

WEEK 7

Compounds and Conjunctions

— LESSON 25 —

Contractions
Compound Nouns
Diagramming Compound Nouns
Compound Adjectives
Diagramming Adjectives
Articles

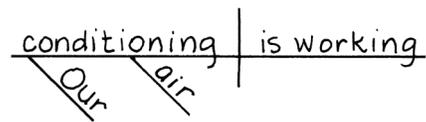
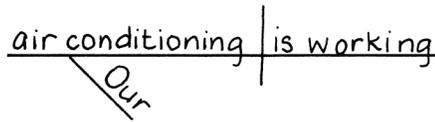
A contraction is a combination of two words with some of the letters dropped out.

Exercise 25A: Contractions Review

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

Contraction	Helping Verb	Other Word
he'll	will	he
wasn't	_____	_____
I'll	_____	_____
wouldn't	_____	_____
you're	_____	_____
isn't	_____	_____
who're	_____	_____
didn't	_____	_____
you've	_____	_____

Our air conditioning is working!



Exercise 25B: Diagramming Adjectives and Compound Nouns

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

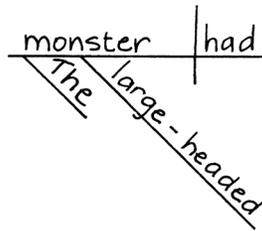
Sydney's fishtank bubbled.

A tiny music box played.

My dishwasher broke.

The mayor-elect spoke.

The large-headed monster had twenty-seven teeth.



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

Exercise 25C: Compound Nouns

Using the list of words below, make as many single-word compound nouns as you can. Many words in this list can be used twice or more.

Column A

- hair
- swim
- back
- tooth
- wall
- under
- out

Column B

- world
- ache
- style
- paper
- take
- bone
- suit

Exercise 25D: Compound Adjectives

Correctly place hyphens in the following phrases.

fifty two weeks

cold blooded animal

a five year winning streak

the three page well written paper

a middle aged person

a strong willed toddler

the brightly lit soccer field

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

On your own paper, diagram every word in the following sentences. These are adapted from *The Magical Land of Noom*, by Johnny Gruelle.

A pale blueish-green tint slanted.

The homemade Flying Machine disappeared.

The soft-voiced cow was eating.

A steady buzz-buzz grew.

All pretty fairy tales end.

— LESSON 26 —

Compound Subjects

The Conjunction *And*

Compound Predicates

Compound Subject-Predicate Agreement

The fireman hurries.

The policeman hurries.

The fireman and the policeman hurry.

SIMPLE PRESENT

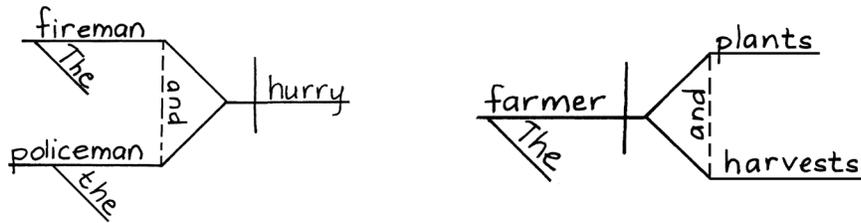
	Singular	Plural
First person	I hurry	we hurry
Second person	you hurry	you hurry
Third person	he, she, it hurries	they hurry

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

The farmer plants.

The farmer harvests.

The farmer plants and harvests.



Exercise 26A: Identifying Subjects, Predicates, and Conjunctions

Underline the 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 Solomon Northup's *Twelve Years a Slave*.

With the return of spring, Anne (and) I conceived the project of taking a farm in the neighborhood.

We reached that city before dark, and stopped at a hotel southward from the Museum.

Towards evening, on the first day of the calm, Arthur and I were in the bow of the vessel.

The roar of cannon and the tolling of bells filled the air.

I bowed my head upon my fettered hands, and wept most bitterly.

Pen, ink, and paper were furnished.

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 "Maese Perez, the Organist," by Gustavo Adolfo Becquer. Translated by Rollo Ogden.

