





**Exercise 25D: Compound Adjectives**

Correctly place hyphens in the following phrases.

four hundred fifty one degrees Fahrenheit

the mixed up files

the life changing magic

a fifty year friendship

twenty two high end watches

a two day old lamb

a germ destroying air purifier

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

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

The old two-story house collapsed.

Fragile eggshells can break.

An out-of-breath police officer hurried.

A sweet-smelling yellow flower had opened.

Sixty-three left-handed men responded.

**— 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**

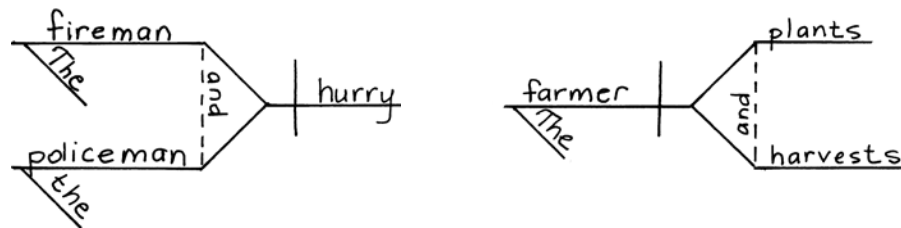
|                      | <b>Singular</b>     | <b>Plural</b> |
|----------------------|---------------------|---------------|
| <b>First person</b>  | I hurry             | we hurry      |
| <b>Second person</b> | you hurry           | you hurry     |
| <b>Third person</b>  | he, she, it hurries | they 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 subjects once and the predicates twice in each sentence. Circle the conjunctions that join them. The first one is done for you.

These sentences are adapted from Jack London's *The Call of the Wild*.

He drank eagerly, (and) later bolted a generous meal of raw meat.

All passiveness and unconcern had dropped from them.

An oath from Perrault, the resounding impact of a club upon a bony frame, and a shrill yelp of pain, heralded the breaking forth of pandemonium.

Here were many men, and countless dogs.

The hair rose along his back and stood on end across his shoulders and up his neck.

He whittled and listened and gave monosyllabic replies and terse advice.

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

Draw one line under the subject[s] and two lines under the predicate[s] in the following sentences. Circle any conjunctions that connect subjects and/or predicates. When you are finished, diagram the subjects, predicates, and conjunctions ONLY of each sentence on your own paper.

These sentences are adapted from the Britannica Illustrated Science Library's *Plants, Algae, and Fungi*.

The gametes, spores, and seeds of plants can move about, especially with the help of water and wind.

Grasses grow and reproduce in the long hours of summer daylight.

Red algae can thrive at relatively high temperatures and live inside thermal water vents.

Optimal temperature and appropriate quantities of water and air are the important factors for a seed's awakening.

Orchids' flowers are large and very colorful and secrete a sugary nectar.

Water and nutrients are sufficient for the cultivation of tomatoes.

### 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.

The boy plays with the ball.

The dog plays with the ball.

The engineer studies the problem.

The engineer develops a solution.

The engineer searches for ways to improve the solution.

Paul runs up onto the stage.

Janice runs up onto the stage.

Yuan runs up onto the stage.

Paul sings.

Janice sings.

Yuan sings.

After the science fair, Josué packed up his project.

After the science fair, Josué went home.

After the science fair, I packed up my project.

After the science fair, I went home.

### Exercise 26D: Subject-Verb Agreement with Compound Subjects

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

Amaya (dash/dashes) down the street and (dart/darts) into a shop.

The baker and his assistant (stop/stops) talking and (stare/stares) at Amaya.

Amaya (catch/catches) her breath and (look/looks) at the display case.

She (order/orders) a cake and (tell/tells) the baker that it will be a surprise for her sister.

The baker (prepare/prepares) and (decorate/decorates) the cake.

Amaya (pay/pays) for the cake and (thank/thanks) the baker.

## — 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 (*and, or, nor, for, so, but, yet*) at least once. (There is more than one possible answer for many of the blanks!)

These sentences are adapted from Sir Walter Scott's *Ivanhoe*.

It becomes not one wearing this badge to answer, \_\_\_\_\_ to whom, besides the sworn champions of the Holy Sepulchre, can the palm be assigned among the champions of the Cross?

There was a stranger at the gate, imploring admittance \_\_\_\_\_ hospitality.

Cedric hastened to meet her, \_\_\_\_\_ to conduct her, with respectful ceremony, to the elevated seat at his own right hand.

