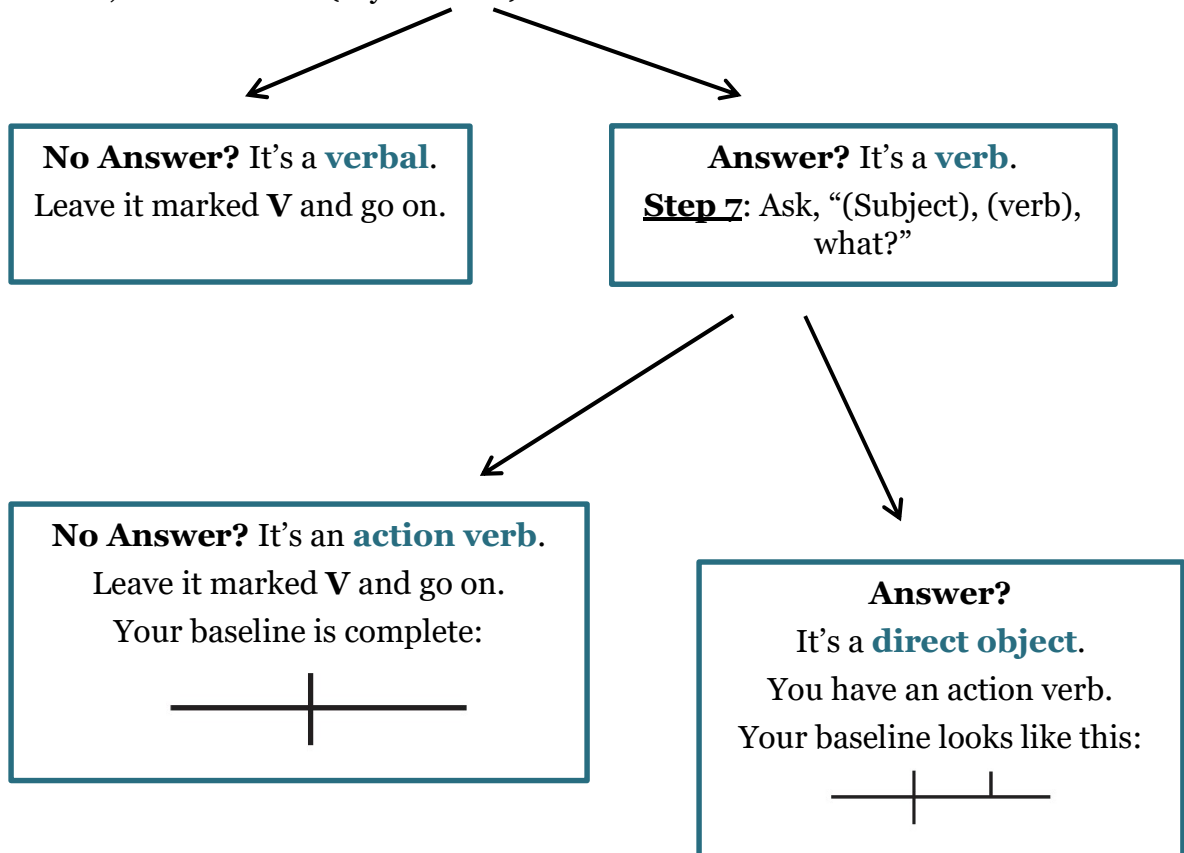
[\(Table of Contents\)](#)

(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 1

NAME: _____ Date: _____

PART I DIRECTIONS: All the sentences below are Pattern 1. Parse them and put parentheses around the prepositional phrases. Diagram the subject and verb and their modifiers, including the prepositional phrases.

1. Many lonely days passed on the *Dolphin*.
2. Many of the passengers longed for land quite frequently.
3. People in this generation seldom traveled to other places with the frequency of today's families.
4. Young Kit lived on the island of Barbados.
5. She stood quietly at the brigantine's rail.
6. During these long and lonely days she learned about the life of a sailor.

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of four jobs. Choosing your answers 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.	days	_____
2.	longed	_____
3.	places	_____
4.	lived	_____
5.	brigantine's	_____

PART III - 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: _____

PART I DIRECTIONS: All the sentences below are Pattern 2. Parse them and put parentheses around the prepositional phrases. Diagram the entire sentence. Remember to use your Process Chart.

1. Kit watched the sea for the first sight of dry land.
2. The captain's son spoke scarcely a dozen words to Kit on their journey.
3. This young man gave much valuable advice to Kit.
4. The top of her head barely reached the shoulder of this young man.
5. The ship thankfully made great time for that time of year.
6. Some passengers on the ship spent the entire voyage in the stuffy cabins below deck.

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

SUBJECT VERB MODIFIER DIRECT OBJECT OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	sea	_____
2.	words	_____
3.	man	_____
4.	her	_____
5.	time	_____
6.	ship	_____

Patterns 1 & 2: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: All the sentences below are Pattern 2. Parse them and put parentheses around the prepositional phrases. Diagram the entire sentence. Remember to use your Process Chart

1. Nat Eaton gave an explanation about the horses on the ship.
2. These smelly horses paid for the stash of sugar in the hold.
3. Nat's words showed respect for his ship.
4. The passengers disembarked from the tiresome ship into the longboats.
5. Nat's mother also left for her home in the colony.
6. Pray for quick travel.

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

SUBJECT VERB MODIFIER DIRECT OBJECT OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	<u>explanation</u>	_____
2.	<u>horses</u>	_____
3.	<u>ship</u>	_____
4.	<u>tiresome</u>	_____
5.	<u>also</u>	_____
6.	<u>Pray</u>	_____

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**.

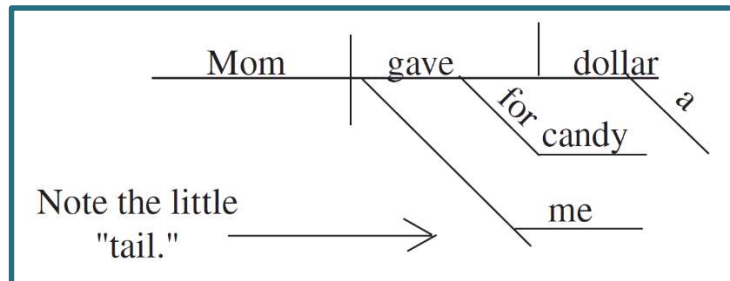
IMPORTANT: A SENTENCE CANNOT HAVE AN INDIRECT OBJECT UNLESS IT HAS A DIRECT OBJECT.

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

If you “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: _____

PART I DIRECTIONS: All the sentences below are Pattern 3. Parse them and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Mercy gave Kit the primary readers.
2. Hornbooks gave students a visual aid for their alphabet in the 1600s.
3. The children proudly made them a primary source of focus in their learning.
4. In 1687 Mr. Eleazer Kimberly appointed Mercy “lead teacher” in charge of that town’s dame school.
5. The same schoolmaster gave Kit a rigorous test on her abilities in reading.
6. These young girls gave the children of Wethersfield many lessons on language with these tools.

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of six jobs. Choosing your answers 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.	<u>gave</u>	_____
2.	<u>Hornbooks</u>	_____
3.	<u>them</u>	_____
4.	<u>teacher</u>	_____
5.	<u>rigorous</u>	_____
6.	<u>language</u>	_____

Pattern 3: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: The sentences below are either Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Parse them and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. The town's children collected curly birch bark for use instead of costly paper.
2. Kit Tyler gave these eager children funny little rhymes on these small scraps of bark.
3. Mercy Wood named Kit "Mistress Tyler" for the purpose of her formal teaching.
4. Mistress Tyler broke almost every teaching rule in Puritan schooling.
5. In colonial days the Catechism comprised a very important part of a child's education.
6. After their hard work on their studies through the morning hours, Mistress Mercy gave the students a reward of a story from their other teacher.

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of six jobs. Choosing your answers 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.	bark	_____
2.	children	_____
3.	"Mistress Tyler"	_____
4.	Mistress Tyler	_____
5.	comprised	_____
6.	hard	_____

Pattern 3: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I 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. Today Kit chose the parable of the Good Samaritan for her storytelling.
2. This gave her a sudden inspiration.
3. The children in their class quickly jumped at the opportunity for a new and unique experience.
4. Unfortunately, on that day Mr. Kimberly arrived at the wrong time for this new teacher.
5. He gave the two girls a harsh punishment for their playacting with stories from the Bible.
6. In a great panic the girl from Barbados fled out the door for the Great Meadow.

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of six jobs. Choosing your answers 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.	parable	_____
2.	This	_____
3.	jumped	_____
4.	time	_____
5.	girls	_____
6.	great	_____

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):

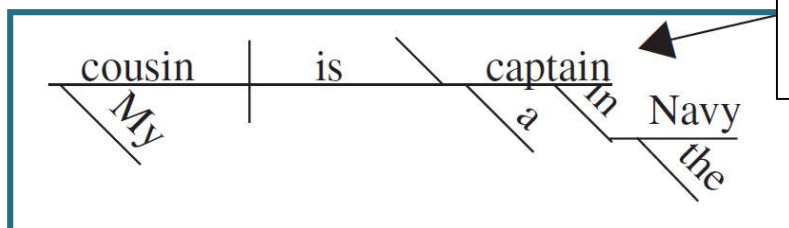
SMELL	STAY	SEEM	TASTE	APPEAR
BECOME	LOOK	REMAIN	FEEL	GROW

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).



This word is the **predicate nominative.**

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.

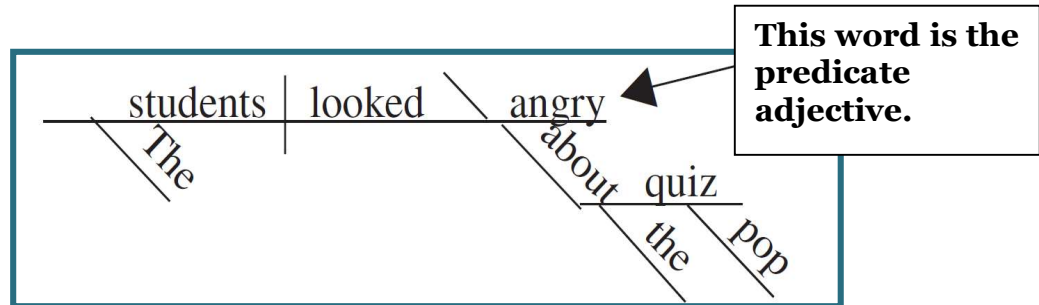
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(This subject continues on the next page.)

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).



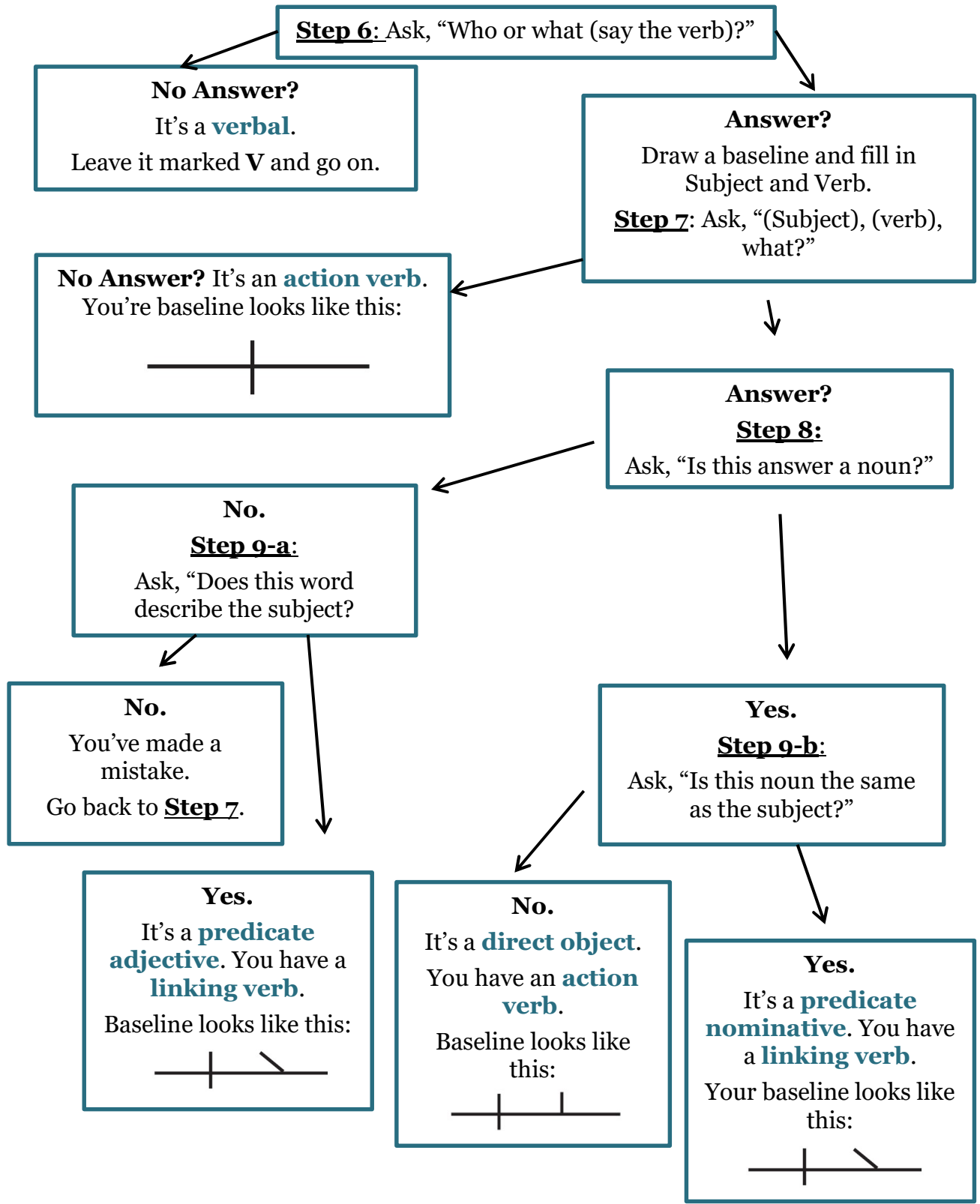
REMEMBER: If you have an action verb in your sentence, then you have either Pattern 1, Pattern 2, or Pattern 3. If, however, you have a linking verb, then you have either Pattern 4 or Pattern 5. In a Pattern 4 sentence the linking verb **LINKS** the subject with another noun or pronoun in the predicate. 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, prep. 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: _____

PART I DIRECTIONS: All the sentences below are either the N-LV-N or N-LV-ADJ pattern. Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Mysterious fevers were terrifying events for early colonists.
2. Wethersfield was one of Connecticut's heavily stricken colonies.
3. The extremely committed John Holbrook is a very studious scholar.
4. Kit was the Wood's constant nursemaid during the girls' illness.
5. The surgeon's treatment was quite awful.
6. Kit's illness was much shorter than any other.

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

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

SENTENCE #	WORD(S)	JOB
1.	events	_____
2.	colonies	_____
3.	extremely	_____
4.	was	_____
5.	treatment	_____
6.	shorter	_____

Patterns 4 & 5: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: All the sentences below are either the N-LV-N or N-LV-ADJ pattern. Parse and diagram the sentences.

1. The young Barbadian girl was terrified by the seriousness of Mercy's sickness.
2. The members of her family were warriors during these long days of the awful fever.
3. She was a helpful assistant to Rachel Wood in the home.
4. The sober doctor from Hartford was helpless.
5. Mercy grew weaker from the bleedings.
6. This young girl felt desperately afraid for her cousin.

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

SUBJECT
VERB

PREDICATE NOMINATIVE
PREDICATE ADJECTIVE

OBJECT OF THE PREPOSITION
MODIFIER

SENTENCE #	WORD(S)	JOB
1.	seriousness	_____
2.	warriors	_____
3.	She	_____
4.	helpless	_____
5.	grew	_____
6.	cousin	_____

Patterns 4 & 5: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: The sentences below represent all five sentence patterns: Pattern 1(N-V), Pattern 2 (N-V-N), Pattern 3 (N-V-N-N), Pattern 4 (N-LV-N), and Pattern 5 (N- LV-ADJ). Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. A new fear for safety of her family came upon Kit with the sound of approaching feet.
2. The murmuring voices outside the door were some citizens of Wethersfield.
3. The loyal Woods refused them their very angry request for a witch hunt.
4. This large Puritan majority became increasingly demanding in their insistence of the guilt of the Quaker woman by Blackbird Pond.
5. Matthew Wood gave a warning to the crowd outside his house.
6. Be proud of this early Puritan family!

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

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

SENTENCE #	WORD(S)	JOB
1.	came	_____
2.	citizens	_____
3.	them	_____
4.	guilt	_____
5.	warning	_____
6.	proud	_____

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	shoul	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 will do my homework.

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

PRO HV ADV AV ADJ N

I do not want any lunch.

(*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

John will be a senior.

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

PN HV HV AV PP N

John will be going (to college)

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

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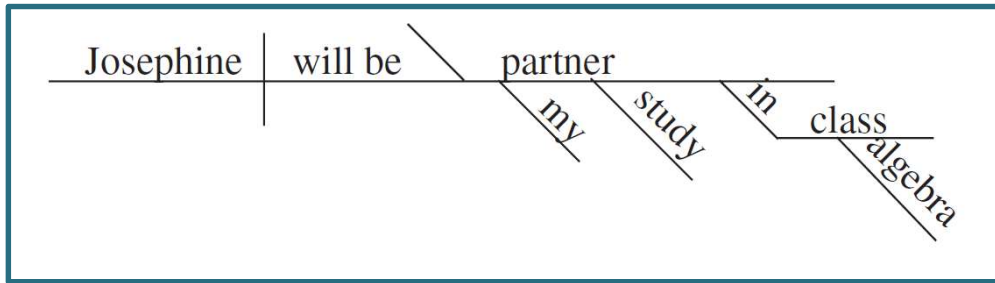
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NOTE: A favorite spot for adverbs to “live” is between a helping verb and the main verb (I should *really* do my homework.) That’s why you need to know those helping verbs by heart; otherwise, you might mistake an adverb for a helping verb.

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:

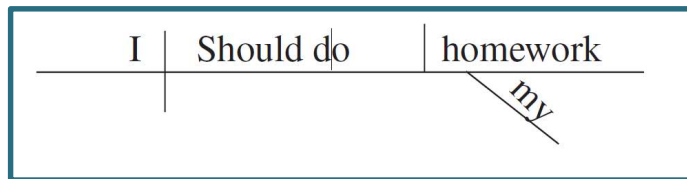
EXAMPLES: (statement) I should do my homework.
 (question) Should I do my homework?

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:** _____

PART I DIRECTIONS: *Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.*

1. Elizabeth George Speare was born in Massachusetts in 1908.
2. She has been writing novels for a long time.
3. Mrs. Speare has long been famous for her historical novels.
4. She could easily have been popular for her magazine articles also.
5. In *The Witch of Blackbird Pond* she has portrayed the cultural conflict in Connecticut because of a Barbadian girl.
6. Do you know anything about cultural conflicts?
7. This book might help you to an understanding of such conflicts.

PART II - 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: _____

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. This American author has been given several different awards for her writing.
2. In the early years of her childhood, the author had indicated her passion for story composition.
3. Elizabeth's married name would become Speare.
4. She would be known as Elizabeth George Speare.
5. Motherhood did not allow her much time for her heart's desire.
6. Her children would eventually understand the reasons for their mother's passion for the written word.

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

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

SENTENCE #	WORD(S)	JOB
1.	different	_____
2.	author	_____
3.	Speare	_____
4.	Elizabeth George Speare	_____
5.	heart's	_____
6.	reasons	_____

Helping Verbs: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Her first book about a New Hampshire family had been very successful.
2. Speare had been asked by the literary community for another book.
3. She could not deny that!
4. The rest of her supporters had smiled with her.
5. She had been a very loved author!
6. By 1989 the professional children's librarians were awarding the Wilder Medal to Elizabeth George Speare.

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

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

SENTENCE #	WORD(S)	JOB
1.	book	_____
2.	had been asked	_____
3.	that	_____
4.	supporters	_____
5.	author	_____
6.	1989	_____

PART III - 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? _____

Units 7 - 10 Review

Page 1 of 2

NAME: _____ **Date:** _____

PART I DIRECTIONS: *Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.*

1. On a lecture day in April two marriage intentions were announced publicly.
2. Judith had been carefully hoarding a small store of linens since childhood.
3. Sweet Mercy had never given her dowry a single thought.
4. Her devoted mother made her many special items for that dowry.
5. The two sisters were very excited about their upcoming marriages.
6. The clergyman in training was a steady companion for gentle Mercy.
7. In the midst of this preparation the young girl from Barbados silently made her own plans for the future.
8. Fine cloth like hers was incredibly rare in the colony of Connecticut.
9. In the next few months the lives of each of these cousins would change in a big way.
10. They could never forget this past year, however.

NAME: _____ Date: _____

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

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

SENTENCE #	WORD(S)	JOB
1.	were announced	_____
2.	linens	_____
3.	thought	_____
4.	her	_____
5.	very	_____
6.	companion	_____
7.	preparation	_____
8.	rare	_____
9.	few	_____
10.	They	_____

PART III - DEFINITIONS:

1. A helping verb helps the main verb form different _____ .
2. A verb is not a verb unless it has a _____ .
3. Which word in this sentence is a predicate nominative? _____
4. A pronoun is a word that _____ .
5. An adjective is a word that _____ .
6. What is an antecedent? _____
7. Which kind of noun can consist of more than one word? _____
8. The helping verb and the main verb make up the _____ .

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

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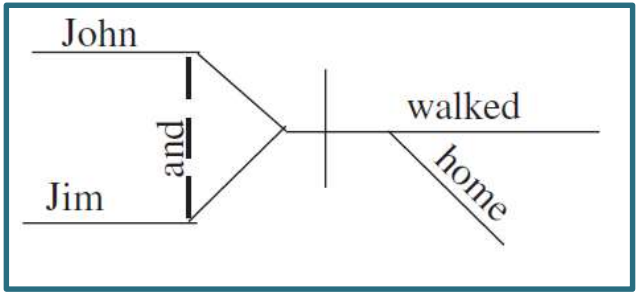
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situation in the sentence; so if you have a sentence with a **quadruple** subject (Kim, Tracy, Jean, and Mary all wore the same dress to the Prom), you would need four separate lines in the subject place in the diagram!

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

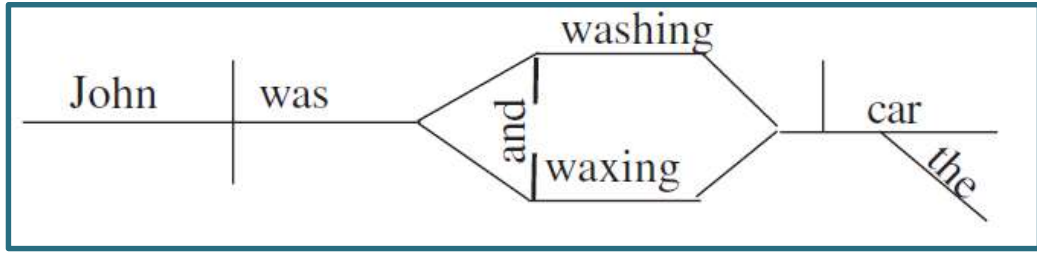
A. COMPOUND SUBJECT:

PN CONJ PN AV ADV
 John and Jim walked home.

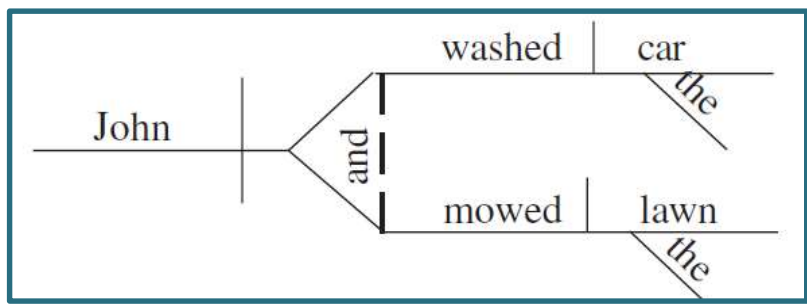


B. COMPOUND VERB:

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.



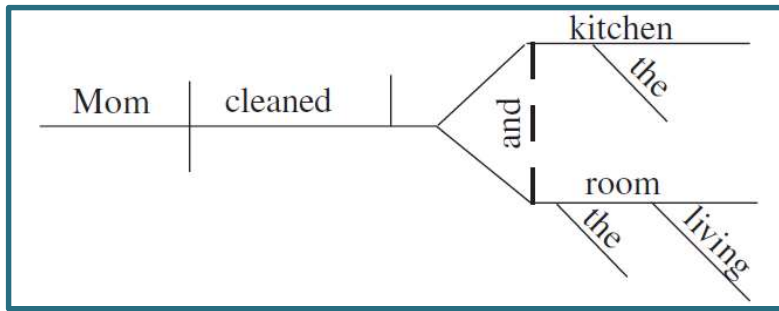
NOTE: In the first diagram above, we had to “rejoin” the base line after the compound verb because both verbs shared a direct object. In the second diagram each verb has its own direct object.

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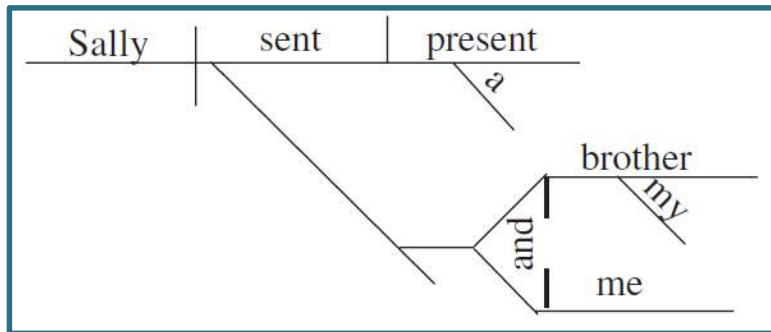
C. COMPOUND DIRECT OBJECT:

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



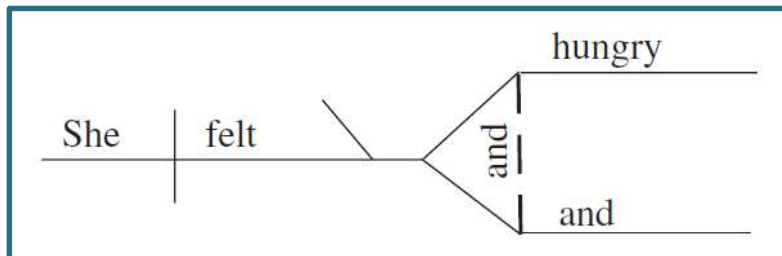
D. COMPOUND INDIRECT OBJECT:

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



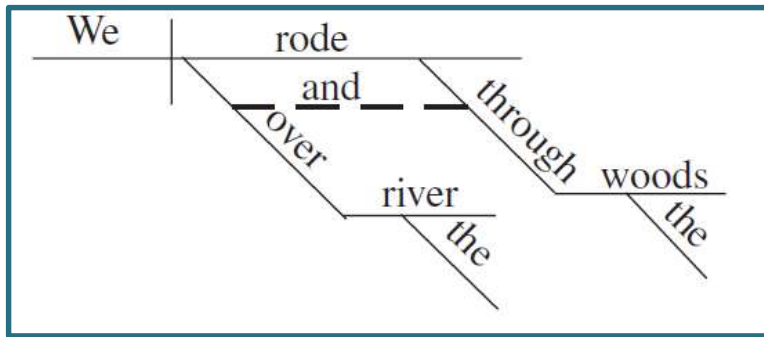
E. COMPOUND PREDICATE NOMINATIVE OR PREDICATE ADJECTIVE (P-ADJ):

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



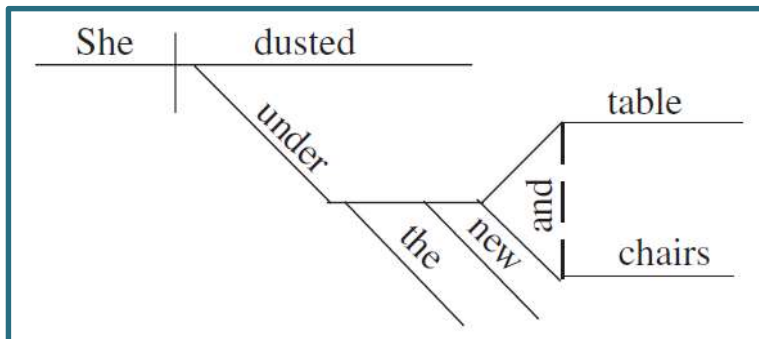
F. COMPOUND PREPOSITIONAL PHRASES:

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



G. PREPOSITIONAL PHRASE WITH COMPOUND OBJECT:

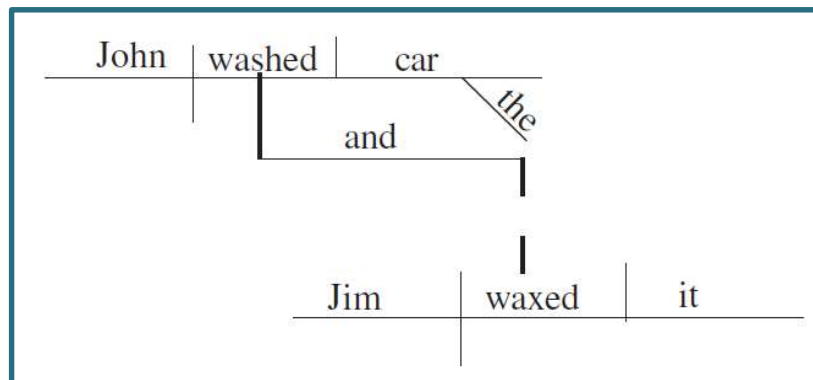
PRO AV PP ART ADJ N CONJ N
 She dusted (under the new table and chairs).



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.

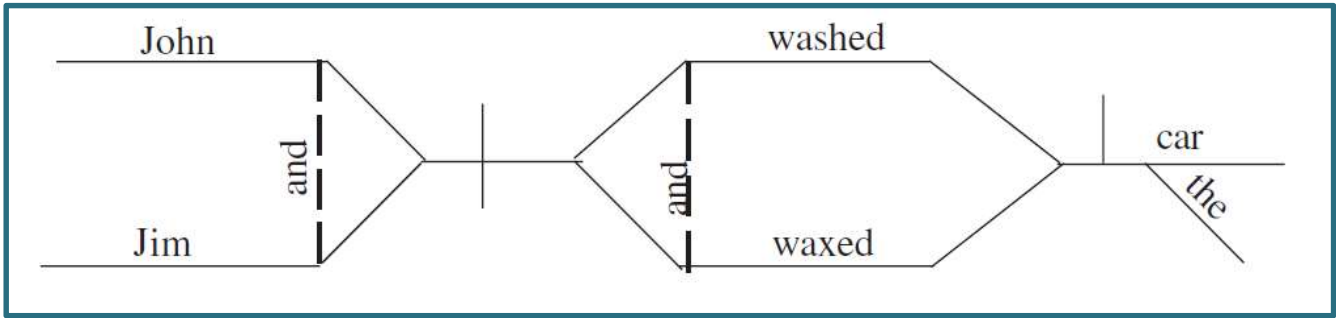
H. COMPOUND SENTENCE:

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



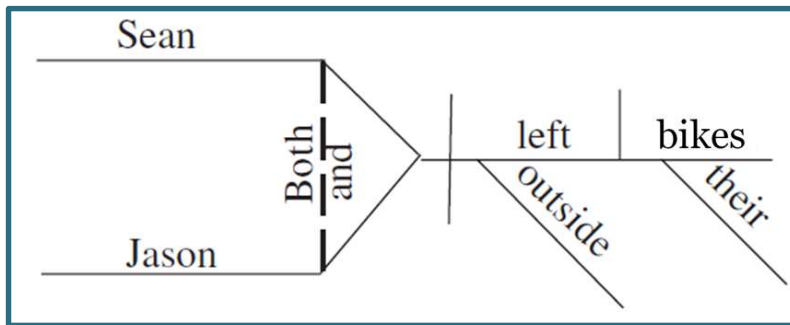
I. MULTIPLE COMPOUND SITUATIONS:

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.