The confusion and clangor lasted a few seconds.

The two women turned and disappeared.

I went to the choir and opened the door.

The Mother Superior and the nuns rushed to the organ-loft.

The organ gave a strange sound and was silent.

Light and sound were expressed by the organ's hundred voices.

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 ducks waddle in the yard.

The ducks eat insects in the yard.

The nurse takes my temperature.

The nurse gives me medicine.

The nurse checks my blood pressure.

Matteo toured the exhibit at the museum.

Lucia toured the exhibit at the museum.

Martina toured the exhibit at the museum.

During the storm, rain fell from the sky.

During the storm, hail fell from the sky.

The glass blower heated the glass.

The glass blower rolled the glass.

The glass blower shaped the glass.

Exercise 26D: Subject-Verb Agreement with Compound Subjects

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

The veterinarian and her assistant (talk / talks) calmly to the nervous puppy.

The assistant (pet / pets) the puppy while the vet carefully (give / gives) the vaccination.

While the puppy (chew / chews) on a treat, the vet and her assistant (examine / examines) him.

After the assistant (weigh / weighs) the puppy, the vet (make / makes) notes on the chart.

Before the puppy leaves, the vet and her assistant (inform / informs) the animal's owner that the puppy is healthy.

The owner and his puppy (walk / walks) out of the office and (get / gets) in the car to drive home.

— 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 *Among the Meadow People*, by Clara Dillingham Pierson.

I have been telling the Daisies and the Cardinals that they should grow in such a place, _____ they wouldn't listen to me.

One may have a comfortable home, kind neighbors, and plenty to eat, _____ if he is in the habit of thinking disagreeable thoughts, not even all these good things can make him happy.

During the days when the four beautiful green-blue eggs lay in the nest, Mrs. Robin stayed quite closely at home. She said it was a very good place, _____ she could keep her eggs warm and still see all that was happening.

The Robin on the fence huddled down into a miserable little bunch, _____ thought: "They don't care whether I ever have anything to eat. No, they don't!"

When you have lived as long as I have, you will know that neither Grasshoppers _____ Tree Frogs can have their way all the time.

That was much pleasanter than having to grow up all alone, as most young Frog-Hoppers do, never seeing their fathers and mothers _____ knowing whether they ever would.

The more he thought about it the more he squirmed, until suddenly he heard a faint little sound, too faint for larger people to hear, _____ found a tiny slit in the wall of his chrysalis.

Still it had held him for eight days already and that was as long as any of his family ever hung in the chrysalis, _____ it was quite time for it to be torn open and left empty.

She loved her babies so that she almost disliked to see them grow up, _____ she knew it was right for them to leave the nest.

If they heard their father _____ their mother flying toward them, they would stretch up their necks and open their mouths.

You can just fancy what a good time the baby Spiders had. There were a hundred and seventy of them, _____ they had no chance to grow lonely, even when their mother was away.

He thought this, _____ he didn't say it.

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.

Six miles (is / are) the distance of the race.

Three-fourths of the cake (was / were) eaten by the children.

The horses or the donkey (grazes / graze) in the field.

Jerry's cheerleading squad (has / have) won the championship!

This batch of muffins (smell / smells) delicious!

The baseball team (run / runs) laps every day before practice.

Ten pounds of produce (weigh / weighs) too much for this bag.

Five bottles of juice (is / are) divided among the students.

One cup of chocolate chips (need / needs) to go into the batter.

The jury (vote / votes) on the verdict today.

My aunt and uncle (visit / visits) us each summer, and our whole family (stay / stays) at the beach together.

One-half of the Lego pieces (was/were) dumped across the table.

The rabbit in the bushes (hide/hides) from predators.

The flock of geese (scatter/scatters) across the field.

The flock of geese (fly/flies) in a formation.

She and her friends (organize/organizes) a charity auction each year.

Exercise 27C: Fill in the Verb

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

The boat in the waves _____ wildly during the storm.

The plot of vegetables _____ during the summer.

Sixty dollars _____ too much for that game.

