

# WEEK 7

## Compounds and Conjunctions

### — LESSON 25 —

Contractions

Compound Nouns

Diagramming Compound Nouns

Compound Adjectives

Diagramming Adjectives

Articles

#### Exercise 25A: Contractions Review

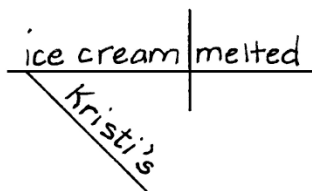
Write the two words that form each contraction on the blanks to the right. Some contractions have more than one correct answer. The first is done for you.

Contraction	Helping Verb	Other Word
she's	is (or has)	she
who's	is	who
aren't	are	not
I'd	had (or would)	I
we've	have	we
shouldn't	should	not
can't	can	not
you'll	will	you
hasn't	has	not

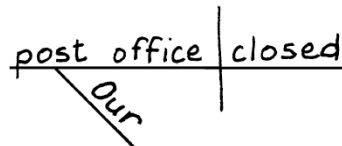
#### Exercise 25B: Diagramming Adjectives and Compound Nouns

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

Kristi's ice cream melted.



Our post office closed.



Humpty Dumpty has fallen.

Humpty Dumpty | has fallen

Marie Curie researched.

Marie Curie | researched

**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
key	crow
note	ball
grape	worm
scare	fruit
earth	cake
pan	board

baseball \_\_\_\_\_  
 keyboard \_\_\_\_\_  
 notebook \_\_\_\_\_  
 grapefruit \_\_\_\_\_  
 scarecrow \_\_\_\_\_  
 earthworm \_\_\_\_\_  
 pancake \_\_\_\_\_

**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.

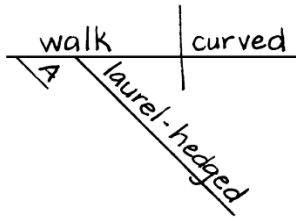
The long-lasting rainstorm had ended.

rainstorm | had ended  
 / The long-lasting \

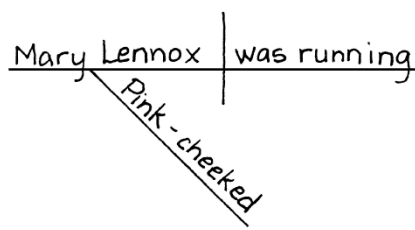
The rabbits' tremulous noses were sniffing.

noses | were sniffing  
 / The rabbits' tremulous \

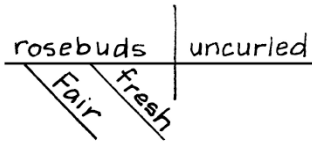
A laurel-hedged walk curved.



Pink-cheeked Mary Lennox was running.



Fair fresh rosebuds uncurled.



## — LESSON 26 —

### Compound Subjects The Conjunction *And* Compound Predicates Compound Subject-Predicate Agreement

#### 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.

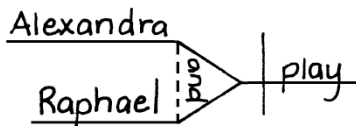
Four Americans, two Englishmen, (and) one German have thus far examined the statue.

**Exercise 26B: Diagramming Compound Subjects and Predicates**

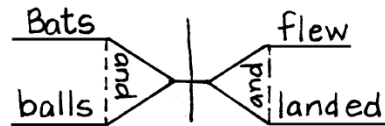
Underline the subject(s) once and the predicate(s) twice in the following sentences. Circle any conjunctions.

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

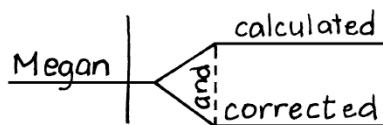
Alexandra and Raphael play tic-tac-toe together.