Replacing his javelin, he resumed his seat, bent his looks downward, \_\_\_\_\_ appeared to be absorbed in melancholy reflection.

It was the Knight of Ivanhoe; \_\_\_\_\_ was there one of the six that, for his years, had more renown in arms.

Pride \_\_\_\_\_ jealousy there was in his eye, \_\_\_\_\_ his life had been spent in asserting rights which were constantly liable to invasion.

I can guess thy want, \_\_\_\_\_ I can supply it.

If I had a horse, I would be your guide, \_\_\_\_\_ the way is somewhat intricate, though perfectly well known to me.

The path soon led deeper into the woodland, \_\_\_\_\_ crossed more than one brook, the approach to which was rendered perilous by the marshes through which it flowed; \_\_\_\_\_ the stranger seemed to know, as if by instinct, the soundest ground \_\_\_\_\_ the safest points of passage.

In this dress I am vowed to poverty, \_\_\_\_\_ do I change it for aught save a horse \_\_\_\_\_ a coat of mail.

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**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**

Circle the correct verb in parentheses so that it agrees with the subject noun or pronoun in number.

The mirrors on the shelf (reflect/reflects) the candlelight.

Half of the milk (has/have) spilled on the counter and (is/are) dripping onto the floor!

The kindergarten class (wreck/wrecks) the art room on a daily basis, but the teacher and the aide (clean/cleans) things up afterward.

The crew (was/were) alerted to the danger by the captain's loud cry.

The flock of birds (was/were) flying in all directions.

Two-thirds of the students (describe/describes) the visitor as a good storyteller.

Kenneth and Dawson (dislike/dislikes) pumpkin pie but (love/loves) brownies.

The staff (entertain/entertains) themselves during slow times by creating art with sticky notes.

One million gallons of water (was/were) brought onto the hurricane-battered island.

The jar of cookies (tempt/tempts) me.

My brother or sister (has/have) been experimenting with recipes again—cookies should be sweet, but four cups of sugar for two dozen cookies (is/are) just too much!

One-fourth of the fence (has/have) been painted.

One-fourth of the fences (has/have) been painted.

Five years (remain/remains) before the next election.

The panel of experts (disagree/disagrees) on how to solve this issue.

The guide or some tourists usually (spot/spots) a manatee around this part of the boat ride.



**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 fury of the people \_\_\_\_\_ a riot.

My brother and I \_\_\_\_\_ snails and worms under those rocks all the time.

Either the bus or one of the vans \_\_\_\_\_ late for the retreat every year.

Your observations about the painting \_\_\_\_\_ very astute.

The class \_\_\_\_\_ elections for officers in October.

The mayor, the city council, and the police department \_\_\_\_\_ credit for the decrease in violent crimes over the last year.

The ink in all of my pens \_\_\_\_\_ too quickly!

Either the berries or the milk \_\_\_\_\_ me to have an allergic reaction, so I will avoid both!

Half of the pages in this book \_\_\_\_\_ covered with pencil marks.

## — 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.

| <b>Singular</b> | <b>Plural</b> |
|-----------------|---------------|
| medium          | media         |
| datum           | data          |
| criterion       | criteria      |
| phenomenon      | phenomena     |
| focus           | foci          |
| appendix        | appendices    |

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

Find the correct verb (agrees with the subject in number) in parentheses. Cross out the incorrect verb.

Gymnastics (is/are) Maria's favorite activity of the week.

Every part in the play (has/have) been cast.

In *The Lord of the Rings*, there (is/are) one ring more powerful than all the rest.

The vertices of a regular polygon (lies/lie) on the circle that can be drawn around the polygon.

The teacher and technology director (is/are) running late for his meeting.

Biscuits and gravy (was/were) not on the menu today.

There (is/are) only six Wonder Gadgets left—you'd better order yours now!

Each fork, knife, and spoon (was / were) placed in precisely the right spot.

“Each of the dresses (has / have) something wrong with it,” complained Julia.

*Green Eggs and Ham* (was / were) written as the result of a bet Dr. Seuss’s publisher made with him; the publisher believed Dr. Seuss could not write a book using no more than fifty unique words.

My new binoculars (allows / allow) me to observe birds all the way across the lake!

Today’s news (is / are) not good.

The alumni of our campus organization (supports / support) us financially.

Jane Austen’s *Pride and Prejudice* (was / were) published in 1813.