The students' essays about the short story _____ interesting thoughts.

The chickens in the coop _____ all day long.

Those pickles in the jar _____ like homemade.

A sample of cheeses _____ the appetizer.

The plates or the platter _____ sits on the shelf.

Two-thirds of the class _____ the test.

— LESSON 28 —

Further Complications in Subject-Predicate Agreement

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

Mathematics is my favorite subject.

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

Little Women was written by Louisa May Alcott.

The United States is south of Canada.

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

Pants are too hot in the summertime.

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

There is a skunk in the brush.

There are three skunks in the brush.

***Each* and *every* always indicate a singular subject.**

In Masai villages, each woman cares for her own cattle.

In Masai villages, each of the women cares for her own cattle.

In Masai villages, each cares for her own cattle.

In Masai villages, women care for their own cattle.

Every man needs friends.

Men need friends.

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

Fish and chips is my favorite British dish.

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

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

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

The data suggest otherwise.

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

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

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

The Wind in the Willows (is/are) her favorite book.

Each of the paintings (hang/hangs) in a different part of the museum.

Highlights (is/are) a magazine for children.

Statistics (is/are) my favorite class.

Thirty percent of the team (practice/practices) every weekday.

The popular British dish of fish and chips (taste/tastes) delicious with malt vinegar.

There (is/are) three packages in the mailbox.

Every one of the performers (take/takes) a bow.

Checkers (is/are) an easy game to learn.

Pliers (belong/belongs) in this tool box.

Here under the bed (is/are) the missing library books.

Physics (has/have) to be taken before you graduate.

Cacti (contain/contains) water which many animals use.

The Philippines (celebrate/celebrates) Independence Day on June 12.

Ellipses (mark/marks) a missing portion of a quote.

Anne of Green Gables (take/takes) place in Prince Edward Island, Canada.

There (is/are) a new movie I want to see.

Every one of the women (own/owns) a small business.

Bangers and mash (appear/appears) on many menus in Scotland.

Each of the fonts (show/shows) up differently on the screen.

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 adapted from Harriet Pyne Grove's *Greycliff Wings*.

There [simple present of *am*] _____ her letter, Virgie. I forgot to tell you to read it.

Then she laughed. "Please forgive me, Miss West, I did not realize what I [progressive past of *say*] _____."

"There [simple present of *am*] _____ so many places about the campus that would make a fine setting."

A vineyard of well-trained grape-vines [simple past of *am*] _____ on a slope and stretched for quite a distance.

“I suppose that shed or something down there [simple present of *am*] _____ for the hydroplane.”

The black letters of the name [progressive past of *show*] _____ clearly against a pearl-grey side.

The glasses [simple past of *am*] _____ all focused upon the little hollow before them, Hilary’s face growing brighter as she watched.

Remember to keep your wits about you and feel that the game depends on how well each of you [simple present of *play*] _____.

Early after lunch, a number of girls [simple past of *start*] _____ off for their ride.

A procession of worn, dusty men [progressive past of *march*] _____ away toward the camp.

Two or three of the girls [progressive present of *rush*] _____ to help Hilary up.

Neither Lilian or I [simple present of *appear*] _____ really small enough for fairies, but in the costumes we look smaller.

Juniors and seniors on the bank [progressive past of *hold*] _____ their breath.



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.

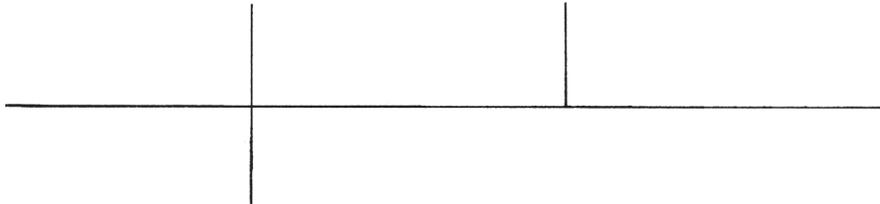
Julia, hot and thirsty, drank the fresh-squeezed lemonade.

She visited her grandfather.