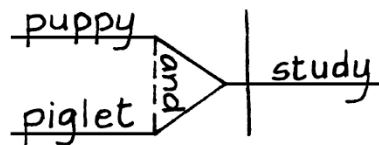
Bats and balls flew into the air and landed on the grass



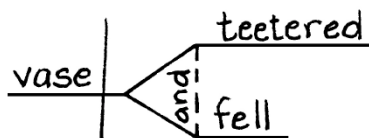
Megan calculated the answer and corrected her sister's work.



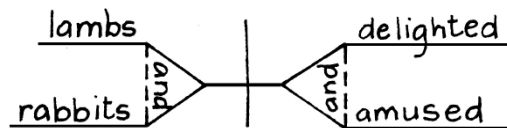
The puppy and the piglet study each other through the fence.



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.

**Bimala parks and locks the car.**

The fern needs watering.

The geranium needs watering.

**The fern and the geranium need watering.**

The hurricane has caused horrific damage to the town.

The tornado has caused horrific damage to the town.

**The hurricane and the tornado have 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.

**The red kangaroo, the golden-mantled kangaroo, and the wallaroo hop and cluck.**

**OR**

**The red kangaroo and the golden-mantled kangaroo and the wallaroo cluck and hop.**

### 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~~/~~greet~~s) Mrs. Kim.

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

## — LESSON 27 —

### Coordinating Conjunctions

#### Complications in Subject-Predicate Agreement

### 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 and bacteriology.

Calvin held her hand strongly in his, but [yet/and] she felt neither strength nor reassurance in his touch.

Not only is there no need to fight me, but [yet] you will not have the slightest desire to do so. For [And] why should you wish to fight someone who is here only to save you pain and [or] trouble?

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

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

We could feel her heart, very faintly, the beats very far apart. And [But/Yet] then it got stronger. So [And/But/Yet] all we have to do is wait.

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

You could learn it, Charles. But [Yet] there isn't time. We can only stay here long enough to rest up and [or] make a few preparations.

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

Charles Wallace continued his slow walk forward, and [but/yet/so/for] she knew that he had not heard her.

### 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!

**Note to Instructor:** Accept any reasonable answer as long as it is in the correct person and number.

The fog in the streets makes driving dangerous. **(3rd singular)**

The books with the author's signature cost more. **(3rd plural)**

The bevy of admirers surrounds the rock star. **(3rd singular)**

Your impudence forces me to eject you from this classroom! **(3rd plural)**

Nine dollars is not a large amount. **(3rd singular)**

Green, red, and purple are my favorite colors. **(3rd plural)**

The mice in the cage tremble with fright as the cat draws near. **(3rd plural first, 3rd singular second)**

I listen as either the old man or the clumsy child climbers up the stairs. **(3rd singular)**

Two-thirds of the children run as soon as they get to the playground. **(3rd plural)**

## — LESSON 28 —

### Further Complications in Subject-Predicate Agreement

#### 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*.

**Note to Instructor:** Make sure that the student reads the sentences out loud, not just to herself. Listening to how the correct tenses sound is an important part of developing grammar knowledge.

“There [simple present of am] is the effect of living backwards,” the Queen [simple past of say] said kindly.

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

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

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

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

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

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

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

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

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





## WEEK 8

### Introduction to Objects

#### — LESSON 29 —

##### Action Verbs Direct Objects

#### 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. (you)

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.

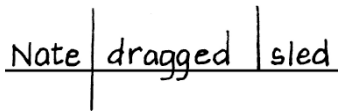
Stamp and deliver this important letter! (you)

The angry boy slammed the door and hid.

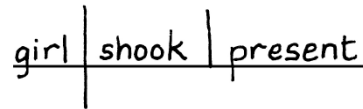
**Exercise 29B: Diagramming Direct Objects**

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

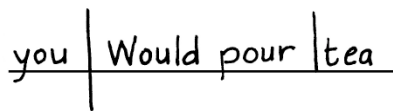
Nate dragged the sled to the top of the hill.



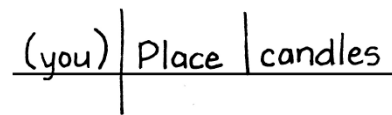
The excited young girl shook the present too hard.



