

WEEK 7

Compounds and Conjunctions

— LESSON 25 —

Contractions

Compound Nouns

Diagramming Compound Nouns

Compound Adjectives

Diagramming Adjectives

Articles

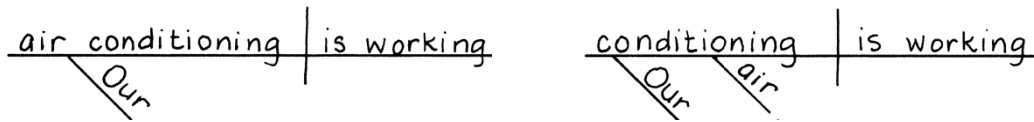
A contraction is a combination of two words with some of the letters dropped out.

Exercise 25A: Contractions Review

Write the two words that form each contraction on the blanks to the right. Some contractions have more than one correct answer. The first is done for you.

Contraction	Helping Verb	Other Word
she's	is (or has)	she
who's	_____	_____
aren't	_____	_____
I'd	_____	_____
we've	_____	_____
shouldn't	_____	_____
can't	_____	_____
you'll	_____	_____
hasn't	_____	_____

Our air conditioning is working!



Exercise 25B: Diagramming Adjectives and Compound Nouns

On your own paper, diagram every word of the following sentences.

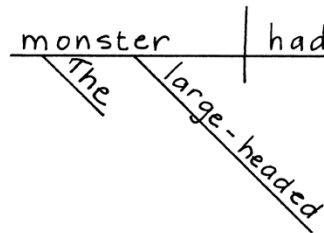
Kristi's ice cream melted.

Our post office closed.

Humpty Dumpty has fallen.

Marie Curie researched.

The large-headed monster had twenty-seven teeth.



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

Exercise 25C: Compound Nouns

Draw a line to match each word in Column A with the correct word in Column B to form a single-word compound noun. Then rewrite the new compound noun on the space provided. The first is done for you.

Column A	Column B	New Compound Noun
base	book	baseball
key	crow	_____
note	ball	_____
grape	worm	_____
scare	fruit	_____
earth	cake	_____
pan	board	_____

Exercise 25D: Compound Adjectives

Correctly place hyphens in the following phrases.

forty seven full length novels

a part time job

time saving devices

the long distance runner

three fourths cup of sugar

a twelve story building

twenty four three year old children

Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives

On your own paper, diagram every word in the following sentences. These are adapted from *The Secret Garden*, by Frances Hodgson Burnett.

The long-lasting rainstorm had ended.

The rabbits' tremulous noses were sniffing.

A laurel-hedged walk curved.

Pink-cheeked Mary Lennox was running.

Fair fresh rosebuds uncurled.

— LESSON 26 —**Compound Subjects****The Conjunction *And*****Compound Predicates****Compound Subject-Predicate Agreement**

The fireman hurries.

The policeman hurries.

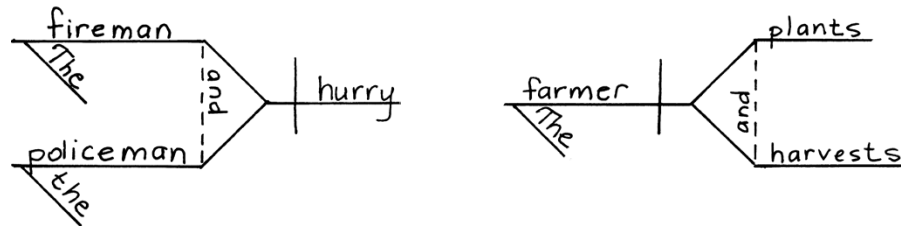
The fireman and the policeman hurry.

SIMPLE PRESENT

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

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

The farmer plants.
 The farmer harvests.
 The farmer plants and harvests.



Exercise 26A: Identifying Subjects, Predicates, and Conjunctions

Underline the subject(s) once and the predicate(s) twice in each sentence. Circle the conjunctions that join them. The first one is done for you.

These sentences are adapted from E. L. Konigsburg's *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.

So she lay there in the great quiet of the museum next to the warm quiet of her brother and enjoyed the soft stillness around them: a comforter of quiet.

He felt its cool roundness and splashed his way over to Claudia.

Michelangelo, Angel, and the entire Italian Renaissance waited for them until morning.

We'll get our mailbox number, write it in, and take it to the museum office.

Jamie paid the rent, signed a form under the name Angelo Michaels and gave his address as Marblehead, Massachusetts.

They stood in line and got tickets for a tour.

Four Americans, two Englishmen, and one German have thus far examined the statue.

Exercise 26B: Diagramming Compound Subjects and Predicates

Underline the subject(s) once and the predicate(s) twice in the following sentences. Circle any conjunctions.

