

# 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
we'd	would OR had	we
she'll	will	she
I'm	am	I
didn't	did	not
you've	have	you
isn't	is	not
weren't	were	not
it'll	will	it
they're	are	they

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

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

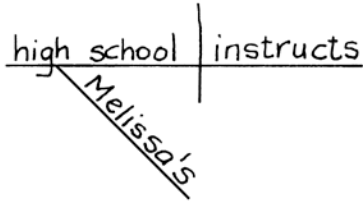
Our solar system moves.

solar system | moves  
Our

Louisa May Alcott wrote.

Louisa May Alcott | wrote

Melissa's high school instructs.



Good hearing aids assist.



**Exercise 25C: Compound Nouns**

Using the list of words below, make as many single-word compound nouns as you can. Each word in the list can be used *at least* twice.

**Note to Instructor:** Accept any word that can be found in the dictionary!

ball	book	case	cut	fall
foot	mark	rest	room	suit
store	snow	water	work	
ballroom	bookcase	bookmark	bookstore	
bookwork	casebook	casework	cutwater	
cutwork	football	footfall	footrest	
footwork	restroom	snowball	snowfall	
snowsuit	storeroom	suitcase	waterfall	
watermark	waterwork	workbook	workroom	

**Exercise 25D: Compound Adjectives**

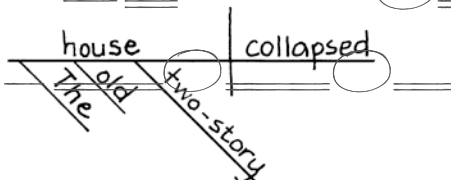
Correctly place hyphens in the following phrases.

- 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

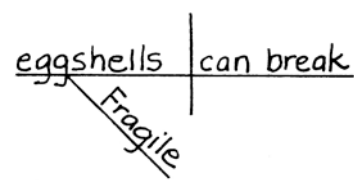
**Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives**

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.

police officer | hurried  
 An | out-of-breath

A sweet-smelling yellow flower had opened.

flower | had opened  
 A | sweet-smelling | yellow

Sixty-three left-handed men responded.

men | responded  
 Sixty-three | left-handed

## — LESSON 26 —

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

#### 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.

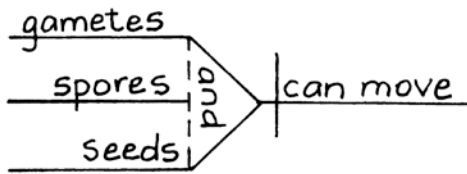
He whittled and listened and gave monosyllabic replies and terse advice.

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

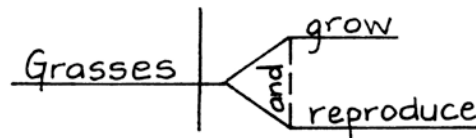
Draw one line under the subject[s] and two lines under the predicate[s] in the following sentences. Circle any conjunctions that connect subjects and/or predicates. When you are finished, diagram the subjects, predicates, and conjunctions ONLY of each sentence on your own paper.

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

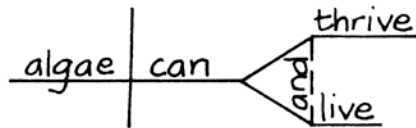
The gametes, spores, and seeds of plants can move about, especially with the help of water and wind.



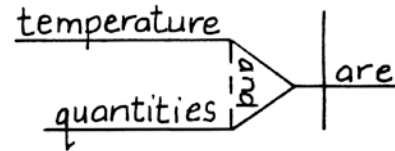
Grasses grow and reproduce in the long hours of summer daylight.



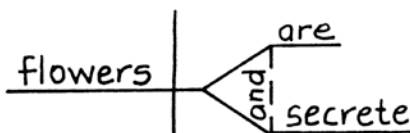
Red algae can thrive at relatively high temperatures and live inside thermal water vents.



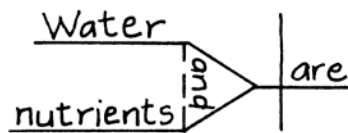
Optimal temperature and appropriate quantities of water and air are the important factors for a seed's awakening.



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 boy and the dog play with the ball.

The engineer studies the problem.

The engineer develops a solution.

The engineer searches for ways to improve the solution.

The engineer studies the problem, develops a solution, and 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.