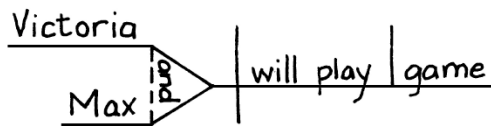
Would you pour the tea for us?



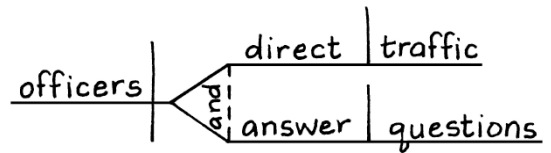
Place the candles on the cake. (you)



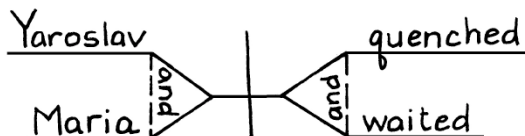
Victoria and Max will play the game.



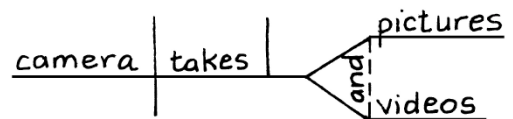
The officers at the event direct traffic and answer questions.



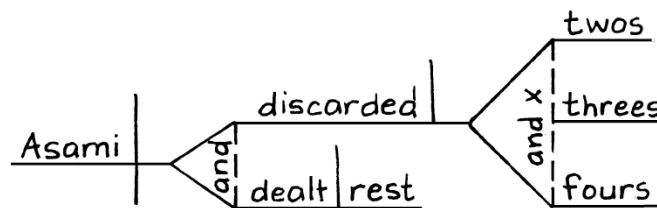
After their performance in the ice skating competition, Yaroslav and Maria quenched their thirst and awaited their scores.



My new camera takes great pictures and videos.

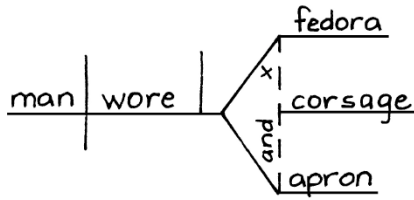


Asami discarded the twos, threes, and fours, and dealt the rest of the cards.

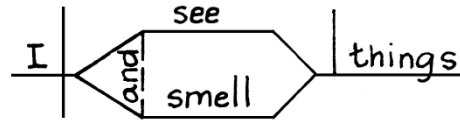


**Note to Instructor:** The X on the diagram stands for the comma, while the *and* is placed between the two direct objects it connects. Do not penalize the student if he simply writes *and* on the line, but show him the correct diagram and point out the placement of each element.

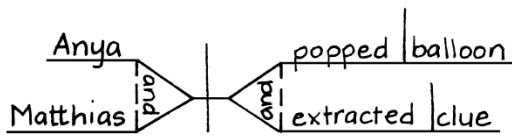
The eccentric old man wore a fedora, a corsage, and a bright green apron.



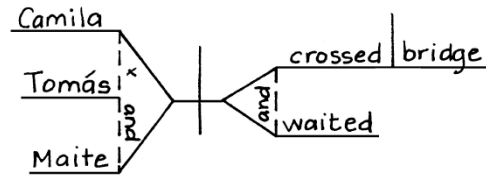
In the bakery, I see and smell my favorite things.



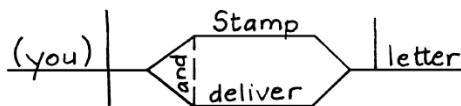
Anya and Matthias popped their balloon and extracted the next clue for the game.



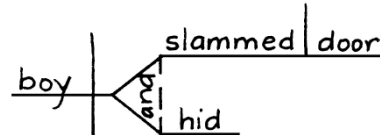
Camila, Tomás, and Maite crossed the bridge and waited.



Stamp and deliver this important letter! (you)



The angry boy slammed the door and hid.