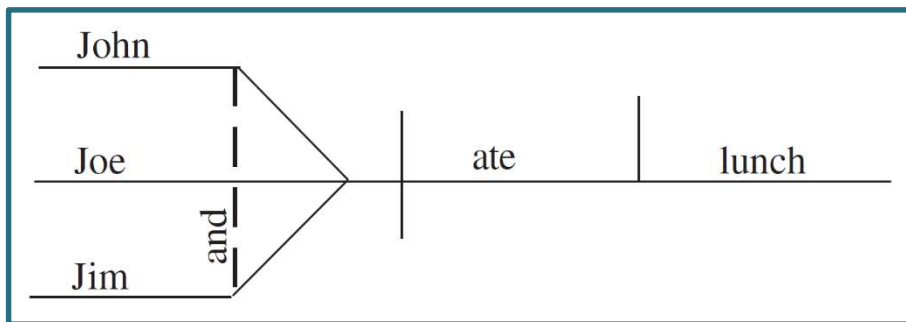


K. COMPOUND MODIFIERS:

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.



Compound Situations: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Sleepy women and sleepier children awoke in the city of Boston. (See Notes A)
2. These young children either pumped or fetched their mother the morning water. (See Notes B-1 and J)
3. They milked the cow and started the fire for their morning chores. (See Notes B-2)
4. Johnny wore leather breeches and a coarse shirt. (See Notes C)
5. The middle-aged mistress sent Dusty and Dove a loud warning up the stairs. (See Notes D)
6. Johnny was always quick and trustworthy. (See Notes E)

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

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

SENTENCE #	WORD(S)	JOB
1.	city	_____
2.	mother	_____
3.	morning	_____
4.	breeches	_____
5.	mistress	_____
6.	quick	_____

Compound Situations: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Johnny Tremain would get them both down the stairs and out the door. (See Notes F & J)
2. He had a special responsibility for the boys and activities in the attic. (See Notes G)
3. Johnny loved Hancock's Wharf and little Dusty adored Johnny. (See Notes H)
4. Mr. Lapham, Mrs. Lapham, and the four Lapham girls were always fond of Johnny. (See Notes L)
5. Johnny and the other boys performed various jobs in the silversmith's shop.
6. The apprentice to the silversmith slipped down the ladder and past the bedroom door.

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

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

SENTENCE #	WORD(S)	JOB
1.	would get	_____
2.	responsibility	_____
3.	little	_____
4.	fond	_____
5.	shop	_____
6.	apprentice	_____

Compound Situations: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. In those days an apprentice was essentially a slave, and he earned no wages for seven years.
2. The younger Dorcas seemed more elegant and friendly to him.
3. Not only Cilla but also Isannah taunted him with their morning insults and whispers.
4. Dorcas called her ma “Mother” or “Respected Mother.”
5. The tiny Isannah could not eat food like pork, gravy, or mince pies.
6. Johnny and Cilla would marry in time, and together they would inherit Grandpa’s silver business for themselves and for the entire family.

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

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

SENTENCE #	WORD(S)	JOB
1.	slave	_____
2.	elegant	_____
3.	insults	_____
4.	ma	_____
5.	Isannah	_____
6.	would inherit	_____

Unit 13 Skills Application

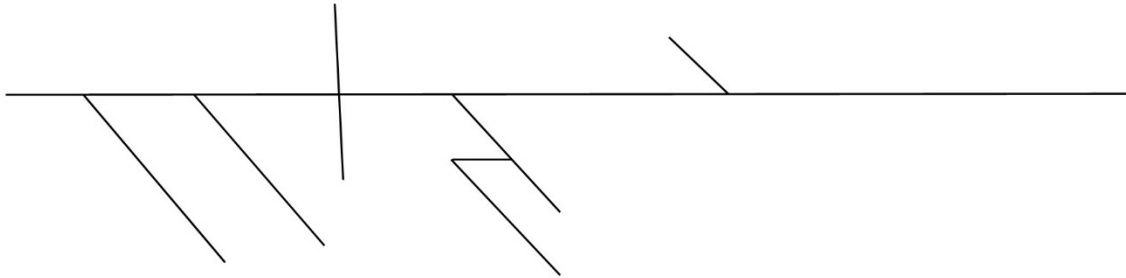
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NAME: _____ Date: _____

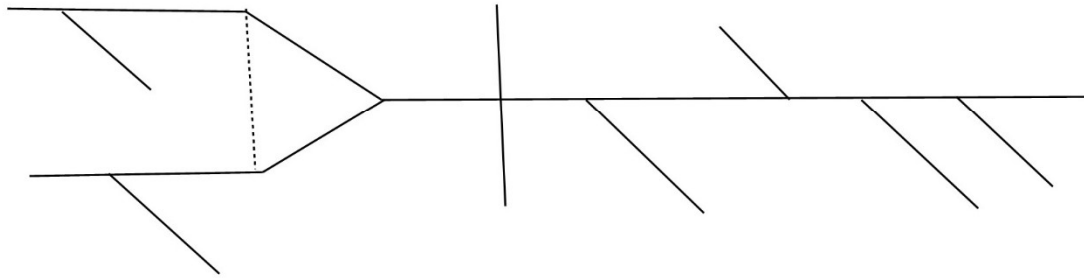
PART I DIRECTIONS: Create sentences that match the diagrams below.

PART II DIRECTIONS: Write sentences based on your diagrams. At least two of your diagrams should include a verb phrase.

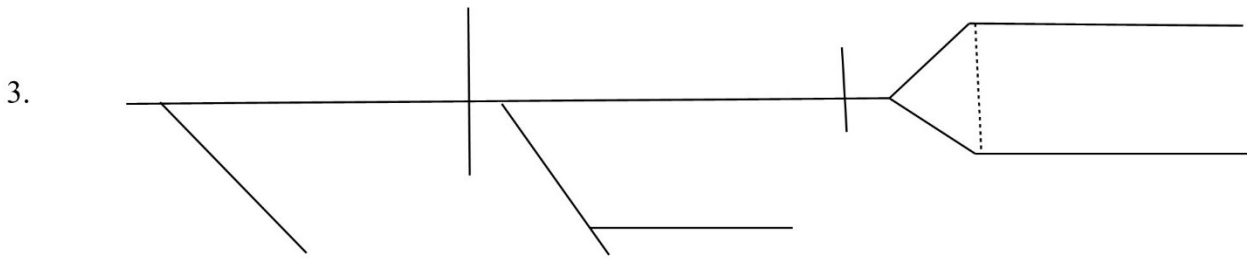
1.

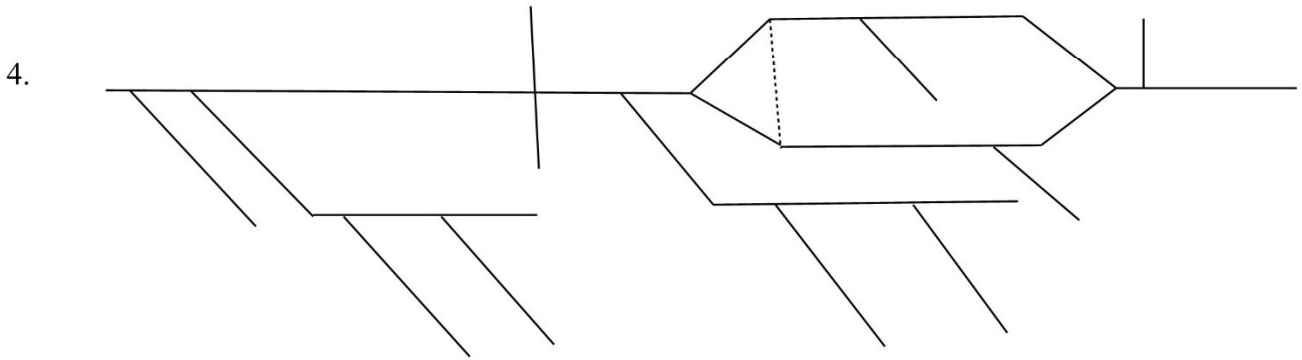


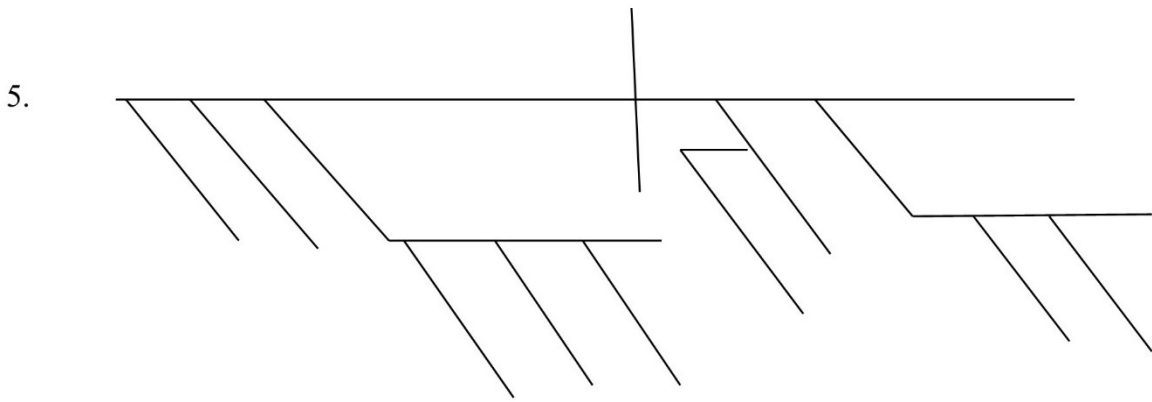
2.



NAME: _____ Date: _____







First Semester Grammar Review

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: *Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.*

1. Paul Revere very quickly organized a spy system in the fall.
2. Thirty artisans from Boston were the center of this system.
3. Each of these men had workmen and apprentices under them.
4. The meetings at the Green Dragon were always extremely secretive.
5. Each man in attendance at this society swore upon the Bible.
6. These Masons had given the leaders of the Boston Whigs their complete allegiance.
7. Not only men but also women were watching the actions of the ten regiments in Boston so closely.
8. Johnny frequently helped Lydia with some chores, and she would tell him this and that.
9. He unpinned the small calico bag and ran quickly towards the printing office.
10. Always remember the loyalty of these brave young men and women!

PART II 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. predicate nominative – <u>yellow</u> |
| 2. verb phrase – <u>blue</u> | 5. predicate adjective – <u>orange</u> |
| 3. adverb modifying an adverb – <u>green</u> | 6. indirect object - <u>purple</u> |

NAME: _____ Date: _____

PART III - 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(n) _____ .
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(n) _____ .
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) _____ .

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.

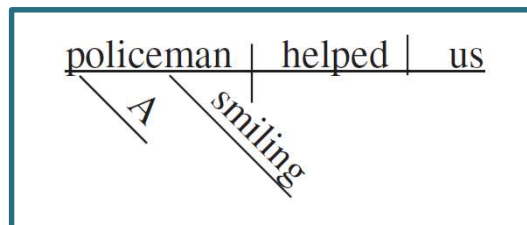
DEFINITION: A **participial phrase** is a group of words beginning with a participle which acts as an ADJECTIVE.

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.)

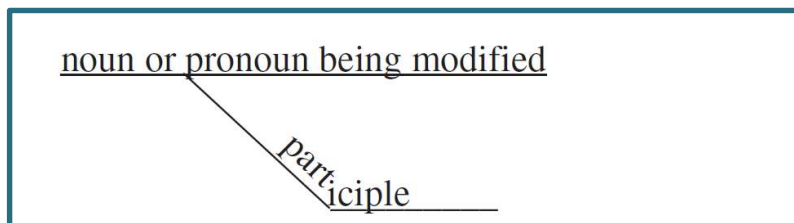
If you found a participle all by itself in a sentence, you would call it an adjective because that is how it acts. You would also diagram it as a regular adjective.

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"):

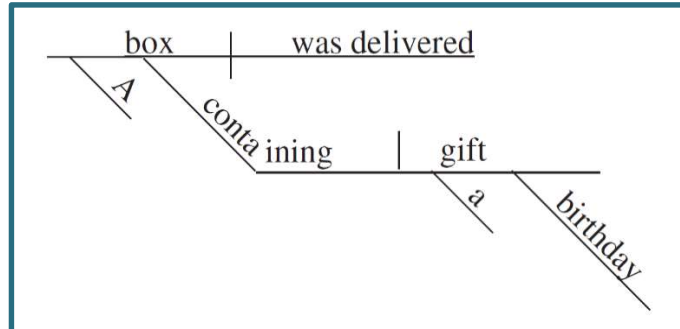


The following example diagrams show you what to do when you have a:

A. PARTICIPLE WITH DIRECT OBJECT:

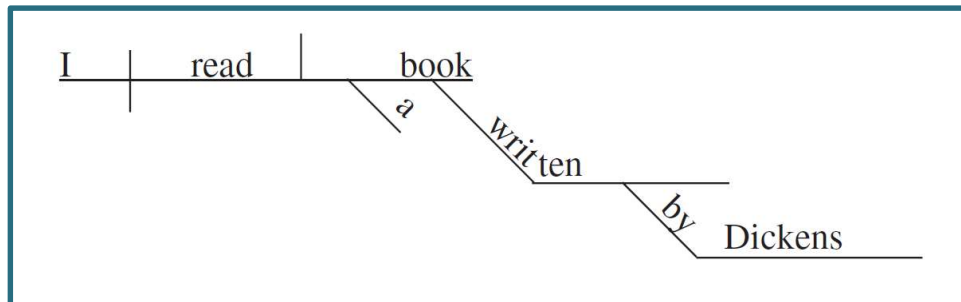
ART N V ART ADJ N HV AV
A box containing a birthday gift was delivered.

(notice that the participle is marked **V** - not **AV** - because it's a verbal.)



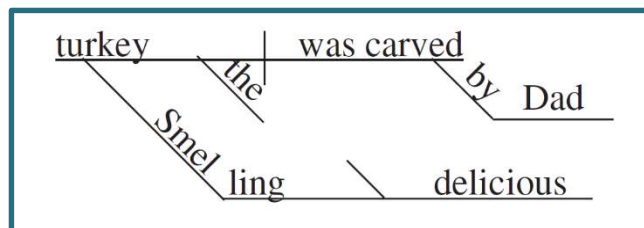
B. PARTICIPLE WITH MODIFIERS:

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

Page 1 of 2

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. If it looks like a past participle, mark PAST. If the verb could not possibly be a participle, write VERB.

1. twirling _____

6. win _____

2. is _____

7. behave _____

3. heard _____

8. placed _____

4. will go _____

9. look _____

5. having _____

10. could _____

PART II:

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

The author _____ wrote an autobiography.

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

I have three friends _____.

Page 2 of 2 – Participial Phrases: Exercise #1

NAME: _____ Date: _____

PART III DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases. Diagram the sentences.

1. Beginning his book, Mr. Franklin quickly addresses his son.
2. He writes this retiring comfortably in the courtyard.
3. Emerged from poverty, our author finally succeeded.
4. Reflecting on his life, he also shares his faults.
5. He offers his readers advice based on his experience and focused on God’s leading.
6. Benjamin shared these words thanking God for His kind providence.

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

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

SENTENCE #	WORD(S)	JOB
1.	son	_____
2.	comfortably	_____
3.	author	_____
4.	life	_____
5.	readers	_____
6.	shared	_____

Participial Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases. Diagram the sentences.

1. Recognizing his appreciation for family anecdotes, an uncle gave Mr. Franklin notes about his ancestors.
2. Did you know any Franklins living in Northamptonshire then?
3. The family name, assumed as a surname and easily recognized, was fascinating to this famous inventor.
4. Being a devout student, the young man eagerly researched his family's history.
5. He was the youngest son of the youngest son dating back five generations.
6. Please locate three books written by other early American authors during this year.

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

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

SENTENCE #	WORD(S)	JOB
1.	Mr. Franklin	_____
2.	Franklins	_____
3.	fascinating	_____
4.	student	_____
5.	son (1 st & 2 nd)	_____
6.	American	_____

PART III DIRECTIONS: Make up a participial phrase to modify the **INDIRECT OBJECT** of the following sentence.

He told the audience _____ a tale.

Participial Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases. Diagram the sentences.

1. His father, married young, had moved to New England about 1682.
2. Expecting religious freedom, many men moved quickly to that country.
3. The famous man writing this book was born in Boston, New England.
4. Feeling quite encouraged by his family, Josiah Franklin sent his youngest son to grammar school.
5. Which of those brothers learning trades is the oldest?
6. This grammar school was filled with boys learning arithmetic and practicing writing.

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

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

SENTENCE #	WORD(S)	JOB
1.	had moved	_____
2.	freedom	_____
3.	man	_____
4.	quite	_____
5.	oldest	_____
6.	arithmetic	_____

PART III :

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

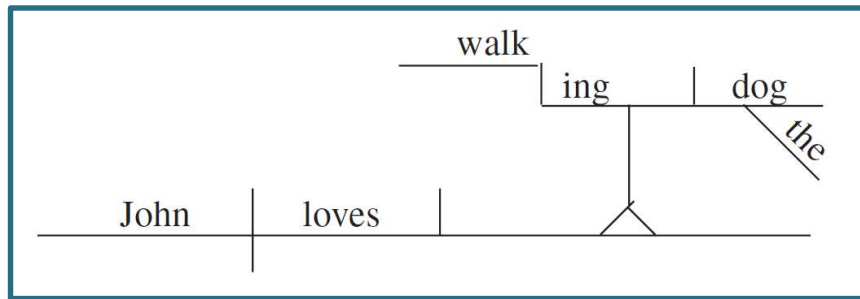
He was a young boy _____ .

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

They sent letters to their families _____ .

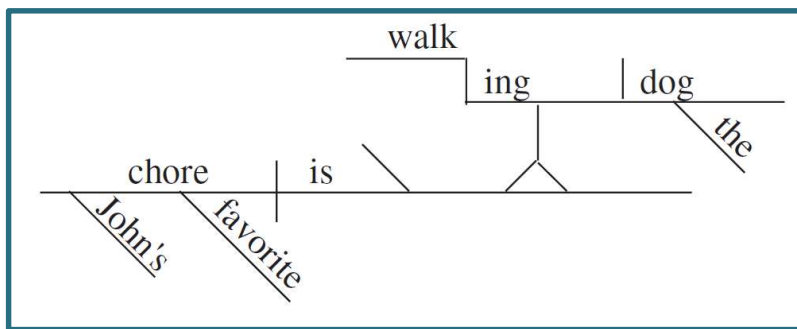
B. GERUND PHRASE AS DIRECT OBJECT:

PN AV V ART N
John loves walking the dog.



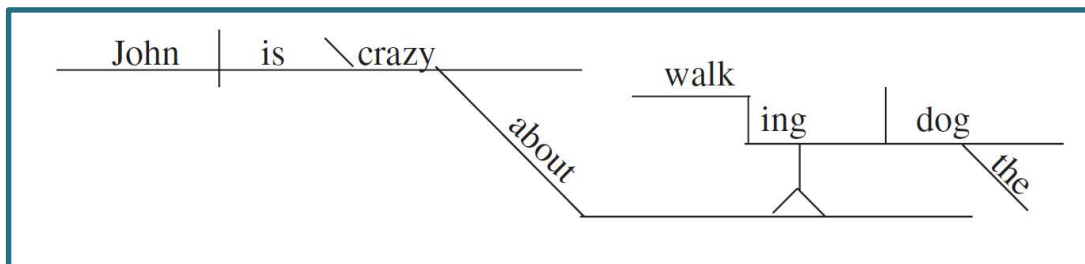
C. GERUND PHRASE AS PREDICATE NOMINATIVE:

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



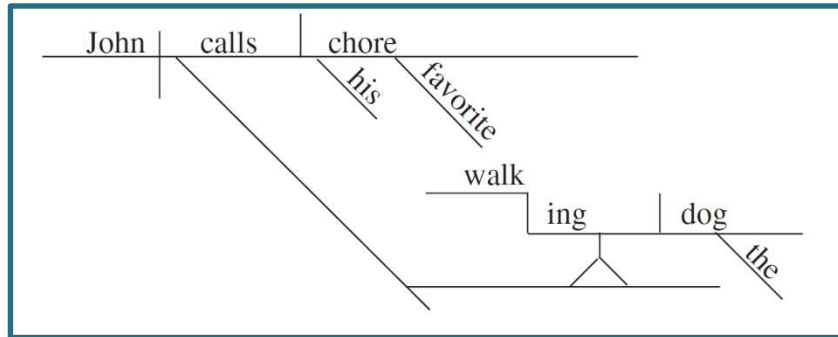
D. GERUND PHRASE AS OBJECT OF THE PREPOSITION:

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



E. GERUND PHRASE AS INDIRECT OBJECT:

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



Gerund Phrases: Exercise #1

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the gerund phrases. Diagram the sentences.

1. Writing this book was a major accomplishment for Mr. Franklin.
2. Eating no animal meat became important to Ben.
3. Keimer also believed in keeping the seventh day as Sabbath.
4. The two men had begun adopting doctrines of Mosaic law.
5. Courting Miss Read had given him a respect for her.
6. His chief acquaintances at this time were lovers of reading books.
7. Their favorite pastime was studying with their group.

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

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

SENTENCE #	WORD(S)	JOB
1.	book	_____
2.	important	_____
3.	day	_____
4.	men	_____
5.	him	_____
6.	lovers	_____
7.	favorite	_____

Gerund Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases ONCE and the gerund phrases TWICE. Diagram the sentences.

1. Enjoying the study of poetry, Ralph frequently practiced writing it.
2. Giving little attention to the piece assigned was frequently Franklin's method of participation.
3. Addressing the director of music, Psalm 18 begins describing the descent of a deity.
4. Performing from their writings usually encouraged the poets gathered in their circle.
5. Watson, much lamented, was last seen dying in the arms of Benjamin Franklin.

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

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

SENTENCE #	WORD(S)	JOB
1.	it	_____
2.	method	_____
3.	music	_____
4.	writings	_____
5.	last	_____

Gerund Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases ONCE and the gerund phrases TWICE. Diagram the sentences.

1. Visits arranged for special purposes were used for advancing the young man.
2. Ralph's idea, planned for a long time, was selling goods on commission.
3. The governor proposed carrying letters written by himself to Newcastle.
4. Easily trusting the governor's word gave the man interested in a printing career a rude awakening.
5. Friends concerned for his welfare suggested finding employment in England.

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

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

SENTENCE #	WORD(S)	JOB
1.	man	_____
2.	idea	_____
3.	himself	_____
4.	word	_____
5.	suggested	_____

Infinitive Phrases

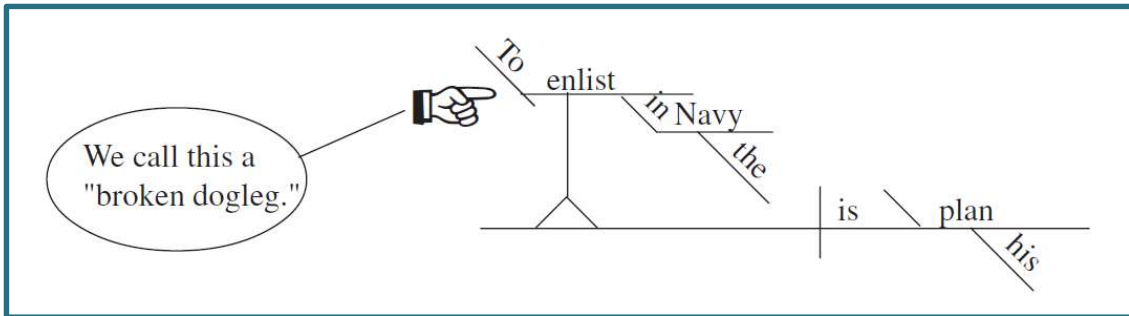
DEFINITION: An **infinitive** is a verb form, almost always preceded by “to,” which is used as a noun, adjective, or adverb.

- 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:

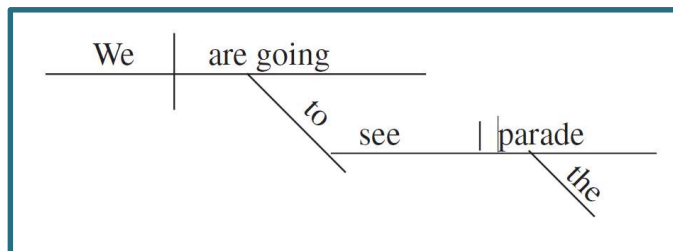
——V——
PP
ART
PN
LV
ADJ
N
To enlist (in the Navy) is his plan.



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.

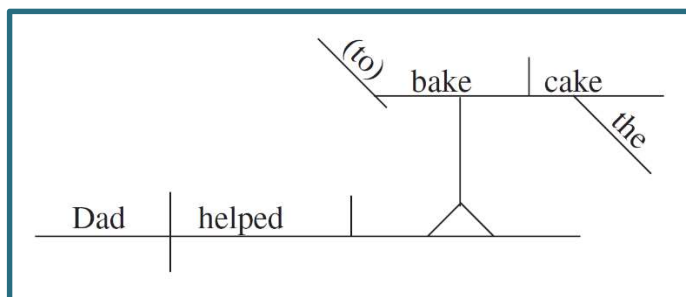
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(This subject continues on the next page.)

C. INFINITIVE WITHOUT THE “TO”:

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

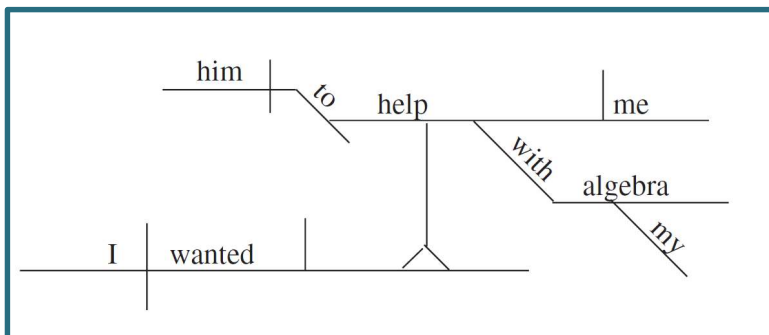
PN AV V ART N
Dad helped bake the cake.



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 19-21.) 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: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the infinitives and infinitive phrases. Diagram the sentences.

1. To write a letter had been Mr. James's goal.
2. He planned to send it.
3. Mr. Vaughn also intended to advise Mr. Franklin through his letter.
4. The best way to remember his autobiography would be to publish it.
5. The man did attempt to explain his reasons for this suggestion.
6. To be a wise friend is an incredible gift.
7. Mr. Abel James and Mr. Benjamin Vaughn helped encourage our author.

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

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

SENTENCE #	WORD(S)	JOB
1.	To write a letter	_____
2.	to send it	_____
3.	letter	_____
4.	to remember his autobiography	_____
5.	did attempt	_____
6.	gift	_____
7.	encourage our author	_____

Infinitive Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the infinitives and infinitive phrases. Diagram the sentences.

1. The two men hoped to convince Franklin immediately.
2. He did not dare complete their request at that time.
3. The group of readers was going to hold their club in an alehouse.
4. Finding the advantage of a little collection, he proposed to make the access to books easier.
5. To begin a subscription library, Mr. Franklin first prepared a sketch and rules.
6. The brilliant man arranging for this library helped locate many subscribers.

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

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

SENTENCE #	WORD(S)	JOB
1.	<u>immediately</u>	_____
2.	<u>complete their request</u>	_____
3.	<u>club</u>	_____
4.	<u>Finding the advantage</u>	_____
5.	<u>sketch</u>	_____
6.	<u>brilliant</u>	_____

Infinitive Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below (including putting prepositional phrases in parentheses. Underline the infinitives, infinitive phrases, and infinitive clauses. Diagram the sentences. HINT: Look carefully at sentences 1, 4, & 6. You may want to review your unit notes before completing this exercise.

1. The young tradesmen were helping Benjamin to raise some funds.
2. To open a library requires a strong determination.
3. People untrained in reading did not desire to admit the value in this library.
4. These gentlemen wanted the public to discover the joy in reading.
5. They were glad to see other libraries popping up in other towns.
6. Would you allow your own money to fund a library?

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

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

SENTENCE #	WORD(S)	JOB
1.	Benjamin	_____
2.	To open a library	_____
3.	untrained in reading	_____
4.	the public to discover the joy in reading	_____
5.	glad	_____
6.	library	_____

Units 15 - 17 Review

Page 1 of 2

NAME: _____ **Date:** _____

PART I DIRECTIONS: Parse the sentences below. Underline the participial phrases in red. Underline the gerund phrases in yellow. Underline the infinitive phrases and infinitive clauses in blue. Diagram the sentences.

1. In the fall of 1788, Benjamin Franklin began to write the third part of his book.
2. He had intended to use many of the papers lost in the war.
3. Mentioning a great and extensive project resulted in an account of these activities.
4. Observing history, this author reflects upon the great affairs of the world.
5. Commentary is also made about the wars carried on by various parties.
6. These observations also involve commenting on the nature of mankind.
7. To spread his sect among young men was his primary goal at the time.
8. By this point in his life, Mr. Franklin had become an expert in examining virtues.
9. Practicing these virtuous ways and advising each other, The Society of the Free and Easy was formed of frugal and debt-free men.
10. Did you hear that man tell his readers about *Poor Richard's Almanack*?

PART II DIRECTIONS: Find an example of each of the following in the sentences above and write them on the line provided.

1. **predicate nominative:** _____
2. **verb phrase:** _____
3. **an object of the preposition:** _____

NAME: _____ Date: _____

PART III DIRECTIONS: Write a sentence for each of the following situations. Underline the bolded information in each sentence.

1. A **participial phrase** modifying the subject

2. A **gerund or gerund phrase** acting as the direct object

3. An **infinitive phrase** acting as the direct object

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**.

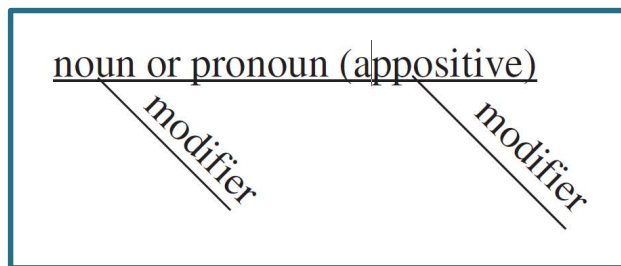
EXAMPLE: Jimmy, a star athlete, will surely get a scholarship to college.

“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.

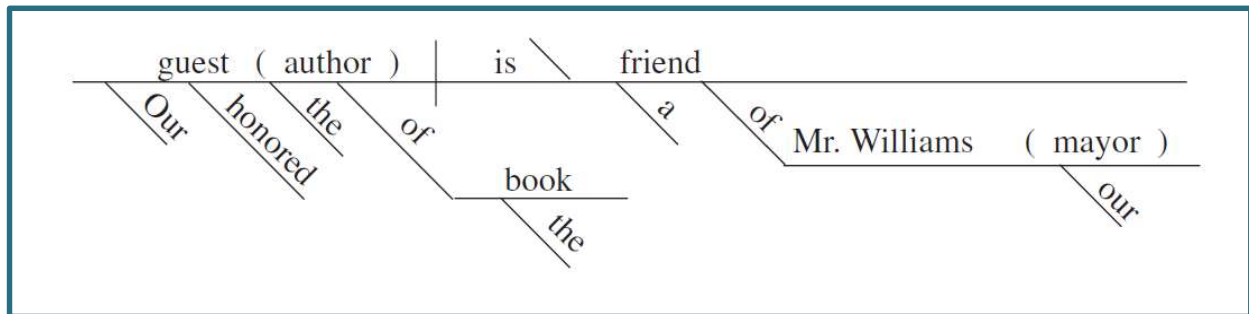
EXAMPLE: A man of integrity, Mr. Aldrich never cheats anyone.

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: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the appositive and appositive phrases. Diagram the sentences.

1. The author of *A Tale of Two Cities*, Charles Dickens, wrote this book at the age of forty-seven.
2. Portsmouth, a city in England, was the birthplace of this author.
3. His father, John Dickens, was thrown into debtors' prison.
4. At this time, Charles moved to live with Elizabeth Roylance, a family friend.
5. Later he boarded with a kind old gentleman, Archibald Russell.
6. The writer eventually wrote a serial publication, *The Pickwick Papers*.