Paul, Janice, and Yuan run up onto the stage and sing.

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.

After the science fair, Josué and I packed up our projects and 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

#### 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*.

**Note to Instructor:** The answers below are the conjunctions found in the original text, but you should accept any conjunction that makes sense, as long as the student uses each conjunction at least once.

It becomes not one wearing this badge to answer, yet 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 and hospitality.

Cedric hastened to meet her, and 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, and appeared to be absorbed in melancholy reflection.

It was the Knight of Ivanhoe; nor was there one of the six that, for his years, had more renown in arms.

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

I can guess thy want, so I can supply it.

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

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

In this dress I am vowed to poverty, nor do I change it for aught save a horse and a coat of mail.

### 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!

**Note to Instructor:** Sample answers are inserted below, but accept any reasonable answer as long as it is in the correct person and number (indicated in parentheses after each sentence).

The fury of the people incites a riot. (3<sup>rd</sup> singular)

My brother and I find snails and worms under those rocks all the time. (3<sup>rd</sup> plural)

Either the bus or one of the vans arrives late for the retreat every year. (3<sup>rd</sup> singular)

Your observations about the painting sound very astute. (3<sup>rd</sup> plural)

The class holds elections for officers in October. (3<sup>rd</sup> singular)

The mayor, the city council, and the police department claim credit for the decrease in violent crimes over the last year. (3<sup>rd</sup> plural)

The ink in all of my pens disappears too quickly! (3<sup>rd</sup> singular)

Either the berries or the milk causes me to have an allergic reaction, so I will avoid both! (3<sup>rd</sup> singular)

Half of the pages in this book are covered with pencil marks. (3<sup>rd</sup> plural)

## — LESSON 28 —

### Further Complications in Subject-Predicate Agreement

**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*) has much in common with the mirth of children.

This rose-bush, by a strange chance, (perfect present of *am*) has been 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*) have come of this learned gentleman, Master Prynne.

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

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

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

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

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

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

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

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

Their wide, short trousers (simple past of *am*) were 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*) was to be corrected at the whipping-post.

The Governor and gentlemen (progressive present of *come*) are coming !





## 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. 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.

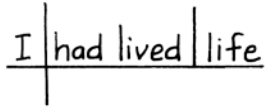
I got much (money) by the first adventure, and an (insight) into the method of getting more.

The tree effectually shaded (him) over the head.

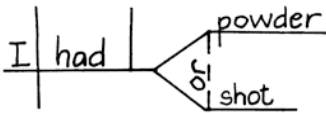
**Exercise 29B: Diagramming Direct Objects**

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

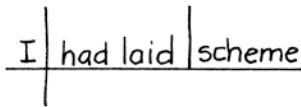
I had lived a dreadful life.



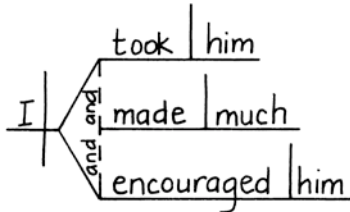
I had no powder or shot left.



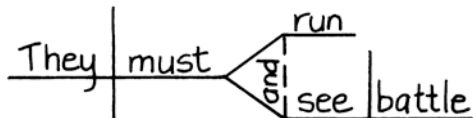
I had thus laid the scheme of my design.



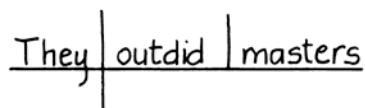
I took him up, and made much of him, and encouraged him.



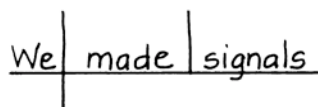
They must run out and see the battle.



They soon outdid their masters.



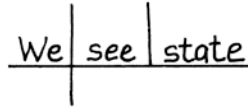
We made signals of distress to the ship.



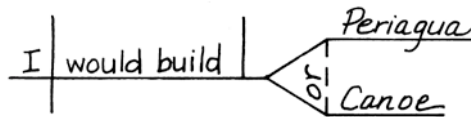
The tree effectually shaded him over the head.



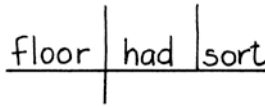
We never see the true state of our condition.