When you are finished, diagram the subjects (and any articles modifying the subjects), predicates, and conjunctions (ONLY) of each sentence on your own paper.

Alexandra and Raphael play tic-tac-toe together.

Bats and balls flew into the air and landed on the grass.

Megan calculated the answer and corrected her sister's work.

The puppy and the piglet study each other through the fence.

The vase on the nightstand teetered and fell.

The newborn lambs and the curious rabbits delighted and amused the children during their visit to the petting zoo.

Exercise 26C: Forming Compound Subjects and Verbs

Combine each of these sets of simple sentences into one sentence with a compound subject and/or a compound predicate joined by *and*. Use your own paper.

Bimala parks the car.

Bimala locks the car.

The fern needs watering.

The geranium needs watering.

The hurricane has caused horrific damage to the town.

The tornado has caused horrific damage to the town.

The red kangaroo clucks.

The red kangaroo hops.

The golden-mantled kangaroo hops.

The golden-mantled kangaroo clucks.

The wallaroo hops.

The wallaroo clucks.

Exercise 26D: Subject-Verb Agreement with Compound Subjects

Choose the correct verb in parentheses to agree with the subject. Cross out the incorrect verb.

The visitor (approach/approaches) the door and (knock/knocks) softly.

Louisa and Peter (run/runs) to open the door.

Louisa (ask/asks) if Mrs. Kim would like to see the new baby.

Mrs. Kim (smile/smiles) and (nod/nods).

Mother and Father (come/comes) into the room and (greet/greets) Mrs. Kim.

The tiny new baby (study/studies) the guest with wide eyes.

— LESSON 27 —

Coordinating Conjunctions Complications in Subject-Predicate Agreement

A conjunction joins words or groups of words together.

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

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

Indonesia and Greater Antilles are groups of islands.

I will nap or go running.

They will not help me, nor you.

I ran after them, for I needed help.

I stubbed my toe, so now my foot hurts.

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

He was laughing, yet he seemed sad.

Exercise 27A: Using Conjunctions

Fill the blanks in the sentences below with the appropriate conjunctions. You must use each conjunction at least once. (There is more than one possible answer for many of the blanks.)

These sentences are adapted from *A Wrinkle in Time*, by Madeleine L'Engle.

She has doctors' degrees in both biology _____ bacteriology.

Calvin held her hand strongly in his, _____ she felt neither strength
_____ reassurance in his touch.

Not only is there no need to fight me, _____ you will not have the slightest
desire to do so. _____ why should you wish to fight someone who is here
only to save you pain _____ trouble?

Charles Wallace slid down from his chair _____ trotted over to the
refrigerator, his pajamaed feet padding softly as a kitten's.

On the dais lay—what? Meg could not tell, _____ she knew that it was
from this that the rhythm came.

We could feel her heart, very faintly, the beats very far apart. _____ then
it got stronger. _____ all we have to do is wait.

With a good deal of difficulty I can usually decipher Meg's handwriting, _____
I doubt very much if her teachers can, _____ are willing to take the time.

You could learn it, Charles. _____ there isn't time. We can only stay here
long enough to rest up _____ make a few preparations.

It had the slimness and lightness of a bicycle, _____ as the foot pedals
turned they seemed to generate an unseen source of power, _____ the
boy could pedal very slowly _____ move along the street quite swiftly.

_____ Charles Wallace continued his slow walk forward, _____
she knew that he had not heard her.

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

I am friendly.

George and I are friends.

The policeman or the fireman hurries.

The dog and the cat are sleeping on the sofa.

The dog or the cat is sleeping on the sofa.

The dogs or the cat is sleeping on the sofa.

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

The pies were scrumptious.

The pies on the table were scrumptious.

The box of pencils is on the top shelf.

A can of red beans sits on the table.

The young man at all of the meetings was bored.

Fractions are singular if used to indicate a single thing.

Fractions are plural if used to indicate more than one thing.

Three-fourths of the pie was missing.

Three-fourths of the socks were missing.

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

Thirty dollars is too much to pay for that shirt.

Thirty dollars are spread across the table.

Seven years is a long time to wait.

The minutes tick by.

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

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

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

Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects

Choose the correct verb in parentheses to agree with the subject noun or pronoun in number. Cross out the incorrect verb.

The invention of light bulbs (have/has) had a significant influence on society.

Now that pictures (have/has) been taken, the soccer team (have/has) returned to their classes.

Either this book or that poem (are/is) the most difficult thing I've studied this year.

The company of actors (take/takes) their places on the stage.

One hundred ten degrees (are/is) just too hot to play outside!

Seven days (have/has) passed since I made the decision to run for office.

The board (have/has) decided to enact the new rule.

The pie or the cupcakes (seem/seems) like a good choice for dessert.

The jury (wait/waits) for the judge to read the verdict.