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

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

SENTENCE #	WORD(S)	JOB
1.	author	_____
2.	birthplace	_____
3.	debtors'	_____
4.	time	_____
5.	boarded	_____
6.	publication	_____

Appositive Phrases: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below. Underline the appositive and appositive phrases. Diagram the sentences.

1. He and his sister Frances visited their family on weekends.
2. This prison, Marshalsea, became the setting for one of his later novels.
3. To pay for his board, Dickens began working at a warehouse, Warren's Blacking.
4. In 1830 he met his first love, the lovely Maria Beadnell.
5. This woman might have been the model for Dora, a character in *David Copperfield*.
6. Charles desired an audition at Convent Garden, a local theatre.

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

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

SENTENCE #	WORD(S)	JOB
1.	weekends	_____
2.	prison	_____
3.	began	_____
4.	lovely	_____
5.	model	_____
6.	audition	_____

Appositive Phrases: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below. Underline the appositive and appositive phrases. Diagram the sentences.

1. “A Dinner at Poplar Walk,” his first story, was submitted to a publishing company in 1833.
2. This young man, interested in writing, covered elections for a newspaper, *The Morning Chronicle*.
3. His form of journalism, sketches and periodicals, formed his first collection of pieces.
4. Dickens apparently adopted his nickname, a form of Moses, from one given to his youngest brother.
5. His new bride, Catherine Hogarth, was supportive of his career in writing.
6. The first of ten children, Charley, was born in 1837.

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

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

SENTENCE #	WORD(S)	JOB
1.	was submitted	_____
2.	interested in writing	_____
3.	collection	_____
4.	apparently	_____
5.	supportive	_____
6.	first	_____

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.

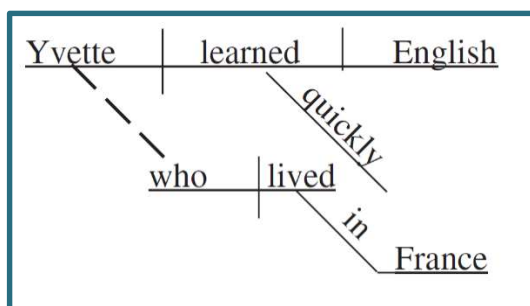
EXAMPLE: After it stopped raining, we played softball.

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.



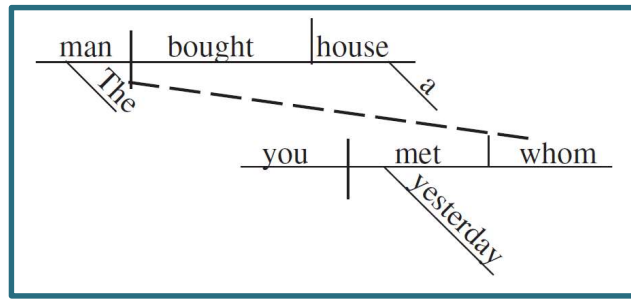
The relative pronoun “who”
(1) acts as the subject of the subordinate clause, and
(2) shows that “who” stands for “Yvette.”

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

(This subject continues on the next page.)

Study the following sample diagrams:

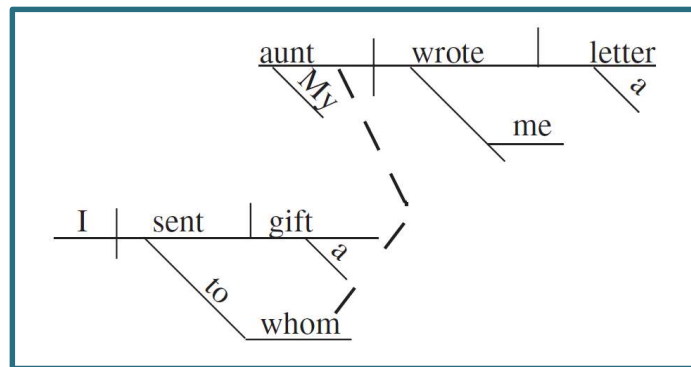
ART N PRO PRO AV ADV AV ART N
 The man whom you met yesterday bought a house.



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.

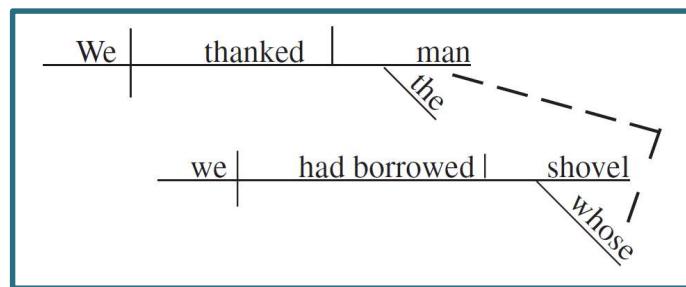
ADJ N PP PRO PRO AV ART N AV PRO ART N
 My aunt, (to whom) I sent a gift, wrote me a letter.



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 after each sentence.

1. After five years had passed, the second part of our book began.

2. There was a very small, very dark, very ugly place in which Tellson’s Bank had been built.

3. You would find this shop after bursting through a difficult door, which stood at the top of two steps.

4. This miserable little shop contained two counters and a dingy window that provided a small amount of light. _____
5. Your money came out of wormy old wooden drawers that threw dust particles up your nose and down your throat. _____
6. Because putting to death was very much in fashion, there were heads that could be seen out the windows. _____
7. Before a person would consider taking part in forgery, he might think of the punishment that awaited such a criminal. _____
8. Outside Tellson’s was an odd-job man, who served as the live sign of the house.

Adjective Clauses: Exercise #2

Page 1 of 1

NAME: _____ Date: _____

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the subordinate clause and circle the relative pronoun. Diagram the entire sentence.

1. Sydney Carton lounged in the apartment that Mr. Stryver owned.
2. Here is the drink that I promised to you.
3. People who want to be secret partners must prepare carefully.
4. Many of the events that were carried out in the courtroom were planned in that apartment.
5. The man whom the Attorney-General wanted was Charles Darnay, a Frenchman.
6. Will the person whose mood is sour please raise your hand?
7. Carton was the man to whom Darnay's thanks were due.

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

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

SENTENCE #	WORD(S)	JOB
1.	that	_____
2.	Here	_____
3.	partners	_____
4.	that	_____
5.	whom	_____
6.	please	_____
7.	whom	_____

Adjective Clauses: Exercise #3

NAME: _____ Date: _____

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

1. Mr. Lorry, who had become a trusted family friend, arrived at the home of Dr. Manette.
2. At this time, Manette rarely disappeared into the corner in which he kept his shoemaking tools.
3. Lucie, whose charm was amazing, held the attention of several suitors.
4. The footsteps, which occurred on the street below the window, made a terrific echo.

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

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

SENTENCE #	WORD(S)	JOB
1.	who	_____
2.	which	_____
3.	attention	_____
4.	terrific	_____

PART III 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. Monseigneur held a grand reception. He lived a life of pomp and luxury.

2. Marquis Evremonde owned a carriage. The carriage killed a young child.

3. A few coins fell on the street. The coins were tossed at the boy's father.

4. The wine shop owner Defarge comforted the father. The father's name was Gaspard.

5. Madame Defarge watched the scene. She knitted the entire time.

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:

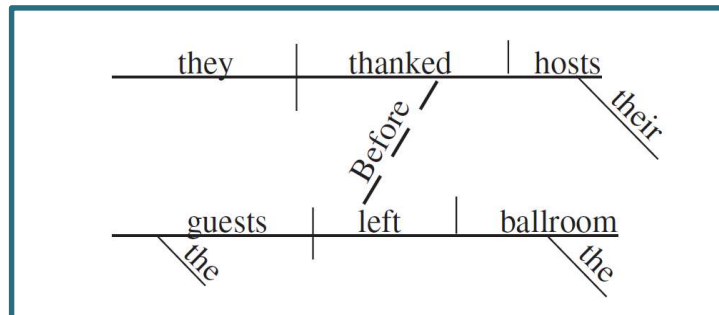
after	before	unless
although	if	until
as	in order that	when
as if	since	whenever
as long as	so that	where
as soon as	than	wherever
because	though	while

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

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:

SC ART N AV ART N PRO AV ADJ 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 and put parentheses around the prepositional phrases. Remember to parse subordinating conjunctions as SC. Underline the adverb clause. Diagram the sentences.*

1. Because he was a French native, travel through France was difficult for Darnay.
2. A traveler might be imprisoned if he was stopped by revolutionaries.
3. Although Darnay was not a threat, he was confined in La Force.
4. He conversed with the owner of the wine shop when he was being led away.
5. After you arrive at the prison, put him in solitary confinement.
6. Doctor Manette might help Charles if he can be allowed into the prison.
7. The kind doctor reacted quicker than most did.
8. Lucie looked as if she had seen a ghost.

Adverb Clauses: Exercise #2

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: *Parse the sentences below and put parentheses around the prepositional phrases. Remember to parse subordinating conjunctions as SC. Underline the adverb clause. Diagram the sentences.*

1. If you wish to ruin your appetite, watch the woman Madame Defarge.
2. As soon as she arrives, a shadow falls over Lucie and her daughter.
3. When Lucie begs for mercy, this lady coldly refuses.
4. Then she acts as if Lucie's family is unimportant.
5. While Jerry Cruncher guarded the women at a nearby lodging, Defarge approached Mr. Lorry with a note from Manette.
6. Whenever she gets the chance, Madame Defarge brings The Vengeance along.
7. Unless it will strengthen the revolution, this knitting woman will not befriend a single soul.
8. Remember to act like this Madame if you never want to have any friends!

Adverb Clauses: Exercise #3

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NAME: _____ Date: _____

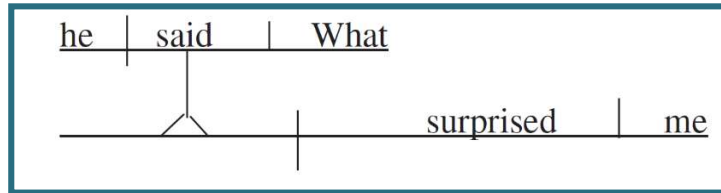
DIRECTIONS: *Underline the adjective and adverb clauses in the sentences below. Circle the relative pronouns and the subordinating conjunctions. Above the clause write whether it's an adverb or adjective clause and what word in the main clause it modifies.*

1. Since he cares for this family deeply, Mr. Lorry visits Manette, who now seems full of strength and power.
2. The Tribunal, which is a self-appointed body that tries and sentences prisoners, was persuaded by Manette to keep Darnay alive after he has been imprisoned.
3. This doctor who had become a physician in the prison acted as if he could not even remember his former fragile days.
4. While time continues to pass, the country of France continues to rage as though she is in a fever.
5. The man who remained in prison continued to be encouraged when he was visited by his father-in-law.
6. Since La Guillotine had become so popular, the people of Paris considered it to be a fixture which never needed to leave the streets.
7. Whenever one would leave his home, he might be in danger of an accusation that could land him in prison.
8. Before Darnay's trial comes, Lucie is told of a prison window which might allow her to glimpse her husband.

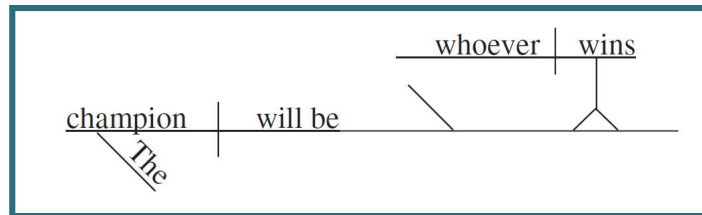
Noun Clauses

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:

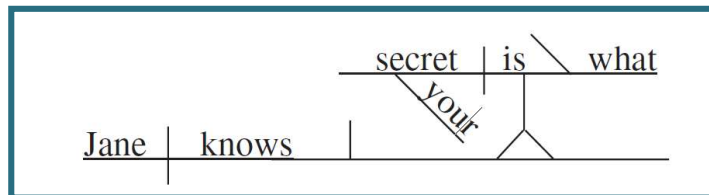
PRO PRO AV AV PRO
 What he said surprised me.
 (The noun clause “What he said” acts as the subject of the verb “surprised.”)



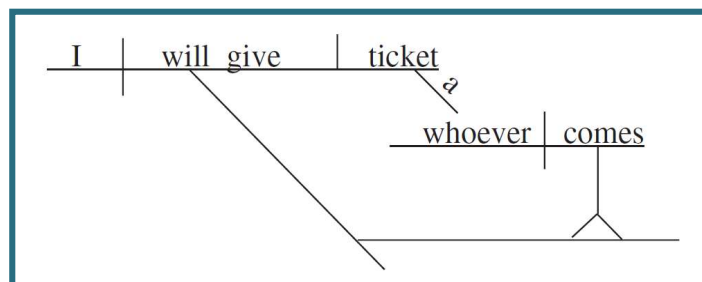
ART N HV LV PRO AV
 The champion will be whoever wins.
 (The noun clause “whoever wins” acts as the predicate nominative of “will be.”)



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.”)



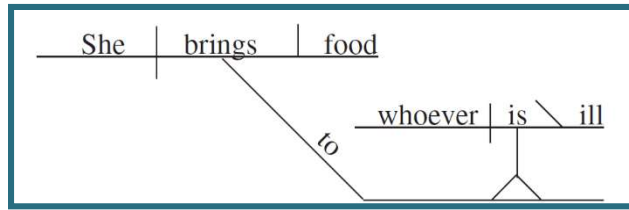
PRO HV AV PRO AV ART N
 I will give whoever comes a ticket.
 (The noun clause “whoever comes” is the indirect object of “give.”)



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

(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:

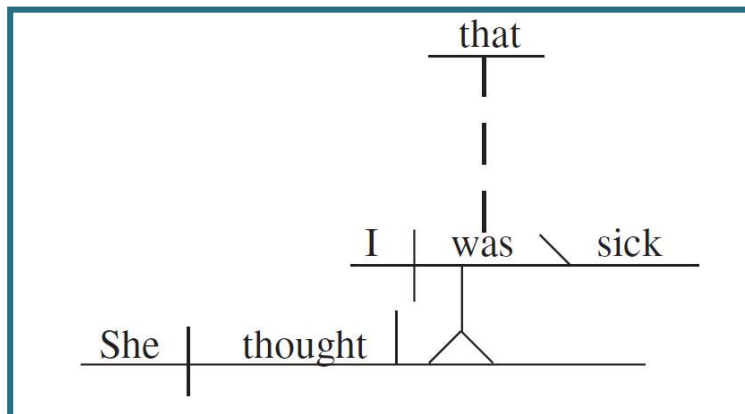
where	when	why	how
wherever	whenever	whyever	however

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 and put parentheses around the prepositional phrases. Underline the noun clause. To the side of your diagram, indicate what job each clause is doing. Diagram the sentences.*

1. What the mob wanted was a revolution.
2. Their message was that any amount of bloodshed was justified.
3. A member of the crowd pointed to where Dr. Manette was.
4. The jury gave whoever had the doctor's support an acquittal.
5. Dr. Manette always had the admiration of whomever he knew.
6. The outcome of Darnay's trial was what really mattered.
7. His lovely wife was astonished by what happened next.
8. That he was being arrested again was quite surprising.

Noun Clauses: Exercise #2

Page 1 of 1

NAME: _____ **Date:** _____

DIRECTIONS: *In each sentence, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). If it's 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. What Madam Defarge did best was playing the violin.
2. Her husband was the man who followed her commands.
3. Screaming with fear, Lucie collapsed when the soldiers arrived.
4. Solomon, Miss Pross's long-lost brother, added a new twist when he was discovered in the wine shop.
5. Jerry did not recognize who the spy was until finding out from Carton.
6. Where Lucie had been living was a lodging located near Tellson's Bank.
7. Roger Cly, who was a known English spy, desired to be believed dead.
8. Mr. Cruncher, considered clueless by many people, had insider knowledge about where Cly had gone.

Noun Clauses: Exercise #3

Page 1 of 1

NAME: _____ Date: _____

DIRECTIONS: *In each sentence, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). Below each phrase, if it's doing a job, write what job it's doing: if it's modifying something, write what it's modifying. See the EXAMPLE in Exercise #2.*

1. Sydney Carton, who was in love with Lucie, began to think of her immediately when he wandered

the streets of Paris.
2. He thought about what the priest had said when his father had been buried.
3. Although he was already exhausted, he continued to walk through the streets because he was

preparing himself for the morning's trial.
4. Manette, who loves Darnay, thinks that the accusations against him are impossible.
5. Saving this man has become an obsession for the doctor, who adored his son-in-law.
6. Defarge took the stand to tell his story, which was a tale of the guilt of Darnay's family.
7. The judge, naming Darnay's accusers, allows the death sentence because the sins of his father were

so great.

Units 19 - 22 Review

Page 1 of 2

NAME: _____ Date: _____

PART I DIRECTIONS: *Underline the entire subordinate clause in each sentence below. Write what kind of a 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. Samuel Clemens claimed that he wrote from real life.
2. He began writing for a newspaper when he failed at mining.
3. The pen name that he chose was Mark Twain.
4. Not everyone who writes novels selects a pen name.
5. He was kept indoors as a child because he had poor health.
6. Samuel left school after his father died of pneumonia.
7. As an apprentice, he had to do whatever was asked of him.
8. Piloting a riverboat, which was a dream of Twain's, required years of study.
9. His younger brother Henry died when a steamboat exploded.
10. What ended his career as a riverboat pilot was the beginning of the Civil War.
11. His wife, who at first rejected his marriage proposal, was Olivia Langdon.
12. Many people read Twain's works because they enjoy his authentic style.

NAME: _____ Date: _____

PART II DIRECTIONS: Copy the clauses (adjective, adverb, or noun) and phrases (participial, gerund, infinitive, or appositive) that you find in the sentences onto the blanks below. Identify what kind of clause or phrase it is. BE SURE TO COPY OUT THE ENTIRE PHRASE OR CLAUSE. (If the phrase or clause is too long to fit on the line provided below, write the first word of it, then an ellipsis [...], and the last word.)

1. The old lady pulled her spectacles down to look over them about the room, which allowed her a view of a thing as small as the boy, her nephew. (3 items in this sentence)
2. Wearing her spectacles was a practice allowing her a bit of style. (2 items in this sentence)
3. The aunt, bending down and punching under the bed with a broom, had resurrected nothing when she stood back up. (2 items in this sentence)
4. The woman who had chased this boy now lifted her voice and shouted for him. (1 item in this sentence)
5. What aroused her suspicion was a slight noise occurring behind her. (2 items in this sentence)

<u>SENTENCE #</u>	<u>WORD GROUP</u>	<u>IDENTIFICATION</u>
1	_____	_____
1	_____	_____
1	_____	_____
2	_____	_____
2	_____	_____
3	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
5	_____	_____

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 should plan to spread out your work over several weeks.*

- Select one of the books that we have used this year or another piece of literature from the Early Modern time period (years 1600-1850).
- Select one grammar topic from the first semester and one sentence pattern topic. Review the instructions that accompanied the exercises for your topic. You should look back in your grammar manual to find these exercises.
- For each topic, find sentences from your chosen book that are strong examples for your topic. You should have 5 sentences per topic.
- Work with a parent or partner to check your sentences, making sure that they exemplify your topic and fit the instructions from the original exercises. For instance, you wouldn't want to include helping verbs in a sentence from first semester.
- Type each of your sets of sentences. Use the exercises from your topic as an example, and try to format your review exercises to look as much like the original exercises as possible. This is an excellent time to learn about formatting with a word processing program! Don't forget to include instructions, as well as the extra questions from the bottom of the original exercises.
- Once you have your review exercises completed, create an answer key for each one. Label the parts of speech as indicated in your instructions. If diagrams were included with your topic, you should also create diagrams to accompany your answer key.
- Make an extra copy of your exercises, and have a friend try to complete them. Then have your friend use your answer key to correct his work.

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

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

Page 1 of 1

PART I 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. John Bunyan was born in Elstow, Belfordshire, England, in 1628.
 _____PN_____ _____PN_____ PN
2. Bunyan’s father was a tinker, or a mender of pots and kettles, and Bunyan was brought up to have the same trade.
 ADJ N ART N ART N N N PN
3. It appears that Mr. Bunyan served in the English Civil War at a young age.
 _____PN_____ ART _____PN_____ ART ADJ N
4. After the war between King Charles I and the forces of Parliament, he returned to his tinker’s work.
 ART N _____PN_____ ART N PN ADJ ADJ N
5. After his conversion, huge crowds would gather to hear the “blasphemous” tinker who had become a preacher.
 ADJ N ADJ N ART ADJ N
 ART N
6. On the restoration of Charles II, severe acts were passed against those who refused to attend the services of the Church of England.
 ART N _____PN_____ ADJ N ART
7. Because he preached against the church’s doctrines, John Bunyan was arrested, convicted, and sent to the town jail for twelve years in 1660.
 ART ADJ N ADJ N PN

PART II :

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, & Adjectives: Exercise #2 ANSWER KEY

Page 1 of 1

PART I 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. This jail is the “den” of which he speaks in the opening lines of *The Pilgrim’s Progress*.
 ADJ N ART N ART ADJ N ———PN—————
2. All of the filthy, miserable prisons in England at this time were truly “dens.”
 ART ADJ ADJ N PN ADJ N N
3. In his marvelous dream of a pilgrimage from this world to the next, Bunyan forgot his squalid surroundings.
 ADJ ADJ N ART N ADJ N ART N PN ADJ ADJ
 N
4. In his blindness, loneliness, and poverty, he looked within his own soul.
 ADJ N N N ADJ ADJ N
5. “The mind is its own place, and in itself can make a heaven or hell,” he said.
 ART N ADJ ADJ N ART N N
6. Bunyan’s chief writings besides *The Pilgrim’s Progress* were *The Life and Death of Mr. Badman* and *The Holy War*.
 ADJ ADJ N ———PN————— ———PN—————
 ———PN—————
7. The honorable Mr. Bunyan died on August 31, 1688.
 ART ADJ ———PN————— ———PN—————
8. The Anglican Church of Australia honors him, together with St. Aidan of Lindisfarne, annually on the date of his death.
 ART ———PN————— ———PN————— ART
 N ADJ N

PART II:

Write the definition of an adjective in a complete sentence.

Adjectives modify or describe nouns and pronouns.

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

Page 1 of 1

PART I 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. Aside from its literary merit, *The Pilgrim's Progress* is interesting because of the glimpses it gives of the history of the times.

ADJ ADJ N PN ART N
2. "Vanity Fair" is said to have been suggested by the great fair at Sturbridge in Cambridge, England.

PN ART ADJ N PN PN
3. Only the dark side of this fair appears in this allegory, though.

ART ADJ N ADJ N ADJ N
4. The proceedings against Faithful at the fair were intended to satirize the partiality of the judges in the state trials under Charles II.

ART N PN ART N ADJ N ART N ART

ADJ N PN
5. Bunyan will always be remembered as a popular preacher as well as a prolific author.

PN ART ADJ N ART ADJ N
6. He was no scholar, except of the English Bible.

ADJ N ART ADJ PN
7. He was also influenced by Martin Luther's *Commentary on the Epistle to the Galatians*, in the translation of 1575.

ADJ PN PN PN ART
8. His friend Robert White drew a portrait of him which shows the attractiveness of his true character.

ADJ N PN ART N ART N ADJ ADJ N

PART II:

List the three articles in our language.

The three 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 #2 ANSWER KEY

Page 1 of 1

PART I 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. Christian continued his solitary walk, and this led him to another gentlemen, Mr. Worldly Wiseman.
 PN ADJ ADJ N PRO PRO ADJ N _____PN_____
2. What he said was that Christian should rid himself of his great burden.
 PRO PRO PRO PN PRO ADJ ADJ N
3. He went on to explain what the benefits of shedding this burden might be, which led Christian to tell him about his meeting with Evangelist.
 PRO ADJ ART N ADJ N PRO PN
4. The outcome of this conversation was that Christian headed for the "honest" man's house.
 ART N ADJ N PRO PN ART ** ADJ N
5. This was a poor decision, for those who go out of their way to visit Mr. Legality pay for it dearly.
 PRO ART ADJ N PRO PRO ADJ N _____PN_____ PRO
6. Within minutes, however, Evangelist found the wandering Christian, which relieved everyone.
 N PN ART ADJ PN PRO PRO
7. Whoever follows the counsel of Worldly Wiseman will not find freedom from the bondage of his burden.
 PRO ART N _____PN_____ N ART N ADJ

****Technically, honest is modifying man's, so it's an adverb not an adjective. It is suggested that you not mark it incorrect if a student identifies honest as an adjective. This problem will work itself out as the student progresses through the class.**

PART II - 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.

Prepositional Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

PART I 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 (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 the base line. Just diagram the prepositional phrases and leave that line blank.*

1. "Peace be (with you), dearly beloved, and peace be (to your helpers)," said Evangelist.
2. The sight (of thy countenance) brings (to my remembrance) thy ancient kindness (for my eternal good.)
3. How hath it fared (with you), my friends, (since the time) (of our last parting)?
4. Christian and Faithful told him (of all things) that had happened (to them) (in the way).
5. (In due season) you shall reap, if you faint not.
6. (Above all), look well (to your own hearts).

PART II:

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. with you

to helpers
your

2. of countenance
thy

to remembrance
my

for good
my eternal

3. with you

since time
the

of parting
our last

4. of things
all

to them

in way
the

5. In season
due

6. Above all

to hearts
your own

Prepositional Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

PART I 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. One ^{PRO PP PRO} (of you) must seal the testimony which you hold ^{ART N PRO PRO PP N} (with blood).
2. The King will give you ^{ART PN PRO ART N PP N} a crown (of life).
3. The ^{ART ADJ PRO} faithful ones will escape many miseries that the others will meet ^{ADJ N PRO ART PRO PP ART N PP ADJ N} (in the rest) (of their journeys).
4. Commit the keeping ^{ART N PP ADJ N PP ADJ PN} (of your souls) (to your God).
5. “All that cometh is vanity,” is a saying ^{PRO PRO N ART N PP ART N} (of the wise).
6. ^{PP ART N PRO ART ADJ N —PN—} (At the town) there is a year-long fair called Vanity Fair.
7. These are the things I saw ^{PRO ART N PRO PP ADJ N} (in my dream).

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	blood	<u>object of the preposition</u>
3.	faithful	<u>modifier</u>
4.	souls	<u>object of the preposition</u>
5.	wise	<u>object of the preposition</u>
6.	year-long	<u>modifier</u>

1. of you with blood

2. of life

3. in rest of journeys
the their

4. of souls to God
your your

5. of wise
the

6. At town
the

7. in dream
my

Prepositional Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

PART I 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 people (of the fair) made a great gazing (upon them).
2. (From one end) (of the fair) (to the other), they seemed barbarians (to each other.)
3. They naturally spoke the language (of Canaan).
4. (At last) things came (to a great hubbub), and there was a stir (in the fair).
5. The men were brought (to a comprehensive examination).
6. The weary pilgrims told them that they were strangers (in the world), and that they were going (to their own country).
7. They were put (into a cage) and made a spectacle (to the men) (of the fair).

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

MODIFIER

OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	great	<u>modifier</u>
3.	Canaan	<u>object of the preposition</u>
5.	comprehensive	<u>modifier</u>
6.	country	<u>object of the preposition</u>

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

1.

of fair the
upon them
2.

From end one
of fair the
to other the
to other each
3.

of Canaan
4.

At last
to hubbub a great
in fair the
5.

to examination
a comprehensive
6.

in world the
to country their own
7.

into cage a
to men the
of fair the

Subject and Verb: Exercise #1 ANSWER KEY

Page 1 of 2

PART I 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. A youngster (from their past) loitered (behind Christian and Hopeful). (See Notes IV)
2. The young man took his pleasure (in walking) (by himself).
3. They approached Ignorance (with soft steps and gentle voices). (See Notes III-B)
4. These weary travelers asked him some questions (about his soul).
5. There went his faith (in God).
6. The state (of a man's heart) brings him either great hope or no comfort.

PART II DIRECTIONS: The underlined words in the sentences above are doing one of four jobs. Choosing your answers 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.	youngster	<u>subject</u>
1.	past	<u>object of the preposition</u>
4.	these	<u>modifier</u>
5.	God	<u>object of the preposition</u>
6.	brings	<u>verb</u>

PART III:

A verb is not a real verb unless it has a(n) subject.

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

Page 2 of 2 – **Subject and Verb: Exercise #1 Answer Key**

1. youngster | loitered
A from past the

2. man | took
The young

3. They | approached

4. travelers | asked
These weary

5. faith | went
his in God

6. state | brings
The of heart
a man's

Subject and Verb: Exercise #2 ANSWER KEY

Page 1 of 2

PART I 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. God's Word teaches us to respect ourselves, God, and Christ.
ADJ PN AV PRO —V— PRO PN PN
2. Man's crooked and perverse ways keep him (from the good path). (See Notes III-B)
ADJ ADJ ADJ N AV PRO PP ART ADJ N
3. They shared their personal thoughts (about God).
PRO AV ADJ ADJ N PP PN
4. The committed Pilgrims struggled mightily to explain their position.
ART ADJ PN AV —V— ADJ N
5. Read these explanations (at your first opportunity). (See Notes V)
AV ADJ N PP ADJ ADJ N
6. These strong but gentle souls tried to convince Ignorance (of his dense ways). (See Notes III-B)
ADJ ADJ ADJ N AV —V— PN PP ADJ ADJ N

PART II DIRECTIONS: The underlined words in the sentences above are doing one of four jobs. Choosing your answers 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.	Word	<u>subject</u>
2.	ways	<u>subject</u>
3.	shared	<u>verb</u>
4.	committed	<u>modifier</u>
5.	opportunity	<u>object of the preposition</u>

PART III - DEFINITIONS:

1. If there are any words between a preposition and its object, they are modifiers.
2. Only a proper noun noun 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) verbal.

1. Word | teaches
God's

2. ways | keep
Man's | crooked | perverse
and

3. They | shared

4. Pilgrims | struggled
The | committed

5. (you) | Read

6. souls | tried
These | strong | gentle
but

Subject and Verb: Exercise #3 ANSWER KEY

Page 1 of 2

PART I 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. Next the Pilgrims inquired (ART PN AV PP ADJ N PP ART N) (about other ways) (to the gate).
2. Brothers (N PP PN AV PP ADJ PRO PP N PP PRO) (walk (with each other) (through journeys) (like this)).
3. Christian hoped to see the gate and (PN AV —V—ART N ADJ N) its attendants soon.
4. The troubled and fearful thoughts (ART ADJ ADJ N PP ADJ N AV PRO PP N PP N) (in Christian's mind) left him (with apparitions) (of hobgoblins and evil spirits) (ADJ N).
5. Here (PRO PP ADJ N AV ART N PP ART ADJ N) (in this moment) were the marks (of a long pilgrimage). (See Notes VI)
6. Please remember the words (AV ART N PP ADJ N N PP ADJ N) (of God's goodness and faithfulness) (in these times).

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

SENTENCE #	WORD(S)	JOB
1.	ways	<u>object of the preposition</u>
2.	walk	<u>verb</u>
3.	its	<u>modifier</u>
4.	hobgoblins	<u>object of the preposition</u>
6.	remember	<u>verb</u>

PART III - DEFINITIONS:

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

1. Pilgrims | inquired
the

2. Brothers | walk
in
Christ

3. Christian | hoped

4. thoughts | left
The | troubled | fearful | in | mind
and
Christian's

5. marks | were
the | of
pilgrimage
a | long

6. (you) | remember

Adverbs: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Mark all the nouns, articles, adjectives, pronouns, prepositions, adverbs, and action verbs 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. We recognize Hopeful (as a truly gentle character).
2. Ignorance certainly has a dense, closed mind.
3. (From the very first page), Christian sadly experienced trials and tribulations.
4. The positive and negative characters frequently engaged Christian separately.
5. This affected Christian deeply.
6. He always wondered (about the ultimate intentions) (of these people).