## — LESSON 30 —

### Direct Objects Prepositions

#### 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!

**Note to Instructor:** In “for hats and coats,” the word *for* is acting as a preposition, so it should be circled. In “for these were the only ones,” *for* is acting as a conjunction and should NOT be circled.

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. <sup>DO</sup>

The man charmed the snake. <sup>DO</sup>

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. <sup>DO</sup>

Jerome snapped his fingers. <sup>DO</sup>

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. <sup>DO</sup>

The purple flowers by the curb were growing wildly.

Kiara reluctantly swallowed her pride. <sup>DO</sup>

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.

Genevieve remembered her grandmother's instructions.

Genevieve | remembered | instructions

The man charmed the snake.

man | charmed | snake

The fidgety dog accidentally pressed the round purple button.

dog | pressed | button

Jerome snapped his fingers.

Jerome | snapped | fingers

My sister devoured her dinner.

sister | devoured | dinner

Kiara reluctantly swallowed her pride.

Kiara | swallowed | pride

## — LESSON 31 —

### Definitions Review

### Prepositional Phrases

### Object of the Preposition

#### Exercise 31A: Objects of Prepositional Phrases

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

**Note to Instructor:** Answers will vary. Suggestions are provided in brackets.

Liliana placed her backpack near the \_\_\_\_\_. [doorway, desk, bed]

The mouse scurried past the \_\_\_\_\_. [trap, cat, mousehole]

Beyond the \_\_\_\_\_ lies an ancient ruin. [hill, lake, fence]

The toddler's favorite toy was finally found beneath the \_\_\_\_\_. [sofa, crib, dog]

With great \_\_\_\_\_, Mae climbed aboard the \_\_\_\_\_.  
[trepidation, anticipation, alacrity / elevator, roller coaster, horse]

Charles inched toward the \_\_\_\_\_. [exit, tiger, fire]

**Exercise 31B: Identifying Prepositional Phrases**

Can you find all eleven of the prepositional phrases in the following excerpt from J. R. R. Tolkien's *The Hobbit*? (Beware words that can be prepositions but can also function as other parts of speech!) Underline the complete prepositional phrases. Circle each preposition. Label each object of the preposition with *OP*.

Note to Instructor: In "for the autumn was come again," the word *for* is acting as a conjunction, introducing the complete sentence "The autumn was come again."

In a great hall with pillars hewn from the living stone sat the Elvenking on a chair of carved wood. On his head was a crown of berries and red leaves, for the autumn was come again. In the spring he wore a crown of woodland flowers. In his hand he held a carved staff of oak.

**Exercise 31C: Remembering Prepositions**

Can you remember all 46 prepositions without looking back at your list? On your own paper, write them down in alphabetical order. The first letter of each preposition and the number of prepositions that begin with that letter are found below, as a memory aid.

<b>A</b>	<b>B</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>I</b>	<b>L</b>
aboard	before	down	except	for	in	like
about	behind	during		from	inside	
above	below				into	
across	beneath					
after	beside					
against	between					
along	beyond					
among	by					
around						
at						
<b>N</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>T</b>	<b>U</b>	<b>W</b>
near	of	past	since	through	under	with
	off			throughout	underneath	within
	on			to	until	without
	over			toward	up	
					upon	

## — LESSON 32 —

### Subjects, Predicates, and Direct Objects

#### Prepositions

#### Object of the Preposition

#### Prepositional Phrases

### 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. <sup>DO</sup>

(For Anne) the real excitement began (with the dismissal) (of school)

(After the tea) (at the manse) Diana Barry gave a party. <sup>DO</sup>

I bought the dye <sup>DO</sup> (from him).

I shut the door and looked (at his things) (on the step). <sup>DO</sup>

(In the evening) Miss Barry took them <sup>DO</sup> (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).

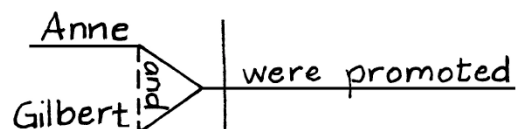
A professional elocutionist (in a wonderful gown) (of shimmering gray stuff) (like woven moonbeams) was staying (at the hotel).

