SCHOOL LAUNCH · ENGLISH DRAFT

English Grammar

Grades 3–8: the parts of speech, sentences, punctuation, usage, and diagramming, in three levels

Homeschool parents and classical Christian school teachers of children in grades 3 through 8 (ages about 8 to 14), whether or not they studied grammar well themselves.

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About this book

English Grammar, Grades 3–8 is the first School Launch English course: one book in three levels, 24 units and 96 lessons. Level 1 (Grades 3–4) teaches what a sentence is, the four kinds of sentences, subjects and predicates, the parts of speech in simple use, direct objects, prepositional phrases, compound parts, and the capital letters, commas, apostrophes, and confusing words every young writer needs. Level 2 (Grades 5–6) returns to all of these and goes deeper: the eight parts of speech, fragments and run-ons, kinds of nouns and pronouns, pronoun case, principal parts and the perfect tenses, subject–verb agreement, complements, modifiers, quotation marks, titles, semicolons, and colons. Level 3 (Grades 7–8) completes the course with verbals, clauses, the four sentence structures, voice and mood, careful pronoun and modifier use, the full set of punctuation rules, parallel structure, and the use of grammar in good writing.

The approach is classical: name it, define it, see it in good sentences, use it. Each lesson gives a short definition to learn by heart, shows the idea at work in well-made sentences, explains why the rule exists, and then has the student find, label, correct, and diagram. Reed-Kellogg diagramming begins in Lesson 1.4 with only the subject and the verb and is built up one piece at a time, so that by Level 3 a student can diagram long sentences with clauses and verbals. A diagram is never asked for beyond the pieces already taught.

The sentences are worth reading. Many come from the King James Bible and from classics such as Aesop, Bunyan, Dickens, Stevenson, and Longfellow, always quoted exactly and with the source given; the rest are original sentences about family, farm, church, and the natural world. Each lesson ends with copywork (Level 1) or dictation (Levels 2–3). About one lesson in three includes a light Latin link, such as noun from nomen, “name,” and a few lessons tell a short piece of the history of grammar and of the English language. No knowledge of Latin is assumed.

Why one book in three levels

Grammar is best learned in a spiral, not in a single pass. The same main topics (sentences, the parts of speech, verbs, pronouns, modifiers, punctuation, usage, and diagramming) come back at every level, each time deeper. A third grader learns that a verb shows action or being; a fifth grader learns its principal parts and perfect tenses; a seventh grader learns its voice and mood. In the same way the reading level, the length of the practice sentences and the size of the diagrams grow with the child, so each level fits the age it serves. Like the School Launch Arithmetic book, this is one book that carries a child through several years, with one voice and one set of terms from start to finish.

Because the course is one book in three levels (Level 1 for Grades 3–4, Level 2 for Grades 5–6, Level 3 for Grades 7–8), a family can start each child at the right level and teach several children from the same book. A student new to the course in grade 5 or grade 7 can begin at Level 2 or Level 3: each level opens with a review unit (Unit 9 and Unit 17) that gathers up what came before, so nothing essential is missed.

How to use this book

- Each level covers two school years. Level 1: Year A (Grade 3) is Units 1–4 and Year B (Grade 4) is Units 5–8. Level 2: Units 9–12 in Grade 5 and Units 13–16 in Grade 6. Level 3: Units 17–20 in Grade 7 and Units 21–24 in Grade 8.
- Plan three grammar days a week of about 20–30 minutes; the other days are for reading and composition.
- Each lesson takes five grammar days. Day 1: read and discuss the lesson and the two worked examples. Days 2, 3, and 4: practice items 1–4, 5–8, and 9–12. Day 5: copywork or dictation, review the common mistakes, and redo any missed items.
- In Level 1 the parent reads the lesson with the child. In Level 2 the student reads the lesson, the parent teaches Day 1 and checks the work. In Level 3 the student works largely alone, and the parent discusses Day 1 and checks the work.
- Each unit ends with a unit test over two days: a review day, then the test. Each school year ends with a year-end review over three days.
- Have the student recite the definitions until they come easily; index cards help.
- Diagram on paper with a pencil and a ruler, and keep the lines neat.
- Correct mistakes the same day, and have the student explain each correction aloud.
- Aim for mastery, not speed: if a lesson is not yet secure, spend another day on it before moving on.

Scope and sequence

Unit 1. Sentences

Level 1, Year A, weeks 1–8

What a sentence is, the four kinds of sentences, subjects and predicates, and a first diagram of the subject and verb.

- 1.1 What Is a Sentence?
- 1.2 Four Kinds of Sentences
- 1.3 Subjects and Predicates
- 1.4 Diagramming the Subject and the Verb

Unit 2. Nouns

Level 1, Year A, weeks 8–15

Common and proper nouns, regular and irregular plurals, and possessive nouns.

- 2.1 Common and Proper Nouns
- 2.2 Making Nouns Plural
- 2.3 Irregular Plurals
- 2.4 Possessive Nouns

Unit 3. Verbs

Level 1, Year A, weeks 15–22

Action verbs, helping verbs, linking verbs with predicate nouns and adjectives, and the past, present and future.

- 3.1 Action Verbs
- 3.2 Helping Verbs and Verb Phrases
- 3.3 Linking Verbs
- 3.4 Past, Present and Future

Unit 4. Pronouns and Adjectives

Level 1, Year A, weeks 23–30

Personal pronouns, adjectives and articles, and comparing with adjectives.

- 4.1 Personal Pronouns
- 4.2 Adjectives
- 4.3 Articles
- 4.4 Comparing with Adjectives

Unit 5. Adverbs and Objects

Level 1, Year B, weeks 1–8

Adverbs, direct objects, subject and object pronouns, and common irregular verbs.

- 5.1 Adverbs
- 5.2 Direct Objects
- 5.3 Subject and Object Pronouns
- 5.4 Irregular Verbs

Unit 6. Prepositions

Level 1, Year B, weeks 8–15

Prepositions, prepositional phrases and their objects, and how to diagram them.

- 6.1 Prepositions
- 6.2 Prepositional Phrases
- 6.3 Object of the Preposition
- 6.4 Diagramming Prepositional Phrases

Unit 7. Conjunctions and Compound Parts

Level 1, Year B, weeks 15–22

Conjunctions, compound subjects and predicates, interjections and commands, and compound sentences.

- 7.1 Conjunctions
- 7.2 Compound Subjects and Compound Predicates
- 7.3 Interjections and Commands
- 7.4 Compound Sentences

Unit 8. Capitals, Punctuation and Usage

Level 1, Year B, weeks 23–30

Capital letters, commas, contractions and apostrophes, and words often confused.

- 8.1 Capital Letters
- 8.2 Commas
- 8.3 Contractions and Apostrophes
- 8.4 Words Often Confused

Unit 9. Sentences Revisited

Level 2, Year A, weeks 1–8

A review unit: the eight parts of speech, fragments and run-ons, simple and compound sentences, and all the diagram skills of Level 1.

- 9.1 The Eight Parts of Speech
- 9.2 Fragments and Run-ons
- 9.3 Simple and Compound Sentences
- 9.4 Diagramming Compound Sentences

Unit 10. Nouns and Pronouns

Level 2, Year A, weeks 8–15

Kinds of nouns, pronouns and antecedents, pronoun case, and the other kinds of pronouns.

- 10.1 Kinds of Nouns
- 10.2 Pronouns and Antecedents
- 10.3 Pronoun Case
- 10.4 Other Kinds of Pronouns

Unit 11. Verbs in Depth

Level 2, Year A, weeks 15–22

The principal parts of regular and irregular verbs, the perfect tenses, progressive forms and consistent tense.

- 11.1 The Principal Parts of Verbs
- 11.2 Irregular Verbs
- 11.3 The Perfect Tenses
- 11.4 Progressive Forms and Consistent Tense

Unit 12. Subject–Verb Agreement

Level 2, Year A, weeks 23–30

Making verbs agree with their subjects, including compound subjects, indefinite pronouns, and tricky subjects.

- 12.1 Agreement Basics
- 12.2 Agreement with Compound Subjects
- 12.3 Indefinite Pronouns as Subjects
- 12.4 Tricky Subjects

Unit 13. Complements

Level 2, Year B, weeks 1–8

Direct objects, indirect objects, predicate nominatives and predicate adjectives, found and diagrammed.

- 13.1 Direct Objects Reviewed
- 13.2 Indirect Objects
- 13.3 Predicate Nominatives
- 13.4 Predicate Adjectives

Unit 14. Modifiers

Level 2, Year B, weeks 8–15

Adjectives and adverbs, degrees of comparison, adjective and adverb phrases, and using modifiers correctly.

- 14.1 Adjective or Adverb?
- 14.2 Degrees of Comparison
- 14.3 Adjective and Adverb Phrases
- 14.4 Using Modifiers Correctly

Unit 15. Punctuation

Level 2, Year B, weeks 15–22

Commas with introductory words, direct address and appositives; quotation marks and dialogue; titles; semicolons and colons.

- 15.1 Commas with Introductory Words, Direct Address and Appositives
- 15.2 Quotation Marks and Dialogue
- 15.3 Titles
- 15.4 Semicolons and Colons

Unit 16. Usage and Conjunctions

Level 2, Year B, weeks 23–30

Coordinating and correlative conjunctions, troublesome verbs, words often confused, and capitalization in depth.

- 16.1 Coordinating and Correlative Conjunctions
- 16.2 Troublesome Verbs: lie and lay, sit and set, rise and raise
- 16.3 Words Often Confused
- 16.4 Capitalization in Depth

Unit 17. Phrases

Level 3, Year A, weeks 1–8

A review of phrases and clauses, then the verbals: participles, gerunds and infinitives and their phrases.

- 17.1 Phrases and Clauses
- 17.2 Participles and Participial Phrases
- 17.3 Gerunds and Gerund Phrases
- 17.4 Infinitives and Infinitive Phrases

Unit 18. Clauses

Level 3, Year A, weeks 8–15

Independent and dependent clauses, and adjective, adverb and noun clauses with their diagrams.

- 18.1 Independent and Dependent Clauses
- 18.2 Adjective Clauses
- 18.3 Adverb Clauses
- 18.4 Noun Clauses

Unit 19. The Four Sentence Structures

Level 3, Year A, weeks 15–22

Simple, compound, complex, and compound-complex sentences, and diagramming long sentences from the Bible and the classics.

- 19.1 Simple and Compound Sentences Reviewed
- 19.2 Complex Sentences
- 19.3 Compound-Complex Sentences
- 19.4 Diagramming Long Sentences

Unit 20. Verbs: Voice and Mood

Level 3, Year A, weeks 23–30

Transitive and intransitive verbs, objective complements, active and passive voice, mood, and avoiding needless shifts.

- 20.1 Transitive and Intransitive Verbs; Objective Complements
- 20.2 Active and Passive Voice
- 20.3 Mood
- 20.4 Shifts in Tense, Voice and Mood

Unit 21. Pronouns in Depth

Level 3, Year B, weeks 1–8

Who and whom, pronouns in comparisons and compounds, agreement with indefinite and collective antecedents, and clear pronoun reference.

- 21.1 Who and Whom
- 21.2 Pronouns in Comparisons and Compounds
- 21.3 Agreement with Indefinite and Collective Antecedents
- 21.4 Clear Pronoun Reference

Unit 22. Modifiers

Level 3, Year B, weeks 8–15

Misplaced and dangling modifiers, complete and logical comparisons, and restrictive and nonrestrictive elements.

- 22.1 Misplaced Modifiers
- 22.2 Dangling Modifiers
- 22.3 Complete and Logical Comparisons
- 22.4 Restrictive and Nonrestrictive Elements

Unit 23. Punctuation Mastery

Level 3, Year B, weeks 15–22

All the comma rules together; semicolons and colons; dashes, parentheses and hyphens; and quotations within quotations.

- 23.1 Comma Rules Reviewed
- 23.2 Semicolons and Colons
- 23.3 Dashes, Parentheses and Hyphens
- 23.4 Quotations Within Quotations; Long Quotations

Unit 24. Usage and Style

Level 3, Year B, weeks 23–30

Words often confused, parallel structure, and a capstone lesson on using grammar for clear and strong writing.

- 24.1 Words Often Confused I
- 24.2 Words Often Confused II
- 24.3 Parallel Structure
- 24.4 Grammar and Good Writing

Pacing

The calendar below is computed from the outline: each lesson takes 5 grammar days (Day 1: read and discuss the lesson, the core teaching and the two worked examples; Day 2: practice 1–4; Day 3: practice 5–8; Day 4: practice 9–12; Day 5: copywork or dictation, review the common mistakes and redo any missed items); each unit test 2 days; each year-end review 3 days; 3 grammar days a week. That makes 91 grammar days, about 31 weeks, in each school year.

Level 1, Year A (Grade 3): Units 1–4 · 91 grammar days, 31 weeks

Week	Plan

1	• Day 1: Lesson 1.1 What Is a Sentence? (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 1.1 What Is a Sentence? (day 2: practice 1–4) • Day 3: Lesson 1.1 What Is a Sentence? (day 3: practice 5–8) *3 grammar days a week; the other days are for reading and composition.*
2	• Day 1: Lesson 1.1 What Is a Sentence? (day 4: practice 9–12) • Day 2: Lesson 1.1 What Is a Sentence? (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 1.2 Four Kinds of Sentences (day 1: read and discuss the lesson, the core teaching and the two worked examples)
3	• Day 1: Lesson 1.2 Four Kinds of Sentences (day 2: practice 1–4) • Day 2: Lesson 1.2 Four Kinds of Sentences (day 3: practice 5–8) • Day 3: Lesson 1.2 Four Kinds of Sentences (day 4: practice 9–12)
4	• Day 1: Lesson 1.2 Four Kinds of Sentences (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 1.3 Subjects and Predicates (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 1.3 Subjects and Predicates (day 2: practice 1–4)
5	• Day 1: Lesson 1.3 Subjects and Predicates (day 3: practice 5–8) • Day 2: Lesson 1.3 Subjects and Predicates (day 4: practice 9–12) • Day 3: Lesson 1.3 Subjects and Predicates (day 5: copywork or dictation, review the common mistakes and redo any missed items)
6	• Day 1: Lesson 1.4 Diagramming the Subject and the Verb (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 1.4 Diagramming the Subject and the Verb (day 2: practice 1–4) • Day 3: Lesson 1.4 Diagramming the Subject and the Verb (day 3: practice 5–8)
7	• Day 1: Lesson 1.4 Diagramming the Subject and the Verb (day 4: practice 9–12) • Day 2: Lesson 1.4 Diagramming the Subject and the Verb (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 1 review (mastery checklist and missed items)
8	• Day 1: Unit 1 test • Day 2: Lesson 2.1 Common and Proper Nouns (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 2.1 Common and Proper Nouns (day 2: practice 1–4)

9	• Day 1: Lesson 2.1 Common and Proper Nouns (day 3: practice 5–8) • Day 2: Lesson 2.1 Common and Proper Nouns (day 4: practice 9–12) • Day 3: Lesson 2.1 Common and Proper Nouns (day 5: copywork or dictation, review the common mistakes and redo any missed items)
10	• Day 1: Lesson 2.2 Making Nouns Plural (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 2.2 Making Nouns Plural (day 2: practice 1–4) • Day 3: Lesson 2.2 Making Nouns Plural (day 3: practice 5–8)
11	• Day 1: Lesson 2.2 Making Nouns Plural (day 4: practice 9–12) • Day 2: Lesson 2.2 Making Nouns Plural (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 2.3 Irregular Plurals (day 1: read and discuss the lesson, the core teaching and the two worked examples)
12	• Day 1: Lesson 2.3 Irregular Plurals (day 2: practice 1–4) • Day 2: Lesson 2.3 Irregular Plurals (day 3: practice 5–8) • Day 3: Lesson 2.3 Irregular Plurals (day 4: practice 9–12)
13	• Day 1: Lesson 2.3 Irregular Plurals (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 2.4 Possessive Nouns (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 2.4 Possessive Nouns (day 2: practice 1–4)
14	• Day 1: Lesson 2.4 Possessive Nouns (day 3: practice 5–8) • Day 2: Lesson 2.4 Possessive Nouns (day 4: practice 9–12) • Day 3: Lesson 2.4 Possessive Nouns (day 5: copywork or dictation, review the common mistakes and redo any missed items)
15	• Day 1: Unit 2 review (mastery checklist and missed items) • Day 2: Unit 2 test • Day 3: Lesson 3.1 Action Verbs (day 1: read and discuss the lesson, the core teaching and the two worked examples)
16	• Day 1: Lesson 3.1 Action Verbs (day 2: practice 1–4) • Day 2: Lesson 3.1 Action Verbs (day 3: practice 5–8) • Day 3: Lesson 3.1 Action Verbs (day 4: practice 9–12)

17	• Day 1: Lesson 3.1 Action Verbs (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 3.2 Helping Verbs and Verb Phrases (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 3.2 Helping Verbs and Verb Phrases (day 2: practice 1–4)
18	• Day 1: Lesson 3.2 Helping Verbs and Verb Phrases (day 3: practice 5–8) • Day 2: Lesson 3.2 Helping Verbs and Verb Phrases (day 4: practice 9–12) • Day 3: Lesson 3.2 Helping Verbs and Verb Phrases (day 5: copywork or dictation, review the common mistakes and redo any missed items)
19	• Day 1: Lesson 3.3 Linking Verbs (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 3.3 Linking Verbs (day 2: practice 1–4) • Day 3: Lesson 3.3 Linking Verbs (day 3: practice 5–8)
20	• Day 1: Lesson 3.3 Linking Verbs (day 4: practice 9–12) • Day 2: Lesson 3.3 Linking Verbs (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 3.4 Past, Present and Future (day 1: read and discuss the lesson, the core teaching and the two worked examples)
21	• Day 1: Lesson 3.4 Past, Present and Future (day 2: practice 1–4) • Day 2: Lesson 3.4 Past, Present and Future (day 3: practice 5–8) • Day 3: Lesson 3.4 Past, Present and Future (day 4: practice 9–12)
22	• Day 1: Lesson 3.4 Past, Present and Future (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Unit 3 review (mastery checklist and missed items) • Day 3: Unit 3 test
23	• Day 1: Lesson 4.1 Personal Pronouns (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 4.1 Personal Pronouns (day 2: practice 1–4) • Day 3: Lesson 4.1 Personal Pronouns (day 3: practice 5–8)
24	• Day 1: Lesson 4.1 Personal Pronouns (day 4: practice 9–12) • Day 2: Lesson 4.1 Personal Pronouns (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 4.2 Adjectives (day 1: read and discuss the lesson, the core teaching and the two worked examples)

25	• Day 1: Lesson 4.2 Adjectives (day 2: practice 1–4) • Day 2: Lesson 4.2 Adjectives (day 3: practice 5–8) • Day 3: Lesson 4.2 Adjectives (day 4: practice 9–12)
26	• Day 1: Lesson 4.2 Adjectives (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 4.3 Articles (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 4.3 Articles (day 2: practice 1–4)
27	• Day 1: Lesson 4.3 Articles (day 3: practice 5–8) • Day 2: Lesson 4.3 Articles (day 4: practice 9–12) • Day 3: Lesson 4.3 Articles (day 5: copywork or dictation, review the common mistakes and redo any missed items)
28	• Day 1: Lesson 4.4 Comparing with Adjectives (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 4.4 Comparing with Adjectives (day 2: practice 1–4) • Day 3: Lesson 4.4 Comparing with Adjectives (day 3: practice 5–8)
29	• Day 1: Lesson 4.4 Comparing with Adjectives (day 4: practice 9–12) • Day 2: Lesson 4.4 Comparing with Adjectives (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 4 review (mastery checklist and missed items)
30	• Day 1: Unit 4 test • Day 2: Level 1, Year A review, day 1 (items 1–10) • Day 3: Level 1, Year A review, day 2 (items 11–20) *Year-end review: one day of items at a time. Reteach anything missed.*
31	• Day 1: Level 1, Year A review, day 3 (items 21–30)

Level 1, Year B (Grade 4): Units 5–8 · 91 grammar days, 31 weeks

Week	Plan

1	• Day 1: Lesson 5.1 Adverbs (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 5.1 Adverbs (day 2: practice 1–4) • Day 3: Lesson 5.1 Adverbs (day 3: practice 5–8) *3 grammar days a week; the other days are for reading and composition.*
2	• Day 1: Lesson 5.1 Adverbs (day 4: practice 9–12) • Day 2: Lesson 5.1 Adverbs (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 5.2 Direct Objects (day 1: read and discuss the lesson, the core teaching and the two worked examples)
3	• Day 1: Lesson 5.2 Direct Objects (day 2: practice 1–4) • Day 2: Lesson 5.2 Direct Objects (day 3: practice 5–8) • Day 3: Lesson 5.2 Direct Objects (day 4: practice 9–12)
4	• Day 1: Lesson 5.2 Direct Objects (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 5.3 Subject and Object Pronouns (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 5.3 Subject and Object Pronouns (day 2: practice 1–4)
5	• Day 1: Lesson 5.3 Subject and Object Pronouns (day 3: practice 5–8) • Day 2: Lesson 5.3 Subject and Object Pronouns (day 4: practice 9–12) • Day 3: Lesson 5.3 Subject and Object Pronouns (day 5: copywork or dictation, review the common mistakes and redo any missed items)
6	• Day 1: Lesson 5.4 Irregular Verbs (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 5.4 Irregular Verbs (day 2: practice 1–4) • Day 3: Lesson 5.4 Irregular Verbs (day 3: practice 5–8)
7	• Day 1: Lesson 5.4 Irregular Verbs (day 4: practice 9–12) • Day 2: Lesson 5.4 Irregular Verbs (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 5 review (mastery checklist and missed items)
8	• Day 1: Unit 5 test • Day 2: Lesson 6.1 Prepositions (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 6.1 Prepositions (day 2: practice 1–4)

9	• Day 1: Lesson 6.1 Prepositions (day 3: practice 5–8) • Day 2: Lesson 6.1 Prepositions (day 4: practice 9–12) • Day 3: Lesson 6.1 Prepositions (day 5: copywork or dictation, review the common mistakes and redo any missed items)
10	• Day 1: Lesson 6.2 Prepositional Phrases (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 6.2 Prepositional Phrases (day 2: practice 1–4) • Day 3: Lesson 6.2 Prepositional Phrases (day 3: practice 5–8)
11	• Day 1: Lesson 6.2 Prepositional Phrases (day 4: practice 9–12) • Day 2: Lesson 6.2 Prepositional Phrases (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 6.3 Object of the Preposition (day 1: read and discuss the lesson, the core teaching and the two worked examples)
12	• Day 1: Lesson 6.3 Object of the Preposition (day 2: practice 1–4) • Day 2: Lesson 6.3 Object of the Preposition (day 3: practice 5–8) • Day 3: Lesson 6.3 Object of the Preposition (day 4: practice 9–12)
13	• Day 1: Lesson 6.3 Object of the Preposition (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 6.4 Diagramming Prepositional Phrases (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 6.4 Diagramming Prepositional Phrases (day 2: practice 1–4)
14	• Day 1: Lesson 6.4 Diagramming Prepositional Phrases (day 3: practice 5–8) • Day 2: Lesson 6.4 Diagramming Prepositional Phrases (day 4: practice 9–12) • Day 3: Lesson 6.4 Diagramming Prepositional Phrases (day 5: copywork or dictation, review the common mistakes and redo any missed items)
15	• Day 1: Unit 6 review (mastery checklist and missed items) • Day 2: Unit 6 test • Day 3: Lesson 7.1 Conjunctions (day 1: read and discuss the lesson, the core teaching and the two worked examples)
16	• Day 1: Lesson 7.1 Conjunctions (day 2: practice 1–4) • Day 2: Lesson 7.1 Conjunctions (day 3: practice 5–8) • Day 3: Lesson 7.1 Conjunctions (day 4: practice 9–12)

17	• Day 1: Lesson 7.1 Conjunctions (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 7.2 Compound Subjects and Compound Predicates (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 7.2 Compound Subjects and Compound Predicates (day 2: practice 1–4)
18	• Day 1: Lesson 7.2 Compound Subjects and Compound Predicates (day 3: practice 5–8) • Day 2: Lesson 7.2 Compound Subjects and Compound Predicates (day 4: practice 9–12) • Day 3: Lesson 7.2 Compound Subjects and Compound Predicates (day 5: copywork or dictation, review the common mistakes and redo any missed items)
19	• Day 1: Lesson 7.3 Interjections and Commands (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 7.3 Interjections and Commands (day 2: practice 1–4) • Day 3: Lesson 7.3 Interjections and Commands (day 3: practice 5–8)
20	• Day 1: Lesson 7.3 Interjections and Commands (day 4: practice 9–12) • Day 2: Lesson 7.3 Interjections and Commands (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 7.4 Compound Sentences (day 1: read and discuss the lesson, the core teaching and the two worked examples)
21	• Day 1: Lesson 7.4 Compound Sentences (day 2: practice 1–4) • Day 2: Lesson 7.4 Compound Sentences (day 3: practice 5–8) • Day 3: Lesson 7.4 Compound Sentences (day 4: practice 9–12)
22	• Day 1: Lesson 7.4 Compound Sentences (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Unit 7 review (mastery checklist and missed items) • Day 3: Unit 7 test
23	• Day 1: Lesson 8.1 Capital Letters (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 8.1 Capital Letters (day 2: practice 1–4) • Day 3: Lesson 8.1 Capital Letters (day 3: practice 5–8)
24	• Day 1: Lesson 8.1 Capital Letters (day 4: practice 9–12) • Day 2: Lesson 8.1 Capital Letters (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 8.2 Commas (day 1: read and discuss the lesson, the core teaching and the two worked examples)

25	• Day 1: Lesson 8.2 Commas (day 2: practice 1–4) • Day 2: Lesson 8.2 Commas (day 3: practice 5–8) • Day 3: Lesson 8.2 Commas (day 4: practice 9–12)
26	• Day 1: Lesson 8.2 Commas (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 8.3 Contractions and Apostrophes (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 8.3 Contractions and Apostrophes (day 2: practice 1–4)
27	• Day 1: Lesson 8.3 Contractions and Apostrophes (day 3: practice 5–8) • Day 2: Lesson 8.3 Contractions and Apostrophes (day 4: practice 9–12) • Day 3: Lesson 8.3 Contractions and Apostrophes (day 5: copywork or dictation, review the common mistakes and redo any missed items)
28	• Day 1: Lesson 8.4 Words Often Confused (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 8.4 Words Often Confused (day 2: practice 1–4) • Day 3: Lesson 8.4 Words Often Confused (day 3: practice 5–8)
29	• Day 1: Lesson 8.4 Words Often Confused (day 4: practice 9–12) • Day 2: Lesson 8.4 Words Often Confused (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 8 review (mastery checklist and missed items)
30	• Day 1: Unit 8 test • Day 2: Level 1, Year B review, day 1 (items 1–10) • Day 3: Level 1, Year B review, day 2 (items 11–20) *Year-end review: one day of items at a time. Reteach anything missed.*
31	• Day 1: Level 1, Year B review, day 3 (items 21–30)

Level 2, Year A (Grade 5): Units 9–12 · 91 grammar days, 31 weeks

Week	Plan

1	• Day 1: Lesson 9.1 The Eight Parts of Speech (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 9.1 The Eight Parts of Speech (day 2: practice 1–4) • Day 3: Lesson 9.1 The Eight Parts of Speech (day 3: practice 5–8) *3 grammar days a week; the other days are for reading and composition.*
2	• Day 1: Lesson 9.1 The Eight Parts of Speech (day 4: practice 9–12) • Day 2: Lesson 9.1 The Eight Parts of Speech (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 9.2 Fragments and Run-ons (day 1: read and discuss the lesson, the core teaching and the two worked examples)
3	• Day 1: Lesson 9.2 Fragments and Run-ons (day 2: practice 1–4) • Day 2: Lesson 9.2 Fragments and Run-ons (day 3: practice 5–8) • Day 3: Lesson 9.2 Fragments and Run-ons (day 4: practice 9–12)
4	• Day 1: Lesson 9.2 Fragments and Run-ons (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 9.3 Simple and Compound Sentences (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 9.3 Simple and Compound Sentences (day 2: practice 1–4)
5	• Day 1: Lesson 9.3 Simple and Compound Sentences (day 3: practice 5–8) • Day 2: Lesson 9.3 Simple and Compound Sentences (day 4: practice 9–12) • Day 3: Lesson 9.3 Simple and Compound Sentences (day 5: copywork or dictation, review the common mistakes and redo any missed items)
6	• Day 1: Lesson 9.4 Diagramming Compound Sentences (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 9.4 Diagramming Compound Sentences (day 2: practice 1–4) • Day 3: Lesson 9.4 Diagramming Compound Sentences (day 3: practice 5–8)
7	• Day 1: Lesson 9.4 Diagramming Compound Sentences (day 4: practice 9–12) • Day 2: Lesson 9.4 Diagramming Compound Sentences (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 9 review (mastery checklist and missed items)
8	• Day 1: Unit 9 test • Day 2: Lesson 10.1 Kinds of Nouns (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 10.1 Kinds of Nouns (day 2: practice 1–4)

9	• Day 1: Lesson 10.1 Kinds of Nouns (day 3: practice 5–8) • Day 2: Lesson 10.1 Kinds of Nouns (day 4: practice 9–12) • Day 3: Lesson 10.1 Kinds of Nouns (day 5: copywork or dictation, review the common mistakes and redo any missed items)
10	• Day 1: Lesson 10.2 Pronouns and Antecedents (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 10.2 Pronouns and Antecedents (day 2: practice 1–4) • Day 3: Lesson 10.2 Pronouns and Antecedents (day 3: practice 5–8)
11	• Day 1: Lesson 10.2 Pronouns and Antecedents (day 4: practice 9–12) • Day 2: Lesson 10.2 Pronouns and Antecedents (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 10.3 Pronoun Case (day 1: read and discuss the lesson, the core teaching and the two worked examples)
12	• Day 1: Lesson 10.3 Pronoun Case (day 2: practice 1–4) • Day 2: Lesson 10.3 Pronoun Case (day 3: practice 5–8) • Day 3: Lesson 10.3 Pronoun Case (day 4: practice 9–12)
13	• Day 1: Lesson 10.3 Pronoun Case (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 10.4 Other Kinds of Pronouns (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 10.4 Other Kinds of Pronouns (day 2: practice 1–4)
14	• Day 1: Lesson 10.4 Other Kinds of Pronouns (day 3: practice 5–8) • Day 2: Lesson 10.4 Other Kinds of Pronouns (day 4: practice 9–12) • Day 3: Lesson 10.4 Other Kinds of Pronouns (day 5: copywork or dictation, review the common mistakes and redo any missed items)
15	• Day 1: Unit 10 review (mastery checklist and missed items) • Day 2: Unit 10 test • Day 3: Lesson 11.1 The Principal Parts of Verbs (day 1: read and discuss the lesson, the core teaching and the two worked examples)
16	• Day 1: Lesson 11.1 The Principal Parts of Verbs (day 2: practice 1–4) • Day 2: Lesson 11.1 The Principal Parts of Verbs (day 3: practice 5–8) • Day 3: Lesson 11.1 The Principal Parts of Verbs (day 4: practice 9–12)

17	• Day 1: Lesson 11.1 The Principal Parts of Verbs (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 11.2 Irregular Verbs (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 11.2 Irregular Verbs (day 2: practice 1–4)
18	• Day 1: Lesson 11.2 Irregular Verbs (day 3: practice 5–8) • Day 2: Lesson 11.2 Irregular Verbs (day 4: practice 9–12) • Day 3: Lesson 11.2 Irregular Verbs (day 5: copywork or dictation, review the common mistakes and redo any missed items)
19	• Day 1: Lesson 11.3 The Perfect Tenses (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 11.3 The Perfect Tenses (day 2: practice 1–4) • Day 3: Lesson 11.3 The Perfect Tenses (day 3: practice 5–8)
20	• Day 1: Lesson 11.3 The Perfect Tenses (day 4: practice 9–12) • Day 2: Lesson 11.3 The Perfect Tenses (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 11.4 Progressive Forms and Consistent Tense (day 1: read and discuss the lesson, the core teaching and the two worked examples)
21	• Day 1: Lesson 11.4 Progressive Forms and Consistent Tense (day 2: practice 1–4) • Day 2: Lesson 11.4 Progressive Forms and Consistent Tense (day 3: practice 5–8) • Day 3: Lesson 11.4 Progressive Forms and Consistent Tense (day 4: practice 9–12)
22	• Day 1: Lesson 11.4 Progressive Forms and Consistent Tense (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Unit 11 review (mastery checklist and missed items) • Day 3: Unit 11 test
23	• Day 1: Lesson 12.1 Agreement Basics (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 12.1 Agreement Basics (day 2: practice 1–4) • Day 3: Lesson 12.1 Agreement Basics (day 3: practice 5–8)
24	• Day 1: Lesson 12.1 Agreement Basics (day 4: practice 9–12) • Day 2: Lesson 12.1 Agreement Basics (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 12.2 Agreement with Compound Subjects (day 1: read and discuss the lesson, the core teaching and the two worked examples)

25	• Day 1: Lesson 12.2 Agreement with Compound Subjects (day 2: practice 1–4) • Day 2: Lesson 12.2 Agreement with Compound Subjects (day 3: practice 5–8) • Day 3: Lesson 12.2 Agreement with Compound Subjects (day 4: practice 9–12)
26	• Day 1: Lesson 12.2 Agreement with Compound Subjects (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 12.3 Indefinite Pronouns as Subjects (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 12.3 Indefinite Pronouns as Subjects (day 2: practice 1–4)
27	• Day 1: Lesson 12.3 Indefinite Pronouns as Subjects (day 3: practice 5–8) • Day 2: Lesson 12.3 Indefinite Pronouns as Subjects (day 4: practice 9–12) • Day 3: Lesson 12.3 Indefinite Pronouns as Subjects (day 5: copywork or dictation, review the common mistakes and redo any missed items)
28	• Day 1: Lesson 12.4 Tricky Subjects (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 12.4 Tricky Subjects (day 2: practice 1–4) • Day 3: Lesson 12.4 Tricky Subjects (day 3: practice 5–8)
29	• Day 1: Lesson 12.4 Tricky Subjects (day 4: practice 9–12) • Day 2: Lesson 12.4 Tricky Subjects (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 12 review (mastery checklist and missed items)
30	• Day 1: Unit 12 test • Day 2: Level 2, Year A review, day 1 (items 1–10) • Day 3: Level 2, Year A review, day 2 (items 11–20) *Year-end review: one day of items at a time. Reteach anything missed.*
31	• Day 1: Level 2, Year A review, day 3 (items 21–30)

Level 2, Year B (Grade 6): Units 13–16 · 91 grammar days, 31 weeks

Week	Plan

1	• Day 1: Lesson 13.1 Direct Objects Reviewed (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 13.1 Direct Objects Reviewed (day 2: practice 1–4) • Day 3: Lesson 13.1 Direct Objects Reviewed (day 3: practice 5–8) *3 grammar days a week; the other days are for reading and composition.*
2	• Day 1: Lesson 13.1 Direct Objects Reviewed (day 4: practice 9–12) • Day 2: Lesson 13.1 Direct Objects Reviewed (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 13.2 Indirect Objects (day 1: read and discuss the lesson, the core teaching and the two worked examples)
3	• Day 1: Lesson 13.2 Indirect Objects (day 2: practice 1–4) • Day 2: Lesson 13.2 Indirect Objects (day 3: practice 5–8) • Day 3: Lesson 13.2 Indirect Objects (day 4: practice 9–12)
4	• Day 1: Lesson 13.2 Indirect Objects (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 13.3 Predicate Nominatives (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 13.3 Predicate Nominatives (day 2: practice 1–4)
5	• Day 1: Lesson 13.3 Predicate Nominatives (day 3: practice 5–8) • Day 2: Lesson 13.3 Predicate Nominatives (day 4: practice 9–12) • Day 3: Lesson 13.3 Predicate Nominatives (day 5: copywork or dictation, review the common mistakes and redo any missed items)
6	• Day 1: Lesson 13.4 Predicate Adjectives (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 13.4 Predicate Adjectives (day 2: practice 1–4) • Day 3: Lesson 13.4 Predicate Adjectives (day 3: practice 5–8)
7	• Day 1: Lesson 13.4 Predicate Adjectives (day 4: practice 9–12) • Day 2: Lesson 13.4 Predicate Adjectives (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 13 review (mastery checklist and missed items)
8	• Day 1: Unit 13 test • Day 2: Lesson 14.1 Adjective or Adverb? (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 14.1 Adjective or Adverb? (day 2: practice 1–4)

9	• Day 1: Lesson 14.1 Adjective or Adverb? (day 3: practice 5–8) • Day 2: Lesson 14.1 Adjective or Adverb? (day 4: practice 9–12) • Day 3: Lesson 14.1 Adjective or Adverb? (day 5: copywork or dictation, review the common mistakes and redo any missed items)
10	• Day 1: Lesson 14.2 Degrees of Comparison (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 14.2 Degrees of Comparison (day 2: practice 1–4) • Day 3: Lesson 14.2 Degrees of Comparison (day 3: practice 5–8)
11	• Day 1: Lesson 14.2 Degrees of Comparison (day 4: practice 9–12) • Day 2: Lesson 14.2 Degrees of Comparison (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 14.3 Adjective and Adverb Phrases (day 1: read and discuss the lesson, the core teaching and the two worked examples)
12	• Day 1: Lesson 14.3 Adjective and Adverb Phrases (day 2: practice 1–4) • Day 2: Lesson 14.3 Adjective and Adverb Phrases (day 3: practice 5–8) • Day 3: Lesson 14.3 Adjective and Adverb Phrases (day 4: practice 9–12)
13	• Day 1: Lesson 14.3 Adjective and Adverb Phrases (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 14.4 Using Modifiers Correctly (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 14.4 Using Modifiers Correctly (day 2: practice 1–4)
14	• Day 1: Lesson 14.4 Using Modifiers Correctly (day 3: practice 5–8) • Day 2: Lesson 14.4 Using Modifiers Correctly (day 4: practice 9–12) • Day 3: Lesson 14.4 Using Modifiers Correctly (day 5: copywork or dictation, review the common mistakes and redo any missed items)
15	• Day 1: Unit 14 review (mastery checklist and missed items) • Day 2: Unit 14 test • Day 3: Lesson 15.1 Commas with Introductory Words, Direct Address and Appositives (day 1: read and discuss the lesson, the core teaching and the two worked examples)
16	• Day 1: Lesson 15.1 Commas with Introductory Words, Direct Address and Appositives (day 2: practice 1–4) • Day 2: Lesson 15.1 Commas with Introductory Words, Direct Address and Appositives (day 3: practice 5–8) • Day 3: Lesson 15.1 Commas with Introductory Words, Direct Address and Appositives (day 4: practice 9–12)

17	• Day 1: Lesson 15.1 Commas with Introductory Words, Direct Address and Appositives (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 15.2 Quotation Marks and Dialogue (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 15.2 Quotation Marks and Dialogue (day 2: practice 1–4)
18	• Day 1: Lesson 15.2 Quotation Marks and Dialogue (day 3: practice 5–8) • Day 2: Lesson 15.2 Quotation Marks and Dialogue (day 4: practice 9–12) • Day 3: Lesson 15.2 Quotation Marks and Dialogue (day 5: copywork or dictation, review the common mistakes and redo any missed items)
19	• Day 1: Lesson 15.3 Titles (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 15.3 Titles (day 2: practice 1–4) • Day 3: Lesson 15.3 Titles (day 3: practice 5–8)
20	• Day 1: Lesson 15.3 Titles (day 4: practice 9–12) • Day 2: Lesson 15.3 Titles (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 15.4 Semicolons and Colons (day 1: read and discuss the lesson, the core teaching and the two worked examples)
21	• Day 1: Lesson 15.4 Semicolons and Colons (day 2: practice 1–4) • Day 2: Lesson 15.4 Semicolons and Colons (day 3: practice 5–8) • Day 3: Lesson 15.4 Semicolons and Colons (day 4: practice 9–12)
22	• Day 1: Lesson 15.4 Semicolons and Colons (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Unit 15 review (mastery checklist and missed items) • Day 3: Unit 15 test
23	• Day 1: Lesson 16.1 Coordinating and Correlative Conjunctions (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 16.1 Coordinating and Correlative Conjunctions (day 2: practice 1–4) • Day 3: Lesson 16.1 Coordinating and Correlative Conjunctions (day 3: practice 5–8)
24	• Day 1: Lesson 16.1 Coordinating and Correlative Conjunctions (day 4: practice 9–12) • Day 2: Lesson 16.1 Coordinating and Correlative Conjunctions (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 16.2 Troublesome Verbs: lie and lay, sit and set, rise and raise (day 1: read and discuss the lesson, the core teaching and the two worked examples)

25	• Day 1: Lesson 16.2 Troublesome Verbs: lie and lay, sit and set, rise and raise (day 2: practice 1–4) • Day 2: Lesson 16.2 Troublesome Verbs: lie and lay, sit and set, rise and raise (day 3: practice 5–8) • Day 3: Lesson 16.2 Troublesome Verbs: lie and lay, sit and set, rise and raise (day 4: practice 9–12)
26	• Day 1: Lesson 16.2 Troublesome Verbs: lie and lay, sit and set, rise and raise (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 16.3 Words Often Confused (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 16.3 Words Often Confused (day 2: practice 1–4)
27	• Day 1: Lesson 16.3 Words Often Confused (day 3: practice 5–8) • Day 2: Lesson 16.3 Words Often Confused (day 4: practice 9–12) • Day 3: Lesson 16.3 Words Often Confused (day 5: copywork or dictation, review the common mistakes and redo any missed items)
28	• Day 1: Lesson 16.4 Capitalization in Depth (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 16.4 Capitalization in Depth (day 2: practice 1–4) • Day 3: Lesson 16.4 Capitalization in Depth (day 3: practice 5–8)
29	• Day 1: Lesson 16.4 Capitalization in Depth (day 4: practice 9–12) • Day 2: Lesson 16.4 Capitalization in Depth (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 16 review (mastery checklist and missed items)
30	• Day 1: Unit 16 test • Day 2: Level 2, Year B review, day 1 (items 1–10) • Day 3: Level 2, Year B review, day 2 (items 11–20) *Year-end review: one day of items at a time. Reteach anything missed.*
31	• Day 1: Level 2, Year B review, day 3 (items 21–30)

Level 3, Year A (Grade 7): Units 17–20 · 91 grammar days, 31 weeks

Week	Plan

1	• Day 1: Lesson 17.1 Phrases and Clauses (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 17.1 Phrases and Clauses (day 2: practice 1–4) • Day 3: Lesson 17.1 Phrases and Clauses (day 3: practice 5–8) *3 grammar days a week; the other days are for reading and composition.*
2	• Day 1: Lesson 17.1 Phrases and Clauses (day 4: practice 9–12) • Day 2: Lesson 17.1 Phrases and Clauses (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 17.2 Participles and Participial Phrases (day 1: read and discuss the lesson, the core teaching and the two worked examples)
3	• Day 1: Lesson 17.2 Participles and Participial Phrases (day 2: practice 1–4) • Day 2: Lesson 17.2 Participles and Participial Phrases (day 3: practice 5–8) • Day 3: Lesson 17.2 Participles and Participial Phrases (day 4: practice 9–12)
4	• Day 1: Lesson 17.2 Participles and Participial Phrases (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 17.3 Gerunds and Gerund Phrases (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 17.3 Gerunds and Gerund Phrases (day 2: practice 1–4)
5	• Day 1: Lesson 17.3 Gerunds and Gerund Phrases (day 3: practice 5–8) • Day 2: Lesson 17.3 Gerunds and Gerund Phrases (day 4: practice 9–12) • Day 3: Lesson 17.3 Gerunds and Gerund Phrases (day 5: copywork or dictation, review the common mistakes and redo any missed items)
6	• Day 1: Lesson 17.4 Infinitives and Infinitive Phrases (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 17.4 Infinitives and Infinitive Phrases (day 2: practice 1–4) • Day 3: Lesson 17.4 Infinitives and Infinitive Phrases (day 3: practice 5–8)
7	• Day 1: Lesson 17.4 Infinitives and Infinitive Phrases (day 4: practice 9–12) • Day 2: Lesson 17.4 Infinitives and Infinitive Phrases (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 17 review (mastery checklist and missed items)
8	• Day 1: Unit 17 test • Day 2: Lesson 18.1 Independent and Dependent Clauses (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 18.1 Independent and Dependent Clauses (day 2: practice 1–4)

9	• Day 1: Lesson 18.1 Independent and Dependent Clauses (day 3: practice 5–8) • Day 2: Lesson 18.1 Independent and Dependent Clauses (day 4: practice 9–12) • Day 3: Lesson 18.1 Independent and Dependent Clauses (day 5: copywork or dictation, review the common mistakes and redo any missed items)
10	• Day 1: Lesson 18.2 Adjective Clauses (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 18.2 Adjective Clauses (day 2: practice 1–4) • Day 3: Lesson 18.2 Adjective Clauses (day 3: practice 5–8)
11	• Day 1: Lesson 18.2 Adjective Clauses (day 4: practice 9–12) • Day 2: Lesson 18.2 Adjective Clauses (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 18.3 Adverb Clauses (day 1: read and discuss the lesson, the core teaching and the two worked examples)
12	• Day 1: Lesson 18.3 Adverb Clauses (day 2: practice 1–4) • Day 2: Lesson 18.3 Adverb Clauses (day 3: practice 5–8) • Day 3: Lesson 18.3 Adverb Clauses (day 4: practice 9–12)
13	• Day 1: Lesson 18.3 Adverb Clauses (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 18.4 Noun Clauses (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 18.4 Noun Clauses (day 2: practice 1–4)
14	• Day 1: Lesson 18.4 Noun Clauses (day 3: practice 5–8) • Day 2: Lesson 18.4 Noun Clauses (day 4: practice 9–12) • Day 3: Lesson 18.4 Noun Clauses (day 5: copywork or dictation, review the common mistakes and redo any missed items)
15	• Day 1: Unit 18 review (mastery checklist and missed items) • Day 2: Unit 18 test • Day 3: Lesson 19.1 Simple and Compound Sentences Reviewed (day 1: read and discuss the lesson, the core teaching and the two worked examples)
16	• Day 1: Lesson 19.1 Simple and Compound Sentences Reviewed (day 2: practice 1–4) • Day 2: Lesson 19.1 Simple and Compound Sentences Reviewed (day 3: practice 5–8) • Day 3: Lesson 19.1 Simple and Compound Sentences Reviewed (day 4: practice 9–12)

17	• Day 1: Lesson 19.1 Simple and Compound Sentences Reviewed (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 19.2 Complex Sentences (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 19.2 Complex Sentences (day 2: practice 1–4)
18	• Day 1: Lesson 19.2 Complex Sentences (day 3: practice 5–8) • Day 2: Lesson 19.2 Complex Sentences (day 4: practice 9–12) • Day 3: Lesson 19.2 Complex Sentences (day 5: copywork or dictation, review the common mistakes and redo any missed items)
19	• Day 1: Lesson 19.3 Compound-Complex Sentences (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 19.3 Compound-Complex Sentences (day 2: practice 1–4) • Day 3: Lesson 19.3 Compound-Complex Sentences (day 3: practice 5–8)
20	• Day 1: Lesson 19.3 Compound-Complex Sentences (day 4: practice 9–12) • Day 2: Lesson 19.3 Compound-Complex Sentences (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 19.4 Diagramming Long Sentences (day 1: read and discuss the lesson, the core teaching and the two worked examples)
21	• Day 1: Lesson 19.4 Diagramming Long Sentences (day 2: practice 1–4) • Day 2: Lesson 19.4 Diagramming Long Sentences (day 3: practice 5–8) • Day 3: Lesson 19.4 Diagramming Long Sentences (day 4: practice 9–12)
22	• Day 1: Lesson 19.4 Diagramming Long Sentences (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Unit 19 review (mastery checklist and missed items) • Day 3: Unit 19 test
23	• Day 1: Lesson 20.1 Transitive and Intransitive Verbs; Objective Complements (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 20.1 Transitive and Intransitive Verbs; Objective Complements (day 2: practice 1–4) • Day 3: Lesson 20.1 Transitive and Intransitive Verbs; Objective Complements (day 3: practice 5–8)
24	• Day 1: Lesson 20.1 Transitive and Intransitive Verbs; Objective Complements (day 4: practice 9–12) • Day 2: Lesson 20.1 Transitive and Intransitive Verbs; Objective Complements (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 20.2 Active and Passive Voice (day 1: read and discuss the lesson, the core teaching and the two worked examples)