Billiards (is / are) a game with many variations.

Science and Nature (is / are) my favorite category in Trivial Pursuit.

Here on the handout (is / are) the criteria for this project.

Each of the poisons (has / have) a unique antidote.

Trinidad and Tobago (has / have) been an independent nation since 1962.

Every minute (brings / bring) us closer to the deadline.

### Exercise 28B: Correct Verb Tense and Number

Complete each of these sentences by writing the correct number and tense of the verb indicated in the blank. The sentences are taken or adapted from Nathaniel Hawthorne’s *The Scarlet Letter*.

Externally, the jollity of aged men (simple present of *have*) \_\_\_\_\_ much in common with the mirth of children.

This rose-bush, by a strange chance, (perfect present of *am*) \_\_\_\_\_ kept alive in history.

In some two years, or less, that the woman has been a dweller here in Boston, no tidings (simple present of *have*) \_\_\_\_\_ come of this learned gentleman, Master Prynne.

Here, to witness the scene which we are describing, (simple past of *am*) \_\_\_\_\_ Governor Bellingham himself.

The discipline of the family, in those days, (simple past of *am*) \_\_\_\_\_ of a far more rigid kind than now.

Physical compulsion or restraint (simple past of *am*) \_\_\_\_\_ effectual, of course, while it lasted.

The children of the settlement (progressive past of *play*) \_\_\_\_\_ at going to church.

All the powers of nature (simple present of *call*) \_\_\_\_\_ so earnestly for the confession of sin.

A knowledge of men's hearts (simple present of *am*) \_\_\_\_\_ needful to the completest solution of that problem.

There (simple present of *am*) \_\_\_\_\_ no law nor reverence for authority mixed up with that child's composition.

Here (simple present of *am*) \_\_\_\_\_ a child of three years old, and she cannot tell who made her!

Their wide, short trousers (simple past of *am*) \_\_\_\_\_ confined about the waist by belts, often clasped with a rough plate of gold.

A sluggish bond-servant or an undutiful child (simple past of *am*) \_\_\_\_\_ to be corrected at the whipping-post.

The Governor and gentlemen (progressive present of *come*) \_\_\_\_\_!



## 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.

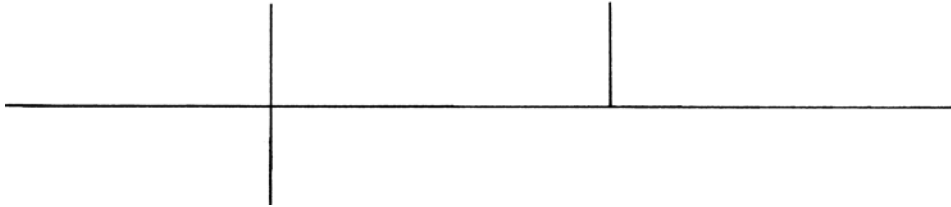
Julia, hot and thirsty, drank the fresh-squeezed lemonade.

She visited her grandfather.

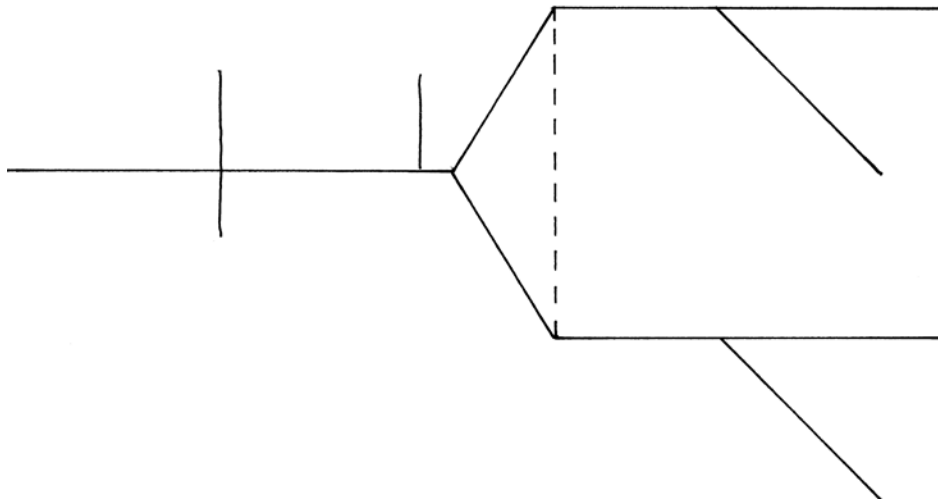
He had forgotten her name.