The stout lady (in pink silk) turned her head and surveyed Anne <sup>DO</sup> (through her eyeglasses). <sup>DO</sup>

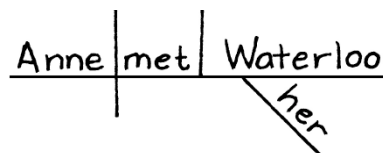
### Exercise 32B: Diagramming

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

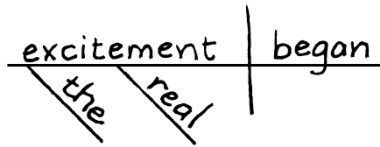
Anne and Gilbert were promoted.



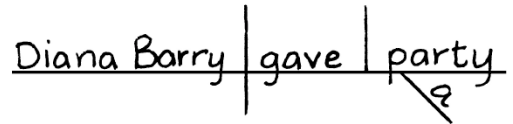
Anne met her Waterloo.



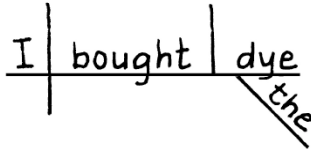
The real excitement began.



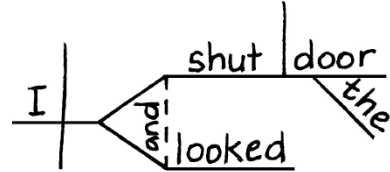
Diana Barry gave a party.



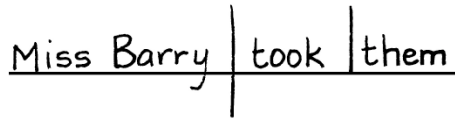
I bought the dye.



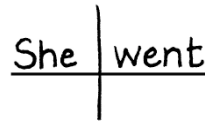
I shut the door and looked.



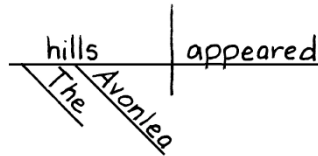
Miss Barry took them.



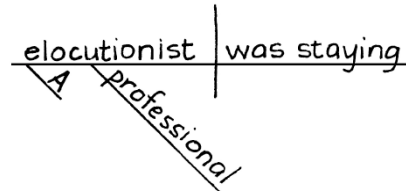
She went.



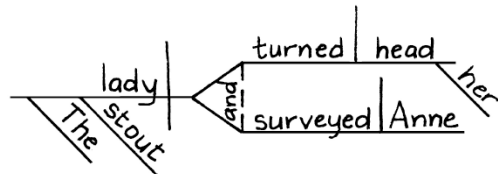
The Avonlea hills appeared.



A professional elocutionist was staying.



The stout lady turned her head and surveyed Anne.





## WEEK 9

### Adverbs

#### — LESSON 33 —

##### Adverbs That Tell How

###### 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

useless

courageous

natural

stern

limp

###### Adverb

uselessly

courageously

naturally

sternly

limply

###### Adjective

unnecessary

lazy

owlish

dainty

###### Adverb

unnecessarily

lazily

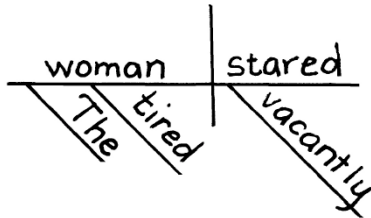
owlishly

daintily

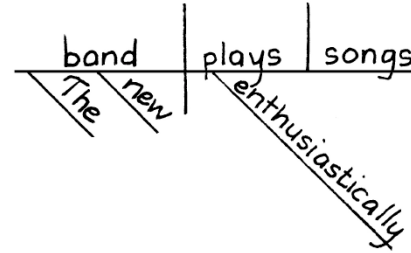
**Exercise 33C: Diagramming Adverbs**

On your own paper, diagram the following sentences.