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

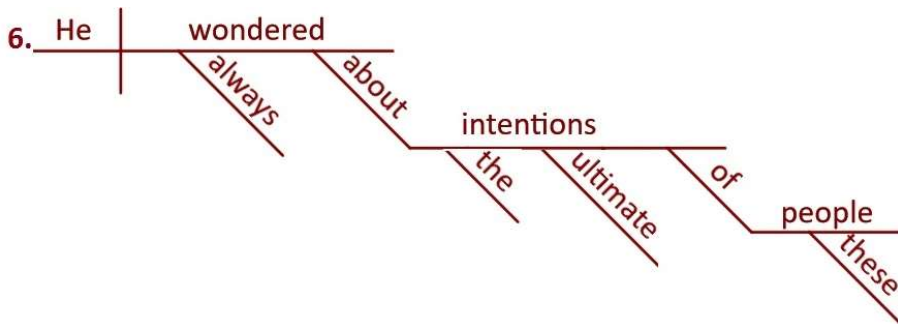
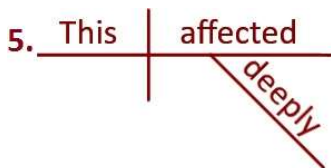
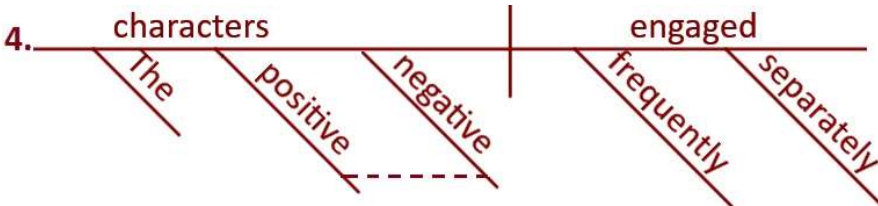
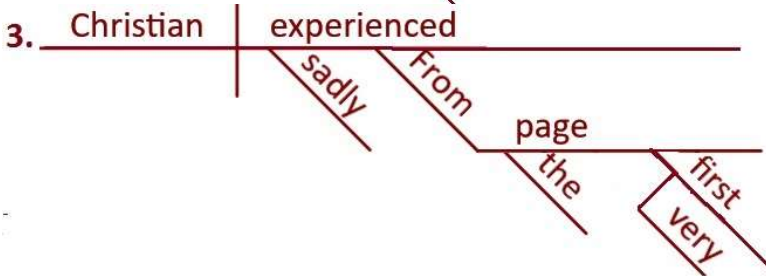
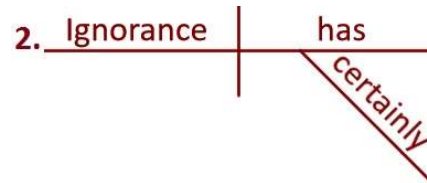
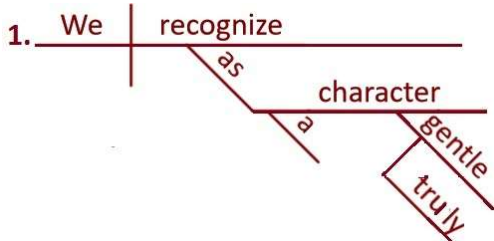
SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	character	<i>object of the preposition</i>
2.	certainly	<i>modifier</i>
3.	page	<i>object of the preposition</i>
4.	engaged	<i>verb</i>
5.	This	<i>subject</i>
6.	ultimate	<i>modifier</i>

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

PART III - DEFINITIONS:

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



Adverbs: Exercise #2 ANSWER KEY

Page 1 of 2

PART I 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. There may be words that you can't yet diagram; if so, just leave them alone for now.

1. The pilgrims freely traveled (along the King's Highway).
ART N ADV AV PP ART —PN—

2. They then accepted the direction (of a false apostle).
PRO ADV AV ART N PP ART ADJ N

3. (With his whip), Shining One successfully freed the travelers (from their entrapment).
PP ADJ N —PN— ADV AV ART N PP ADJ N

4. The words (of Atheist) totally confused Christian and Hopeful.
ART N PP PN ADV AV PN PN

5. Christian sincerely believed (in the existence) (of Mount Zion).
PN ADV AV PP ART N PP —PN—

6. * (Because of Christian's encouragement), his gentle companion (with the honest heart) also
—PP— ADJ N ADJ ADJ N PP ART ADJ N ADV

recognized the error (of Atheist's words).
AV ART N PP ADJ N

(* See final section of Notes: Prepositions)

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

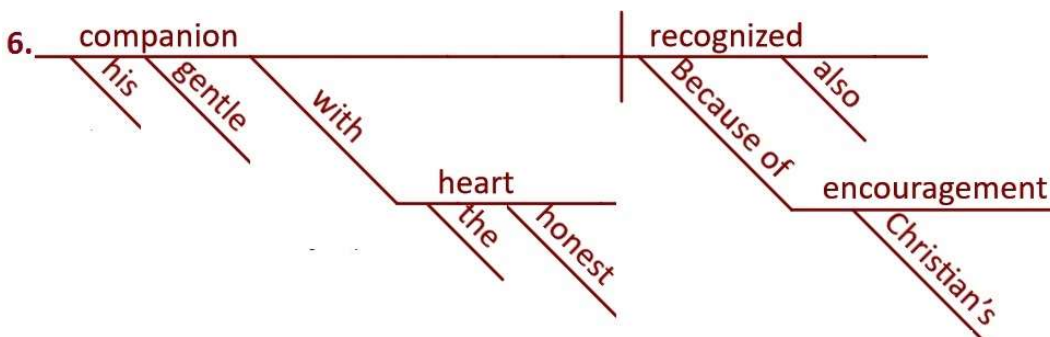
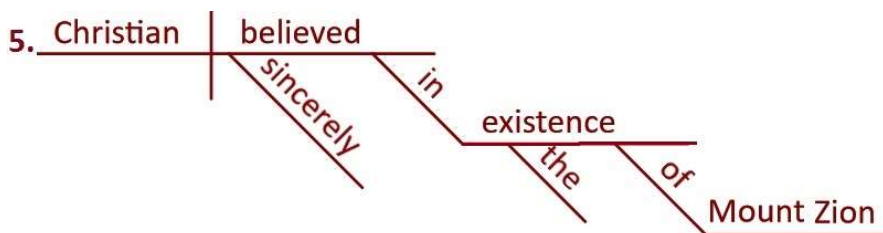
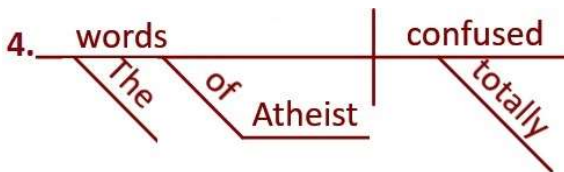
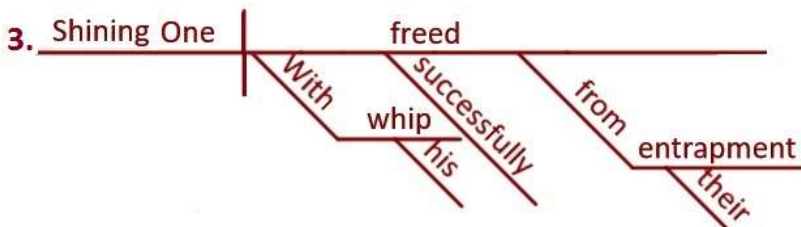
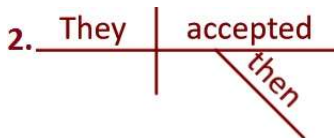
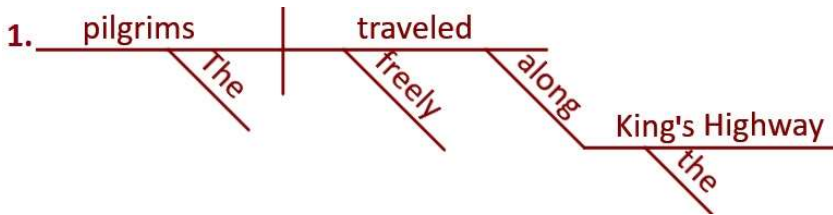
SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	<u>pilgrims</u>	<u>subject</u>
2.	<u>accepted</u>	<u>verb</u>
3.	<u>whip</u>	<u>object of the preposition</u>
4.	<u>totally</u>	<u>modifier</u>
5.	<u>existence</u>	<u>object of the preposition</u>
6.	<u>gentle</u>	<u>modifier</u>

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

PART III - DEFINITIONS:

1. Which kind of noun begins with a lower case letter and consists of one word only? common noun
2. If a word looks like a verb, but it doesn't have a subject, it's called a verbal.
3. If you find a verb and ask, "Who or what - (and say the verb)?" - what are you looking for? the subject



Adverbs: Exercise #3 ANSWER KEY

Page 1 of 2

PART I 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.

1. Hopeful's declaration (about the inaccuracies) (in Atheist's message) certainly struck a chord (in the heart) (of Christian).
2. Hopeful, (with a simple statement) (of truth), made an affirmation (of his belief) (in the glory) (of God).
3. (With a song) (about perseverance), Christian quietly continued (on his journey) (with his friend).
4. The two friends patiently waited (for the loitering Ignorance).
5. The pilgrims soon passed the Enchanted Ground.
6. Now they entered the country (of Beulah) and a few sweet moments (of solace).

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

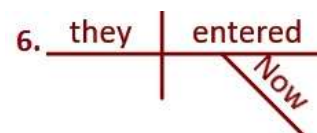
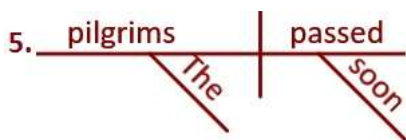
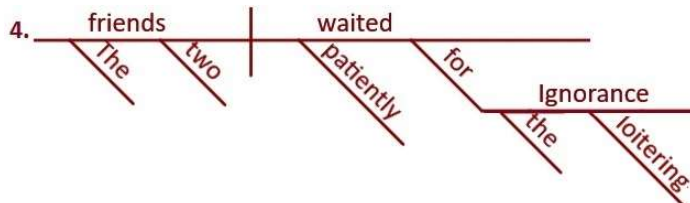
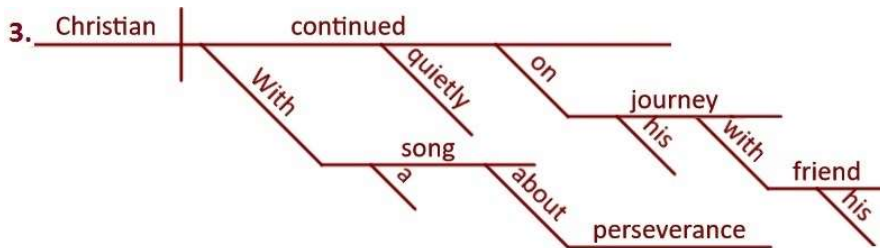
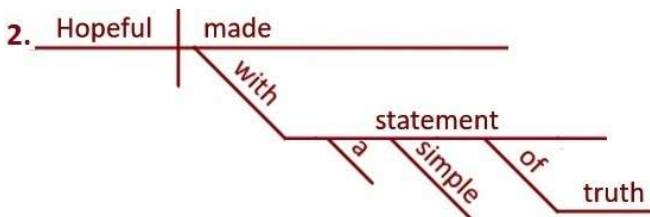
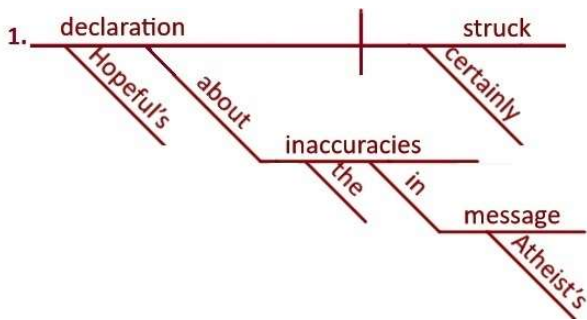
SUBJECT VERB MODIFIER OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	declaration	<u>subject</u>
2.	Hopeful	<u>subject</u>
3.	journey	<u>object of the preposition</u>
4.	patiently	<u>modifier</u>
5.	passed	<u>verb</u>
6.	entered	<u>verb</u>

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

PART III - DEFINITIONS:

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



Units 1 - 5 Review

ANSWER KEY

Page 1 of 4

PART I 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. The second part (of *The Pilgrim's Progress*) eagerly presents Christian's wife and children.
ART ADJ N PP ——— PN ——— ADV AV ADJ N N

2. His children take great joy (in this often repeated journey).
ADJ N AV ADJ N PP ADJ ADV ADJ N

3. Many readers (from that generation) instantly recalled them (from the first part).
ADJ N PP ADJ N ADV AV PRO PP ART ADJ N

4. Today their adventure inspires Christians (of all backgrounds).
ADV ADJ N AV PN PP ADJ N

5. John Bunyan shows bravery (as a very important trait) (of women) (on their pilgrimage).
—— PN —— AV N PP ART ADV ADJ N PP N PP ADJ N

6. Mr. Bunyan reminds Christians (of the promise) (of salvation) (for all members) (of the family).
—— PN —— AV PN PP ART N PP N PP ADJ N PP ART N

7. Ultimately, this writer depicts the Celestial City (as a home) (for all God's children).
ADV ADJ N AV ART —— PN —— PP ART N PP ADJ ADJ N

8. People (from all corners) (of the world) travel (to this sweet land) (of Beulah).
N PP ADJ N PP ART N AV PP ADJ ADJ N PP PN

9. Surprisingly, Christian's four sons remain (in Beulah) (for the support) (of the church).
ADV ADJ ADJ N AV PP PN PP ART N PP ART N

10. Now readers (of this tale) remember the courage (of these pilgrims) (of faith).
ADV N PP ADJ N AV ART N PP ADJ N PP N

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of four jobs. Choosing your answers 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.	part	<u>subject</u>
2.	journey	<u>object of the preposition</u>
3.	recalled	<u>verb</u>
4.	Today	<u>modifier</u>
5.	trait	<u>object of the preposition</u>
6.	Mr. Bunyan	<u>subject</u>
7.	home	<u>object of the preposition</u>
8.	People	<u>subject</u>
9.	remain	<u>verb</u>
10.	tale	<u>object of the preposition</u>

PART III - DEFINITIONS:

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

1. part | presents
The second of The Pilgrim's Progress eagerly

2. children | take
His

3. readers | recalled
Many from generation instantly from part
the first
that

4. adventure | inspires
their Today

5. John Bunyan | shows

6. Mr. Bunyan | reminds
of promise of salvation for members all of family the

7. writer depicts
this Ultimately as home
a for children
all God's

8. People travel
from to
corners land
all of this sweet of Beulah
world the

9. sons remain
Christian's four Surprisingly in for support
Beulah the of church
the

10. readers remember
of Now
tale
this

Patterns 1 & 2: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: All the sentences below are Pattern 1. Parse them and put parentheses around the prepositional phrases. Diagram the subject and verb and their modifiers, including the prepositional phrases.

1. Many lonely days passed (on the *Dolphin*).
ADJ ADJ N AV PP ART PN
2. Many (of the passengers) longed (for land) quite frequently.
PRO PP ART N AV PP N ADV ADV
3. People (in this generation) seldom traveled (to other places) (with the frequency (of today's families)).
N PP ADJ N ADV AV PP ADJ N PP ART N PP ADJ N
4. Young Kit lived (on the island) (of Barbados).
ADJ PN AV PP ART N PP PN
5. She stood quietly (at the brigantine's rail).
PRO AV ADV PP ART ADJ N
6. (During these long and lonely days) she learned (about the life) (of a sailor).
PP ADJ ADJ ADJ N PRO AV PP ART N PP ART N

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of four jobs. Choosing your answers 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.	days	<u>subject</u>
2.	longed	<u>verb</u>
3.	places	<u>object of the preposition</u>
4.	lived	<u>verb</u>
5.	brigantine's	<u>modifier</u>

PART III - DEFINITIONS:

1. Pronouns are words that take the place of a noun or 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.

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

1. days | passed
 Many | lonely | on | Dolphin
 the

2. Many | longed
 of | for | land
 passengers | frequently
 the | quite

3. People | traveled
 in | generation | seldom | to | with
 this | places | frequency
 other | the | of | families
 today's

4. Kit | lived
 Young | on | island
 the | of | Barbados

5. She | stood
 quietly | at | rail
 the | brigantine's

6. she | learned
 During | about | life
 the | of | sailor
 a | days | and | lonely
 these | long

Patterns 1 & 2: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: All the sentences below are Pattern 2. Parse them and put parentheses around the prepositional phrases. Diagram the entire sentence. Remember to use your Process Chart.

1. Kit watched the sea (for the first sight) (of dry land).
 PN AV ART N PP ART ADJ N PP ADJ N
2. The captain's son spoke scarcely a dozen words (to Kit) (on their journey).
 ART ADJ N AV ADV ART ADJ N PP PN PP ADJ N
3. This young man gave much valuable advice (to Kit).
 ADJ ADJ N AV ADJ ADJ N PP PN
4. The top (of her head) barely reached the shoulder (of this young man).
 ART N PP ADJ N ADV AV ART N PP ADJ ADJ N
5. The ship thankfully made great time (for that time) (of year).
 ART N ADV AV ADJ N PP ADJ N PP N
6. Some passengers (on the ship) spent the entire voyage (in the stuffy cabins) (below deck).
 ADJ N PP ART N AV ART ADJ N PP ART ADJ N PP N

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

SUBJECT VERB MODIFIER DIRECT OBJECT OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	sea	<i>direct object</i>
2.	words	<i>direct object</i>
3.	man	<i>subject</i>
4.	her	<i>modifier</i>
5.	time	<i>direct object</i>
6.	ship	<i>object of the preposition</i>

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

1. Kit | watched | sea
 for | sight | the
 the | first | of
 land | dry
2. son | spoke | words
 The | captain's | scarcely | to | Kit | on | a | dozen
 journey | their
3. man | gave | advice
 This | young | to | Kit | much | valuable
4. top | reached | shoulder
 The | of | head | her | barely | the | of
 man | this | young
5. ship | made | time
 The | thankfully | for | time | Great
 that | of | year
6. passengers | spent | voyage
 Some | on | ship | the | in | the | entire
 the | cabins | the | stuffy | below | deck

Patterns 1 & 2: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: All the sentences below are Pattern 2. Parse them and put parentheses around the prepositional phrases. Diagram the entire sentence. Remember to use your Process Chart.

- PN— AV ART N PP ART N PP ART N
1. Nat Eaton gave an explanation (about the horses) (on the ship).
- ADJ ADJ N AV PP ART N PP N PP ART N
2. These smelly horses paid (for the stash) (of sugar) (in the hold).
- ADJ N AV N PP ART N
3. Nat's words showed respect (for his ship).
- ART N AV PP ART ADJ N PP ADJ N
4. The passengers disembarked (from the tiresome ship) (into the longboats).
- ADJ N ADV AV PP ADJ N PP ART N
5. Nat's mother also left (for her home) (in the colony).
- AV PP ADJ N
6. Pray (for quick travel).

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

SUBJECT VERB MODIFIER DIRECT OBJECT OBJECT OF THE PREPOSITION

SENTENCE #	WORD(S)	JOB
1.	explanation	<i>direct object</i>
2.	horses	<i>subject</i>
3.	ship	<i>object of the preposition</i>
4.	tiresome	<i>modifier</i>
5.	also	<i>modifier</i>
6.	Pray	<i>verb</i>

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

1. Nat Eaton | gave | explanation
an | about | horses | the | on | ship | the

2. horses | paid
These | smelly | for | stash | in | hold | the
the | of | sugar

3. words | showed | respect
Nat's | for | ship | his

4. passengers | disembarked
The | from | into | longboats | the
ship | the | tiresome

5. mother | left
Nat's | also | for | home | in | colony | the
her

6. (you) | Pray
for | travel | quick

Pattern 3: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: All the sentences below are Pattern 3. Parse them and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Mercy gave Kit the primary readers.
PN AV PN ART ADJ N
2. Hornbooks gave students a visual aid (for their alphabet) (in the 1600s).
PN AV N ART ADJ N PP ADJ N PP ART PN
3. The children proudly made them a primary source (of focus) (in their learning).
ART N ADV AV PRO ART ADJ N PP N PP ADJ N
4. (In 1687) Mr. Eleazer Kimberly appointed Mercy “lead teacher” (in charge) (of that town’s dame school).
PP PN ————PN——— AV PN ADJ N PP N PP ADV ADJ ADJ N
5. The same schoolmaster gave Kit a rigorous test (on her abilities) (in reading).
ART ADJ N AV PN ART ADJ N PP ADJ N PP N
6. These young girls gave the children (of Wethersfield) many lessons (on language) (with these tools).
ADJ ADJ N AV ART N PP PN ADJ N PP N PP ADJ N

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of six jobs. Choosing your answers 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.	gave	<u>verb</u>
2.	Hornbooks	<u>subject</u>
3.	them	<u>indirect object</u>
4.	teacher	<u>direct object</u>
5.	rigorous	<u>modifier</u>
6.	language	<u>object of the preposition</u>

Pattern 3: Exercise #2 ANSWER KEY

Page 1 of 3

PART I DIRECTIONS: The sentences below are either Pattern 2 (N-V-N) or Pattern 3 (N-V-N-N). Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. The town's children collected curly birch bark (for use) (instead of costly paper).
ART ADJ N AV ADJ ADJ N PP N —PP— ADJ N
2. Kit Tyler gave these eager children funny little rhymes (on these small scraps) (of bark).
—PN— AV ADJ ADJ N ADJ ADJ N PP ADJ ADJ N PP N
3. Mercy Wood named Kit "Mistress Tyler" (for the purpose) (of her formal teaching).
—PN— AV PN —PN— PP ART N PP ADJ ADJ N
4. Mistress Tyler broke almost every teaching rule (in Puritan schooling).
—PN— AV ADV ADJ ADJ N PP ADJ N
5. (In colonial days) the Catechism comprised a very important part (of a child's education).
PP ADJ ADJ N ART PN AV ART ADV ADJ N PP ART ADJ N
6. (After their hard work) (on their studies) (through the morning hours), Mistress Mercy gave the students a reward (of a story) (from their other teacher).
N ART N PPART N PP ADJ ADJ N

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of six jobs. Choosing your answers 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.	bark	<u>direct object</u>
2.	children	<u>indirect object</u>
3.	"Mistress Tyler"	<u>direct object</u>
4.	Mistress Tyler	<u>subject</u>
5.	comprised	<u>verb</u>
6.	hard	<u>modifier</u>

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

1. children | collected | bark
 The town's | for use | instead of curly birch
 paper | costly

2. Kit Tyler | gave | rhymes
 on | funny little
 children | scraps
 these eager | these small | of bark

3. Mercy Wood | named | "Mistress Tyler"
 for | purpose
 Kit | the of | teaching
 her formal

4. Mistress Tyler | broke | rule
 every | teaching | in schooling
 almost | Puritan

5. Catechism | comprised | part
 the | In days | a | important | of education
 colonial | very | a child's

6. Mistress Mercy | gave | reward
 students | After | a | of story from
 the | work | their hard | on studies | through | hours | teacher
 their | their | the morning | their other

Pattern 3: Exercise #3 ANSWER KEY

Page 1 of 2

PART I 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 put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Today Kit chose the parable (of the Good Samaritan) (for her storytelling).
ADV PN AV ART N PPART ———PN——— PP ADJ N
2. This gave her a sudden inspiration.
PRO AV PRO ART ADJ N
3. The children (in their class) quickly jumped (at the opportunity) (for a new and unique experience).
ART N PP ADJ N ADV AV PPART N PPART ADJ ADJ N
4. Unfortunately, (on that day) Mr. Kimberly arrived (at the wrong time) (for this new teacher).
ADV PP ADJ N ———PN——— AV PPART ADJ N PP ADJ ADJ N
5. He gave the two girls a harsh punishment (for their playacting) (with stories) (from the Bible).
PRO AV ART ADJ N ART ADJ N PP ADJ N PP N PPART PN
6. (In a great panic the girl (from Barbados) fled (out the door) (for the Great Meadow).
PPART ADJ N ART N PP PN AV PPART N PPART ———PN———

PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of six jobs. Choosing your answers 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.	parable	<u>direct object</u>
2.	This	<u>subject</u>
3.	jumped	<u>verb</u>
4.	time	<u>object of the preposition</u>
5.	girls	<u>indirect object</u>
6.	great	<u>modifier</u>

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

1. Kit | chose | parable
 Today | for | the | of
 her | storytelling | Good Samaritan
 the
2. This | gave | inspiration
 her | a | sudden
3. children | jumped
 The | in | class | quickly | at
 their | opportunity
 the | for | experience
 a | new | unique
 and
4. Mr. Kimberly | arrived
 unfortunately | on | day | at
 that | the | time | wrong | for
 teacher | this | new
5. He | gave | punishment
 girls | for | a | harsh
 the | two | playacting
 their | with | stories
 from | Bible
 the
6. girl | fled
 the | from | Barbados | out | for
 In | door | the | Great Meadow
 the | panic
 a | Great

Patterns 4 & 5: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: All the sentences below are either Pattern 4 (N-LV-N) or Pattern 5 (N-LV-ADJ). Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Mysterious fevers were terrifying events (for early colonists).
ADJ N LV ADJ N PP ADJ N
2. Wethersfield was one (of Connecticut's heavily stricken colonies).
PN LV PRO PP ADJ ADV ADJ N
3. The extremely committed John Holbrook is a very studious scholar.
ART ADV ADJ —PN— LV ART ADV ADJ N
4. Kit was the Wood's constant nursemaid (during the girls' illness).
PN LV ART ADJ ADJ N PP ART ADJ N
5. The surgeon's treatment was quite awful.
ART ADJ N LV ADV P-ADJ
6. Kit's illness was much shorter (than any other).
ADJ N LV ADV P-ADJ PP ADJ PRO

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

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

SENTENCE #	WORD(S)	JOB
1.	events	<u>predicate nominative</u>
2.	colonies	<u>object of the preposition</u>
3.	extremely	<u>modifier</u>
4.	was	<u>verb</u>
5.	treatment	<u>subject</u>
6.	shorter	<u>predicate adjective</u>

1. fevers | were | events
Mysterious | for | colonists | terrifying
early
2. Wethersfield | was | one
of | colonies
Connecticut's | stricken
heavily
3. John Holbrook | is | scholar
The | committed | a | studious
extremely | very
4. Kit | was | nursemaid
during | the | Wood's | constant
illness | the | girls'
5. treatment | was | awful
The | surgeon's | quite
6. illness | was | shorter
Kit's | much | than | another
any

Patterns 4 & 5: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: All the sentences below are either Pattern 4 (N-LV-N) or Pattern 5 (N-LV-ADJ). Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. The young Barbadian girl was terrified (by the seriousness) (of Mercy's sickness).
2. The members (of her family) were warriors (during these long days) (of the awful fever).
3. She was a helpful assistant (to Rachel Wood) (in the home).
4. The sober doctor (from Hartford) was helpless.
5. Mercy grew weaker (from the bleedings).
6. This young girl felt desperately afraid (for her cousin).

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

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

SENTENCE #	WORD(S)	JOB
1.	seriousness	<u>object of the preposition</u>
2.	warriors	<u>predicate nominative</u>
3.	She	<u>subject</u>
4.	helpless	<u>predicate adjective</u>
5.	grew	<u>verb</u>
6.	cousin	<u>object of the preposition</u>

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

1. The young Barbadian girl was terrified by the seriousness of Mercy's sickness

2. The members of her family were warriors during these long days of the awful fever

3. She was an assistant in the home to Rachel Wood

4. The doctor was helpless from Hartford

5. Mercy grew weaker from bleedings the

6. This young girl felt afraid desperately for her cousin

Patterns 4 & 5: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: The sentences below represent all five sentence patterns: Pattern 1(N-V), Pattern 2 (N-V-N), Pattern 3 (N-V-N-N), Pattern 4 (N-LV-N), and Pattern 5 (N- LV-ADJ). Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. A new fear (for safety) (of her family) came (upon Kit) (with the sound) (of approaching feet).

2. The murmuring voices (outside the door) were some citizens (of Wethersfield).

3. The loyal Woods refused them their very angry request (for a witch hunt).

4. This large Puritan majority became increasingly demanding (in their insistence) (of the guilt) (of

the Quaker woman) (by Blackbird Pond).

5. Matthew Wood gave a warning (to the crowd) (outside his house).

6. Be proud (of this early Puritan family)!

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

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

SENTENCE #	WORD(S)	JOB
1.	came	<u>verb</u>
2.	citizens	<u>predicate nominative</u>
3.	them	<u>indirect object</u>
4.	guilt	<u>object of the preposition</u>
5.	warning	<u>direct object</u>
6.	proud	<u>predicate adjective</u>

Page 2 of 2 – Pattern 4 & 5: Exercise #3 Answer Key

1. A new for safety of family her
 fear | came
 upon Kit with sound of feet approaching

2. The murmuring outside door the
 voices | were citizens
 some of Wethersfield

3. Woods refused request
 The loyal them their angry very for hunt a witch

4. majority became demanding in insistence of guilt of the woman by Blackbird Pond
 This large Puritan increasingly their

5. Matthew Wood gave warning a
 to crowd the outside house his

6. (you) Be proud of family this early Puritan

Helping Verbs: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Elizabeth George Speare was born (in Massachusetts) (in 1908).
 _____PN_____ HV AV PP PN PP PN
2. She has been writing novels (for a long time).
 PRO HV HV AV N PP ART ADJ N
3. Mrs. Speare has long been famous (for her historical novels).
 _____PN_____ HV ADV HV P-ADJ PP ADJ ADJ N
4. She could easily have been popular (for her magazine articles) also.
 PRO HV ADV HV LV P-ADJ PP ADJ ADJ N ADV
5. (In *The Witch of Blackbird Pond*) she has portrayed the cultural conflict (in Connecticut)
 PP _____PN_____ PRO HV AV ART ADJ N PP PN
 (because of a Barbadian girl).
 _____PP_____ ART ADJ N
6. Do you know anything (about cultural conflicts)?
 HV PRO AV PRO PP ADJ N
7. This book might help you (to an understanding) (of such conflicts).
 ADJ N HV AV PRO PP ART N PP ADJ N

PART II - DEFINITIONS:

1. Helping verbs are verbs that come before main verbs and help form different tenses .
2. Adjectives are words that describe or modify nouns and pronouns .
3. A pronoun is a word that takes the place of a noun or nouns .
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. Elizabeth George Speare | was born | in | in | 1908 | Massachusetts

2. She | has been writing | novels | for | time | a | long

3. Mrs. Speare | has been | famous | for | novels | her | historical

4. She | could have been | popular | for | articles | her | magazine

5. she | has portrayed | conflict | in | because of | girl | a | Barbadian | Connecticut | the | cultural | In | The Witch of Blackbird Pond

6. you | Do know | anything | about | conflicts | cultural

7. book | This | might help | you | to | understanding | an | of | conflicts | such

Helping Verbs: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. This American author has been given several different awards (for her writing).
ADJ ADJ N HV HV AV ADJ ADJ N PP ADJ N
2. (In the early years) (of her childhood), the author had indicated her passion (for story composition).
PP ART ADJ N PP ADJ N ART N HV AV ADJ N PP ADJ N
3. Elizabeth's married name would become Speare.
ADJ ADJ N HV LV PN
4. She would be known (as Elizabeth George Speare).
PRO HV HV AV PP _____ PN _____
5. Motherhood did not allow her much time (for her heart's desire).
N HV ADV AV PRO ADJ N PP ADJ ADJ N
6. Her children would eventually understand the reasons (for their mother's passion) (for the written word).
ADJ N HV ADV AV ART N PP ADV ADJ N PP ART ADJ N

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

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

SENTENCE #	WORD(S)	JOB
1.	different	<u>modifier</u>
2.	author	<u>subject</u>
3.	Speare	<u>predicate nominative</u>
4.	Elizabeth George Speare	<u>object of the preposition</u>
5.	hearts	<u>modifier</u>
6.	reasons	<u>direct object</u>

Page 2 of 2 –Helping Verbs: Exercise #2 Answer Key

1. author | has been given | awards
This American | several different | for writing her

2. author | had indicated | passion
the | In | her | for
years | the early | of | childhood | composition story
her

3. name | would become | Speare
Elizabeth's | married

4. She | would be known
as Elizabeth George Speare

5. Motherhood | did allow | time
not | her | much | for
desire her heart's

6. children | would understand | reasons
Her | eventually | the | for
passion | their mother's | for | word the written

Helping Verbs: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Her first book (about a New Hampshire family) had been very successful.
 ADJ ADJ N PP ART —ADJ— N HV LV ADV P-ADJ
2. Speare had been asked (by the literary community) (for another book).
 PN HV HV AV PP ART ADJ N PP ADJ N
3. She could not deny that!
 PRO HV ADV AV PRO
4. The rest (of her supporters) had smiled (with her).
 ART N PP ADJ N HV AV PP PRO
5. She had been a very loved author!
 PRO HV LV ART ADV ADJ N
6. (By 1989) the professional children’s librarians were awarding the Wilder Medal (to Elizabeth George Speare).
 PP PN ART ADJ ADJ N HV AV ART —PN— PP —————→
 —PN—————

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

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

SENTENCE #	WORD(S)	JOB
1.	book	<u>subject</u>
2.	had been asked	<u>verb</u>
3.	that	<u>direct object</u>
4.	supporters	<u>object of the preposition</u>
5.	author	<u>predicate nominative</u>
6.	1989	<u>object of the preposition</u>

PART III - DEFINITIONS:

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

Page 2 of 2 –Helping Verbs: Exercise #3 Answer Key

1. book | had been | successful
 Her | first | about | very
 family
 a | New Hampshire

2. Spere | had been asked
 by | for book
 the literary | another
 community

3. She | could deny | that
 not

4. rest | had smiled
 The | of | with her
 supporters
 her

5. She | had been | author
 a | loved
 very

6. librarians | were awarding | Wilder Medal
 the | professional | children's | By 1989 | to | the
 Elizabeth George Spere

Units 7 - 10 Review

ANSWER KEY

Page 1 of 4

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. PP ART ADJ N PP PN ADJ ADJ N HV AV ADV
 (On a lecture day) (in April) two marriage intentions were announced publicly.
2. PN HV HV ADV AV ART ADJ N PP N PP N
 Judith had been carefully hoarding a small store (of linens) (since childhood).
3. ADJ PN HV ADV AV ADJ N ART ADJ N
 Sweet Mercy had never given her dowry a single thought.
4. ADJ ADJ N AV PRO ADJ ADJ N PP ADJ N
 Her devoted mother made her many special items (for that dowry).
5. ART ADJ N LV ADV ADJ PP ADJ ADJ N
 The two sisters were very excited (about their upcoming marriages).
6. ART N PP N LV ART ADJ N PP ADJ PN
 The clergyman (in training) was a steady companion (for gentle Mercy).
7. PP ART N PP ADJ P ART ADJ N PP PN ADV AV ADJ ADJ N
 (In the midst) (of this preparation) the young girl (from Barbados) silently made her own plans
PP ART N
 (for the future).
8. ADJ N PP PRO LV ADV ADJ PP ART N PP PN
 Fine cloth (like hers) was incredibly rare (in the colony) (of Connecticut).
9. PP ART ADJ ADJ N ART N PP PRO PP ADJ N HV AV PP ART ADJ N
 (In the next few months the lives (of each) (of these cousins) would change (in a big way).
10. PRO HV ADV AV ADJ ADJ N ADV
They could never forget this past year, however.