She found peace.

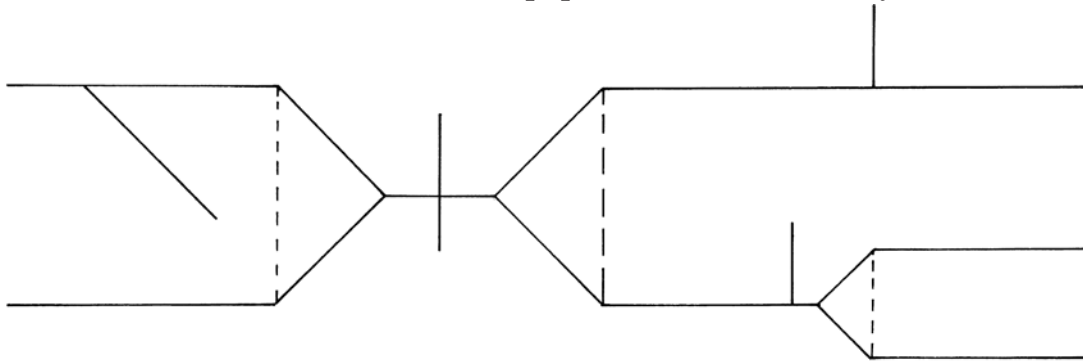
We roasted marshmallows.



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. These sentences are adapted from Daniel Defoe's *Robinson Crusoe*.

I had lived a dreadful life.

We never see the true state of our condition.

I had no powder or shot left.

I would build another *Periagua* or *Canoe*.

I had thus laid the scheme of my design.

The floor had a sort of small loose gravel upon it.

I took him up, and made much of him, and encouraged him.

In this voyage I visited my colony in the island, saw my successors, and had the whole story of their lives.

They must run out and see the battle.

However, they used some caution too.

They soon outdid their masters.

I cut the thread of his comforts and shortened his days.

We made signals of distress to the ship.

I got much money by the first adventure, and an insight into the method of getting more.

The tree effectually shaded him over the head.

**Exercise 29B: Diagramming Direct Objects**

On your own paper, diagram the subjects, verbs, and direct objects **ONLY** 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 Oscar Wilde's *The Picture of Dorian Gray*), find and circle each preposition.

In the centre of the room, clamped to an upright easel, stood the full-length portrait of a young man of extraordinary personal beauty, and in front of it, some little distance away, was sitting the artist himself, Basil Hallward, whose sudden disappearance some years ago caused, at the time, such public excitement, and gave rise to so many strange conjectures.

As the painter looked at the gracious and comely form he had so skilfully mirrored in his art, a smile of pleasure passed across his face. But he suddenly started up, and, closing his eyes, placed his fingers upon the lids, as though imprisoning within his brain some curious dream from which he feared he might awake.

### 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.

Mathieu apologized to me for his mistake.

Zoey collected <sup>DO</sup> the trash.

This new strategy will double our profit.

I burned my finger on the cookie sheet.

Three children in shabby clothes shivered pitifully in the snow.

Our cousins arrived on the early flight from Atlanta.

The computer at the end of the row works slowly.

The kingdom's borders extend beyond the mountain.

Amina laughed heartily at my joke.

The exhausted heroes stepped warily into the cave.

Someone must change the baby's diaper!

This key will unlock any door in the building.

Gleefully, the soldiers obeyed the evil queen's orders.

Harold sheepishly grinned at his sister.



**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.

Somehow, a library book ended up behind the \_\_\_\_\_.

You can find more pretzels in the \_\_\_\_\_.

We raced down the \_\_\_\_\_ to deliver the news.

Throughout the \_\_\_\_\_, the people rejoiced to hear about the \_\_\_\_\_.

Suzanne enjoyed the documentary about \_\_\_\_\_.

I like my pizza with \_\_\_\_\_.  
(Use as many objects as you'd like for this one!)

### Exercise 31B: Identifying Prepositional Phrases

Can you find all eleven of the prepositional phrases in the following excerpt, adapted from *The Time Machine* by H. G. Wells? (Beware words that can be prepositions but can also function as other parts of speech!)

Underline each complete prepositional phrase. Circle each preposition. Draw a box around each object of a preposition. One preposition has a compound object.