25	• Day 1: Lesson 20.2 Active and Passive Voice (day 2: practice 1–4) • Day 2: Lesson 20.2 Active and Passive Voice (day 3: practice 5–8) • Day 3: Lesson 20.2 Active and Passive Voice (day 4: practice 9–12)
26	• Day 1: Lesson 20.2 Active and Passive Voice (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 20.3 Mood (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 20.3 Mood (day 2: practice 1–4)
27	• Day 1: Lesson 20.3 Mood (day 3: practice 5–8) • Day 2: Lesson 20.3 Mood (day 4: practice 9–12) • Day 3: Lesson 20.3 Mood (day 5: copywork or dictation, review the common mistakes and redo any missed items)
28	• Day 1: Lesson 20.4 Shifts in Tense, Voice and Mood (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 20.4 Shifts in Tense, Voice and Mood (day 2: practice 1–4) • Day 3: Lesson 20.4 Shifts in Tense, Voice and Mood (day 3: practice 5–8)
29	• Day 1: Lesson 20.4 Shifts in Tense, Voice and Mood (day 4: practice 9–12) • Day 2: Lesson 20.4 Shifts in Tense, Voice and Mood (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 20 review (mastery checklist and missed items)
30	• Day 1: Unit 20 test • Day 2: Level 3, Year A review, day 1 (items 1–10) • Day 3: Level 3, Year A review, day 2 (items 11–20) *Year-end review: one day of items at a time. Reteach anything missed.*
31	• Day 1: Level 3, Year A review, day 3 (items 21–30)

Level 3, Year B (Grade 8): Units 21–24 · 91 grammar days, 31 weeks

Week	Plan

1	• Day 1: Lesson 21.1 Who and Whom (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 21.1 Who and Whom (day 2: practice 1–4) • Day 3: Lesson 21.1 Who and Whom (day 3: practice 5–8) *3 grammar days a week; the other days are for reading and composition.*
2	• Day 1: Lesson 21.1 Who and Whom (day 4: practice 9–12) • Day 2: Lesson 21.1 Who and Whom (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 21.2 Pronouns in Comparisons and Compounds (day 1: read and discuss the lesson, the core teaching and the two worked examples)
3	• Day 1: Lesson 21.2 Pronouns in Comparisons and Compounds (day 2: practice 1–4) • Day 2: Lesson 21.2 Pronouns in Comparisons and Compounds (day 3: practice 5–8) • Day 3: Lesson 21.2 Pronouns in Comparisons and Compounds (day 4: practice 9–12)
4	• Day 1: Lesson 21.2 Pronouns in Comparisons and Compounds (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 21.3 Agreement with Indefinite and Collective Antecedents (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 21.3 Agreement with Indefinite and Collective Antecedents (day 2: practice 1–4)
5	• Day 1: Lesson 21.3 Agreement with Indefinite and Collective Antecedents (day 3: practice 5–8) • Day 2: Lesson 21.3 Agreement with Indefinite and Collective Antecedents (day 4: practice 9–12) • Day 3: Lesson 21.3 Agreement with Indefinite and Collective Antecedents (day 5: copywork or dictation, review the common mistakes and redo any missed items)
6	• Day 1: Lesson 21.4 Clear Pronoun Reference (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 21.4 Clear Pronoun Reference (day 2: practice 1–4) • Day 3: Lesson 21.4 Clear Pronoun Reference (day 3: practice 5–8)
7	• Day 1: Lesson 21.4 Clear Pronoun Reference (day 4: practice 9–12) • Day 2: Lesson 21.4 Clear Pronoun Reference (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 21 review (mastery checklist and missed items)
8	• Day 1: Unit 21 test • Day 2: Lesson 22.1 Misplaced Modifiers (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 22.1 Misplaced Modifiers (day 2: practice 1–4)

9	• Day 1: Lesson 22.1 Misplaced Modifiers (day 3: practice 5–8) • Day 2: Lesson 22.1 Misplaced Modifiers (day 4: practice 9–12) • Day 3: Lesson 22.1 Misplaced Modifiers (day 5: copywork or dictation, review the common mistakes and redo any missed items)
10	• Day 1: Lesson 22.2 Dangling Modifiers (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 22.2 Dangling Modifiers (day 2: practice 1–4) • Day 3: Lesson 22.2 Dangling Modifiers (day 3: practice 5–8)
11	• Day 1: Lesson 22.2 Dangling Modifiers (day 4: practice 9–12) • Day 2: Lesson 22.2 Dangling Modifiers (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 22.3 Complete and Logical Comparisons (day 1: read and discuss the lesson, the core teaching and the two worked examples)
12	• Day 1: Lesson 22.3 Complete and Logical Comparisons (day 2: practice 1–4) • Day 2: Lesson 22.3 Complete and Logical Comparisons (day 3: practice 5–8) • Day 3: Lesson 22.3 Complete and Logical Comparisons (day 4: practice 9–12)
13	• Day 1: Lesson 22.3 Complete and Logical Comparisons (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 22.4 Restrictive and Nonrestrictive Elements (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 22.4 Restrictive and Nonrestrictive Elements (day 2: practice 1–4)
14	• Day 1: Lesson 22.4 Restrictive and Nonrestrictive Elements (day 3: practice 5–8) • Day 2: Lesson 22.4 Restrictive and Nonrestrictive Elements (day 4: practice 9–12) • Day 3: Lesson 22.4 Restrictive and Nonrestrictive Elements (day 5: copywork or dictation, review the common mistakes and redo any missed items)
15	• Day 1: Unit 22 review (mastery checklist and missed items) • Day 2: Unit 22 test • Day 3: Lesson 23.1 Comma Rules Reviewed (day 1: read and discuss the lesson, the core teaching and the two worked examples)
16	• Day 1: Lesson 23.1 Comma Rules Reviewed (day 2: practice 1–4) • Day 2: Lesson 23.1 Comma Rules Reviewed (day 3: practice 5–8) • Day 3: Lesson 23.1 Comma Rules Reviewed (day 4: practice 9–12)

17	• Day 1: Lesson 23.1 Comma Rules Reviewed (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 23.2 Semicolons and Colons (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 23.2 Semicolons and Colons (day 2: practice 1–4)
18	• Day 1: Lesson 23.2 Semicolons and Colons (day 3: practice 5–8) • Day 2: Lesson 23.2 Semicolons and Colons (day 4: practice 9–12) • Day 3: Lesson 23.2 Semicolons and Colons (day 5: copywork or dictation, review the common mistakes and redo any missed items)
19	• Day 1: Lesson 23.3 Dashes, Parentheses and Hyphens (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 23.3 Dashes, Parentheses and Hyphens (day 2: practice 1–4) • Day 3: Lesson 23.3 Dashes, Parentheses and Hyphens (day 3: practice 5–8)
20	• Day 1: Lesson 23.3 Dashes, Parentheses and Hyphens (day 4: practice 9–12) • Day 2: Lesson 23.3 Dashes, Parentheses and Hyphens (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 23.4 Quotations Within Quotations; Long Quotations (day 1: read and discuss the lesson, the core teaching and the two worked examples)
21	• Day 1: Lesson 23.4 Quotations Within Quotations; Long Quotations (day 2: practice 1–4) • Day 2: Lesson 23.4 Quotations Within Quotations; Long Quotations (day 3: practice 5–8) • Day 3: Lesson 23.4 Quotations Within Quotations; Long Quotations (day 4: practice 9–12)
22	• Day 1: Lesson 23.4 Quotations Within Quotations; Long Quotations (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Unit 23 review (mastery checklist and missed items) • Day 3: Unit 23 test
23	• Day 1: Lesson 24.1 Words Often Confused I (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 24.1 Words Often Confused I (day 2: practice 1–4) • Day 3: Lesson 24.1 Words Often Confused I (day 3: practice 5–8)
24	• Day 1: Lesson 24.1 Words Often Confused I (day 4: practice 9–12) • Day 2: Lesson 24.1 Words Often Confused I (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Lesson 24.2 Words Often Confused II (day 1: read and discuss the lesson, the core teaching and the two worked examples)

25	• Day 1: Lesson 24.2 Words Often Confused II (day 2: practice 1–4) • Day 2: Lesson 24.2 Words Often Confused II (day 3: practice 5–8) • Day 3: Lesson 24.2 Words Often Confused II (day 4: practice 9–12)
26	• Day 1: Lesson 24.2 Words Often Confused II (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 2: Lesson 24.3 Parallel Structure (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 3: Lesson 24.3 Parallel Structure (day 2: practice 1–4)
27	• Day 1: Lesson 24.3 Parallel Structure (day 3: practice 5–8) • Day 2: Lesson 24.3 Parallel Structure (day 4: practice 9–12) • Day 3: Lesson 24.3 Parallel Structure (day 5: copywork or dictation, review the common mistakes and redo any missed items)
28	• Day 1: Lesson 24.4 Grammar and Good Writing (day 1: read and discuss the lesson, the core teaching and the two worked examples) • Day 2: Lesson 24.4 Grammar and Good Writing (day 2: practice 1–4) • Day 3: Lesson 24.4 Grammar and Good Writing (day 3: practice 5–8)
29	• Day 1: Lesson 24.4 Grammar and Good Writing (day 4: practice 9–12) • Day 2: Lesson 24.4 Grammar and Good Writing (day 5: copywork or dictation, review the common mistakes and redo any missed items) • Day 3: Unit 24 review (mastery checklist and missed items)
30	• Day 1: Unit 24 test • Day 2: Level 3, Year B review, day 1 (items 1–10) • Day 3: Level 3, Year B review, day 2 (items 11–20) *Year-end review: one day of items at a time. Reteach anything missed.*
31	• Day 1: Level 3, Year B review, day 3 (items 21–30)

Materials

- **This book.** Every lesson, practice item, unit test, and answer is here; one copy serves the whole family.
- **A lined notebook.** For practice work, copywork, and dictation; date each page so progress is easy to see.
- **A ruler and a pencil.** For drawing diagrams with straight, neat lines; an eraser helps too.
- **A King James Bible.** Many sentences come from it; looking up the verse shows the sentence in its place.
- **A dictionary.** For spelling, plurals, principal parts of verbs, and the meanings of confusing words.
- **Index cards.** For writing out definitions to recite and review.

- **A few of the classics quoted (optional).** Aesop's fables, A Child's Garden of Verses, The Pilgrim's Progress and others make good read-alouds alongside the lessons.

Grading

Grammar is graded for mastery: the goal is that the student truly knows each lesson before moving on, not a score to be recorded and forgotten.

- Level 1 uses mastery only, with no letter grades: note what the child knows well and what needs another look.
- In Levels 2 and 3 a parent may record percentages on the unit tests, if a record is needed.
- Mastery on a unit test is about 10 of 12 items correct.
- If an item is missed, reteach the lesson behind it and retest with fresh sentences rather than the same ones.
- Grade diagrams word by word: each word in its right place earns credit, so a student can see exactly what went wrong.
- Count a fix item correct only when the whole sentence is right, capitals and punctuation included.

A note to parents

You can teach this course even if grammar was never your strength. Every lesson explains the idea plainly, and every answer is given, including a description of every diagram. Many parents find they learn grammar properly for the first time alongside their children, and that is a fine thing for a child to see.

Keep the work short and steady: twenty or thirty minutes, three days a week, does more than long sessions now and then. Read good books aloud as well, the Bible and the classics most of all; a child who hears well-made sentences every day will find grammar makes sense, because it names what the ear already knows.

Remember what grammar is for. It serves clear writing and careful reading, above all the careful reading of Scripture, where a single word can carry great weight. As you work, ask your child to explain the job of each word in a sentence: what it names, what it does, what it tells about. A student who can say why a word belongs where it does has learned grammar, and is well on the way to writing well.

What comes next

A student who finishes Level 3 should be able to name the part of speech and the job of every word in a sentence, identify phrases, clauses, and the four sentence structures, diagram long sentences from the Bible and the classics, use verbs, pronouns and modifiers correctly, punctuate with confidence, and revise his own writing for clarity, parallel structure and strong, plain style. From here the student is ready for the later School Launch English courses, which are not yet written: Reading and Composition, then Poetry, then high school Literature and Rhetoric, where this grammar becomes the tool for reading closely and writing well.

Level 1, Year A (Grade 3): Units 1–4

LEVEL 1 · LEVEL 1, YEAR A, WEEKS 1–8

Unit 1. Sentences

This first unit teaches the sentence, the building block of all good speaking and writing. Your child will learn what a sentence is, the four kinds of sentences and their end marks, and the two parts every sentence needs: the subject and the predicate. At the end of the unit, your child will draw a first sentence diagram, with the subject and the verb on a baseline.

Everything else in this course rests on these lessons. Before we can study nouns, verbs, and the other parts of speech, we must be able to find the subject and the verb and know when a thought is complete. The diagramming begun here will grow, one piece at a time, until it can show every word of a long sentence.

BEFORE THIS UNIT

- Read short sentences aloud.
- Write a short sentence by hand.
- Know the capital letters and the small letters.

MASTERY CHECKLIST

☐ I can say what a sentence is: a group of words that expresses a complete thought.
☐ I can tell a sentence from a group of words that is not a complete thought.
☐ I can begin a sentence with a capital letter and end it with an end mark.
☐ I can name the four kinds of sentences and choose the right end mark for each.
☐ I can find the complete subject and the complete predicate of a sentence.
☐ I can find the simple subject and the verb.
☐ I can diagram the simple subject and the verb on a baseline with a divider.

UNIT 1 · LESSON 1.1 · LEVEL 1

What Is a Sentence?

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Say what a sentence is.
- Tell a sentence from a group of words that does not express a complete thought.
- Begin a sentence with a capital letter and end it with an end mark.

VIDEO

WATCH

What is a sentence? (Sentence Construction & Diagramming)

GrammarRevolution · 4:07

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=hfgTDf9JejY

BACKUP

What is a Sentence?

The Learning Depot · 2:10

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=K8s8vVZ-OqE

KEY TERMS

sentence	A sentence is a group of words that expresses a complete thought.
complete thought	A complete thought tells who or what, and tells what happens or what something is, so the listener is not left waiting.
end mark	An end mark is the period, question mark, or exclamation point at the end of a sentence.

TEACHING

When you talk, you use words. When you put words together to say one whole idea, you make a **sentence**. A sentence is a group of words that expresses a complete thought.

What is a complete thought? It is an idea that is finished. It tells who or what, and it tells what happens or what something is. Listen: *The dog barked*. You know who (*the dog*) and what happened (*it barked*). The thought is finished,

so it is a sentence.

Now listen to these words: *the brown dog in the yard*. Did the dog bark? Did it sleep? Did it dig a hole? You are left waiting, because the words do not tell what happened. They are a group of words, but they are not a sentence.

Some groups of words even tell who and what happened, but they still leave you waiting. Listen: *When the bell rang*. What happened when the bell rang? The word *when* makes you wait for more. Take it away, and you have a sentence: *The bell rang*.

A sentence does not have to be long. The shortest verse in the Bible is a sentence of only two words: “Jesus wept.” (John 11:35, KJV) It tells who (*Jesus*) and what He did (*wept*). Short or long, a sentence must be a complete thought.

A sentence also has two signs that show where it starts and stops. It begins with a capital letter, and it ends with an **end mark**: a period (.), a question mark (?), or an exclamation point (!). These signs help the reader, just as a fence shows where one field ends and the next begins.

Here is a good test for any group of words. First, does it tell who or what? Second, does it tell what happens or what something is? Third, is the thought finished, or are you left waiting? If the thought is finished, you have a sentence.

> **Latin link.** Our word *sentence* comes from the Latin word *sententia*, which means “a thought.” That is a good way to remember it: a sentence expresses a whole thought.

WORKED EXAMPLE 1

Is this group of words a sentence? Write yes or no.

> *The kittens played in the hay.*

1. Ask: Does it tell who or what? Yes, it tells about the kittens.
2. Ask: Does it tell what happened? Yes, the kittens played in the hay.
3. Ask: Is the thought finished? Yes. You are not left waiting for more.
4. It begins with a capital letter and ends with a period. It is a sentence.

Answer: yes (it tells who and what they did, and the thought is complete)

WORKED EXAMPLE 2

Is this group of words a sentence? Write yes or no.

> *When Father came home from the field.*

1. Ask: Does it tell who? Yes, it tells about Father.
2. Ask: Does it tell what happened? It says Father came home from the field.
3. Ask: Is the thought finished? No. The word *When* makes you wait. What happened when Father came home?
4. Even though it has a capital letter and a period, the thought is not complete, so it is not a sentence.
5. Take away *When*, and you have a sentence: *Father came home from the field.*

Answer: no (the word *When* leaves the thought unfinished)

PRACTICE

DAY 2

1. EASY Is this group of words a sentence? Write yes or no.

   > *The hens laid six eggs.*

2. EASY Is this group of words a sentence? Write yes or no.

   > *Under the big red barn.*

3. EASY This sentence needs a capital letter at the beginning and a period at the end. Write it correctly.

   > *the cows walked to the pond*

4. MEDIUM Which group of words is a sentence?

   Choose: Grandfather and his old dog. · Grandfather fed his old dog. · Into the warm kitchen.

DAY 3

5. EASY Is this group of words a sentence? Write yes or no.

   > *Mother baked bread for Sunday dinner.*

6. EASY Is this group of words a sentence? Write yes or no.

   > *Running down the hill to the creek.*

7. MEDIUM This sentence needs a capital letter at the beginning and a period at the end. Write it correctly.

   > *the snow fell all night*

8. MEDIUM Which words fill the blank to make a complete sentence?

   > *The little lamb ____.*

   Choose: in the green field · ran to its mother · with soft white wool

DAY 4

9. MEDIUM Is this group of words a sentence? Write yes or no.

   > *Because the wind was cold.*

10. MEDIUM This sentence asks something. It needs a capital letter at the beginning and a question mark at the end. Write it correctly.

    > *did the church bell ring*

11. HARD Which group of words is NOT a sentence?

    Choose: The stars shine. · Birds sing. · When the sun came up. · Peter laughed.

12. HARD These words are not a sentence. Add words to make a sentence, and write it with a capital letter and an end mark. Then tell why it is now a sentence.

    > *the tall pine tree*

COMMON MISTAKES

- Watch for groups of words that start with a capital letter and end with a period but are not complete thoughts (*Into the warm kitchen.*). Always ask: Does it tell who or what, and what happens? Am I left waiting?
- Watch for words like *when* and *because* at the start. They often leave the thought unfinished. Read the words aloud and listen for whether you are left waiting.
- Watch for a missing capital letter or end mark. Check the first letter and the last mark of every sentence you write.

DAY 5

Copywork. Copy this sentence neatly, with every capital and mark.

> *Slow but steady wins the race.* (Aesop's Fables (tr. Townsend), “The Hare and the Tortoise”)

Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 1.1

1. yes
2. no (it does not tell who or what happened)
3. The cows walked to the pond.
4. Grandfather fed his old dog. (it tells who and what he did)
5. yes
6. no (it does not tell who was running)
7. The snow fell all night.
8. ran to its mother (now the words tell what the lamb did)
9. no (the word *Because* leaves you waiting to hear what happened)
10. Did the church bell ring?
11. When the sun came up. (the word *When* leaves the thought unfinished)
12. Answers will vary. Example: The tall pine tree swayed in the wind. It is a sentence because it now tells what the tree did, so the thought is complete.

UNIT 1 · LESSON 1.2 · LEVEL 1

Four Kinds of Sentences

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the four kinds of sentences and tell what each one does.
- Tell whether a sentence is declarative, interrogative, imperative, or exclamatory.
- Choose the right end mark for each kind of sentence.

VIDEO

WATCH

Types of Sentences for Kids | Grammar for Elementary Students

Homeschool Pop · 8:16

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=WYnpf44ojFU

BACKUP

4 Sentence Types: Declarative, Interrogative, Exclamatory, & Imperative

GrammarRevolution · 3:06

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=KDGYXBqyA1I

KEY TERMS

declarative sentence	A declarative sentence tells something and ends with a period.
interrogative sentence	An interrogative sentence asks something and ends with a question mark.
imperative sentence	An imperative sentence gives a command or makes a request and ends with a period or an exclamation point.
exclamatory sentence	An exclamatory sentence shows strong feeling and ends with an exclamation point.

TEACHING

Every sentence expresses a complete thought. But sentences do different jobs. Some tell, some ask, some give orders, and some show strong feeling. There are four kinds of sentences, one for each job.

A **declarative sentence** tells something. It ends with a period. *The rooster crowed at dawn*. *Grandfather planted corn in the field*. Most of the sentences in your books are declarative sentences.

An **interrogative sentence** asks something. It ends with a question mark. *Where are the eggs? Did Clara feed the calf?* When you read a question aloud, your voice often goes up at the end.

An **imperative sentence** gives a command or makes a request. It tells someone to do something. *Shut the gate*. *Please pass the butter*. It usually ends with a period. If the command is strong or sudden, it ends with an exclamation point: *Come here quickly!* The Bible has many short imperative sentences, such as “Rejoice evermore.” (1 Thessalonians 5:16, KJV) and “Pray without ceasing.” (1 Thessalonians 5:17, KJV)

An **exclamatory sentence** shows strong feeling, such as joy, surprise, or wonder. It ends with an exclamation point. *What a bright moon that is! How sweet the strawberries are!* Many exclamatory sentences begin with *What* or *How*, but they do not ask anything.

Why do we need different end marks? When you talk, your voice shows whether you are telling, asking, or crying out. On paper, the reader cannot hear your voice. The end mark is a sign that tells the reader how to read your sentence.

To find the kind of sentence, ask what job it does. Does it tell? It is declarative. Does it ask? It is interrogative. Does it tell someone to do something? It is imperative. Does it cry out with strong feeling? It is exclamatory.

WORKED EXAMPLE 1

What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

> *The rooster crowed at dawn.*

1. Ask: What job does this sentence do?
2. It does not ask anything, and it does not tell anyone to do something.
3. It tells something: the rooster crowed at dawn.
4. A sentence that tells is declarative, and it ends with a period.

Answer: declarative (it tells something)

WORKED EXAMPLE 2

What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

> *Run to the barn!*

1. This sentence ends with an exclamation point, so you might think it is exclamatory. But do not look only at the end mark.
2. Ask: What job does this sentence do?
3. It tells someone to do something: run to the barn.
4. A sentence that gives a command is imperative. This command is strong, so it ends with an exclamation point.

Answer: imperative (it gives a command)

PRACTICE

DAY 2

1. EASY What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

   > *The sheep are in the meadow.*

2. EASY What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

   > *Where did you put the milk pail?*

3. EASY This sentence asks something. Add the correct end mark.

   > *Did Abigail feed the chickens*

4. EASY What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

   > *Please shut the gate.*

DAY 3

5. MEDIUM What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

   > *What a tall tree that is!*

6. MEDIUM Which sentence is an imperative sentence?

   Choose: Henry carried the wood. · Carry the wood to the porch. · Did Henry carry the wood? · How heavy the wood is!

7. EASY This sentence asks something. Add the correct end mark.

   > *Where is my Bible*

8. MEDIUM What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

   > *Rejoice evermore.* (1 Thessalonians 5:16, KJV)

DAY 4

9. MEDIUM This sentence shows strong feeling. Add the correct end mark.

   > *What a lovely garden Grandmother has*

10. HARD What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

    > *Thomas asked whether the bread was ready.*

11. HARD What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

    > *Look at the rainbow!*

12. MEDIUM Write an interrogative sentence about a farm animal. Then tell which end mark you used and why.

COMMON MISTAKES

- Watch for commands that end with an exclamation point (*Look at the rainbow!*). Do not call them exclamatory just because of the end mark. Ask what job the sentence does: if it tells someone to do something, it is imperative.

- Watch for sentences that tell about a question (*Thomas asked whether the bread was ready*.). They do not ask anything, so they are declarative and end with a period.
- Watch for sentences that begin with *What* or *How*. Some ask (*How did the calf get out?*) and some cry out (*How tall the corn is!*). Read them aloud to hear which job they do.

DAY 5

Copywork. Copy this sentence neatly, with every capital and mark.

> *This is the day which the LORD hath made.* (Psalms 118:24, KJV)

Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 1.2

1. declarative (it tells something)
2. interrogative (it asks something)
3. Did Abigail feed the chickens?
4. imperative (it makes a request)
5. exclamatory (it shows strong feeling; it does not ask anything)
6. Carry the wood to the porch. (it gives a command)
7. Where is my Bible?
8. imperative (it tells us to do something: to rejoice always)
9. What a lovely garden Grandmother has!
10. declarative (it tells about a question, but it does not ask one)
11. imperative (it tells someone to look; a strong command may end with an exclamation point)
12. Answers will vary. Example: Did the brown cow give milk today? I used a question mark because the sentence asks something.

UNIT 1 · LESSON 1.3 · LEVEL 1

Subjects and Predicates

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the complete subject and the complete predicate of a sentence.
- Find the simple subject, the main word of the complete subject.
- Find the verb, the main word of the complete predicate.

VIDEO

WATCH

2016 Subjects and Predicates with Mrs. Clark

Kim Clark · 5:52

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=cbmUWPF0XEU

BACKUP

A Trick for Finding the Subject of a Sentence

GrammarRevolution · 3:55

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=oFI3WYDXFWM

KEY TERMS

complete subject	The complete subject is all the words that tell whom or what the sentence is about.
complete predicate	The complete predicate is all the words that tell what the subject does or is.
simple subject	The simple subject is the main word in the complete subject.
verb	The verb, or simple predicate, is the main word in the complete predicate; it tells what the subject does or is.

TEACHING

You have learned that a sentence expresses a complete thought. Every sentence has two parts. One part tells whom or what the sentence is about. The other part tells something about it.

The **complete subject** is all the words that tell whom or what the sentence is about. The **complete predicate** is all the words that tell what the subject does or is. In the sentence *The brown hen sat on her nest*, the complete subject is *The brown hen*. The complete predicate is *sat on her nest*.

Here is how to find the two parts. First ask, “Whom or what is this sentence about?” That is the complete subject. Then ask, “What does it do, or what is it?” That is the complete predicate. A sentence needs both parts to be a complete thought. That is why *the brown hen* alone is not a sentence: it has a subject but no predicate.

Now look closely at the complete subject: *The brown hen*. Which one word is the most important? It is *hen*. The words *The* and *brown* only tell us more about the hen. The main word in the complete subject is called the **simple subject**.

The complete predicate has a main word too: *sat*. It tells what the hen did. The main word in the complete predicate is called the **simple predicate**. We call it the **verb**, and from now on that is the name we will use.

Some verbs show action, like *sat*, *ran*, and *sang*. Other verbs tell what the subject is. Listen to this verse: “The LORD is my shepherd.” (Psalms 23:1, KJV) The complete subject is *The LORD*, and the simple subject is *LORD*. The complete predicate is *is my shepherd*, and the verb is *is*.

The subject usually comes first, but not always. In the sentence *At sunset the cows came home*, the sentence is about the cows, so *cows* is the simple subject, even though it is not the first word. Always ask the questions instead of guessing by the order of the words.

> **Latin link.** The word *predicate* comes from the Latin word *praedicare*, which means “to declare” or “to proclaim.” The predicate declares something about the subject.

WORKED EXAMPLE 1

Write the complete subject and the complete predicate, in that order.

> *The brown hen sat on her nest.*

1. Ask: Whom or what is this sentence about? It is about the brown hen.
2. So the complete subject is *The brown hen*.
3. Ask: What did the brown hen do? She sat on her nest.
4. So the complete predicate is *sat on her nest*.
5. Check: The two parts together make the whole sentence.

Answer: Complete subject: The brown hen; complete predicate: sat on her nest

WORKED EXAMPLE 2

Write the simple subject and the verb, in that order.

> *The old farmer in the straw hat walked slowly home.*

1. First find the complete subject. Whom is the sentence about? *The old farmer in the straw hat*.
2. Now find the main word in the complete subject. Is the sentence about a hat? No, it is about a farmer. The words *in the straw hat* only tell which farmer. The simple subject is *farmer*.
3. Next find the complete predicate. What did the farmer do? He walked slowly home. The complete predicate is *walked slowly home*.
4. Find the main word in the complete predicate. *Slowly* tells how, and *home* tells where. The word that tells what he did is *walked*. The verb is *walked*.

Answer: Simple subject: farmer; verb: walked

PRACTICE

DAY 2

1. EASY Write the complete subject.

   > *The little calf drank milk.*

2. EASY Write the complete predicate.

   > *Samuel read a story.*

3. EASY Are the words “sang in the choir” the complete subject or the complete predicate?

   > *Lydia sang in the choir.*

4. EASY Which word is the simple subject?

   > *My big brother chopped the wood.*

   Choose: My · big · brother · chopped

DAY 3

5. EASY Write the simple subject.

   > *The tired horse rested in the shade.*

6. MEDIUM Write the verb.

> *The busy bees buzzed among the flowers.*

7. MEDIUM Is the word “geese” the simple subject or the simple predicate?

> *Six white geese swam across the pond.*

8. MEDIUM Write the simple subject and the verb, in that order.

> *The kind pastor visited Grandmother on Tuesday.*

DAY 4

9. MEDIUM Write the complete subject.

> *The old clock in the hall struck twelve.*

10. HARD Write the verb.

> *Our kitchen is warm and bright.*

11. HARD Write the simple subject.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

12. MEDIUM Write a sentence about someone in your family. Then write its complete subject and its complete predicate, and tell how you found each one.

COMMON MISTAKES

- Watch for describing words in the subject. In *The old farmer in the straw hat*, the simple subject is *farmer*, not *old* or *hat*. Ask which word the sentence is really about.
- Watch for sentences that do not begin with the subject (*In the beginning God created the heaven and the earth.*). Do not just take the first word; ask whom or what the sentence is about.
- Watch for verbs like *is*, *am*, *are*, *was*, and *were*. They do not show action, but they are verbs too, because they tell what the subject is.

DAY 5

Copywork. Copy this sentence neatly, with every capital and mark.

> *The LORD is my shepherd; I shall not want.* (Psalms 23:1, KJV)

Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 1.3

1. The little calf
2. read a story
3. complete predicate (they tell what Lydia did)
4. brother (the sentence is about my big brother)
5. horse
6. buzzed (it tells what the bees did)
7. simple subject (it is the main word in the complete subject, *Six white geese*)
8. Simple subject: pastor; verb: visited
9. The old clock in the hall
10. is (it tells what the kitchen is)
11. God (the sentence tells what God did, even though *God* is not the first word)
12. Answers will vary. Example: My little sister picked red apples. Complete subject: My little sister (it tells whom the sentence is about). Complete predicate: picked red apples (it tells what she did).

UNIT 1 · LESSON 1.4 · LEVEL 1

Diagramming the Subject and the Verb

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Draw a baseline with a divider that crosses it.
- Diagram a two- or three-word sentence by writing the simple subject and the verb on the baseline.
- Diagram only the simple subject and the verb of a longer sentence.

VIDEO

WATCH

Diagramming Lesson 1: Subjects and Verbs

Victoria Studer · 10:03

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=LMBKqrVceuU

BACKUP

Diagramming Subjects and Predicates with Mrs. Clark with sound

Kim Clark · 6:06

When to watch: Before the Day 2 practice, for more diagramming along with a teacher.

https://www.youtube.com/watch?v=cWB-VDVLgjY

> **Note:** Victoria Studer and Mrs. Clark draw the same Reed-Kellogg baseline and divider as this book. Mrs. Clark's title says subjects and predicates; she means the subject and the verb.

KEY TERMS

diagram A diagram is a picture made of lines that shows how the words of a sentence work together.

baseline The baseline is the long line on which the simple subject and the verb are written.

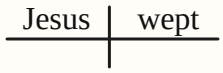
divider The divider is the short line that crosses the baseline and separates the subject from the verb.

TEACHING

A builder looks at a plan before he builds a house. A plan shows how all the parts fit together. A **diagram** does the same thing for a sentence. It is a picture made of lines that shows how the words of a sentence work together.

Every diagram starts with a long, straight line called the **baseline**. Then a short line is drawn straight down through the middle of the baseline, crossing it. This short line is called the **divider**. It divides the subject from the verb.

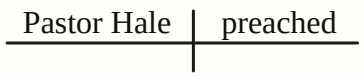
Write the simple subject on the baseline, on the left side of the divider. Write the verb on the baseline, on the right side of the divider. Here is the diagram of the shortest verse in the Bible, “Jesus wept.” (John 11:35, KJV) *Jesus* is the subject, and *wept* is the verb.



Jesus wept.

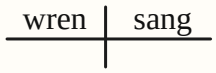
Notice two rules. First, every word keeps its capital letter just as it is in the sentence. *Jesus* has a capital *J*, so it has a capital *J* in the diagram. Second, punctuation is left out. There is no period in a diagram.

Sometimes the subject is a name of two words, such as *Pastor Hale* or *Uncle Henry*. The whole name stays together on the left side of the divider.



Pastor Hale preached.

Longer sentences have more words, and later you will learn where every word goes. For now, find the simple subject and the verb and put only those two words on the baseline. In *The little brown wren sang sweetly*, the simple subject is *wren* and the verb is *sang*.



The little brown wren sang sweetly.

Why draw diagrams? A diagram helps you see the most important part of a sentence: who or what, and what happens. When you can find the subject and the verb, you can understand any sentence, even a long one.

From history. In 1877 two teachers in Brooklyn, New York, Alonzo Reed and Brainerd Kellogg, wrote a grammar book called *Higher Lessons in English*. In it they used pictures made of lines to show how the words of a sentence fit together. Their way of diagramming spread to schools all over America, and these pictures are still called Reed-Kellogg diagrams.

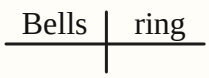
WORKED EXAMPLE 1

Diagram the sentence.

> *Bells ring.*

1. Find the simple subject. What is the sentence about? *Bells*.
2. Find the verb. What do the bells do? They ring.
3. Draw the baseline. Draw the divider straight down through it.
4. Write *Bells* on the left side of the divider, with its capital *B*. Write *ring* on the right side. Leave out the period.

Answer: Subject: Bells; verb: ring



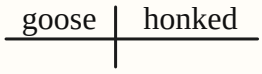
WORKED EXAMPLE 2

Diagram the simple subject and verb only.

> *The gray goose by the pond honked loudly.*

1. Find the complete subject: *The gray goose by the pond*.
2. Find the simple subject, the main word. The sentence is about a goose, not a pond. The simple subject is *goose*.
3. Find the verb. What did the goose do? It honked. The verb is *honked*.
4. Draw the baseline and the divider. Write *goose* on the left and *honked* on the right. The other words wait until you learn where they go.

Answer: Subject: goose; verb: honked



PRACTICE

DAY 2

1. EASY Diagram the sentence.

   > *Lambs leap.*

2. EASY In a diagram, where do you write the simple subject?

   Choose: on the left side of the divider · on the right side of the divider · below the baseline

3. EASY Which word goes on the right side of the divider when you diagram this sentence?

   > *Grace laughed.*

   Choose: Grace · laughed

4. MEDIUM Write the two words that go on the baseline, in order from left to right.

   > *The big red rooster crowed early.*

DAY 3

5. EASY Is the word “Peter” the simple subject or the simple predicate?

   > *Peter whistled.*

6. EASY When you diagram only the simple subject and the verb, does the word “quietly” go on the baseline? Write yes or no.

   > *The children prayed quietly.*

7. MEDIUM The divider is shown here as |. Which shows the words on the baseline written the right way?

   > *Snow fell.*

   Choose: snow | fell · Snow | fell. · Snow | fell

8. MEDIUM Diagram the simple subject and verb only.

   > *The white sheep grazed on the hill.*

DAY 4

9. MEDIUM Write the two words that go on the baseline, in order from left to right.

   > *Abigail's gray kitten slept in the basket.*

10. HARD Diagram the simple subject and verb only.

    > *God is love.* (1 John 4:16, KJV)

11. HARD Diagram the simple subject and verb only.

    > *At dawn the hungry calves called loudly.*

12. MEDIUM Write a sentence of two or three words that has a subject and a verb. Then tell which word goes on each side of the divider in its diagram, and why.

COMMON MISTAKES

- Watch for a divider that does not cross the baseline. The line between the subject and the verb must go all the way through the baseline.
- Watch for capital letters and periods. Copy each word with the same capital letter it has in the sentence, and leave all punctuation out of the diagram.
- Watch for describing words on the baseline. Only the simple subject and the verb belong there; words like *gray*, *the*, and *loudly* wait until you learn their places.

DAY 5

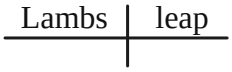
Copywork. Copy this sentence neatly, with every capital and mark.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

Then review the common mistakes and redo any missed practice items.

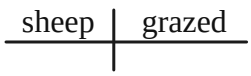
ANSWERS: LESSON 1.4

1. Subject: Lambs; verb: leap

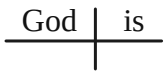


2. on the left side of the divider
3. laughed (it is the verb)

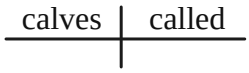
4. rooster, crowed
5. simple subject (it goes on the left side of the divider)
6. no (only *children* and *prayed* go on the baseline)
7. Snow | fell (keep the capital letter and leave out the period)
8. Subject: sheep; verb: grazed



9. kitten, slept
10. Subject: God; verb: is



11. Subject: calves; verb: called



12. Answers will vary. Example: Uncle Henry sneezed. Uncle Henry goes on the left side because it is the subject, and sneezed goes on the right side because it is the verb.

Unit 1 Test

This test takes about 30 minutes. Work with your book closed. Draw the diagrams on paper. Mastery is about 10 of 12 correct. If you miss an item, go back to the lesson it comes from, read it again with your parent, and redo the practice items from that lesson.

1. 1.1 Is this group of words a sentence? Write yes or no.

   > *Across the frozen river.*

2. 1.1 Which group of words is a sentence?

   Choose: The farmer's wagon on the road. · Before the storm came. · The horses pulled the wagon.

3. 1.2 What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

   > *Will Martha bake a pie for Thanksgiving?*

4. 1.3 Write the complete subject.

   > *The tall oak tree shaded the porch.*

5. 1.4 Diagram the sentence.

   > *Stars twinkle.*

6. 1.2 What kind of sentence is this? Write declarative, interrogative, imperative, or exclamatory.

   > *How warm the sunshine feels!*

7. 1.2 This sentence is a calm, polite request. Add the correct end mark.

   > *Please hand me the hammer*

8. 1.3 Write the complete predicate.

   > *Caleb's sister picked blueberries by the road.*

9. 1.3 Write the simple subject and the verb, in that order.

   > *The busy squirrels in the woods gathered acorns.*

10. 1.4 Diagram the simple subject and verb only.

> *The gray mule brayed loudly.*

11. 1.4 Diagram the simple subject and verb only.

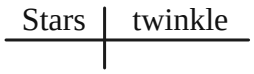
> *Early on Sunday the whole family walked to church.*

12. 1.3 Write the simple subject.

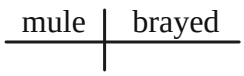
> *Over the hill the shepherd led his flock.*

ANSWERS: UNIT 1 TEST

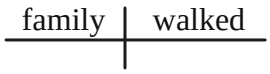
1. no (it does not tell who or what, or what happened)
2. The horses pulled the wagon. (it is a complete thought)
3. interrogative (it asks something)
4. The tall oak tree
5. Subject: Stars; verb: twinkle



6. exclamatory (it shows strong feeling; it does not ask anything)
7. Please hand me the hammer.
8. picked blueberries by the road
9. Simple subject: squirrels; verb: gathered
10. Subject: mule; verb: brayed



11. Subject: family; verb: walked



12. shepherd (the sentence tells what the shepherd did, even though *shepherd* is not the first word)

LEVEL 1 · LEVEL 1, YEAR A, WEEKS 8–15

Unit 2. Nouns

In this unit your child meets the first and most familiar part of speech: the noun, the word that names a person, place, thing, or idea. You will learn to tell common nouns from proper nouns and why proper nouns take capital letters, to spell plural nouns by the usual rules, to learn by heart the old irregular plurals such as men, children, and oxen, and to use the apostrophe to make possessive nouns.

This unit builds on Unit 1. There, the simple subject was found as the main word of the subject; now we can see that it is very often a noun. Every lesson still diagrams the simple subject and the verb, so the baseline skill from Lesson 1.4 stays fresh. Careful spelling of plurals and possessives helps the reader know at once whether you mean one or many, and who owns what.

BEFORE THIS UNIT

- Tell a sentence from a group of words that is not a sentence, and begin and end a sentence correctly.
- Find the simple subject and the verb of a sentence.
- Diagram the simple subject and the verb on the baseline.

MASTERY CHECKLIST

☐ I can say what a noun is and find the nouns in a sentence.
☐ I can tell a common noun from a proper noun.
☐ I can begin every proper noun with a capital letter.
☐ I can spell plurals that add -s or -es, and plurals of nouns that end in y, f or fe, and o.
☐ I can spell irregular plurals such as men, women, children, feet, teeth, geese, mice, and oxen.
☐ I can tell whether a noun like sheep or deer means one or more than one.
☐ I can write the possessive of singular and plural nouns with the apostrophe in the right place.
☐ I can tell a possessive noun from a plural noun.

UNIT 2 · LESSON 2.1 · LEVEL 1

Common and Proper Nouns

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell what a noun is: a word that names a person, place, thing, or idea.
- Find the nouns in a sentence.
- Tell a common noun from a proper noun.
- Begin every proper noun with a capital letter.

VIDEO

WATCH

Common and Proper Nouns for Kids | Grammar for Elementary Students

Homeschool Pop · 12:13

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=gQsZr8yrsno

BACKUP

Common Nouns vs. Proper Nouns | Grammar Lesson 🏫🗽

GrammarFlip · 1:46

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=vqktc8eBAqM

KEY TERMS

noun	A noun is a word that names a person, place, thing, or idea.
common noun	A common noun names any person, place, thing, or idea.
proper noun	A proper noun names one special person, place, or thing and begins with a capital letter.

TEACHING

Everything around you has a name. Your mother has a name. Your town has a name. The dog, the barn and the apple tree have names too. A word that names something is called a **noun**. A noun names a person, place, thing, or idea.

Here are some nouns. Persons: *farmer*, *sister*, *baby*, *Peter*. Places: *kitchen*, *church*, *garden*, *Ohio*. Things: *apple*, *horse*, *wagon*, *Bible*. An idea is something you cannot see or touch, but you can know it is real: *joy*, *kindness*, *love*, *peace*. Ideas are nouns too.

To find the nouns in a sentence, look at each word and ask, “Does this word name a person, place, thing or idea?” In the sentence “The hen sat on her nest,” the word *hen* names a thing (an animal), and the word *nest* names a thing. So *hen* and *nest* are nouns. The other words do different jobs, and you will learn about them later.

Here is a sentence from the very first verse of the Bible: “In the beginning God created the heaven and the earth.” (Genesis 1:1, KJV) It has four nouns: *beginning*, *God*, *heaven* and *earth*.

Some nouns name any one of a kind: *girl*, *city*, *river*, *dog*. These are **common nouns**. Other nouns name one special person, place or thing: *Ruth*, *Boston*, *Jordan River*, *Rover*. These are **proper nouns**. A girl could be any girl, but Ruth is one girl with her own name.

A proper noun always begins with a capital letter. Why? The capital letter is a signal to the reader. It says, “This is the name of one special person, place or thing.” When you write *river*, you mean any river. When you write *Jordan River*, you mean just one. If a proper noun has two or more words, each important word gets a capital: *Oak Street*, *Lake Erie*, *Pastor Hale*.

The word *God* is a proper noun when it names the one true God, so we always give it a capital letter. A common noun, like *barn* or *river*, needs a capital only when it is the first word of a sentence or part of a name, as in *Jordan River*.

> **Latin link.** The word *noun* comes from the Latin word *nomen*, which means “name.” A noun is a naming word.

WORKED EXAMPLE 1

Write all the nouns in the sentence.

> *Samuel fed the horse in the barn.*

1. Look at each word and ask, “Does it name a person, place, thing or idea?”
2. *Samuel* names a person, so it is a noun.
3. *Fed* tells what Samuel did. It does not name anything.
4. *Horse* names a thing (an animal), so it is a noun.
5. *Barn* names a place, so it is a noun.
6. The words *the* and *in* do not name anything.

Answer: Samuel, horse, barn

WORKED EXAMPLE 2

Fix the capital letters.

> *peter and his dog rex walked to oak street.*

1. The first word of a sentence always begins with a capital, so *peter* becomes *Peter*. *Peter* is also a proper noun.
2. *Dog* is a common noun. It names any dog, so it needs no capital.
3. *Rex* is the name of one special dog, so it is a proper noun: *Rex*.
4. *Oak Street* is the name of one special street. Both words are part of the name, so both get capitals: *Oak Street*.

Answer: Peter and his dog Rex walked to Oak Street.

PRACTICE

DAY 2

1. EASY Is the noun “river” in this sentence common or proper?

   > *The boys fished in the river.*

2. EASY Write the two nouns.

   > *The cat chased a mouse.*

3. EASY Which word in the sentence is a noun?

   > *The baby smiled sweetly.*

   Choose: The · baby · smiled · sweetly

4. EASY Diagram the sentence.

   > *Clara sang.*

DAY 3

5. EASY Fix the capital letters.

   > *my cousin james lives in texas.*

6. MEDIUM Is the noun “Bethlehem” in this sentence common or proper?

   > *Jesus was born in Bethlehem.*

7. MEDIUM Write the three nouns.

   > *Henry carried the eggs to the kitchen.*

8. MEDIUM Diagram the simple subject and verb only.

   > *The farmer plowed the field.*

DAY 4

9. MEDIUM Write the two proper nouns.

   > *Anna and her uncle visited Lake Erie in the summer.*

10. MEDIUM Write the one noun that names an idea.

    > *Ruth showed kindness to the old woman.*

11. HARD Diagram the simple subject and verb only.

    > *Pastor Hale preached about the lost sheep.*

12. HARD Write a sentence that has one common noun and one proper noun. Then tell which noun is common and which is proper, and why.

COMMON MISTAKES

- Forgetting the capital on a proper noun. When a word names one special person, place, or thing, give it a capital letter: *Ohio*, not *ohio*.
- Giving a capital to a common noun in the middle of a sentence. Words like *dog*, *city*, and *river* need no capital unless they begin the sentence or are part of a name, as in *Jordan River*.
- Missing the nouns that name ideas. *Love*, *joy*, and *kindness* cannot be touched, but they are nouns too. Ask whether the word names something, even something you cannot see.

DAY 5

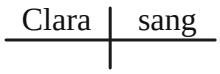
Copywork. Copy this sentence neatly, with every capital and mark.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

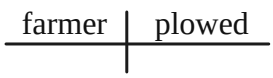
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 2.1

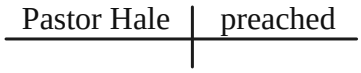
1. common (it names any river)
2. cat, mouse
3. baby (it names a person)
4. Subject: Clara; verb: sang



5. My cousin James lives in Texas.
6. proper (it names one special town)
7. Henry, eggs, kitchen
8. Subject: farmer; verb: plowed



9. Anna, Lake Erie
10. kindness (you cannot see or touch it, but it is real)
11. Subject: Pastor Hale; verb: preached



12. Answers will vary. Example: Lydia read a book. Lydia is a proper noun because it names one special girl. Book is a common noun because it names any book.

UNIT 2 · LESSON 2.2 · LEVEL 1

Making Nouns Plural

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell a singular noun from a plural noun.
- Spell plurals by adding -s or -es.
- Spell the plurals of nouns that end in y, in f or fe, and in o.
- Find the plural nouns in a sentence.

VIDEO

WATCH

Formation of the Plural | Grammar 9, Lesson 57 | Patrimony School

Patrimony School · 6:38

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=uoVPV7W5Ha0

BACKUP

Singular and Plural Nouns - s, es, and ies endings

Tiny Teaching Tube · 6:01

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=UJNsuNMTvgE

> **Note:** Patrimony School teaches from Harvey's Elementary Grammar and opens with a short prayer and a Bible verse. It covers -s, -es, y to ies and f to ves. For nouns ending in o, use this book's rule. Tiny Teaching Tube's backup covers -s, -es and -ies.

KEY TERMS

singular noun A singular noun names one person, place, thing, or idea.

plural noun A plural noun names more than one person, place, thing, or idea.

TEACHING

A noun that names one person, place, thing, or idea is **singular**: *one hen*, *one barn*. A noun that names more than one is **plural**: *two hens*, *many barns*. Most nouns change their spelling to show that they are plural. This helps the reader

know right away whether you mean one or many.

For most nouns, just add *-s*: *dog*, *dogs*; *tree*, *trees*; *book*, *books*; *farmer*, *farmers*.

If a noun ends in *s*, *x*, *z*, *ch*, or *sh*, add *-es*: *bus*, *buses*; *fox*, *foxes*; *buzz*, *buzzes*; *church*, *churches*; *dish*, *dishes*. Why? Try to say “foxs” or “dishs” out loud. It is hard! The *-es* adds a little extra sound, so the ear can hear that the word is plural. Jesus said, “The foxes have holes, and the birds of the air have nests.” (Matthew 8:20, KJV)

If a noun ends in a consonant and *y*, change the *y* to *i* and add *-es*: *berry*, *berries*; *pony*, *ponies*; *lily*, *lilies*. Jesus said, “Consider the lilies of the field.” (Matthew 6:28, KJV) But if a noun ends in a vowel and *y*, just add *-s*: *day*, *days*; *key*, *keys*; *boy*, *boys*; *donkey*, *donkeys*. (The vowels are *a*, *e*, *i*, *o*, and *u*. The other letters are consonants.)