The oranges on the tree (are/is) nearly ripe!

Sixteen dollars (are/is) a great deal for that coat!

The birds in the trees (are/is) chirping merrily.

About half of the attendees (were/was) planning to leave the conference after lunch.

Every Tuesday, Justine and Annika (sit/sits) on a bench in the park and (tell/tells) each other stories.

When I wake up in the morning, my mother or my father (have/has) made breakfast.

One-fourth of the money (were/was) intended for charity.

A band of outlaws (were/was) waiting for the stagecoach.

My brother, my sister, or I (take/takes) the trash out every week.

Exercise 27C: Fill in the Verb

Choose a verb in the present tense that makes sense to complete each sentence. Be sure the verb agrees in number with its subject!

The fog in the streets _____ driving dangerous.

The books with the author's signature _____ more.

The bevy of admirers _____ the rock star.

Your impudence _____ me to eject you from this classroom!

Nine dollars _____ not a large amount.

Green, red, and purple _____ my favorite colors.

The mice in the cage _____ with fright as the cat _____ near.

I listen as either the old man or the clumsy child _____ up the stairs.

Two-thirds of the children _____ as soon as they get to the playground.

— LESSON 28 —

Further Complications in Subject-Predicate Agreement

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

Mathematics is my favorite subject.

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

Little Women was written by Louisa May Alcott.

The United States is south of Canada.

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

Pants are too hot in the summertime.

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

There is a skunk in the brush.

There are three skunks in the brush.

Each and every always indicate a singular subject.

In Masai villages, each woman cares for her own cattle.
 In Masai villages, each of the women cares for her own cattle.
 In Masai villages, each cares for her own cattle.
 In Masai villages, women care for their own cattle.
 Every man needs friends.
 Men need friends.

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

Fish and chips is my favorite British dish.

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

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

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

The data suggest otherwise.

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

Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects

Choose the correct verb in parentheses and cross out the incorrect verb.

Mathematics (is/are) one of my favorite things to study.

Every ant in the colony (has/have) a job.

There (is/are) a little ice cream shop downtown near the park.

The criteria for the project (was/were) not made clear to the students.

The pianist and organist (is/are) also performing a trumpet solo.

Ham and cheese (is/are) my favorite kind of sandwich.

There (is/are) three children in the yard.

Each child (wants/want) a popsicle.

Each of the children (prefers/prefer) a particular flavor.

The Lion, the Witch, and the Wardrobe (was/were) the first book C. S. Lewis wrote in the Chronicles of Narnia.

My pants (is/are) too short!

Linguistics (is/are) a fascinating field of study.

The foci of an ellipse (determines/determine) what the ellipse will look like.

Romeo and Juliet (is/are) one of Shakespeare's tragedies.

Ginevra's left-handed scissors (has/have) green handles.

Spaghetti and meatballs (sounds/sound) like a great idea for dinner.

"Here (is/are) an interesting phenomenon in the skies," said the astronomy professor.

Each of the runners (was/were) determined to win the race.

The United Arab Emirates (is/are) a country on the Arabian Peninsula.

Every koala (loves/love) eucalyptus leaves.

Exercise 28B: Correct Verb Tense and Number

Complete each of these sentences by writing the correct number and tense of the verb indicated. When you are finished, read each sentence aloud to your instructor (don't read the bracketed instructions, though!).

These sentences are adapted from Lewis Carroll's *Through the Looking-Glass*.

"There [simple present of am] _____ the effect of living backwards," the Queen [simple past of say] _____ kindly.

The Messenger, to Alice's great amusement, [progressive past of open] _____ a bag that hung round his neck.

The words of the old song [progressive past of play] _____ in Alice's mind.

There [simple past of am] _____ elephants that looked like bees.

The beautiful brown eyes of the Fawn [progressive present of fill] _____ with alarm.

The Knight with the odd inventions [simple past of am] _____ not a good rider.

Alice [simple past of think] _____ to herself, “Thirty times three [simple present of make] _____ ninety. I wonder if anyone [progressive present of count] _____?”

The egg on the shelf [progressive past of become] _____ larger and larger, and more and more human.

There [simple past of am] _____ a pause in the fight just then, and the Lion and the Unicorn [progressive past of pant] _____ while the King [simple past of call] _____ out “Ten minutes allowed for refreshments!”

Bread-and-butter [simple present of am] _____ what you get when you divide a loaf with a knife.



WEEK 8

Introduction to Objects

— LESSON 29 —

Action Verbs

Direct Objects

A direct object receives the action of the verb.

Cara built a bonfire.

We roasted marshmallows over the bonfire.

Tom ate the delicious cookie.