I saw the sun hopping swiftly across the sky, leaping it every minute, and every minute marking a day. I supposed the laboratory had been destroyed, and I had come into the open air. I had a dim impression of scaffolding, but I was already going too fast for consciousness of any moving things. The slowest snail that ever crawled dashed by too fast for me. The twinkling succession of darkness and light was excessively painful to the eye. Then in the intermittent darkness, I saw the moon spinning swiftly through her quarters, and had a faint glimpse of the circling stars.



**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

after, against, along, among, around, at

before, behind, below, beneath

beside, between, beyond, by

down, during, except, for, from

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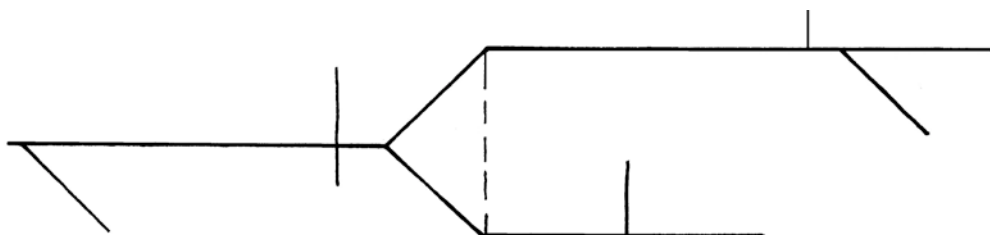
**A prepositional phrase begins with a preposition and ends with a noun or pronoun.**

**That noun or pronoun is the object of the preposition.**

The warrior | saw <sup>DO</sup> 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, circle each prepositional phrase. Once you have identified the prepositional phrases, underline subjects once, underline predicates twice, and label direct objects with *DO*.

Things to watch out for:

- 1) Words that could be prepositions but are acting as other parts of speech instead. If it doesn't have an object, it's not a preposition!
- 2) In some of these sentences, subjects and predicates are inverted so that the predicate comes first. Find the verb first, then ask, "Who or what [verb]?" to find the subject. Remember that the subject will not be the object of a preposition!

These sentences are adapted from "The Padishah of the Forty Peris," from *Turkish Fairy Tales and Folk Tales*, collected by Ignác Kúnos and translated by R. Nisbet Bain.

The first is done for you.

She put her ring<sup>DO</sup> upon her sewing-table.

They went on and on and on, through the level plains by the flowing river.

She rose from her bed and promised a great treasure for the youth.

Then the youth went to the cupboard, opened it, and took the ring, the bracelet, and the lace handkerchief of the sultan's daughter.

He would be with her for two hours of the day.

In that same city dwelt the bald-headed son of a bed-ridden mother.

With that he flew into the room and turned into a man.

He was filled with joy at the sight of his child.

He looked to the right of him and to the left.

**Exercise 32B: Diagramming**

On your own paper, diagram all of the uncircled parts of the sentences from Exercise 32A. EXCEPTION: Do not diagram the *and* in the last sentence, since its only function is to connect two prepositional phrases.



## 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 the adverbs telling *how* in the following sentences, and draw arrows to the verbs that they modify.

“May I have another cookie?” the child asked sweetly.

The captured spy glared defiantly as the enemy soldiers roughly pushed her toward the interrogation room.

Absentmindedly, Elissa stirred the soup on the stove.

Eamon spoke with us frankly about his desire to join the circus.

The coach dealt justly with the conflict between the teammates.

“If you can make a bed properly, you’re hired,” said the hotel manager exhaustedly.

When Akari’s stage fright threatened to overcome her, the director spoke reassuringly to her.

Truly, I believe this is the best choice.

His shield and sword lying in the field behind him, the knight courageously—and rather foolishly—rode toward the monster’s lair.

I called my parents to tell them I’d arrived home safely.

**Exercise 33B: Forming Adverbs from Adjectives**

Turn the following adjectives into adverbs.

| Adjective  | Adverb | Adjective | Adverb |
|------------|--------|-----------|--------|
| thoughtful | _____  | dizzy     | _____  |
| sore       | _____  | languid   | _____  |
| spotty     | _____  | hideous   | _____  |
| decorous   | _____  | bouncy    | _____  |
| flagrant   | _____  |           |        |



**Exercise 33C: Diagramming Adverbs**

Diagram the following sentences on your own paper.

I dearly love this place.

Violet thankfully accepted the gift.

My adorable new kitten mewed questioningly.

Has she answered knowledgeably?

Nervously, we entered the decrepit old house.