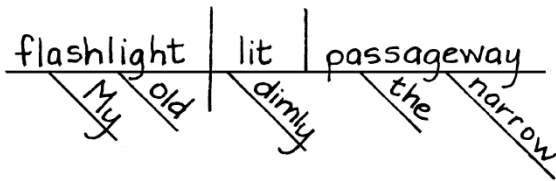
The tired woman stared vacantly.



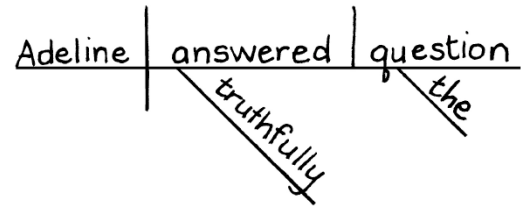
The new band enthusiastically plays songs.



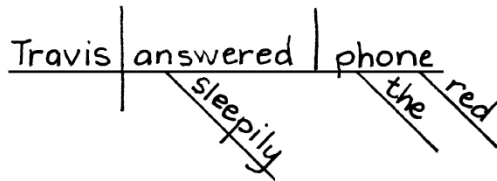
My old flashlight dimly lit the narrow passageway.



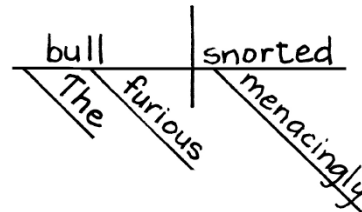
Adeline answered the question truthfully.



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.

- 4. Later, combine the wet ingredients with the dry ingredients.
- 1. First, mash the bananas in a bowl.
- 2. Second, add the egg, sugar, and cooking oil to the bananas.
- 5. Finally, cook for 50 to 55 minutes in a 350° oven.
- 3. Next, mix flour, baking powder, baking soda, cinnamon, and salt in a separate bowl.

**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**yesterdayfourthlater**Where**everywherehereupstairs**How**sweetlypoorlyhappily**How Often**frequentlyregularlysometimes**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.

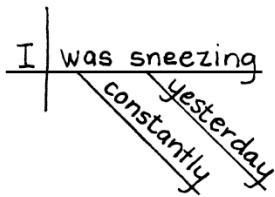
Antonio searched everywhere in the house for his keys.

I left my bag inside.

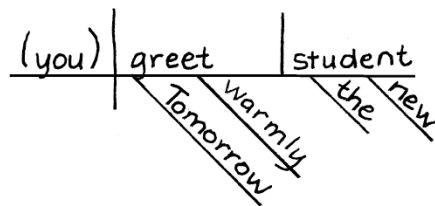
**Exercise 34D: Diagramming Different Types of Adverbs**

On your own paper, diagram the following sentences.

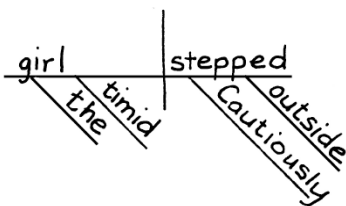
I was sneezing constantly yesterday!



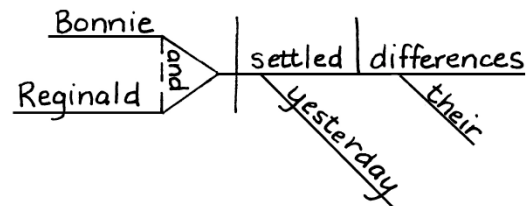
Tomorrow, greet the new student warmly.



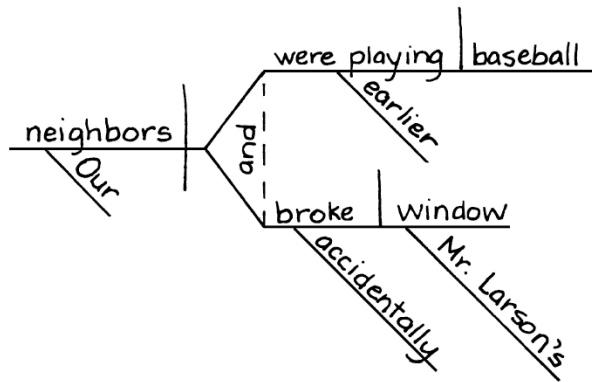
Cautiously, the timid girl stepped outside.