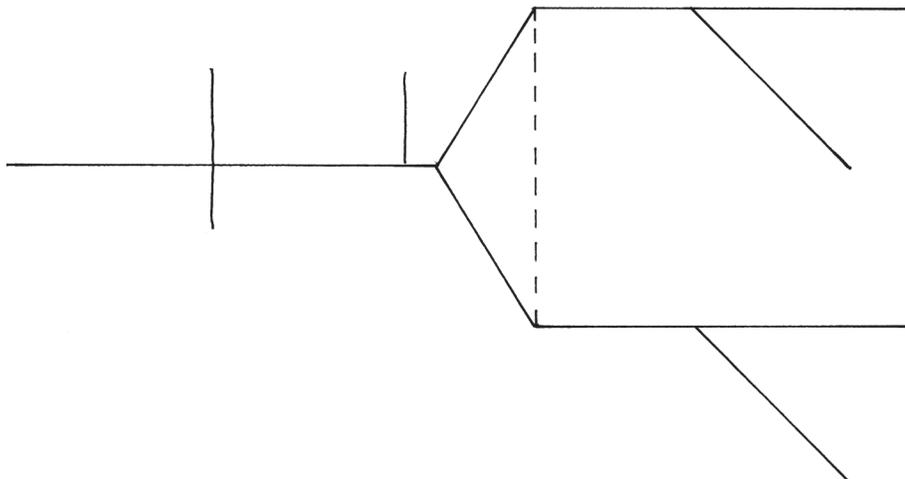
He had forgotten her name.

She found peace.

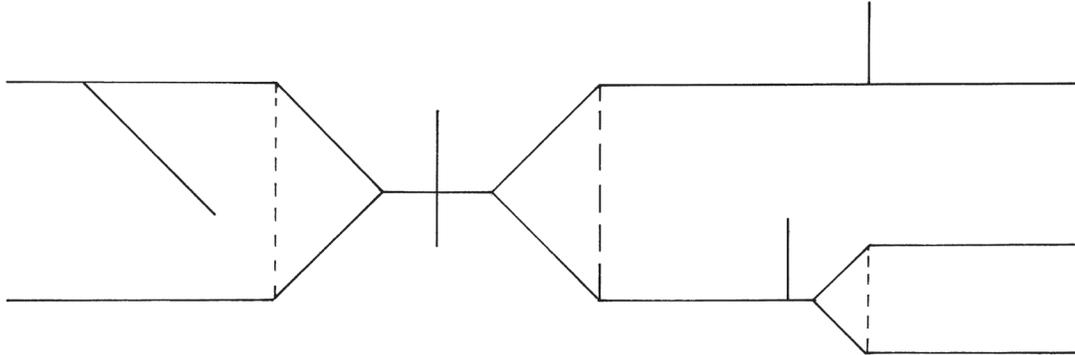
We roasted marshmallows.



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.

Ancient Egyptians were building pyramids around 2780 BC.

The workers used limestone and granite for the structures.

They carved the stone with chisels.

Laborers dragged immense, heavy stones to the building site with sleds.

After a pharaoh's death, embalmers mummified the pharaoh's body.

Often, the embalmers would mummify the pharaoh's pets, too.

Craftspeople placed furniture and treasures into the pyramid.

The pharaoh and his family would need these items in the afterlife.

Egyptian culture valued the afterlife.

Workers and priests laid the pharaoh's body inside the pyramid.

The priests sealed the tomb.

Sadly, many tomb robbers opened the pyramids.

They stole jewels, gold, and silver.

In 1923, archaeologist Howard Carter discovered King Tut's tomb and found valuable items.

He and his team recovered many important artifacts.

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 “The Monkey and the Crocodile,” in *Jataka Tales*, retold by Ellen C. Babbitt), find and circle each preposition.

The monkey soon moved away from that tree. But the Crocodile found him, far down the river, living in another tree. In the middle of the river was an island covered with fruit-trees.

Half-way between the bank of the river and the island, a large rock rose from the water. The Monkey could jump to the rock, and then to the island. The Crocodile watched the Monkey crossing from the bank of the river to the rock, and then to the island.