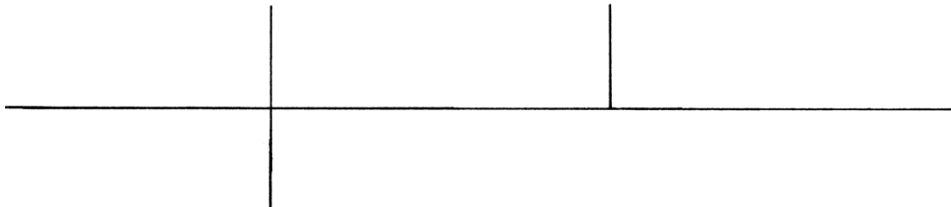
Julia, hot and thirsty, drank the fresh-squeezed lemonade.

She visited her grandfather.

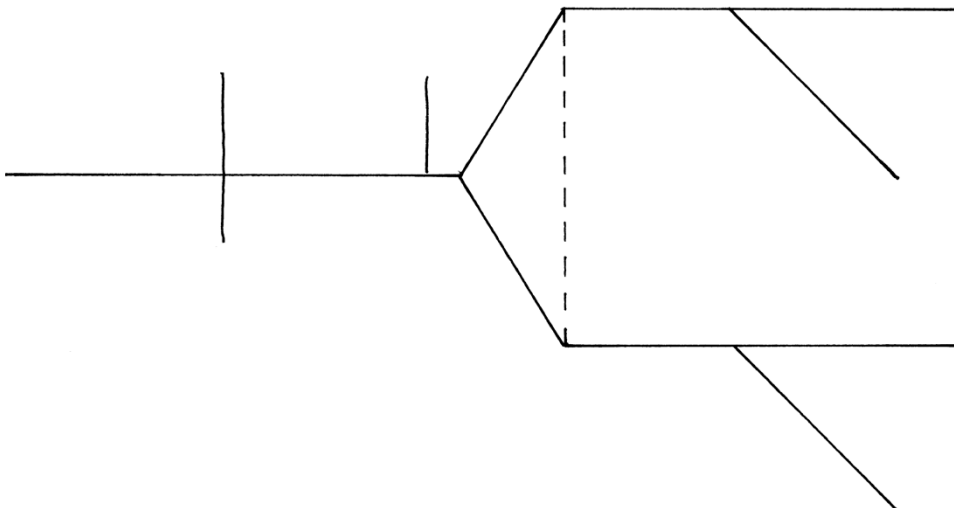
He had forgotten her name.

She found peace.

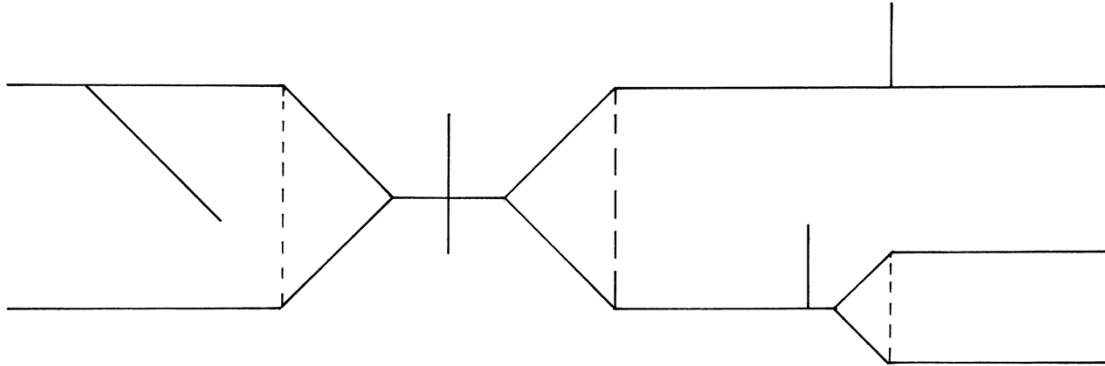
We roasted marshmallows.



We roasted soft marshmallows and beefy hot dogs.



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



Exercise 29A: Direct Objects

In the following sentences, underline the subjects once and the predicates twice. Circle each direct object.

If the sentence is a command, write the understood subject in parentheses and underline it once.

Nate dragged the sled to the top of the hill.

The excited young girl shook the present too hard.

Would you pour the tea for us?

Place the candles on the cake.

Victoria and Max will play the game.

The officers at the event direct traffic and answer questions.

After their performance in the ice skating competition, Yaroslav and Maria quenched their thirst and awaited their scores.

My new camera takes great pictures and videos.

Asami discarded the twos, threes, and fours, and dealt the rest of the cards.

The eccentric old man wore a fedora, a corsage, and a bright green apron.

In the bakery, I see and smell my favorite things.

Anya and Matthias popped their balloon and extracted the next clue for the game.

Camila, Tomás, and Maite crossed the bridge and waited.

Stamp and deliver this important letter!

The angry boy slammed the door and hid.