Many nouns that end in *f* or *fe* change the *f* or *fe* to *v* and add *-es*: *leaf*, *leaves*; *loaf*, *loaves*; *calf*, *calves*; *knife*, *knives*; *shelf*, *shelves*. A few just add *-s*: *roof*, *roofs*; *chief*, *chiefs*. When you are not sure, look the word up in a dictionary.

Most nouns that end in *o* just add *-s*: *piano*, *pianos*; *radio*, *radios*; *zoo*, *zoos*. A few add *-es*: *potato*, *potatoes*; *tomato*, *tomatoes*; *hero*, *heroes*. Learn these few by heart.

One more thing: a plural never needs an apostrophe (the little mark '). Write “three cats,” not “three cat's.” You will learn what the apostrophe does with nouns in Lesson 2.4.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *Grace packed three ____ for lunch.*

Choose: sandwichs · sandwiches

1. *Three* tells us we need a plural noun.
2. The singular noun is *sandwich*. It ends in *ch*.
3. Nouns that end in *ch* add *-es*. Say it aloud: *sand-wich-es*. You can hear the extra sound.

Answer: sandwiches (*sandwich* ends in *ch*, so add *-es*)

WORKED EXAMPLE 2

Fix the two plural nouns that are spelled wrong.

> *The ponys ate the leafs.*

1. *Ponys*: the singular is *pony*. It ends in a consonant (*n*) and *y*, so change the *y* to *i* and add *-es*: *ponies*.
2. *Leafs*: the singular is *leaf*. *Leaf* is one of the nouns that change *f* to *v* and add *-es*: *leaves*.
3. Write the whole sentence again with both plurals spelled right.

Answer: The ponies ate the leaves.

PRACTICE

DAY 2

1. EASY Is the noun “apples” singular or plural?

   > *Ruth picked red apples.*

2. EASY Which word correctly completes the sentence?

   > *Two ____ ran into the woods.*

   Choose: foxs · foxes

3. EASY Write the two plural nouns.

   > *The boys fed the horses.*

4. EASY Diagram the sentence.

   > *Bells rang.*

DAY 3

5. EASY Which word correctly completes the sentence?

   > *Father built new ____ for the books.*

   Choose: shelfs · shelves

6. MEDIUM Fix the plural noun that is spelled wrong.

   > *The berrys in the garden are ripe.*

7. MEDIUM Which word correctly completes the sentence?

> *We planted ____ in the garden.*

Choose: potatos · potatoes

8. MEDIUM Diagram the simple subject and verb only.

> *The donkeys carried heavy loads.*

DAY 4

9. MEDIUM Is the noun “glass” singular or plural?

> *Abigail filled a glass with milk.*

10. MEDIUM Fix the plural noun that is spelled wrong.

> *Our church has two pianoes.*

11. HARD Diagram the simple subject and verb only.

> *The calves drank warm milk from buckets.*

12. HARD Write one sentence that uses the plural of “baby” and the plural of “day.” Then tell why the two plurals end in different ways.

COMMON MISTAKES

- Adding only *-s* to nouns that end in *s*, *x*, *z*, *ch*, or *sh*. Say the plural aloud; if you hear an extra sound, as in *boxes* and *dishes*, write *-es*.
- Changing *y* to *i* after a vowel. Look at the letter just before the *y*: change the *y* only after a consonant (*ponies*), never after a vowel (*keys*, *days*).
- Using an apostrophe to make a plural. A plural never needs one: write *three cats*, not *three cat's*.

DAY 5

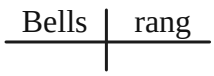
Copywork. Copy this sentence neatly, with every capital and mark.

> *The foxes have holes, and the birds of the air have nests.* (Matthew 8:20, KJV)

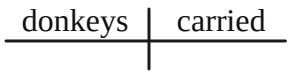
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 2.2

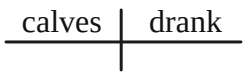
1. plural (it names more than one apple)
2. foxes (*fox* ends in *x*, so add *-es*)
3. boys, horses
4. Subject: Bells; verb: rang



5. shelves (*shelf* changes *f* to *v* and adds *-es*)
6. The berries in the garden are ripe.
7. potatoes (*potato* is one of the few *o* words that add *-es*)
8. Subject: donkeys; verb: carried



9. singular (it names one glass; the *s* is part of the word)
10. Our church has two pianos.
11. Subject: calves; verb: drank



12. Answers will vary. Example: The babies slept for two days. Baby ends in a consonant and y, so the y changes to i and -es is added. Day ends in a vowel and y, so only -s is added.

UNIT 2 · LESSON 2.3 · LEVEL 1

Irregular Plurals

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Spell the irregular plurals men, women, children, feet, teeth, geese, mice, and oxen.
- Name nouns that are the same in the singular and the plural.
- Tell from the other words in a sentence whether a noun like sheep means one or more than one.
- Correct plurals that wrongly add -s to an irregular noun.

VIDEO

WATCH

Irregular Plural Nouns Part 8-1

Grammar Wired! · 2:50

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=fp9LQ1CzIpk

BACKUP

Irregular Plural Noun Rules

Tiny Teaching Tube · 6:53

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=eab2rFbtCZ0

> **Note:** Grammar Wired! also reviews f to ves and nouns ending in o, which this book teaches in Lesson 2.2.

KEY TERMS

irregular plural An irregular plural is a plural noun that is not made by adding *-s* or *-es*.

TEACHING

In the last lesson you learned that most nouns become plural by adding *-s* or *-es*. But a few very old words follow their own rules. Their plurals are called **irregular plurals**. *Irregular* means “not following the usual rule.” You cannot work these out with a rule, so you must learn them by heart.

Some nouns change the letters inside the word: *man*, *men*; *woman*, *women*; *foot*, *feet*; *tooth*, *teeth*; *goose*, *geese*; *mouse*, *mice*. Say each pair aloud. Can you hear how the middle sound changes?

Two nouns make their plurals with *-en*: *ox*, *oxen*; and *child*, *children* (with an *r* before the *-en*). Here is a sentence from Proverbs: “Where no oxen are, the crib is clean.” (Proverbs 14:4, KJV) (A crib here is a manger, the box that holds hay for the animals.) A farmer with no oxen has a clean manger, but he has no strong animals to help him plow!

Some nouns are the same in the singular and the plural: *sheep*, *deer*, *fish*, *moose*. *One sheep*, *ten sheep*. *One deer*, *two deer*. How can you tell which one is meant? Look at the other words in the sentence. In “A deer ran into the woods,” the word *A* tells you there is one deer. In “Five deer ran into the woods,” the word *Five* tells you there are more. Jesus said, “My sheep hear my voice.” (John 10:27, KJV) He means all of His sheep, so *sheep* is plural there.

You may read “two fishes” in the Bible and in old books. Today we usually say “fish” for more than one: “Peter caught many fish.” The word *fishes* is still used when we speak of different kinds of fish.

Never add *-s* to an irregular plural. The word *children* is already plural, so “childrens” is wrong. Write *feet*, not “foots” or “feets”; write *sheep*, not “sheeps.”

From history. English grew from Old English, the language spoken in England more than a thousand years ago. In Old English, many nouns made their plurals in other ways: some added *-en*, as *ox* did to make *oxen*, and some changed the sound inside the word, as in *man* and *men*, *foot* and *feet*, and *mouse* and *mice*. Over hundreds of years, most of these words switched to the *-s* ending, but a few everyday words kept their old plurals. *Children* is a special case: people once said *childer*, and later *-en* was added on top of it.

WORKED EXAMPLE 1

Is the noun “fish” in this sentence singular or plural?

> *Peter caught six fish in the lake.*

1. *Fish* is spelled the same for one and for more than one, so the word itself does not tell us.
2. Look at the other words. The word *six* comes before *fish*.
3. *Six* means more than one, so *fish* is plural here.

Answer: plural (*six* tells us there is more than one)

WORKED EXAMPLE 2

Fix the two plural nouns that are spelled wrong.

> *The two oxes stamped their foots.*

1. *Oxes*: *ox* has an irregular plural. It adds *-en*: *oxen*.
2. *Foots*: *foot* has an irregular plural. It changes its inside letters: *feet*.
3. Write the whole sentence again with both plurals spelled right.

Answer: The two oxen stamped their feet.

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *The ____ played tag in the yard.*

   Choose: childs · children · childrens

2. EASY Is the noun “sheep” in this sentence singular or plural?

   > *Five sheep rested under the oak tree.*

3. EASY Write the one irregular plural noun.

   > *Caleb brushed his teeth before bed.*

4. EASY Diagram the sentence.

   > *Geese honked.*

DAY 3

5. EASY Which word correctly completes the sentence?

   > *Three ____ hid in the barn.*

   Choose: mouses · mice

6. MEDIUM Fix the plural noun that is spelled wrong.

   > *Two mans lifted the heavy log.*

7. MEDIUM Is the noun “deer” in this sentence singular or plural?

   > *A deer drank from the stream.*

8. MEDIUM Diagram the simple subject and verb only.

   > *The oxen pulled the wagon.*

DAY 4

9. MEDIUM Fix the plural noun that is spelled wrong.

   > *The childrens sang a hymn.*

10. MEDIUM Write the two irregular plural nouns.

    > *The women fed the geese by the pond.*

11. HARD Diagram the simple subject and verb only.

    > *The fishermen mended their nets on the shore.*

12. HARD Write one sentence that uses the plural of “goose” and the plural of “moose.” Then tell how each plural is made.

COMMON MISTAKES

- Adding *-s* to a word that is already plural. *Children*, *men*, *women*, *feet*, and *teeth* are already plural, so never write *childrens* or *feets*.
- Using a regular ending on an irregular noun, as in *mouses* or *gooses*. When a noun is on the irregular list, use the plural you learned by heart: *mice*, *geese*.
- Guessing whether *sheep*, *deer*, *fish*, or *moose* means one or more. Look at the other words in the sentence, such as *a*, *one*, *two*, or *many*, to tell.

DAY 5

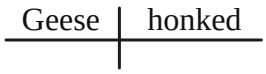
Copywork. Copy this sentence neatly, with every capital and mark.

> *Children, obey your parents in the Lord: for this is right.* (Ephesians 6:1, KJV)

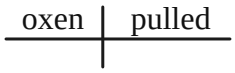
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 2.3

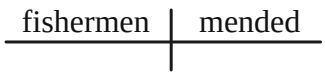
1. children
2. plural (*five* tells us there is more than one)
3. teeth
4. Subject: Geese; verb: honked



5. mice
6. Two men lifted the heavy log.
7. singular (the word *A* tells us there is one)
8. Subject: oxen; verb: pulled



9. The children sang a hymn.
10. women, geese
11. Subject: fishermen; verb: mended



12. Answers will vary. Example: The geese flew over three moose in the marsh. Goose changes the letters inside the word to make geese. Moose stays the same for one and for more than one.

UNIT 2 · LESSON 2.4 · LEVEL 1

Possessive Nouns

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell what a possessive noun is: a noun that shows who owns or has something.
- Write the possessive of a singular noun with 's.
- Write the possessive of a plural noun with ' or 's.
- Tell a possessive noun from a plural noun.

VIDEO

WATCH

SINGULAR POSSESSIVE NOUNS | English Lesson

Kevin Spaans · 5:38

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=lbuXT-dtMus

BACKUP

PLURAL POSSESSIVE NOUNS | English Lesson

Kevin Spaans · 9:27

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=2zPXwQAjzfs

KEY TERMS

possessive noun A possessive noun shows who owns or has something.

apostrophe An apostrophe is a mark (') that can show that a noun is possessive.

TEACHING

Sometimes we want to show that something belongs to someone: *Ruth's doll*, *the dog's bone*, *Father's hammer*. A noun that shows who owns or has something is a **possessive noun**. It answers the question “Whose?” Whose doll? *Ruth's doll*. Whose bone? *The dog's bone*.

A possessive noun uses a little mark called an **apostrophe** ('). The apostrophe is a signal to the reader. It says, “This word is not just naming. It is telling who owns something.”

To make a singular noun possessive, add an apostrophe and *s* (*'s*): *Ruth*, *Ruth's*; *dog*, *dog's*; *farmer*, *farmer's*. “The farmer's barn is red” means the barn that belongs to one farmer.

To make a plural noun that ends in *s* possessive, add only an apostrophe after the *s*: *the girls' room*, *the farmers' wagons*, *the birds' nests*. Why not add another *s*? “Birds's” would be hard to say, and your ear already hears the *s* at the end.

Some plural nouns do not end in *s*. You learned them in Lesson 2.3. To make these possessive, add an apostrophe and *s* (*'s*), just as you do for a singular noun: *children*, *children's*; *men*, *men's*; *women*, *women's*; *geese*, *geese's*.

Here is a way to get it right every time. First, write the noun as you need it, singular or plural. Then look at its last letter. If it is a plural that ends in *s*, add only an apostrophe. If not, add *'s*.

Do not mix up plural nouns and possessive nouns. In “The dogs ran to the gate,” the word *dogs* means more than one dog, so it needs no apostrophe. In “The dog's bone was in the yard,” the word *dog's* tells whose bone it was, so it needs an apostrophe. Ask yourself, “Does this word tell who owns something?” Only then does it need an apostrophe.

WORKED EXAMPLE 1

Add the missing apostrophe.

> *Annas doll has a blue dress.*

1. Ask whose doll it is. It belongs to Anna, so *Annas* must be a possessive noun.
2. *Anna* is singular. It names one girl.
3. To make a singular noun possessive, add *'s*: *Anna's*.

Answer: Anna's doll has a blue dress.

WORKED EXAMPLE 2

Which word correctly completes the sentence?

> *The three ____ nests were high in the tree.*

Choose: bird's · birds' · birds

1. The nests belong to the birds, so we need a possessive noun.
2. The word *three* tells us there is more than one bird, so first write the plural: *birds*.
3. *Birds* is a plural that ends in *s*, so add only an apostrophe after the *s*: *birds'*.

Answer: birds' (a plural that ends in *s* adds only an apostrophe)

PRACTICE

DAY 2

1. EASY Is the noun “Mary's” in this sentence plural or possessive?

   > *Mary's lamb followed her to school.*

2. EASY Which word correctly completes the sentence?

   > *The ____ tail wagged happily.*

   Choose: dogs · dog's

3. EASY Write the one possessive noun.

   > *Father's boots stood by the door.*

4. EASY Diagram the sentence.

   > *Lambs leaped.*

DAY 3

5. EASY Which word correctly completes the sentence?

   > *The ____ toys are in the box.*

   Choose: childrens' · children's

6. MEDIUM Add the missing apostrophe.

   > *Pastor Hales sermon was about Noah.*

7. MEDIUM Which word correctly completes the sentence?

   > *The two ____ coats hung on the hooks.*

   Choose: boy's · boys'

8. MEDIUM Diagram the simple subject and verb only.

   > *Ruth's kitten slept in the basket.*

DAY 4

9. MEDIUM Write two sentences: one with the plural noun “cats” and one with the possessive noun “cat's.” Then tell how the apostrophe changes the meaning.

10. MEDIUM Write the two possessive nouns.

> *Abigail's basket held the hens' eggs.*

11. HARD Add the two missing apostrophes.

> *The womens choir sang at Lydias wedding.*

12. HARD Diagram the simple subject and verb only.

> *The shepherd's dog guarded the flock at night.*

COMMON MISTAKES

- Putting an apostrophe in a plural that does not own anything. Write “The cows came home,” not “The cow's came home.” Use an apostrophe only when the word tells whose.
- Putting the apostrophe in the wrong place. Decide first whether you mean one owner or more than one: *the girl's room* (one girl), *the girls' room* (two or more girls).
- Writing *childrens'* or *mens'*. *Children* and *men* do not end in *s*, so add *'s*: *children's*, *men's*.

DAY 5

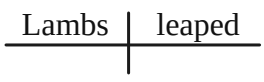
Copywork. Copy this sentence neatly, with every capital and mark.

> *The children's kittens played in Grandfather's barn.*

Then review the common mistakes and redo any missed practice items.

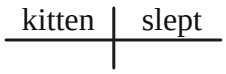
ANSWERS: LESSON 2.4

1. possessive (it tells whose lamb)
2. dog's (it tells whose tail)
3. Father's
4. Subject: Lambs; verb: leaped

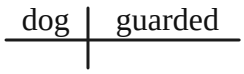


5. children's (*children* does not end in *s*, so add *'s*)
6. Pastor Hale's sermon was about Noah.
7. boys' (two boys: a plural that ends in *s* adds only an apostrophe)

8. Subject: kitten; verb: slept (Ruth's only tells whose kitten)



9. Answers will vary. Example: The cats slept in the hay. The cat's bowl was empty. Cats means more than one cat. Cat's tells that the bowl belongs to one cat.
10. Abigail's, hens'
11. The women's choir sang at Lydia's wedding.
12. Subject: dog; verb: guarded



Unit 2 Test

Allow about 30 minutes. This test is closed book. Write the answers on paper, and draw the diagrams on paper too. Mastery is about 10 of 12 correct. For any item missed, go back to the lesson named beside it, reread the core teaching and the worked examples, and redo a few of that lesson's practice items.

1. 2.1 Write the one proper noun.

   > *The heavens declare the glory of God.* (Psalms 19:1, KJV)

2. 2.1 Is the noun “Ohio River” in this sentence common or proper?

   > *Thomas swam in the Ohio River.*

3. 2.1 Fix the capital letters.

   > *my friend martha lives in maine.*

4. 2.2 Which word correctly completes the sentence?

   > *The baker set three ____ of bread on the table.*

   Choose: loafs · loaves

5. 2.2 Fix the plural noun that is spelled wrong.

   > *The puppys slept by the stove.*

6. 2.2 Write the two plural nouns.

   > *The ducks swam past the benches in the park.*

7. 2.3 Which word correctly completes the sentence?

   > *My little brother lost two baby ____.*

   Choose: tooths · teeth · teeths

8. 2.3 Is the noun “moose” in this sentence singular or plural?

   > *Several moose waded in the lake.*

9. 2.4 Which word correctly completes the sentence?

   > *The ____ hats blew away in the wind.*

   Choose: men's · mens'

10. 2.4 Add the missing apostrophe.

> *The three sisters dolls sat on the shelf.*

11. 1.4 Diagram the sentence.

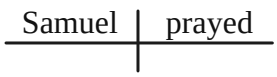
> *Samuel prayed.*

12. 2.4 Diagram the simple subject and verb only.

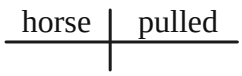
> *The miller's horse pulled the cart up the hill.*

ANSWERS: UNIT 2 TEST

1. God
2. proper (it names one special river)
3. My friend Martha lives in Maine.
4. loaves (*loaf* changes *f* to *v* and adds *-es*)
5. The puppies slept by the stove.
6. ducks, benches
7. teeth
8. plural (*several* tells us there is more than one)
9. men's (*men* does not end in *s*, so add *'s*)
10. The three sisters' dolls sat on the shelf.
11. Subject: Samuel; verb: prayed



12. Subject: horse; verb: pulled



Unit 3. Verbs

In this unit your child meets the verb, the word no sentence can do without. Lesson 3.1 teaches action verbs, including actions no one can see, such as think, pray, and remember. Lesson 3.2 teaches the helping verbs and shows how they join a main verb to make a verb phrase. Lesson 3.3 teaches linking verbs, which join the subject to a predicate noun or a predicate adjective. Lesson 3.4 teaches the three simple tenses, past, present, and future, with the spelling rules for adding -ed.

This unit builds on Unit 1, where your child learned to find the subject and the verb and to put them on the baseline of a diagram, and on Unit 2, where your child learned to recognize nouns. Now the verb line of the diagram grows: it holds whole verb phrases, and a short slanting line points from a predicate noun or predicate adjective back to the subject. Knowing what a verb does, and when it does it, prepares your child for pronouns, adjectives, adverbs, and objects in the units ahead.

BEFORE THIS UNIT

- Tell a sentence from a group of words that is not a sentence (Lesson 1.1).
- Find the simple subject and the verb of a sentence (Lesson 1.3).
- Put the simple subject and the verb on a baseline diagram (Lesson 1.4).
- Recognize a noun as a word that names a person, place, thing, or idea (Lesson 2.1).

MASTERY CHECKLIST

☐ I can say what a verb is and find the action verb in a sentence.
☐ I can find action verbs that name actions I cannot see, like think and pray.
☐ I can say the list of helping verbs from memory.
☐ I can find a verb phrase and tell its helping verbs and its main verb.
☐ I can find a linking verb and tell whether the word after it is a predicate noun or a predicate adjective.
☐ I can tell whether a sense verb like smells or tastes is an action verb or a linking verb.
☐ I can tell whether a verb shows past, present, or future time, and I can spell past-tense verbs that end in -ed.
☐ I can diagram a subject with an action verb, a verb phrase, a predicate noun, or a predicate adjective.

UNIT 3 · LESSON 3.1 · LEVEL 1

Action Verbs

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell what a verb is.
- Find action verbs, including actions you cannot see.
- Diagram the subject and the action verb of a sentence.

VIDEO

WATCH

Action Verbs for Kids | Grammar for Elementary Students

Homeschool Pop · 7:51

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=nxtaLqImKH4

BACKUP

Action Verbs Lesson for Children

Homeschool Pop · 8:29

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=PIalCcUSIyQ

KEY TERMS

verb A verb is a word that shows action or being.

action verb An action verb tells what someone or something does.

TEACHING

In Lesson 1.3 you learned that the simple predicate is called the verb. Now you will learn more about this important word. A **verb** is a word that shows action or being. Every sentence needs a verb. Look at these words: *The tall farmer in the field*. What does the farmer do? We cannot tell, because there is no verb, so the words do not make a complete thought. Add a verb, and you have a sentence: *The tall farmer in the field waves*.

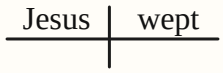
In this lesson you will learn about verbs that show action. An **action verb** tells what someone or something does. Many actions are easy to see or hear. *Lambs jump*. *The rooster crows*. *Caleb runs to the barn*. The words *jump*, *crows*, and *runs* are action verbs.

To find the action verb, ask: What does the subject do? In the sentence *Mother sweeps the porch*, ask, “What does Mother do?” She sweeps. So *sweeps* is the action verb.

Some actions happen inside you, where no one can see them. You can think, pray, remember, hope, learn, and love. These are action verbs too, because they tell something a person does. *Grace prays before supper*. *Henry remembers the Bible verse*. *Peter hopes for snow*. You cannot watch Henry remember, but remembering is still something he does.

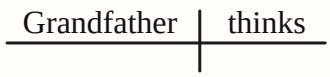
One of the shortest verses in the Bible has an action verb. Here is the whole verse: “Jesus wept.” (John 11:35, KJV) *Jesus* is the subject, and *wept* is the action verb. *Wept* means cried. This short verse shows how much Jesus cared for the people he loved.

You already know how to put a subject and a verb on the baseline (Lesson 1.4). The action verb goes in the verb place, to the right of the short line that crosses the baseline.



Jesus wept.

In a longer sentence, find the verb first. Then ask who or what does the action. That word is the simple subject. For now, put only those two words on the baseline. You will learn where the other words go in later lessons.



Grandfather thinks about the harvest.

Latin link. The word *verb* comes from the Latin word *verbum*, which means “word.” It is a fitting name, because the verb is the word no sentence can do without.

WORKED EXAMPLE 1

Write the action verb.

> *The rooster crows at sunrise.*

1. Ask: Whom or what is this sentence about? It is about the rooster.
2. Ask: What does the rooster do? It crows.
3. The word *crows* tells the action, so *crows* is the action verb.

Answer: crows

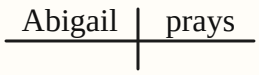
WORKED EXAMPLE 2

Diagram the simple subject and verb only.

> *Little Abigail prays every night.*

1. Find the verb first. Ask: What is the action? Abigail prays. You cannot see praying, but it is something Abigail does, so *prays* is an action verb.
2. Ask: Who prays? Abigail prays. *Abigail* is the simple subject.
3. Draw a baseline and a short line that crosses it.
4. Write *Abigail* on the left with its capital letter, and write *prays* on the right. Leave out the other words and the period.

Answer: Subject: Abigail; verb: prays



PRACTICE

DAY 2

1. EASY Write the action verb.

   > *Ducks swim in the pond.*

2. EASY Is the word “barks” a noun or a verb in this sentence?

   > *The puppy barks at the cat.*

3. EASY Diagram the sentence.

   > *Bees buzz.*

4. EASY Which word is the action verb?

   > *Grandfather plants corn in May.*

   Choose: Grandfather · plants · corn · May

DAY 3

5. EASY Write the action verb.

   > *Mary thinks about the story.*

6. MEDIUM Is the verb in this sentence an action you can see or an action you cannot see?

   > *Lydia wishes for a puppy.*

   Choose: an action you can see · an action you cannot see

7. MEDIUM Diagram the simple subject and verb only.

   > *The farmer's horse pulls the heavy cart.*

8. MEDIUM Which word belongs in the blank? Choose the action verb.

   > *Clara ____ a song to the baby.*

   Choose: sings · sweet · cradle

DAY 4

9. MEDIUM Write the action verb.

   > *It falls on field and tree.* (Robert Louis Stevenson, A Child's Garden of Verses, “Rain”)

10. MEDIUM Is the word “bread” a noun or a verb in this sentence?

    > *Ruth bakes bread on Saturday.*

11. HARD Diagram the simple subject and verb only.

    > *The children in the choir learn a new hymn.*

12. HARD Write a sentence with an action verb that names an action you cannot see. Then tell which word is the verb and why it is an action verb.

COMMON MISTAKES

- Do not skip verbs like “thinks” or “prays” just because you cannot see the action. Ask, “What does the subject do?” Thinking and praying are things people do.
- Do not choose a naming word, like “song” or “bread,” as the verb. A noun names a person, place, thing, or idea; a verb tells what the subject does.
- In a diagram, put only the simple subject and the verb on the baseline for now. Leave out the end mark, and keep each capital letter as it is in the sentence.

DAY 5

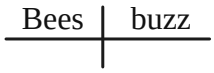
Copywork. Copy this sentence neatly, with every capital and mark.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

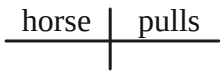
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 3.1

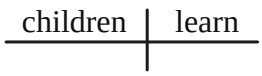
1. swim
2. verb (it tells what the puppy does)
3. Subject: Bees; verb: buzz



4. plants (it tells what Grandfather does)
5. thinks
6. an action you cannot see (no one can watch Lydia wish)
7. Subject: horse; verb: pulls



8. sings
9. falls (*It* means the rain.)
10. noun (it names a thing; *bakes* is the verb)
11. Subject: children; verb: learn



12. Answers will vary. Example: Thomas remembers Grandmother's birthday. The verb is remembers. It is an action verb because it tells what Thomas does, even though no one can see him remember.

UNIT 3 · LESSON 3.2 · LEVEL 1

Helping Verbs and Verb Phrases

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the helping verbs from memory.
- Find the helping verbs and the main verb in a verb phrase.
- Diagram a sentence with a verb phrase.

VIDEO

WATCH

What are helping verbs and verb phrases? (+ 2 Songs)

GrammarRevolution · 4:25

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=OoX9nLa30BA

BACKUP

Learn the Helping Verbs | Classroom Video for Kids

Homeschool Pop · 7:35

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=AV1gWm76Hb4

KEY TERMS

helping verb A helping verb comes before the main verb and helps it.

main verb The main verb is the most important verb in a verb phrase, and it comes last.

verb phrase A verb phrase is a main verb together with its helping verbs.

TEACHING

Sometimes one word is not enough to show the action. Look at this sentence: *Father is mending the fence*. The word *mending* tells the action. The word *is* comes before it and helps it. A **helping verb** comes before the main verb and helps it. The **main verb** is the most important verb, and it always comes last.

A main verb together with its helping verbs is called a **verb phrase**. In the sentence *The hens are clucking in the yard*, the verb phrase is *are clucking*. The helping verb is *are*, and the main verb is *clucking*.

Here are the helping verbs. Learn them by heart, one little group at a time, the way you learn the verses of a hymn: *am*, *is*, *are*, *was*, *were*, *be*, *being*, *been*; *has*, *have*, *had*; *do*, *does*, *did*; *shall*, *will*, *should*, *would*; *may*, *might*, *must*; *can*, *could*.

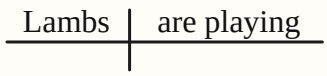
Why do we need helping verbs? They tell the reader more about the action. They can tell that it will happen later: *The bells will ring*. They can tell that it is going on right now: *The baby is sleeping*. They can tell whether something must happen or only might happen: *Henry must feed the calves*. *It might snow tonight*.

A verb phrase can have two or even three helping verbs, but the main verb is still last. In the sentence *The calves have been sleeping*, the verb phrase is *have been sleeping*. The helping verbs are *have* and *been*, and the main verb is *sleeping*.

Some words on the list can also be the main verb. In the sentence *Grace has a kitten*, *has* is the only verb, so it is the main verb. When you see a word from the list, look for another verb after it. If there is none, the word is not helping anything; it is the main verb itself.

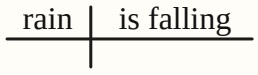
In a question, the helping verb often moves to the front: *Will Henry milk the cow?* The helping verb is *Will*, and the main verb is *milk*. Other words stand between them, but they still work together as one verb phrase.

When you diagram, the whole verb phrase goes in the verb place on the baseline, helping verbs and all, in the order they come in the sentence.



Lambs are playing.

In *A Child's Garden of Verses*, Robert Louis Stevenson wrote this line about the rain: “The rain is falling all around.” (Robert Louis Stevenson, A Child's Garden of Verses, “Rain”) The simple subject is *rain*, and the verb phrase is *is falling*. Here are just those words on the baseline.



The rain is falling all around.

WORKED EXAMPLE 1

Write the verb phrase.

> *Mother is baking bread.*

1. Find the action. What is Mother doing? She is baking. The main verb is *baking*.
2. Look at the word just before the main verb. The word *is* is on the list of helping verbs.
3. Put the helping verb and the main verb together. The verb phrase is *is baking*.

Answer: is baking (*is* is the helping verb; *baking* is the main verb)

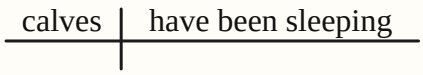
WORKED EXAMPLE 2

Diagram the simple subject and verb only.

> *The little calves have been sleeping in the barn.*

1. Find the main verb: *sleeping*. It tells the action.
2. Look before it for helping verbs. Both *have* and *been* are on the list, so the verb phrase is *have been sleeping*.
3. Ask: Who have been sleeping? *The calves*. The simple subject is *calves*.
4. Write *calves* on the left of the dividing line. Write all three words, *have been sleeping*, on the right, in the same order as in the sentence.

Answer: Subject: calves; verb: have been sleeping



PRACTICE

DAY 2

1. EASY Write the verb phrase.

   > *Caleb is reading a book.*

2. EASY Write the helping verb.

   > *The geese were honking by the pond.*

3. EASY Diagram the sentence.

> *Bells will ring.*

4. EASY What kind of verb is the word “has” in this sentence?

> *Martha has picked the beans.*

DAY 3

5. EASY Which word is the main verb?

> *The baby will sleep soon.*

Choose: baby · will · sleep

6. MEDIUM Write the verb phrase.

> *I will bless the LORD at all times.* (Psalms 34:1, KJV)

7. MEDIUM Diagram the simple subject and verb only.

> *The tired horses have been working all day.*

8. MEDIUM Is the word “has” a helping verb in this sentence? Answer yes or no.

> *Henry has a new puppy.*

DAY 4

9. MEDIUM Which helping verb correctly completes the sentence?

> *Grace ____ playing the piano now.*

Choose: is · be · been

10. MEDIUM Diagram the sentence.

> *Lydia has been praying.*

11. HARD Write the helping verb and the main verb, in that order.

> *Will Samuel ring the bell?*

12. HARD Write a sentence with a verb phrase of three words. Then tell which words are the helping verbs and which word is the main verb.

COMMON MISTAKES

- Do not stop at the main verb. When you are asked for the verb, write the whole verb phrase: “is baking,” not only “baking.”
- Not every “has,” “is,” or “did” is a helping verb. Look for another verb after it. If there is none, it is the main verb.
- In a question, the helping verb may come first, far from the main verb. Look at the beginning of the question to find it.

DAY 5

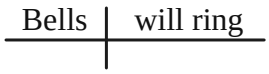
Copywork. Copy this sentence neatly, with every capital and mark.

> *Grandfather has planted apple trees by the old stone wall.*

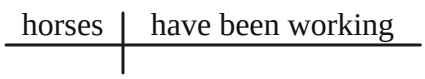
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 3.2

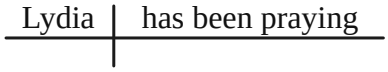
1. is reading
2. were
3. Subject: Bells; verb: will ring



4. helping verb (it helps the main verb, *picked*)
5. sleep
6. will bless
7. Subject: horses; verb: have been working



8. no (*has* is the only verb, so it is the main verb)
9. is
10. Subject: Lydia; verb: has been praying



11. Will, ring (the verb phrase is *will ring*)

12. Answers will vary. Example: The kittens have been napping. The helping verbs are have and been, and the main verb is napping, because the main verb comes last.

UNIT 3 · LESSON 3.3 · LEVEL 1

Linking Verbs

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find linking verbs, including forms of be, become, seem, and the sense verbs.
- Tell a predicate noun from a predicate adjective.
- Tell whether a sense verb is a linking verb or an action verb.
- Diagram a sentence with a predicate noun or a predicate adjective.

VIDEO

WATCH

Linking Verbs | Sentence Structure & Grammar Lesson 🔗🧠

GrammarFlip · 2:20

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=A0lWSHgrbIA

BACKUP

What are Linking Verbs?

The Learning Depot · 5:19

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=EFH5cols6ks

KEY TERMS

linking verb	A linking verb joins the subject to a word in the predicate that names or describes the subject.
predicate noun	A predicate noun comes after a linking verb and renames the subject.
predicate adjective	A predicate adjective comes after a linking verb and describes the subject.

TEACHING

In Lesson 3.1 you learned that a verb shows action or being. Some verbs do not show any action at all. Instead, they join the subject to a word that names it or tells about it. A **linking verb** joins the subject to a word in the predicate that names or describes the subject.

The most common linking verbs are the forms of *be*: *am*, *is*, *are*, *was*, *were*, *be*, *being*, *been*. You met these words on the list of helping verbs. When one of them is the main verb, it is often a linking verb: *Henry is a farmer*. *The pie was warm*.

Look at the sentence *Henry is a farmer*. The word *farmer* names Henry again; Henry and the farmer are the same person. A noun after a linking verb that renames the subject is called a **predicate noun**. It sits in the predicate, but it points back to the subject. Here is a predicate noun in the Bible: “Thy word is a lamp unto my feet.” (Psalms 119:105, KJV) The word *lamp* renames God's word. A lamp shows the path in the dark, and God's word shows us the way to go.

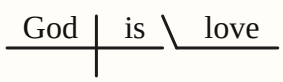
Now look at the sentence *The pie was warm*. The word *warm* does not name the pie; it describes the pie. It tells what the pie was like. A describing word after a linking verb that tells about the subject is called a **predicate adjective**. You will learn much more about describing words, called adjectives, in Unit 4.

A few other verbs can link, too. *Become* and *seem* are linking verbs: *The caterpillar became a butterfly*. *The puppy seems tired*. The sense verbs *look*, *feel*, *taste*, *smell*, and *sound* can also link: *The soup smells good*. *The bell sounds loud*. *The wool feels soft*.

But the sense verbs can be action verbs, too. In *The soup smells good*, the soup is not doing anything. In *Grace smells the roses*, Grace is doing something with her nose. Here is a test: put *is* or *are* in place of the verb. *The soup is good* makes sense, so *smells* is a linking verb there. *Grace is the roses* makes no sense, so *smells* is an action verb there.

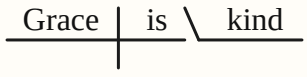
Why does it matter? A linking verb works like a bridge. It tells the reader that the word after it goes back to the subject and names or describes it. In a diagram, the predicate noun or predicate adjective goes on the baseline after the verb. Between the verb and that word, draw a short line that slants back toward the subject. It stands on the baseline and does not cross it. The slant reminds you that the word points back to the subject.

Here is a short sentence from the Bible: “God is love.” (1 John 4:16, KJV) The word *love* is a predicate noun. It names what God is.



God is love.

Here is a sentence with a predicate adjective: *Grace is kind*. The word *kind* describes Grace.



Grace is kind.

WORKED EXAMPLE 1

Write the predicate noun.

> *Abigail is my sister.*

1. Find the verb: *is*. It shows no action, so it is a linking verb.
2. Look at the words after the linking verb: *my sister*.
3. Ask: Does *sister* name Abigail again? Yes. Abigail and my sister are the same person.
4. So *sister* is the predicate noun.

Answer: sister

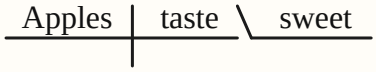
WORKED EXAMPLE 2

Diagram the sentence.

> *Apples taste sweet.*

1. Find the verb: *taste*. Are the apples doing any tasting? No, so try the test. Put *are* in its place: *Apples are sweet*. That makes sense, so *taste* is a linking verb.
2. Ask: Who or what tastes sweet? *Apples*. *Apples* is the simple subject.
3. The word *sweet* describes the apples, so it is a predicate adjective.
4. Write *Apples* and *taste* on the baseline with the dividing line between them. After *taste*, draw a short line slanting back toward the subject, and write *sweet* after it.

Answer: Subject: Apples; linking verb: taste; predicate adjective: sweet



PRACTICE

DAY 2

1. EASY Write the linking verb.

   > *The kitchen is warm.*

2. EASY Is the verb an action verb or a linking verb?

   > *Thomas kicks the ball.*

3. EASY Diagram the sentence.

   > *Roses are flowers.*

4. EASY Write the predicate adjective.

   > *The night sky was dark.*

DAY 3

5. EASY Is the word “farmer” a predicate noun or a predicate adjective?

   > *Grandfather was a farmer.*

6. MEDIUM Is the verb an action verb or a linking verb?

   > *The soup tastes salty.*

7. MEDIUM Which sentence uses “feels” as a linking verb?

   Choose: Henry feels the soft wool. · The wool feels soft.

8. MEDIUM Diagram the simple subject, the verb, and the predicate adjective only.

   > *The new kittens seem sleepy.*

DAY 4

9. MEDIUM Write the predicate noun.

   > *The LORD is my shepherd.* (Psalms 23:1, KJV)

10. MEDIUM Which word is the predicate adjective?

    > *The old barn looks red in the sunset.*

    Choose: old · barn · red · sunset

11. HARD Diagram the sentence.

    > *Clara will be ready.*

12. HARD Write two sentences with the verb “smells”: one where it is an action verb and one where it is a linking verb. Tell which is which.

COMMON MISTAKES

- Do not call every sense verb an action verb. Put “is” or “are” in its place. If the sentence still makes sense, the verb is a linking verb.
- A predicate adjective comes after the linking verb and describes the subject. A describing word before a noun, like “old” in “the old barn,” is not a predicate adjective.
- In a diagram, slant the short line back toward the subject, and do not let it cross the baseline. It is different from the straight line that divides the subject from the verb.

DAY 5

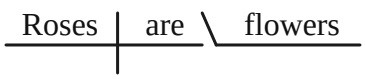
Copywork. Copy this sentence neatly, with every capital and mark.

> *This is the day which the LORD hath made.* (Psalms 118:24, KJV)

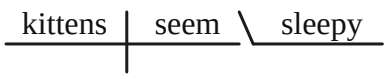
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 3.3

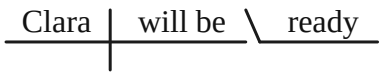
1. is
2. action verb (*kicks* tells what Thomas does)
3. Subject: Roses; linking verb: are; predicate noun: flowers



4. dark (it describes the sky)
5. predicate noun (it renames Grandfather)
6. linking verb (*The soup is salty* makes sense.)
7. The wool feels soft. (*The wool is soft* makes sense.)
8. Subject: kittens; linking verb: seem; predicate adjective: sleepy



9. shepherd (it renames the LORD)
10. red (it comes after the linking verb *looks* and describes the barn)
11. Subject: Clara; linking verb: will be; predicate adjective: ready



12. Answers will vary. Example: The dog smells the bacon. (action verb: the dog is doing something) The bacon smells good. (linking verb: *The bacon is good* makes sense.)

UNIT 3 · LESSON 3.4 · LEVEL 1

Past, Present and Future

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell whether a verb shows present, past, or future time.
- Spell the past tense of verbs that add -ed, including the spelling changes.
- Form the future tense with will or shall.
- Diagram a verb in the future tense.

VIDEO

WATCH

Simple Tenses of Verbs | Simple Past, Simple Present, Simple Future in Regular Form

The Learning Depot · 3:52

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=slf9J-AJOrc

BACKUP

4.6 Simple Tenses

Grammar Wired! · 2:44

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=B8Wo__YnzmY

KEY TERMS

tense	Tense is the time a verb shows.
present tense	The present tense tells what happens now or what happens again and again.
past tense	The past tense tells what has already happened.
future tense	The future tense tells what will happen later.

TEACHING

Verbs do more than show action. They also tell when the action happens. Listen: *Grace bakes bread*. *Grace baked bread*. *Grace will bake bread*. Only the verb changed, but now you know whether the baking is happening now, has already happened, or will happen later. The time a verb shows is called its **tense**. Tense helps the reader know when things happen, so a story makes sense.

The **present tense** tells what happens now or what happens again and again: *Ruth reads her Bible every morning*. When the subject is one person or thing, the present-tense verb usually ends in *-s*: *The bird sings*. When the subject is more than one, it does not: *Birds sing*.

The **past tense** tells what has already happened. Most verbs make the past tense by adding *-ed*: *walk, walked*; *plant, planted*; *pray, prayed*.

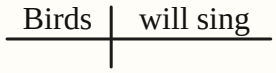
Some verbs need a small spelling change before *-ed*. If the verb ends in a silent *e*, add only *-d*: *bake, baked*; *smile, smiled*. If the verb ends in a consonant and *y*, change the *y* to *i* and add *-ed*: *carry, carried*; *cry, cried*. (If a vowel comes before the *y*, just add *-ed*: *play, played*.) If a short, one-beat verb ends in one vowel and one consonant, double the last consonant and add *-ed*: *hop, hopped*; *stop, stopped*; *plan, planned*. Do not double *w*, *x*, or *y*: *snow, snowed*; *fix, fixed*.

Why double the letter? It keeps the vowel sound short and keeps two words apart. *Hopped* comes from *hop*, but *hoped* comes from *hope*. One letter makes all the difference to the reader.

The **future tense** tells what will happen later. Make it with the helping verb *will* and the main verb: *Henry will plant beans*. In the Bible and in careful older English, *shall* is often used with *I* and *we*: *We shall sing at church on Sunday*. Here is a verse with a future verb: “I will lift up mine eyes unto the hills.” (Psalms 121:1, KJV) The verb phrase is *will lift*.

A few verbs do not add *-ed* at all. We do not say “I goed”; we say “I went.” You will learn these special verbs in Unit 5. For now, practice the verbs that add *-ed*.

A future-tense verb is a verb phrase, so the whole verb phrase goes in the verb place on the baseline, just as you learned in Lesson 3.2.



Birds will sing.

Latin link. The word *tense* comes to us through old French from the Latin word *tempus*, which means “time.” The same root is in *temporary*, which describes something that lasts only for a time.

WORKED EXAMPLE 1

What is the tense of the verb: past, present, or future?

> *Henry watered the garden.*

1. Find the verb: *watered*.
2. The verb ends in *-ed*, and there is no *will* before it.
3. The watering has already happened, so the verb is in the past tense.

Answer: past

WORKED EXAMPLE 2

Fix the spelling of the past-tense verb.

> *Martha hurryed to church.*

1. Find the verb: *hurryed*. It comes from *hurry*.
2. *Hurry* ends in a consonant, *r*, and then *y*.
3. When a verb ends in a consonant and *y*, change the *y* to *i* and add *-ed*: *hurried*.
4. Write the whole sentence with the correct spelling.

Answer: Martha hurried to church.

PRACTICE

DAY 2

1. EASY What is the tense of the verb: past, present, or future?

   > *Grace planted tulips in the garden.*

2. EASY What is the tense of the verb: past, present, or future?

   > *Mother will bake bread tomorrow.*

3. EASY Which verb correctly completes the sentence?

   > *Yesterday Peter ____ the fence.*

   Choose: paints · painted · will paint

4. EASY Diagram the sentence.

   > *Seeds will grow.*

DAY 3

5. EASY Write the verb phrase that shows future time.

   > *The lambs will follow their mother.*

6. MEDIUM Fix the spelling of the past-tense verb.

   > *The baby cryed in his cradle.*

7. MEDIUM Which spelling of the past tense of *stop* correctly completes the sentence?

   > *The wagon ____ at the gate.*

   Choose: stoped · stopped

8. MEDIUM Diagram the simple subject and verb only.

   > *My little brother carried the basket.*

DAY 4

9. MEDIUM What is the tense of the verb: past, present, or future?

   > *Abigail prays before every meal.*

10. MEDIUM Rewrite the sentence so that the verb shows future time. Use the helping verb *will*.

    > *Samuel feeds the chickens.*

11. HARD Diagram the simple subject and verb only.

    > *Before supper the hungry boys hurried home.*

12. HARD Write a sentence that tells something you did yesterday. Use the past tense of *hop*, *stop*, *plan*, or *skip*, and tell why the last letter is doubled.

COMMON MISTAKES

- Do not just add *-ed* to a verb that ends in a consonant and *y*. Change the *y* to *i* first: *carry*, *carried*. But if a vowel comes before the *y*, just add *-ed*: *play*, *played*.
- Remember to double the last letter of a short verb that ends in one vowel and one consonant: *hop*, *hopped*; *stop*, *stopped*. If you forget, *hopped* turns into *hoped*, which is a different word.

- In a future-tense verb, *will* is a helping verb. When you are asked for the verb, write the whole verb phrase, such as "will plant," not only "plant."

DAY 5

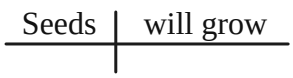
Copywork. Copy this sentence neatly, with every capital and mark.

> *I will sing unto the LORD as long as I live.* (Psalms 104:33, KJV)

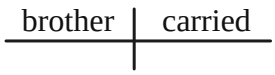
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 3.4

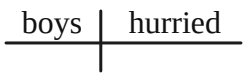
1. past
2. future (*will bake*)
3. painted (*yesterday* tells us it already happened)
4. Subject: Seeds; verb: will grow



5. will follow
6. The baby cried in his cradle. (Change the *y* to *i* and add *-ed*.)
7. stopped (*stop* ends in one vowel and one consonant, so double the *p*)
8. Subject: brother; verb: carried



9. present (it happens again and again)
10. Samuel will feed the chickens.
11. Subject: boys; verb: hurried



12. Answers will vary. Example: Yesterday I skipped down the lane to the mailbox. Skip is a short word that ends in one vowel and one consonant, so I doubled the p before adding -ed.

Unit 3 Test

Spend one day reviewing the unit's key terms, common mistakes, and any missed practice items; give the test the next day. Allow about 30 minutes. The test is closed book. Your child may answer aloud or in writing, and draws the diagrams on paper. Mastery is about 10 of 12 correct. For any missed item, reteach the lesson named beside it and redo a few of that lesson's practice items.

1. 3.1 Write the action verb. (It names an action you cannot see.)

   > *Grandmother remembers the old hymns.*

2. 1.3 Write the simple subject.

   > *The busy squirrels gather nuts in the fall.*

3. 3.2 Write the verb phrase.

   > *The neighbors are building a new barn.*

4. 3.2 What kind of verb is the word “had” in this sentence?

   > *Thomas had finished his supper.*

5. 3.4 What is the tense of the verb: past, present, or future?

   > *The farmers will harvest the wheat in August.*

6. 3.3 Is the verb an action verb or a linking verb?

   > *The meadow looks green.*

7. 3.3 Write the predicate adjective.

   > *The LORD is good.* (Nahum 1:7, KJV)

8. 3.3 Is the word “carpenter” a predicate noun or a predicate adjective?

   > *Uncle James is a carpenter.*

9. 3.4 Fix the spelling of the past-tense verb.

   > *Lydia dryed the dishes.*

10. 3.2 Diagram the sentence.

> *Frogs are croaking.*

11. 3.1 Diagram the simple subject and verb only.

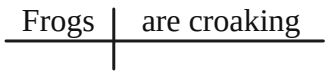
> *The heavens declare the glory of God.* (Psalms 19:1, KJV)

12. 3.3 Diagram the simple subject, the verb, and the predicate adjective only.