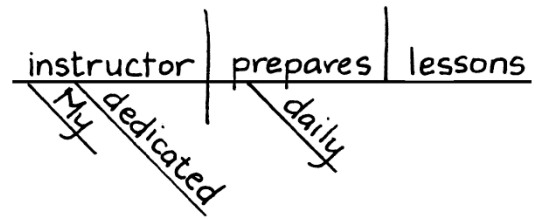
Bonnie and Reginald settled their differences yesterday.



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

#### 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.

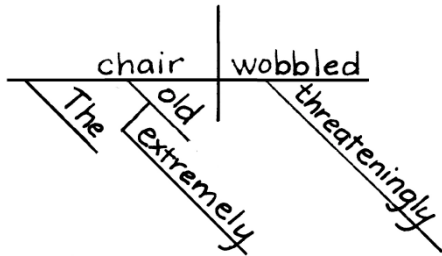
A master in the art of teaching, he exercised an almost irresistible influence over his students.

He never married, socialized little, and published less.

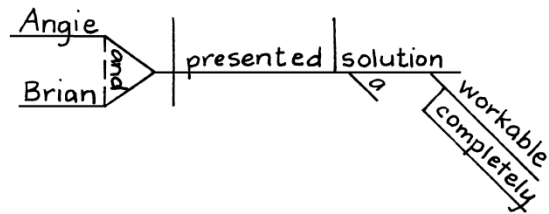
### Exercise 35B: Diagramming Different Types of Adverbs

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

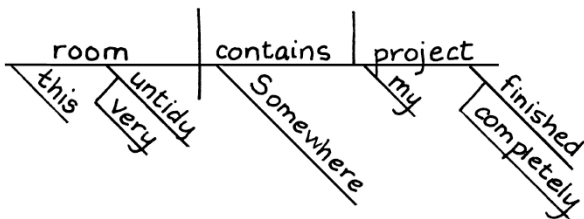
The extremely old chair wobbled threateningly.



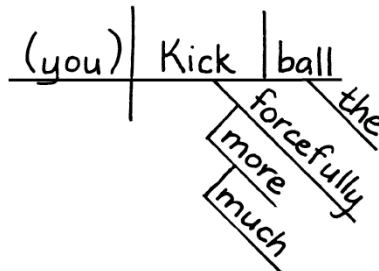
Angie and Brian presented a completely workable solution.



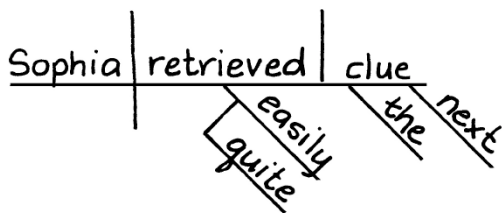
Somewhere, this very untidy room contains my completely finished project.



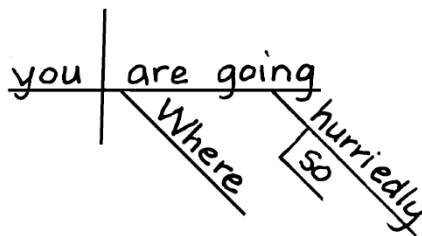
Kick the ball much more forcefully.



Sophia retrieved the next clue quite easily.



Where are you going so hurriedly?



## — LESSON 36 —

### Adjectives and Adverbs

#### The Adverb *Not*

#### Diagramming Contractions

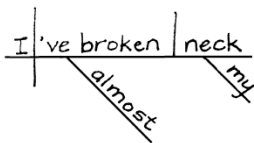
#### Diagramming Compound Adjectives and Compound Adverbs

#### Exercise 36A: Practice in Diagramming

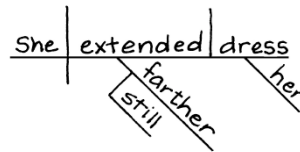
On your own paper, diagram every word of the following sentences.