Exercise 29B: Diagramming Direct Objects

On your own paper, diagram the subjects, verbs, and direct objects in the sentences from Exercise 29A.

— LESSON 30 —

Direct Objects
Prepositions

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

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

Prepositions

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

Exercise 30A: Identifying Prepositions

In the following sentences (adapted from J. R. R. Tolkien's *The Hobbit*), find and circle each preposition. Be careful: One word on the preposition list is also on the list of conjunctions you learned in Lesson 27. Only circle it when it functions as a preposition!

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with paneled walls, and floors tiled and carpeted, provided with polished chairs, and lots of pegs for hats and coats—the hobbit was fond of visitors. The best rooms were all on the left-hand side, for these were the only ones with windows, deep-set round windows looking over his garden, and meadows sloping to the river.

Exercise 30B: Word Relationships

The following sentences all contain action verbs. Underline each subject once and each action verb twice. If the sentence has an action verb followed by a direct object, write *DO* above the direct object. If the sentence contains a preposition, circle the preposition and draw a line to connect the two words that the preposition shows a relationship between. The first two are done for you.

The clothes hung on the line.

Genevieve remembered her grandmother's instructions. DO

The man charmed the snake.

Mrs. Wójcik teaches in the science lab.

The plumber with the green hat jumps very high.

The fidgety dog accidentally pressed the round purple button.

Jerome snapped his fingers.

The mighty ship with seven passenger decks rocked violently.

Enormous stones rolled down the hill.

A large black bear waited near the cave entrance.

My sister devoured her dinner.

The purple flowers by the curb were growing wildly.

Kiara reluctantly swallowed her pride.

I study at the library every Tuesday.

Exercise 30C: Diagramming Direct Objects

On your own paper, diagram the subjects, predicates, and direct objects only from the sentences above. If a sentence does not have a direct object, do not diagram it.

— LESSON 31 —

Definitions Review
Prepositional Phrases
Object of the Preposition

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

An adjective modifies a noun or pronoun.

A pronoun takes the place of a noun.

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

A conjunction joins words or groups of words together.

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

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

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

Prepositions

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

A brook sluggishly flows through low ground.

Dark draperies hung upon the walls.

The tunnel wound into the green hill.

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

Put your hand beneath your workbook.

Calvin ran across the floor.

I baked a pie for my mother.

Exercise 31A: Objects of Prepositional Phrases

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

Liliana placed her backpack near the _____.

The mouse scurried past the _____.

Beyond the _____ lies an ancient ruin.

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

— LESSON 32 —

Subjects, Predicates, and Direct Objects Prepositions Object of the Preposition Prepositional Phrases

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

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

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

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

The predicate of the sentence tells something about the subject.

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

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

A direct object receives the action of the verb.

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

Prepositions

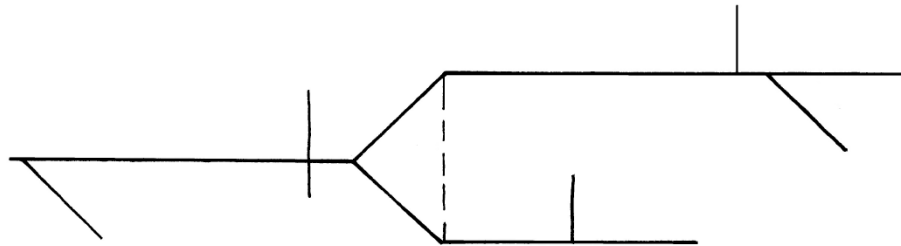
aboard, about, above, across
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 down, during, except, for, from
 in, inside, into, like
 near, of, off, on, over
 past, since, through, throughout
 to, toward, under, underneath
 until, up, upon
 with, within, without

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

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

The warrior saw two great globes.

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



Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences

In the following sentences from L. M. Montgomery's *Anne of Green Gables*, circle each prepositional phrase. Once you have identified the prepositional phrases, underline subjects once, underline predicates twice, and label direct objects with *DO*.

By the end of the term Anne and Gilbert were promoted into the fifth class.

In geometry Anne met her Waterloo.

For Anne the real excitement began with the dismissal of school.

After the tea at the manse Diana Barry gave a party.

I bought the dye from him.

I shut the door and looked at his things on the step.

In the evening Miss Barry took them to a concert in the Academy of Music.

She went into her big house with a sigh.

The Avonlea hills beyond them appeared against the saffron sky.

A professional elocutionist in a wonderful gown of shimmering gray stuff like woven moonbeams was staying at the hotel.

The stout lady in pink silk turned her head and surveyed Anne through her eyeglasses.

Exercise 32B: Diagramming

On your own paper, diagram all of the uncircled parts of the sentences from Exercise 32A.