He thought to himself, “The Monkey will stay on the island all day, and I’ll catch him on his way home at night.”

The Monkey had a fine feast, while the Crocodile swam, watching him during the day.

Exercise 30B: Word Relationships

The following sentences all contain action verbs. Underline each subject once and each action verb twice. If the sentence has an action verb followed by a direct object, write *DO* above the direct object.

If the sentence contains a preposition, circle the preposition and draw a line to connect the two words that the preposition shows a relationship between. The first two are done for you.

The geese (near) the lake honked noisily.

Savannah likes ^{DO} popcorn (with) butter.

Five tiny caterpillars ate the leaves of the milkweed plants.

Jonatan bakes fresh bread every Saturday.

We visited the park under the St. Louis Arch.

The scariest scene of the movie is happening now!

After class, Jayden and Naveah taught the new choreography.

Ali was fishing from the new pier.

Is Roma coming to the class?

The lime slushy spilled on the seat.

The *Mona Lisa* hangs in the Louvre.

Did you find your phone yet?

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.

The cat's favorite spot is by the _____.

Under the _____, Mom found the missing book.

The whole family hiked to the _____.

Matt puts ketchup on his _____.

A large bear was spotted near the _____.

Will Mia sing during the _____?

Exercise 31B: Identifying Prepositional Phrases

Can you find all eleven of the prepositional phrases in the following excerpt, adapted from "The Four Dragons," a traditional Asian folktale?

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

The four dragons went happily back. But ten days passed, and not a drop of rain came down. The people suffered more, some eating bark, some grass roots. Seeing all of this, the four dragons felt very sorry, and they knew the Jade Emperor only cared about pleasure, and never took the people to heart. They could only rely upon themselves and could relieve the people of their miseries. But how? Seeing the vast sea, the Long Dragon said that he had an idea.

"What is it? Out with it, quickly!" the other three demanded.

"Look, is there not plenty of water in the sea where we live? We should scoop it and spray it toward the sky. The water will be rain drops and will save the people and their crops," said Long Dragon.

"Good idea!" said the others as they clapped their hands with joy.

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
 in, inside, into, like
 near, of, off, on, over
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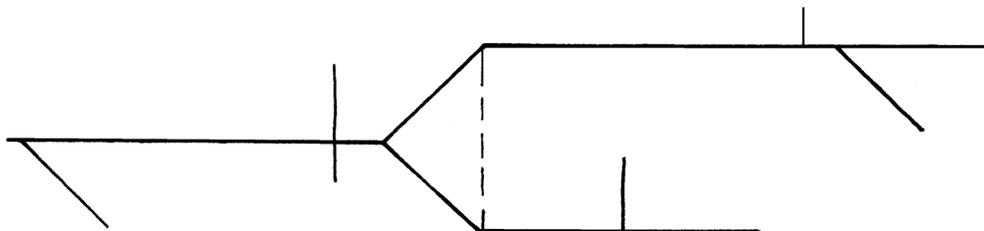
A prepositional phrase begins with a preposition and ends with a noun or pronoun.

That noun or pronoun is the object of the preposition.

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

The warrior saw two great globes.

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



Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences

In the following sentences, 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 Story of Ali Cogia, Merchant of Bagdad," a traditional Arab folktale. The first is done for you.

Ali Cogia lived (in Bagdad) and owned ^{DO} a shop.

He planned a journey to Mecca.

He took a large vase, placed money in the bottom, filled it with olives, and carried it to his friend for safekeeping.

After many months, the friend in Bagdad looked into the vase and saw the gold.

He took the gold and hid it.

After another month, Ali Cogia returned to Bagdad and asked for his vase.

The gold was missing from the vase.

Ali Cogia asked for the truth.

The merchant denied the charge against him.

In the end, the truth of the theft was discovered by a wise child's discerning questions.

Exercise 32B: Diagramming

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



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

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

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

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

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

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

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

He | left
 | hurriedly

Exercise 33A: Identifying Adverbs That Tell How

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

Amelia Earhart famously flew across the Atlantic Ocean, the first woman to do so.