Toby completed the application thoroughly.

## — LESSON 34 —

### Adverbs That Tell When, Where, and How Often

**Exercise 34A: Telling When**

Tim dropped his recipe cards for chocolate chip cookies. Help him get organized by numbering the following sentences from 1 to 5 so he can make the cookies.

\_\_\_\_\_ Second, add the salt, vanilla, and applesauce.

\_\_\_\_\_ Later, chill the dough for at least an hour.

\_\_\_\_\_ First, cream together the butter and sugars.

\_\_\_\_\_ Finally, bake for about 10 minutes in a 350° oven.

\_\_\_\_\_ Next, mix in the flour and baking soda before adding the chocolate chips.

**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.

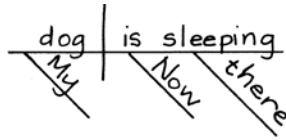
My glasses are lying there.

My red book is sitting here.

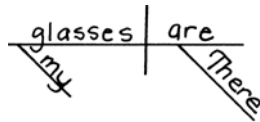
There are my glasses.

Here is my red book.

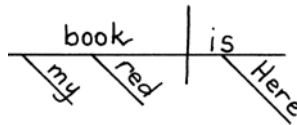
Now my dog is sleeping there.



There are my glasses.

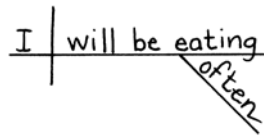


Here is my red book.

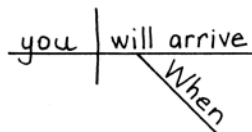


**Here and there** are adverbs that tell where.

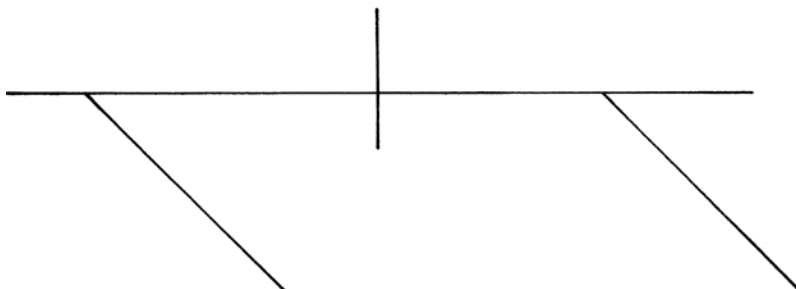
I wash my dog weekly.  
 Richie is always looking for adventure.  
 I will often be eating.



When will you arrive?  
 Where is my hat?  
 How are you doing?  
 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 each one answers.

|             |              |            |                  |
|-------------|--------------|------------|------------------|
| below       | greedily     | then       | rarely           |
| today       | kindly       | outside    | yearly           |
| daily       | earlier      | angrily    | down             |
| <b>When</b> | <b>Where</b> | <b>How</b> | <b>How Often</b> |
| _____       | _____        | _____      | _____            |
| _____       | _____        | _____      | _____            |
| _____       | _____        | _____      | _____            |

**Exercise 34C: Identifying Adverbs of Different Types**

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

I lost my way once yesterday.

Sometimes Shanika plays her saxophone outdoors.

Nikki talked incessantly during the movie.

Let's go downstairs now.

That piano key occasionally sticks.

I usually sit there.

Winston will visit his grandfather tomorrow.

Mrs. Lee always arrives early.

Unless that cough improves soon, you should see a doctor.

Where did Miguel put his keys?

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

Diagram the following sentences on your own paper.

Lenore will eat these leftovers later.

When is Dad going outside?

Today I breakfasted late.

Complete your exercises now.

Gloria and Caleb clapped enthusiastically and then stood.

You left your hat here yesterday.

## — LESSON 35 —

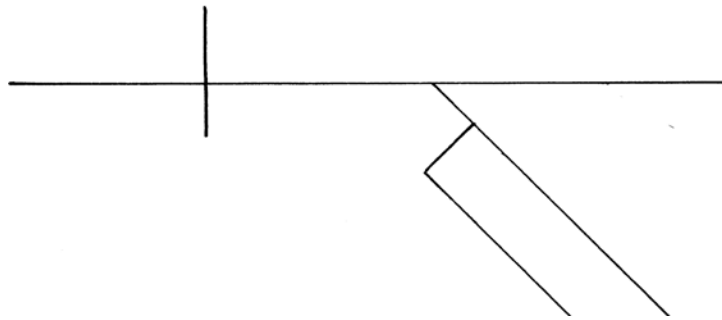
### Adverbs That Tell To What Extent

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

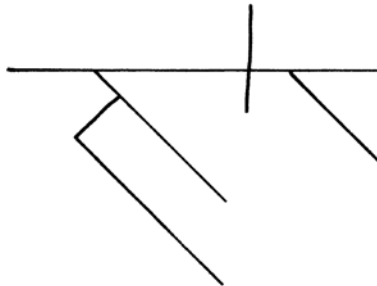
The extremely humid day was unpleasant.