Page 2 of 4 –Units 7–10 Review Answer Key

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

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

SENTENCE #	WORD(S)	JOB
1.	were announced	<i>verb</i>
2.	linens	<i>object of the preposition</i>
3.	thought	<i>direct object</i>
4.	her	<i>indirect object</i>
5.	very	<i>modifier</i>
6.	companion	<i>predicate nominative</i>
7.	preparation	<i>object of the preposition</i>
8.	rare	<i>predicate adjective</i>
9.	few	<i>modifier</i>
10.	They	<i>subject</i>

PART III - DEFINITIONS:

- A helping verb helps the main verb form different *tenses* .
- A verb is not a verb unless it has a *subject* .
- Which word in this sentence is a predicate nominative? *nominative*
- A pronoun is a word that *takes the place of a noun or nouns* .
- An adjective is a word that *describes or modifies a noun or pronoun* .
- What is an antecedent? *the noun the pronoun stands for*
- Which kind of noun can consist of more than one word? *a proper noun*
- The helping verb and the main verb make up the *verb phrase* .

1. intentions | were announced
two marriage | On | publicly
day | a lecture | in April
2. Judith | had been hoarding | store
carefully | since childhood | a small | of linens
3. Mercy | had given | thought
Sweet | never | a single
dowry
her
4. mother | made | items
Her | devoted | her | many special | for dowry that
5. sisters | were | excited
The | two | very | about | marriages
their | upcoming

6. clergyman | was | companion
The | in | training | a | steady | for | Mercy | gentle

7. girl | made | plans |
the | young | from | Barbados | In | silently | her | own | for | future | the
midst | of | preparation | this

8. cloth | was | rare
Fine | like | hers | in | colony | the | of | Connecticut | incredibly

9. lives | would | change
the | of | each | of | cousins | these | In | the | next | few | months | in | way | a | big

10. They | could | forget | year
never | however | this | past

Compound Situations: Exercise #1 ANSWER KEY

Page 1 of 3

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

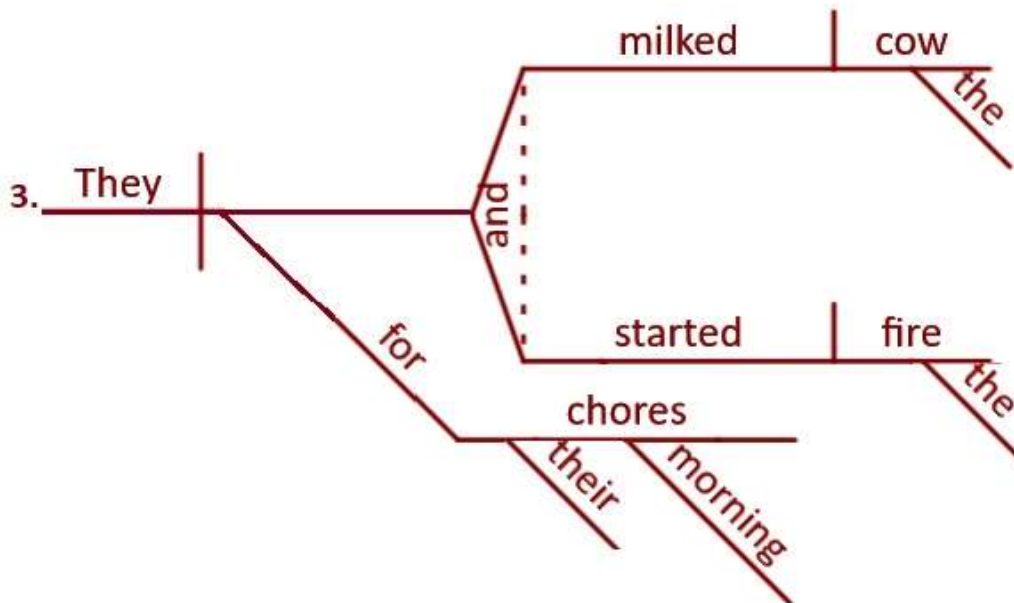
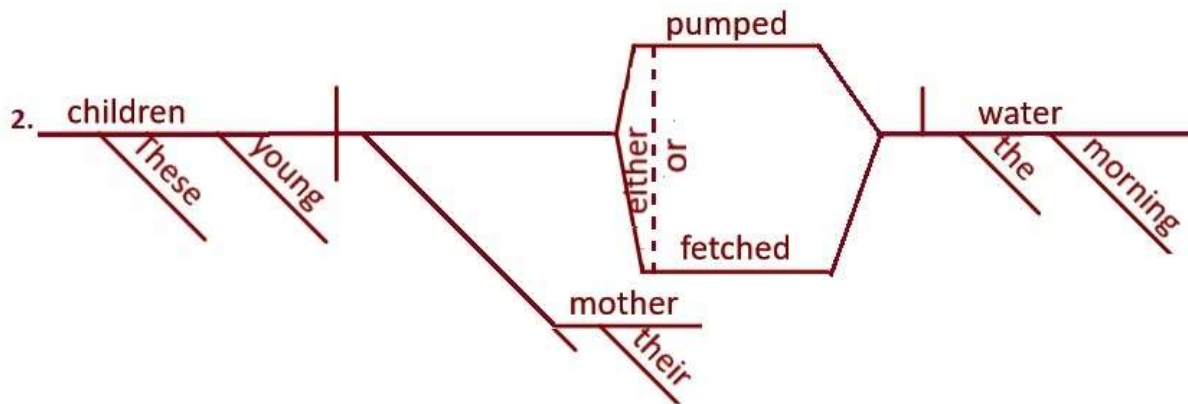
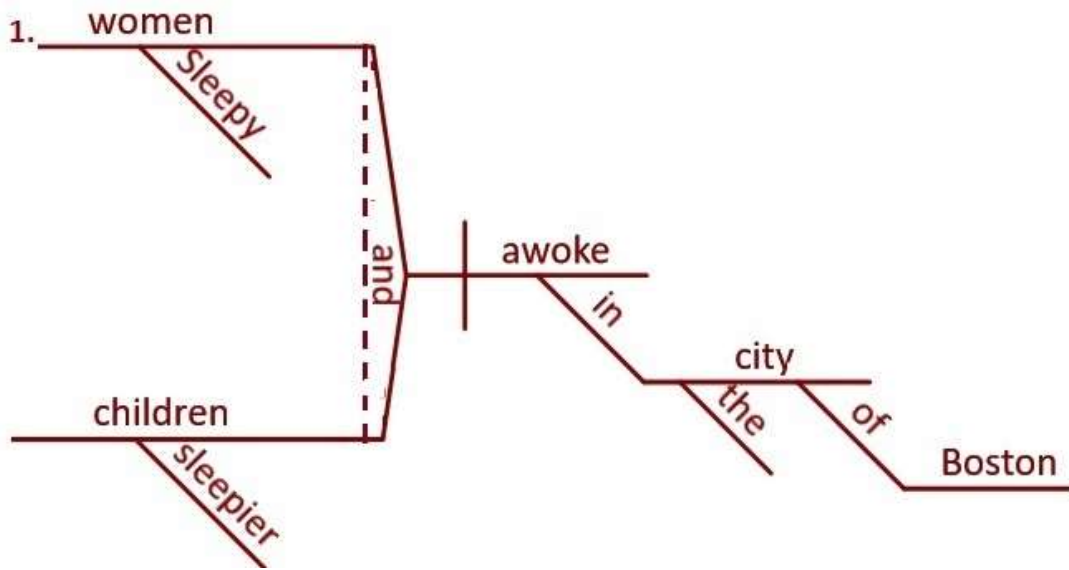
1. Sleepy women and sleepier children awoke (in the city) (of Boston). (See Notes A)
ADJ N CONJ ADJ N AV PP ART N PP PN
2. These young children either pumped or fetched their mother the morning water. (See Notes B-1 and J)
ADJ ADJ N AV AV ADJ N ART ADJ N
CONJ
3. They milked the cow and started the fire (for their morning chores). (See Notes B-2)
PRO AV ART N CONJ AV ART N PP ADJ ADJ N
4. Johnny wore leather breeches and a coarse shirt. (See Notes C)
PN AV ADJ N CONJ ART ADJ N
5. The middle-aged mistress sent Dusty and Dove a loud warning (up the stairs). (See Notes D)
ART ADJ N AV PN CONJ PN ART ADJ N PP ART N
6. Johnny was always quick and trustworthy. (See Notes E)
PN LV ADV P-ADJ CONJ P-ADJ

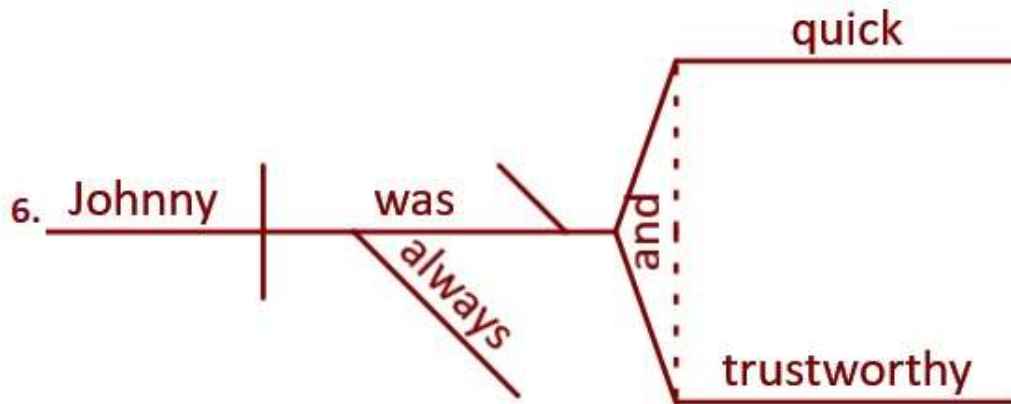
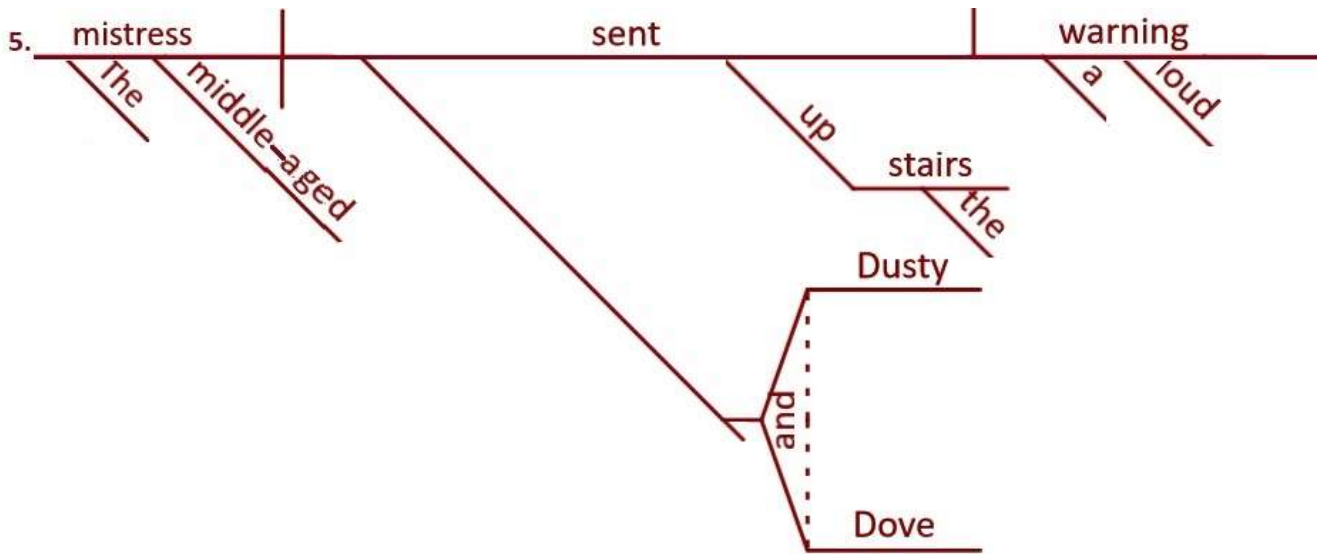
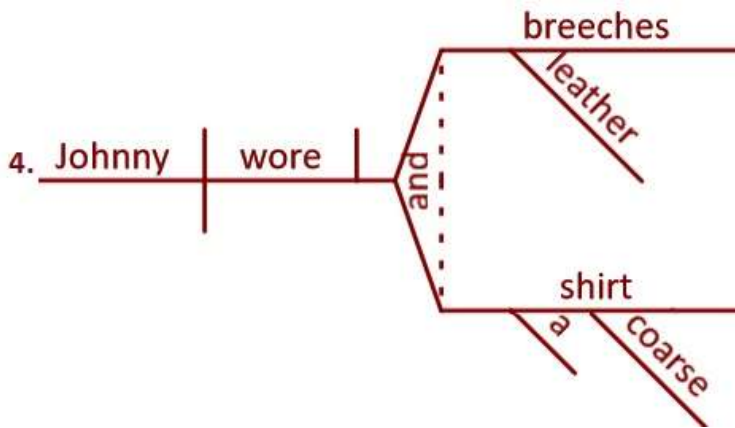
PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of eight jobs. Choosing your answers from one of the jobs below, write what job each underlined word is doing.

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

SENTENCE #	WORD(S)	JOB
1.	city	<u>object of the preposition</u>
2.	mother	<u>indirect object</u>
3.	morning	<u>modifier</u>
4.	breeches	<u>direct object</u>
5.	mistress	<u>subject</u>
6.	quick	<u>predicate adjective</u>

Page 2 of 3 – Compound Situations: Exercise #1 Answer Key





Compound Situations: Exercise #2 ANSWER KEY

Page 1 of 3

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Johnny Tremain would get them both (down the stairs) and (out the door). (See Notes F & J)

——— PN ——— LV AV PRO PP ART N PP ART N
CONJ

2. He had a special responsibility (for the boys) and activities (in the attic). (See Notes G)

PRO AV ART ADJ N PP ART N CONJ N PP ART N

3. Johnny loved Hancock's Wharf and little Dusty adored Johnny. (See Notes H)

PN AV ——— PN ——— CONJ ADJ PN AV PN

4. Mr. Lapham, Mrs. Lapham, and the four Lapham girls were always fond (of Johnny). (See Notes L)

——— PN ——— ——— PN ——— CONJ ART ADJ ADJ N LV ADV P-ADJ PP PN

5. Johnny and the other boys performed various jobs (in the silversmith's shop).

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

6. The apprentice (to the silversmith) slipped (down the ladder) and (past the bedroom door).

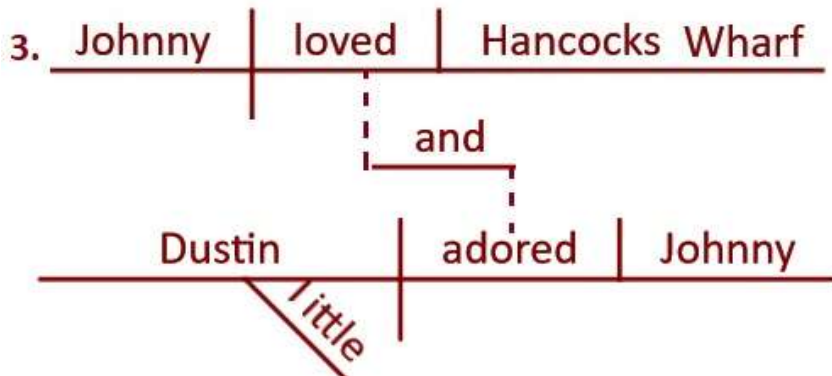
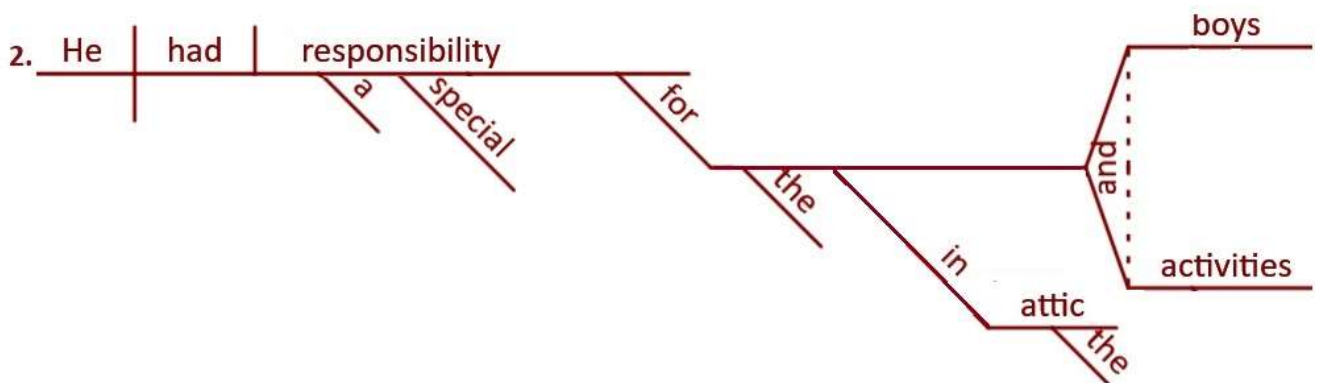
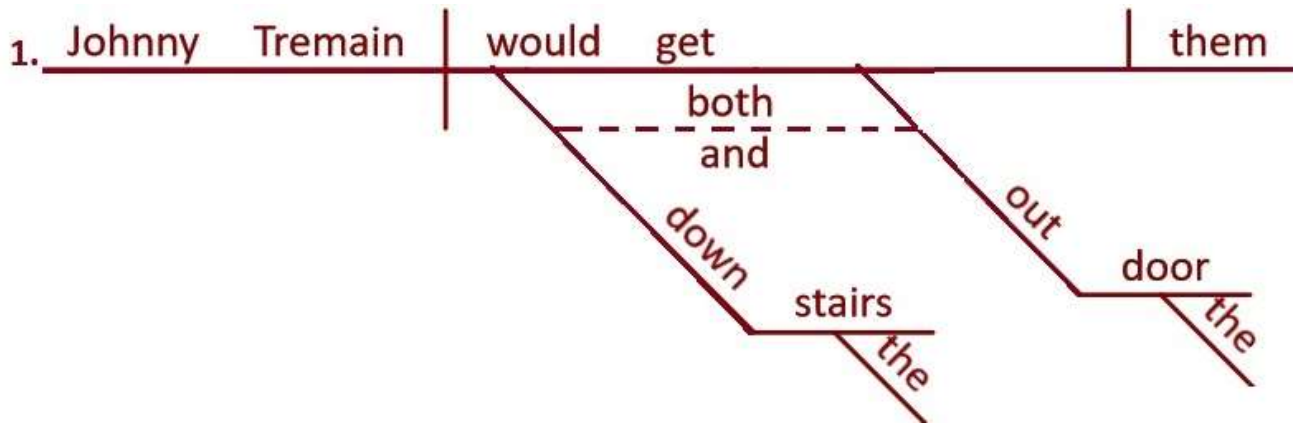
ART N PP ART N AV PP ART N CONJ PP ART ADJ N

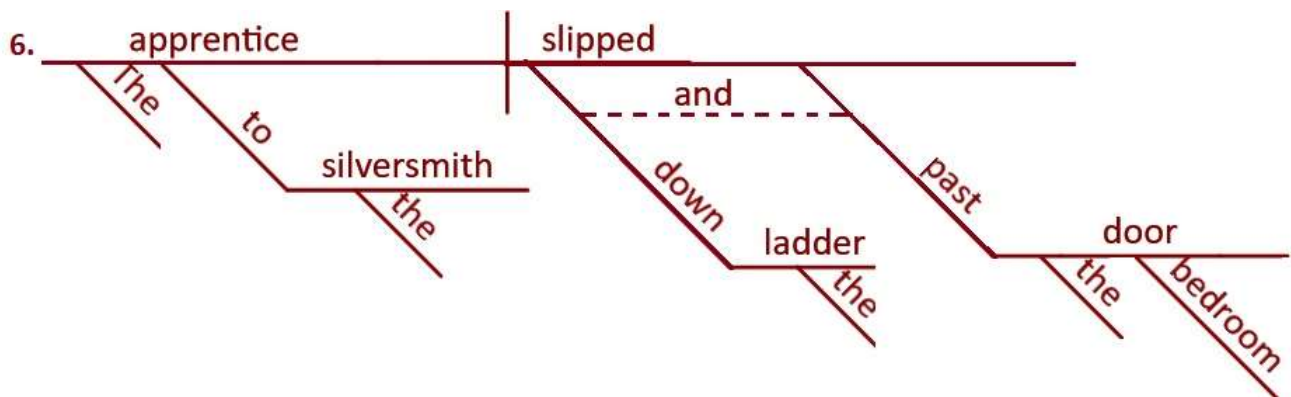
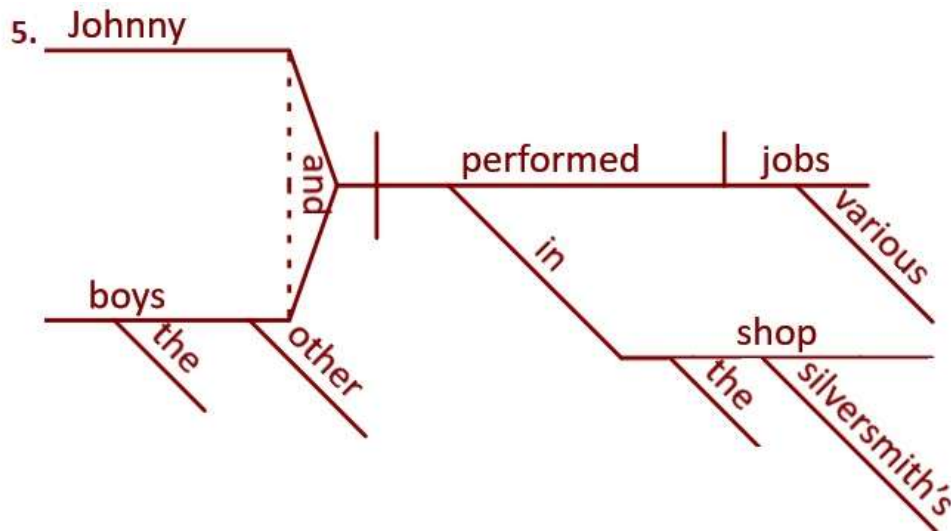
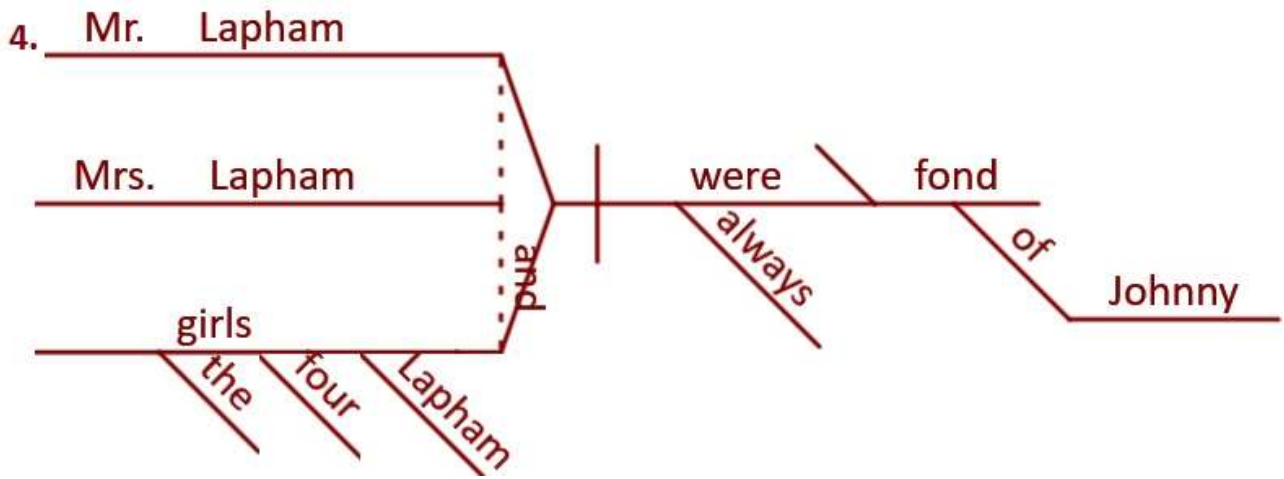
PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of eight jobs. Choosing your answers from one of the jobs below, write what job each underlined word is doing.

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

SENTENCE #	WORD(S)	JOB
1.	would get	verb
2.	responsibility	direct object
3.	little	modifier
4.	fond	predicate adjective
5.	shop	object of the preposition
6.	apprentice	subject

Page 2 of 3 –Compound Situations: Exercise #2 Answer Key





Compound Situations: Exercise #3 ANSWER KEY

Page 1 of 3

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. (In those days) an apprentice was essentially a slave, and he earned no wages (for seven years).

2. The younger Dorcas seemed more elegant and friendly (to him).

3. Not only Cilla but also Isannah taunted him (with their morning insults and whispers).

4. Dorcas called her ma “Mother” or “Respected Mother.”

5. The tiny Isannah could not eat food (like pork, gravy, or mince pies).

6. Johnny and Cilla would marry (in time), and together they would inherit Grandpa’s silver business

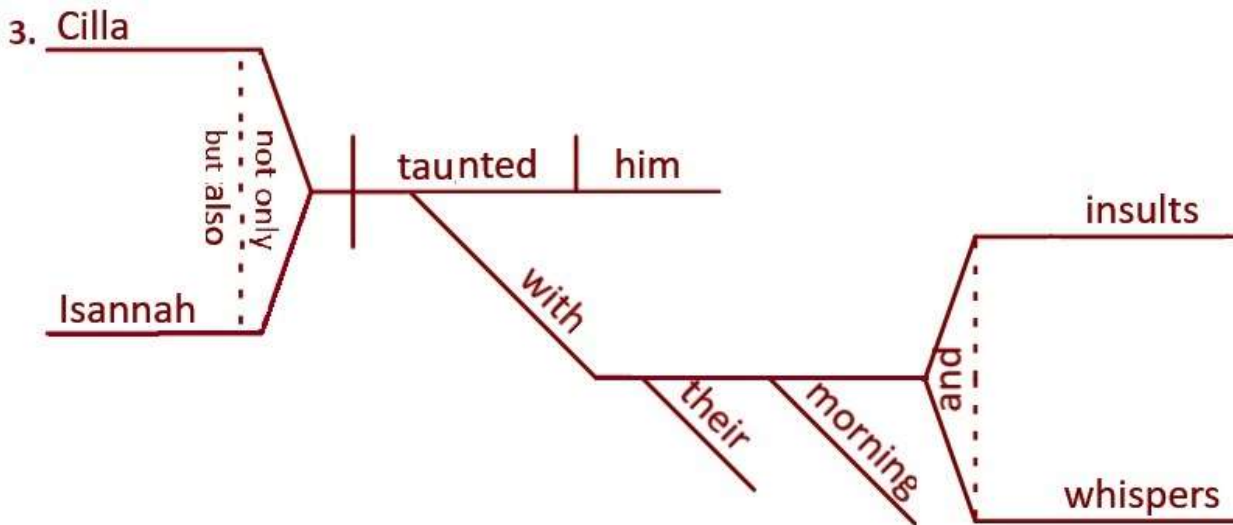
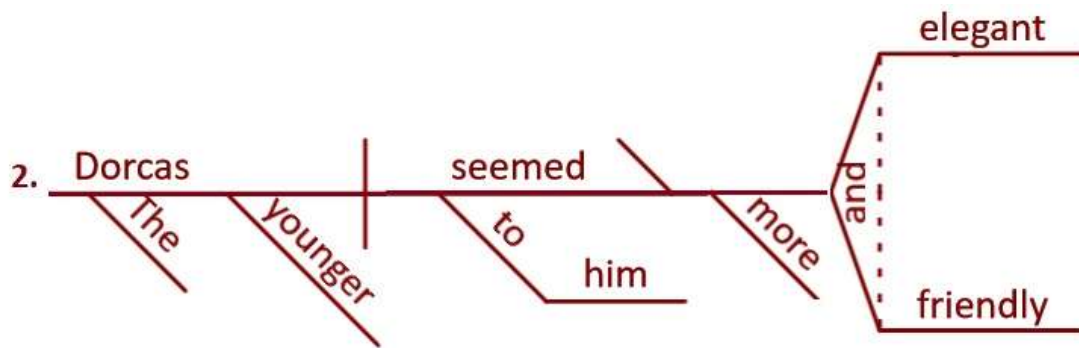
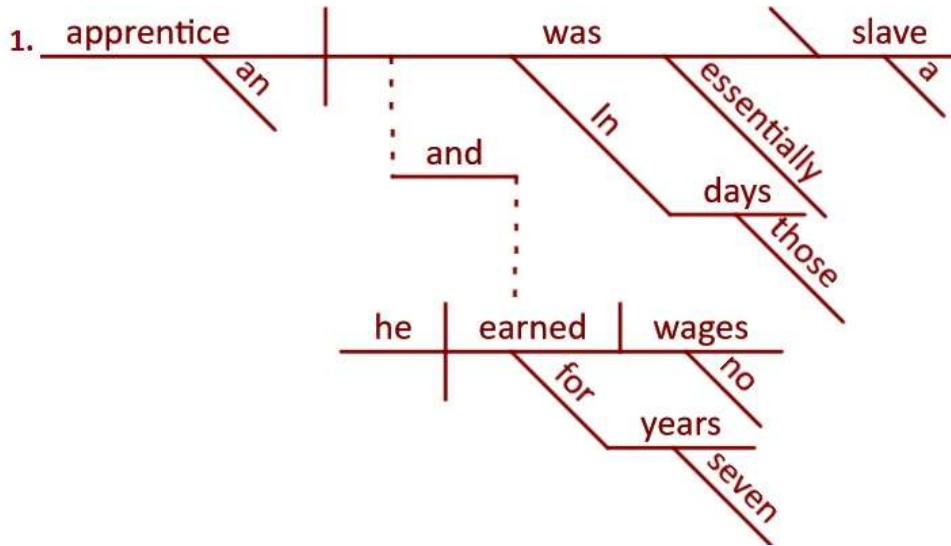
(for themselves) and (for the entire family).