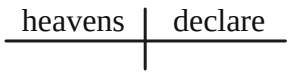
> *Our old pony has become gentle.*

ANSWERS: UNIT 3 TEST

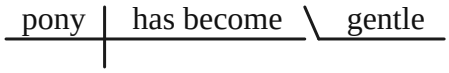
1. remembers
2. squirrels
3. are building
4. helping verb (it helps the main verb, *finished*)
5. future (*will harvest*)
6. linking verb (*The meadow is green* makes sense.)
7. good (it describes the LORD)
8. predicate noun (it renames Uncle James)
9. Lydia dried the dishes. (Change the *y* to *i* and add *-ed*.)
10. Subject: Frogs; verb: are croaking



11. Subject: heavens; verb: declare



12. Subject: pony; linking verb: has become; predicate adjective: gentle



Unit 4. Pronouns and Adjectives

In this unit your child meets two new parts of speech. Pronouns, such as he, she, it, and they, take the place of nouns so that our sentences do not repeat the same names again and again. Adjectives tell more about nouns: what kind, which one, how many, and whose. The little words a, an, and the turn out to be adjectives too, and the unit ends by using adjectives to compare two things or three or more.

This unit builds on the nouns of Unit 2 and the verbs of Unit 3. The diagram grows as well: pronoun subjects take their place on the baseline, and adjectives, owning words, and articles now hang on slanted lines under the nouns they modify. Careful choices here, such as he or she, a or an, and taller or tallest, help the reader understand exactly what the writer means.

BEFORE THIS UNIT

- Find the simple subject and the verb of a sentence (Unit 1).
- Tell what a noun is and write possessive nouns such as Ruth's and the Millers' (Unit 2).
- Find helping verbs, linking verbs, predicate nouns, and predicate adjectives (Unit 3).
- Diagram a subject, a verb phrase, and a predicate noun or predicate adjective (Units 1 and 3).

MASTERY CHECKLIST

☐ I can tell what a pronoun is and name the personal pronouns.
☐ I can choose he, she, it, or they to take the place of a noun.
☐ I can find adjectives that tell what kind, which one, how many, and whose.
☐ I can name the noun or pronoun that an adjective modifies.
☐ I can name the three articles and tell that they are adjectives.
☐ I can choose a or an by the sound that comes next.
☐ I can use -er or more for two things and -est or most for three or more, including good, better, best and bad, worse, worst.
☐ I can diagram adjectives, owning words, and articles on slanted lines under their nouns.

UNIT 4 · LESSON 4.1 · LEVEL 1

Personal Pronouns

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell what a pronoun is and name the personal pronouns.
- Find the pronouns in a sentence.
- Choose he, she, it, or they to take the place of a noun.
- Diagram a sentence that has a pronoun as its subject.

VIDEO

WATCH

Pronouns for Kids | Grammar for Elementary Students

Homeschool Pop · 9:15

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=c4300UidkFg

BACKUP

Personal Pronouns with Mrs. Clark

Kim Clark · 7:22

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=ccz2CL0gD4Y

KEY TERMS

pronoun A pronoun is a word that takes the place of a noun.

personal pronouns The personal pronouns are *I*, *me*, *you*, *he*, *him*, *she*, *her*, *it*, *we*, *us*, *they*, and *them*, and the owning words *my*, *your*, *his*, *her*, *its*, *our*, and *their*.

TEACHING

Read these sentences aloud: “Grace picked up Grace's basket. Grace carried Grace's basket to the garden.” That sounds strange, doesn't it? Now listen to this: “Grace picked up her basket. She carried it to the garden.” The words *her*, *She*, and *it* take the place of nouns, so we do not have to say *Grace* and *basket* again and again.

A **pronoun** is a word that takes the place of a noun. When you speak about yourself, you say *I* or *me*. When you speak about yourself and others, you say *we* or *us*. When you speak to someone, you say *you*. When you speak about other

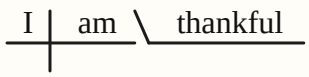
people or things, you say *he*, *him*, *she*, *her*, *it*, *they*, or *them*. These are called **personal pronouns**, because they show the person speaking (*I*, *we*), the person spoken to (*you*), or the person or thing spoken about (*he*, *she*, *it*, *they*).

Some personal pronouns show who owns something: *my*, *your*, *his*, *her*, *its*, *our*, and *their*. Instead of saying “Ruth's kitten,” you can say “her kitten.” Instead of saying “the Millers' farm,” you can say “their farm.” Notice that the owning word *its* has no apostrophe: “The robin built its nest.”

Choose the pronoun that fits the noun. Use *he* for a man or a boy: “Father is in the field, so he will be hungry.” Use *she* for a woman or a girl: “Grandmother hums while she sews.” Use *it* for a thing: “The wagon is old, but it still rolls.” Use *they* for more than one: “The geese honked as they flew south.”

Why do we have pronouns? They keep our sentences short and smooth. But a pronoun works only when the reader knows which noun it stands for. So when you use *he*, *she*, *it*, or *they*, name the person or thing first, and then use the pronoun. Hear how the Bible uses pronouns: “We love him, because he first loved us.” (1 John 4:19, KJV) The words *We* and *us* stand for God's people, and the words *him* and *he* stand for God.

A pronoun can be the subject of a sentence, just as a noun can. In a diagram, a pronoun subject goes in the subject place on the baseline. Here is the diagram of “I am thankful.” The pronoun *I* is the subject, *am* is a linking verb, and *thankful* is a predicate adjective that tells about *I*.



I am thankful.

Latin link. The word *pronoun* comes from the Latin words *pro nomine*, which mean “for a noun.” A pronoun stands for a noun.

WORKED EXAMPLE 1

Write the two pronouns.

> *We thanked her for the warm bread.*

1. A pronoun takes the place of a noun. Look at each word and ask, “Does this word stand for a person or a thing without naming it?”
2. *We* stands for the people who are speaking. It is a pronoun.
3. *Thanked* is a verb. It tells what we did.
4. *Her* stands for a woman or a girl. It is a pronoun.
5. *Bread* is a noun. It names the thing, so it is not a pronoun.

Answer: We, her

WORKED EXAMPLE 2

Diagram the sentence.

> *We have been working.*

1. Find the verb. The helping verbs *have* and *been* come first, and the main verb *working* comes last. The whole verb is *have been working*.
2. Ask, “Who have been working?” The answer is *We*. *We* is a pronoun, and it is the subject.
3. Draw the baseline and the divider that crosses it.
4. Write *We* on the left of the divider and *have been working* on the right.

Answer: Subject: We; verb: have been working

PRACTICE

DAY 2

1. EASY What part of speech is the word *They* in this sentence?

   > *They planted beans in the garden.*

2. EASY Write the one pronoun in the sentence.

> *She feeds the chickens every morning.*

3. EASY Which pronoun can take the place of *Grandfather*?

> *Grandfather mended the fence.*

Choose: He · She · It · They

4. EASY Diagram the sentence.

> *It has been raining.*

DAY 3

5. EASY What part of speech is the word *barn* in this sentence?

> *The barn needs new paint.*

6. MEDIUM Write the three pronouns in the sentence.

> *I gave you my pencil.*

7. MEDIUM Which pronoun can take the place of the words *The geese*?

> *The geese honked at the gate.*

Choose: He · She · It · They

8. MEDIUM Diagram the sentence.

> *They have been busy.*

DAY 4

9. MEDIUM Fix the sentence by putting one pronoun in place of the word *Caleb's*.

> *Caleb fed Caleb's pony.*

10. MEDIUM Write every pronoun in the sentence. There are three.

> *We told them about our trip to the sea.*

11. HARD Diagram the subject, the verb, and the predicate noun only.

> *He will become a carpenter.*

12. HARD Write a sentence about someone in your family. Then write a second sentence that uses *he* or *she* in place of that person's name. Tell why you chose *he* or *she*.

COMMON MISTAKES

- Watch for the owning words *my*, *your*, *his*, *her*, *its*, *our*, and *their*. They are pronouns too, so count them when you are asked to find every pronoun.
- Watch for a pronoun that does not fit its noun. Ask: Is it a man or a boy (*he*), a woman or a girl (*she*), a thing (*it*), or more than one (*they*)?
- Watch for *he*, *she*, *it*, or *they* used before the reader knows whom it means. Name the person or thing first, and then use the pronoun.

DAY 5

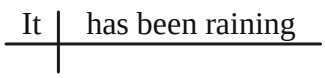
Copywork. Copy this sentence neatly, with every capital and mark.

> *The LORD is my shepherd; I shall not want.* (Psalms 23:1, KJV)

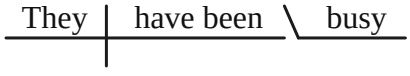
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 4.1

1. pronoun
2. She
3. He (Grandfather is a man)
4. Subject: It; verb: has been raining

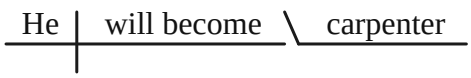


5. noun (it names a thing)
6. I, you, my
7. They (*geese* means more than one)
8. Subject: They; verb: have been; predicate adjective: busy



9. Caleb fed his pony. (Caleb is a boy, so the owning word is *his*.)
10. We, them, our

11. Subject: He; verb: will become; predicate noun: carpenter (the word a is left out for now)



12. Answers will vary. Example: My brother Samuel milks the cow. He carries the pail to the house. I chose he because Samuel is a boy.

UNIT 4 · LESSON 4.2 · LEVEL 1

Adjectives

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell what an adjective is and what it means to modify a word.
- Find adjectives that tell what kind, which one, how many, and whose.
- Name the noun or pronoun that an adjective modifies.
- Diagram adjectives and owning words on slanted lines under the nouns they modify.

VIDEO

WATCH

Adjectives for Kids | Parts of Speech Lesson

Homeschool Pop · 8:33

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=4jxXnHSbicY

BACKUP

Do you know the adjective questions? They'll help you find adjectives.

GrammarRevolution · 5:34

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=SphXAiLxuek

KEY TERMS

adjective An adjective is a word that modifies a noun or a pronoun.

modify To modify a word means to tell more about it and make its meaning clearer.

TEACHING

Read this sentence: “The dog barked.” Now read this one: “The big brown dog barked.” Can you see the dog better now? The words *big* and *brown* tell you more about the dog. They are adjectives.

An **adjective** is a word that modifies a noun or a pronoun. To **modify** a word means to tell more about it and make its meaning clearer. Adjectives answer four questions. What kind? *soft wool*, *tall pines*, *merry hearts*. Which one? *this barn*, *that hill*, *first page*. How many? *two eggs*, *many stars*, *several lambs*. Whose? *my hat*, *his Bible*, *Ruth's apron*.

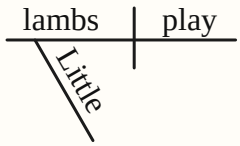
Look at the words that answer whose. In the last lesson you learned that *my*, *your*, *his*, *her*, *its*, *our*, and *their* are pronouns. A word like *Ruth's* is a noun that shows who owns something. These owning words still do the work of an adjective, because they tell more about a noun: they tell whose it is.

Most adjectives come right before the noun they modify. The Bible says, “A merry heart doeth good like a medicine.” (Proverbs 17:22, KJV) Here *merry* tells what kind of heart. But an adjective may also come after a linking verb. Then it is a predicate adjective, and it tells about the subject: “The pines are tall.” “She is kind.” In the last sentence, the adjective *kind* modifies the pronoun *She*.

Poets sometimes turn the order around. Robert Louis Stevenson wrote, “Golden is the sand.” (Robert Louis Stevenson, A Child's Garden of Verses, “Where Go the Boats?”) The adjective *Golden* comes first, but it still tells about the noun *sand*.

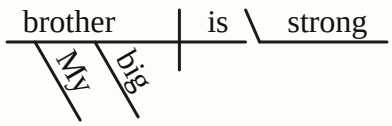
Why do we need adjectives? They help the reader see exactly what you mean. “Bring me that basket” could mean almost any basket. “Bring me that small green basket” tells exactly which one.

In a diagram, an adjective goes on a slanted line under the noun it modifies. Here is “Little lambs play.”



Little lambs play.

An owning word such as *My* goes on a slanted line under its noun too. When a noun has two adjectives, put them under it in the order they come in the sentence. A predicate adjective stays on the baseline after the backslash. Here is “My big brother is strong.”



My big brother is strong.

Latin link. The word *adjective* comes from the Latin *adiectivum*, which means “added to.” An adjective is a word added to a noun to tell more about it.

WORKED EXAMPLE 1

Write the two adjectives.

> *Three brown hens laid eggs.*

1. Find the nouns first: *hens* and *eggs*.
2. Look at the words before *hens*. Ask, “How many hens?” *Three*. Ask, “What kind of hens?” *Brown*. Both words modify *hens*.
3. Look at *eggs*. No word tells what kind, which one, how many, or whose about the eggs.
4. So the sentence has two adjectives, *Three* and *brown*.

Answer: Three, brown

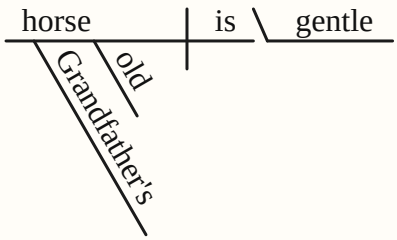
WORKED EXAMPLE 2

Diagram the sentence.

> *Grandfather's old horse is gentle.*

1. Find the verb: *is*. It is a linking verb.
2. Ask, “What is gentle?” The horse is. The simple subject is *horse*.
3. *Gentle* comes after the linking verb and tells about the horse. It is a predicate adjective, so it goes on the baseline after a backslash.
4. *Grandfather's* tells whose horse, and *old* tells what kind of horse. Put each one on a slanted line under *horse*, in the order they come in the sentence.

Answer: Subject: horse; verb: is; predicate adjective: gentle; under horse: Grandfather's, old



PRACTICE

DAY 2

1. EASY Write the one adjective in the sentence.

   > *Grace picked ripe apples.*

2. EASY What part of speech is the word *Tall* in this sentence?

   > *Tall corn grew beside our house.*

3. EASY Which question does the adjective *Five* answer?

   > *Five ducks swam across the pond.*

   Choose: what kind · which one · how many · whose

4. EASY Diagram the sentence.

   > *Gentle rain was falling.*

DAY 3

5. EASY Write the two adjectives.

   > *Caleb has two gray kittens.*

6. MEDIUM Which question does the word *Our* answer?

   > *Our cow gives sweet milk.*

   Choose: what kind · which one · how many · whose

7. MEDIUM Write the noun that the adjective *Cold* modifies.

   > *Cold water filled the old bucket.*

8. MEDIUM Diagram the sentence.

   > *Our red barn is old.*

DAY 4

9. MEDIUM What part of speech is the word *sweet* in this sentence?

   > *The pie smells sweet.*

10. MEDIUM Write the three adjectives.

> *Two tired horses pulled heavy wagons.*

11. HARD Diagram the sentence.

> *Those three small kittens were sleepy.*

12. HARD Write a sentence about animals on a farm. Use one adjective that tells how many and one that tells what kind. Then name the noun that each adjective modifies.

COMMON MISTAKES

- Watch for adjectives that come after the verb, as in “The pie smells sweet.” Ask what the word tells about. If it tells about the subject, it is a predicate adjective.
- Watch where adjectives go in a diagram. Do not put them on the baseline before the noun. Put each one on a slanted line under the noun it modifies.
- Watch for words that are not adjectives. Before you call a word an adjective, ask whether it tells what kind, which one, how many, or whose about a noun or pronoun.

DAY 5

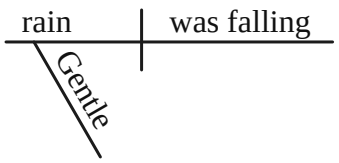
Copywork. Copy this sentence neatly, with every capital and mark.

> *I am the good shepherd: the good shepherd giveth his life for the sheep.* (John 10:11, KJV)

Then review the common mistakes and redo any missed practice items.

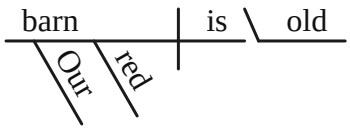
ANSWERS: LESSON 4.2

1. ripe (it tells what kind of apples)
2. adjective (it tells what kind of corn)
3. how many
4. Subject: rain; verb: was falling; under rain: Gentle

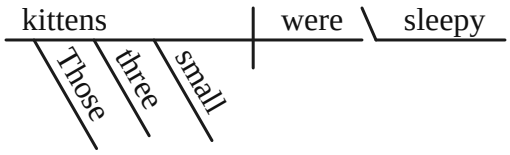


5. two, gray
6. whose (it tells whose cow)

7. water
8. Subject: barn; verb: is; predicate adjective: old; under barn: Our, red



9. adjective (it comes after the linking verb *smells* and tells about the pie)
10. Two, tired, heavy
11. Subject: kittens; verb: were; predicate adjective: sleepy; under kittens: Those, three, small



12. Answers will vary. Example: Four woolly sheep rested in the shade. Four tells how many sheep, and woolly tells what kind of sheep. Both modify sheep.

UNIT 4 · LESSON 4.3 · LEVEL 1

Articles

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the three articles and tell that an article is an adjective.
- Choose a before a consonant sound and an before a vowel sound.
- Find the noun that an article modifies.
- Diagram articles on slanted lines under the nouns they modify.

VIDEO

WATCH

Articles for Kids | A, An, and The Explained

Homeschool Pop · 10:09

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=ZALa9vqxBzI

BACKUP

Diagramming Lesson 2: Articles

Victoria Studer · 8:34

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=1IcJkZfcab4

KEY TERMS

article The articles are *a*, *an*, and *the*; an article is a special kind of adjective.

TEACHING

Three little words come before nouns more often than any others: *a*, *an*, and *the*. They are called **articles**. An article is a special kind of adjective, because it points to a noun and tells more about it. When you are asked the part of speech of an article, answer adjective.

The article *the* points to a certain one. “Please bring the red bucket” means one bucket that you both know about. The articles *a* and *an* point to any one. “Please bring a bucket” means that any bucket will do.

Use *a* before a word that begins with a consonant sound: *a horse*, *a lamb*, *a tree*. Use *an* before a word that begins with a vowel sound: *an apple*, *an egg*, *an owl*.

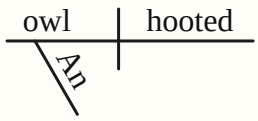
Listen to the sound, not just the letter. In *hour* and *honest*, the *h* is silent, so the words begin with a vowel sound: *an hour*, *an honest man*. In *uniform* and *useful*, the *u* says its own name, "you," which begins with a consonant sound: *a uniform*, *a useful tool*.

Why do we say *an* before a vowel sound? It is easier to say. Try saying "a egg," and then say "an egg." The *n* keeps the two vowel sounds from bumping into each other. Long ago, *a* and *an* both came from the old English word for *one*.

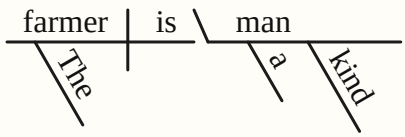
Choose *a* or *an* by the word that comes right after it, even when that word is another adjective: *an apple*, but *a red apple*; *a wagon*, but *an old wagon*. The article still modifies the noun. In "an old wagon," *an* modifies *wagon*.

Here is a verse with an article: "A soft answer turneth away wrath." (Proverbs 15:1, KJV) It means that a gentle answer turns away anger. The article *A* and the adjective *soft* both modify the noun *answer*.

In a diagram, an article goes on a slanted line under its noun, just like any other adjective. When a noun has an article and other adjectives, the article usually comes first. Here are "An owl hooted." and "The farmer is a kind man." In the second diagram, *a* and *kind* go under the predicate noun *man*.



An owl hooted.



The farmer is a kind man.

WORKED EXAMPLE 1

Which article belongs in the blank?

> *Mother baked ____ apple pie.*

Choose: a · an

1. Look at the word right after the blank: *apple*.
2. Say *apple* aloud. It begins with a vowel sound.
3. Use *an* before a vowel sound.

Answer: an (*apple* begins with a vowel sound)

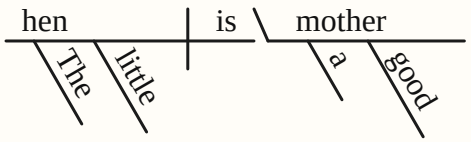
WORKED EXAMPLE 2

Diagram the sentence.

> *The little hen is a good mother.*

1. Find the verb: *is*. It is a linking verb.
2. Ask, “Who is a good mother?” The hen is. The simple subject is *hen*.
3. *Mother* comes after the linking verb and names the hen again. It is a predicate noun, so it goes on the baseline after a backslash.
4. The article *The* and the adjective *little* modify *hen*. Put them on slanted lines under *hen*, *The* first.
5. The article *a* and the adjective *good* modify *mother*. Put them on slanted lines under *mother*, *a* first.

Answer: Subject: hen; verb: is; predicate noun: mother; under hen: The, little; under mother: a, good



PRACTICE

DAY 2

1. EASY Write the two articles.

   > *A robin sang in the apple tree.*

2. EASY Which article belongs in the blank?

   > *Peter found ____ egg in the hay.*

   Choose: a · an

3. EASY What part of speech is the word *The* in this sentence?

   > *The calf drank warm milk.*

4. EASY Diagram the sentence.

   > *The old bell rang.*

DAY 3

5. EASY Fix the mistake with *a* or *an*.

   > *We saw a eagle above the river.*

6. MEDIUM Which article belongs in the blank?

   > *We waited ____ hour for Father.*

   Choose: a · an

7. MEDIUM Write the noun that the article *an* modifies.

   > *Abigail saw an old wagon.*

8. MEDIUM Diagram the sentence.

   > *A young deer was drinking.*

DAY 4

9. MEDIUM Fix the mistake with *a* or *an*.

   > *Henry is an useful helper.*

10. MEDIUM Which article belongs in each blank? Give one answer for each blank, in order.

    > *Ruth ate ____ egg and ____ muffin.*

    Choose: a · an

11. HARD Diagram the sentence.

    > *An honest answer is a good gift.*

12. HARD Write one sentence that uses all three articles: *a*, *an*, and *the*. Then tell why you chose *a* or *an* each time.

COMMON MISTAKES

- Watch for words that begin with a silent *h* or with a *u* that sounds like “you.” Say the word aloud and listen: *an hour*, *an honest boy*, *a uniform*, *a useful tool*.
- Watch for an adjective between the article and the noun. Choose *a* or *an* by the very next word: *an apple*, but *a red apple*.
- Watch for articles when you are asked to find adjectives. *A*, *an*, and *the* are adjectives too, so count them unless the problem says not to.

DAY 5

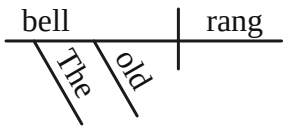
Copywork. Copy this sentence neatly, with every capital and mark.

> *Ye are the light of the world.* (Matthew 5:14, KJV)

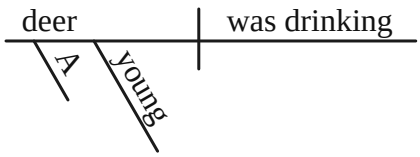
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 4.3

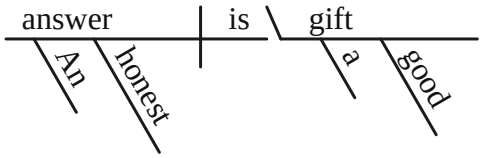
1. A, the
2. an (*egg* begins with a vowel sound)
3. adjective (*The* is an article, a special kind of adjective)
4. Subject: bell; verb: rang; under bell: The, old



5. We saw an eagle above the river. (*Eagle* begins with a vowel sound.)
6. an (the *h* in *hour* is silent, so *hour* begins with a vowel sound)
7. wagon
8. Subject: deer; verb: was drinking; under deer: A, young



9. Henry is a useful helper. (*Useful* begins with a “you” sound, a consonant sound.)
10. an, a (*egg* begins with a vowel sound; *muffin* begins with a consonant sound)
11. Subject: answer; verb: is; predicate noun: gift; under answer: An, honest; under gift: a, good



12. Answers will vary. Example: The boy gave an apple to a horse. I used an before apple because apple begins with a vowel sound, and a before horse because horse begins with a consonant sound.

UNIT 4 · LESSON 4.4 · LEVEL 1

Comparing with Adjectives

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use -er or more to compare two things and -est or most to compare three or more.
- Spell adjectives correctly when adding -er and -est.
- Use the special forms good, better, best; bad, worse, worst; and many or much, more, most.
- Diagram sentences that have comparing adjectives.

VIDEO

WATCH

Rules of Spelling for Comparative and Superlative Modifiers

The Learning Depot · 5:52

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=75UB-zLAz5M

BACKUP

Er Est Adjectives with Spelling Rules

McRuffy Press · 5:21

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=IzQz-9a-tTM

KEY TERMS

-er and more Use *-er* or *more* when you compare two things.

-est and most Use *-est* or *most* when you compare three or more things.

TEACHING

Adjectives can compare. Picture three apples on the table. One apple is big. Another is bigger than the first. The third is the biggest of all. The words *big*, *bigger*, and *biggest* all tell about size, and the last two compare.

Add *-er* to compare two things: “A horse is faster than a cow.” Add *-est* to compare three or more things: “That pine is the tallest tree on the hill.”

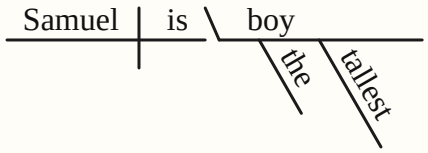
Why does the ending matter? It tells the reader how many things you are comparing. If you say, “Ruth is the taller girl,” the reader knows there are only two girls. If you say, “Ruth is the tallest girl,” the reader knows there are three or more.

Some words change their spelling when you add *-er* or *-est*. If the word ends in a silent *e*, add only *-r* or *-st*: *wide*, *wider*, *widest*. If the word ends in a consonant and *y*, change the *y* to *i*: *happy*, *happier*, *happiest*. If a short word ends in one vowel and one consonant, double the last letter: *big*, *bigger*, *biggest*; *red*, *redder*, *reddest*.

Longer adjectives sound clumsy with *-er* and *-est*. Nobody says “beautifuller.” Instead, use *more* to compare two and *most* to compare three or more: *more beautiful*, *most beautiful*; *more careful*, *most careful*. Use *-er* or *more*, but never both. Say “kinder,” not “more kinder.”

A few adjectives change into new words when they compare. Learn them by heart: *good*, *better*, *best*; *bad*, *worse*, *worst*; *many*, *more*, *most*; *much*, *more*, *most*. The Bible says, “He that is slow to anger is better than the mighty.” (Proverbs 16:32, KJV) A patient man is better than a strong one.

A comparing adjective is diagrammed just like any other adjective. Here is “Samuel is the tallest boy.” The article *the* and the adjective *tallest* go on slanted lines under the predicate noun *boy*.



Samuel is the tallest boy.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *Spot is the ____ of the two puppies.*

Choose: smaller · smallest

1. Count the things being compared. The sentence says *two puppies*.
2. To compare two things, use *-er*.
3. *Smaller* is the right word.

Answer: smaller (only two puppies are compared)

WORKED EXAMPLE 2

Which word correctly completes the sentence?

> *Of all the pies, Grandmother's pie was the ____.*

Choose: good · better · best

1. Count the things being compared. The words *all the pies* tell you there are more than two.
2. *Good* is one of the special adjectives: *good*, *better*, *best*.
3. *Better* compares two things, and *best* compares three or more.
4. *Best* is the right word.

Answer: best (many pies are compared)

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *An ox is ____ than a goat.*

   Choose: stronger · strongest

2. EASY Write the one adjective that compares.

   > *Lydia picked the reddest apple.*

3. EASY Which word is spelled correctly?

   > *Today is ____ than yesterday.*

   Choose: sunnier · sunnyer

4. EASY Diagram the sentence.

   > *Clara is the fastest runner.*

DAY 3

5. EASY Which word correctly completes the sentence?

   > *This mud puddle is ____ than that one.*

   Choose: worse · worst · badder

6. MEDIUM Is the comparing word used correctly? Answer correct or incorrect.

> *Of the two kittens, Mittens is the softest.*

7. MEDIUM Fix the comparing word.

> *Peter is the better speller in his whole class.*

8. MEDIUM Diagram the sentence.

> *This quilt is warmer.*

DAY 4

9. MEDIUM Which words correctly complete the sentence?

> *That oak is the ____ tree in the woods.*

Choose: more beautiful · most beautiful · beautifulest

10. MEDIUM Write the two adjectives that compare.

> *My older brother caught the biggest fish.*

11. HARD Diagram the sentence.

> *Grace's little sister is the youngest child.*

12. HARD Write two sentences about apples. In the first, compare two apples. In the second, compare three or more apples. Tell why you used each form.

COMMON MISTAKES

- Watch for *-est* used when only two things are compared. Count first: two things take *-er* or *more*; three or more take *-est* or *most*.
- Watch for *-er* and *more* used together, as in “more taller.” Use one or the other: *taller*, or *more beautiful*.
- Watch the spelling. Drop the silent *e* (*wider*), change *y* to *i* (*happier*), and double the last letter of short words like *big* (*bigger*).

DAY 5

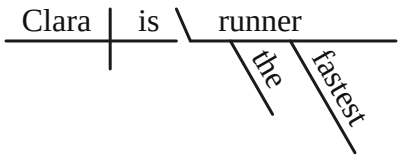
Copywork. Copy this sentence neatly, with every capital and mark.

> *Of all the seasons, I think spring is the loveliest.*

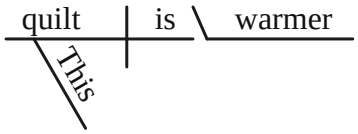
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 4.4

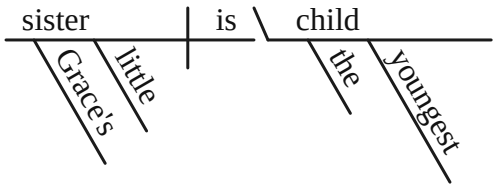
1. stronger (two animals are compared)
2. reddest
3. sunnier (change the *y* to *i* before adding *-er*)
4. Subject: Clara; verb: is; predicate noun: runner; under runner: the, fastest



5. worse (two puddles are compared; *bad*, *worse*, *worst*)
6. incorrect (only two kittens are compared, so it should be *softer*)
7. Peter is the best speller in his whole class. (A class has more than two children.)
8. Subject: quilt; verb: is; predicate adjective: warmer; under quilt: This



9. most beautiful (many trees are compared, and *beautiful* is a long word)
10. older, biggest
11. Subject: sister; verb: is; predicate noun: child; under sister: Grace's, little; under child: the, youngest



12. Answers will vary. Example: The green apple is sweeter than the red one. The yellow apple is the sweetest apple in the basket. I used sweeter for two apples and sweetest for all the apples in the basket.

Unit 4 Test

Take about 30 minutes. This is a closed-book test: do not look back at the lessons. Do the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, go back to the lesson named beside it, read it again with your parent, and redo a few of its practice items.

1. 4.1 Write the two pronouns.

   > *She brought us fresh milk.*

2. 4.1 Which pronoun can take the place of the words *The kittens*?

   > *The kittens chased a ball of yarn.*

   Choose: He · She · It · They

3. 4.2 Write the two adjectives.

   > *Four gray squirrels gathered acorns.*

4. 4.3 Which article belongs in the blank?

   > *Lydia read ____ interesting book.*

   Choose: a · an

5. 4.2 Which question does the adjective *blue* answer?

   > *Martha wore her blue bonnet.*

   Choose: what kind · which one · how many · whose

6. 4.4 Which word correctly completes the sentence?

   > *That is the ____ pumpkin in the field.*

   Choose: larger · largest

7. 4.1 Write the one pronoun in the sentence.

   > *Grandfather built a swing for us.*

8. 4.3 Fix the mistake with *a* or *an*.

   > *Pastor Hale told us a amazing story.*

9. 3.3 What job does the word *friendly* do in this sentence?

> *Our new neighbor seems friendly.*

10. 4.4 Which word correctly completes the sentence?

> *Anna's cake was the ____ of the two cakes.*

Choose: good · better · best

11. 4.3 Diagram the sentence.

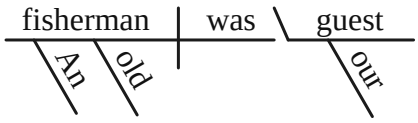
> *An old fisherman was our guest.*

12. 4.4 Diagram the sentence.

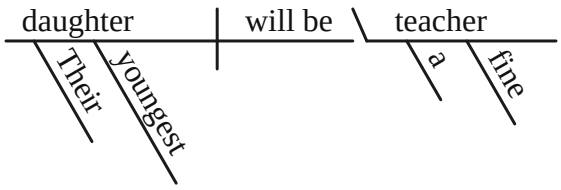
> *Their youngest daughter will be a fine teacher.*

ANSWERS: UNIT 4 TEST

1. She, us
2. They (*kittens* means more than one)
3. Four, gray
4. an (*interesting* begins with a vowel sound)
5. what kind
6. largest (all the pumpkins in the field are compared)
7. us
8. Pastor Hale told us an amazing story. (*Amazing* begins with a vowel sound.)
9. predicate adjective (it follows the linking verb *seems* and describes the subject, *neighbor*)
10. better (only two cakes are compared)
11. Subject: fisherman; verb: was; predicate noun: guest; under fisherman: An, old; under guest: our



12. Subject: daughter; verb: will be; predicate noun: teacher; under daughter: Their, youngest; under teacher: a, fine



UNITS 1–4 · 3 DAYS, ABOUT 30 MINUTES A DAY

Level 1, Year A Review

Do ten items each day: items 1–10 on day 1, items 11–20 on day 2, and items 21–30 on day 3. Close the book and work from what you remember. Draw each diagram on paper with a ruler. When you finish, check your work with your teacher. If you miss an item, look at the lesson number in “topic” and read that lesson again together, then try the item once more. This is a review, not a test: it helps you see how much you have learned this year and what to practice before next year.

Day 1

1. 1.1 Is this group of words a sentence?

   > *A muddy path through the meadow*

   Choose: yes · no

2. 1.2 What kind of sentence is this?

   > *Please close the barn door before dark.*

3. 1.2 This sentence asks a question. Fix the end mark.

   > *Did Grandfather milk the cow.*

4. 1.3 Write the complete subject.

   > *The little brown hen laid an egg.*

5. 1.4 Diagram the sentence.

   > *Thunder rumbled.*

6. 2.1 Write the two proper nouns.

   > *Lydia and Thomas walked to church.*

7. 2.2 Which plural correctly completes the sentence?

   > *The baker put six ____ on the shelf.*

   Choose: loafs · loaves

8. 3.1 Write the action verb.

   > *Mary prays before every meal.*

9. 3.3 Is the word “tree” a predicate noun or a predicate adjective?

> *The old oak is the tallest tree in the woods.*

10. 4.2 Write the two adjectives that tell what kind.

> *Tall green corn grew in the field.*

Day 2

11. 1.1 This telling sentence needs a capital letter and an end mark. Write it correctly.

> *my brother milked the cow*

12. 2.2 Which plural correctly completes the sentence?

> *Mother packed three ____ for lunch.*

Choose: sandwichs · sandwiches

13. 1.4 Diagram the simple subject and verb only.

> *The kitten slept on the porch.*

14. 2.3 Which plural correctly completes the sentence?

> *The farmer hitched two ____ to the cart.*

Choose: oxes · oxen · oxs

15. 2.4 Add the missing apostrophe.

> *The childrens coats hung by the door.*

16. 3.2 Write the helping verb and the main verb together, just as they appear in the sentence.

> *Henry will help his father tomorrow.*

17. 3.3 Diagram the sentence.

> *Our cow is a gentle animal.*

18. 3.4 Is the verb past, present or future?

> *The children gathered blackberries for the pie.*

19. 4.1 Write the two pronouns.

> *They met him at the station.*

20. 4.3 Which article correctly completes the sentence?

> *Father waited ____ hour for the train.*

Choose: a · an

Day 3

21. 1.2 What kind of sentence is this?

> *What a beautiful sunset that is!*

22. 2.1 Fix the capital letters.

> *samuel and ruth live in texas.*

23. 2.4 Which word correctly completes the sentence? (The bridles belong to two horses.)

> *The two ____ bridles hung in the barn.*

Choose: horse's · horses' · horses

24. 3.2 Diagram the sentence.

> *The robins have been singing.*

25. 3.3 Diagram the sentence.

> *The warm soup smells delicious.*

26. 3.4 Which verb correctly completes the sentence?

> *Yesterday Peter ____ the eggs to the kitchen.*

Choose: carryed · carried · carries

27. 4.2 Diagram the sentence.

> *Ruth's new puppy is playful.*

28. 4.4 Which word correctly completes the sentence?

> *Mother's bread is ____ than the bread from the store.*

Choose: gooder · better · best

29. 4.1 Which pronoun correctly completes the sentence?

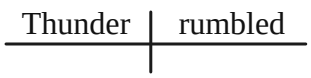
> *The old clock stopped because ____ needed winding.*

Choose: he · she · it

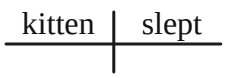
30. 4.4 Write a sentence that compares three or more things. Use an adjective that ends in *-est*.

ANSWERS: LEVEL 1, YEAR A REVIEW

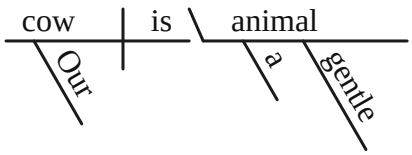
1. no (it tells about a path, but it does not say what the path does or is, so it is not a complete thought)
2. imperative (it makes a request)
3. Did Grandfather milk the cow? (an asking sentence ends with a question mark)
4. The little brown hen
5. Subject: Thunder; verb: rumbled



6. Lydia, Thomas (they name particular people)
7. loaves (*loaf* changes *f* to *v* and adds *-es*)
8. prays (an action you cannot see)
9. predicate noun (*tree* is a noun after the linking verb *is*, and it renames *oak*)
10. Tall, green (they tell what kind of corn)
11. My brother milked the cow.
12. sandwiches (add *-es* after *ch*)
13. Subject: kitten; verb: slept

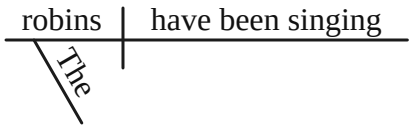


14. oxen (a plural that comes from Old English)
15. The children's coats hung by the door. (*children* does not end in *s*, so add *'s*)
16. will help
17. Subject: cow; verb: is; predicate noun: animal; adjectives: Our (under cow), a and gentle (under animal)

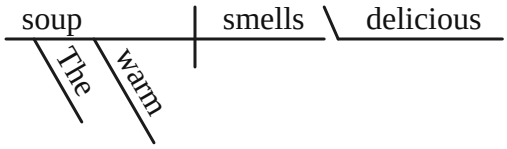


18. past (*gathered* ends in *-ed* and tells what already happened)
19. They, him
20. an (the *h* in *hour* is silent, so *hour* begins with a vowel sound)
21. exclamatory (it shows strong feeling)
22. Samuel and Ruth live in Texas. (the first word and the proper nouns need capitals)
23. horses' (a plural that ends in *s* takes only an apostrophe)

24. Subject: robins; verb: have been singing; adjective: The

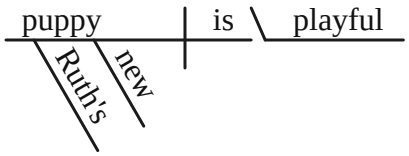


25. Subject: soup; linking verb: smells; predicate adjective: delicious; adjectives: The, warm



26. carried (*yesterday* means past; change *y* to *i* and add *-ed*)

27. Subject: puppy; linking verb: is; predicate adjective: playful; adjectives: Ruth's, new



28. better (two kinds of bread are compared: *good*, *better*, *best*)

29. it (the clock is a thing)

30. Answers will vary. Example: Of all the pumpkins in the garden, this one is the biggest. (*-est* is used because more than two things are compared.)

Level 1, Year B (Grade 4): Units 5–8

LEVEL 1 · LEVEL 1, YEAR B, WEEKS 1–8

Unit 5. Adverbs and Objects

In this unit you will meet two new jobs that words do in a sentence. Adverbs tell more about the verb: how, when, where, how often and to what extent. Direct objects receive the action of the verb and answer the question “whom?” or “what?” You will also learn which pronouns to use as subjects and which to use as objects, and you will learn the past forms of common irregular verbs.

This unit builds on what you already know about subjects, verbs, helping verbs, linking verbs, pronouns and adjectives. Your diagrams will grow too: adverbs go on slanted lines under the verb, and direct objects go on the baseline after the verb. These skills will help you speak and write clearly, so that your reader knows exactly who did what, and how.

BEFORE THIS UNIT

- Find the subject and the verb of a sentence, including helping verbs.
- Tell an action verb from a linking verb, and find a predicate noun or predicate adjective.
- Name the personal pronouns and find adjectives and articles.
- Diagram a subject, verb, adjectives, articles, predicate nouns and predicate adjectives.

MASTERY CHECKLIST

☐ I can find adverbs that tell how, when, where, how often and to what extent.
☐ I can tell an adverb from an adjective by asking what word it tells about.
☐ I can find a direct object by asking “whom?” or “what?” after the verb.
☐ I can tell a direct object from a predicate noun.
☐ I can use I, he, she, we, and they as subjects, and me, him, her, us, and them as direct objects.
☐ I can choose the right pronoun in a pair by trying each part alone, and I put myself last.
☐ I can use the right forms of common irregular verbs, with and without has, have and had.
☐ I can diagram adverbs and direct objects.

UNIT 5 · LESSON 5.1 · LEVEL 1

Adverbs

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find adverbs that tell how, when, where, how often or to what extent.
- Recognize not and never as adverbs.
- Tell an adverb from an adjective by asking what word it tells about.
- Diagram an adverb on a slanted line under the verb.

VIDEO

WATCH

Learn the adverb questions!

GrammarRevolution · 3:12

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=2rkdTWe-6cY

BACKUP

Adverbs Modifying Verbs | Grammar Lesson 🏃‍♂️💨

GrammarFlip · 2:27

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=kbMnYwZ9k9c

KEY TERMS

adverb An adverb is a word that modifies a verb; it tells how, when, where, how often or to what extent.

TEACHING

You already know that an adjective modifies a noun. It tells more about a person, place, or thing. Now you will meet a helper word that tells more about a verb. It is called an **adverb**. Listen to this sentence: *Samuel walked*. Now listen to this one: *Samuel walked slowly*. The word *slowly* tells how Samuel walked. It is an adverb.

An adverb answers a question about the verb. It may tell how (*slowly*, *gladly*, *carefully*), when (*today*, *soon*, *early*, *yesterday*), where (*here*, *outside*, *upstairs*, *home*), how often (*always*, *often*, *daily*, *sometimes*) or to what extent (*almost*, *nearly*). Look at this sentence: *The children played outside yesterday*. Played where? *Outside*. Played when? *Yesterday*. Both words are adverbs.

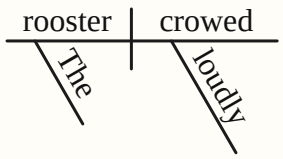
Many adverbs end in *-ly*. You can make them from adjectives: *soft* becomes *softly*, and *glad* becomes *gladly*. But be careful. Some adverbs do not end in *-ly*, such as *soon*, *here* and *fast*. And some *-ly* words are adjectives, such as *lovely* and *friendly*. In the sentence *The friendly dog wagged its tail*, *friendly* tells about the dog, a noun, so it is an adjective. Always ask: What word does it tell about? If it tells about the verb, it is an adverb.

The words *not* and *never* are adverbs too. They tell us that the action does not happen. *The baby did not cry*. *The hens never fly far*. When you see the short ending *n't*, as in *didn't*, it is a short way of writing *not*. Here is a sentence from the Bible with the adverb *not*: “I shall not want.” (Psalms 23:1, KJV) (Psalms 23:1) It means that God's people will not lack what they need.

Adverbs can often move around in a sentence. *Soon the bell rang*. *The bell rang soon*. Both sentences are right, and *soon* still tells when the bell rang. An adjective usually sits right next to its noun or comes after a linking verb, but an adverb may sit before the verb, after it, or at the very beginning of the sentence. So find the verb first, and then ask how, when, where, how often or to what extent.

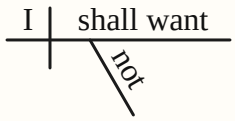
Why do we need adverbs? They help your reader see exactly how the action happened. *The lamb ran* is a fine sentence. *The lamb ran away quickly* paints a clearer picture.

In a diagram, an adverb goes on a slanted line under the verb, just as an adjective goes on a slanted line under its noun. Here is *The rooster crowed loudly*.



The rooster crowed loudly.

The adverbs *not* and *never* go on slanted lines under the verb too. They do not go on the baseline. The helping verb and the main verb stay together on the verb line. Here is the line from Psalm 23.



I shall not want.

Latin link. The word *adverb* comes from the Latin *ad*, “to,” and *verbum*, “word” or “verb.” An adverb is a word added to a verb to tell more about it.

WORKED EXAMPLE 1

What part of speech is the word “gently” in this sentence?

> *Lydia gently held the kitten.*

1. Find the verb. What did Lydia do? *She held*. The verb is *held*.
2. Ask what the word “gently” tells about. It tells how Lydia held the kitten.
3. A word that tells how about a verb is an adverb.

Answer: adverb (it tells how Lydia held the kitten)

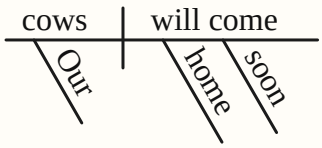
WORKED EXAMPLE 2

Diagram the sentence.

> *Our cows will come home soon.*

1. Find the verb. The helping verb *will* and the main verb *come* belong together: *will come*.
2. Find the subject. Who will come? *The cows will come*. The simple subject is *cows*.
3. Put *cows* and *will come* on the baseline with the divider between them.
4. *Our* tells whose cows. It goes on a slanted line under *cows*.
5. Will come where? *Home*. Will come when? *Soon*. Both are adverbs, so each goes on its own slanted line under *will come*.

Answer: Subject: cows; verb: will come; adjective: Our; adverbs: home, soon



PRACTICE

DAY 2

1. EASY Write the adverb.

> *The bells rang loudly.*

2. EASY Which question does the adverb “yesterday” answer?

> *Grandfather mowed the hay yesterday.*

Choose: how · when · where · how often

3. EASY Diagram the sentence.

> *The horses ran swiftly.*

4. EASY What part of speech is the word “never” in this sentence?

> *The baby never cries in church.*

DAY 3

5. EASY Write the two adverbs.

> *Peter always wakes early.*

6. MEDIUM Which word correctly completes the sentence?

> *The choir sang ____.*

Choose: sweet · sweetly

7. MEDIUM Diagram the sentence.

> *The farmer did not plow today.*

8. MEDIUM What part of speech is the word “lovely” in this sentence?

> *Ruth picked a lovely rose.*

DAY 4

9. MEDIUM Write the three adverbs in the order they come in the sentence.

> *Tomorrow the children will gladly play outside.*

10. MEDIUM Which question does the adverb “upstairs” answer?

> *Mary carried the basket upstairs.*

Choose: how · when · where · how often

11. HARD Diagram the sentence.

> *Soon the gray kitten will be sleeping peacefully.*

12. HARD Write a sentence about your morning chores. Use one adverb that tells how and one adverb that tells when. Then name both adverbs.

COMMON MISTAKES

- Watch for *-ly* words that are really adjectives, such as *lovely*, *friendly*, and *lonely*. Ask what word the *-ly* word tells about: if it tells about a noun, it is an adjective; if it tells about a verb, it is an adverb.
- Watch for *not* and *never*. They are adverbs, not part of the verb. In a diagram, put them on slanted lines under the verb, and keep only the helping verb and main verb on the baseline.
- Watch for an adjective used where an adverb belongs, as in "The choir sang sweet." When the word tells how the action is done, use the adverb: *The choir sang sweetly*.

DAY 5

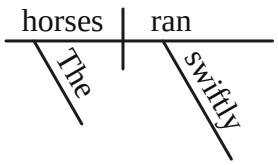
Copywork. Copy this sentence neatly, with every capital and mark.