She quickly became famous and began writing honestly about her experiences as a pilot.

Earhart bravely piloted from Honolulu to California in 1935, a risky journey.

She and Fred Noonan, an experienced navigator, carefully planned a new challenge: a flight around the world.

News organizations excitedly reported every step of the preparation for the trip.

Earhart had skillfully handled dangerous flying conditions on many occasions.

However, this trip would have many errors which caused the plane to drift significantly off course.

On July 2, 1937, a naval ship in the area received a radio transmission in which Earhart briefly described the plane's problems.

Besides being off course, the plane was rapidly running out of fuel.

Tragically, Earhart and Noonan disappeared that day. They were never found.

People still study how the pair mysteriously vanished. This event is considered an unsolved mystery of the modern era.

Exercise 33B: Forming Adverbs from Adjectives

Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
rapid	_____	happy	_____
careful	_____	generous	_____

easy _____

merry _____

safe _____

warm _____

powerful _____

Exercise 33C: Diagramming Adverbs

Diagram the following sentences on your own paper.

The baby goat leaps energetically.

I quickly dropped the hot pan.

The movie ended abruptly.

Did you listen intently?

Anna slowly savored the warm cookie.

The chef deftly whisked the ingredients.

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

Martin dropped his recipe cards for crêpes. Help him get organized by numbering the following sentences from 1 to 6 so he can make the crêpes.

_____ Whisk 1 1/2 cups of flour into the wet ingredients.

_____ Pour only a few tablespoons of batter into the hot pan, and spread the batter around the pan in a thin layer.

_____ Serve warm with either a sweet or savory filling.

_____ First, preheat a buttered skillet or crêpe pan.

_____ When bubbles start to form on the crêpe, flip it over and cook the other side.

_____ While the butter is melting in the pan, beat two eggs with three cups of milk in a separate bowl.

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

Yesterday I washed my dog outside.

The dog ran away.

Then the dog lay down.

Now my dog is sleeping there.

My glasses are lying there.

My red book is sitting here.

There are my glasses.

Here is my red book.

Now my dog is sleeping there.

dog | is sleeping
my | Now there

There are my glasses.

glasses | are
my | There

Here is my red book.

book | is
my red | Here

Here and there are adverbs that tell where.

I wash my dog weekly.

Richie is always looking for adventure.

I will often be eating.

I | will be eating
often

When will you arrive?

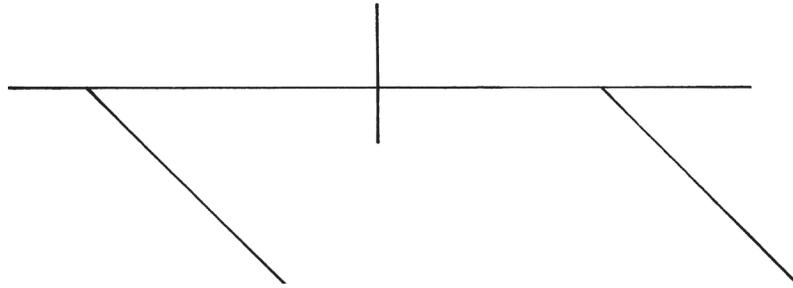
Where is my hat?

How are you doing?

you will arrive When.

you | will arrive
When

my hat is Where.



Exercise 34B: Distinguishing Among Different Types of Adverbs

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

badly	safely	seldom	second
away	wearily	usually	soon
constantly	then	far	anywhere
When	Where	How	How Often

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Exercise 34C: Identifying Adverbs of Different Types

Underline the adverbs in the following sentences that tell *when*, *where*, or *how often*. For now, do not underline any prepositional phrases acting as adverbs.

The violinist bowed first and the concert began.

My dad makes homemade pizza weekly.

The team meets downstairs.

Emma’s kitten destroyed the chair immediately.

There is a canoe by the dock.

Blizzards happen rarely in this part of the country.

Sylvia arrived early for the show.