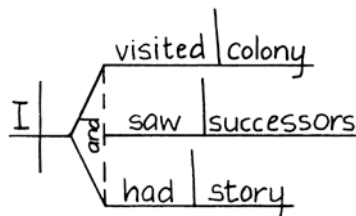
I would build another *Periagua* or *Canoe*.



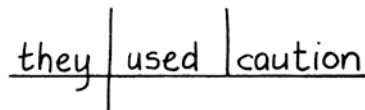
The floor had a sort of small loose gravel upon it.



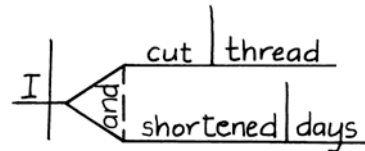
In this voyage I visited my colony in the island, saw my successors, and had the whole story of their lives.



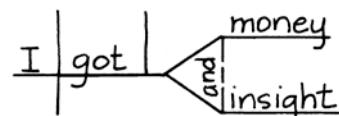
However, they used some caution too.



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



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



## — LESSON 30 —

### Direct Objects Prepositions

#### Exercise 30A: Identifying Prepositions

In the following sentences (adapted from Oscar Wilde's *The Picture of Dorian Gray*), find and circle each preposition.

**Note to Instructor:** *Up* is acting as an adverb in he *suddenly started up*, not as a preposition. If the student is confused about this, review the definition of a preposition with him. There is no noun or pronoun that *up* is relating to another word in this sentence.

(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 <sup>DO</sup> our profit.

I burned <sup>DO</sup> 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 <sup>DO</sup>diaper!

This key will unlock any door <sup>DO</sup>in the building.

Gleefully, the soldiers obeyed the evil queen's <sup>DO</sup>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.

Zoey collected the trash.

zoey | collected | trash

I burned my finger on the cookie sheet.

I | burned | finger

This key will unlock any door in the building.

key | will unlock | door

This new strategy will double our profit.

strategy | will double | profit

Someone must change the baby's diaper!

Someone | must change | diaper

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

soldiers | obeyed | orders

## — 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.

Somehow, a library book ended up behind the refrigerator.

You can find more pretzels in the pantry.

We raced down the corridor to deliver the news.

Throughout the land, the people rejoiced to hear about the victory.

Suzanne enjoyed the documentary about flowers.

I like my pizza with cheese and pepperoni. (*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.

**Note to Instructor:** The word *by* in this excerpt (“dashed by too fast”) is acting as an adverb.

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.

### Exercise 31C: Remembering Prepositions

Can you remember all forty-six prepositions without looking back at your list? The first letter of each preposition has been given for you.

A	B	D	E	F	I	L
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						

N	O	P	S	T	U	W
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, 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 Kunos 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 <sup>DO</sup> for the youth.

Then the youth went <sup>DO</sup> to the cupboard, opened <sup>DO</sup> it, and took <sup>DO</sup> the ring, the bracelet, and the lace handkerchief <sup>DO</sup> 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.

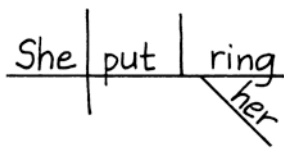
He was filled (with joy) (at the sight) (of his child)

He looked (to the right of him) and (to the left)

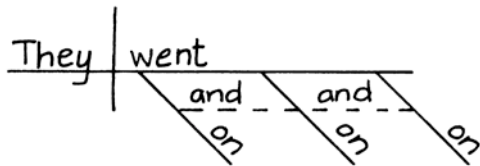
**Exercise 32B: Diagramming**

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.

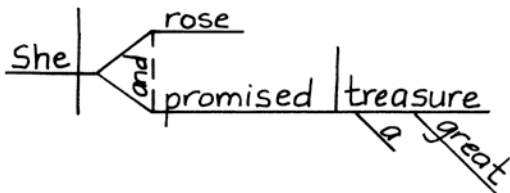
She put her ring <sup>DO</sup> (upon her sewing-table)