> *The LORD is my shepherd; I shall not want.* (Psalms 23:1, KJV)

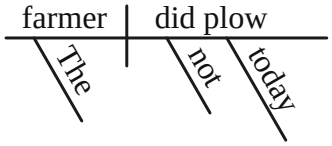
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 5.1

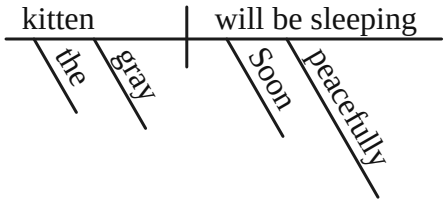
1. loudly (it tells how the bells rang)
2. when
3. Subject: horses; verb: ran; article: The; adverb: swiftly



4. adverb (it tells about the verb *cries*)
5. always, early
6. sweetly (an adverb tells how the choir sang)
7. Subject: farmer; verb: did plow; article: The; adverbs: not, today



8. adjective (it tells what kind of rose; *rose* is a noun)
9. Tomorrow, gladly, outside
10. where
11. Subject: kitten; verb: will be sleeping; article: the; adjective: gray; adverbs: Soon, peacefully



12. Answers will vary. Example: Today I quickly fed the chickens. Quickly tells how I fed them, and today tells when.

UNIT 5 · LESSON 5.2 · LEVEL 1

Direct Objects

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the direct object by asking “whom?” or “what?” after an action verb.
- Tell a direct object from a predicate noun after a linking verb.
- Diagram a direct object after the verb on the baseline.

VIDEO

WATCH

What is a direct object? (+ Sentence Diagramming)

GrammarRevolution · 4:23

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=FPeW2iu2r30

BACKUP

Direct Objects | Sentence Structure & Grammar Lesson 🎯🎬

GrammarFlip · 1:28

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=HAbgwdvSyYw

KEY TERMS

direct object A direct object is a noun or pronoun that receives the action of the verb.

TEACHING

Some action verbs do their action to something or someone. Listen: *Henry kicked*. Kicked what? We want to know! *Henry kicked the ball*. Now we know what Henry kicked. The ball receives the action. It is the thing that got kicked. A word that receives the action of the verb is called the **direct object**.

Here is how to find a direct object. First find the verb. Then say the subject and the verb, and ask “whom?” or “what?” *Mother baked bread*. Mother baked what? *Bread*. *Bread* is the direct object. *Ruth hugged Grandmother*. Ruth hugged whom? *Grandmother*. *Grandmother* is the direct object. Ask “whom?” for people and “what?” for things.

Not every action verb has a direct object. *The birds sang sweetly*. The birds sang what? Nothing in the sentence answers. *Sweetly* tells how they sang, so it is an adverb, not a direct object. A direct object is always a noun or a

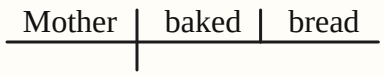
pronoun. It is never an adverb.

Linking verbs do not take direct objects. Look at these two sentences. *Samuel is a farmer*. *Samuel feeds the pigs*. In the first sentence, *is* is a linking verb, and *farmer* renames Samuel. Samuel and the farmer are the same person, so *farmer* is a predicate noun. In the second sentence, *feeds* is an action verb, and the pigs receive the action. Samuel and the pigs are not the same, so *pigs* is a direct object.

Why does the direct object matter? It finishes the meaning of many verbs. If you hear *Caleb fixed*, you wait to learn what he fixed. The direct object answers the question so the reader is not left wondering.

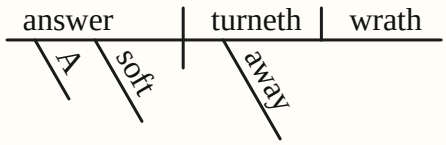
Here is a wise saying from Proverbs: “A soft answer turneth away wrath.” (Proverbs 15:1, KJV) (Proverbs 15:1) *Turneth* is the old way of saying *turns*. A soft answer turns away what? *Wrath*. *Wrath* means great anger, and it is the direct object. *Away* tells where, so it is an adverb.

In a diagram, the direct object goes on the baseline after the verb. Between the verb and the direct object, draw a short line that stands straight up on the baseline but does not cross it. Remember: the line between the subject and the verb crosses the baseline; the line before a direct object only stands on top of it. Here is *Mother baked bread*.



Mother baked bread.

The direct object's own adjectives go on slanted lines under it, and adverbs still go under the verb. Here is the line from Proverbs.



A soft answer turneth away wrath.

Latin link. The word *object* comes from the Latin *obiectum*, “a thing thrown before.” A direct object is the thing the action is aimed at.

WORKED EXAMPLE 1

Write the direct object.

> *Abigail fed the hungry calves.*

1. Find the verb. What did Abigail do? *She fed*. The verb is *fed*.
2. Say the subject and the verb, and ask "what?": Abigail fed what? *The hungry calves*.
3. The noun that receives the action is *calves*. *The* and *hungry* are adjectives that tell about it.

Answer: calves

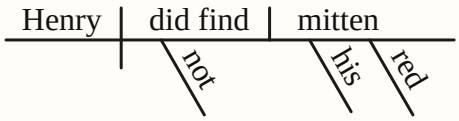
WORKED EXAMPLE 2

Diagram the sentence.

> *Henry did not find his red mitten.*

1. Find the verb: *did find*. The word *not* is an adverb, so it is not part of the verb.
2. Find the subject. Who did not find? *Henry*.
3. Ask "what?": Henry did find what? *His mitten*. *Mitten* is the direct object.
4. Put *Henry*, *did find* and *mitten* on the baseline. The line between *Henry* and *did find* crosses the baseline; the line between *did find* and *mitten* stands on top of it.
5. Put *not* on a slanted line under *did find*. Put *his* and *red* on slanted lines under *mitten*.

Answer: Subject: Henry; verb: did find; adverb: not; direct object: mitten; adjectives: his, red



PRACTICE

DAY 2

1. EASY Write the direct object.

> *Thomas painted the fence.*

2. EASY Does this sentence have a direct object? Answer yes or no.

   > *The baby slept peacefully.*

3. EASY Diagram the sentence.

   > *Grace planted seeds.*

4. EASY Write the direct object.

   > *Pastor Hale read a psalm.*

DAY 3

5. EASY What job does the word “eggs” do in this sentence?

   > *Martha gathered the eggs.*

6. MEDIUM What job does the word “baker” do in this sentence?

   > *Uncle James is a baker.*

7. MEDIUM Diagram the sentence.

   > *The farmer will sell his fat pigs.*

8. MEDIUM Write the direct object.

   > *Did Caleb milk the goat?*

DAY 4

9. MEDIUM Which word is the direct object?

   > *Every morning Lydia brushes the pony gently.*

   Choose: morning · Lydia · pony · gently

10. MEDIUM Does this sentence have a direct object? Answer yes or no.

    > *The bread smells wonderful.*

11. HARD Diagram the sentence.

    > *Did Henry carry the heavy bucket?*

12. HARD Write two sentences about your family. In the first, use an action verb with a direct object. In the second, use a linking verb with a predicate noun. Name the direct object and the predicate noun.

COMMON MISTAKES

- Watch for adverbs that come right after the verb, as in “The pony ran fast.” A direct object is always a noun or pronoun that answers whom? or what? *Fast* tells how, so it is an adverb.
- Watch for linking verbs such as *is*, *was* and *seems*. A noun after a linking verb renames the subject, so it is a predicate noun, not a direct object. Draw the backslash line before it, not the straight line.
- Watch the little line before a direct object in your diagram. It stands on top of the baseline and does not cross it.

DAY 5

Copywork. Copy this sentence neatly, with every capital and mark.

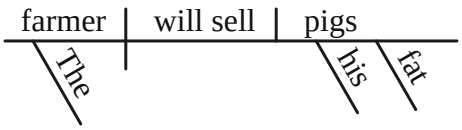
> *A soft answer turneth away wrath: but grievous words stir up anger.* (Proverbs 15:1, KJV)

Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 5.2

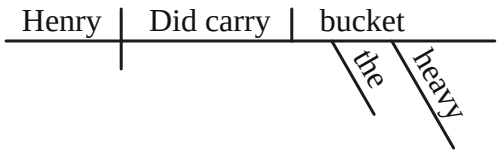
1. fence (Thomas painted what? *The fence*.)
2. no (nothing answers “slept what?”; *peacefully* is an adverb)
3. Subject: Grace; verb: planted; direct object: seeds

4. psalm (Pastor Hale read what? *A psalm*.)
5. direct object (Martha gathered what? *The eggs*.)
6. predicate noun (*is* is a linking verb, and *baker* renames Uncle James)
7. Subject: farmer; verb: will sell; article: The; direct object: pigs; adjectives: his, fat



8. goat (Caleb did milk what? *The goat*.)
9. pony (Lydia brushes what? *The pony*.)

10. no (*smells* is a linking verb here, and *wonderful* is a predicate adjective)
11. Subject: Henry; verb: Did carry; direct object: bucket; adjectives: the, heavy



12. Answers will vary. Example: My sister feeds the chickens. My father is a carpenter. Chickens is the direct object because it receives the action of feeds; carpenter is the predicate noun because it renames father.

UNIT 5 · LESSON 5.3 · LEVEL 1

Subject and Object Pronouns

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use the subject pronouns I, he, she, we, and they as subjects and as predicate nouns.
- Use the object pronouns me, him, her, us, and them as direct objects.
- Choose the right pronoun in a pair by trying each part alone.
- Put yourself last when you name yourself with others.

VIDEO

WATCH

To me? To I? Which is correct? Learn about subject and object pronouns here!

GrammarRevolution · 3:38

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=_z2vLa3ciDw

BACKUP

Pronoun Case Song | Subjective vs Objective Pronouns Lesson Video

GrammarFlip · 2:16

When to watch: Any day this week, as a memory song.

https://www.youtube.com/watch?v=CNH4386MzKg

> **Note:** Grammar Revolution says subject and object pronouns, as this book does. The GrammarFlip song says subjective and objective; those mean the same thing.

KEY TERMS

subject pronoun A subject pronoun (*I*, *he*, *she*, *we*, *they*) is used as the subject of a sentence or as a predicate noun.

object pronoun An object pronoun (*me*, *him*, *her*, *us*, *them*) is used as a direct object.

TEACHING

You know that a pronoun takes the place of a noun. Some pronouns change their form when they do a different job in the sentence. Listen: *He fed the dog. The dog licked him.* The same boy is named in both sentences, but in the first he is

the subject, and in the second he is the direct object. So we use *he* in one and *him* in the other.

The **subject pronouns** are *I*, *he*, *she*, *we*, and *they*. Use them as the subject of a sentence: *I sang*. *She baked a pie*. *They planted corn*. The **object pronouns** are *me*, *him*, *her*, *us*, and *them*. Use them as direct objects: *Grandfather called me*. *Mother thanked her*. *The goat followed them*. Two pronouns, *you* and *it*, stay the same in both places: *You saw it*. *It saw you*.

Here is a verse that uses both kinds: “We love him, because he first loved us.” (1 John 4:19, KJV) (1 John 4:19) *We* and *he* are subjects. *Him* and *us* are direct objects. The verse teaches that God loved us first.

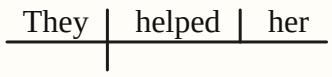
A predicate noun renames the subject after a linking verb, so it takes a subject pronoun too. In careful English we say *It is I*, and *The girl at the gate was she*. Many people say “It's me” when they talk, but in good writing use *It is I*.

The hardest time to choose is when a pronoun is paired with a noun. Try each part alone. Is it *Ruth and I picked berries*, or *Ruth and me picked berries*? Try it: *Ruth picked berries*. *I picked berries*. No one says “Me picked berries,” so the answer is *Ruth and I*. Now try *Mother called Henry and I*, or *Henry and me*. *Mother called me* sounds right, so the answer is *Mother called Henry and me*.

Object pronouns also come after small words such as *for*, *with*, and *to*: *Grandmother made a quilt for Henry and me*. Try it alone: *for me*. You will learn the name for these small words in the next unit.

When you name yourself with others, put yourself last: *Peter and I*, not *I and Peter*; *the Millers and me*, not *me and the Millers*. This is good manners. We let others go first.

In a diagram, pronouns go in the same places as nouns. A subject pronoun goes before the divider that crosses the baseline, and an object pronoun goes after the short line that stands on the baseline. Here is *They helped her*.



They helped her.

WORKED EXAMPLE 1

Which pronoun correctly completes the sentence?

> *Clara and ____ washed the windows.*

Choose: I · me

1. The pronoun is part of the subject, because Clara and the other person did the washing.
2. Try the pronoun alone: *I washed the windows*. *Me washed the windows*.
3. Only *I washed the windows* sounds right, so use the subject pronoun *I*.

Answer: I (it is part of the subject: *I washed the windows*)

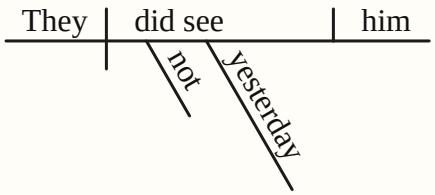
WORKED EXAMPLE 2

Diagram the sentence.

> *They did not see him yesterday.*

1. Find the verb: *did see*. *Not* is an adverb, so it is not part of the verb.
2. Find the subject. Who did not see? *They*. *They* is a subject pronoun.
3. Ask “whom?”: They did see whom? *Him*. *Him* is an object pronoun, used here as the direct object.
4. Put *They*, *did see* and *him* on the baseline, with the short standing line before *him*.
5. Did see when? *Yesterday*. Put *not* and *yesterday* on slanted lines under *did see*.

Answer: Subject: They; verb: did see; adverbs: not, yesterday; direct object: him



PRACTICE

DAY 2

1. EASY Which pronoun correctly completes the sentence?

   > ____ *found a bird's nest.*

   Choose: We · Us

2. EASY Write the object pronoun.

   > *Grandmother hugged them.*

3. EASY What job does the pronoun “her” do in this sentence?

   > *The puppy followed her.*

4. EASY Diagram the sentence.

   > *She thanked him warmly.*

DAY 3

5. EASY Which pronoun correctly completes the sentence?

   > *Mother woke Peter and ____.*

   Choose: I · me

6. MEDIUM Fix the pronoun error. Change only the wrong pronoun.

   > *Him and Thomas stacked the wood.*

7. MEDIUM Which pronoun correctly completes the sentence?

   > *It was ____ at the door.*

   Choose: he · him

8. MEDIUM Diagram the sentence.

   > *They will visit us soon.*

DAY 4

9. MEDIUM Fix the pronoun error, and put yourself last.

   > *Me and Anna fed the ducks.*

10. MEDIUM Which pronoun correctly completes the sentence?

    > *Grandfather carved a whistle for Caleb and ____.*

    Choose: I · me

11. HARD Diagram the sentence.

    > *Did Mother finally find them?*

12. HARD Write a sentence in which someone in your family and you do a chore together. Use the right pronoun for yourself and put yourself last. Then explain why your pronoun is right.

COMMON MISTAKES

- Watch for pairs like “Me and Henry went to the barn.” Try each part alone: *Henry went*, *I went*. Then write *Henry and I went to the barn*.
- Watch for “for Henry and I” or “with Ruth and I.” Try it alone: *for me*, *with me*. Use the object pronoun *me*.
- Watch where you put yourself. Name the other person first and yourself last: *Clara and I*, *Father and me*.

DAY 5

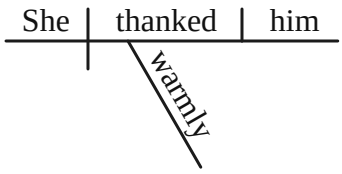
Copywork. Copy this sentence neatly, with every capital and mark.

> *We love him, because he first loved us.* (1 John 4:19, KJV)

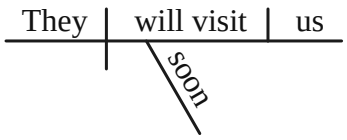
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 5.3

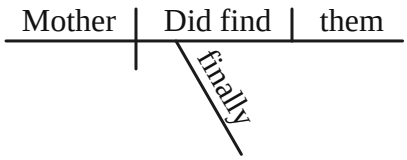
1. We (the subject takes a subject pronoun)
2. them
3. direct object (the puppy followed whom? *Her*.)
4. Subject: She; verb: thanked; adverb: warmly; direct object: him



5. me (try it alone: *Mother woke me*)
6. He and Thomas stacked the wood. (try it alone: *He stacked the wood*)
7. he (after the linking verb *was*, use a subject pronoun)
8. Subject: They; verb: will visit; adverb: soon; direct object: us



9. Anna and I fed the ducks. (*I* is part of the subject, and you name yourself last)
10. me (try it alone: *for me*)
11. Subject: Mother; verb: Did find; adverb: finally; direct object: them



12. Answers will vary. Example: Samuel and I swept the porch. I is right because it is part of the subject; try it alone: I swept the porch.

UNIT 5 · LESSON 5.4 · LEVEL 1

Irregular Verbs

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Write the past form of common irregular verbs.
- Use the right form of an irregular verb after has, have and had.
- Correct mistakes such as brang, had went and I seen.

VIDEO

WATCH

Irregular Past Tense and Past Participle (free PDF)

The Learning Depot · 3:56

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=Wq3YltvRLzE

BACKUP

Irregular Past Tense Verbs Grammar Practice

Tiny Teaching Tube · 8:17

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=oJZdkhclusQ

KEY TERMS

regular verb A regular verb makes its past form by adding *-d* or *-ed*.

irregular verb An irregular verb makes its past form in some other way, so we learn it by heart.

TEACHING

You learned that most verbs show the past by adding *-ed*: *walk*, *walked*; *bake*, *baked*; *carry*, *carried*. These are called **regular verbs**. But some verbs do not follow that rule. Nobody says “Yesterday we goed to church.” We say *Yesterday we went to church*. Verbs like *go* are called **irregular verbs**. They make their past form in some other way.

Why are some verbs irregular? Many of them are among the oldest and most-used words in English. They kept their old forms from long ago, when English was spoken differently. Because they are so old and so common, we learn them by heart, the way you learn a verse.

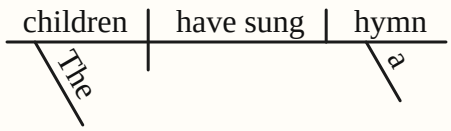
Here are twelve irregular verbs to learn, each with its past form: *go*, *went*; *see*, *saw*; *come*, *came*; *run*, *ran*; *eat*, *ate*; *give*, *gave*; *take*, *took*; *write*, *wrote*; *sing*, *sang*; *bring*, *brought*; *think*, *thought*; *catch*, *caught*. Say them aloud until they sound right to your ear.

Many irregular verbs have one more form. It is the form we use after the helping verbs *has*, *have* and *had*. Learn these too: *has gone*, *have seen*, *had come*, *has run*, *have eaten*, *had given*, *has taken*, *have written*, *had sung*, *has brought*. For *think* and *catch*, the helper form is the same as the past: *has thought*, *had caught*.

Keep the two forms in their places. The past form stands alone: *I saw the deer*. The helper form needs *has*, *have* or *had*: *I have seen the deer*. So never write “I seen” or “had went.” Write *I saw*, or *I have seen*; write *had gone*. And the past of *bring* is *brought*, never “brang” or “brung.”

The Bible has an irregular verb in its shortest verse: “Jesus wept.” (John 11:35, KJV) (John 11:35) *Wept* is the past form of *weep*. We do not say *weeped*.

In a diagram, the helping verb and the main verb stay together on the verb line, just as you learned before. Here is *The children have sung a hymn*.



The children have sung a hymn.

WORKED EXAMPLE 1

Which verb correctly completes the sentence?

> *Yesterday Anna ____ a letter to Grandmother.*

Choose: wrote · written

1. Look for a helping verb before the blank. There is none.
2. With no helping verb, use the past form of *write*, which is *wrote*.
3. *Written* needs *has*, *have* or *had* in front of it.

Answer: wrote (there is no helping verb, so use the past form)

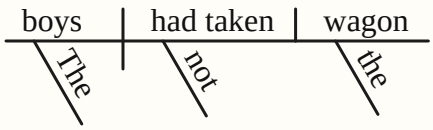
WORKED EXAMPLE 2

Diagram the sentence.

> *The boys had not taken the wagon.*

1. Find the verb. The helping verb *had* goes with *taken*, the helper form of *take*: *had taken*.
2. *Not* is an adverb, so it goes on a slanted line under the verb.
3. Find the subject. Who had not taken? *The boys*.
4. Ask "what?": The boys had taken what? *The wagon*. *Wagon* is the direct object.
5. Put *boys*, *had taken* and *wagon* on the baseline, and put each *The* or *the* on a slanted line under its noun.

Answer: Subject: boys; verb: had taken; adverb: not; direct object: wagon; articles: The, the



PRACTICE

DAY 2

1. EASY Which verb correctly completes the sentence?

   > *Last night we ____ a robin.*

   Choose: saw · seen

2. EASY Write the verb. It is the past form of an irregular verb.

   > *Martha thought about her garden.*

3. EASY Diagram the sentence.

   > *Grandfather brought apples.*

4. EASY Which verb correctly completes the sentence?

   > *Mother has ____ the bread out of the oven.*

   Choose: took · taken

DAY 3

5. EASY Fix the wrong past form of the verb.

   > *Caleb brang his Bible.*

6. MEDIUM Which verb correctly completes the sentence?

   > *The cows have ____ into the barn.*

   Choose: came · come

7. MEDIUM Diagram the sentence.

   > *Lydia has written a poem.*

8. MEDIUM Fix the wrong verb form. Keep the helping verb.

   > *Samuel had went home.*

DAY 4

9. MEDIUM Which verb correctly completes the sentence?

   > *Yesterday Thomas ____ three fish.*

   Choose: catched · caught · catch

10. MEDIUM Fix the verb. Use the past form with no helping verb.

    > *I seen a deer in the woods.*

11. HARD Diagram the sentence.

    > *Have the children eaten their breakfast?*

12. HARD Write two sentences about a trip your family took. Use *went* in the first sentence and *had gone* in the second. Explain why each form is right.

COMMON MISTAKES

- Watch for made-up past forms such as *brang*, *catched* and *thinked*. Say the list aloud each day until *brought*, *caught*, and *thought* sound right.
- Watch for a helper form used alone, as in “I seen” or “He done.” Either use the past form (*I saw*) or add a helping verb (*I have seen*).
- Watch for a past form used after *has*, *have*, or *had*, as in “had went” or “have ate.” After a helping verb, use the helper form: *had gone*, *have eaten*.

DAY 5

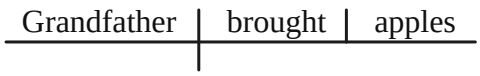
Copywork. Copy this sentence neatly, with every capital and mark.

> *On Sunday we went to church and sang a joyful hymn.*

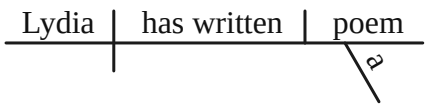
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 5.4

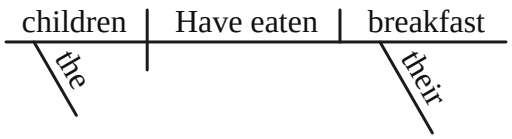
1. saw (there is no helping verb)
2. thought (the past form of *think*)
3. Subject: Grandfather; verb: brought; direct object: apples



4. taken (after *has*, use the helper form)
5. Caleb brought his Bible.
6. come (after *have*, use the helper form)
7. Subject: Lydia; verb: has written; direct object: poem; article: a



8. Samuel had gone home. (after *had*, use *gone*)
9. caught (the past form of *catch*)
10. I saw a deer in the woods.
11. Subject: children; verb: Have eaten; article: the; direct object: breakfast; adjective: their



12. Answers will vary. Example: We went to Grandmother's farm. By noon we had gone ten miles. Went stands alone because it is the past form; gone needs the helping verb had.

Unit 5 Test

Take about 30 minutes. Close your book and work on your own. Draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, go back and reteach the lesson named beside it, then try a few of that lesson's practice items again.

1. 5.1 Write the adverb.

   > *The wind blew gently.*

2. 5.1 Which question does the adverb “tomorrow” answer?

   > *Aunt Mary will arrive tomorrow.*

   Choose: how · when · where · how often

3. 5.1 What part of speech is the word “never” in this sentence?

   > *Our goat never stays inside.*

4. 5.2 Write the direct object.

   > *Uncle Thomas built a sturdy barn.*

5. 5.2 What job does the word “shepherd” do in this sentence?

   > *My cousin is a shepherd.*

6. 5.3 Which pronoun correctly completes the sentence?

   > *James and ____ swept the porch.*

   Choose: he · him

7. 5.4 Which verb correctly completes the sentence?

   > *The children have ____ the cookies.*

   Choose: ate · eaten

8. 5.3 Fix the pronoun error. Change only the wrong pronoun.

   > *Grandmother invited Abigail and I.*

9. 5.4 Fix the wrong verb form. Keep the helping verb.

   > *The guests had came early.*

10. 5.2 Diagram the sentence.

    > *The busy squirrel quickly hid an acorn.*

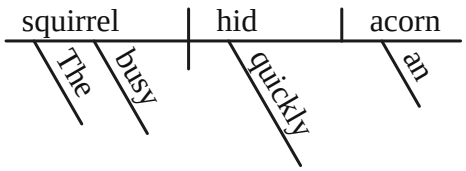
11. 5.3 Diagram the sentence.

    > *Grandfather has not seen us.*

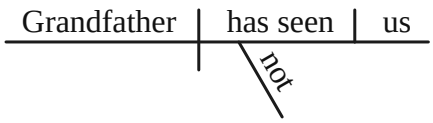
12. 5.1 Write a sentence about working in the garden. Use an action verb, a direct object and an adverb that tells how. Then name the direct object and the adverb.

ANSWERS: UNIT 5 TEST

1. gently (it tells how the wind blew)
2. when
3. adverb (it tells about the verb *stays*)
4. barn (Uncle Thomas built what? *A barn*.)
5. predicate noun (*is* is a linking verb, and *shepherd* renames cousin)
6. he (try it alone: *he swept the porch*)
7. eaten (after *have*, use the helper form)
8. Grandmother invited Abigail and me. (try it alone: *Grandmother invited me*)
9. The guests had come early. (after *had*, use *come*)
10. Subject: squirrel; verb: hid; article: The; adjective: busy; adverb: quickly; direct object: acorn; article: an



11. Subject: Grandfather; verb: has seen; adverb: not; direct object: us



12. Answers will vary. Example: Henry carefully pulled the weeds. The direct object is weeds, and the adverb carefully tells how Henry pulled them.

LEVEL 1 · LEVEL 1, YEAR B, WEEKS 8–15

Unit 6. Prepositions

This unit teaches prepositions, the small words such as in, on, with, and after that show how a noun or pronoun is related to another word. Your child will learn the list of common prepositions, find prepositional phrases, name the object of the preposition, and use object pronouns after prepositions (between you and me). The unit ends by showing how a prepositional phrase works as an adjective or an adverb, and how to diagram it.

Prepositional phrases add the details of where, when, how, and why that make writing clear and full. This unit builds on what your child already knows about nouns, pronouns, adjectives, adverbs, and direct objects, and on diagramming from Units 1 through 5. Knowing that the subject is never inside a prepositional phrase will also help with finding subjects and, later, with making verbs agree.

BEFORE THIS UNIT

- Know what nouns and pronouns are (Units 2 and 4).
- Find adjectives and adverbs and diagram them under the words they modify (Lessons 4.2, 4.3, and 5.1).
- Use subject and object pronouns correctly (Lesson 5.3).
- Diagram subjects, verbs, predicate nouns, predicate adjectives, and direct objects (Lessons 1.4, 3.3, and 5.2).

MASTERY CHECKLIST

☐ I can say what a preposition is and say the list of prepositions.
☐ I can find a prepositional phrase, from the preposition to its object.
☐ I can tell whether a word like up or down is a preposition or an adverb.
☐ I can find the object of the preposition.
☐ I can use me, him, her, us, and them after a preposition, as in between you and me.
☐ I can find the subject without looking inside a prepositional phrase.
☐ I can tell an adjective phrase from an adverb phrase.
☐ I can diagram a prepositional phrase under the word it modifies.

UNIT 6 · LESSON 6.1 · LEVEL 1

Prepositions

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Define a preposition as a word that shows how a noun or pronoun is related to another word in the sentence.
- Say the list of common prepositions from memory.
- Find the prepositions in a sentence.
- Choose a preposition that shows the right place, time, or direction.

VIDEO

WATCH

Prepositions for Kids | Elementary Grammar Lesson

Homeschool Pop · 10:05

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=oV5xwP5E9qU

BACKUP

What is a preposition? Listen to the preposition song!

GrammarRevolution · 3:46

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=MHX-CiJBVy0

KEY TERMS

preposition A preposition is a word that shows how a noun or pronoun is related to another word in the sentence.

TEACHING

Think of a cat and a box. The cat can be in the box. It can be on the box, under the box, behind the box, or beside the box. The little words *in*, *on*, *under*, *behind*, and *beside* tell us where the cat is compared with the box. They show how the cat and the box are related. Words that do this job are called **prepositions**.

A preposition is a word that shows how a noun or pronoun is related to another word in the sentence. Read this sentence: *The kitten slept under the table*. The preposition *under* shows how the table is related to the word *slept*.

Where did the kitten sleep? *Under the table*. A preposition comes before a noun or pronoun, often with a little word like *the* or *my* in between: *under the table*, *with my father*, *for him*.

Prepositions show many kinds of relations. Some tell where: *in the barn*, *on the roof*, *near the pond*. Some tell when: *after supper*, *before church*, *during the storm*. Some tell which way something moves: *into the house*, *toward the hill*, *through the woods*. Others tell with whom or about what: *with Grandfather*, *for Mother*, *about the farm*.

Here are the prepositions to learn. Say them aloud each day until you know them well: *about*, *above*, *across*, *after*, *against*, *along*, *among*, *around*, *at*, *before*, *behind*, *below*, *beneath*, *beside*, *between*, *beyond*, *by*, *down*, *during*, *for*, *from*, *in*, *inside*, *into*, *near*, *of*, *off*, *on*, *out*, *over*, *past*, *since*, *through*, *to*, *toward*, *under*, *until*, *up*, *upon*, *with*, *within*, *without*.

Why do we need prepositions? A noun by itself cannot tell how it fits with the rest of the sentence. Listen to these sentences: *Henry walked to the barn*. *Henry walked around the barn*. *Henry walked past the barn*. Only one word changes, but each sentence tells a different story. The preposition tells the reader exactly how Henry and the barn are related.

The Bible uses prepositions too. Listen to this verse: “Thy word is a lamp unto my feet, and a light unto my path.” (Psalms 119:105, KJV) *Thy* is an old word for *your*. The old word *unto* means *to*, and it is a preposition. It shows how the lamp is related to my feet. God's word lights the way for each step we take.

Here is a helpful trick. Many prepositions tell a place where a squirrel could go with a tree: *up the tree*, *around the tree*, *into the tree*, *behind the tree*, *over the tree*. But some prepositions do not fit the trick, such as *of*, *for*, *during*, and *since*. That is why you should learn the whole list by heart.

> **Latin link.** The word *preposition* comes from the Latin *praepositio*, which means “a placing before.” A preposition is placed before its noun or pronoun.

WORKED EXAMPLE 1

Write the preposition.

> *The kitten hid under the porch.*

1. Look at each word and check it against the list of prepositions.
2. The word *under* is on the list.
3. *Under* comes before the noun *porch*. It shows how the porch is related to the word *hid*: the kitten hid under the porch, not on it or behind it.

Answer: under

WORKED EXAMPLE 2

Write the two prepositions.

> *Peter walked across the bridge to the mill.*

1. Check each word against the list of prepositions.
2. *Across* is on the list. It comes before the noun *bridge* and tells where Peter walked.
3. *To* is on the list too. It comes before the noun *mill* and tells which way Peter walked.
4. Write them in the order they come in the sentence.

Answer: across, to

PRACTICE

DAY 2

1. EASY Write the preposition.

   > *The ducks swam on the pond.*

2. EASY What part of speech is the word “beside” in this sentence?

   > *Ruth sat beside her grandmother.*

3. EASY Diagram the sentence.

   > *The red hen laid an egg.*

4. EASY Which word is a preposition?

   Choose: barn · through · quickly · sing

DAY 3

5. EASY Write the two prepositions.

   > *After supper we walked to the creek.*

6. MEDIUM Which preposition best completes the sentence?

   > *The kitten climbed ____ the tall tree.*

   Choose: up · during · since

7. MEDIUM Diagram the simple subject and verb only.

> *The cows rested under the oak tree.*

8. MEDIUM Write the preposition that tells where the robin built her nest.

> *In spring the robin built her nest among the branches.*

DAY 4

9. MEDIUM Write all three prepositions.

> *During the summer Caleb fished with Grandfather at the lake.*

10. MEDIUM Which preposition best completes the sentence?

> *The old stone bridge goes ____ the river.*

Choose: across · during · since

11. HARD Write all three prepositions.

> *Thomas ran down the hill, over the bridge, and up the lane.*

12. HARD Write a sentence about your home that uses two prepositions from the list. Then tell what each one shows: where, when, or which way.

COMMON MISTAKES

- Do not call every small word a preposition. Words like *the*, *a*, *and*, and *very* are not prepositions. Check the word against the list, and look for a noun or pronoun after it.
- Some prepositions tell when, not where (*after*, *before*, *during*, *since*, *until*). Learn the whole list, not only the place words, so you do not miss them.
- A preposition can be the first word of a sentence, as in *After supper we sang*. Look at every word, even the first one.

DAY 5

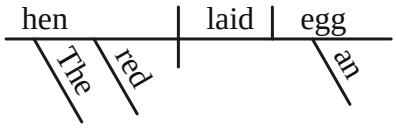
Copywork. Copy this sentence neatly, with every capital and mark.

> *Thy word is a lamp unto my feet, and a light unto my path.* (Psalms 119:105, KJV)

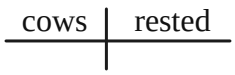
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 6.1

1. on
2. preposition (it shows how her grandmother is related to *sat*)
3. Subject: hen; verb: laid; adjectives: The, red; direct object: egg; adjective: an



4. through
5. After, to
6. up
7. Subject: cows; verb: rested



8. among (*In* tells when, not where)
9. During, with, at
10. across
11. down, over, up
12. Answers will vary. Example: After breakfast I fed the hens behind the barn. After tells when; behind tells where.

UNIT 6 · LESSON 6.2 · LEVEL 1

Prepositional Phrases

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Define a phrase and a prepositional phrase.
- Find each prepositional phrase in a sentence, from the preposition to its object.
- Tell whether a word such as up, down, in, or by is a preposition or an adverb.

VIDEO

WATCH

Prepositional Phrases for Kids | Grammar Lesson

Homeschool Pop · 8:53

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=2diHLxIdRPY

BACKUP

Prepositional Phrases | Sentence Structure & Grammar Lesson 🗺️📦

GrammarFlip · 1:36

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=vr_m3pTfOJc

KEY TERMS

phrase	A phrase is a group of words without a subject and verb working together.
prepositional phrase	A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun, its object.

TEACHING

In the last lesson you learned that a preposition comes before a noun or pronoun. A preposition never works alone. It always brings a little group of words along with it: *under the porch*, *with my father*, *after supper*.

A group of words like *under the porch* is called a **phrase**. A phrase is a group of words without a subject and verb working together. Compare these: *the kitten hid* and *under the porch*. In *the kitten hid*, the subject *kitten* does the action *hid*. In *under the porch*, nobody does anything. There is no subject and verb, so it is a phrase.

A **prepositional phrase** is a phrase that begins with a preposition and ends with a noun or pronoun. The noun or pronoun at the end is called the object of the preposition. You will learn more about objects in the next lesson. Other words may come in between: *in the barn*, *in the big barn*, *in the big red barn*. Each of these phrases begins with *in* and ends with *barn*.

Here is how to find a prepositional phrase. First, find the preposition. Then ask "what?" or "whom?" after it. In the sentence *The children played beside the quiet stream*, find *beside*. Beside what? *Beside the quiet stream*. The phrase is *beside the quiet stream*.

A sentence may have more than one prepositional phrase, and a phrase may come first. The first verse of the Bible begins with one: "In the beginning God created the heaven and the earth." (Genesis 1:1, KJV) *In the beginning* is a prepositional phrase. It tells when God created the heaven and the earth. Phrases like this add details about where, when, and how, so the reader can see what happened.

Some words can be prepositions in one sentence and adverbs in another. Look at these two sentences: *He looked up*. *He looked up the hill*. In the first sentence, *up* has no noun after it. It tells where he looked, so it is an adverb. In the second sentence, *up* has an object, *hill*. *Up the hill* is a prepositional phrase, so *up* is a preposition.

Here is the rule to remember: if the word has an object after it, it is a preposition; if it stands alone, it is an adverb. *Mother came inside*: *inside* is an adverb. *Mother came inside the house*: *inside* is a preposition. Words like *up*, *down*, *in*, *out*, *by*, *over*, and *inside* often do both jobs, so always look for the object.

WORKED EXAMPLE 1

Write the prepositional phrase.

> *The children played beside the quiet stream.*

1. Find the preposition. *Beside* is on the list.
2. Ask "what?" after it: beside what? *Beside the quiet stream*.
3. The phrase ends with the noun *stream*, its object. The words *the* and *quiet* come in between, so they belong to the phrase too.

Answer: beside the quiet stream

WORKED EXAMPLE 2

Is the word “down” a preposition or an adverb in this sentence?

> *Samuel climbed down the ladder.*

1. Look for a noun or pronoun after *down* that could be its object.
2. Ask: down what? *Down the ladder*. *Ladder* is the object.
3. *Down the ladder* is a prepositional phrase, so *down* is a preposition. (In *Samuel climbed down*, with no object, *down* would be an adverb.)

Answer: preposition (it has the object *ladder*)

PRACTICE

DAY 2

1. EASY Write the prepositional phrase.

   > *The lamb slept near its mother.*

2. EASY Is this group of words a phrase or a sentence?

   > *across the green meadow*

   Choose: phrase · sentence

3. EASY Diagram the sentence, but leave out the prepositional phrase.

   > *The old horse slept in the barn.*

4. EASY Write the prepositional phrase.

   > *Grace put the flowers in a vase.*

DAY 3

5. EASY Is the word “in” a preposition or an adverb in this sentence?

   > *Father came in.*

6. MEDIUM Write the two prepositional phrases.

   > *After church we ate dinner at Grandmother's house.*

7. MEDIUM Diagram the sentence, but leave out the prepositional phrase.

> *Martha carried the eggs to the kitchen.*

8. MEDIUM Is the word “up” a preposition or an adverb in this sentence?

> *The squirrel ran up the oak tree.*

DAY 4

9. MEDIUM Which group of words is a prepositional phrase?

Choose: the barn door · Henry opened the door · over the barn door

10. MEDIUM Write the two prepositional phrases.

> *Trust in the LORD with all thine heart.* (Proverbs 3:5, KJV)

11. HARD Is the word “by” a preposition or an adverb in this sentence?

> *A flock of geese flew by.*

12. HARD Write two sentences with the word “down.” In the first, use *down* as an adverb. In the second, use it as a preposition with an object. Tell how you know which is which.

COMMON MISTAKES

- Do not stop at the preposition. Keep going until you reach the noun or pronoun that ends the phrase, and include the words in between: *in the old red barn*, not just *in the*.
- Do not carry the phrase past its object. In *Ruth sat on the porch and read*, the phrase is *on the porch*; stop at the object, *porch*.
- Words like *up*, *down*, *in*, *out*, and *by* are not always prepositions. If no object follows, the word is an adverb.

DAY 5

Copywork. Copy this sentence neatly, with every capital and mark.

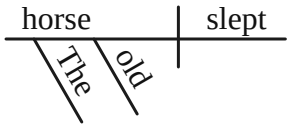
> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

Then review the common mistakes and redo any missed practice items.

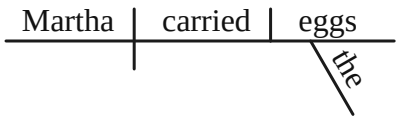
ANSWERS: LESSON 6.2

1. near its mother

2. phrase (it has no subject and verb working together)
3. Subject: horse; adjectives: The, old; verb: slept



4. in a vase
5. adverb (it has no object; it tells where Father came)
6. After church, at Grandmother's house
7. Subject: Martha; verb: carried; direct object: eggs; adjective: the



8. preposition (it has the object *tree*)
9. over the barn door
10. in the LORD, with all thine heart (*thine* is an old word for *your*)
11. adverb (*by* has no object; *of geese* is the only prepositional phrase)
12. Answers will vary. Example: Lydia sat down. Lydia walked down the stairs. In the first sentence down has no object, so it is an adverb. In the second it has the object stairs, so it is a preposition.

UNIT 6 · LESSON 6.3 · LEVEL 1

Object of the Preposition

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the object of the preposition in a prepositional phrase.
- Use object pronouns (me, him, her, us, them) after prepositions, even when there are two objects, as in between you and me.
- Find the subject of a sentence by looking outside the prepositional phrases.

VIDEO

WATCH

Objects of Prepositions | Sentence Structure & Grammar Lesson 📦🎯

GrammarFlip · 2:00

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=ex__PWcMoWQ

BACKUP

Prepositional Phrases Lesson | Classroom Edition for Kids

Homeschool Pop · 9:33

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=5xR536SRROo

KEY TERMS

object of the preposition The object of the preposition is the noun or pronoun that ends a prepositional phrase.

TEACHING

Every prepositional phrase ends with a noun or pronoun. That word is called the **object of the preposition**. To find it, say the preposition and ask “whom?” or “what?” In the sentence *Caleb fished with his uncle*, ask: with whom? *With his uncle*. The object of the preposition is *uncle*.

Words that describe the object are not the object. In the phrase *in the old red barn*, the words *the*, *old*, and *red* are adjectives. They tell about the barn. The object is the noun *barn*.

When the object of a preposition is a pronoun, use an object pronoun: *me*, *him*, *her*, *us*, *them* (*you* and *it* stay the same). You already use these pronouns as direct objects. They are used after prepositions too: *Mother made a cake for us*. *Henry sat beside him*. *Grandfather told a story to them*. Never say *for we*, *with he*, or *to they*. English keeps these special object forms so the reader can tell at once what job each pronoun is doing.

Be careful when a preposition has two objects. Try each part alone. Is it *for Ruth and I* or *for Ruth and me*? Say *for Ruth*. Then say *for me*, not *for I*. So the right way is *for Ruth and me*. The same test shows why careful speakers say *between you and me*. *Between* is a preposition, so the pronoun after it must be an object pronoun. And remember to put yourself last: *for Ruth and me*, not *for me and Ruth*.

The King James Bible uses an old object pronoun, *thee*, which means *you* when speaking to one person. God said to Jacob, “I am with thee.” (Genesis 28:15, KJV) The preposition is *with*, and its object is the pronoun *thee*.

Here is an important rule: the subject of a sentence is never inside a prepositional phrase. Read this sentence: *A flock of sheep grazed on the hill*. What grazed? Not the sheep by themselves, but the flock. The word *sheep* is the object of the preposition *of*, so it cannot be the subject. The simple subject is *flock*.

A good way to find the subject is to cover up the prepositional phrases first. *A flock* (*of sheep*) *grazed* (*on the hill*). With the phrases covered, you can see the subject and the verb plainly: *flock grazed*. A word already has its job as the object of a preposition, so it cannot be the subject too.

WORKED EXAMPLE 1

Write the object of the preposition.

> *Caleb fished with his uncle.*

1. Find the preposition: *with*.
2. Ask “whom?” after it: with whom? *With his uncle*.
3. *His* tells whose uncle, so it is not the object. The object is the noun at the end of the phrase: *uncle*.

Answer: uncle

WORKED EXAMPLE 2

Which pronoun correctly completes the sentence?

> *Grandfather read a story to Anna and ____.*

Choose: I · me

1. The pronoun comes after the preposition *to*, so it is an object of the preposition.
2. Try each part alone: *Grandfather read a story to Anna*. *Grandfather read a story to me*.
3. *To I* sounds wrong, and *to me* is right. After a preposition, use the object pronoun *me*.

Answer: me (it is an object of the preposition *to*)

PRACTICE

DAY 2

1. EASY Write the object of the preposition.

   > *The puppy slept under the table.*

2. EASY Which pronoun correctly completes the sentence?

   > *Mother baked a pie for ____.*

   Choose: we · us

3. EASY Diagram the simple subject and verb only.

   > *The basket of eggs sat on the table.*

4. EASY What job does the word “Ruth” do in this sentence?

   > *Abigail walked to church with Ruth.*

DAY 3

5. EASY Which pronoun correctly completes the sentence?

   > *Peter sat beside ____ at supper.*

   Choose: she · her

6. MEDIUM Write the simple subject.

   > *The box of crayons fell off the shelf.*

7. MEDIUM Write the object of each preposition, in order.

> *In the evening we walked along the river.*

8. MEDIUM Diagram the sentence, but leave out the prepositional phrase.

> *The bread in the oven smells good.*

DAY 4

9. MEDIUM Fix the pronoun error.

> *Father shared the apples with Henry and I.*

10. MEDIUM Which pronoun correctly completes the sentence?

> *This secret is between you and ____.*

Choose: I · me

11. HARD Write the simple subject.

> *One of the kittens climbed into the basket.*

12. HARD Write a sentence that has a preposition followed by a person's name and a pronoun for yourself, such as *with Mother and me*. Then tell how you checked the pronoun.

COMMON MISTAKES

- Do not use *I*, *he*, *she*, *we*, or *they* after a preposition. Use the object pronouns: *for him*, *with her*, *to them*, *between you and me*.
- Do not pick the subject from inside a prepositional phrase. Cover the phrases first; then find the subject and verb.
- The object is the noun or pronoun at the end of the phrase, not an adjective before it. In the phrase *in the green grass*, the object is *grass*.

DAY 5

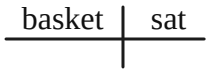
Copywork. Copy this sentence neatly, with every capital and mark.

> *Mother sang a hymn with Clara and me.*

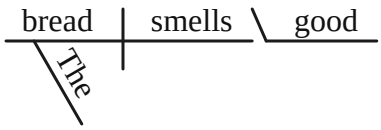
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 6.3

1. table
2. us (an object pronoun after the preposition *for*)
3. Subject: basket; verb: sat (eggs is the object of the preposition of, not the subject)



4. object of the preposition (*with*)
5. her (an object pronoun after the preposition *beside*)
6. box (*crayons* is inside the phrase *of crayons*)
7. evening, river
8. Subject: bread; adjective: The; linking verb: smells; predicate adjective: good



9. Father shared the apples with Henry and me.
10. me (*between* is a preposition, so use the object pronoun)
11. One (*kittens* is the object of the preposition *of*)
12. Answers will vary. Example: Grandfather told a story to Lydia and me. I tried each part alone: to Lydia, to me. To I sounds wrong, so me is right.

UNIT 6 · LESSON 6.4 · LEVEL 1

Diagramming Prepositional Phrases

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell whether a prepositional phrase is an adjective phrase or an adverb phrase.
- Find the word that a prepositional phrase modifies.
- Diagram an adjective phrase under the noun it modifies.
- Diagram an adverb phrase under the verb it modifies.

VIDEO

WATCH

Diagramming Prep. Phrases with Mrs. Clark

Kim Clark · 7:43

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=5KzegQN7RQg

BACKUP

Phrases part 1: understanding and diagramming prepositional phrases

MrGrammarMan123 · 7:25

When to watch: Before the Day 2 practice, for more diagramming along with a teacher.

https://www.youtube.com/watch?v=Ddp08UdZ1rA

KEY TERMS

adjective phrase An adjective phrase is a prepositional phrase that modifies a noun or pronoun.

adverb phrase An adverb phrase is a prepositional phrase that modifies a verb.

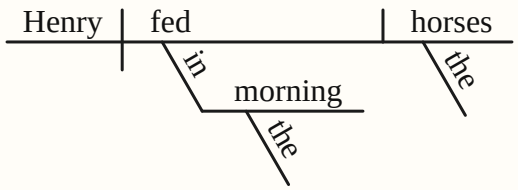
TEACHING

A prepositional phrase works like one word. Some phrases do the job of an adjective, and some do the job of an adverb. To know which, find the word the phrase tells about.

Some phrases tell which one or what kind, just as an adjective does. In the sentence *The bell in the church rang*, which bell rang? *The bell in the church*. The phrase modifies the noun *bell*. A prepositional phrase that modifies a noun or pronoun is called an **adjective phrase**. An adjective phrase usually comes right after the noun it modifies.

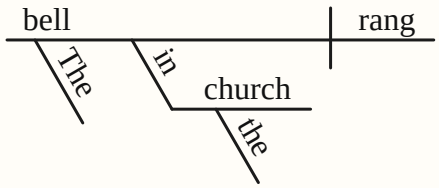
Other phrases tell where, when, how, or why, just as an adverb does. In the sentence *Henry fed the horses in the morning*, when did Henry feed them? *In the morning*. The phrase modifies the verb *fed*. A prepositional phrase that modifies a verb is called an **adverb phrase**.

Now you can diagram the whole phrase. First, find the word the phrase modifies. Under that word, draw a slanted line and write the preposition on it. From the bottom of the slanted line, draw a line straight across, and write the object of the preposition on it. If the object has adjectives, such as *the* or *green*, put them on slanted lines under the object. Here is the adverb phrase *in the morning*, drawn under the verb *fed*:



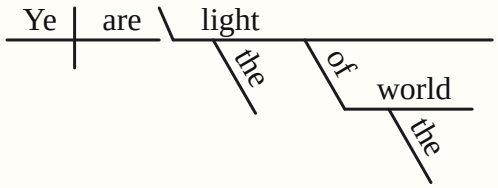
Henry fed the horses in the morning.