Our vacation begins tomorrow.

Please take the trash outside.

Here are your keys.

Exercise 34D: Diagramming Different Types of Adverbs

Diagram the following sentences on your own paper.

The science students cleaned the lab thoroughly yesterday.

Tonight, the play will end dramatically.

The lioness and her cubs stalked the prey silently.

Marieke will run laps later and will eat a snack afterward.

The delighted dog's tail wagged wildly.

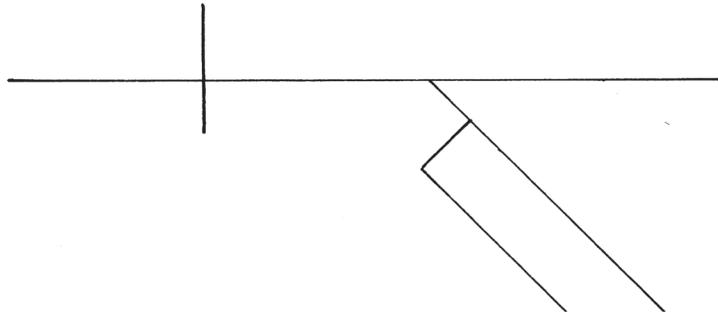
— LESSON 35 —**Adverbs That Tell To What Extent**

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

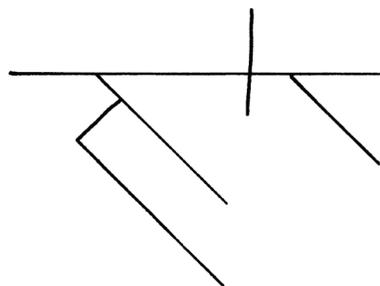
The extremely humid day was unpleasant.

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 Jules Verne's *An Antarctic Mystery*.

Desolation Islands is the only suitable name for this group of three hundred isles or islets in the midst of the vast expanse of ocean, which is constantly disturbed by austral storms.

“Cannot we talk very well here?” I observed.

I lived there for several weeks, and I can affirm, on the evidence of my own eyes and my own experience, that the famous English explorer and navigator was happily inspired when he gave the islands that significant name.

“My ship is not intended to carry passengers. I never have taken any, and I never intend to do so.”

Captain Len Guy proved himself a true seaman, James West had an eye to everything, the crew seconded them loyally, and Hunt was always foremost when there was work to be done or danger to be incurred.

Hunt stepped back a few paces, shaking his head with the air of a man who did not want so many compliments for a thing so simple, and quietly walked forward to join his shipmates, who were working vigorously under the orders of West.

We had no longer to do with completely frozen vapor, but had to deal with the phenomenon called frost-rime, which often occurs in these high latitudes.

Success seemed very nearly assured, as the captain and the mate had worked out the matter so carefully and skilfully.

In my rambles on the shore, I frequently routed a crowd of amphibians, sending them plunging into the newly released waters.

Besides, when it came to the question of cooking, it mattered very little to him whether it was here or there, so long as his stoves were set up somewhere.

Patterson's note-book says nothing, nor does it relate under what circumstances he himself was carried far away from them.

More than five hundred thousand sheep yield over four hundred thousand dollars' worth of wool yearly.

With these words Captain Len Guy walked quickly away, and the interview ended differently from what I had expected, that is to say in formal, although polite, fashion.

Exercise 35B: Diagramming Different Types of Adverbs

Diagram the following sentences on your own paper.

Read the test instructions very carefully.

You must read the lines much more confidently.

Yesterday, some incredibly fragrant roses bloomed.

Matteo plays the classical guitar quite skillfully.

Did you see the extremely elaborate tapestry?

Where are we driving today?

— 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 | matters
naught

It does not matter.

It | does matter
not

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

It doesn't matter.

It | does matter
n't

It's not there.

It | 's
not there

Tall and wide arches weren't often built.

arches | were built
and Tall wide n't often

The idea was deeply and widely held.

idea | was held
The and deeply widely

Exercise 36A: Practice in Diagramming

On your own paper, diagram every word of the following sentences. They are adapted from *Home Life in All Lands*, by Charles Morris.