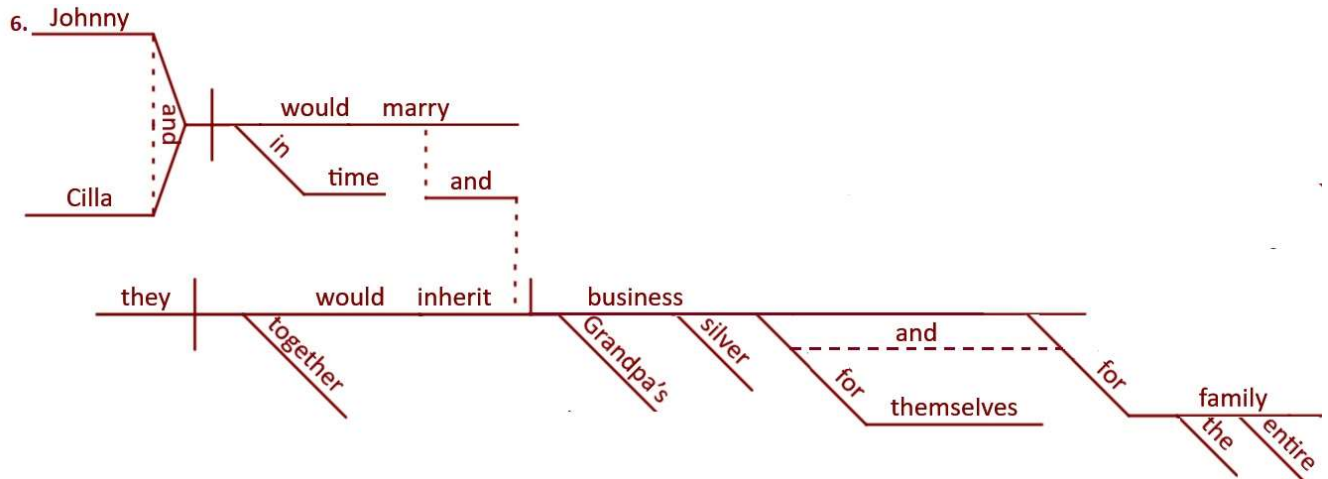
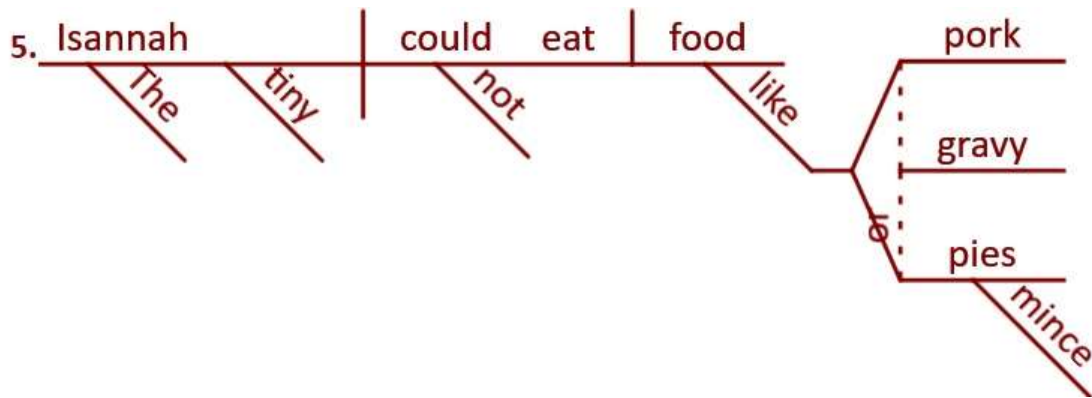
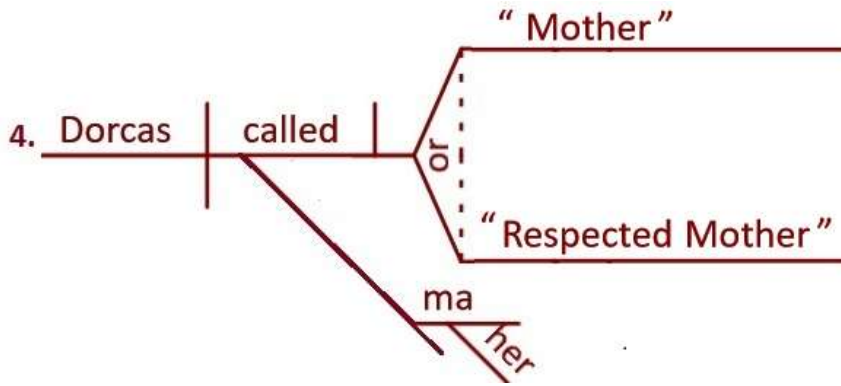
PART II DIRECTIONS: The underlined words in the numbered sentences are doing one of eight jobs. Choosing your answers from one of the jobs below, write what job each underlined word is doing.

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

SENTENCE #	WORD(S)	JOB
1.	slave	<u>predicate nominative</u>
2.	elegant	<u>predicate adjective</u>
3.	insults	<u>object of the preposition</u>
4.	ma	<u>indirect object</u>
5.	Isannah	<u>subject</u>
6.	would inherit	<u>verb</u>

Page 2 of 3 –Compound Situations: Exercise #3 Answer Key





Unit 13 Skills Application: ANSWER KEY

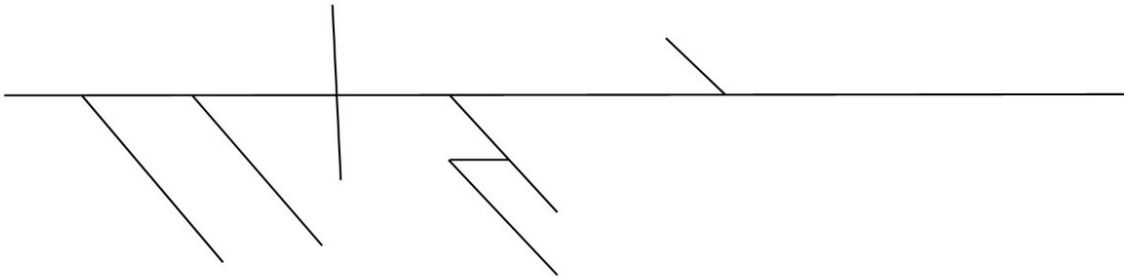
Page 1 of 2

PART I DIRECTIONS: Create sentences that match the diagrams below.

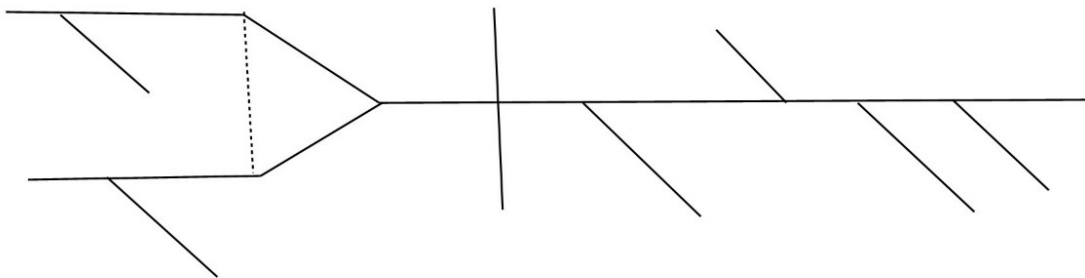
PART II DIRECTIONS: Write sentences based on your diagrams. At least two of your diagrams should include a verb phrase.

Answers will vary. Check for accuracy and understanding.

1.

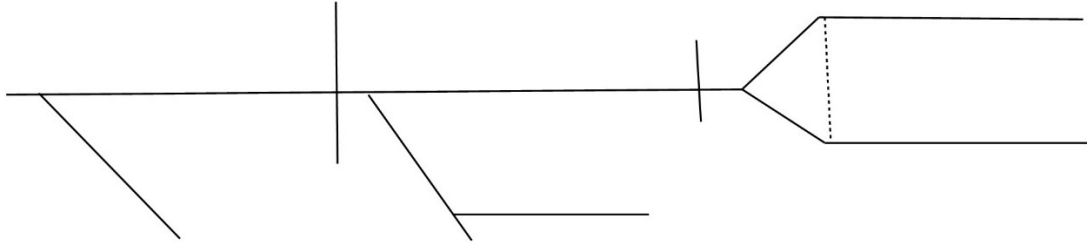


2.

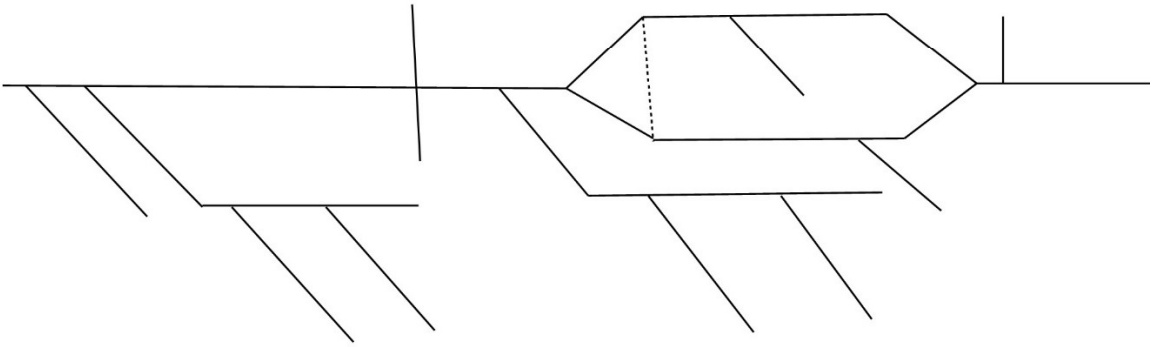


Answers will vary. Check for accuracy and understanding.

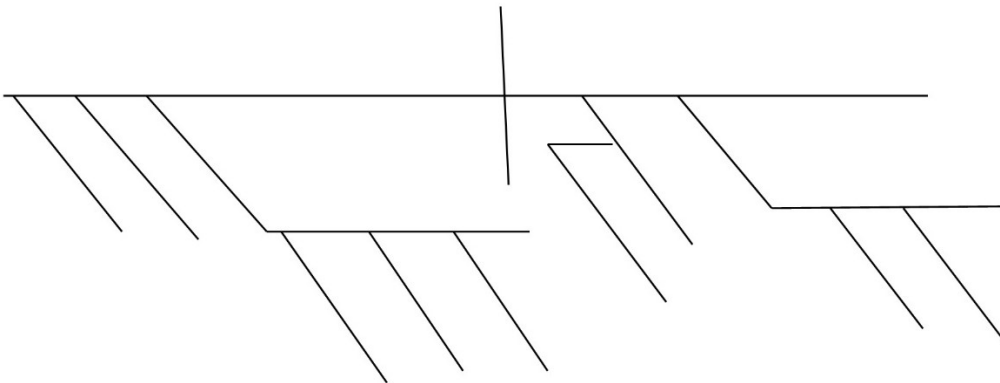
3.



4.



5.



First Semester Grammar Review

ANSWER KEY

Page 1 of 4

PART I DIRECTIONS: Parse the sentences and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the entire sentence.

1. Paul Revere very quickly organized a spy system (in the fall).
 —PN— ADV ADV AV ART ADJ N PP ART N
2. Thirty artisans (from Boston) were the center (of this system).
 ADJ N PP PN LV ART N PP ADJ N
3. Each (of these men) had workmen and apprentices (under them).
 PRO PP ADJ N AV N CONJ N PP PRO
4. The meetings (at the Green Dragon) were always extremely secretive.
 ART N PP ART —PN— LV ADV ADV P-ADJ
5. Each man (in attendance) (at this society) swore (upon the Bible).
 ADJ N PP N PP ADJ N AV PP ART PN
6. These Masons had given the leaders (of the Boston Whigs) their complete allegiance.
 ADJ PN HV AV ART N PP ART —PN— ADJ ADJ N
7. Not only men but also women were watching the actions (of the ten regiments) (in Boston) so closely.
 N N HV AV ART N PP ART ADJ N PP PN ADV ADV
 CONJ
8. Johnny frequently helped Lydia (with some chores), and she would tell him this and that.
 PN ADV AV PN PP ADJ N CONJ PRO HV AV PRO PRO CONJ PRO
9. He unpinned the small calico bag and ran quickly (towards the printing office).
 PRO AV ART ADJ ADJ N CONJ AV ADV PP ART ADJ N
10. Always remember the loyalty (of these brave young men and women)!.
 ADV AV ART N PP ADJ ADJ ADJ N CONJ N

PART II 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 and understanding.

- | | |
|--|---|
| 1. direct object – <u>red</u> | 4. predicate nominative – <u>yellow</u> |
| 2. verb phrase – <u>blue</u> | 5. predicate adjective – <u>orange</u> |
| 3. adverb modifying an adverb – <u>green</u> | 6. indirect object - <u>purple</u> |

1. Paul Revere | organized | system
 quickly | in | a | spy
 very | fall | the

2. artisans | were | center
 Thirty | from | Boston | the | of | system
 this

3. Each | had | workmen
 of | men | under | and | apprentices
 these | them

4. meetings | were | secretive
 The | at | Green Dragon | always | extremely
 the

5. man | swore | Bible
 Each | in | attendance | the
 at | society
 this

Page 3 of 4- **First Semester Review Answer Key**

6. Masons | had given | allegiance

These | leaders | their | complete

the | of | Boston Whigs

the

7. men

not only | were watching | actions

but also | so | the | of | regiments

women | the | ten | in | Boston

8. Johnny | helped | Lydia

frequently | with | chores

and | some

she | would tell | this

him | and | that

9. He | unpinned | bag

and | the | small | calico

ran | towards | office

quickly | the | printing

10. (you) | remember | loyalty

Always | the | of | men

these | brave | Young | and | women

PART III - DEFINITIONS:

1. A noun is a word that names a person, place, thing, or idea.
2. The articles in our language are a, and, and the.
3. An adjective is a word that modifies or describes a noun or pronoun.
4. A pronoun is a word that takes the place of a noun or nouns.
5. An antecedent is the noun or nouns the pronoun stands for.
6. A verb isn't a real verb unless it has a(n) 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, adjective or another adverb.
10. Prepositional phrases do the job of a modifier.
11. A word can't be a preposition unless it is in a(n) 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, both...and, etc
15. The adjective following a linking verb is called a(n) predicate adjective.

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. If it looks like a past participle, mark PAST. If the verb could not possibly be a participle, write VERB.

1. twirling pres
2. is verb
3. heard past
4. will go verb
5. having pres

6. win verb
7. behave verb
8. placed past
9. look verb
10. could verb

PART II:

Answers will vary. Check for accuracy and understanding.

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

The author _____ wrote an autobiography.

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

I have three friends _____.

Page 2 of 3 – Participial Phrases: Exercise #1 Answer Key

PART III DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases. Diagram the sentences.

V ADJ N —PN— ADV AV ADJ N
 1. Beginning his book, Mr. Franklin quickly addresses his son.

PRO AV PRO V ADV PP ART N
 2. He writes this retiring comfortably (in the courtyard).

V PP N ADJ N ADV AV
 3. Emerged (from poverty), our author finally succeeded.

V PP ADJ N PRO ADV AV ADJ N
 4. Reflecting (on his life), he also shares his faults.

PRO AV ADJ N N V PP ADJ N CONJ V PP ADJ N
 5. He offers his readers advice based (on his experience) and focused (on God’s leading).

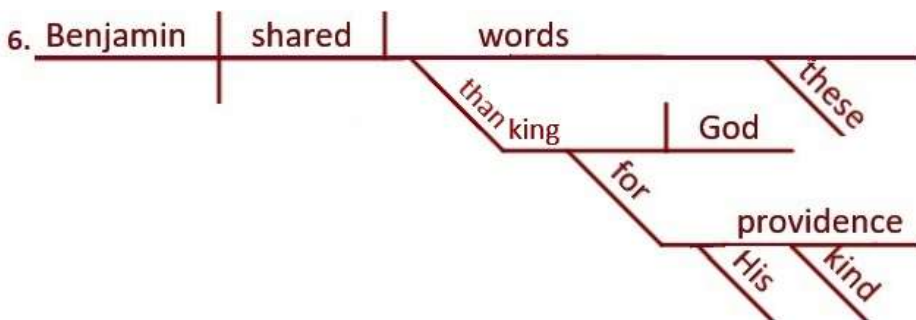
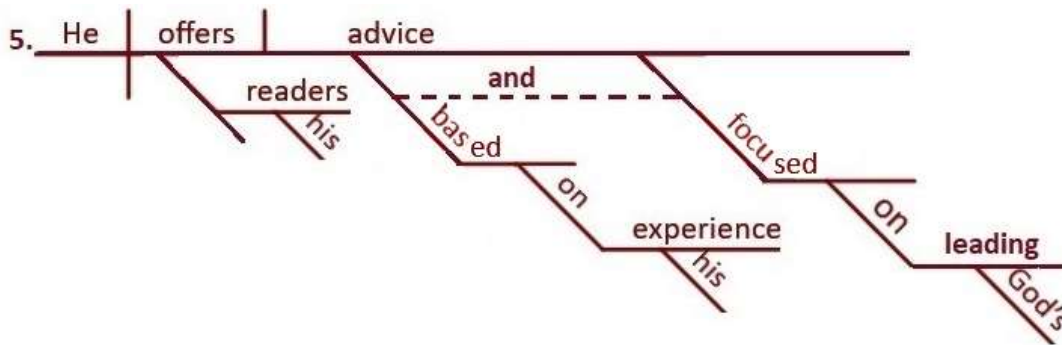
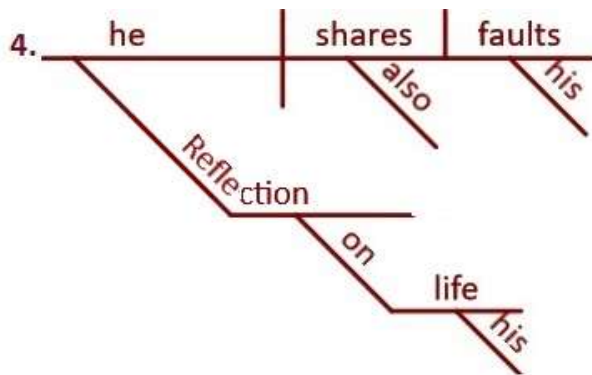
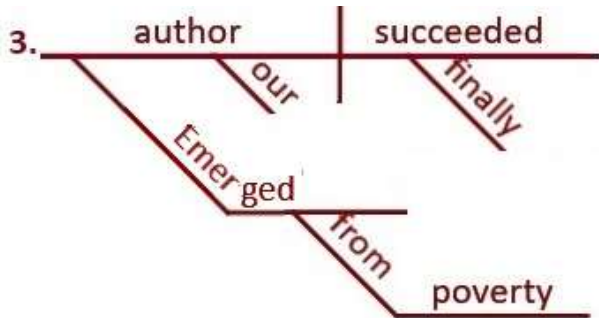
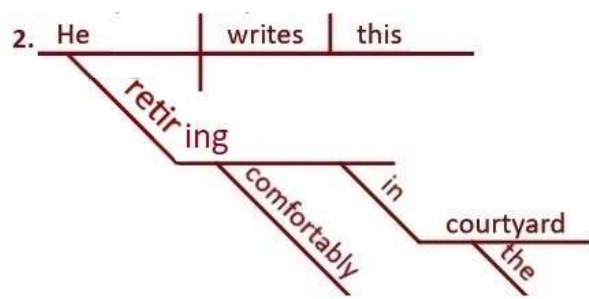
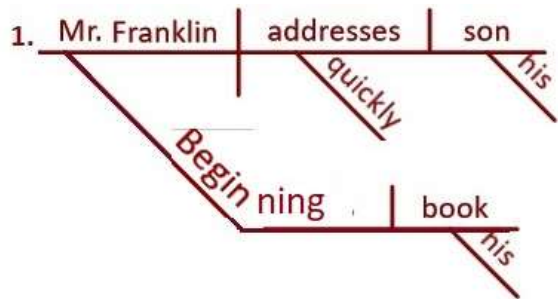
PN AV ADJ N V PN PP ADJ ADJ N
 6. Benjamin shared these words thanking God (for His kind providence).

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

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

SENTENCE #	WORD(S)	JOB
1.	son	<u>direct object</u>
2.	comfortably	<u>modifier</u>
3.	author	<u>subject</u>
4.	life	<u>object of the preposition</u>
5.	readers	<u>indirect object</u>
6.	shared	<u>verb</u>

Page 3 of 3- **Participial Phrases: Exercise #1 Answer Key**



Participial Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases. Diagram the sentences.

1. ^V ^{ADJ} ^N ^{PP} ^{ADJ} ^N ^{ART} ^N ^{AV} ^{PN} ^N ^{PP} ^{ADJ}
 1. Recognizing his appreciation (for family anecdotes), an uncle gave Mr. Franklin notes (about his ancestors).
2. ^{HV} ^{PRO} ^{AV} ^{ADJ} ^{PN} ^V ^{PP} ^{PN} ^{ADV}
 2. Did you know any Franklins living (in Northamptonshire) then?
3. ^{ART} ^{ADJ} ^N ^V ^{PP} ^{ART} ^N ^{CONJ} ^{ADV} ^V ^{LV} ^{P-ADJ} ^{PP} ^{ADJ} ^{ADJ}
 3. The family name, assumed (as a surname) and easily recognized, was fascinating (to this famous inventor).
4. ^V ^{ART} ^{ADJ} ^N ^{ART} ^{ADJ} ^N ^{ADV} ^{AV} ^{ADJ} ^{ADJ} ^N
 4. Being a devout student, the young man eagerly researched his family's history.
5. ^{PRO} ^{LV} ^{ART} ^{ADJ} ^N ^{PP} ^{ART} ^{ADJ} ^N ^V ^{ADV} ^{ADJ} ^N
 5. He was the youngest son (of the youngest son) dating back five generations.
6. ^{ADV} ^{AV} ^{ADJ} ^N ^V ^{PP} ^{ADJ} ^{ADV} ^{ADJ} ^N ^{PP} ^{ADJ} ^N
 6. Please locate three books written (by other early American authors) (during this year).

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

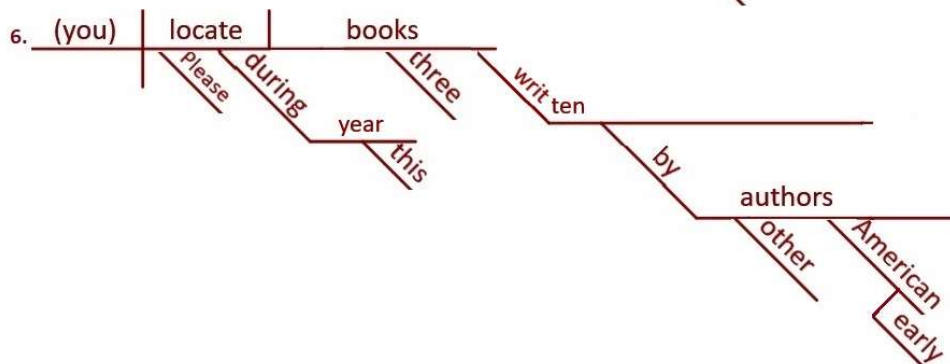
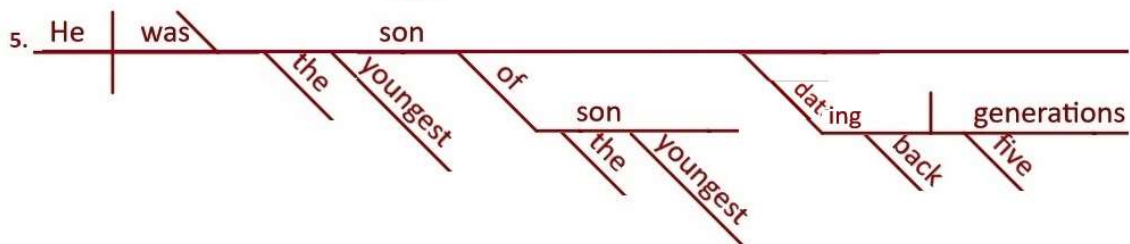
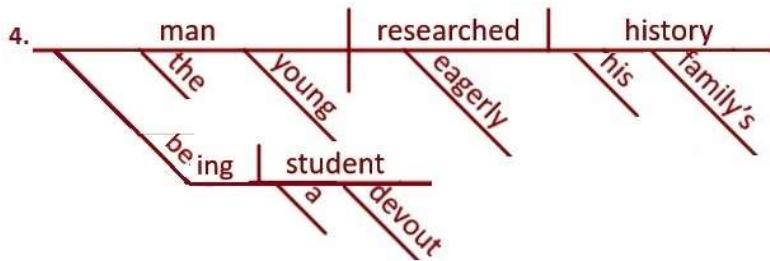
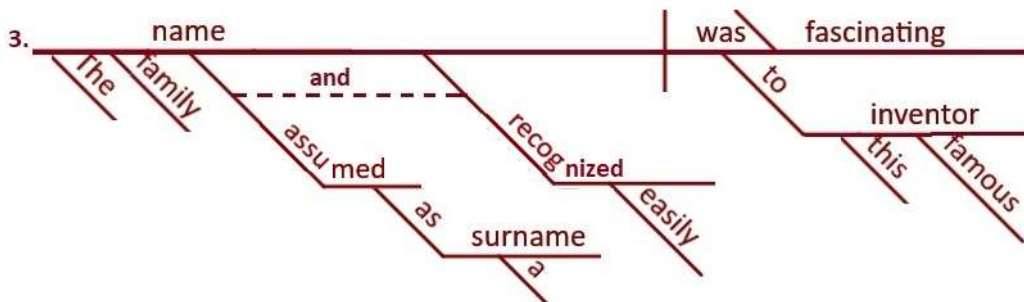
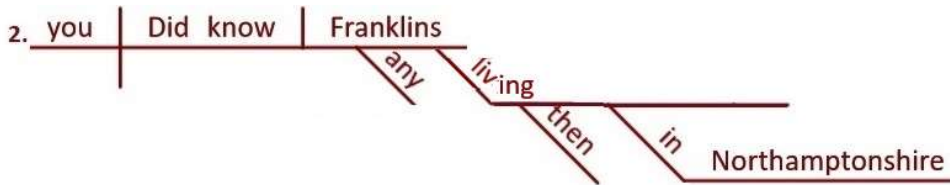
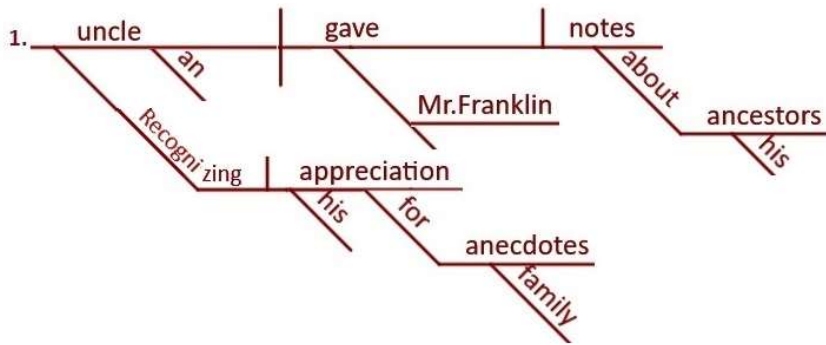
<i>SUBJECT</i>	<i>PREDICATE NOMINATIVE</i>	<i>DIRECT OBJECT</i>
<i>VERB</i>	<i>PREDICATE ADJECTIVE</i>	<i>INDIRECT OBJECT</i>
<i>MODIFIER</i>	<i>OBJECT OF THE PREPOSITION</i>	

SENTENCE #	WORD(S)	JOB
1.	Mr. Franklin	<u>indirect object</u>
2.	Franklins	<u>direct object</u>
3.	fascinating	<u>predicate adjective</u>
4.	student	<u>direct object</u>
5.	son (1 st & 2 nd)	<u>(1st) predicate nominative (2nd) object of the preposition</u>
6.	American	<u>modifier</u>

PART III: *Answers will vary. Check for accuracy and understanding.*
 Make up a participial phrase to modify the **INDIRECT OBJECT** of the following sentence.

He told the audience _____ a tale.

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



Participial Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases. Diagram the sentences.

ADJ N V ADV HV AV PP —PN— PP PN
1. His father, married young, had moved (to New England) (about 1682).

V ADJ N ADJ N AV ADV PP ADJ N
2. Expecting religious freedom, many men moved quickly (to that country).

ART ADJ N V ADJ N HV AV PP —PN—
3. The famous man writing this book was born (in Boston, New England).

V ADV P-ADJ PP ADJ N —PN— AV ADJ ADJ N PP ADJ N
4. Feeling quite encouraged (by his family), Josiah Franklin sent his youngest son (to grammar school).

PRO PP ADJ N V N LV ADJ P-ADJ
5. Which (of those brothers) learning trades is the oldest?

ADJ ADJ N HV AV PP N V N CONJ V N
6. This grammar school was filled (with boys) learning arithmetic and practicing writing.