Here is the adjective phrase *in the church*, drawn under the noun *bell*. A diagram shows the reader at a glance which word each phrase belongs to:



The bell in the church rang.

Jesus said to His disciples, “Ye are the light of the world.” (Matthew 5:14, KJV) *Ye* is an old word for *you* when speaking to more than one person. Which light? *The light of the world*. So *of the world* is an adjective phrase that modifies the predicate noun *light*. Notice that a phrase can modify any noun in the sentence, not only the subject.



Ye are the light of the world.

WORKED EXAMPLE 1

Is the phrase “on the table” an adjective phrase or an adverb phrase?

> *The lamp on the table was bright.*

1. Find the word the phrase tells about. Ask: which lamp? *The lamp on the table*.
2. The phrase tells which one, and it modifies the noun *lamp*.
3. A prepositional phrase that modifies a noun is an adjective phrase.

Answer: adjective phrase (it tells which lamp)

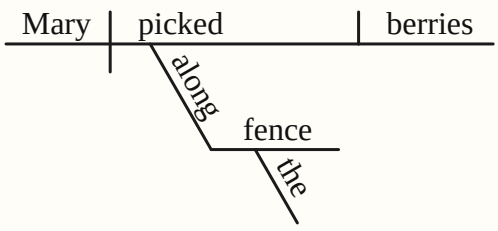
WORKED EXAMPLE 2

Diagram the sentence.

> *Mary picked berries along the fence.*

1. Find the verb and subject: *Mary picked*. Put them on the baseline with the divider between them.
2. Picked what? *Berries*. *Berries* is the direct object; put it after a short line that stands on the baseline.
3. Find the phrase: *along the fence*. Where did Mary pick? *Along the fence*. It is an adverb phrase that modifies *picked*.
4. Under *picked*, write *along* on a slanted line. Write *fence* on the line straight across from it, and put *the* on a slanted line under *fence*.

Answer: Subject: Mary; verb: picked; direct object: berries; adverb phrase under picked: along (preposition), fence (object), the (adjective under fence)



PRACTICE

DAY 2

1. EASY Is the phrase “in the barn” an adjective phrase or an adverb phrase?

   > *The cat slept in the barn.*

2. EASY Write the word that the phrase “of roses” modifies.

   > *Grace picked a bunch of roses.*

3. EASY Diagram the sentence.

   > *Birds sang in the trees.*

4. EASY Is the phrase “with a red roof” an adjective phrase or an adverb phrase?

   > *We saw a barn with a red roof.*

DAY 3

5. EASY Diagram the sentence.

   > *The girl with the basket smiled.*

6. MEDIUM Is the phrase “after supper” an adjective phrase or an adverb phrase?

   > *Father read the Bible after supper.*

7. MEDIUM Write the adjective phrase.

   > *The bird in the cage sang for Grandmother.*

8. MEDIUM Diagram the sentence.

   > *I will bless the LORD at all times.* (Psalms 34:1, KJV)

DAY 4

9. MEDIUM Which word does the phrase “across the field” modify?

   > *The horses galloped across the field.*

   Choose: horses · galloped · field

10. MEDIUM Diagram the sentence.

> *The children of the farmer worked in the garden.*

11. HARD Write the adverb phrase.

> *The man in the boat rowed toward the shore.*

12. HARD Write a sentence about your church or home with one adjective phrase and one adverb phrase. Tell which word each phrase modifies.

COMMON MISTAKES

- Do not put a phrase under the wrong word. Ask what the phrase tells: which one or what kind points to a noun; where, when, how, or why points to the verb.
- A phrase right after a noun is not always an adjective phrase. In *Ruth read her book on the porch*, *on the porch* tells where Ruth read, so it is an adverb phrase under *read*.
- Put the preposition on the slanted line and the object on the line straight across. The object's own adjectives (*the*, *a*, *my*) go under the object, not under the preposition.

DAY 5

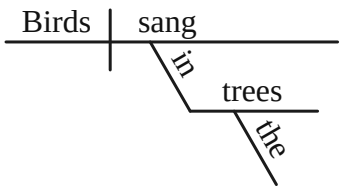
Copywork. Copy this sentence neatly, with every capital and mark.

> *The bells in the white church ring on Sunday morning.*

Then review the common mistakes and redo any missed practice items.

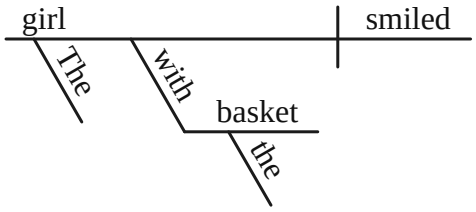
ANSWERS: LESSON 6.4

1. adverb phrase (it tells where the cat slept)
2. bunch (it tells what kind of bunch)
3. Subject: Birds; verb: sang; adverb phrase under sang: in (preposition), trees (object), the (adjective under trees)

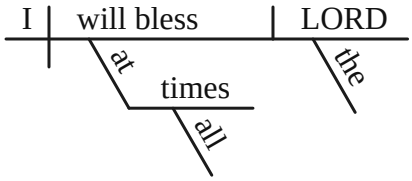


4. adjective phrase (it tells what kind of barn)

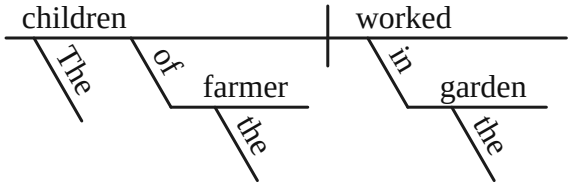
5. Subject: girl; adjective: The; adjective phrase under girl: with (preposition), basket (object), the (adjective under basket); verb: smiled



6. adverb phrase (it tells when Father read)
7. in the cage (it tells which bird; *for Grandmother* is an adverb phrase)
8. Subject: I; verb: will bless; direct object: LORD; adjective: the; adverb phrase under will bless: at (preposition), times (object), all (adjective under times)



9. galloped (it tells where the horses galloped)
10. Subject: children; adjective: The; adjective phrase under children: of farmer, with the under farmer; verb: worked; adverb phrase under worked: in garden, with the under garden



11. toward the shore (it tells where the man rowed; *in the boat* tells which man)
12. Answers will vary. Example: The bell in the tower rang at noon. In the tower is an adjective phrase that modifies bell; at noon is an adverb phrase that modifies rang.

Unit 6 Test

Give this test the day after a review day. Allow about 30 minutes. The test is closed book. Do the diagram items on paper. Mastery is about 10 of 12 correct. For any missed item, reteach the lesson named beside it and redo a few of that lesson's practice items.

1. 6.1 Write the preposition.

   > *The frog jumped off the log.*

2. 6.1 Which preposition best completes the sentence?

   > *We stayed inside ____ the thunderstorm.*

   Choose: during · upon · into

3. 6.2 Write the prepositional phrase.

   > *Abigail knitted a scarf for her brother.*

4. 6.2 Is the word “out” a preposition or an adverb in this sentence?

   > *The stars came out.*

5. 6.3 Which pronoun correctly completes the sentence?

   > *Uncle Henry built a birdhouse with ____.*

   Choose: they · them

6. 6.3 Write the simple subject.

   > *The bucket of nails stood beside the workbench.*

7. 6.3 Fix the pronoun error.

   > *Pastor Hale spoke kindly to Thomas and I.*

8. 6.4 Is the phrase “near the gate” an adjective phrase or an adverb phrase?

   > *The tree near the gate is an apple tree.*

9. 6.4 Diagram the sentence.

   > *My brother whistled softly during the long walk.*

10. 6.4 Diagram the sentence.

> *The heavens declare the glory of God.* (Psalms 19:1, KJV)

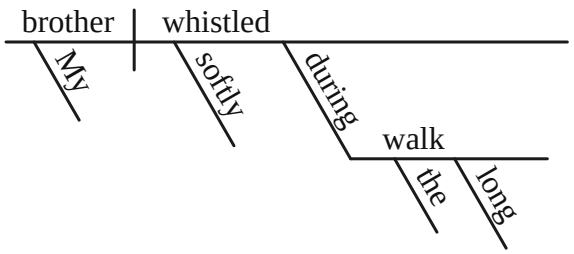
11. 6.4 Diagram the sentence.

> *The high hills are a refuge for the wild goats.* (Psalms 104:18, KJV)

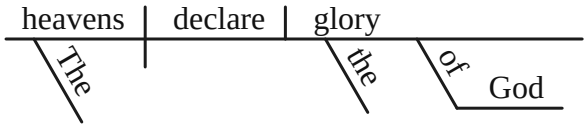
12. 6.4 Write a sentence about a season of the year that has an adverb phrase telling when. Then write the word the phrase modifies.

ANSWERS: UNIT 6 TEST

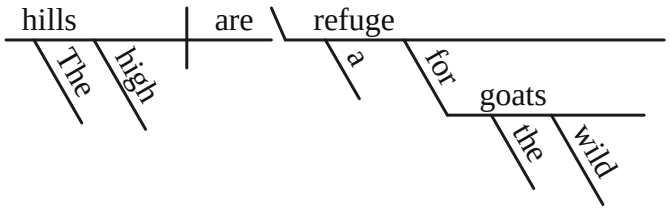
1. off
2. during (it tells when)
3. for her brother
4. adverb (it has no object; it tells where the stars came)
5. them (an object pronoun after the preposition *with*)
6. bucket (*nails* is the object of the preposition *of*)
7. Pastor Hale spoke kindly to Thomas and me.
8. adjective phrase (it tells which tree)
9. Subject: brother; adjective: My; verb: whistled; adverb: softly; adverb phrase under whistled: during (preposition), walk (object), the and long (adjectives under walk)



10. Subject: heavens; adjective: The; verb: declare; direct object: glory; adjective: the; adjective phrase under glory: of (preposition), God (object)



11. Subject: hills; adjectives: The, high; linking verb: are; predicate noun: refuge; adjective: a; adjective phrase under refuge: for (preposition), goats (object), the and wild (adjectives under goats)



12. Answers will vary. Example: The geese fly south in the fall. The adverb phrase in the fall modifies the verb fly.

LEVEL 1 · LEVEL 1, YEAR B, WEEKS 15–22

Unit 7. Conjunctions and Compound Parts

In this unit your child meets the joining words, the conjunctions and, but and or (with nor, for, so, and yet), and learns how they build compound subjects, compound verbs, compound direct objects and, at last, compound sentences. Along the way come one more part of speech, the interjection, a word that shows feeling, and the understood subject you in a command. The unit also teaches the comma in a series of three or more and the comma before the conjunction in a compound sentence.

These lessons build on everything so far. Your child already finds subjects, verbs, direct objects, predicate nouns and adjectives, and prepositional phrases, and can diagram them all. Now the diagram grows forks for compound parts, a line above the baseline for an interjection, (you) for an understood subject, and a second baseline for a compound sentence. Knowing how ideas are joined helps a child read longer sentences with understanding and write sentences that are clear and well punctuated.

BEFORE THIS UNIT

- Find the subject and the verb of a sentence (Units 1 and 3).
- Find direct objects, predicate nouns and predicate adjectives (Units 3 and 5).
- Find prepositional phrases and their objects (Unit 6).
- Diagram subjects, verbs, adjectives, adverbs, direct objects and prepositional phrases (Units 1–6).

MASTERY CHECKLIST

☐ I can say what a conjunction is and find and, but and or in a sentence.
☐ I can choose and to add, but to show a difference, and or to give a choice.
☐ I can find compound subjects, compound verbs, and compound direct objects.
☐ I can put commas in a series of three or more, with a comma before the and.
☐ I can find an interjection and put a comma or an exclamation point after it.
☐ I can name the understood subject you in a command.
☐ I can tell a compound sentence from a sentence with a compound verb and put the comma in the right place.
☐ I can diagram compound parts, interjections, commands, and compound sentences.

UNIT 7 · LESSON 7.1 · LEVEL 1

Conjunctions

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell what a conjunction is and say the three most common ones: and, but, or.
- Find the conjunctions in a sentence.
- Choose and to add, but to show a difference, and or to give a choice.
- Know nor, for, so, and yet as conjunctions too.

VIDEO

WATCH

Coordinating Conjunctions | Grammar Lesson (FANBOYS) 🪢🔗

GrammarFlip · 1:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=4mVDVvE3T8U

BACKUP

List of Conjunctions

GrammarRevolution · 6:16

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=MOs_IVOeSPk

> **Note:** GrammarFlip teaches all seven FANBOYS conjunctions, and Grammar Revolution's backup lists other kinds of conjunctions too. At Level 1 the student needs only and, but, and or; the others are a preview.

KEY TERMS

conjunction A conjunction is a word that joins words or groups of words.

TEACHING

Think of a rope that ties two things together. Some words do that job in a sentence. Listen: *Ruth and Grace fed the hens*. The little word *and* ties Ruth to Grace. A word that joins words or groups of words is called a **conjunction**.

A conjunction can join two words: *bread and butter*, *Henry or Caleb*, *small but strong*. It can also join groups of words, like two phrases: *in the barn or in the field*. Later in this unit you will see a conjunction join two whole sentences.

Three conjunctions do most of the work, and each one has its own meaning. *And* adds one thing to another: *Peter and John went fishing*. *But* shows a difference: *The pie was small but sweet*. *Or* gives a choice: *Would you like milk or water*?

Why does the choice matter? The conjunction tells the reader how the two ideas fit together. *The horse was old and slow* tells two things that go along together. *The horse was old but strong* tells us something surprising: you might expect an old horse to be weak, but this one is not. One small word changes what the sentence means.

Here are four more conjunctions to know: *nor*, *for*, *so* and *yet*. *The kitten would not come in, nor would it eat*. *We sang, for we were glad*. *Grandfather was tired, so he sat down*. *The day was cold, yet the children played outside*. When *for* is a conjunction, it means *because*.

The very first verse of the Bible has a conjunction in it: “In the beginning God created the heaven and the earth.” (Genesis 1:1, KJV) The word *and* joins the heaven to the earth. God made both of them.

> **Latin link.** *Conjunction* comes from the Latin word *coniunctio*, which means “a joining together.” A conjunction is a joining word.

WORKED EXAMPLE 1

Write the conjunction.

> *Peter and his father mended the fence.*

1. Look for a little word that joins two words together.
2. The word *and* stands between Peter and his father.
3. It joins them, so *and* is the conjunction.

Answer: and (it joins Peter and his father)

WORKED EXAMPLE 2

Write the two conjunctions.

> *Mother baked bread and pies, but she did not bake a cake.*

1. Read the sentence slowly and look for joining words.
2. The word *and* joins bread and pies. It adds one thing to another.
3. The word *but* joins the first part of the sentence to the second part. It shows a difference: *she baked bread and pies, but not a cake*.
4. Write them in the order they come.

Answer: and, but

PRACTICE

DAY 2

1. EASY Write the conjunction.

   > *Clara and Abigail picked berries.*

2. EASY What part of speech is the word *or* in this sentence?

   > *Do you want milk or cider?*

3. EASY Choose the conjunction that gives a choice.

   > *We can walk ____ ride to church.*

   Choose: and · but · or

4. EASY Diagram the sentence.

   > *The brown hen laid an egg in the straw.*

DAY 3

5. MEDIUM Write the two conjunctions.

   > *And Jesus increased in wisdom and stature.* (Luke 2:52, KJV)

6. EASY Choose the conjunction that shows a difference.

> *The road was long ____ pleasant.*

Choose: and · but · or

7. MEDIUM What part of speech is the word *for* in this sentence?

> *We gave thanks, for God had sent rain.*

8. MEDIUM Diagram the sentence.

> *The old barn by the creek smelled sweet.*

DAY 4

9. MEDIUM Write every conjunction.

> *Ruth or Anna will set the table, but Mary will cook.*

10. MEDIUM Choose the conjunction that means *because*.

> *The children stayed inside, ____ the rain was heavy.*

Choose: for · so · yet

11. HARD Write your own sentence that uses *but* to join two describing words. Then tell why *but* is the right conjunction.

12. HARD What part of speech is the word *for* in this sentence?

> *Mary made a scarf for her brother.*

COMMON MISTAKES

- Using *and* when the two ideas are different. If the second idea is surprising after the first, use *but*: *small but strong*.
- Calling every *for* a conjunction. If *for* is followed by a whole thought with its own subject and verb (*for God had sent rain*), it is a conjunction. If it is followed by just a noun or pronoun (*for her brother*), it is a preposition.
- Missing a conjunction at the start of a sentence. A capital *And* or *But* is still a conjunction, so count it when you are asked for every conjunction.

DAY 5

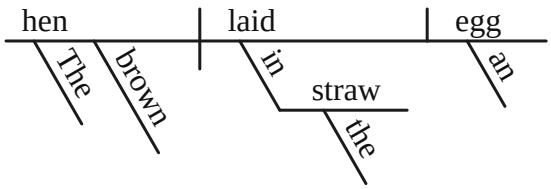
Copywork. Copy this sentence neatly, with every capital and mark.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

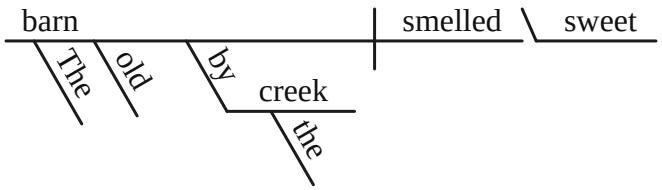
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 7.1

1. and
2. conjunction (it joins milk and cider)
3. or
4. Subject: hen; verb: laid; direct object: egg; adjectives: The, brown, an; phrase: in the straw (modifies laid)



5. And, and
6. but
7. conjunction (it means *because* and joins two whole thoughts)
8. Subject: barn; linking verb: smelled; predicate adjective: sweet; adjectives: The, old; phrase: by the creek (modifies barn)



9. or, but
10. for
11. Answers will vary. Example: The puppy is little but brave. But is right because it shows a difference: you might not expect a little puppy to be brave.
12. preposition (it begins the phrase *for her brother*; it does not join two thoughts)

UNIT 7 · LESSON 7.2 · LEVEL 1

Compound Subjects and Compound Predicates

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find compound subjects and compound predicates.
- Put commas in a series of three or more words.
- Tell whether two verbs share one direct object or each have their own.
- Diagram compound subjects, compound verbs, and compound direct objects.

VIDEO

WATCH

Compound Subjects and Compound Predicates | Grammar Lesson 👥🎬

GrammarFlip · 2:07

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=44CQDyqqcdI

BACKUP

Simple and Compound Subjects and Predicates

The Learning Depot · 6:10

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=_itvMJYS9yU

> **Note:** The Learning Depot's backup calls the verb the simple predicate. This book calls it the verb, from Lesson 1.3 on.

KEY TERMS

compound subject	A compound subject is two or more subjects joined by a conjunction that have the same verb.
compound predicate	A compound predicate is two or more verbs joined by a conjunction that have the same subject.
series	A series is a list of three or more words or groups of words.

TEACHING

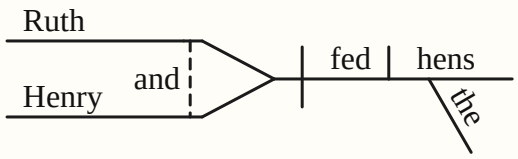
The word **compound** means made of two or more parts. Listen to these two sentences: *Ruth fed the hens*. *Henry fed the hens*. They say the same thing twice. We can join them with a conjunction: *Ruth and Henry fed the hens*. Now the sentence has two subjects, *Ruth* and *Henry*, and one verb. Two or more subjects with the same verb make a **compound subject**.

Verbs can be compound too. *The dog barked and ran*. One subject, *the dog*, does two things. Two or more verbs with the same subject make a **compound predicate**. We also call this a **compound verb**. Joining parts this way saves words, and it helps the reader see that the actions belong together.

Two verbs may share one direct object, or each verb may have its own. *Anna washed and dried the dishes*: she washed the dishes, and she dried the dishes, so the one direct object, *dishes*, belongs to both verbs. *Samuel milked the cow and fed the pigs*: *milked* has its own direct object, *cow*, and *fed* has its own, *pigs*. A direct object can be compound too: *Mother bought flour and sugar*.

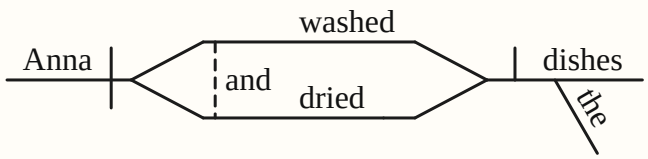
When there are three or more in a list, we call it a **series**. Put a comma after each one except the last, and put a comma before the *and*: *Grace, Clara, and Lydia sang a hymn*. *Abigail swept, dusted, and scrubbed the kitchen*. In this book we always use that last comma before *and*. It helps the reader see that each one is separate. When there are only two, use no comma: *Peter and John*.

In a diagram, a compound part is drawn as a fork. The line for the subject splits into two lines, one for each subject. The conjunction sits on a dashed line between them. Then the lines come back together at the divider and go on to the verb.



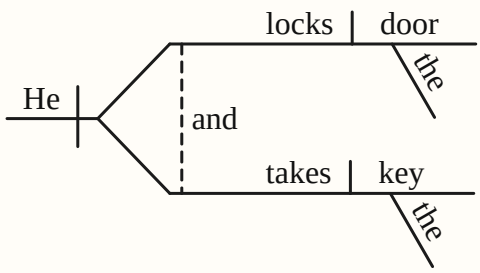
Ruth and Henry fed the hens.

A compound verb gets a fork on the right side of the divider. If the verbs share one direct object, the fork comes back together before the direct object, so both verbs point to it. If each verb has its own direct object, each verb line keeps its own short line and its own object.



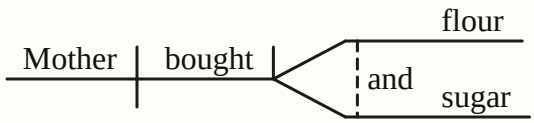
Anna washed and dried the dishes.

Robert Louis Stevenson wrote about a gardener at the end of his day: “He locks the door and takes the key.” (Robert Louis Stevenson, A Child's Garden of Verses, “The Gardener”) Here each verb has its own direct object: *locks the door*, *takes the key*.



He locks the door and takes the key.

A compound direct object is a fork after the short line for the direct object. The same kind of fork is used for any two words joined by a conjunction: two objects of a preposition (*in the barn and the shed*), two predicate adjectives (*The apples were red and ripe*), or two adjectives under one noun (*a red and white cow*).



Mother bought flour and sugar.

WORKED EXAMPLE 1

Write the two nouns that make up the compound subject.

> *Caleb and Lydia sang a hymn.*

1. Find the verb first. The action word is *sang*.
2. Ask who sang. *Caleb sang*, and *Lydia sang*.
3. The conjunction *and* joins the two subjects, so the compound subject is *Caleb and Lydia*.

Answer: Caleb, Lydia

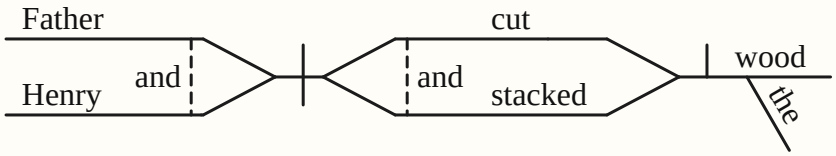
WORKED EXAMPLE 2

Diagram the sentence.

> *Father and Henry cut and stacked the wood.*

1. Find the verbs: *cut* and *stacked*. They are joined by *and*, so the verb is compound.
2. Ask who cut and stacked: *Father and Henry*. The subject is compound too.
3. Ask cut and stacked what? *The wood*. Both verbs share one direct object, *wood*.
4. Draw a fork on the left for *Father* and *Henry*, with *and* on a dashed line between them.
5. Draw a fork on the right for *cut* and *stacked*, with *and* on a dashed line. Bring the fork back together before the short line for the direct object.
6. Put *wood* after the direct object line and *the* on a slanted line under *wood*.

Answer: Subjects: Father, Henry (joined by and); verbs: cut, stacked (joined by and); shared direct object: wood; article: the



PRACTICE

DAY 2

1. EASY Write the two nouns that make up the compound subject.

   > *Cows and horses grazed in the meadow.*

2. EASY Add the missing commas.

   > *We planted beans peas and carrots.*

3. EASY Does this sentence have a compound subject or a compound verb?

   > *The lambs ran and jumped.*

   Choose: compound subject · compound verb

4. MEDIUM Diagram the sentence.

> *Ducks and geese swam in the pond.*

DAY 3

5. EASY Write the two verbs.

> *Martha mopped and waxed the floor.*

6. MEDIUM Do the two verbs share one direct object, or does each verb have its own?

> *Thomas fixed the gate and painted the barn.*

Choose: one shared direct object · a direct object for each verb

7. EASY Write the three direct objects.

> *Grandmother baked bread, pies, and cookies.*

8. MEDIUM Diagram the sentence.

> *Peter, James, and John climbed the mountain.*

DAY 4

9. HARD Diagram the sentence.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

10. MEDIUM Add the missing commas.

> *Henry fed the pigs watered the horses and milked the cow.*

11. MEDIUM Write the two predicate nouns.

> *God is our refuge and strength.* (Psalms 46:1, KJV)

12. HARD Write your own sentence with a compound subject and a compound verb. Then tell which words are the subjects and which are the verbs.

COMMON MISTAKES

- Leaving out the last comma in a series. Put a comma after every item except the last one, and keep the comma before *and*: *beans, peas, and carrots*.
- Putting a comma between only two parts. With just two subjects or two verbs, use no comma: *Ruth and Henry*, not *Ruth, and Henry*.

- In a diagram, drawing a shared direct object after only one verb. If both verbs act on the same object, close the fork first so the object belongs to both.

DAY 5

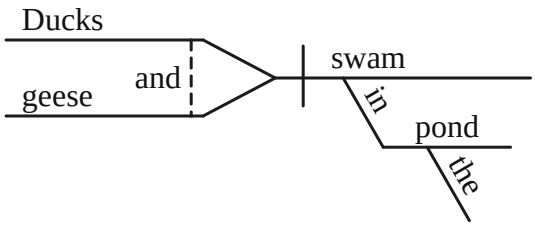
Copywork. Copy this sentence neatly, with every capital and mark.

> *Ruth, Grace, and Anna picked berries and baked a pie.*

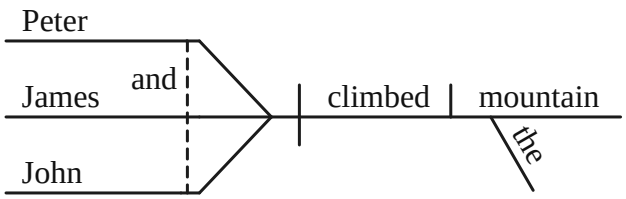
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 7.2

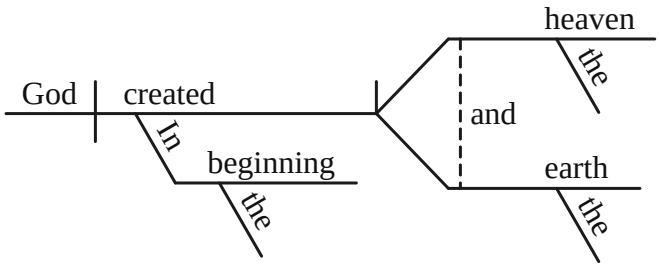
1. Cows, horses
2. We planted beans, peas, and carrots.
3. compound verb (one subject, *lambs*, does two things)
4. Subjects: Ducks, geese (joined by and); verb: swam; phrase: in the pond (modifies swam)



5. mopped, waxed
6. a direct object for each verb (*fixed the gate*, *painted the barn*)
7. bread, pies, cookies
8. Subjects: Peter, James, John (joined by and); verb: climbed; direct object: mountain; article: the



9. Subject: God; verb: created; direct objects: heaven, earth (joined by and); articles: the, the, the; phrase: In the beginning (modifies created)



10. Henry fed the pigs, watered the horses, and milked the cow.
11. refuge, strength (both rename *God* after the linking verb *is*)
12. Answers will vary. Example: Grace and Clara sang and laughed. The subjects are Grace and Clara; the verbs are sang and laughed.

UNIT 7 · LESSON 7.3 · LEVEL 1

Interjections and Commands

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find interjections and put a comma or an exclamation point after them.
- Name the understood subject you in a command.
- Diagram an interjection on its own line and (you) in the subject place.

VIDEO

WATCH

Interjections | Grammar Lesson (Expressing Emotion) 💥🗣️

GrammarFlip · 1:30

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=u1p5FPx2rtE

BACKUP

The Understood You | Imperative Sentences & Grammar Lesson 🤫👉

GrammarFlip · 1:20

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=iU9ZjjPYHxE

KEY TERMS

interjection An interjection is a word that shows feeling.

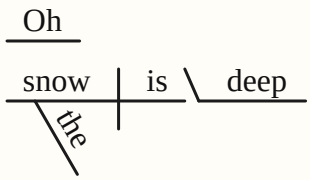
understood subject In a command, the subject *you* is understood: it is not written, but it is there.

TEACHING

Sometimes we say a word just to show how we feel. *Oh! Hurrah! Alas! Well!* A word that shows feeling is called an **interjection**. *Hurrah* shows joy. *Alas* shows sorrow. *Oh* can show surprise or wonder. *Well* often shows that the speaker is stopping to think.

An interjection needs a mark after it. If the feeling is strong, use an exclamation point, and begin the next word with a capital letter, because a new sentence starts: *Hurrah! The hay is in the barn.* If the feeling is mild, use a comma, and the sentence goes on: *Oh, the kitten is asleep. Well, the bread is ready.*

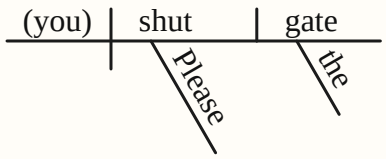
An interjection is not tied to any other word in the sentence. It does not tell who or what, and it does not tell what anyone did. If you take it away, the sentence still makes sense: *The kitten is asleep*. So in a diagram, an interjection sits on a line all by itself above the baseline.



Oh, the snow is deep.

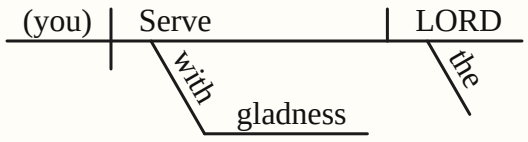
Now think back to the four kinds of sentences. An imperative sentence gives a command or makes a request: *Feed the hens*. *Please shut the gate*. Who is to feed the hens? *You are*! In a command the subject is *you*, but we do not say it. We call it the **understood subject**.

In a diagram, write (*you*) in the subject place, inside parentheses. The parentheses show that the word is understood, not written in the sentence. The word *please* in a request is an adverb; it goes on a slanted line under the verb.



Please shut the gate.

The Bible gives many good commands. Here is one: “Serve the LORD with gladness.” (Psalms 100:2, KJV) Who is to serve? *You are*. The understood subject is *you*, the verb is *Serve*, and *the LORD* is the direct object.



Serve the LORD with gladness.

Latin link. *Interjection* comes from the Latin word *interiectio*, “a throwing between.” An interjection is a word thrown into a sentence; it is not joined to the other words.

WORKED EXAMPLE 1

Write the interjection.

> *Oh, the sky is pink tonight.*

1. Look for a word that shows feeling and is not tied to the other words.
2. *Oh* shows wonder. Take it away, and the sentence still makes sense: *The sky is pink tonight*.
3. A comma follows *Oh* because the feeling is mild.

Answer: Oh

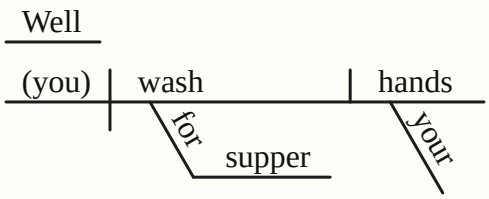
WORKED EXAMPLE 2

Diagram the sentence.

> *Well, wash your hands for supper.*

1. *Well* shows that the speaker stops to think. It is an interjection, so it goes on a line by itself above the baseline.
2. The sentence is a command. The verb is *wash*. Who is to wash? *You*. Write (*you*) in the subject place.
3. Ask wash what? *Your hands*. *Hands* is the direct object, and *your* goes on a slanted line under it.
4. *For supper* tells why you wash, so the phrase goes under the verb *wash*: *for* on a slanted line, *supper* on the line below it.

Answer: Interjection: Well; subject: (you); verb: wash; direct object: hands; your under hands; phrase: for supper (modifies wash)



PRACTICE

DAY 2

1. EASY Write the interjection.

   > *Alas, the rain spoiled our picnic.*

2. EASY What is the subject of this command?

   > *Gather the eggs.*

   Choose: Gather · eggs · you (understood)

3. EASY Add the missing comma after the interjection.

   > *Oh the roses smell sweet.*

4. MEDIUM Diagram the sentence.

   > *Sweep the porch and the steps.*

DAY 3

5. EASY What kind of sentence is this?

   > *Close the window, please.*

6. MEDIUM Which mark belongs after the interjection?

   > *Hurrah____ The barn is finished.*

   Choose: ! · ,

7. EASY Write the verb in this command.

   > *Please carry the basket to Grandmother.*

8. MEDIUM Diagram the sentence.

   > *Honour thy father and thy mother.* (Exodus 20:12, KJV)

DAY 4

9. MEDIUM Fix the capital letter.

   > *Hurrah! the snow has come.*

10. MEDIUM Write your own command that begins with an interjection. Then tell what the subject of your command is.

11. HARD Diagram the sentence.

> *Oh, come and see the new calf.*

12. HARD What part of speech is the word *well* in this sentence?

> *Martha sings well.*

COMMON MISTAKES

- Forgetting the mark after an interjection. Put a comma after a mild one, or an exclamation point after a strong one; after an exclamation point, begin the next word with a capital.
- Saying a command has no subject. Every command has a subject: *you*, understood. Write (*you*) in the subject place of the diagram.
- Calling every *well* an interjection. *Well* is an interjection when it stands by itself at the start, with a comma or an exclamation point after it (*Well, the bread is ready*). In *Martha sings well*, it tells how, so it is an adverb.

DAY 5

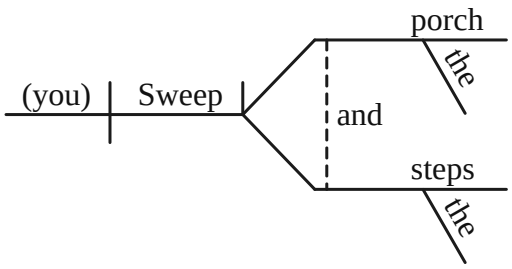
Copywork. Copy this sentence neatly, with every capital and mark.

> *Serve the LORD with gladness: come before his presence with singing.* (Psalms 100:2, KJV)

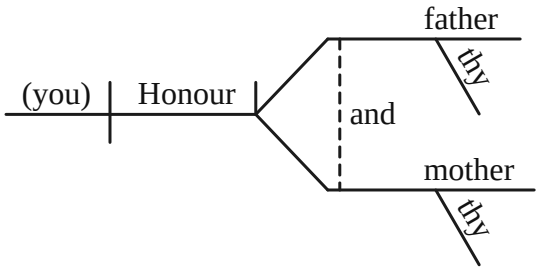
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 7.3

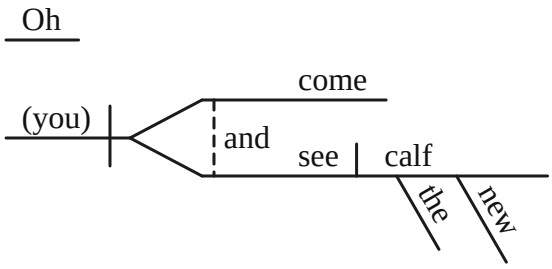
1. Alas
2. you (understood)
3. Oh, the roses smell sweet.
4. Subject: (you); verb: Sweep; direct objects: porch, steps (joined by and); articles: the, the



5. imperative (it makes a request)
6. ! (the next word, *The*, begins with a capital, so a new sentence starts)
7. carry
8. Subject: (you); verb: Honour; direct objects: father, mother (joined by and); thy under each



9. Hurrah! The snow has come.
10. Answers will vary. Example: Oh, look at the rainbow. The subject is you, understood.
11. Interjection: Oh; subject: (you); verbs: come, see (joined by and); direct object of see: calf; adjectives: the, new



12. adverb (it tells how Martha sings)

UNIT 7 · LESSON 7.4 · LEVEL 1

Compound Sentences

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Join two complete thoughts with a comma and and, but or or.
- Tell a compound sentence from a sentence with a compound verb.
- Diagram a compound sentence on two baselines.

VIDEO

WATCH

Simple Sentences vs. Compound Sentences

GrammarRevolution · 3:09

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=gR1mBT31uhE

BACKUP

COMMAS WITH FANBOYS CONJUNCTIONS | English Lesson

Kevin Spaans · 4:58

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=tk9DrpOPLCY

KEY TERMS

compound sentence A compound sentence is two complete thoughts joined by a comma and a conjunction such as *and*, *but* or *or*.

TEACHING

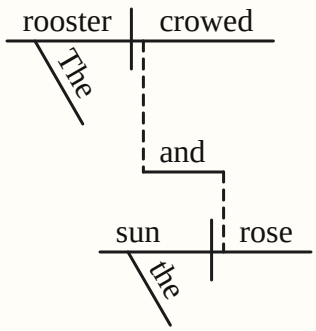
You know that a sentence tells a complete thought. Here are two: *The wind blew*. *The leaves fell*. We can join them into one sentence with a comma and a conjunction: *The wind blew, and the leaves fell*. A sentence made of two complete thoughts joined this way is a **compound sentence**. Each part has its own subject and its own verb: *wind blew*, *leaves fell*.

The comma goes just before the conjunction. Why? The comma tells the reader, “One complete thought is ending, and another is about to begin.” A comma alone is not strong enough to hold two sentences together; it needs the conjunction with it.

Choose the conjunction that fits the meaning, just as you did with words. *And* adds one thought to another: *Henry raked the leaves, and Anna swept the porch*. *But* shows a difference: *The sun was bright, but the air was cold*. *Or* gives a choice: *We can walk to church, or Father can drive us*.

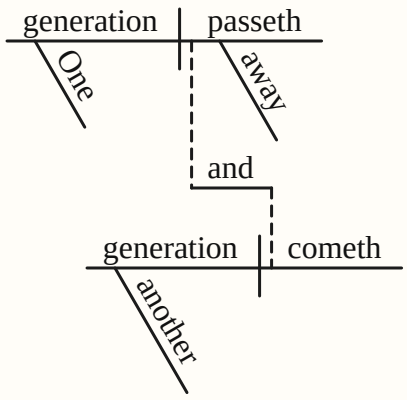
Be careful! Not every sentence with *and* is a compound sentence. *Ruth washed the dishes and swept the floor* has one subject, *Ruth*, with two verbs. That is a compound verb, and it needs no comma. *Ruth washed the dishes, and Grace swept the floor* has two subjects, each with its own verb. That is a compound sentence. Here is a test: cover the conjunction. Does each side have its own subject and its own verb, so that it could stand alone as a sentence? If it does, you have a compound sentence.

To diagram a compound sentence, draw two baselines, one above the other. The first complete thought goes on the top baseline, and the second goes on the bottom one. A dashed line joins the two verbs, and the conjunction sits on a short solid line, like a step, in the middle of the dashed line.



The rooster crowed, and the sun rose.

The book of Ecclesiastes has a compound sentence about the years going by: “One generation passeth away, and another generation cometh.” (Ecclesiastes 1:4, KJV) *Passeth* and *cometh* are old ways of saying *passes* and *comes*. The first complete thought is *One generation passeth away*; the second is *another generation cometh*. The comma and the conjunction *and* join them.



One generation passeth away, and another generation cometh.

WORKED EXAMPLE 1

Is this a compound sentence or a sentence with a compound verb?

> *Peter fed the horse and brushed its mane.*

Choose: compound sentence · compound verb

1. Find the verbs: *fed* and *brushed*.
2. Find who did them. *Peter fed*, and *Peter brushed*. There is only one subject.
3. Cover the word *and*. The second side, *brushed its mane*, has no subject, so it cannot stand alone as a sentence.
4. One subject with two verbs is a compound verb. That is why there is no comma before *and*.

Answer: compound verb

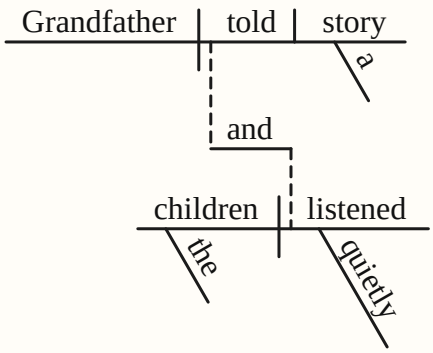
WORKED EXAMPLE 2

Diagram the sentence.

> *Grandfather told a story, and the children listened quietly.*

1. Cover the word *and*. *Grandfather told a story* can stand alone. *The children listened quietly* can stand alone. This is a compound sentence.
2. Put the first complete thought on the top baseline: *Grandfather*, then the verb *told*, then the direct object *story*, with *a* under it.
3. Put the second complete thought on the bottom baseline: *children*, with *the* under it, and the verb *listened*, with *quietly* under it.
4. Draw a dashed line from *told* down to *listened*. Put *and* on a short solid step in the middle of the dashed line.

Answer: Top: subject Grandfather, verb told, direct object story, article a. Bottom: subject children, article the, verb listened, adverb quietly. The verbs are joined by and.



PRACTICE

DAY 2

1. EASY Is this a compound sentence or a sentence with a compound verb?

   > *The bell rang, and the people came inside.*

   Choose: compound sentence · compound verb

2. EASY Choose the conjunction that shows a difference.

   > *The rain fell all morning, ____ the afternoon was sunny.*

   Choose: and · but · or

3. EASY Add the missing comma.

> *The cow mooed and the calf answered.*

4. MEDIUM Diagram the sentence.

> *The fire crackled, and the kettle sang.*

DAY 3

5. EASY Write the conjunction that joins the two complete thoughts.

> *Caleb found the eggs, but Lydia carried them.*

6. MEDIUM Write the two simple subjects.

> *Mother sewed a quilt, and Grandmother knitted a scarf.*

7. EASY Is this a compound sentence or a sentence with a compound verb?

> *Thomas chopped the wood and carried it inside.*

Choose: compound sentence · compound verb

8. MEDIUM Diagram the sentence.

> *We can sing a hymn, or Mary can play the piano.*

DAY 4

9. MEDIUM Join the two complete thoughts with a comma and the conjunction *and*.

> *The snow melted the creek rose.*

10. MEDIUM Write the two verbs.

> *The stars shone, and the moon rose over the hill.*

11. HARD Diagram the sentence.

> *Father plowed the field, and Henry planted the corn and the beans.*

12. HARD Write your own compound sentence that uses *but*. Then tell why the comma goes where you put it.

COMMON MISTAKES

- Leaving out the comma in a compound sentence. When *and*, *but* or *or* joins two complete thoughts, put a comma just before the conjunction.
- Putting a comma before *and* when there is only a compound verb. Cover the conjunction: if the second side has no subject of its own (*Ruth sang and played*), use no comma.
- Joining two sentences with only a comma. *The snow melted, the creek rose* is not correct; add a conjunction after the comma, or write two sentences.

DAY 5

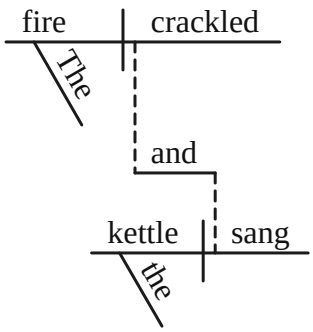
Copywork. Copy this sentence neatly, with every capital and mark.

> *The sun went down, and the stars came out.*

Then review the common mistakes and redo any missed practice items.

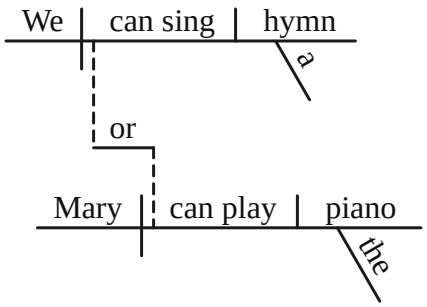
ANSWERS: LESSON 7.4

1. compound sentence (*bell rang*; *people came*)
2. but
3. The cow mooed, and the calf answered.
4. Top: subject fire, article The, verb crackled. Bottom: subject kettle, article the, verb sang. The verbs are joined by and.

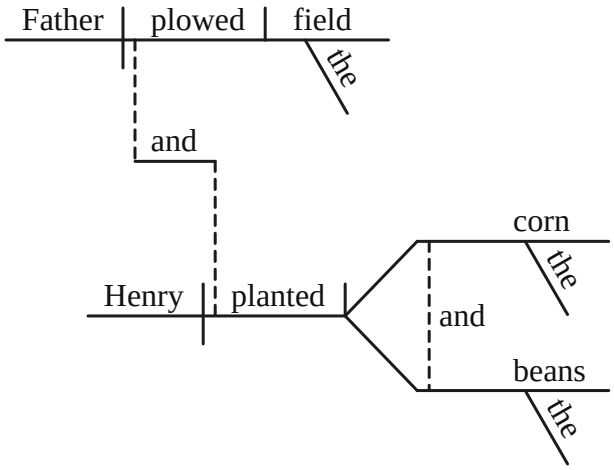


5. but
6. Mother, Grandmother
7. compound verb (one subject, *Thomas*, with two verbs)

8. Top: subject We, verb can sing, direct object hymn, article a. Bottom: subject Mary, verb can play, direct object piano, article the. The verbs are joined by or.



9. The snow melted, and the creek rose.
10. shone, rose
11. Top: subject Father, verb plowed, direct object field, article the. Bottom: subject Henry, verb planted, direct objects corn and beans (joined by and), articles the, the. The verbs are joined by and.



12. Answers will vary. Example: The hill was steep, but the horse climbed it. The comma goes before but because one complete thought ends there and another begins.

Unit 7 Test

Review the unit on the first day; give the test on the second. The test takes about 30 minutes. Work with the book closed. Write the answers on paper, and draw the diagrams on paper. Mastery is about 10 of the 12 items correct. For any item that is missed, go back and reteach the lesson named for that item, then try a few more sentences like it.

1. 7.1 Write the conjunction.

   > *Did Caleb pick peaches or plums?*

2. 7.1 Choose the conjunction that gives a choice.

   > *Clara will bake bread ____ muffins for the picnic.*

   Choose: and · but · or

3. 7.3 Write the interjection.

   > *Ah, the violets are blooming.*

4. 7.2 Add the missing commas.

   > *Uncle Thomas raised goats sheep and chickens.*

5. 7.2 Write the two verbs of the compound predicate.

   > *The children knelt and prayed before bed.*

6. 7.3 What is the subject of this command?

   > *Bring the lantern to the barn.*

   Choose: Bring · lantern · you (understood)

7. 7.4 Is this a compound sentence or a sentence with a compound verb?

   > *The geese honked, and the dog barked at them.*

   Choose: compound sentence · compound verb

8. 7.4 Add the missing comma.

   > *The bread rose but the cake fell.*

9. 7.2 What job does the word *wagon* do in this sentence?

> *Pastor Hale and James painted the wagon.*

10. 7.2 Diagram the sentence.

> *The kittens and the puppy played in the hay and the straw.*

11. 7.3 Diagram the sentence.

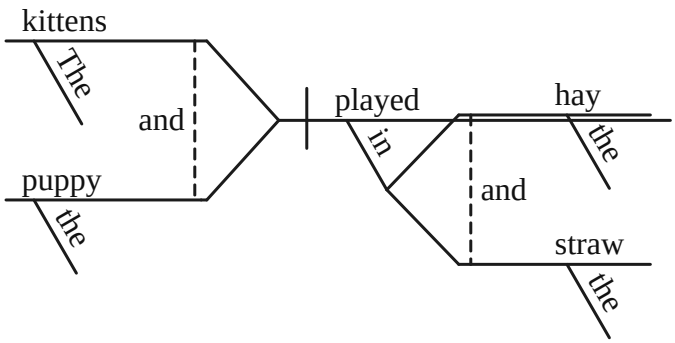
> *Hurry down the hill with the heavy basket.*

12. 7.4 Diagram the sentence.