The pig finds the truffles and roots them eagerly.

Pigs will swallow kitchen slops greedily.

Pigs actually prefer dry and clean sleep spaces.

A cat's claws don't touch the ground.

The cat hunts quietly and cautiously.

No mouse can pass it safely.

Various cattle breeds differ very much.

The goose can strike a strong and hard blow.

Geese can guard a farm and wake very easily.

The goose's loud noises can rouse the entire household.



— 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 Henry David Thoreau's *Walden*, 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.

N
The shore is composed of a belt of smooth rounded white stones like paving stones, excepting one or two short sand beaches, and is so steep that in many places a single leap will carry you into water over your head; and were it not for its remarkable transparency, that would be the last to be seen of its bottom till it rose on the opposite side. Some think it is bottomless. It is nowhere muddy, and a casual observer would say that there were no weeds at all in it; and of noticeable plants, except in the little meadows which recently overflowed, which do not properly belong to it, a closer scrutiny does not detect a flag nor a bulrush, nor even a lily, yellow or white, but only a few small heart-leaves and potamogetons, and perhaps a water-target or two; all which however a bather might not perceive; and these plants are clean and bright like the element they grow in. The stones extend a rod or two into the water, and then the bottom is pure sand, except in

the deepest parts, where there is usually a little sediment, probably from the decay of the leaves which have been wafted on to it so many successive falls, and a bright green weed is brought up on anchors even in midwinter.

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.

whose near there that until
 with in her on again
 before here around those across
 up for except but by
 item into like yet and
 within very nor under of
 behind was upon from going
 above along of between begin
 the an since past to
 during aboard at this without
 against what if beneath toward
 among underneath below after while
 either an beside about beyond
 my inside good off
 throughout down through over its

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 Lady of Shalott,” by Alfred, Lord Tennyson.

The yellow-leaved waterlily, the green-sheathed daffodilly tremble in the water chilly.

The sunbeam showers break and quiver.

Four gray walls and four gray towers overlook a space of flowers.

A charmed web she weaves always.

Over the water near, the sheepbell tinkles in her ear.

Sometimes a troop of damsels glad, an abbot on an ambling pad, a curly shepherd lad, or long-hair'd page in crimson clad goes by to tower'd Camelot.

The sun came through the leaves, and flamed upon the brazen greaves of bold Sir Lancelot.

The helmet and the helmet-feather burned like one flame together.

The mirror cracked from side to side.

She chanted loudly, chanted lowly.

She loosed the chain, and down she lay.

Review 3D: Complicated Subject-Verb Agreement

Circle the correct verb form in parentheses.

The cupcake or the cookies (is/are) available for dessert.

The squadron (cheers/cheer) for the graduating officers.

Because of the intense storm, the herd (is/are) split up across the valley.

Three-fourths of the lights (has/have) gone out.

She decided that five dollars (was/were) too much for the coffee.

Ang and Dara (hands/hand) out water to the volunteers.

Where (is/are) the scissors?

A basket full of peaches (sits/sit) on the kitchen counter.

“Hansel and Gretel” (tells/tell) the story of a brother and sister who were lost in the forest.

Two-thirds of the apple (has/have) rotted.

Boxes for the delivery truck (sits/sit) on the porch.

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 *Stella by Starlight*, by Sharon Draper.

Even Dusty was quiet, folded at her feet, but he sniffed the air, watchful and alert.

None of the boys in the school, not even those taking high school classes, could beat him in a footrace.

He won two gold medals in track at the Olympics this summer.

Stella said bye to Tony and grabbed a broom without being told.

Most every plank of pine wood inside the house was covered with old newspapers.

She found three fresh eggs and hightailed it back to the warmth of the house.

Maybe it was because she lived in such a small speck of a town, and she liked how the newspaper helped her feel like she was part of something bigger.

“I’m the queen of the world!” she shouted to the sky.

Mama filled Papa’s mug back up. “It’s chilly out there, Jonah,” she said, deliberately changing the subject.