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 from J. M. Barrie's *Peter Pan*.

No nursery could possibly have been conducted more correctly.

It had begun so uneventfully, so precisely like a hundred other evenings.

The little stars are not really friendly to Peter, who had a mischievous way of stealing up behind them and trying to blow them out; but they are so fond of fun that they were on his side tonight.

Of course I'm very sorry, but how could I know you were in the drawer?

I nipped a bit out of that eagle's mouth pretty neatly, Wendy.

Of course this was rather unsatisfactory.

Tink was not all bad; or, rather, she was all bad just now, but, on the other hand, sometimes she was all good.

Then they had to tell Peter of Tink's crime, and almost never had they seen him look so stern.

And how ardently they grew to love their home under the ground.

He often went out alone, and when he came back you were never absolutely certain whether he had had an adventure or not.

She was really glad for the sake of his reputation that no one heard him except herself.

She had to admit that she was too tired.

"It is sweet, Peter, isn't it?" Wendy said, frightfully gratified.

The awful cynicism of this made an uncomfortable impression, and most of them began to look rather doubtful.

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

Diagram the following sentences on your own paper.

Your new puppy is almost unbearably cute!

Zoe regarded the overly eager salesman suspiciously.

Currently, skies are partly cloudy.

Rafael will soon attempt a surprisingly difficult feat.

The freshman rather nervously addressed the senior class.

A fairy appeared quite suddenly and waved her wand mysteriously.

## — LESSON 36 —

### Adjectives and Adverbs

#### The Adverb *Not*

#### Diagramming Contractions

#### Diagramming Compound Adjectives and Compound Adverbs

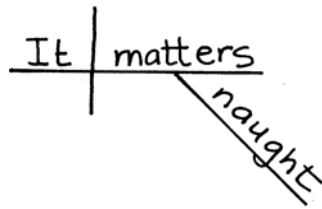
An adjective modifies a noun or pronoun.

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

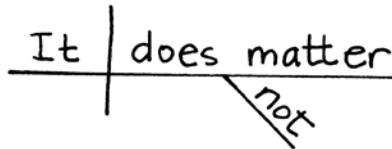
An adverb describes a verb, an adjective, or another adverb.

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

It matters naught.

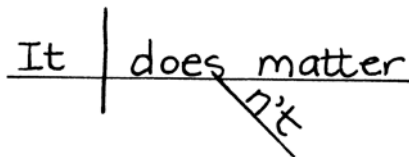


It does not matter.

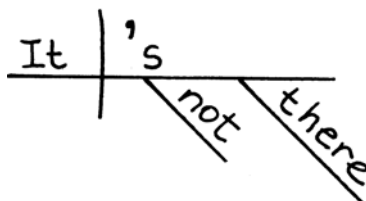


A contraction is a combination of two words with some of the letters dropped out.

It doesn't matter.



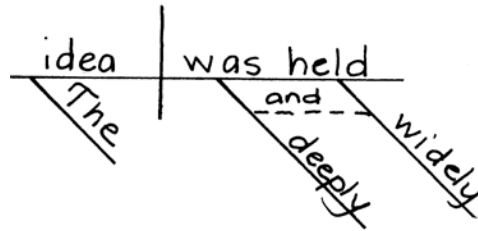
It's not there.



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. They are adapted from Johanna Spyri's *Heidi*.

If this is your first time through this course, you may skip #1 and #8. If not, diagram them!

She was so hot and uncomfortable.

She ran busily to and fro.

Here a neat little bed was already prepared.

The little goat pressed close and became perfectly quiet.

Why should there be a change?

People only half believed these reports.

Get away and don't try it again.

The child does not look very terrible.

This little incident had ruffled Miss Rottenmeier's temper very much.

A large hall came next.



## — 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 Orson Scott Card's *Ender's Game*, 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.