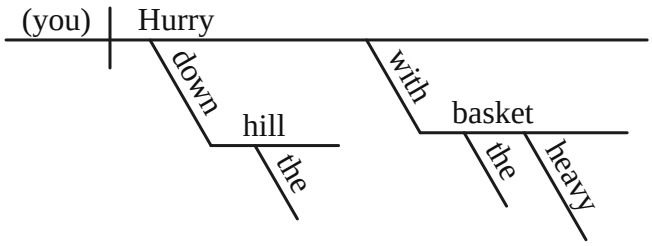
> *The sky was gray and cold, but the children sang happily.*

ANSWERS: UNIT 7 TEST

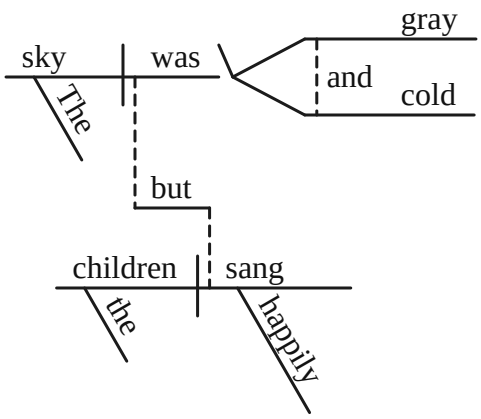
1. or
2. or
3. Ah
4. Uncle Thomas raised goats, sheep, and chickens.
5. knelt, prayed
6. you (understood)
7. compound sentence (*geese honked*; *dog barked*)
8. The bread rose, but the cake fell.
9. direct object (it tells what they painted)
10. Subjects: kittens, puppy (joined by and); verb: played; phrase: in the hay and the straw, with objects hay and straw (joined by and), modifying played; articles: The, the, the, the



11. Subject: (you); verb: Hurry; phrases: down the hill and with the heavy basket (both modify Hurry); the under hill; the and heavy under basket



12. Top: subject sky, article The, linking verb was, predicate adjectives gray and cold (joined by and). Bottom: subject children, article the, verb sang, adverb happily. The verbs are joined by but.



LEVEL 1 · LEVEL 1, YEAR B, WEEKS 23–30

Unit 8. Capitals, Punctuation and Usage

This unit teaches the small marks and choices that make writing easy to read: capital letters for sentences, names, places, days, holidays, God, and the Bible; commas in a series, in dates and places, in letters, after yes, no, and well, and around the name of a person spoken to; apostrophes in contractions and possessives; and the right choice among words that sound alike, such as there, their, and they're.

Up to now you have learned the parts of a sentence and how they work together. Now you will learn to write those sentences so that a reader understands them at once. A capital, a comma, or an apostrophe in the right place is a kindness to your reader. This unit finishes Level 1 and gets you ready for the deeper study of sentences in Level 2.

BEFORE THIS UNIT

- Know common and proper nouns and how to make possessive nouns.
- Know personal pronouns and possessive words such as my, his, and their.
- Find compound subjects, compound verbs, and compound sentences.
- Diagram subjects, verbs, adjectives, adverbs, direct objects, prepositional phrases, interjections, and compound parts.

MASTERY CHECKLIST

☐ I can capitalize the first word of a sentence, the word I, names, initials, and titles used with names.

☐ I can capitalize days, months, holidays, and places, and I keep the seasons small.

☐ I can capitalize God, names for God, the Bible, and the books of the Bible.

☐ I can use commas in a series, with a comma before and.

☐ I can use commas in dates, between a city and state, and in the greeting and closing of a friendly letter.

☐ I can use commas after yes, no, and well, and around the name of a person spoken to.

☐ I can write contractions and possessives with the apostrophe in the right place, and write possessive pronouns with no apostrophe.

☐ I can choose correctly among to, too, two; there, their, they're; your, you're; its, it's; and whose, who's.

UNIT 8 · LESSON 8.1 · LEVEL 1

Capital Letters

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Capitalize the first word of a sentence, the word I, and the names and initials of people.
- Capitalize titles used with names, days of the week, months, holidays, and the names of places.
- Write the seasons with small letters.
- Capitalize God, names for God, the Bible, and the books of the Bible.

VIDEO

WATCH

Capitalization for Kids

Homeschool Pop · 9:02

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=p8lhetSxPaU

BACKUP

Basic Capitalization Rules | Mechanics & Writing Lesson 🔠✍️

GrammarFlip · 1:43

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=1SJUXgmLk-U

KEY TERMS

capital letter	A capital letter is a big letter that begins a sentence or a special name.
initial	An initial is the first letter of a name, written as a capital letter with a period.
title	A title is a word like *Mr.*, *Dr.*, *Pastor*, or *Uncle* that is used with a person's name.

TEACHING

A **capital letter** is a big letter, like the *G* in *God* or the *S* in *Sunday*. Capital letters are signals for the reader. One signal says, “A new sentence starts here.” Another says, “This is the name of one special person, place, or thing.” You already know that every sentence begins with a capital letter and that proper nouns begin with capitals. In this lesson you will learn the main capital rules all together.

The word *I* is always a capital letter, wherever it stands in the sentence: *Grace and I fed the calves*. A small *i* standing all alone was easy to miss on a page, so long ago writers began to make it tall. Now it is always a capital.

The names of people begin with capitals: *Samuel Miller*, *Clara Hale*. An **initial** is the first letter of a name, used in place of the whole name. It is a capital letter with a period: *T. J. Miller*. A **title** is a word like *Mr.*, *Mrs.*, *Dr.*, *Pastor*, *Uncle*, or *Aunt* used with a person's name. When it goes with the name, it gets a capital: *Dr. Lewis*, *Pastor Hale*, *Uncle Henry*. When it is used without a name, it is a common noun and stays small: *Our pastor visited my uncle*.

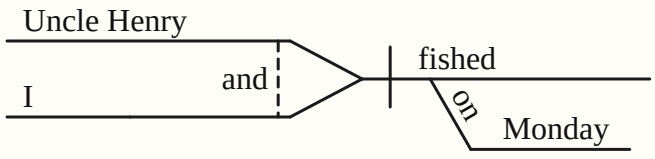
Days of the week, months of the year, and holidays begin with capitals: *Sunday*, *March*, *Christmas*, *Easter*, *Thanksgiving*. Each one is the name of one special day, month, or feast. But the four seasons stay small: *spring*, *summer*, *fall*, and *winter*. They are common nouns, like *morning* and *evening*. *In the spring we plant peas, and in December we keep Christmas*.

The names of places begin with capitals: cities (*Boston*), states (*Ohio*), countries (*England*), and streets (*Elm Street*). If a place name has more than one word, each main word gets a capital: *New York*, *Maple Street*.

We write *God* with a capital letter, and we also capitalize other names for God, such as *the Lord* and *the Almighty*. Notice that the little word *the* stays small in the middle of a sentence. In many places the King James Bible prints *LORD* in all capital letters, where the Hebrew uses God's own holy name: “O give thanks unto the LORD; for he is good: for his mercy endureth for ever.” (Psalms 136:1, KJV) Look at *he* and *his* in that verse. The King James Bible does not capitalize pronouns that stand for God, but some families and books do (*He*, *His*). Either way is fine. Follow the way your family or your book does it.

The Bible and the names of its books begin with capitals: *Genesis*, *Psalms*, *Luke*, *John*. The very first verse of the Bible has a capital for its first word and a capital for God: “In the beginning God created the heaven and the earth.” (Genesis 1:1, KJV)

When you diagram, keep every capital just as it is in the sentence. A name of two words, like *Uncle Henry*, stays together on one line. Here is the diagram of *Uncle Henry and I fished on Monday*.



Uncle Henry and I fished on Monday.

Latin link. The word *capital* comes from the Latin word *caput*, which means “head.” A capital letter stands at the head of a sentence or a name, the way your head is at the top of you.

WORKED EXAMPLE 1

Fix the capital letters.

> *ruth and i sang hymns on sunday.*

1. Look at the first word, *ruth*. It begins the sentence, and it is a girl's name, so it needs a capital: *Ruth*.
2. The word *i* stands alone for the person speaking. It is always a capital: *I*.
3. *Sunday* is the name of a day of the week, so it needs a capital.
4. The words *and*, *sang*, *hymns*, and *on* are not names, so they stay small.

Answer: Ruth and I sang hymns on Sunday.

WORKED EXAMPLE 2

Fix the capital letters.

> *last spring dr. j. r. lewis visited our farm on elm street.*

1. *Last* is the first word of the sentence, so it needs a capital.
2. *Spring* is a season. Seasons stay small, so *spring* does not change.
3. *Dr.* is a title used with a name, so it needs a capital: *Dr.*
4. *J.* and *R.* are initials, and *Lewis* is a name. All three need capitals.
5. *Elm Street* is the name of a street. Both words need capitals.
6. *Our* and *farm* are not names, so they stay small.

Answer: Last spring Dr. J. R. Lewis visited our farm on Elm Street.

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *Our family will have a picnic on ____.*

   Choose: saturday · Saturday

2. EASY Fix the capital letters.

   > *henry and i fed the pigs.*

3. EASY Diagram the sentence.

> *Lydia and I read Genesis.*

4. EASY Should the word *winter* begin with a capital letter in this sentence? Write yes or no.

> *The pond froze in winter.*

DAY 3

5. EASY Which words correctly complete the sentence?

> *Yesterday ____ baked bread for us.*

Choose: my aunt · my Aunt

6. MEDIUM Fix the capital letters.

> *pastor hale read from luke on easter.*

7. MEDIUM Write the three words that are capitalized because they name a day, a month, or a holiday.

> *Thanksgiving comes on a Thursday in November.*

8. MEDIUM Diagram the sentence.

> *Pastor Hale and Dr. Lewis visited Mr. Miller.*

DAY 4

9. MEDIUM Write a sentence that names a holiday and the month it comes in. Then tell why each of those two words begins with a capital letter.

10. MEDIUM Fix the capital letters.

> *last winter mr. t. j. miller moved to oak street.*

11. HARD Diagram the sentence.

> *On Sunday Samuel and I read the Bible by the fire.*

12. HARD Which sentence is written correctly?

Choose: We prayed to the lord in the Spring. · We prayed to the Lord in the spring. · We prayed to The Lord in the spring.

COMMON MISTAKES

- Watch for capitals on the seasons. *Spring*, *summer*, *fall*, and *winter* stay small unless they begin a sentence. Ask yourself, “Is this a day, a month, or a holiday?” If it is a season, write it small.
- Watch for titles without names. Write *Uncle Henry* and *Pastor Hale* with capitals, but write *my uncle* and *our pastor* with small letters.
- Watch for missing periods. Put a period after an initial and after short titles like *Mr.*, *Mrs.*, and *Dr.*: *Dr. J. R. Lewis*.

DAY 5

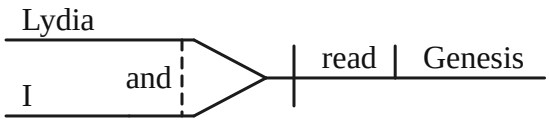
Copywork. Copy this sentence neatly, with every capital and mark.

> *Grace and I read Luke with Pastor Hale in December.*

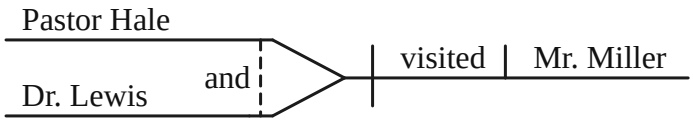
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 8.1

1. Saturday (the name of a day of the week)
2. Henry and I fed the pigs.
3. Subjects: Lydia and I (joined by and); verb: read; direct object: Genesis

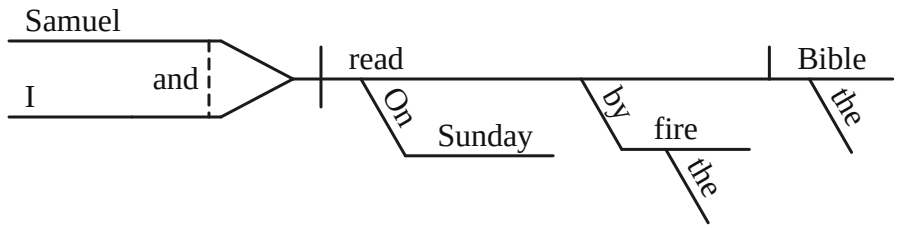


4. no (*winter* is a season, and seasons stay small)
5. my aunt (*aunt* is used without a name, so it stays small)
6. Pastor Hale read from Luke on Easter.
7. Thanksgiving, Thursday, November
8. Subjects: Pastor Hale and Dr. Lewis (joined by and); verb: visited; direct object: Mr. Miller



9. Answers will vary. Example: We celebrate Christmas in December. Christmas is the name of one special holiday, and December is the name of one month, so both begin with capital letters.
10. Last winter Mr. T. J. Miller moved to Oak Street.

11. Subjects: Samuel and I (joined by and); verb: read; direct object: Bible (adjective: the); adverb phrases: On Sunday, by the fire



12. We prayed to the Lord in the spring.

UNIT 8 · LESSON 8.2 · LEVEL 1

Commas

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use commas to separate three or more words in a series, with a comma before and.
- Use commas in dates, between a city and its state, and after the greeting and closing of a friendly letter.
- Use a comma after yes, no, or well at the start of a sentence.
- Use commas to set off the name of a person spoken to.

VIDEO

WATCH

COMMAS IN A SERIES | English Lesson

Kevin Spaans · 3:52

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=7Uk4DqklqFg

BACKUP

COMMAS OF DIRECT ADDRESS | English Lesson

Kevin Spaans · 5:09

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=tkFZ6hSZJOE

> **Note:** Kevin Spaans uses the serial comma and explains why to keep it, as this book does.

KEY TERMS

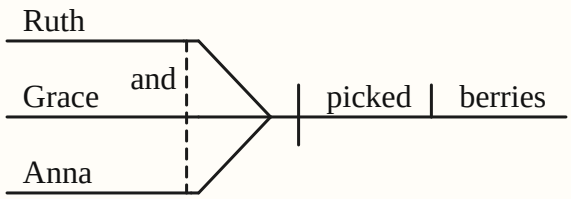
comma	A comma is a mark that tells the reader to pause and keeps apart words that belong apart.
series	A series is a list of three or more words in a sentence.
serial comma	The serial comma is the comma that comes before *and* or *or* in a series.

TEACHING

A **comma** looks like a period with a little tail (,). It tells the reader to pause for a moment, and it keeps apart words that belong apart. Without commas, words run together and the reader can get mixed up. Commas are small, but they help your reader understand you.

A **series** is a list of three or more words in a sentence. Put a comma after each word in the series except the last one: *Ruth, Grace, and Anna picked berries*. *We packed bread, cheese, and apples*. The comma before *and* is called the **serial comma**. Some writers leave it out, but this book uses it, because it keeps the last two words from looking like one pair.

In a diagram, the commas are left out, just as the end mark is. *Ruth*, *Grace*, and *Anna* are three subjects joined by *and*, so the subject line forks into three.



Ruth, Grace, and Anna picked berries.

Commas also go in dates and places. In a date, put a comma between the day and the year: *May 4, 2026*. Between a city and its state, put a comma: *Salem, Oregon*. If the sentence keeps going after the year or the state, put a comma after it too: *On May 4, 2026, the lambs were born*. *We drove to Salem, Oregon, in June*.

A friendly letter has a comma after the greeting and a comma after the closing. The greeting is the hello at the top of the letter, such as *Dear Grandmother*. The closing is the good-bye at the bottom, just before your name, such as *Your loving grandson*. In a real letter, each one stands on its own line with a comma after it, because a short pause comes before the letter begins and before your name.

When *yes*, *no*, or *well* begins a sentence, put a comma after it: *Yes, the hens are fed*. *No, the bread is not ready*. *Well, the rain has stopped*. In a diagram, *yes*, *no*, and *well* go on a line above the baseline, like an interjection.

When you speak to a person by name, use commas to set the name apart from the rest of the sentence. If the name comes first, put a comma after it: *Thomas, please close the gate*. If it comes last, put a comma before it: *Thank you, Ruth*. If it comes in the middle, put a comma on both sides: *Come here, Peter, and help me*. Jesus spoke to Martha by name, and the King James Bible sets her name apart with commas: “Martha, Martha, thou art careful and troubled about many things.” (Luke 10:41, KJV)

From history. Long ago, books were copied by hand, and writers marked pauses in many different ways. About five hundred years ago, a printer named Aldus Manutius printed fine books in the city of Venice, in Italy. His printing house helped give the comma the curved shape we use today, and it was one of the first to print the semicolon, a mark made of a period with a comma under it. Printers all over Europe copied his marks, and we still use them.

WORKED EXAMPLE 1

Add the missing commas.

> *We packed bread cheese and apples.*

1. Find the series. We packed three things: *bread*, *cheese*, *and apples*.
2. Put a comma after each word in the series except the last: *bread*, *cheese*,
3. The comma after *cheese* is the serial comma, the one that comes before *and*.
4. *Apples* is the last word in the series, so no comma goes after it.

Answer: We packed bread, cheese, and apples.

WORKED EXAMPLE 2

Add the missing commas.

> *Well Henry the calves were born on April 2 2026.*

1. *Well* begins the sentence, so put a comma after it: *Well,*
2. *Henry* is the name of the person spoken to. His name is in the middle of the sentence, so it needs a comma on both sides: *Well*, *Henry,*
3. *April 2 2026* is a date. Put a comma between the day and the year: *April 2, 2026*.
4. The sentence ends after the year, so no comma goes after *2026*. The period ends the sentence.

Answer: Well, Henry, the calves were born on April 2, 2026.

PRACTICE

DAY 2

1. EASY Add the missing commas.

   > *Caleb fed the pigs cows and hens.*

2. EASY Which greeting for a friendly letter is written correctly?

   Choose: Dear Grandmother, · Dear Grandmother. · Dear, Grandmother

3. EASY Diagram the sentence.

   > *Yes, the lambs are sleeping.*

4. EASY Is this sentence punctuated correctly or incorrectly? Write correct or incorrect.

   > *We live in Salem Oregon.*

DAY 3

5. EASY Write the name of the person spoken to.

   > *Please close the gate, Thomas.*

6. MEDIUM Add the missing comma.

   > *Peter will you carry the pail?*

7. MEDIUM Diagram the sentence.

   > *Martha baked bread, pies, and cookies.*

8. MEDIUM Add the missing comma.

   > *Grandfather was born on May 4 1950.*

DAY 4

9. MEDIUM Which sentence uses commas correctly?

   Choose: On March 10, 2026, the first lamb was born. · On March 10 2026, the first lamb was born. · On March, 10, 2026, the first lamb was born.

10. MEDIUM Write a sentence that speaks to a person by name and asks for help with a chore. Then tell where the comma goes and why.

11. HARD Add the missing commas.

    > *No Anna we did not visit Dover Delaware in June.*

12. HARD Diagram the sentence.

    > *Well, Caleb and Peter chopped, stacked, and carried the wood.*

COMMON MISTAKES

- Watch for a missing serial comma. In a series of three or more, put a comma before *and* or *or*: *corn, beans, and peas*.
- Watch for a name in the middle of a sentence. It needs a comma on both sides: *Come here, Ruth, and help me*.

- Watch for the comma after the year or the state. If the sentence keeps going, put a comma after it too: *We drove to Salem, Oregon, in June*.

DAY 5

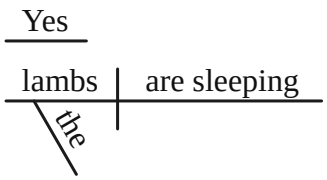
Copywork. Copy this sentence neatly, with every capital and mark.

> *Martha, Martha, thou art careful and troubled about many things.* (Luke 10:41, KJV)

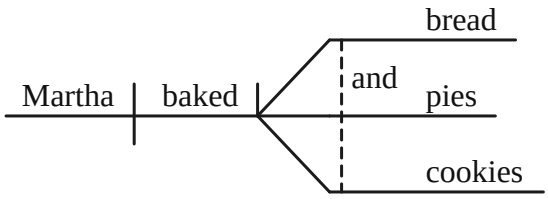
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 8.2

1. Caleb fed the pigs, cows, and hens.
2. Dear Grandmother,
3. Interjection: Yes (on a line above); subject: lambs; verb: are sleeping; adjective: the

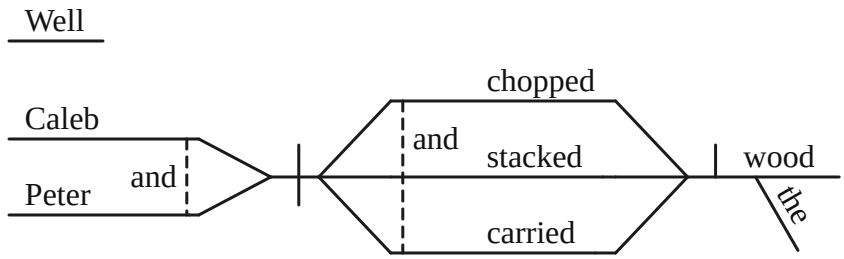


4. incorrect (a comma belongs between *Salem* and *Oregon*)
5. Thomas
6. Peter, will you carry the pail?
7. Subject: Martha; verb: baked; direct objects: bread, pies, and cookies (joined by and)



8. Grandfather was born on May 4, 1950.
9. On March 10, 2026, the first lamb was born.
10. Answers will vary. Example: Samuel, please bring in the wood. The comma goes after Samuel because Samuel is the name of the person spoken to, and the comma sets his name apart from the rest of the sentence.
11. No, Anna, we did not visit Dover, Delaware, in June.

12. Interjection: Well (on a line above); subjects: Caleb and Peter (joined by and); verbs: chopped, stacked, and carried (joined by and); shared direct object: wood; adjective: the



UNIT 8 · LESSON 8.3 · LEVEL 1

Contractions and Apostrophes

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Write contractions correctly, putting the apostrophe where letters are left out.
- Name the two words that make up a contraction.
- Use apostrophes in possessive nouns.
- Write possessive pronouns such as its, yours, hers, ours, and theirs without an apostrophe.

VIDEO

WATCH

Apostrophes Have 3 Purposes

GrammarRevolution · 5:13

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=czOJR1dMYi4

BACKUP

The Apostrophes Song! 🤠 Country Music Grammar Lesson (Contractions vs Possession)

GrammarFlip · 2:39

When to watch: Any day this week, as a memory song.

https://www.youtube.com/watch?v=wsBCDoU-Gsc

KEY TERMS

contraction	A contraction is two words made into one by leaving out some letters.
apostrophe	An apostrophe (') is a mark that shows where letters are left out or shows that something belongs to someone.
possessive pronoun	A possessive pronoun shows that something belongs to someone, and it never has an apostrophe.

TEACHING

When we talk, we often squeeze two words into one. We say *don't* for *do not* and *I'm* for *I am*. A word made this way is called a **contraction**. Some letters are left out, and a little mark called an **apostrophe** (') takes their place. The apostrophe tells the reader, “Some letters were here.”

Here are contractions you should know: *is not*, *isn't*; *do not*, *don't*; *cannot*, *can't*; *I am*, *I'm*; *it is*, *it's*; *they are*, *they're*; *we have*, *we've*; *let us*, *let's*. Two are a little different. *Won't* means *will not*; it comes from an old way of saying *will not*. *O'clock* is short for *of the clock*: *The bell rang at six o'clock.*

The apostrophe goes exactly where the letters were left out, not in the space between the two words. In *don't*, the *o* of *not* is left out, so the apostrophe goes between *n* and *t*. Writing *do'nt* is a mistake. Robert Louis Stevenson used a contraction in a happy little poem: "I'm sure we should all be as happy as kings." (Robert Louis Stevenson, A Child's Garden of Verses, "Happy Thought") *I'm* stands for *I am*; the apostrophe takes the place of the letter *a*.

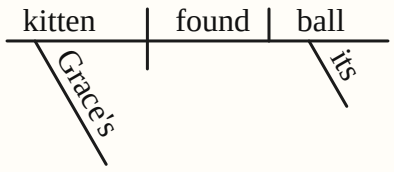
Contractions are fine in friendly letters, in poems, and when people talk in a story. In careful school writing, such as a report, it is often better to write both words: *do not*, *it is*. That makes your writing sound clear and steady.

You have already learned the other job of the apostrophe: it shows that something belongs to someone. Add *'s* to a singular noun: *Ruth's doll*. Add only *'* to a plural noun that ends in *s*: *the girls' room*. Add *'s* to a plural noun that does not end in *s*: *the children's books*.

A **possessive pronoun** also shows that something belongs to someone, but it never has an apostrophe: *his*, *hers*, *its*, *ours*, *yours*, *theirs*. These words already show ownership all by themselves, so they do not need an apostrophe to help. *The pie is ours*. *Is this cap yours*? *The kitten licked its paw*.

Be careful with *its* and *it's*. *It's* is a contraction that means *it is*: *It's raining*. *Its* shows that something belongs to it: *The tree dropped its leaves*. Try saying "it is" in the sentence. If it fits, write *it's*. If it does not, write *its*.

Contractions are not used in diagram sentences, but possessive words such as *Grace's*, *my*, and *its* are. A possessive word goes on a slanted line under the noun it tells about, just like an adjective. Here is *Grace's kitten found its ball.*



Grace's kitten found its ball.

Latin link. The word *contraction* comes from the Latin word *contrahere*, which means "to draw together." A contraction draws two words together into one.

WORKED EXAMPLE 1

Which is the correct contraction for *we have*?

Choose: we've · weve · we'have

1. Write the two words: *we have*.
2. To make the contraction, leave out the letters *h* and *a* from *have*.
3. Put the apostrophe where those letters were: *we've*.
4. *Weve* has no apostrophe, and *we'have* leaves out no letters, so neither one is right.

Answer: we've

WORKED EXAMPLE 2

Fix the two apostrophe mistakes.

> *The dog wagged it's tail, but it didnt bark.*

1. Look at *it's*. Say “it is” in its place: *The dog wagged it is tail*. That does not make sense.
2. The tail belongs to the dog, so we need the possessive pronoun *its*. A possessive pronoun has no apostrophe.
3. Look at *didnt*. It stands for *did not*. The *o* of *not* is left out, so an apostrophe goes between *n* and *t*: *didn't*.

Answer: The dog wagged its tail, but it didn't bark.

PRACTICE

DAY 2

1. EASY Which contraction is made from *do not*?

   Choose: don't · do'nt · dont

2. EASY Write the contraction.

   > *We can't find the brown hen.*

3. EASY Which two words make the contraction *they're*?

   Choose: they are · they were · there are

4. EASY Diagram the sentence.

   > *Henry's pony ate the apples.*

DAY 3

5. EASY Add the missing apostrophe.

   > *Lets read a story.*

6. MEDIUM Which word correctly completes the sentence?

   > *The robin built ____ nest in the oak.*

   Choose: its · it's

7. MEDIUM Add the missing apostrophe.

   > *The church bell rings at nine oclock.*

8. MEDIUM Diagram the sentence.

   > *Samuel's colt ran happily across the field.*

DAY 4

9. MEDIUM Write the two possessive pronouns.

   > *The blue mittens are hers, and the red mittens are ours.*

10. MEDIUM Write a sentence that uses the contraction for *will not*. Then write the two words it stands for.

11. HARD Fix the two apostrophe mistakes.

    > *Theyre sure the brown puppy is our's.*

12. HARD Diagram the sentence.

    > *Clara's quilt and Grandmother's pies won ribbons, and the children cheered.*

COMMON MISTAKES

- Watch where the apostrophe goes. It does not go between the two words (*do'nt*); it goes where the letters were left out: *don't*.
- Watch for apostrophes in possessive pronouns. Write *hers*, *ours*, *yours*, *theirs*, and *its* with no apostrophe.
- Watch for *it's* and *its*. Say “it is” in the sentence. If it fits, write *it's*; if it does not, write *its*.

DAY 5

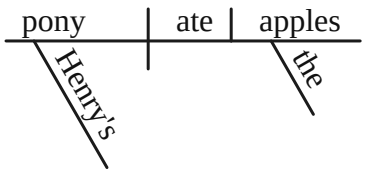
Copywork. Copy this sentence neatly, with every capital and mark.

> *I'm sure we should all be as happy as kings.* (Robert Louis Stevenson, A Child's Garden of Verses, "Happy Thought")

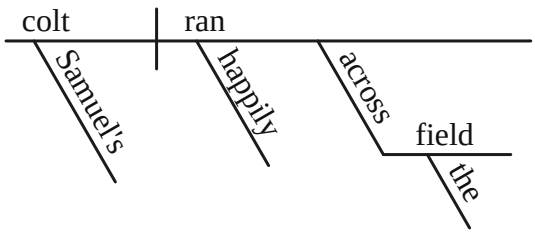
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 8.3

1. don't
2. can't
3. they are
4. Subject: pony; possessive noun: Henry's; verb: ate; direct object: apples; adjective: the

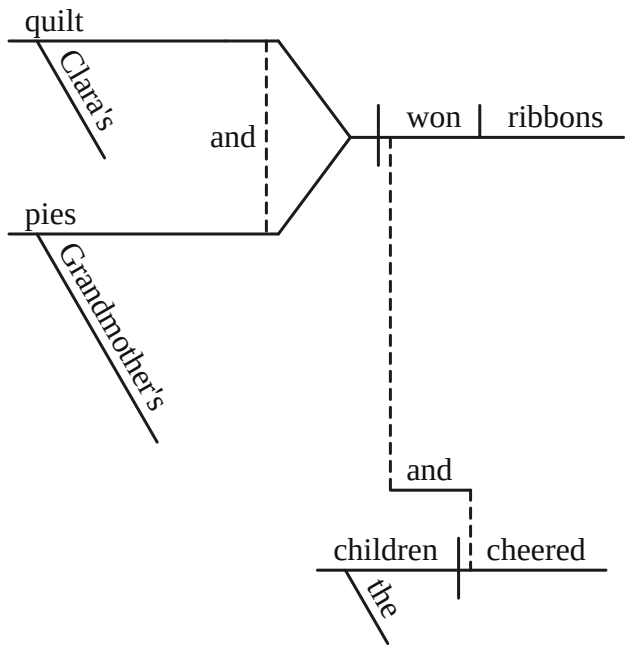


5. Let's read a story.
6. its (the nest belongs to the robin)
7. The church bell rings at nine o'clock.
8. Subject: colt; possessive noun: Samuel's; verb: ran; adverb: happily; adverb phrase: across the field



9. hers, ours
10. Answers will vary. Example: The puppy won't sit still. Won't stands for will not.
11. They're sure the brown puppy is ours.

12. First baseline: subjects quilt and pies (joined by and), with Clara's and Grandmother's under them; verb: won; direct object: ribbons. Second baseline: subject: children; adjective: the; verb: cheered. The two verbs are joined by and.



UNIT 8 · LESSON 8.4 · LEVEL 1

Words Often Confused

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Choose correctly among to, too, and two.
- Choose correctly among there, their, and they're.
- Choose correctly between your and you're, its and it's, and whose and who's.
- Test a word by saying the two words of a contraction in its place.

VIDEO

WATCH

THERE, THEIR, & THEY'RE | English Lesson

Kevin Spaans · 3:31

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=uBHattKooC0

BACKUP

Homophones for Kids | Grammar for Elementary Students

Homeschool Pop · 5:07

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=rQuWqcVzqUU

KEY TERMS

homophones Homophones are words that sound alike but have different spellings and meanings.

TEACHING

Some words sound just alike but are spelled differently and mean different things. They are called **homophones**. When you talk, no one can hear which one you mean. But when you write, your reader sees only the spelling, so you must choose the right word. In this lesson you will learn five groups of words that are often mixed up.

To, *too*, and *two*. *To* shows where something goes: *We walked to the barn*. It also comes before a verb: *We like to sing*. *Too* means *also*, or *more than enough*: *Anna came too*. *The soup is too hot*. *Two* is the number 2: *Two robins sang*. Here is a way to remember: *too* has an extra *o*, because it means more.

There, *their*, and *they're*. *There* tells where: *Put the pail there*. It can also start a sentence: *There is a nest in the hedge*. *Their* shows that something belongs to them: *The Millers fed their horses*. *They're* is a contraction for *they are*: *They're baking bread today*. Notice that *there* has the word *here* inside it, and both words tell where.

Your and *you're*. *Your* shows that something belongs to you: *Is this your hat*? *You're* is a contraction for *you are*: *You're a good helper*.

Its and *it's*. *Its* shows that something belongs to it: *The colt shook its mane*. *It's* is a contraction for *it is*: *It's time for supper*.

Whose and *who's*. *Whose* asks or tells to whom something belongs: *Whose boots are these*? *Who's* is a contraction for *who is* or *who has*: *Who's ringing the bell*?

Here is a test that works for four of these groups. *They're*, *you're*, *it's*, and *who's* are all contractions. When you are not sure, say the two words in place of the word. If “they are,” “you are,” “it is,” or “who is” (or “who has”) makes sense, use the contraction. If not, use the word with no apostrophe. Jesus said, “For where your treasure is, there will your heart be also.” (Matthew 6:21, KJV) Try *you are* in place of *your*: *where you are treasure is* makes no sense, so *your* is right.

The book of Ecclesiastes tells about two people working together: “Two are better than one; because they have a good reward for their labour.” (Ecclesiastes 4:9, KJV) *Two* is the number, and *their* shows that the reward belongs to them. (*Labour* is the old way of spelling *labor*.)

WORKED EXAMPLE 1

Which words correctly complete the sentence?

> *We walked ____ the pond, and Anna came ____.*

Choose: to · too · two

1. The first blank tells where we walked. The word that shows where something goes is *to*.
2. The second blank means that Anna came also. The word that means *also* is *too*.
3. *Two* is the number 2, and no number belongs in either blank.

Answer: to, too

WORKED EXAMPLE 2

Fix the two words that are used wrong.

> *Their going to feed there horses.*

1. Look at the first word, *Their*. Try “they are”: *They are going to feed*. That makes sense, so we need the contraction *They're*.
2. Look at *there*. The horses belong to them, so we need the word that shows ownership: *their*.
3. Check: *They're going to feed their horses*. Now each word does its own job.

Answer: They're going to feed their horses.

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *I have ____ kittens.*

   Choose: to · too · two

2. EASY Which word correctly completes the sentence?

   > *____ coat is on the hook?*

   Choose: Whose · Who's

3. EASY Diagram the sentence.

   > *Your bread smells good.*

4. EASY Is the word *their* used correctly in this sentence? Write yes or no.

   > *The boys put on their boots.*

DAY 3

5. EASY Which word correctly completes the sentence?

   > *____ going to the library today.*

   Choose: Your · You're

6. MEDIUM Which words correctly complete the sentence?

> *The calf is ____ small ____ jump the fence.*

Choose: to · too · two

7. MEDIUM Fix the word that is used wrong.

> *The kitten chased it's tail.*

8. MEDIUM Diagram the sentence.

> *The two girls walked to church too.*

DAY 4

9. MEDIUM Write the two contractions.

> *They're sure it's going to rain.*

10. MEDIUM Write one sentence that uses both *there* and *their* correctly. Then tell how you chose each word.

11. HARD Fix the three words that are used wrong.

> *You're mother said that there pie is to hot.*

12. HARD Diagram the sentence.

> *Their old dog and its two puppies slept there too.*

COMMON MISTAKES

- Watch for *there*, *their*, and *they're*. *They're* has an apostrophe because it means *they are*; *their* shows that something belongs to them; *there* tells where.
- Watch for *to* when you mean *too*. If you mean *also* or *more than enough*, write *too*, with the extra *o*.
- Watch for *who's* and *you're* used to show ownership. Say “who is” (or “who has”) or “you are” in their place. If that does not make sense, write *whose* or *your*.

DAY 5

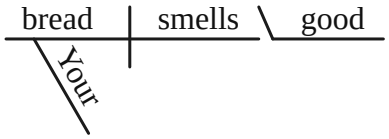
Copywork. Copy this sentence neatly, with every capital and mark.

> *For where your treasure is, there will your heart be also.* (Matthew 6:21, KJV)

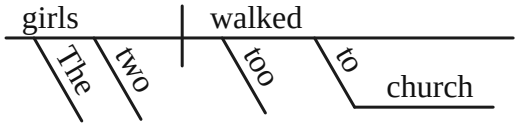
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 8.4

1. two (the number 2)
2. Whose (it asks to whom the coat belongs)
3. Subject: bread; possessive word: Your; linking verb: smells; predicate adjective: good

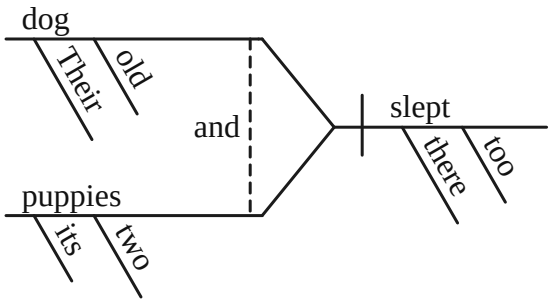


4. yes (the boots belong to the boys)
5. You're (*you are going*)
6. too, to
7. The kitten chased its tail.
8. Subject: girls; adjectives: The, two; verb: walked; adverb phrase: to church; adverb: too



9. They're, it's
10. Answers will vary. Example: The Millers left their wagon over there. Their shows that the wagon belongs to the Millers, and there tells where they left it.
11. Your mother said that their pie is too hot.

12. Subjects: dog and puppies (joined by and); adjectives under dog: Their, old; adjectives under puppies: its, two; verb: slept; adverbs: there, too



Unit 8 Test

Allow about 30 minutes. Close the book and work alone. Draw the diagrams on a sheet of paper. Mastery is about 10 of 12 correct. If any item is missed, go back to the lesson named beside it, read it again together, and redo the missed practice items from that lesson.

1. 8.1 Fix the capital letters.

   > *on friday abigail and i baked bread.*

2. 8.1 Which sentence is written correctly?

   Choose: Mrs. Bennett read from Matthew in the fall. · mrs. Bennett read from Matthew in the Fall. · Mrs. Bennett read from matthew in the fall.

3. 8.2 Add the missing commas.

   > *James planted corn beans and squash.*

4. 8.3 Which contraction is made from *will not*?

   Choose: won't · willn't · wo'nt

5. 8.4 Which words correctly complete the sentence?

   > *Mother said ____ going to ride ____ ponies.*

   Choose: there · their · they're

6. 8.1 Diagram the sentence.

   > *Aunt Clara and Dr. Brown visited Denver in May.*

7. 8.2 Add the missing commas.

   > *Yes John the fair opens on August 9 2026.*

8. 8.3 Fix the two apostrophe mistakes.

   > *The goat isnt theirs, but the cart is her's.*

9. 8.2 Which sentence uses commas correctly?

   Choose: We moved to Austin, Texas, in April. · We moved to Austin Texas, in April. · We moved to Austin, Texas in April.

10. 8.4 Fix the two words that are used wrong.

> *Who's lamb is that, and is it to small to walk?*

11. 8.2 Diagram the sentence.

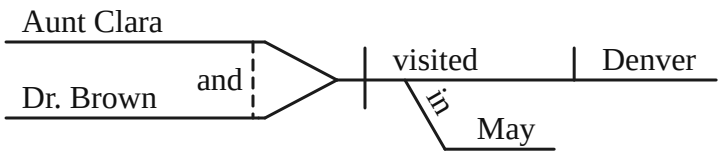
> *Well, the boys and their father mended the fence.*

12. 8.3 Diagram the sentence.

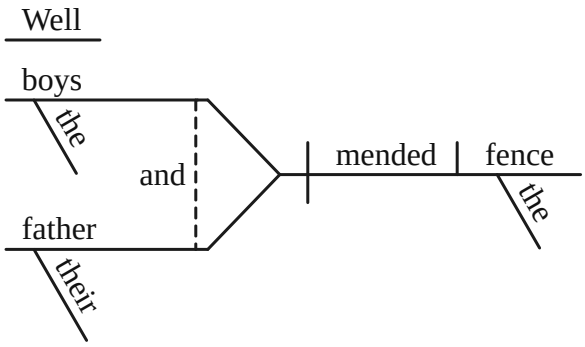
> *Abigail's geese honked loudly, and the dog barked.*

ANSWERS: UNIT 8 TEST

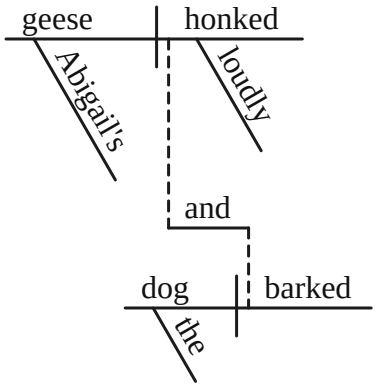
1. On Friday Abigail and I baked bread.
2. Mrs. Bennett read from Matthew in the fall.
3. James planted corn, beans, and squash.
4. won't
5. they're, their
6. Subjects: Aunt Clara and Dr. Brown (joined by and); verb: visited; direct object: Denver; adverb phrase: in May



7. Yes, John, the fair opens on August 9, 2026.
8. The goat isn't theirs, but the cart is hers.
9. We moved to Austin, Texas, in April.
10. Whose lamb is that, and is it too small to walk?
11. Interjection: Well (on a line above); subjects: boys and father (joined by and); adjectives: the (under boys), their (under father); verb: mended; direct object: fence; adjective: the



12. First baseline: subject: geese; possessive noun: Abigail's; verb: honked; adverb: loudly. Second baseline: subject: dog; adjective: the; verb: barked. The two verbs are joined by and.



UNITS 5–8 · 3 DAYS, ABOUT 30 MINUTES A DAY

Level 1, Year B Review

Do ten items each day: items 1–10 on day 1, items 11–20 on day 2, and items 21–30 on day 3. Close the book and work from what you remember. Draw each diagram on paper with a ruler, and put every word of the sentence in its place. A few items look back at what you learned last year. When you finish, check your work with your teacher. If you miss an item, look at the lesson number in “topic” and read that lesson again together, then try the item once more. This is a review, not a test: it shows how much you have grown this year.

Day 1

1. 1.2 What kind of sentence is this?

   > *How bright the stars are tonight!*

2. 5.1 Write the two adverbs.

   > *Samuel always feeds the hens early.*

3. 5.2 Diagram the sentence.

   > *Grace gently brushed the pony.*

4. 5.3 Which pronoun correctly completes the sentence?

   > *Ruth and ____ picked the apples.*

   Choose: me · I

5. 6.1 Write the two prepositions.

   > *The ducks waddled down the lane toward the pond.*

6. 6.2 Write the two prepositional phrases.

   > *The old hound dozed under the stove during the storm.*

7. 7.1 Write the conjunction.

   > *Is the new calf brown or black?*

8. 7.2 Add the two missing commas.

   > *Aunt Ruth sold eggs butter and cheese.*

9. 8.1 Fix the capital letters.

> *last december uncle henry visited us in boston.*

10. 8.4 Which word correctly completes the sentence?

> *The Millers parked ____ wagon by the barn.*

Choose: there · their · they're

Day 2

11. 2.3 Which plural correctly completes the sentence?

> *Five ____ rested in the shade of the barn.*

Choose: sheep · sheeps

12. 5.1 Diagram the sentence.

> *Grandfather does not hurry.*

13. 5.4 Which verb correctly completes the sentence?

> *Mother has ____ to the market.*

Choose: went · gone

14. 6.2 Is the word “up” a preposition or an adverb in this sentence?

> *Caleb climbed up the ladder.*

15. 6.4 Diagram the sentence.

> *The heavens declare the glory of God.* (Psalms 19:1, KJV)

16. 7.3 Diagram the sentence.

> *Wipe your feet on the mat.*

17. 7.4 Is this a compound sentence or a sentence with a compound verb?

> *Mary swept the floor and dusted the shelves.*

Choose: compound sentence · compound verb

18. 8.2 Add the two missing commas.

> *Yes Mother I fed the chickens.*

19. 8.3 Add the missing apostrophe.

> *We cant find the lantern.*

20. 5.2 Is the word “carpenter” a direct object or a predicate noun?

> *Henry became a good carpenter.*

Day 3

21. 3.3 Is the word “feels” an action verb or a linking verb in this sentence?

> *The blanket feels soft.*

22. 4.4 Which word correctly completes the sentence?

> *Of the three cows, Daisy gives the ____ milk.*

Choose: more · most

23. 5.4 Fix the verb form.

> *Peter brang his Bible to church.*

24. 6.3 Which pronoun correctly completes the sentence?

> *Grandmother knitted mittens for Henry and ____.*

Choose: I · me

25. 6.4 Is the phrase “in the hall” an adjective phrase or an adverb phrase?

> *The clock in the hall is old.*

26. 7.2 Diagram the sentence.

> *Before breakfast Henry milked the cow and the goat.*

27. 7.4 Diagram the sentence.

> *The whistle blew, and the workers went home.*

28. 7.4 Write a compound sentence about your family. Join the two complete thoughts with a comma and the word *but*.

29. 8.4 Which word correctly completes the sentence?

> *The goose ruffled ____ feathers in the cold wind.*

Choose: its · it's

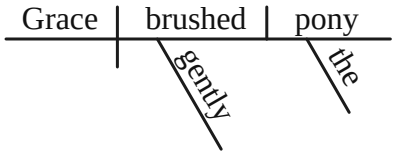
30. 8.4 Which word correctly completes the sentence?

> *Please bring ____ boots inside.*

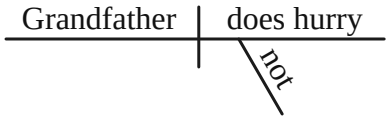
Choose: your · you're

ANSWERS: LEVEL 1, YEAR B REVIEW

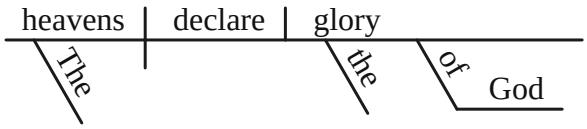
1. exclamatory (it shows strong feeling)
2. always, early (*always* tells how often; *early* tells when)
3. Subject: Grace; verb: brushed; adverb: gently; direct object: pony; adjective: the



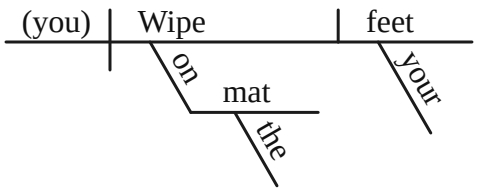
4. I (try it alone: *I picked the apples*)
5. down, toward
6. under the stove, during the storm
7. or (it joins *brown* and *black*)
8. Aunt Ruth sold eggs, butter, and cheese. (commas separate three things in a series, with one before *and*)
9. Last December Uncle Henry visited us in Boston. (the first word, a month, a title with a name, a name, and a city)
10. their (the wagon belongs to them)
11. sheep (*sheep* is the same in the singular and the plural)
12. Subject: Grandfather; verb: does hurry; adverb: not



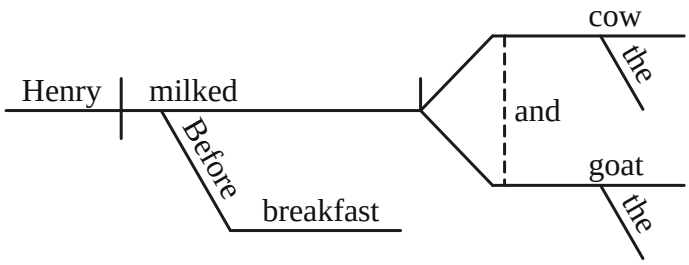
13. gone (use *gone* after *has*)
14. preposition (it begins the phrase *up the ladder*, and *ladder* is its object)
15. Subject: heavens; verb: declare; direct object: glory; adjectives: The, the; adjective phrase: of God (under glory)



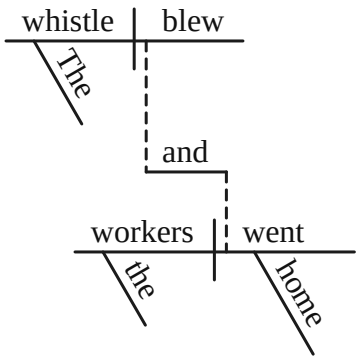
16. Subject: (you); verb: Wipe; direct object: feet; adjective: your; adverb phrase: on the mat (under Wipe)



17. compound verb (*Mary* is the only subject; she swept and dusted)
18. Yes, Mother, I fed the chickens. (a comma after *yes*, and commas around the name of the person spoken to)
19. We can't find the lantern. (the apostrophe takes the place of the missing letters)
20. predicate noun (*became* is a linking verb, and *carpenter* renames *Henry*; linking verbs do not take direct objects)
21. linking verb (it links *blanket* to the predicate adjective *soft*)
22. most (three cows are compared)
23. Peter brought his Bible to church. (the past of *bring* is *brought*)
24. me (use an object pronoun after a preposition: *for me*)
25. adjective phrase (it tells which clock)
26. Subject: Henry; verb: milked; adverb phrase: Before breakfast (under milked); compound direct object: cow and goat, each with the article the



27. Top baseline: subject whistle, verb blew, adjective The; bottom baseline: subject workers, verb went, adjective the, adverb home; joined by and



28. Answers will vary. Example: Grace swept the porch, but Peter fed the hens. (Each part has its own subject and verb, and the comma comes before *but*.)
29. its (the feathers belong to the goose; *it's* means *it is*)
30. your (the boots belong to you; *you're* means *you are*)

Level 2, Year A (Grade 5): Units 9–12

LEVEL 2 · LEVEL 2, YEAR A, WEEKS 1–8

Unit 9. Sentences Revisited

Unit 9 begins Level 2 by reviewing the foundations of English grammar. The student reviews the eight parts of speech and learns that a word's part of speech is decided by its job in the sentence. He then learns to recognize and repair the two most common sentence errors, the fragment and the run-on, and meets a new and important term, the clause, which lets him tell a simple sentence from a compound one.