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

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

SENTENCE #	WORD(S)	JOB
1.	had moved	<u>verb</u>
2.	freedom	<u>direct object</u>
3.	man	<u>subject</u>
4.	quite	<u>modifier</u>
5.	oldest	<u>predicate adjective</u>
6.	arithmetic	<u>direct object</u>

PART III: *Answers will vary. Check for accuracy and understanding.*

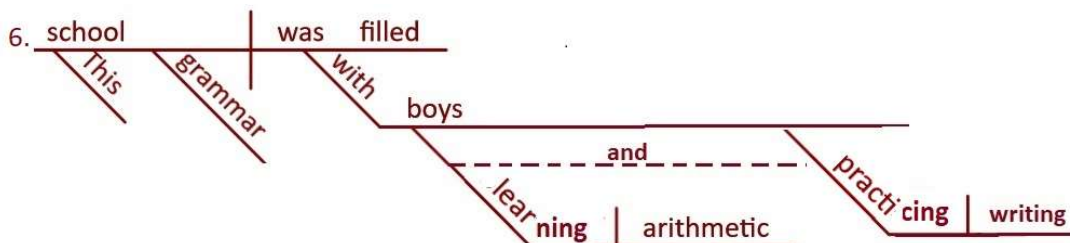
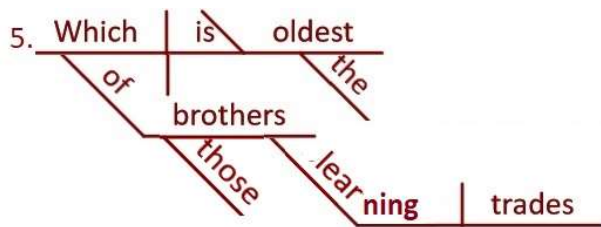
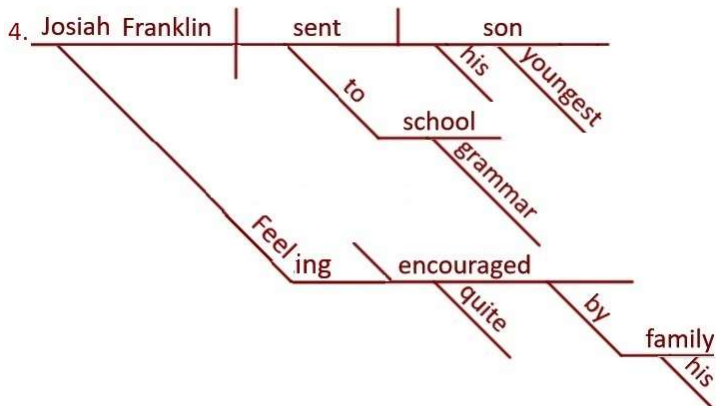
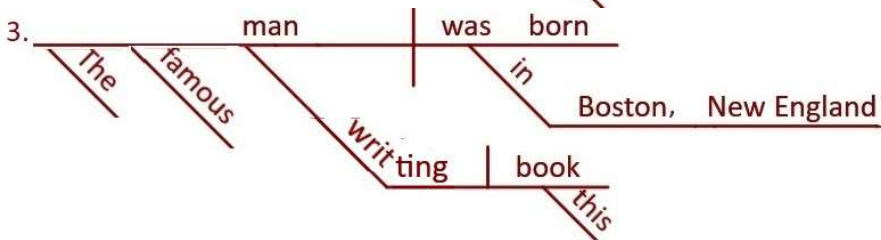
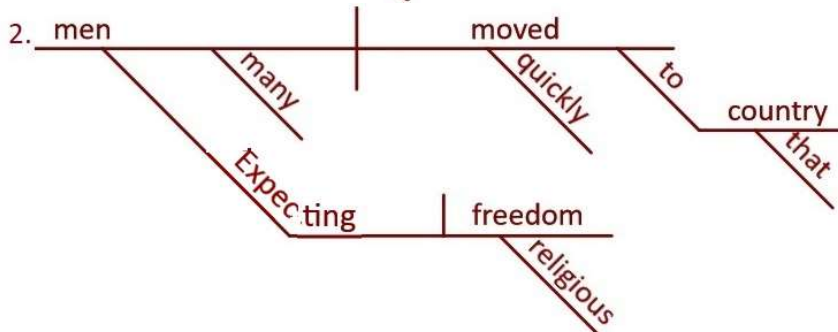
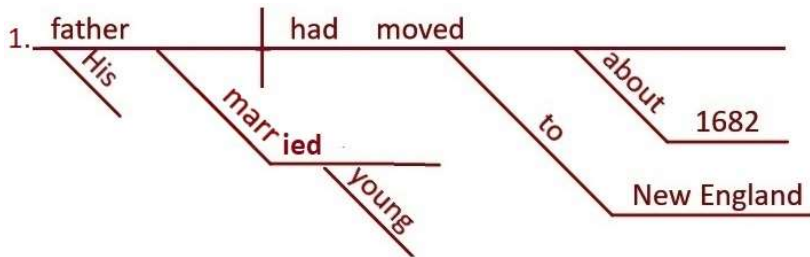
1. **Make up a participial phrase to modify the PREDICATE ADJECTIVE of the following sentence. Diagram your completed sentence.**

He was a young boy _____ .

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

They sent letters to their families _____ .

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



Gerund Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the gerund phrases. Diagram the sentences.

1. ^V ^{ADJ} ^N ^{LV} ^{ART} ^{ADJ} ^N ^{PP} ^{—PN—}
 1. Writing this book was a major accomplishment (for Mr. Franklin).

2. ^V ^{ADJ} ^{ADJ} ^N ^{LV} ^{P-ADJ} ^{PP} ^{PN}
 2. Eating no animal meat became important (to Ben).

3. ^{PN} ^{ADV} ^{AV} ^{PP} ^V ^{ART} ^{ADJ} ^N ^{PP} ^{PN}
 3. Keimer also believed (in keeping the seventh day (as Sabbath)).

4. ^{ART} ^{ADJ} ^N ^{HV} ^{AV} ^V ^N ^{PP} ^{ADJ} ^N
 4. The two men had begun adopting doctrines (of Mosaic law).

5. ^V ^{—PN—} ^{HV} ^{AV} ^{PRO} ^{ART} ^N ^{PP} ^{PRO}
 5. Courting Miss Read had given him a respect (for her).

6. ^{ADJ} ^{ADJ} ^N ^{PP} ^{ADJ} ^N ^{LV} ^N ^{PP} ^V ^N
 6. His chief acquaintances (at this time) were lovers (of reading books).

7. ^{ADJ} ^{ADJ} ^N ^{LV} ^V ^{PP} ^{ADJ} ^N
 7. Their favorite pastime was studying (with their group).

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

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

SENTENCE #	WORD(S)	JOB
1.	book	<u>direct object</u>
2.	important	<u>predicate adjective</u>
3.	day	<u>direct object</u>
4.	men	<u>subject</u>
5.	him	<u>indirect object</u>
6.	lovers	<u>predicate nominative</u>
7.	favorite	<u>modifier</u>

Gerund Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases ONCE and the gerund phrases TWICE. Diagram the sentences.

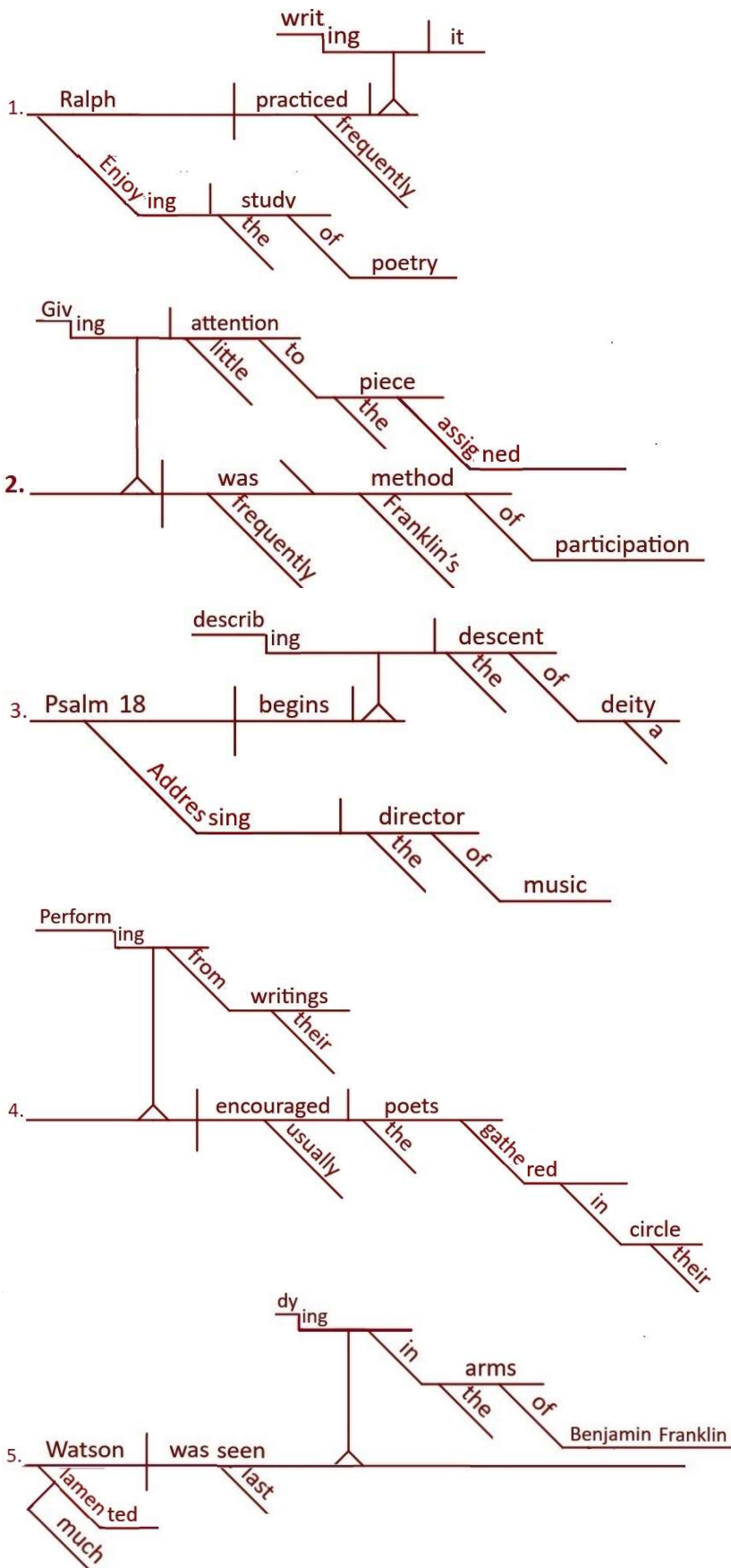
1. ^V ^{ART} ^N ^{PP} ^N ^{PN} ^{ADV} ^{AV} ^V ^{PRO}
 1. Enjoying the study (of poetry), Ralph frequently practiced writing it.
2. ^V ^{ADJ} ^N ^{PP} ^{ART} ^N ^V ^{LV} ^{ADV} ^{ADJ} ^N ^{PP} ^N
 2. Giving little attention (to the piece assigned) was frequently Franklin's method (of participation).
3. ^V ^{ART} ^N ^{PP} ^N ~~—PN—~~ ^{AV} ^V ^{ART} ^N ^{PP} ^{ART} ^N
 3. Addressing the director (of music), Psalm 18 begins describing the descent (of a deity).
4. ^V ^{PP} ^{ADJ} ^N ^{ADV} ^{AV} ^{ART} ^N ^V ^{PP} ^{ADJ} ^N
 4. Performing (from their writings) usually encouraged the poets gathered (in their circle).
5. ^{PN} ^{ADV} ^V ^{HV} ^{ADV} ^{AV} ^V ^{PP} ^{ART} ^N ^{PP} ~~—PN—~~
 5. Watson, much lamented, was last seen dying (in the arms) (of Benjamin Franklin).

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

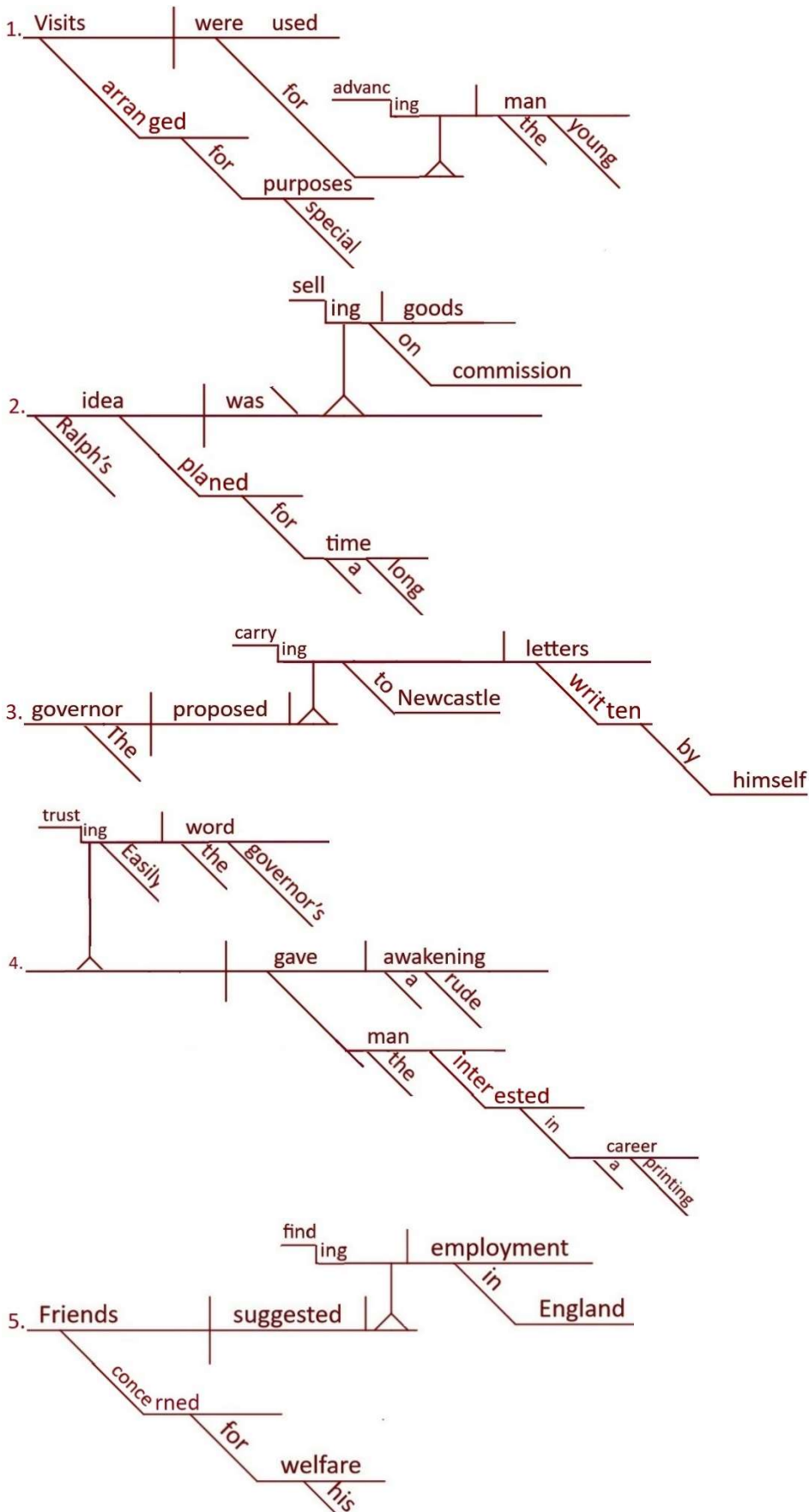
<i>SUBJECT</i>	<i>PREDICATE NOMINATIVE</i>	<i>DIRECT OBJECT</i>
<i>VERB</i>	<i>PREDICATE ADJECTIVE</i>	<i>INDIRECT OBJECT</i>
<i>MODIFIER</i>	<i>OBJECT OF THE PREPOSITION</i>	

SENTENCE #	WORD(S)	JOB
1.	it	<u>direct object</u>
2.	method	<u>predicate nominative</u>
3.	music	<u>object of the preposition</u>
4.	writings	<u>object of the preposition</u>
5.	last	<u>modifier</u>

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



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



Infinitive Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the infinitives and infinitive phrases. Diagram the sentences.

—V—ART N HV LV —ADJ— N
1. To write a letter had been Mr. James's goal.

PRO V ----V----PRO
2. He planned to send it.

—PN— ADV AV —V— —PN— PP ADJ N
3. Mr. Vaughn also intended to advise Mr. Franklin (through his letter).

ART ADJ N —V—ADJ N HV LV —V— PRO
4. The best way to remember his autobiography would be to publish it.

ART N HV AV —V—ADJ N PP ADJ N
5. The man did attempt to explain his reasons (for this suggestion).

—V—ART ADJ N LV ART ADJ N
6. To be a wise friend is an incredible gift.

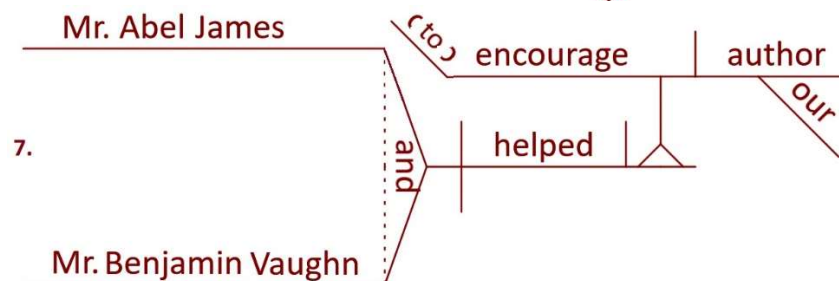
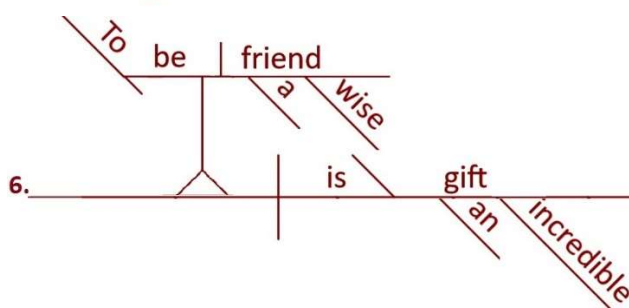
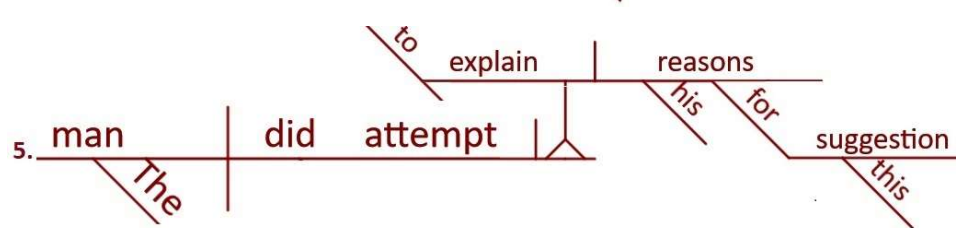
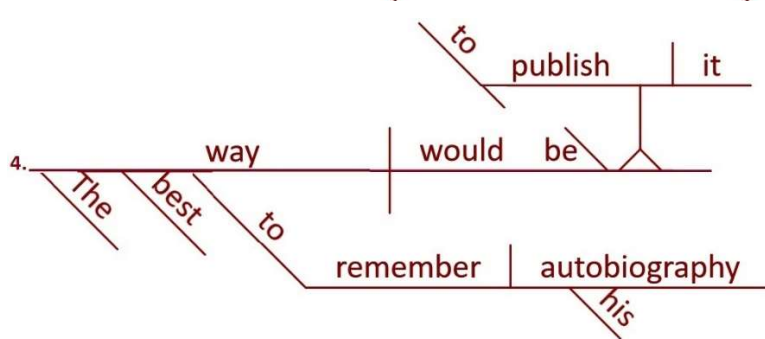
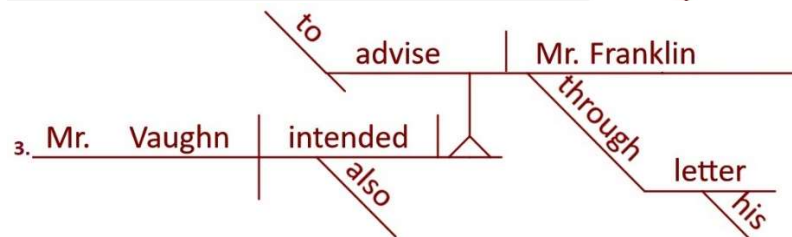
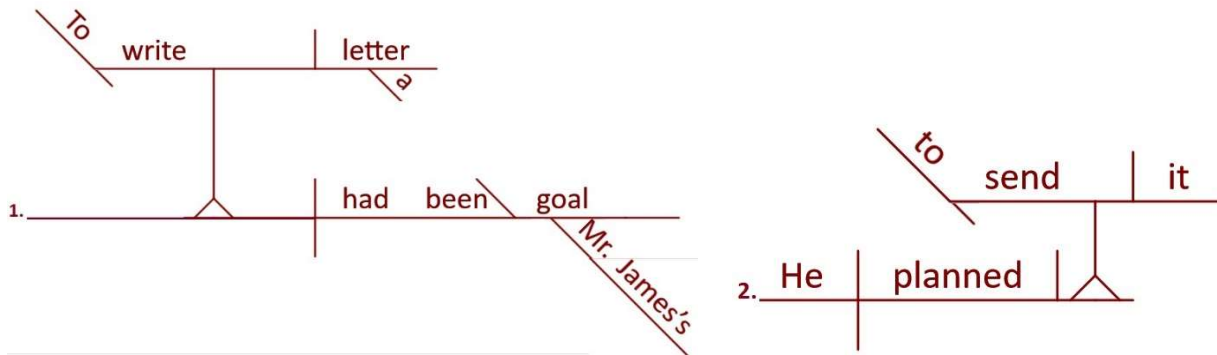
—PN— CONJ —PN— AV V ADJ N
7. Mr. Abel James and Mr. Benjamin Vaughn helped encourage our author.

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

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

SENTENCE #	WORD(S)	JOB
1.	To write a letter	<u>subject</u>
2.	to send it	<u>direct object</u>
3.	letter	<u>object of the preposition</u>
4.	to remember his autobiography	<u>modifier</u>
5.	did attempt	<u>verb</u>
6.	gift	<u>predicate nominative</u>
7.	encourage our author	<u>direct object</u>

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



Infinitive Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the infinitives and infinitive phrases. Diagram the sentences.

ART ADJ N AV —V— PN ADV
1. The two men hoped to convince Franklin immediately.

PRO HV ADV AV V ADJ N PP ADJ N
2. He did not dare complete their request (at that time).

ART N PP N HV AV —V— ADJ N PP ART N
3. The group (of readers) was going to hold their club (in an alehouse).

V ART N PP ART ADJ N PRO AV —V— ART N PP N ADV
4. Finding the advantage (of a little collection), he proposed to make the access (to books) easier.

—V— ART ADJ N —PN— ADV AV ART N CONJ N
5. To begin a subscription library, Mr. Franklin first prepared a sketch and rules.

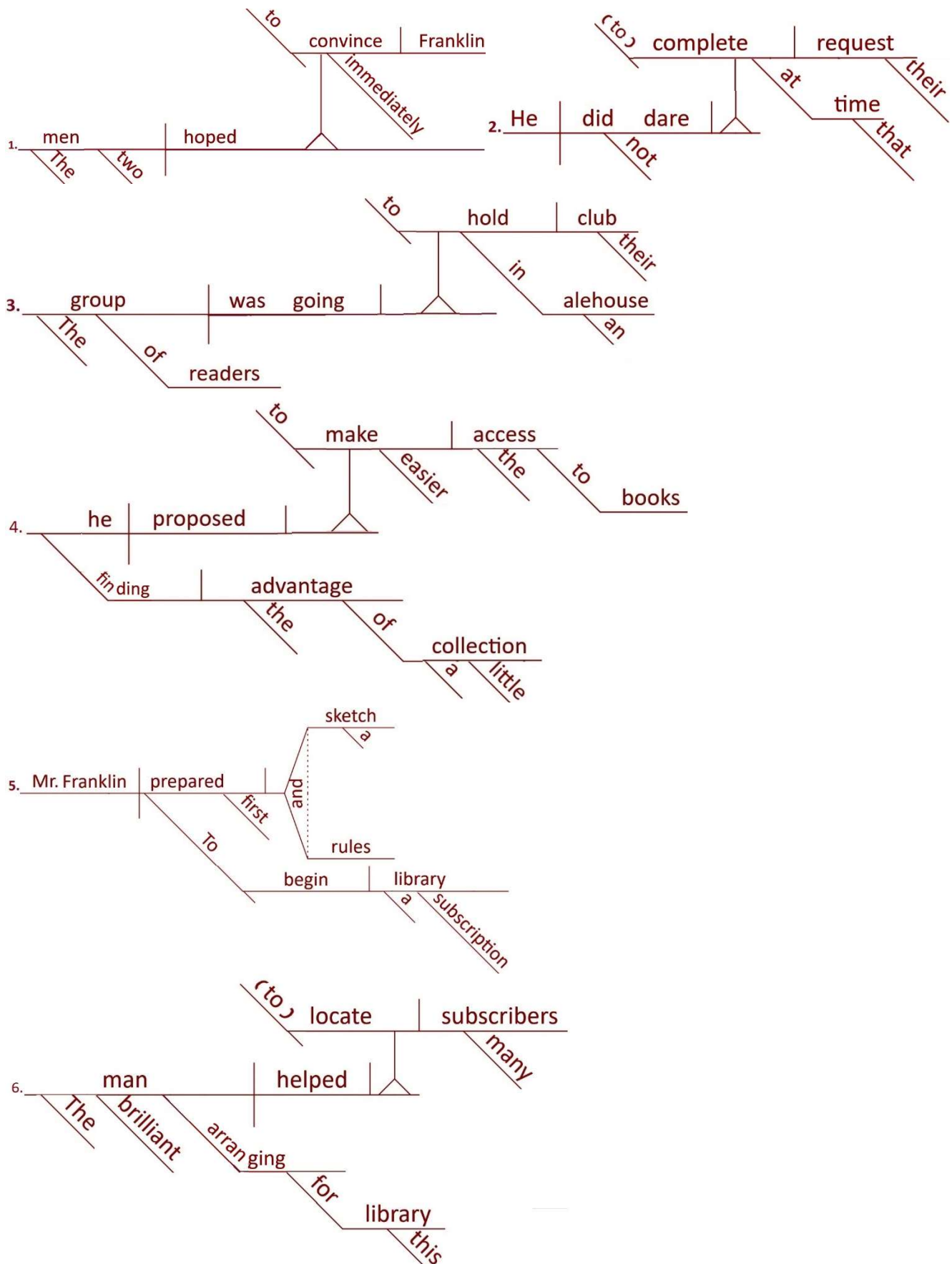
ART ADJ N V PP ADJ N AV V ADJ N
6. The brilliant man arranging (for this library) helped locate many subscribers.

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

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

SENTENCE #	WORD(S)	JOB
1.	immediately	<u>modifier</u>
2.	complete their request	<u>direct object</u>
3.	club	<u>direct object</u>
4.	Finding the advantage	<u>modifier</u>
5.	sketch	<u>direct object</u>
6.	brilliant	<u>modifier</u>

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



Infinitive Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the infinitives, infinitive phrases, and infinitive clauses. Diagram the sentences. **HINT:** Look carefully at sentences 1, 4, & 6. You may want to review your unit notes before completing this exercise.

1. The young tradesmen were helping Benjamin to raise some funds.
ART ADJ N HV AV PN —V— ADJ N
2. To open a library requires a strong determination.
—V— ART N AV ART ADJ N
3. People untrained (in reading) did not desire to admit the value (in this library).
N V PP V HV ADV AV —V— ART N PP ADJ N
4. These gentlemen wanted the public to discover the joy (in reading).
ADJ N AV ART N —V— ART N PP V
5. They were glad to see other libraries popping up (in other towns).
PRO AV P-ADJ —V— ADJ N AV ADV PP ADJ N
6. Would you allow your own money to fund a library?
HV PRO AV ADJ ADJ N —V— ART N

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

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

SENTENCE #	WORD(S)	JOB
1.	Benjamin	<u>direct object</u>
2.	To open a library	<u>subject</u>
3.	untrained in reading	<u>modifier</u>
4.	the public to discover the joy in reading	<u>direct object</u>
5.	glad	<u>predicate adjective</u>
6.	library	<u>direct object</u>

Units 15 – 17 Review ANSWER KEY

Page 1 of 4

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the participial phrases in red. Underline the gerund phrases in yellow. Underline the infinitive phrases and infinitive clauses in blue. Diagram the sentences.

1. (In the fall) (of 1788), Benjamin Franklin began to write the third part (of his book).
PP ART N PP PN ———PN——— AV —V— ART ADJ N PP ADJ N
2. He had intended to use many (of the papers) lost (in the war).
PRO HV AV —V— PRO PP ART N V PP ART N
3. Mentioning a great and extensive project resulted (in an account) (of these activities).
V ART ADJ CONJ ADJ N AV PP ART N PP ADJ N
4. Observing history, this author reflects (upon the great affairs) (of the world).
V N ADJ N AV PP ART ADJ N PP ART N
5. Commentary is also made (about the wars) carried on (by various parties).
N HV ADV AV PP ART N V ADV PP ADJ N
6. These observations also involve commenting (on the nature) (of mankind).
ADJ N ADV AV V PP ART N PP N
7. To spread his sect (among young men) was his primary goal (at the time).
——V—— ADJ N PP ADJ N LV ADJ ADJ N PP ART N
8. (By this point) (in his life), Mr. Franklin had become an expert (in examining virtues).
PP ADJ N PP ADJ N ———PN——— HV AV ART N PP V N
9. Practicing these virtuous ways and advising each other, The Society of the Free and Easy was formed (of frugal and debt-free men).
V ADJ ADJ N CONJ V ADJ PRO ———PN——— HV AV
PP ADJ CONJ ADJ N
(of frugal and debt-free men).
10. Did you hear that man tell his readers (about Poor Richard's Almanack)?
HV PRO AV ADJ N V ADJ N PP ———PN———

PART II DIRECTIONS: Find an example of each of the following in the sentences above and write them on the line provided.

Answers will vary. Check for accuracy and understanding.

1. predicate nominative: _____
2. verb phrase: _____
3. an object of the preposition: _____

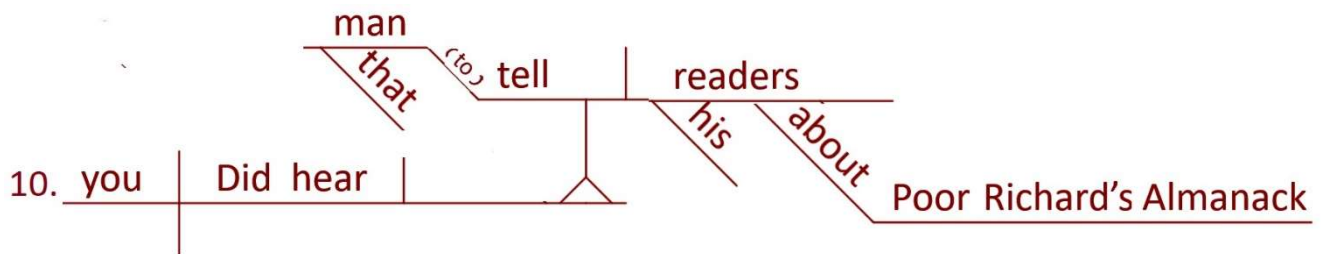
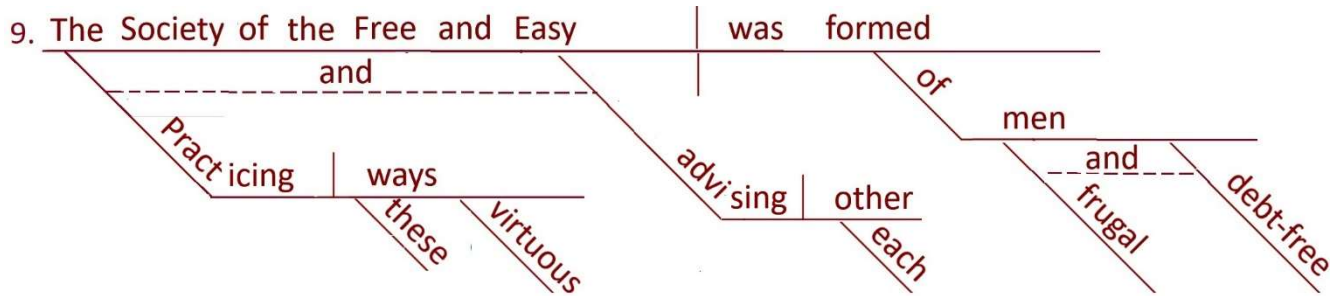
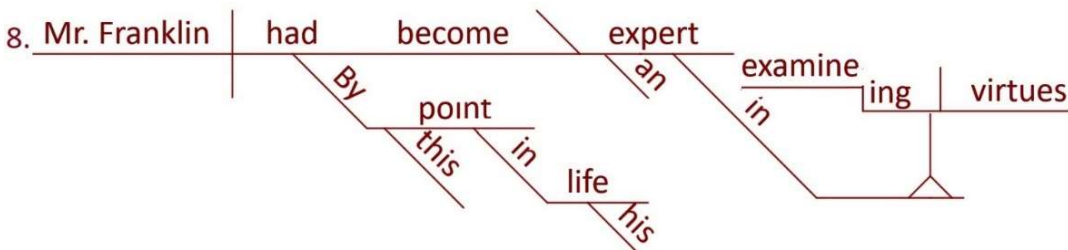
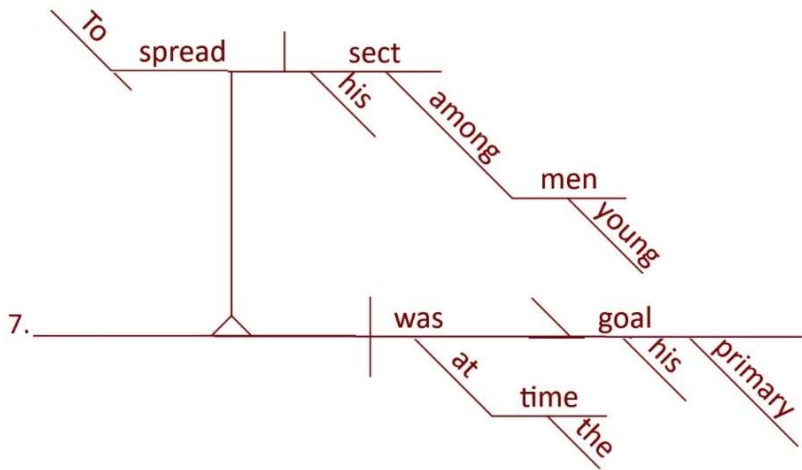
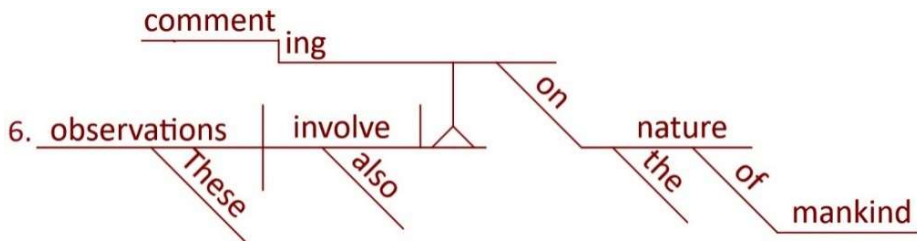
1. Benjamin Franklin | began | to write | the part | third | of | book | his |
 In | fall | the | of | 1788

2. He | had intended | to use | many | of | papers | the | lost | in | war | the

3. Mentioning | project | a | and | extensive |
 resulted | in | account | of | activities | these

4. author | this | reflects | upon | affairs | of | world | the |
 Observing | history | the | great

5. Commentary | is made | also | about | wars | the | carried on | by | parties | various



PART III DIRECTIONS: Write a sentence for each of the following situations. Underline the bolded information in each sentence.