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

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

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

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

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

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

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

He | left
hurriedly

Exercise 33A: Identifying Adverbs That Tell How

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

These sentences are slightly adapted from *Imprudent King: A New Life of Philip II*, by Geoffrey Parker.

Ferdinand's obstinacy led Charles to exclaim angrily, "We need to establish who is emperor: you or me."

The ambassador dutifully informed his master.

Philip again complained selfishly.

He concluded briskly, "And so I am confident that you will gladly shoulder your part of the burden."

Philip scribbled grumpily, "If I were God and knew everyone's inner nature, this would be easy; but we are men, not gods."

Philip replied wearily that things were not nearly so bad.

He rode majestically through the streets of Genoa.

The prince spoke little and so softly that few could hear his words.

Some flatly refused to accept the posts that Philip offered them.

The condemned man unwisely appealed to the council again, and they recommended further clemency to the king.

The king sentenced him to be secretly strangled in his cell.

Exercise 33B: Forming Adverbs from Adjectives

Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
useless	_____	unnecessary	_____
courageous	_____	lazy	_____
natural	_____	owlish	_____
stern	_____	dainty	_____
limp	_____		

Exercise 33C: Diagramming Adverbs

On your own paper, diagram the following sentences.

The tired woman stared vacantly.

The new band enthusiastically plays songs.

My old flashlight dimly lit the narrow passageway.

Adeline answered the question truthfully.

Sleepily, Travis answered the red phone.

The furious bull snorted menacingly.

— LESSON 34 —**Adverbs That Tell When, Where, and How Often****Exercise 34A: Telling When**

Calvin dropped his recipe cards for banana bread. Help him get organized by numbering the following sentences from 1 to 5 so he can make the bread.

_____ Later, combine the wet ingredients with the dry ingredients.

_____ First, mash the bananas in a bowl.

_____ Second, add the egg, sugar, and cooking oil to the bananas.

_____ Finally, cook for 50 to 55 minutes in a 350° oven.

_____ Next, mix flour, baking powder, baking soda, cinnamon, and salt in a separate bowl.

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

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

Yesterday I washed my dog outside.

The dog ran away.

Then the dog lay down.

Now my dog is sleeping there.

My glasses are lying there.

My red book is sitting here.

There are my glasses.

Here is my red book.

Now my dog is sleeping there.

dog | is sleeping
 My | Now | there

There are my glasses.

glasses | are
 my | There

Here is my red book.

book | is
 my | red | Here

Here and there are adverbs that tell where.

I wash my dog weekly.

Richie is always looking for adventure.

I will often be eating.

I | will be eating
 often

When will you arrive?

Where is my hat?

How are you doing?

you will arrive When.

you | will arrive
 When

my hat is Where.

_____ | _____
 \ | /

Exercise 34B: Distinguishing among Different Types of Adverbs

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

poorly upstairs sometimes yesterday
 fourth regularly sweetly frequently
 later here everywhere happily

When	Where	How	How Often
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exercise 34C: Identifying Adverbs of Different Types

Underline the adverbs in the following sentences that tell when, where, or how often.

I will complete my homework later.

That stray cat often stays near the restaurant.

The coyote never catches the roadrunner.

Get your jacket now.

Quincy occasionally forgets a line, but he usually recovers from his mistakes.

Prairie dogs tunnel constantly.

The turtle was on that rock yesterday.

Tia is always changing her mind.

Antonio searched everywhere in the house for his keys.

I left my bag inside.

Exercise 34D: Diagramming Different Types of Adverbs

On your own paper, diagram the following sentences.

I was sneezing constantly yesterday!

Tomorrow, greet the new student warmly.

Cautiously, the timid girl stepped outside.

Bonnie and Reginald settled their differences yesterday.

Our neighbors were playing baseball earlier and accidentally broke Mr. Larson’s window.

My dedicated instructor prepares lessons daily.

— LESSON 35 —

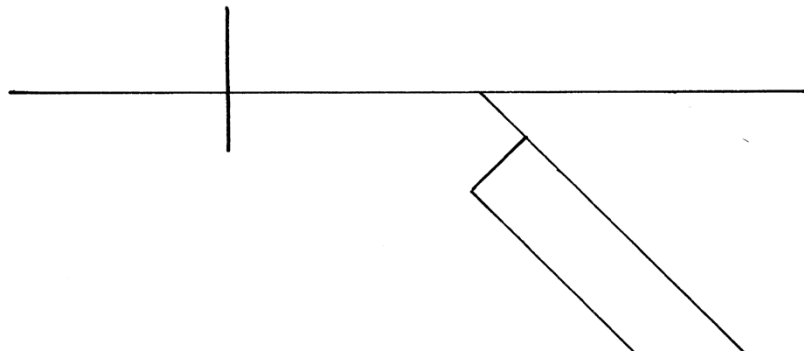
Adverbs That Tell To What Extent

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

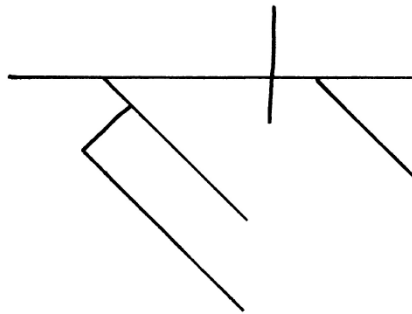
The extremely humid day was unpleasant.