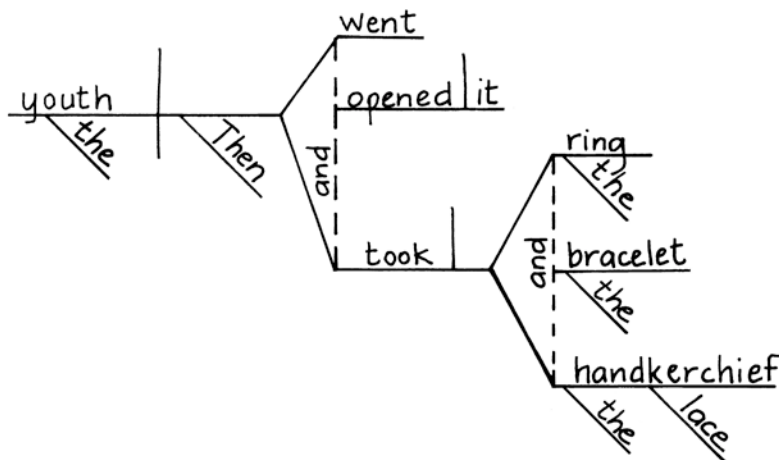
They went on and on and on, (through the level plains) (by the flowing river)



She rose (from her bed) and promised a great treasure <sup>DO</sup> (for the youth)



Then the youth went <sup>DO</sup> (to the cupboard), opened <sup>DO</sup> it, and took <sup>DO</sup> the ring, the bracelet, and the lace handkerchief <sup>DO</sup> (of the sultan's daughter)



He would be with her for two hours of the day

He | would be

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

son | dwelt  
 the | bald-headed

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

he | flew  
 and | turned

He was filled with joy at the sight of his child

He | was filled

He looked to the right of him and to the left

He | looked





## WEEK 9

### Adverbs

#### — LESSON 33 —

##### Adverbs That Tell How

###### 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

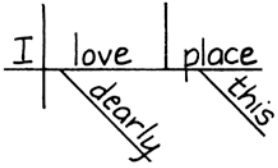
Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
thoughtful	<u>thoughtfully</u>	dizzy	<u>dizzily</u>
sore	<u>sorely</u>	languid	<u>languidly</u>
spotty	<u>spottily</u>	hideous	<u>hideously</u>
decorous	<u>decorously</u>	bouncy	<u>bouncily</u>
flagrant	<u>flagrantly</u>		

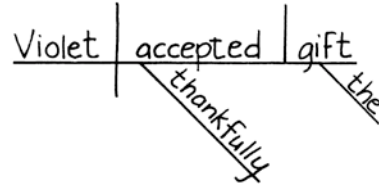
**Exercise 33C: Diagramming Adverbs**

Diagram the following sentences on your own paper.

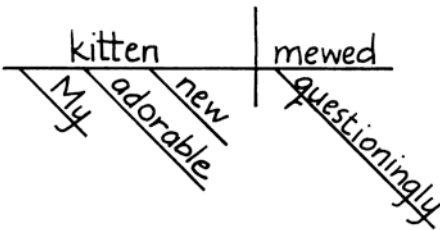
I dearly love this place.



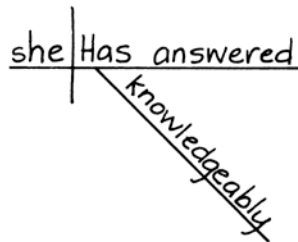
Violet thankfully accepted the gift.



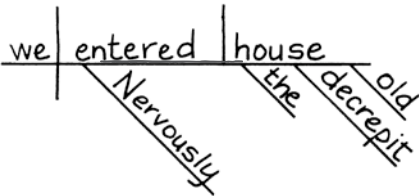
My adorable new kitten mewed questioningly.



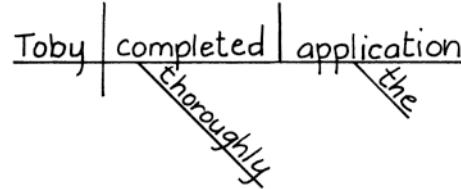
Has she answered knowledgeably?



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.

- 2      Second, add the salt, vanilla, and applesauce.
- 4      Later, chill the dough for at least an hour.
- 1      First, cream together the butter and sugars.
- 5      Finally, bake for about 10 minutes in a 350° oven.
- 3      Next, mix in the flour and baking soda before adding the chocolate chips.