Answers will vary. Check for accuracy and understanding.

1. A **participial phrase** modifying the subject

2. A **gerund or gerund phrase** acting as the direct object

3. An **infinitive phrase** acting as the direct object

Appositive Phrases: Exercise #1 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the appositive and appositive phrases. Diagram the sentences.

1. The author (of *A Tale of Two Cities*), Charles Dickens, wrote this book (at the age) (of forty-seven).
ART N PP _____ PN _____ _____ PN _____ AV ADJ N PP ART N PP PRO
2. Portsmouth, a city (in England), was the birthplace (of this author).
PN ART N PP PN LV ART N PP ADJ N
3. His father, John Dickens, was thrown (into debtors' prison).
ADJ N _____ PN _____ HV AV PP ADJ N
4. (At this time), Charles moved to live (with Elizabeth Roylance), a family friend.
PP ADJ N PN AV —V— PP _____ PN _____ ART ADJ N
5. Later he boarded (with a kind old gentleman), Archibald Russell.
ADV PRO AV PP ART ADJ ADJ N _____ PN _____
6. The writer eventually wrote a serial publication, The Pickwick Papers.
ART N ADV AV ART ADJ N _____ PN _____

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

<i>SUBJECT</i>	<i>PREDICATE NOMINATIVE</i>	<i>DIRECT OBJECT</i>
<i>VERB</i>	<i>PREDICATE ADJECTIVE</i>	<i>INDIRECT OBJECT</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.	debtors	<u>modifier</u>
4.	time	<u>object of the preposition</u>
5.	boarded	<u>verb</u>
6.	publication	<u>direct object</u>

Page 2 of 2 – **Appositive Phrases: Exercise #1 Answer Key**

1. author (Charles Dickens) | wrote | book
 The | of | A Tale of Two Cities | at | this
 age | the | of | forty-seven

2. Portsmouth (city) | was | birthplace
 a | in | England | the | of | author
 this

3. father (John Dickens) | was | thrown
 His | into | prison
 debtors'

4. Charles | moved
 to | live | At | time
 with | Elizabeth Roylance (friend)
 a | family

5. he | boarded
 Later | with | gentleman (Archibald Russell)
 a | kind | old

6. writer | wrote | publication (The Pickwick Papers)
 The | eventually | a | serial

Appositive Phrases: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the appositive and appositive phrases. Diagram the sentences.

1. He and his sister Frances visited their family (on weekends).
2. This prison, Marshalsea, became the setting (for one) (of his later novels).
3. To pay (for his board), Dickens began working (at a warehouse), Warren's Blacking.
4. (In 1830) he met his first love, the lovely Maria Beadnell.
5. This woman might have been the model (for Dora), a character (in David Copperfield).
6. Charles desired an audition (at Convent Garden), a local theatre.

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

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

SENTENCE #	WORD(S)	JOB
1.	weekends	<u>object of the preposition</u>
2.	prison	<u>subject</u>
3.	began	<u>verb</u>
4.	lovely	<u>modifier</u>
5.	model	<u>predicate nominative</u>
6.	audition	<u>direct object</u>

Page 2 of 2 – **Appositive Phrases: Exercise #2 Answer Key**

1. He _____ and _____ visited _____ family _____
 sister (Frances) _____ on _____ weekends
 his _____ their _____
2. _____ prison (Marshalsea) _____ became _____ setting _____
 This _____ the _____ for _____ one _____
 of _____ novels _____
 his _____ later _____
3. _____ Dickens _____ began _____ at _____ warehouse (Warren's Blacking) _____
 work _____ ing _____ a _____
 To _____ pay _____ for _____ board _____
 his _____
4. he _____ met _____ love _____ (Maria Beadnell) _____
 In _____ 1830 _____ his _____ first _____ the _____ lovely _____
5. _____ woman _____ might have been _____ model _____
 This _____ the _____ for _____ Dora (character) _____
 a _____ in _____ David Copperfield _____
6. _____ Charles _____ desired _____ audition _____
 an _____ at _____ Convent Garden (theatre) _____
 a _____ local _____

Appositive Phrases: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the appositive and appositive phrases. Diagram the sentences.

1. "A Dinner at Poplar Walk," his first story, was submitted (to a publishing company) (in 1833).
PN ADJ ADJ N HV AV PP ART ADJ N PP PN
2. This young man, interested (in writing), covered elections (for a newspaper), The Morning Chronicle.
ADJ ADJ N V PP V AV N PP ART N PN
3. His form (of journalism), sketches and periodicals, formed his first collection (of pieces).
ADJ N PP N N CONJ N AV ADJ ADJ N PP N
4. Dickens apparently adopted his nickname, a form (of Moses), (from one) given (to his youngest brother).
PN ADV AV ADJ N ART N PP PN PP PRO V PP ADJ ADJ N
5. His new bride, Catherine Hogarth, was supportive (of his career) (in writing).
ADJ ADJ N PN LV P-ADJ PP ADJ N PP V
6. The first (of ten children), Charley, was born (in 1837).
ART PRO PP ADJ N PN HV AV PP PN

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

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

SENTENCE #	WORD(S)	JOB
1.	was submitted	<u>verb</u>
2.	interested in writing	<u>modifier</u>
3.	collection	<u>direct object</u>
4.	apparently	<u>modifier</u>
5.	supportive	<u>predicate adjective</u>
6.	first	<u>subject</u>

Page 2 of 2 – **Appositive Phrases: Exercise #3 Answer Key**

1. "A Dinner at Poplar Walk" (story) | was submitted
 his first | to in 1833
 company
 a publishing

2. man | covered | elections
 This Young | interested | for
 in writing | newspaper (The Morning Chronicle)
 a

3. form (sketches) and (periodicals) | formed | collection
 His of journalism | his first of pieces

4. Dickens | adopted | nickname (form)
 apparently from one | his a of Moses
 given to brother
 his youngest

5. bride (Catherine Hogarth) | was supportive
 His new | of career
 his in writing

6. first (Charley) | was born
 The of children | in 1837
 ten

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,” after each sentence.

1. After five years had passed, the second part of our book began.
Adverb Clause: tells when the book began
2. There was a very small, very dark, very ugly place in which Tellson’s Bank had been built.
Adjective Clause: tells which place
3. You would find this shop after bursting through a difficult door, which stood at the top of two steps.
1st – Adverb Clause: tells when you would find 2nd – Adjective Clause: tells which door
4. This miserable little shop contained two counters and a dingy window that provided a small amount of light. **Adjective Clause: tells which window**
5. Your money came out of wormy old wooden drawers that threw dust particles up your nose and down your throat. **Adjective Clause: tells which drawers**
6. Because putting to death was very much in fashion, there were heads that could be seen out the windows. **Adverb Clause: tells why there were heads**
7. Before a person would consider taking part in forgery, he might think of the punishment that awaited such a criminal. **1st – Adverb Clause: Tells when he might think 2nd – Adjective Clause: tells which punishment**
8. Outside Tellson’s was an odd-job man, who served as the live sign of the house.
Adjective Clause: tells which man

Adjective Clauses: Exercise #2 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the subordinate clause and circle the relative pronoun. Diagram the entire sentence.

1. Sydney Carton lounged (in the apartment) that Mr. Stryver owned.
2. Here is the drink that I promised (to you).
3. People who want to be secret partners must prepare carefully.
4. Many (of the events) that were carried out (in the courtroom) were planned (in that apartment).
5. The man whom the Attorney-General wanted was Charles Darnay, a Frenchman.
6. Will the person whose mood is sour please raise your hand?
7. Carton was the man (to whom Darnay's thanks was due).

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

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

SENTENCE #	WORD(S)	JOB
1.	that	<u>direct object</u>
2.	Here	<u>modifier</u>
3.	partners	<u>direct object</u>
4.	that	<u>subject</u>
5.	whom	<u>direct object</u>
6.	please	<u>modifier</u>
7.	whom	<u>object of the preposition</u>

Page 2 of 2 – Adjective Clauses: Exercise #2 Answer Key

1. Sydney Carton | lounged | in | apartment | the | Mr. Stryver | owned | that

2. drink | is | Here | the | I | promised | that | to | you

3. People | must | prepare | carefully | to | be | partners | secret | who | want

4. Many | were | planned | in | apartment | that | of | events | the | that | were | carried | out | in | courtroom | the

5. man | was | Charles Darnay (Frenchman) | The | a | Attorney-General | wanted | whom | the

6. person | Will | raise | hand | your | the | please | mood | is | sour | whose

7. Carton | was | man | the | thanks | were | due | Darnay's | to | whom

Adjective Clauses: Exercise #3 ANSWER KEY

Page 1 of 2

PART I DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the adjective clauses, circle the relative pronouns, and diagram the sentences.

1. Mr. Lorry, who had become a trusted family friend, arrived (at the home) (of Dr. Manette).

2. (At this time, Manette rarely disappeared (into the corner) (in which he kept his shoemaking tools).

3. Lucie, whose charm was amazing, held the attention (of several suitors).

4. The footsteps, which occurred (on the street) (below the window), made a terrific echo.

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

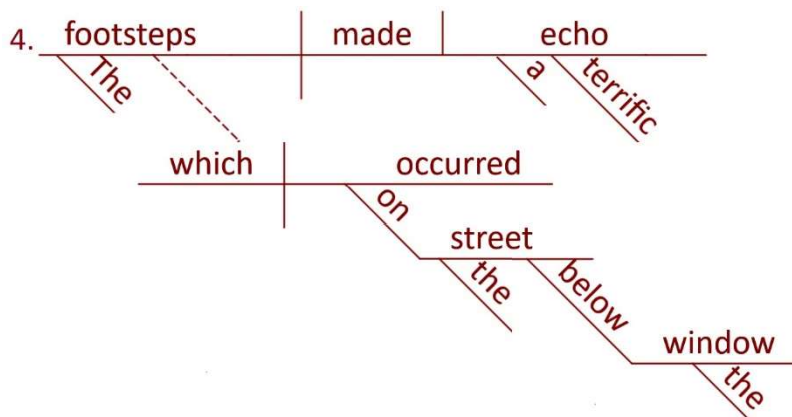
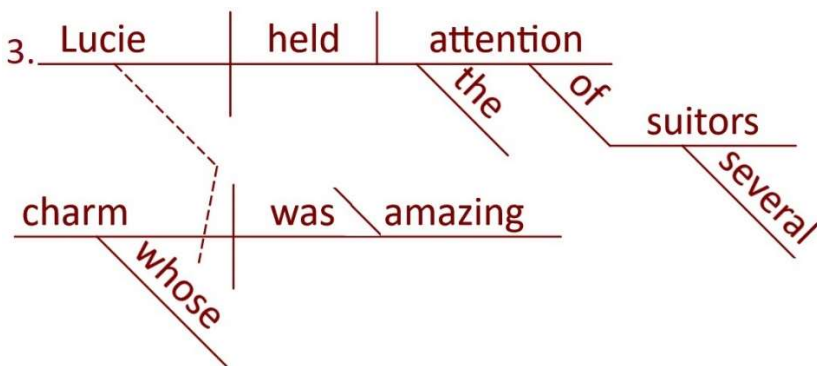
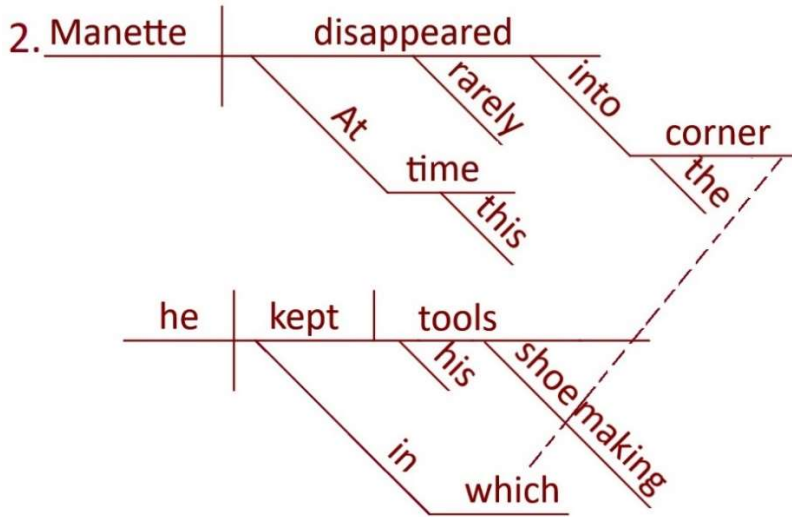
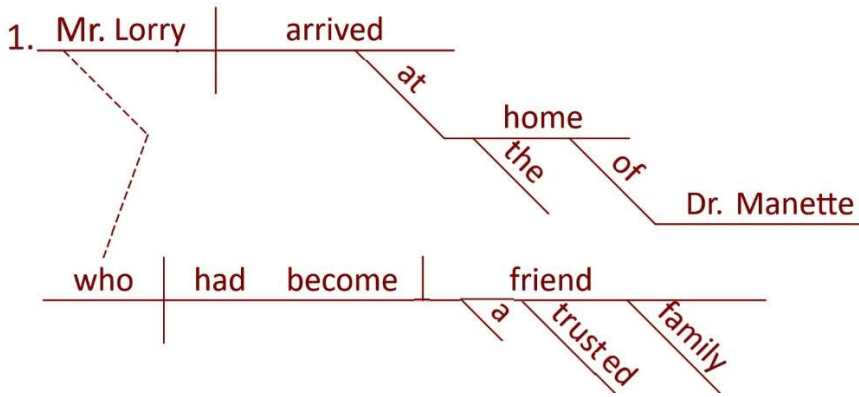
<i>SUBJECT</i>	<i>PREDICATE NOMINATIVE</i>	<i>DIRECT OBJECT</i>
<i>VERB</i>	<i>PREDICATE ADJECTIVE</i>	<i>INDIRECT OBJECT</i>
<i>MODIFIER</i>	<i>OBJECT OF THE PREPOSITION</i>	

SENTENCE #	WORD(S)	JOB
1.	who	<u>subject</u>
2.	which	<u>object of the preposition</u>
3.	attention	<u>direct object</u>
4.	terrific	<u>modifier</u>

PART III 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. **Answers may vary; however, examples are given. You will need to use your best judgment. The pronouns “which” and “that” are interchangeable.**

1. Monseigneur held a grand reception. He lived a life of pomp and luxury.
Monseigneur, who lived a life of pomp and luxury, held a grand reception.
2. Marquis Evremonde owned a carriage. The carriage killed a young child.
Marquis Evremonde owned a carriage that killed a young child.
3. A few coins fell on the street. The coins were tossed at the boy’s father.
A few coins, which were tossed at the boy’s father, fell on the street.
4. The wine shop owner Defarge comforted the father. The father’s name was Gaspard.
The wine shop owner Defarge comforted the father, whose name was Gaspard.
5. Madame Defarge watched the scene. She knitted the entire time.
Madame Defarge, who knitted the entire time, watched the scene.

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 and put parentheses around the prepositional phrases. Remember to parse subordinating conjunctions as SC. Underline the adverb clause. Diagram the sentences.

1. ^{SC PRO LV ART ADJ N N PP PN LV P-ADJ PP PN}
Because he was a French native, travel (through France) was difficult (for Darnay).

2. ^{ART N HV HV AV SC PRO HV AV PP N}
 A traveler might be imprisoned if he was stopped (by revolutionaries).

3. ^{SC PN LV ADV ART N PRO HV AV PP —PN—}
Although Darnay was not a threat, he was confined (in La Force).

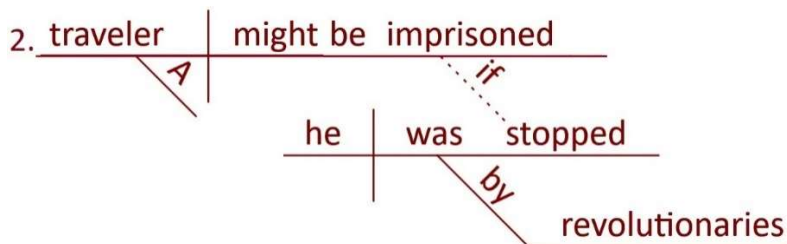
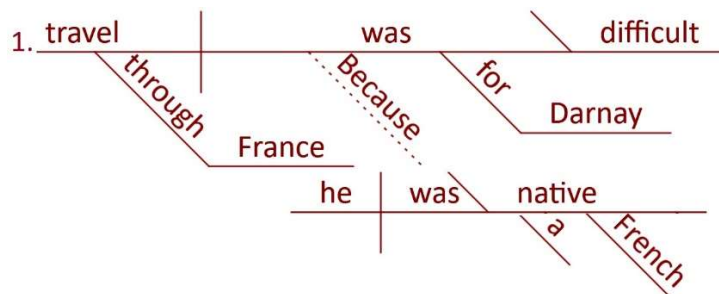
4. ^{PRO AV PP ART N PP ART ADJ N SC PRO HV HV AV ADV}
 He conversed (with the owner) (of the wine shop) when he was being led away.

5. ^{SC PRO AV PP ART N AV PRO PP ADJ N}
After you arrive (at the prison), put him (in solitary confinement).

6. ^{—PN— HV AV PN SC PRO HV HV AV PP ART N}
 Doctor Manette might help Charles if he can be allowed (into the prison).

7. ^{ART ADJ N AV ADV SC PRO AV}
 The kind doctor reacted quicker than most did.

8. ^{PN AV —SC— PRO HV AV ART N}
 Lucie looked as if she had seen a ghost.



Page 2 of 2 – Adverb Clauses: Exercise #1 Answer Key

3. he | was confined |
 Although | in | La Force
 Darnay | was | threat | a
 not

4. He | conversed |
 with | owner |
 When | the | of | shop |
 he | was being led | the | wine |
 away

5. (you) | put | him |
 After | in | confinement |
 you | arrive | at | prison |
 solitary

6. Doctor Manette | might help | Charles |
 if |
 he | can be allowed |
 into | prison |
 the

7. doctor | reacted |
 The | kind | than | quicker |
 most | did |

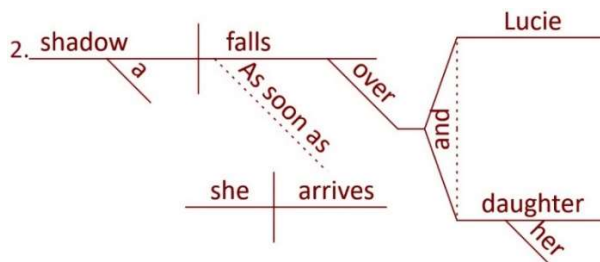
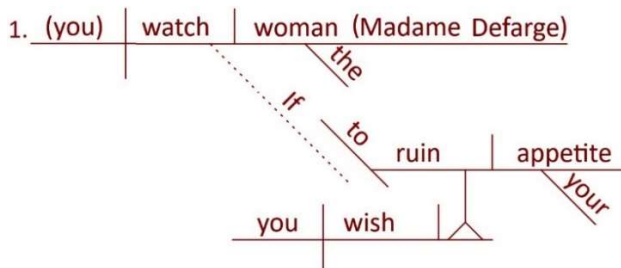
8. Lucie | looked |
 as if |
 she | had seen | ghost |
 a

Adverb Clauses: Exercise #2 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Remember to parse subordinating conjunctions as SC. Underline the adverb clauses. Diagram the sentences.

1. If you wish to ruin your appetite, watch the woman Madame Defarge.
 SC PRO AV —V— ADJ N AV ART N ———PN———
2. As soon as she arrives, a shadow falls (over Lucie and her daughter).
 ———SC——— PRO AV ART N AV PP PN CONJ ADJ N
3. When Lucie begs (for mercy), this lady coldly refuses.
 SC PN AV PP N ADJ N ADV AV
4. Then she acts as if Lucie's family is unimportant.
 ADV PRO AV —SC— N N LV P-ADJ
5. While Jerry Cruncher guarded the women (at a nearby lodging), Defarge approached Mr. Lorry (with a note) (from Manette).
 SC ———PN——— AV ART N PPART ADJ N PN AV ———PN———
 PPART N PP PN
 (with a note) (from Manette).
6. Whenever she gets the chance, Madame Defarge brings The Vengeance along.
 SC PRO AV ART N ———PN——— AV ———PN——— ADV
7. Unless it will strengthen the revolution, this knitting woman will not befriend a single soul.
 SC PRO HV AV ART N ADJ ADJ N HV ADV AV ART ADJ N
8. Remember to act (like this Madame) if you never want to have any friends!
 AV —V— PP ADJ PN SC PRO ADV AV —V— ADJ N



Page 2 of 2 – Adverb Clauses: Exercise #2 Answer Key

3. lady | refuses | coldly
 this | When |
 Lucie | begs | for | mercy
4. she | acts |
 Then | as if |
 family | is | unimportant
 Lucie's |
5. Defarge | approached | Mr. Lorry
 While | with | note | from | Manette
 a |
 Jerry Cruncher | guarded | women |
 at | the |
 lodging |
 a | nearby |
6. Madame Defarge | brings | The Vengeance
 Whenever | along |
 she | gets | chance |
 the |
7. woman | will | befriend | soul |
 this | knitting | unless | not | a | single |
 it | will | strengthen | revolution |
 the |
 to | act |
 like | Madame |
 this |
8. (you) | Remember |
 if | to | have | friends |
 you | want | any |
 never |

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. Above the clause write whether it's an adverb or adjective clause and what word in the main clause it modifies.

- ADVERB – visits**
1. Since he cares for this family deeply, Mr. Lorry visits Manette, **ADJECTIVE - Manette** who now seems full of strength and power.
- ADJECTIVE - Tribunal**
2. The Tribunal, which is a self-appointed body that tries and sentences prisoners, was persuaded by Manette to keep Darnay alive **ADVERB - keep** after he has been imprisoned.
- ADJECTIVE – doctor**
3. This doctor who had become a physician in the prison acted **ADVERB - acted** as if he could not even remember his former fragile days.
- ADVERB – continues**
4. While time continues to pass, the country of France continues to rage **ADVERB-continues** as though she is in a fever.
- ADJECTIVE – man**
5. The man who remained in prison continued to be encouraged **ADVERB - encouraged** when he was visited by his father-in-law.
- ADVERB - considered**
6. Since La Guillotine had become so popular, the people of Paris considered it to be a fixture **ADJECTIVE - fixture** which never needed to leave the streets.
- ADVERB – might be**
7. Whenever one would leave his home, he might be in danger of an accusation **ADJECTIVE - accusation** that could land him in prison.
- ADVERB – told**
8. Before Darnay's trial comes, Lucie is told of a prison window **ADJECTIVE - window** which might allow her to glimpse her husband.

Noun Clauses: Exercise #1 ANSWER KEY

Page 1 of 2

DIRECTIONS: Parse the sentences below and put parentheses around the prepositional phrases. Underline the noun clauses. After each sentence indicate what job each clause is doing. Diagram the sentences.

1. **PRO ART N AV LV ART N**
 1. What the mob wanted was a revolution.
The noun clause is the subject.

2. **ADJ N LV PRO ADJ N PP N LV P-ADJ**
 2. Their message was that any amount (of bloodshed) was justified.
The noun clause is the predicate nominative.

3. **ART N PPART N AV PP PRO —PN— AV**
 3. A member (of the crowd) pointed (to where Dr. Manette was).
The noun clause is the object of the preposition.

4. **ART N AV PRO AVART ADJ N ART N**
 4. The jury gave whoever had the doctor's support an acquittal.
The noun clause is the indirect object.

5. **—PN— ADV AVART N PP PRO PRO AV**
 5. Dr. Manette always had the admiration (of whomever he knew).
The noun clause is the object of the preposition.

6. **ART N PP ADJ N LV PRO ADV AV**
 6. The outcome (of Darnay's trial) was what really mattered.
The noun clause is the predicate nominative.

7. **ADJ ADJ N LV P-ADJ PP PRO AV ADV**
 7. His lovely wife was astonished (by what happened next).
The noun clause is the object of the preposition.

8. **PRO PRO HV HV AV ADV LV ADV P-ADJ**
 8. That he was being arrested again was quite surprising.
The noun clause is the subject.

Page 2 of 2 – Noun Clauses: Exercise #1 ANSWER KEY

1. mob | wanted | What
 the | was | a | revolution
 amount | was | justified
 any | of | bloodshed
2. message | was
 their
3. member | pointed | Dr. Manette | was
 A | of | crowd | the | to | where
4. jury | gave | acquittal
 The | an | whoever | had | support
 the | doctor's
5. Dr. Manette | had | admiration | he | knew | whomever
 always | the | of
6. outcome | was | what | mattered
 The | of | trial | Darnay's | really
7. wife | was | astonished | what | happened
 His | lovely | by | next
8. he | was | being | arrested | That
 again
 was | surprising
 quite

Noun Clauses: Exercise #2 ANSWER KEY

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DIRECTIONS: In each sentence, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). Below each phrase, if it's 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. What Madam Defarge did best was playing the violin.
(Noun clause – subject) (Gerund phrase – predicate nominative)
2. Her husband was the man who followed her commands.
(Adjective clause – modifies "man")
3. Screaming with fear, Lucie collapsed when the soldiers arrived.
(Participial phrase – modifies "Lucie") (Adverb clause – modifies "collapsed")
4. Solomon, Miss Pross's long-lost brother, added a new twist when he was discovered in the wine shop.
(Appositive phrase – restates "Solomon") (Adverb clause – modifies "adds")
5. Jerry did not recognize who the spy was until finding out from Carton.
(Noun clause – direct object) (Gerund phrase – object of the preposition)
6. Where Lucie had been living was a lodging located near Tellson's Bank.
(Noun clause – subject) (Participial phrase – modifies "lodging")
7. Roger Cly, who was a known English spy, desired to be believed dead.
(Adjective clause – modifies "Roger Cly") (Infinitive phrase – direct object)
8. Mr. Cruncher, considered clueless by many people, had insider knowledge about where Cly had gone.
(Participial phrase – modifies "Mr. Cruncher") (Noun clause – object of the preposition)

Noun Clauses: Exercise #3 ANSWER KEY

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DIRECTIONS: In each sentence, underline and identify every phrase (participial, gerund, infinitive, or appositive) and every clause (adjective, adverb, or noun). Below each phrase, if it's doing a job, write what job it's doing: if it's modifying something, write what it's modifying. See the EXAMPLE in Exercise #2.

1. Sydney Carton, who was in love with Lucie, began to think of her immediately when he wandered
(Adjective clause – modifies “Sydney Carton”) (Infinitive phrase – direct object)
the streets of Paris.
(Adverb clause – modifies “began”) Note: clause starts on previous line with ‘when he wandered.’
2. He thought about what the priest had said when his father had been buried.
(Noun clause – object of the preposition) (Adverb clause – modifies “thought”)
3. Although he was already exhausted, he continued to walk through the streets because he was
(Adverb clause – modifies “continued”) (Infinitive phrase – direct object)
preparing himself for the morning’s trial.
(Adverb clause – modifies “continued”) Note: clause starts on previous line with ‘because he was.’
4. Manette, who loves Darnay, thinks that the accusations against him are impossible.
(Adjective clause – modifies “Manette”) (Noun clause – direct object)
5. Saving this man has become an obsession for the doctor, who adored his son-in-law.
(Gerund phrase – subject) (Adjective clause – modifies “doctor”)
6. Defarge took the stand to tell his story, which was a tale of the guilt of Darnay’s family.
(Infinitive phrase – modifies “took”) (Adjective clause – modifies “story”)
7. The judge, naming Darnay’s accusers, allows the death sentence because the sins of his father were
(Participial phrase – modifies “judge”) (Adverb clause – modifies “allows”)
so great.

Units 19 – 22 Grammar Review Exercises

ANSWER KEY

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PART I DIRECTIONS: *Underline the entire subordinate clause in each sentence below. Write what kind of a clause it is. Below each sentence identify the clause and 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. Samuel Clemens claimed that he wrote from real life.
Noun clause: direct object
2. He began writing for a newspaper when he failed at mining.
Adverb clause: modifies “began” – tells when
3. The pen name that he chose was Mark Twain.
Adjective clause: modifies “name”
4. Not everyone who writes novels selects a pen name.
Adjective clause: modifies “everyone”
5. He was kept indoors as a child because he had poor health.
Adverb clause: modifies “was kept” – tells why
6. Samuel left school after his father died of pneumonia.
Adverb clause: modifies “left” – tells when
7. As an apprentice, he had to do whatever was asked of him.
Noun clause: direct object
8. Piloting a riverboat, which was a dream of Twain’s, required years of study.
Noun clause: appositive
9. His younger brother Henry died when a steamboat exploded.
Adverb clause: modifies “died” – tells when
10. What ended his career as a riverboat pilot was the beginning of the Civil War.
Noun clause: subject
11. His wife, who at first rejected his marriage proposal, was Olivia Langdon.
Adjective clause: modifies “wife”
12. Many people read Twain’s works because they enjoy his authentic style.
Adverb clause: modifies “read” – tells why

PART II DIRECTIONS: Copy the clauses (adjective, adverb, or noun) and phrases (participial, gerund, infinitive, or appositive) that you find in the sentences onto the blanks below. Identify what kind of clause or phrase it is. BE SURE TO COPY OUT THE ENTIRE PHRASE OR CLAUSE. (If the phrase or clause is too long to fit on the line provided below, write the first words of it, then an ellipsis [...], and the last words.)

1. The old lady pulled her spectacles down to look over them about the room, which allowed her a view of a thing as small as the boy, her nephew. (3 items in this sentence)
2. Wearing her spectacles was a practice allowing her a bit of style. (2 items in this sentence)
3. The aunt, bending down and punching under the bed with a broom, had resurrected nothing when she stood back up. (2 items in this sentence)
4. The woman who had chased this boy now lifted her voice and shouted for him. (1 item in this sentence)
5. What aroused her suspicion was a slight noise occurring behind her. (2 items in this sentence)

<u>SENTENCE #</u>	<u>WORD GROUP</u>	<u>IDENTIFICATION</u>
1	<u>to look over</u>	<u>infinitive phrase</u>
1	<u>which allowed her a view</u>	<u>adjective clause</u>
1	<u>her nephew</u>	<u>appositive</u>
2	<u>Wearing her spectacles</u>	<u>gerund phrase</u>
2	<u>allowing her a bit of style</u>	<u>participial phrase</u>
3	<u>bending down . . . with a broom</u>	<u>participial phrase</u>
3	<u>when she stood back up</u>	<u>adverb clause</u>
4	<u>who had chased this boy</u>	<u>adjective clause</u>
5	<u>What aroused her suspicion</u>	<u>noun clause</u>
5	<u>occurring behind her</u>	<u>participial phrase</u>