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

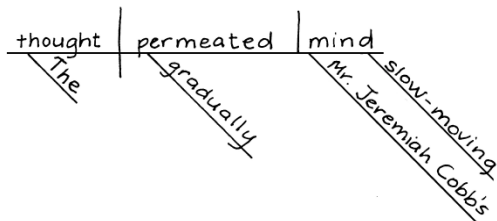
I've almost broken my neck.



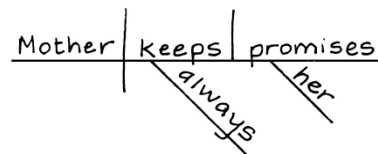
She extended her dress still farther.



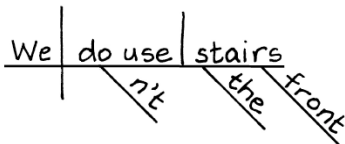
The thought gradually permeated Mr. Jeremiah Cobb's slow-moving mind.



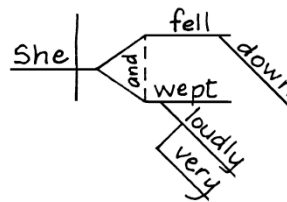
Mother always keeps her promises.



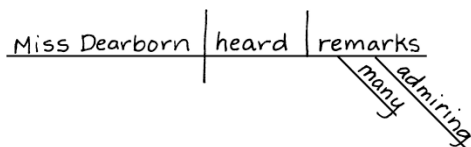
We don't use the front stairs.



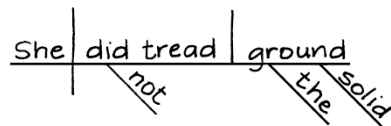
She fell down and wept very loudly.



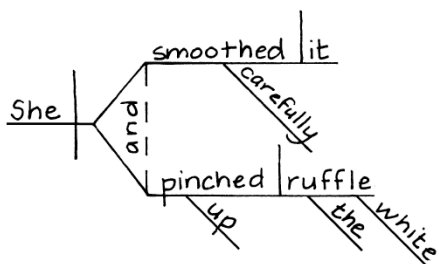
Miss Dearborn heard many admiring remarks.



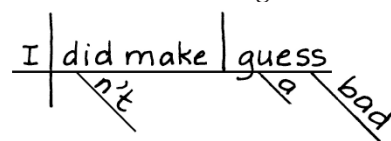
She did not tread the solid ground.



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

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

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 <sup>DO</sup> of <sup>OP</sup> keys from <sup>OP</sup> the wall, opened the barred door, <sup>DO</sup> and shoved the children <sup>DO</sup> into <sup>OP</sup> a cell.

People were walking, pushing <sup>DO</sup> carts, driving <sup>DO</sup> carriages, leading <sup>DO</sup> sheep, and loading <sup>DO</sup> wagons with <sup>OP</sup> fish.

Podo's weak voice echoed from <sup>OP</sup> the carriage again.

Immediately, Janner sensed <sup>DO</sup> a smell in <sup>OP</sup> the air, or some subtle sound on <sup>DO</sup> the wind. <sup>OP</sup>

He enjoyed <sup>DO</sup> the food and the fine filth of <sup>OP</sup> the place.

Brimney Stupe strolled through <sup>OP</sup> the corridors of <sup>OP</sup> the mansion at <sup>OP</sup> night with <sup>OP</sup> a candle above <sup>OP</sup> his head. <sup>OP</sup>

Peet fished <sup>DO</sup> a leather pouch from <sup>OP</sup> a small box beside <sup>OP</sup> him and sprinkled <sup>DO</sup> some of <sup>OP</sup> its contents into <sup>OP</sup> the pot.

Tink wiped <sup>DO</sup> his brow and shook <sup>DO</sup> his head.

Leeli hugged <sup>DO</sup> Mr. Reteep around <sup>OP</sup> his sizable waist.