**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

When	Where	How	How Often
<u>then</u>	<u>below</u>	<u>greedily</u>	<u>rarely</u>
<u>today</u>	<u>outside</u>	<u>kindly</u>	<u>yearly</u>
<u>earlier</u>	<u>down</u>	<u>angrily</u>	<u>daily</u>

**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.

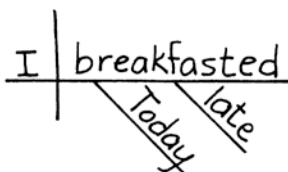
Lenore will eat these leftovers later.



When is Dad going outside?



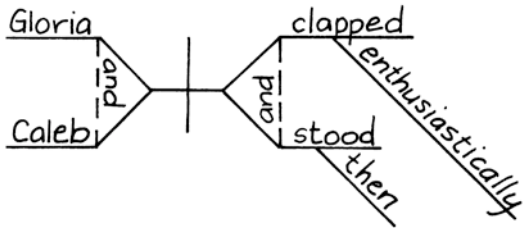
Today I breakfasted late.



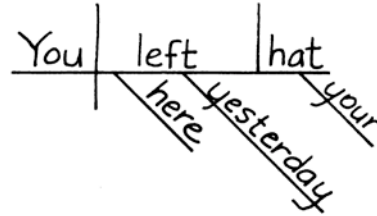
Complete your exercises now.



Gloria and Caleb clapped enthusiastically and then stood.



You left your hat here yesterday.



## — LESSON 35 —

### Adverbs That Tell To What Extent

#### 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.

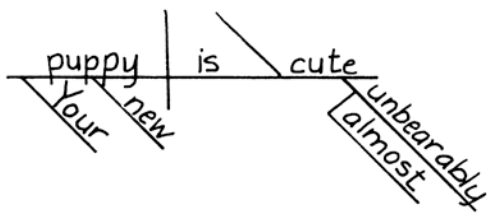
The awful cynicism of this made an uncomfortable impression, and most of them began to look rather doubtful.

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

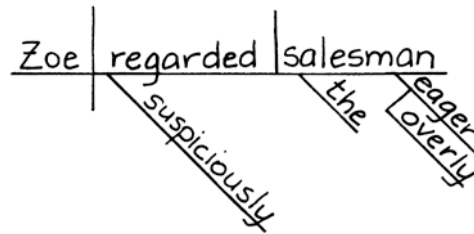
Diagram the following sentences on your own paper.

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

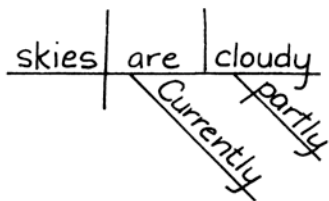
Your new puppy is almost unbearably cute!



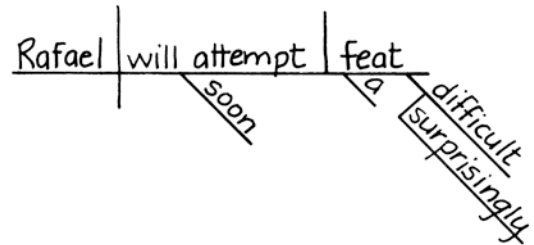
Zoe regarded the overly eager salesman suspiciously.



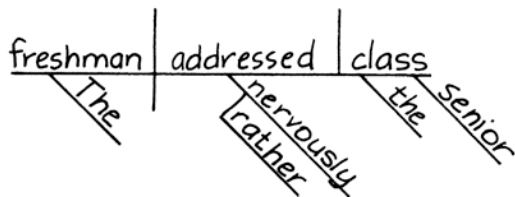
Currently, skies are partly cloudy.



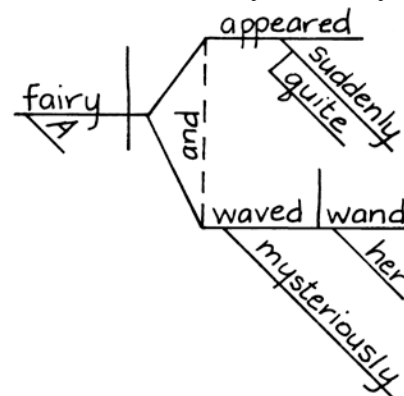
Rafael will soon attempt a surprisingly difficult feat.