Sharon runs quite quickly.

Larry shrieked especially loudly.



Extremely skittish Larry ran away.



Exercise 35A: Identifying the Words Modified by Adverbs

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

These sentences are slightly adapted from Stephen Jay Gould's *The Flamingo's Smile: Reflections in Natural History*.

He was barely able to reconstruct the story later from his sadly inadequate record.

No other theme so well displays the human side of science.

Mottled shells are equally inconspicuous (indeed remarkably camouflaged) when dappled sunlight filters through the vegetation.

I shall then summarize the three major arguments from modern biology for the surprisingly small extent of human racial differences.

What cause could yield a periodicity so regular, yet so widely spaced?

The chain of being had always vexed biologists because, in some objective sense, it doesn't seem to describe nature very well.

We know, in retrospect, that England and most of northern Europe were, quite recently, covered several times by massive continental ice sheets.

One question has always predominated in this case—individuality.

Many of these plants contain psychoactive agents, avoided by mammals today as a result of their bitter taste.

The alkaloids simply don't taste good (they are bitter); in any case, mammals have livers happily supplied with the capacity to detoxify them.

As an animal, or any object, grows (provided its shape doesn't change), surface areas must increase more slowly than volumes—since surfaces get larger as length squared, while volumes increase much more rapidly, as length cubed.

A master in the art of teaching, he exercised an almost irresistible influence over his students.

He never married, socialized little, and published less.

Exercise 35B: Diagramming Different Types of Adverbs

On your own paper, diagram every word of the following sentences.

The extremely old chair wobbled threateningly.

Angie and Brian presented a completely workable solution.

Somewhere, this very untidy room contains my completely finished project.

Kick the ball much more forcefully.

Sophia retrieved the next clue quite easily.

Where are you going so hurriedly?

— LESSON 36 —

Adjectives and Adverbs

The Adverb *Not*

Diagramming Contractions

Diagramming Compound Adjectives and Compound Adverbs

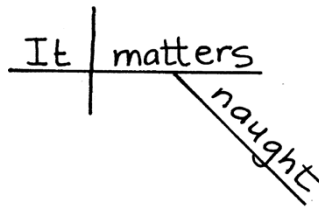
An adjective modifies a noun or pronoun.

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

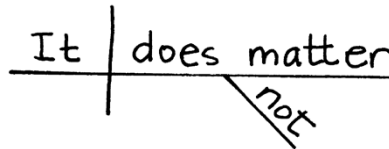
An adverb describes a verb, an adjective, or another adverb.

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

It matters naught.

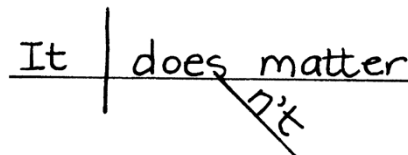


It does not matter.

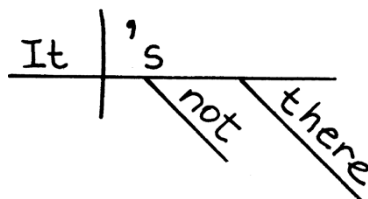


A contraction is a combination of two words with some of the letters dropped out.

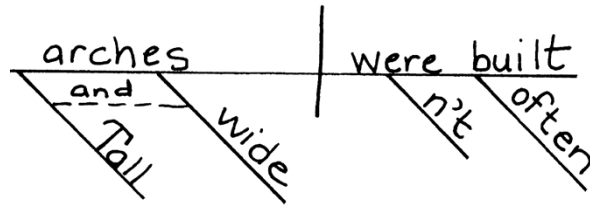
It doesn't matter.



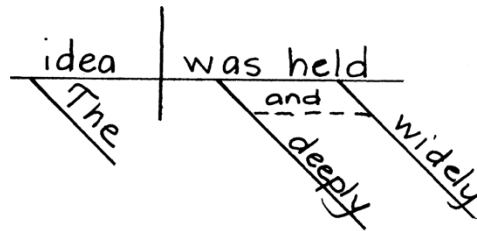
It's not there.



Tall and wide arches weren't often built.



The idea was deeply and widely held.



Exercise 36A: Practice in Diagramming

On your own paper, diagram every word of the following sentences.