The monitor <sup>N</sup>lady smiled very nicely and tousled his hair and said, "Andrew, I suppose by now you're just absolutely sick of having that horrid monitor. Well, I have good news for you. That monitor is going to come out today. We're going to take it right out, and it won't hurt a bit."

Ender nodded. It was a lie, of course, that it wouldn't hurt a bit. But since adults always said it when it *was* going to hurt, he could count on that statement as an accurate prediction of the future. Sometimes lies were more dependable than the truth.

"So if you'll just come over here, Andrew, just sit right up here on the examining table. The doctor will be in to see you in a moment."

The monitor gone. Ender tried to imagine the little device missing from the back of his neck. I'll roll over on my back in bed and it won't be pressing there. I won't feel it tingling and taking up the heat when I shower.



**Review 3B: Recognizing Prepositions**

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

|         |            |        |        |         |
|---------|------------|--------|--------|---------|
| up      | among      | then   | until  | side    |
| and     | my         | around | you    | above   |
| before  | through    | from   | there  | into    |
| down    | throughout | within | pen    | much    |
| jump    | they       | but    | aboard | without |
| like    | between    | most   | near   | off     |
| toward  | about      | of     | play   | beyond  |
| with    | however    | along  | behind | to      |
| by      | on         | paper  | then   | except  |
| sort    | during     | nor    | for    | less    |
| eat     | against    | below  | air    | since   |
| where   | underneath | inside | beside | across  |
| in      | when       | kind   | at     | spot    |
| beneath | after      | over   | well   | his     |
| whom    | past       | upon   | move   | under   |

**Review 3C: Subjects and Predicates**

Draw one line under the simple subject and two lines under the simple predicate. Watch out for compound subjects or 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.

*The following lines are from the poem “The Tyger,” by William Blake.*

What immortal hand or eye could frame thy fearful symmetry?

In what distant deeps or skies burnt the fire of thine eyes?

And what shoulder, and what art, could twist the sinews of thy heart?

In what furnace was thy brain?

*The following lines are from the poem “Buttercups,” by Wilfrid Thorley.*

There must be fairy miners just underneath the mould.

They take the shining metals and beat them into shreds.

Sometimes they melt the flowers to tiny seeds like pearls and store them up in bowers for little boys and girls.

And still a tiny fan turns above a forge of gold.

*The following lines are from the poem "The Ingenious Little Old Man," by John Bennett.*

A little old man of the sea went out in a boat for a sail.

The water came in almost up to his chin.

But this little old man of the sea just drew out his jack-knife so stout.

And a hole with its blade in the bottom he made.

All of the water ran out.

### **Review 3D: Complicated Subject-Verb Agreement**

Circle the correct verb form in parentheses.

My extended family ( is / are ) scattered around the country.

Twenty dollars ( is / are ) a great deal for this dress!

The pianist or the flautists ( needs / need ) to play louder.

Three-fourths of the employees ( has / have ) donated to this month's charity.

Julian's family ( is / are ) arriving in three hours.

The judging criteria for the art competition ( is / are ) available on the website.

The plants near the window ( requires / require ) frequent watering.

There ( is / are ) two buttons missing from this shirt.

Books and papers ( covers / cover ) a writer's desk.

A painted rocking chair ( sits / sit ) invitingly in the corner of the playroom.

Cristina or Isobel ( times / time ) each runner in the race.

Aleksandra and Madeline ( counts / count ) the money after the bake sale.

*Newsies* ( is / are ) a musical.

My clothes ( was / were ) not in the blue suitcase.

**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 a preposition, find and circle the preposition to which it belongs.

These sentences are from *The Giver*, by Lois Lowry.

Now, thinking about the feeling of fear as he pedaled home along the river path, he remembered that moment of palpable, stomach-sinking terror when the aircraft had streaked above.

But his mind was still on December and the coming Ceremony.

It was effortless for Jonas, and even boring, though Asher enjoyed it.

He had held a magnifying glass to it.

They all listened carefully and discussed with Lily the warning that the dream had given.

Now Father sat beside Mother in the audience.

In each dwelling tonight they would be studying the instructions for the beginning of their training.

Jonas grinned with delight, and blew his own steamy breath into view.

He could see an odd look on The Giver's face.

In one ecstatic memory he had ridden a gleaming brown horse across a field that smelled of damp grass, and had dismounted beside a small stream from which both he and the horse drank cold, clear water.

He waved his hand in the familiar gesture.