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

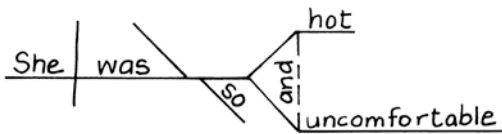
#### Diagramming Compound Adjectives and Compound Adverbs

#### Exercise 36A: Practice in Diagramming

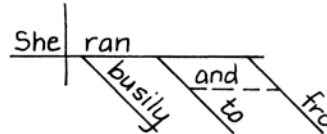
On your own paper, diagram every word of the following sentences. They are adapted from Johanna Spyri's *Heidi*.

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

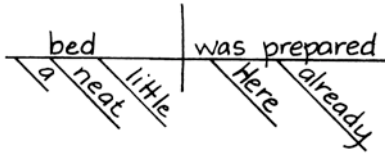
She was so hot and uncomfortable.



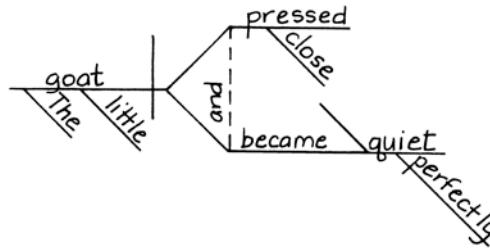
She ran busily to and fro.



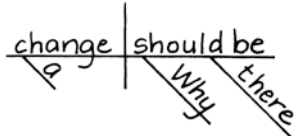
Here a neat little bed was already prepared.



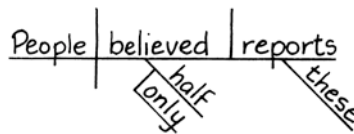
The little goat pressed close and became perfectly quiet.



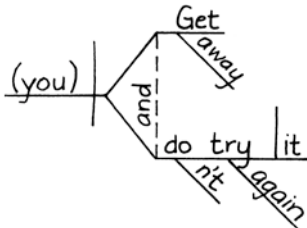
Why should there be a change?



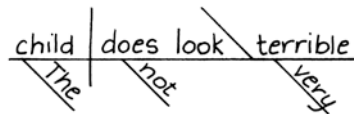
People only half believed these reports.



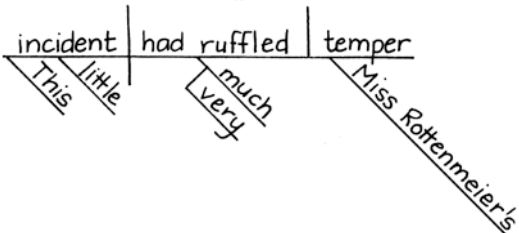
Get away and don't try it again.



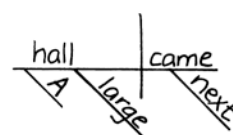
The child does not look very terrible.



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

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

<sup>CONJ</sup> So if you'll just come <sup>ADV</sup> over <sup>ADV</sup> here, Andrew, just sit <sup>ADV</sup> right <sup>ADV</sup> up <sup>ADV</sup> here on the examining <sup>N</sup> table. The <sup>N</sup> doctor will be <sup>PREP</sup> in to see you <sup>PREP</sup> in a <sup>N</sup> moment."

The monitor gone. <sup>N</sup> Ender tried to imagine the <sup>ADJ</sup> little <sup>N</sup> device missing <sup>PREP</sup> from the <sup>N</sup> back of his neck. I'll roll <sup>ADV</sup> over on my back <sup>PREP</sup> in bed and it won't be pressing <sup>ADV</sup> there. I won't feel it tingling and taking <sup>ADV</sup> up the <sup>N</sup> 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<sup>OP</sup> for Jonas, and even boring, though Asher enjoyed <sup>DO</sup> it.

He had held a magnifying glass <sup>DO</sup> to <sup>OP</sup> it.

They all listened carefully and discussed <sup>OP</sup> with Lily the warning <sup>DO</sup> that the dream had given.

Now Father sat beside <sup>OP</sup> Mother in <sup>OP</sup> the audience.

In <sup>OP</sup> each dwelling tonight they would be studying the instructions <sup>DO</sup> for the beginning <sup>OP</sup> of their training.

Jonas grinned with <sup>OP</sup> delight, and blew his own steamy breath <sup>DO</sup> into <sup>OP</sup> view.

He could see an odd look <sup>DO</sup> on The Giver's face <sup>OP</sup>.

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

He waved his hand <sup>DO</sup> in <sup>OP</sup> the familiar gesture.