These sentences are adapted from *Rebecca of Sunnybrook Farm*, by Kate Douglas Wiggin.

I've almost broken my neck.

She extended her dress still farther.

The thought gradually permeated Mr. Jeremiah Cobb's slow-moving mind.

Mother always keeps her promises.

We don't use the front stairs.

She fell down and wept very loudly.

Miss Dearborn heard many admiring remarks.

She did not tread the solid ground.

She smoothed it carefully and pinched up the white ruffle.

I didn't make a bad guess.

— REVIEW 3 —

Weeks 7-9

Topics

Parts of Speech
 Compound Parts of Sentences
 Prepositions
 Prepositional Phrases
 Objects of Prepositions
 Subjects and Predicates
 Subject-Verb Agreement
 Verbs and Direct Objects

Review 3A: Parts of Speech

In the passage below, from Jules Verne's *Journey to the Center to the Earth*, identify the underlined words as *N* for noun, *ADJ* for adjective, *ADV* for adverb, *PREP* for preposition, or *CONJ* for conjunction. The first is done for you.

My ^Nuncle said nothing. He was too busy examining his papers, among which of course was the famous parchment, and some letters of introduction from the Danish consul, which were to pave the way to an introduction to the Governor of Iceland. My only amusement was looking out of the window. But as we passed through a flat though fertile country, this occupation was slightly monotonous. In three hours we reached Kiel, and our baggage was at once transferred to the steamer.

We had now a day before us, a delay of about ten hours, which fact put my uncle in a towering passion. We had nothing to do but to walk about the pretty town and bay. At length, however, we went on board, and at half past ten were steaming down the Great Belt. It was a dark night, with a strong breeze and a rough sea, nothing being visible but the occasional fires on shore, with here and there a lighthouse. At seven in the morning we left Korsör, a little town on the western side of Seeland.

Review 3B: Recognizing Prepositions

Circle the 46 prepositions from your list in the following bank of words. Try to complete the exercise without looking back at your list of prepositions.

since against there during of before by small
 after inside you past aboard went most
 under in until now upon above ours pony
 over behind near with he eat between
 know beside like around and underneath grew about
 from through beyond when sick oops their
 toward among to off where without for but
 up mine throughout they below been at
 or within on hers beneath across down our
 note along into star front except more

Review 3C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate. These lines are from the poem “Wynken, Blynken, and Nod,” by Eugene Field. Watch out for compound subjects and predicates!

Also, remember that in poetry, sometimes the order of words is different than in normal speech—once you have found the verb, ask “who or what?” before it to find the subject.

Wynken, Blynken, and Nod one night sailed off in a wooden shoe.

Where are you going?

And what do you wish?

The old moon asked the three.

The old moon laughed and sang a song.

The little stars were the herring fish.

Now cast your nets.

All night long their nets they threw to the stars in the twinkling foam.

Then down from the skies came the wooden shoe.

Wynken and Blynken are two little eyes.

And Nod is a little head.

And you shall see the beautiful things.

Review 3D: Complicated Subject-Verb Agreement

Cross out the incorrect verb form in parentheses.

The economics quizzes (is/are) challenging.

Linguistics (is/are) my favorite class.

There (is/are) four beverage options; Sally (wants/want) lemonade.

There (is/are) a man with yellow glasses near the statues.

A one-eyed dragon or a seven-headed dog (lies/lie) behind that door!

The quarterback and captain of the team (is/are) inviting everyone to his house after the game.

My pants (is/are) on backwards!

The faculty (is/are) waiting in the auditorium for the principal's announcement.

The faculty (has/have) different theories about what the principal might say.

Every book in those three sections (has/have) been checked out.

Grandmothers and grandfathers (is/are) seated near the front for the performance.

Songs or poems (makes/make) memorization easier for many people.

Each criterion (has/have) been met.

Each of the buttons in the quilt (represents/represent) a different place the quilter visited.

Review 3E: Objects and Prepositions

Identify the underlined words as *DO* for direct object or *OP* for object of preposition. For each direct object, find and underline twice the action verb that affects it. For each object of the preposition, find and circle the preposition to which it belongs.

These sentences are adapted from Andrew Peterson's *On the Edge of the Dark Sea of Darkness*.

He lifted a ring of keys from the wall, opened the barred door, and shoved the children into a cell.

People were walking, pushing carts, driving carriages, leading sheep, and loading wagons with fish.

Podo's weak voice echoed from the carriage again.

Immediately, Janner sensed a smell in the air, or some subtle sound on the wind.

He enjoyed the food and the fine filth of the place.

Brimney Stupe strolled through the corridors of the mansion at night with a candle above his head.

Peet fished a leather pouch from a small box beside him and sprinkled some of its contents into the pot.

Tink wiped his brow and shook his head.

Leeli hugged Mr. Reteep around his sizable waist.