The unit closes by gathering every diagramming skill from Level 1 into one review and adding a new piece: the compound sentence joined by a semicolon. These skills matter because clear writing depends on knowing where one complete thought ends and another begins. Everything in the rest of Level 2, from pronoun case to agreement and punctuation, is built on the parts of speech and the sentence structures reviewed here.

BEFORE THIS UNIT

- Find the subject and the verb of a sentence.
- Recognize nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections in simple sentences.
- Diagram subjects, verbs, modifiers, direct objects, predicate nouns and adjectives, prepositional phrases and compound parts.

MASTERY CHECKLIST

☐ I can name and define the eight parts of speech.
☐ I can tell a word's part of speech by the job it does in its sentence.
☐ I can tell a sentence from a fragment and from a run-on, including a comma splice.
☐ I can fix a run-on with a period, a comma and a conjunction, or a semicolon.
☐ I can define a clause and tell a simple sentence from a compound sentence.
☐ I can put a comma before the coordinating conjunction in a compound sentence, but not before the and of a compound verb.
☐ I can diagram compound sentences joined by a conjunction or by a semicolon.

UNIT 9 · LESSON 9.1 · LEVEL 2

The Eight Parts of Speech

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name and define the eight parts of speech.
- Identify the part of speech of a word by the job it does in its sentence.
- Show that the same word can be a different part of speech in different sentences.
- Diagram sentences that use many parts of speech.

VIDEO

WATCH

What part of speech is this? Here's how to figure that out!

GrammarRevolution · 4:13

When to watch: Day 1, as a reminder before reading the lesson.

https://www.youtube.com/watch?v=uRNkk54Nn5U

BACKUP

Parts of Speech vs Parts of the Sentence | Grammar Lesson 🧱🏗️

GrammarFlip · 2:21

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=fWqpkXMdU50

KEY TERMS

parts of speech	The parts of speech are the eight groups into which words are sorted by the jobs they do in sentences.
modifier	A modifier is a word that describes or limits the meaning of another word; adjectives and adverbs are modifiers.
object	An object is a noun or pronoun that receives the action of a verb or ends a prepositional phrase.

TEACHING

Every word in a sentence has a job to do. Long ago, grammarians noticed that all the thousands of words in a language can be sorted into a few groups by the jobs they do. In English we use eight groups, called the **parts of speech**: noun,

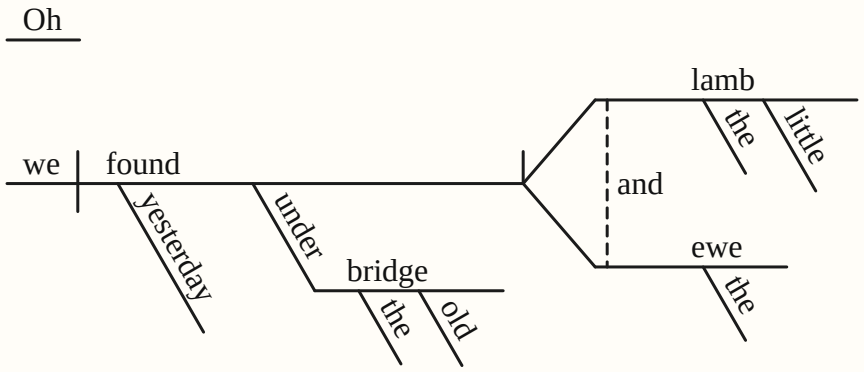
pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. You met all eight in earlier grades. In this lesson you will review them together, because every lesson that follows is built on them.

Three parts of speech form the backbone of a sentence. A **noun** names a person, place, thing, or idea: *Grandfather*, *church*, *plow*, *kindness*. A **pronoun** takes the place of a noun: *I*, *me*, *he*, *she*, *it*, *we*, *they*, *them*. A **verb** shows action or being: *plant*, *pray*, *remember*, *is*, *seem*. The subject of a sentence is usually a noun or pronoun, and the predicate is built around a verb. Without a subject and a verb, there is no sentence at all.

Two parts of speech are **modifiers**. They add to the meaning of other words. An **adjective** modifies a noun or pronoun and tells what kind, which one, how many or whose: *green fields*, *that barn*, *three lambs*. The articles *a*, *an* and *the* are adjectives too. An **adverb** most often modifies a verb and tells how, when, where, how often or to what extent: *sang sweetly*, *came today*, *ran outside*, *never complained*. (In a later lesson you will see that adverbs can also modify adjectives and other adverbs.)

Three parts of speech connect or stand apart. A **preposition** shows how a noun or pronoun, its object, is related to another word in the sentence: *the nest in the tree*, *walked across the bridge*. A **conjunction** joins words or groups of words: *and*, *but*, *or*, *nor*, *for*, *so*, *yet*. An **interjection** shows feeling and is not joined grammatically to the rest of the sentence: *Oh*, *Alas*, *Hurrah*, *Well*.

Here is a sentence that uses all eight parts of speech: *Oh, we found the little lamb and the ewe under the old bridge yesterday*. *Oh* is an interjection; *we* is a pronoun; *found* is a verb; *the*, *little* and *old* are adjectives; *lamb*, *ewe*, and *bridge* are nouns; *and* is a conjunction; *under* is a preposition; *yesterday* is an adverb. In the diagram below, notice how each part of speech has its own place: the subject and verb on the baseline, the direct objects after the verb, the modifiers on slanted lines, the prepositional phrase hanging below the verb it modifies, and the interjection floating above.



Oh, we found the little lamb and the ewe under the old bridge yesterday.

The most important thing to learn is this: a word's part of speech is decided by its use in the sentence, not by the word alone. Look at the word *light*. In “The light shone in the window,” *light* names a thing, so it is a noun. In “Light the lamp,” it shows action, so it is a verb. In “Henry carried a light load,” it tells what kind of load, so it is an adjective. The psalmist uses it as a noun: “Thy word is a lamp unto my feet, and a light unto my path.” (Psalms 119:105, KJV) Whenever you are asked for a part of speech, do not guess from memory. Ask, “What job is this word doing here?”

Some small words change jobs too. In “The children ran down the hill,” *down* is a preposition, because it has an object, *hill*. In “The tired puppy lay down,” *down* has no object; it tells where the puppy lay, so it is an adverb. Knowing the eight parts of speech gives you names for these jobs, just as a carpenter knows the names of his tools. With the names, you can talk clearly about any sentence, fix one that is broken, and build better ones of your own.

Latin link. The Romans called the parts of speech *partes orationis*, “the parts of speech”; the Latin word *oratio*, “speech” or “language,” also gives us our word *oration*, a formal speech.

From history. The idea of eight parts of speech is very old. A Greek teacher named Dionysius Thrax, who lived more than a hundred years before Christ, wrote a short grammar that sorted Greek words into eight parts, though his list was a little different from ours: it counted the article and the participle (a verb form that can work like an adjective) as parts of their own, and it had no interjection and no separate adjective (adjectives were counted with nouns). Roman teachers such as Donatus, who taught in Rome in the 300s after Christ, used eight parts for Latin, and his small grammar book was studied in schools for about a thousand years. English grammarians later shaped the list into the eight parts we learn today.

WORKED EXAMPLE 1

What part of speech is the word “light” in this sentence?

> *Grandfather will light the lantern before supper.*

1. Do not decide from the word alone; look at its job in this sentence.
2. *Light* comes right after the helping verb *will*, and together they make the verb phrase *will light*.
3. *Light* shows the action Grandfather will do, and it has a direct object: will light what? *The lantern*.
4. A word that shows action is a verb.

Answer: verb (it shows the action Grandfather will do)

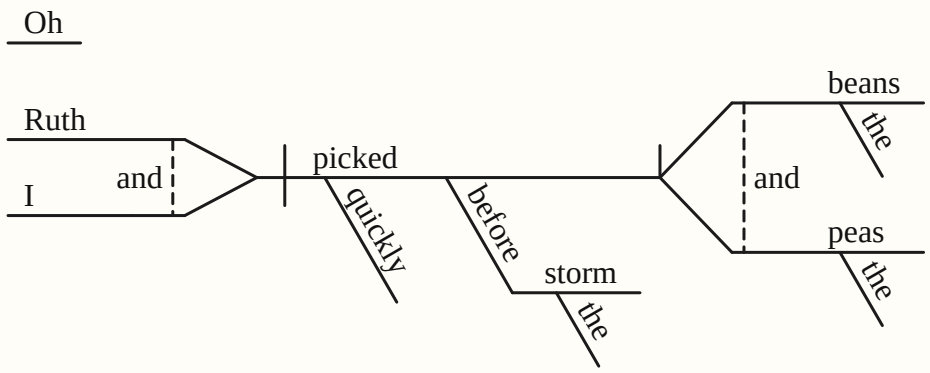
WORKED EXAMPLE 2

Diagram the sentence.

> *Oh, Ruth and I quickly picked the beans and the peas before the storm.*

1. Find the verb: *picked*.
2. Find the subject: who picked? *Ruth and I*. This is a compound subject joined by the conjunction *and*, so it goes on a fork.
3. Find the direct objects: picked what? *The beans and the peas*, a compound direct object joined by *and*.
4. Place the modifiers: each article *the* goes under its noun; the adverb *quickly* tells how they picked, so it goes under *picked*.
5. The phrase *before the storm* tells when they picked, so it is an adverb phrase under the verb, with *the* under *storm*.
6. *Oh* is an interjection; it goes on its own line above the baseline.

Answer: Interjection: Oh; subjects: Ruth and I (and); verb: picked; adverb: quickly; direct objects: beans and peas (and), each with the; adverb phrase: before the storm, under picked.



PRACTICE

DAY 2

1. EASY What part of speech is the word “lantern” in this sentence?

   > *Caleb carried the lantern to the barn.*

2. EASY Write the two prepositions.

   > *The ducks swam across the pond and under the bridge.*

3. EASY What part of speech is the word “Hurrah” in this sentence?

   > *Hurrah, the snow has come at last!*

4. EASY Diagram the sentence.

   > *The busy hens laid six brown eggs today.*

DAY 3

5. EASY What part of speech is the word “strength” in this sentence?

   > *Union is strength.* (Aesop's Fables (tr. Townsend), “The Lion and the Three Bulls”)

6. MEDIUM What part of speech is the word “down” in this sentence?

   > *The children ran down the hill.*

7. MEDIUM Write all four adjectives, counting the articles as adjectives.

   > *A gentle rain fell on the thirsty garden.*

8. MEDIUM Diagram the sentence.

   > *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

DAY 4

9. MEDIUM What part of speech is the word “fast” in this sentence?

   > *Grandfather's old horse still runs fast.*

10. MEDIUM Give the part of speech of each of these words, in this order: *Oh*, *quietly*, *beside*, *them*.

    > *Oh, the deer walked quietly beside them.*

11. HARD Diagram the sentence.

    > *Peter and his sister fed the hungry calves and cleaned the dusty stalls.*

12. HARD Write two sentences of your own: in the first, use the word “water” as a noun; in the second, use it as a verb. After each sentence, tell how you know its part of speech.

COMMON MISTAKES

- Naming a word's part of speech from habit. *Light*, *water*, *down*, and *fast* can each do more than one job, so always ask what the word is doing in this sentence before you label it.
- Mixing up prepositions and adverbs. If the word has a noun or pronoun object after it (*down the hill*), it is a preposition; if it stands alone and tells where, when or how (*lay down*), it is an adverb.
- Forgetting that *a*, *an* and *the* are adjectives. When you are asked for the part of speech of an article, answer adjective.

DAY 5

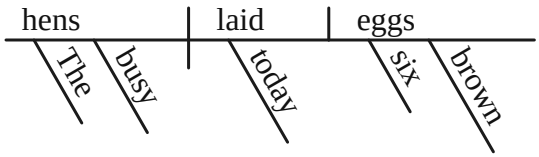
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Thy word is a lamp unto my feet, and a light unto my path.* (Psalms 119:105, KJV)

Then review the common mistakes and redo any missed practice items.

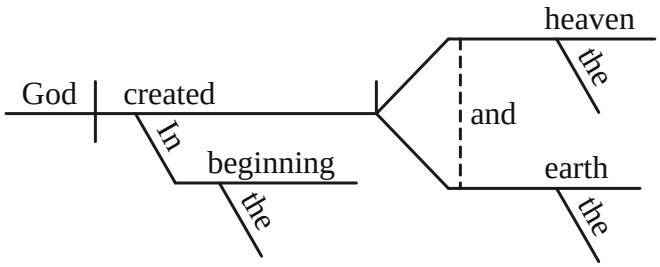
ANSWERS: LESSON 9.1

1. noun (it names a thing)
2. across, under
3. interjection (it shows feeling and is not joined grammatically to the rest of the sentence)
4. Subject: hens, with The and busy; verb: laid, with the adverb today; direct object: eggs, with six and brown.

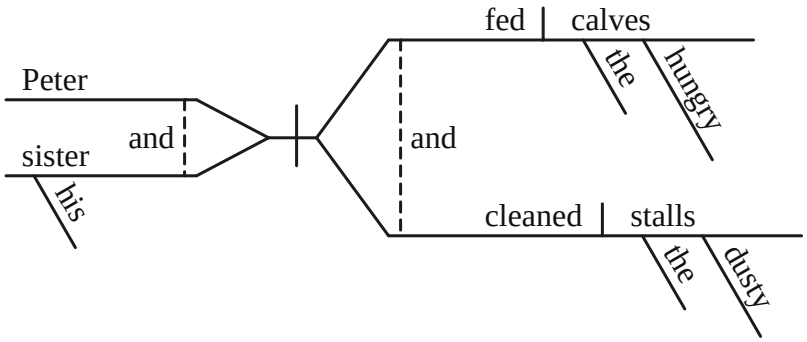


5. noun (it names an idea)
6. preposition (it has an object, *hill*)
7. A, gentle, the, thirsty

8. Subject: God; verb: created, with the adverb phrase In the beginning under it; direct objects: heaven and earth (and), each with the.



9. adverb (it tells how the horse runs)
10. Oh: interjection; quietly: adverb; beside: preposition; them: pronoun
11. Subjects: Peter and sister (and), with his under sister; verbs: fed and cleaned (and); fed has the direct object calves, with the and hungry; cleaned has the direct object stalls, with the and dusty.



12. Answers will vary. Example: The water in the well is cold. (*Water* is a noun; it names a thing and is the subject.) Clara will water the roses after lunch. (*Water* is a verb; it shows the action Clara will do.)

UNIT 9 · LESSON 9.2 · LEVEL 2

Fragments and Run-ons

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell a complete sentence from a fragment and from a run-on.
- Fix a fragment by adding what is missing or by joining it to a nearby sentence.
- Fix a run-on or comma splice with a period, a comma and a conjunction, or a semicolon.

VIDEO

WATCH

SENTENCES, FRAGMENTS, & RUN-ONS | English Lesson

Kevin Spaans · 6:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=GJZzAaexLd4

BACKUP

Run-on Sentences, Comma Splices, and Sentence Fragments | Sentence Error Lesson 🛑⚠️

GrammarFlip · 2:25

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=eHxgH_KLHko

KEY TERMS

fragment	A fragment is a group of words that is punctuated like a sentence but lacks a subject or a verb or does not express a complete thought.
run-on	A run-on is two or more sentences written as one without proper punctuation between them.
comma splice	A comma splice is a run-on in which two sentences are joined by a comma alone.

TEACHING

You already know that a sentence is a group of words that expresses a complete thought. To do that, it needs a subject (whom or what the sentence is about) and a verb (what the subject does or is). A reader depends on the capital letter and the end mark to tell him where one complete thought begins and ends. When those signals are wrong, the reader stumbles. There are two common ways to send the wrong signal: the fragment and the run-on.

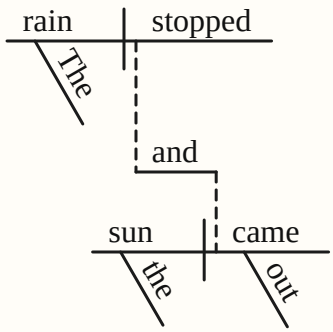
A **fragment** is only a piece of a sentence, though it begins with a capital and ends with a period. Some fragments lack a subject: *Ran to the barn after supper*. (Who ran?) Some lack a verb: *The old gray mare in the pasture*. (What did she do?) Others have a subject and a verb but do not finish their thought, because they begin with a word such as *when*, *because*, *if*, *after*, or *although* that makes the reader wait for more: *When the bell rang*. (What happened when it rang?)

To fix a fragment, add what is missing, or join the fragment to the sentence next to it. *Samuel ran to the barn after supper*. *The old gray mare in the pasture lifted her head*. *The children came inside when the bell rang*. Length has nothing to do with it. The shortest verse in the King James Bible is a complete sentence, with a subject and a verb and a whole thought: “Jesus wept.” (John 11:35, KJV) A long group of words without a subject or verb is still a fragment.

A **run-on** is the opposite mistake: two or more sentences crowded together as if they were one. Sometimes there is no punctuation at all between them: *The rain stopped the sun came out*. Sometimes there is only a comma: *The rain stopped, the sun came out*. This second kind is called a **comma splice**. A comma is too weak to hold two sentences together by itself; it tells the reader to pause, not that a new complete thought has begun.

There are three good ways to fix a run-on. First, use a period and a capital letter: *The rain stopped. The sun came out.* Second, use a comma and a conjunction (*and*, *but*, *or*, *nor*, *for*, *so*, *yet*): *The rain stopped, and the sun came out*. Choose the conjunction that fits the meaning: *and* adds, *but* shows a contrast, *or* gives a choice, and *so* tells a result. Third, use a semicolon when the two thoughts are closely related: *The rain stopped; the sun came out*. The semicolon is stronger than a comma and joins the two sentences without a conjunction.

Here is the sentence fixed with a comma and the conjunction *and*. Its diagram shows two baselines, one for each complete thought, joined by the conjunction:



The rain stopped, and the sun came out.

Two cautions will save you many mistakes. Not every long sentence is a run-on: *Ruth fed the hens and gathered the eggs* is one sentence with one subject and a compound verb, so it needs no comma at all. And the word *then* is not a conjunction but an adverb, so it cannot join two sentences with only a comma before it. *We finished our chores, then we went fishing* is a comma splice. Write *We finished our chores, and then we went fishing*, or *We finished our chores; then we went fishing*.

WORKED EXAMPLE 1

Is this group of words a sentence, a fragment or a run-on?

> *Because the creek was too high.*

1. Look for a subject and a verb: *creek* is the subject, and *was* is the verb.
2. Now ask whether the thought is complete. The group begins with *because*, which makes the reader wait: *because the creek was too high*, what happened?
3. The thought is not finished, so this is not a sentence, even though it has a subject and a verb.
4. It could be fixed by joining it to a complete sentence: *We stayed home because the creek was too high*.

Answer: fragment (it begins with *because* and does not finish its thought)

WORKED EXAMPLE 2

Fix the comma splice with a comma and the conjunction *but*.

> *Henry looked for the lost calf, he could not find it.*

1. Find the two complete thoughts: *Henry looked for the lost calf* (subject *Henry*, verb *looked*) and *he could not find it* (subject *he*, verb *could find*).
2. They are joined by a comma alone, so this is a comma splice.
3. The second thought is a contrast to the first: he looked, yet he did not find. The conjunction *but* fits.
4. Keep the comma and add *but* after it.

Answer: Henry looked for the lost calf, but he could not find it.

PRACTICE

DAY 2

1. EASY Is this group of words a sentence, a fragment or a run-on?

   > *Ran across the meadow after the rabbit.*

2. EASY Is this group of words a sentence, a fragment or a run-on?

   > *Self-help is the best help.* (Aesop's Fables (tr. Townsend), “Hercules and the Wagoner”)

3. EASY Which one of these is a comma splice?

   Choose: We sang a hymn, and Pastor Hale prayed. · We sang a hymn, Pastor Hale prayed. · We sang a hymn and listened to Pastor Hale.

4. EASY Diagram the sentence.

   > *The tired kittens slept in the warm hayloft.*

DAY 3

5. EASY Is this group of words a sentence, a fragment or a run-on?

   > *The tall pine tree beside the chapel.*

6. MEDIUM Fix the run-on with a period, and begin the second sentence with a capital letter.

   > *Clara set the table Thomas filled the glasses.*

7. MEDIUM Fix the comma splice with a semicolon.

   > *The geese flew south, winter was coming.*

8. MEDIUM Is this group of words a sentence, a fragment or a run-on?

   > *The wind howled the shutters banged all night.*

DAY 4

9. MEDIUM Diagram the sentence.

   > *The bell rang, and the children hurried inside.*

10. MEDIUM Fix the fragment by joining it to the sentence before it. Do not add a comma.

    > *The children came inside. When the bell rang.*

11. HARD Is this group of words a sentence, a fragment or a run-on?

    > *We finished our chores, then we went fishing.*

12. HARD This group of words is a fragment: *After the long winter*. Add words to make it a complete sentence, and explain what you added and why the new sentence is complete.

COMMON MISTAKES

- Joining two sentences with a comma alone. A comma cannot hold two complete thoughts together; use a comma and a conjunction, a semicolon, or a period.
- Judging a sentence by its length. Check every group of words for a subject, a verb and a complete thought; a two-word sentence can be complete, and a long string of words can still be a fragment.
- Treating *then* as a conjunction. *Then* is an adverb; after a comma write *and then*, or use a semicolon or a period before *then*.

DAY 5

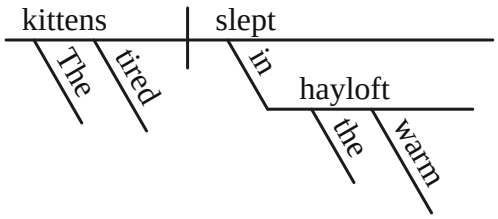
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The storm passed in the night, and the morning sun shone on the wet fields.*

Then review the common mistakes and redo any missed practice items.

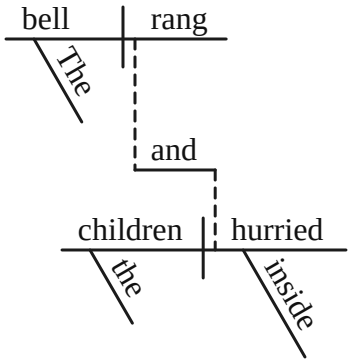
ANSWERS: LESSON 9.2

1. fragment (it has no subject: who ran?)
2. sentence (subject: *Self-help*; verb: *is*; the thought is complete)
3. We sang a hymn, Pastor Hale prayed. (Two sentences are joined by a comma alone.)
4. Subject: kittens, with The and tired; verb: slept; adverb phrase: in the warm hayloft, under slept, with the and warm under hayloft.



5. fragment (it has no verb: what did the tree do?)
6. Clara set the table. Thomas filled the glasses.
7. The geese flew south; winter was coming.
8. run-on (two sentences, *The wind howled and the shutters banged all night*, have no punctuation between them)

9. Two baselines joined by and. Top: subject bell, with The; verb rang. Bottom: subject children, with the; verb hurried, with the adverb inside.



10. The children came inside when the bell rang.
11. run-on (a comma splice: *then* is an adverb, not a conjunction, so only a comma joins the two sentences)
12. Answers will vary. Example: The first robins returned after the long winter. (I added a subject, *robins*, and a verb, *returned*, so the words now express a complete thought.)

UNIT 9 · LESSON 9.3 · LEVEL 2

Simple and Compound Sentences

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Define a clause and tell it from a phrase.
- Identify simple sentences, including those with compound subjects and compound verbs.
- Identify compound sentences joined by a comma and a coordinating conjunction or by a semicolon.
- Punctuate compound sentences correctly.

VIDEO

WATCH

Simple vs. Compound Sentences | Sentence Structure & Grammar Lesson 🛠️⛓️

GrammarFlip · 2:03

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=7d41dWN61y8

BACKUP

Compound Sentences with Mrs. Clark

Kim Clark · 5:41

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=L9u4Ae9-LSk

KEY TERMS

clause	A clause is a group of words that has its own subject and verb.
simple sentence	A simple sentence has one clause.
compound sentence	A compound sentence has two or more clauses joined by a comma and a coordinating conjunction or by a semicolon.
coordinating conjunction	A coordinating conjunction joins words or groups of words of equal rank: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*.

TEACHING

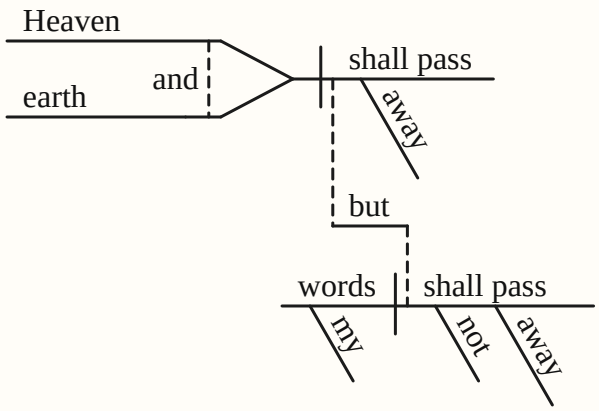
In Unit 6 you learned that a phrase is a group of words without a subject and verb working together, such as *in the barn* or *across the creek*. Now you will meet a larger group of words. A **clause** is a group of words that has its own subject

and verb. *The cows stood in the barn* is a clause: *cows* is the subject, and *stood* is the verb. *In the barn* is only a phrase inside it.

A **simple sentence** has just one clause. *The cows stood in the barn* is a simple sentence. A simple sentence may be short or long, and it may have compound parts. *Ruth and Henry washed and dried the dishes* has a compound subject (*Ruth and Henry*) and a compound verb (*washed and dried*), but it is still a simple sentence, because the two subjects share the two verbs as one subject–verb set. There is only one clause.

A **compound sentence** has two or more clauses, each of which could stand alone as a sentence. They are joined in one of two ways: by a comma and a **coordinating conjunction** (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*), or by a semicolon. *The sky grew dark, and the thunder rolled*. *The sky grew dark; the thunder rolled*. Each of these sentences has two clauses: *sky grew* and *thunder rolled*.

Our Lord's words in Matthew show both ideas at once: “Heaven and earth shall pass away, but my words shall not pass away.” (Matthew 24:35, KJV) The first clause has a compound subject, *Heaven and earth*, with the verb *shall pass*. After the comma and the conjunction *but* comes a new subject, *words*, with its own verb, *shall pass*. Two clauses make it a compound sentence. Its diagram has two baselines, joined by *but*:



Heaven and earth shall pass away, but my words shall not pass away.

Here is a sure test. Find every verb, then find the subject of each verb. If all the subjects and verbs belong together as one set, the sentence is simple. If, after the conjunction, a new subject begins with its own verb, the sentence is compound. *Ruth fed the hens and gathered the eggs* is simple: no new subject follows *and*. *Ruth fed the hens, and she gathered the eggs* is compound: *she* is a new subject with its own verb, *gathered*.

The test also tells you where the comma goes, and that is why it matters. In a compound sentence, put a comma before the coordinating conjunction, so the reader knows a new clause is starting. In a simple sentence with a compound verb, do not put a comma before the conjunction, because nothing new begins there: *Peter swept the porch and washed the windows*. You will often see the King James Bible join clauses with a colon, as in “A soft answer turneth away wrath: but grievous words stir up anger.” (Proverbs 15:1, KJV) That is the older style of punctuation; the sentence is still compound, and a writer today would use a comma before *but*.

Latin link. *Compound* comes from the Latin *componere*, “to put together”: a compound sentence puts two or more clauses together, as a compound word puts two words together.

WORKED EXAMPLE 1

Is this sentence simple or compound?

> *Grace and her mother planted beans and watered them.*

1. Find the verbs: *planted* and *watered*.
2. Find the subject of each verb: who planted? *Grace and her mother*. Who watered? *Grace and her mother*.
3. Both verbs share the same compound subject. No new subject begins after the second *and*.
4. There is one subject–verb set, so there is one clause.

Answer: simple (one clause with a compound subject and a compound verb)

WORKED EXAMPLE 2

Add the missing comma.

> *The lamb wandered away but the shepherd found it before dark.*

1. Find the verbs: *wandered* and *found*.
2. Find their subjects: *lamb wandered*; *shepherd found*. After *but*, a new subject begins with its own verb.
3. So the sentence has two clauses joined by the coordinating conjunction *but*; it is compound.
4. In a compound sentence, a comma goes before the coordinating conjunction.

Answer: The lamb wandered away, but the shepherd found it before dark.

PRACTICE

DAY 2

1. EASY Is this sentence simple or compound?

   > *The wild geese flew over the farm.*

2. EASY Is this sentence simple or compound?

   > *The sky grew dark, and the thunder rolled.*

3. EASY Write the coordinating conjunction that joins the two clauses.

> *Mary looked for ripe apples, but the trees were bare.*

4. EASY Diagram the sentence.

> *The old dog yawned and stretched.*

DAY 3

5. EASY Is this sentence simple or compound?

> *He telleth the number of the stars; he calleth them all by their names.* (Psalms 147:4, KJV)

6. MEDIUM Is this sentence simple or compound?

> *Samuel and his father mended the fence and painted the gate.*

7. MEDIUM Add the missing comma.

> *The snow fell all night so the roads were closed in the morning.*

8. MEDIUM Diagram the sentence.

> *Abigail baked the bread, and Lydia churned the butter.*

DAY 4

9. MEDIUM Remove the comma that does not belong.

> *Peter swept the porch, and washed the windows.*

10. MEDIUM Is this sentence simple or compound?

> *A soft answer turneth away wrath: but grievous words stir up anger.* (Proverbs 15:1, KJV)

11. HARD Diagram the sentence.

> *Grandfather and Caleb raked the hay, but a sudden shower soaked the field.*

12. HARD Write a compound sentence about a Sunday with your family, joining the clauses with a comma and the conjunction *but*. Then explain how you know it is compound.

COMMON MISTAKES

- Calling a sentence compound because it has the word *and*. Look for a new subject with its own verb after the conjunction; a compound subject or compound verb alone does not make a compound sentence.

- Putting a comma before the *and* of a compound verb. Use the comma only when the conjunction joins two clauses.
- Leaving out the comma in a compound sentence. When a coordinating conjunction joins two clauses, put a comma before it.

DAY 5

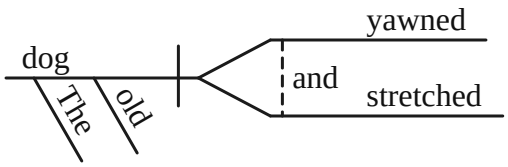
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Heaven and earth shall pass away, but my words shall not pass away.* (Matthew 24:35, KJV)

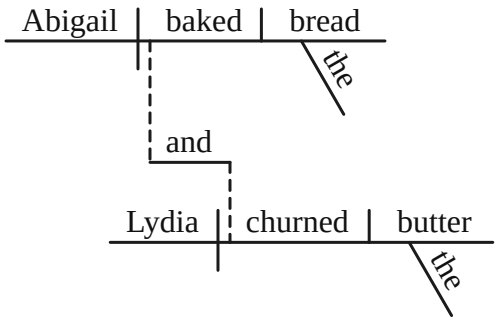
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 9.3

1. simple (one clause: *geese flew*)
2. compound (two clauses: *sky grew* and *thunder rolled*)
3. but
4. Subject: dog, with The and old; compound verb: yawned and stretched, joined by and.

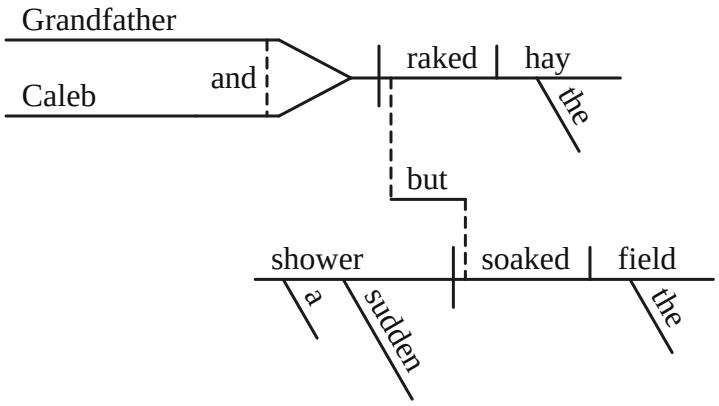


5. compound (two clauses joined by a semicolon: *he telleth* and *he calleth*)
6. simple (one clause with a compound subject and a compound verb)
7. The snow fell all night, so the roads were closed in the morning.
8. Two baselines joined by and. Top: subject Abigail; verb baked; direct object bread, with the. Bottom: subject Lydia; verb churned; direct object butter, with the.



9. Peter swept the porch and washed the windows. (This is a simple sentence with a compound verb, so no comma goes before *and*.)

10. compound (two clauses: *answer turneth* and *words stir*, joined by *but* in the older style with a colon)
11. Two baselines joined by but. Top: compound subject Grandfather and Caleb (and); verb raked; direct object hay, with the. Bottom: subject shower, with a and sudden; verb soaked; direct object field, with the.



12. Answers will vary. Example: We walked to church in the morning, but we rode home in Uncle Henry's wagon. (It is compound because it has two clauses, *we walked* and *we rode*, each with its own subject and verb, joined by a comma and *but*.)

UNIT 9 · LESSON 9.4 · LEVEL 2

Diagramming Compound Sentences

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Review every diagram skill from Level 1 by diagramming simple sentences.
- Diagram a compound sentence whose clauses are joined by a coordinating conjunction.
- Diagram a compound sentence whose clauses are joined by a semicolon.
- Tell the diagram of a compound verb from the diagram of a compound sentence.

VIDEO

WATCH

Simple sentences and compound sentences

MrGrammarMan123 · 6:46

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=VPqHgg-i1Qo

BACKUP

Let's Diagram a Sentence Together :)

GrammarRevolution · 6:00

When to watch: Before the Day 2 practice, for more diagramming along with a teacher.

https://www.youtube.com/watch?v=s1-muKlZiIU

KEY TERMS

baseline The baseline is the main horizontal line of a diagram, which holds the subject, the verb, and any direct object, predicate noun, or predicate adjective of a clause.

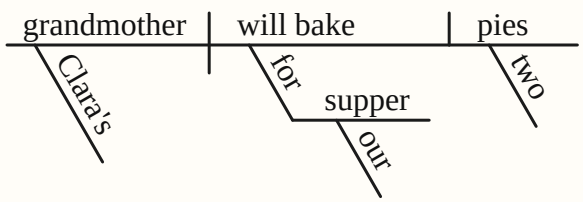
diagram A diagram is a picture of a sentence that shows how each word is related to the others.

TEACHING

A diagram is a picture of a sentence's structure. It shows at a glance which words are the backbone of the sentence and which words hang on them. In Level 1 you learned the pieces one at a time; in this lesson you will use them all together and add one new piece. Always work in the same order: find the verb, then its subject, then any direct object, predicate noun or predicate adjective, then the modifiers, then the words that join or stand apart.

Here are the pieces you know. The subject and verb sit on the baseline, divided by a short line that crosses it. Helping verbs stay with the main verb on the verb line. A direct object follows the verb after a short line that stands on the baseline without crossing it. A predicate noun or predicate adjective follows the verb after a line that slants back toward the subject, because it renames or describes the subject. Adjectives, articles, possessive words, and adverbs go on slanted lines under the words they modify. A prepositional phrase hangs under the word it modifies: the preposition on a slanted line and its object on a line below. Compound parts split into a fork with the conjunction on a dashed line. In a command, (*you*) is written in the subject place, and an interjection sits on its own line above the baseline.

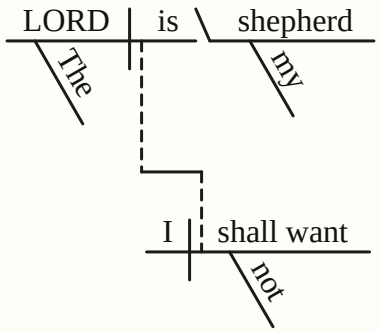
Here is a simple sentence that uses several of those pieces: *Clara's grandmother will bake two pies for our supper*. The verb phrase *will bake* is on the verb line; *pies* is the direct object; *Clara's*, *two* and *our* are modifiers; and the phrase *for our supper* tells why she will bake, so it hangs under the verb.



Clara's grandmother will bake two pies for our supper.

A compound sentence has two or more clauses, so its diagram has two or more baselines, one for each clause, the first above the second. Diagram each clause completely on its own baseline, just as if it were a sentence by itself. Then join the two clauses with a dashed line drawn from the verb of the first clause to the verb of the second, with a small step on which you write the coordinating conjunction. The comma is left out, as all punctuation is.

When the clauses are joined by a semicolon, there is no conjunction to write. Draw the same dashed line between the verbs, but leave the step empty. The semicolon itself is punctuation, so it does not appear in the diagram. Here is a verse joined by a semicolon:



The LORD is my shepherd; I shall not want.

Be careful not to confuse a compound verb with a compound sentence. *Peter swept the porch and washed the windows* has one subject and one baseline; the verb line splits into a fork. *Peter swept the porch, and his sister washed the windows* has two subjects, each with its own verb, so it needs two baselines. The diagram makes this difference plain,

and that is one reason diagramming is worth learning: it shows you the true structure of a sentence, so you can punctuate it and understand it correctly.

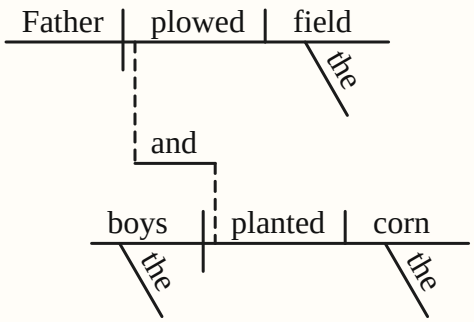
WORKED EXAMPLE 1

Diagram the sentence.

> *Father plowed the field, and the boys planted the corn.*

1. Find the verbs: *plowed* and *planted*. Find their subjects: *Father plowed*; *boys planted*. Two subjects with their own verbs make two clauses, so this is a compound sentence with two baselines.
2. First baseline: *Father* | *plowed*, then a short line standing on the baseline and the direct object *field*, with *the* on a slant under it.
3. Second baseline, below the first: *boys* | *planted*, with *the* under *boys*, then the direct object *corn*, with *the* under it.
4. Draw a dashed line from *plowed* down to *planted* with a step in it, and write the conjunction *and* on the step. Leave out the comma.

Answer: Two baselines joined by and. Top: subject Father; verb plowed; direct object field, with the. Bottom: subject boys, with the; verb planted; direct object corn, with the.



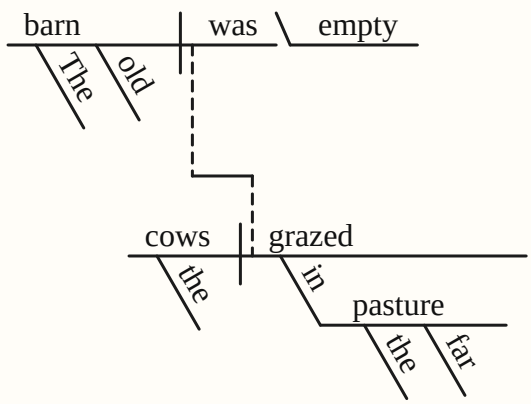
WORKED EXAMPLE 2

Diagram the sentence.

> *The old barn was empty; the cows grazed in the far pasture.*

1. Find the verbs and subjects: *barn was*; *cows grazed*. Two clauses joined by a semicolon make a compound sentence.
2. First baseline: *barn* | *was*. *Was* is a linking verb, and *empty* describes the barn, so *empty* is a predicate adjective after a line slanting back toward the subject. *The* and *old* go under *barn*.
3. Second baseline: *cows* | *grazed*, with *the* under *cows*. The phrase *in the far pasture* tells where the cows grazed, so it hangs under *grazed*, with *the* and *far* under *pasture*.
4. Join the verbs *was* and *grazed* with a dashed line and an empty step, because a semicolon has no conjunction to write.

Answer: Two baselines joined by a dashed line with an empty step. Top: subject barn, with The and old; linking verb was; predicate adjective empty. Bottom: subject cows, with the; verb grazed; adverb phrase in the far pasture under grazed.



PRACTICE

DAY 2

1. EASY Is this sentence simple or compound?

   > *The kitten chased the ball, and the puppy barked.*

2. EASY Diagram the sentence.

   > *Lydia and Anna sang a hymn.*

3. EASY Write the simple subject of each clause, in sentence order.

   > *The farmer sowed the seed; the rain watered it.*

4. EASY What part of speech is the word “or” in this sentence?

   > *You may read a book, or you may help Mother in the kitchen.*

DAY 3

5. EASY Is this sentence simple or compound?

   > *Ruth washed the jars and filled them with jam.*

6. MEDIUM Fix the run-on with a semicolon.

   > *The bread is in the oven the soup is on the stove.*

7. MEDIUM Diagram the sentence.

   > *The night was cold, but the fire was warm.*

8. MEDIUM What job does the word “captain” do in this sentence?

   > *Thomas is the captain, and Peter is his helper.*

DAY 4

9. MEDIUM Give the job of each of these words, in this order: *Grandmother*, *quilt*, *warm*.

   > *Grandmother finished the quilt; it was soft and warm.*

10. MEDIUM Diagram the sentence.

    > *Close the gate, or the goats will wander into the garden.*

11. HARD Diagram the sentence.

    > *The heavens declare the glory of God; and the firmament sheweth his handywork.* (Psalms 19:1, KJV)

12. HARD Write a compound sentence of your own whose two clauses are joined by a semicolon. Then describe how its diagram would look.

COMMON MISTAKES

- Drawing a compound verb on two baselines, or a compound sentence on one. Count the subjects that have their own verbs: one subject (even a compound one) means one baseline; two clauses mean two baselines.
- Writing punctuation on a diagram. Leave out commas and semicolons; for clauses joined by a semicolon, leave the step on the dashed line empty.
- Forgetting the understood (*you*) when one clause of a compound sentence is a command. Write (*you*) in the subject place of that clause's baseline.

DAY 5

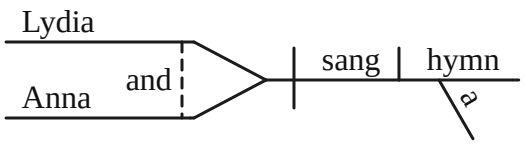
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The wind blew cold across the hills; the sheep huddled together in the fold.*

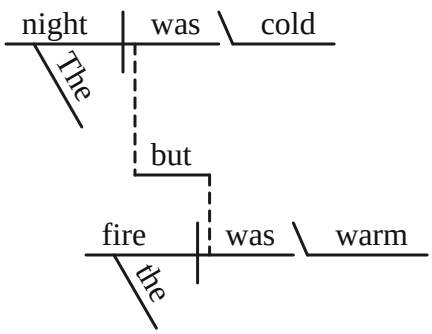
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 9.4

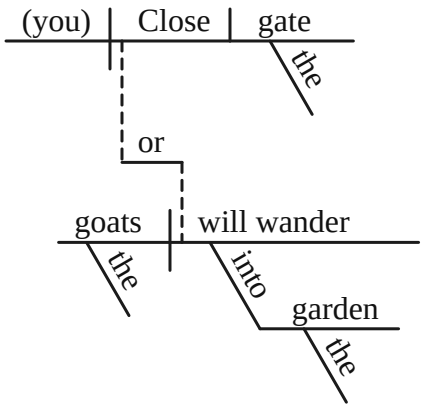
1. compound (two clauses: *kitten chased* and *puppy barked*)
2. Compound subject: Lydia and Anna (and); verb: sang; direct object: hymn, with a.



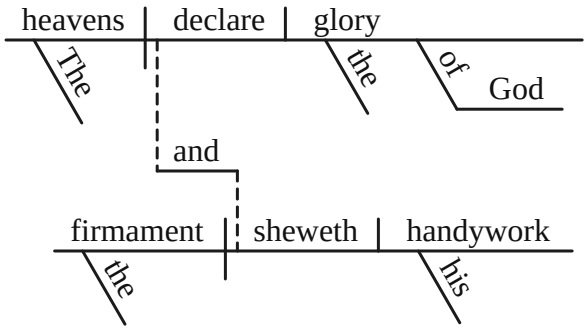
3. farmer, rain
4. conjunction (it joins the two clauses)
5. simple (one subject, *Ruth*, with a compound verb)
6. The bread is in the oven; the soup is on the stove.
7. Two baselines joined by but. Top: subject night, with The; linking verb was; predicate adjective cold. Bottom: subject fire, with the; linking verb was; predicate adjective warm.



8. predicate noun (it follows the linking verb *is* and renames the subject, *Thomas*)
9. Grandmother: subject; quilt: direct object; warm: predicate adjective
10. Two baselines joined by or. Top: understood subject (you); verb Close; direct object gate, with the. Bottom: subject goats, with the; verb will wander; adverb phrase into the garden under will wander.



11. Two baselines joined by and (the King James Bible puts a semicolon before it). Top: subject heavens, with The; verb declare; direct object glory, with the and the adjective phrase of God. Bottom: subject firmament, with the; verb sheweth; direct object handywork, with his.



12. Answers will vary. Example: The snow melted; the creek rose. (The diagram has two baselines: *snow* | *melted* with *the* under *snow*, and below it *creek* | *rose* with *the* under *creek*. A dashed line with an empty step joins *melted* and *rose*, because a semicolon has no conjunction.)

Unit 9 Test

Spend one day reviewing the unit, then take this test on the next day in about 30 minutes. Work with your book closed, and draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, go back and reteach the lesson named beside it, and redo the missed practice items there.

1. 9.1 What part of speech is the word “walk” in this sentence?

   > *After supper the boys took a long walk by the river.*

2. 9.1 What part of speech is the word “iron” in this sentence?

   > *Martha will iron the white shirts.*

3. 9.1 Write the two adverbs.

   > *The swallows returned early and nested happily under the eaves.*

4. 9.2 Is this group of words a sentence, a fragment or a run-on?

   > *Since the well was dry.*

5. 9.2 Is this group of words a sentence, a fragment or a run-on?

   > *The moon rose over the hills the owls hooted softly.*

6. 9.2 Fix the comma splice with a comma and the conjunction *so*.

   > *The road was icy, Father drove slowly.*

7. 9.3 Is this sentence simple or compound?

   > *One generation passeth away, and another generation cometh: but the earth abideth for ever.* (Ecclesiastes 1:4, KJV)

8. 9.3 Which one of these is a simple sentence?

   Choose: James fed the horses, and Anna fed the hens. · James and Anna fed the horses and the hens. · James fed the horses; Anna fed the hens.

9. 9.3 Add the missing comma.

   > *The children gathered acorns in the woods and Grandfather split logs by the shed.*

10. 9.4 Diagram the sentence.

    > *The old door creaked, and the nervous horses neighed loudly.*

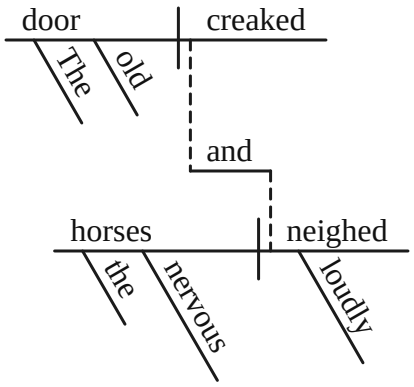
11. 9.4 Diagram the sentence.

    > *Well, the snow has melted; the farmers will plow the fields in April.*

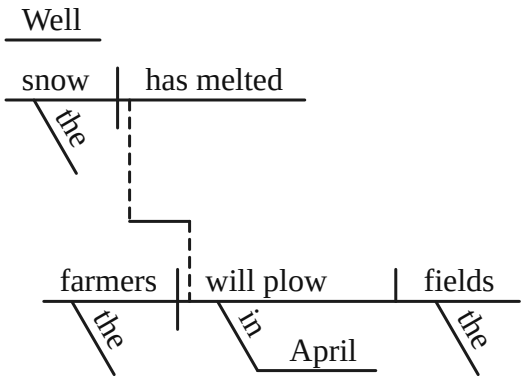
12. 9.3 Write a simple sentence with a compound verb about a chore you do at home. Then rewrite it as a compound sentence, and explain why the second needs a comma and the first does not.

ANSWERS: UNIT 9 TEST

1. noun (it names the thing the boys took; the words *a* and *long* describe it)
2. verb (with the helping verb *will*, it shows the action Martha will do)
3. early, happily
4. fragment (it begins with *since* and does not finish its thought)
5. run-on (two sentences with no punctuation between them)
6. The road was icy, so Father drove slowly.
7. compound (three clauses: *generation passeth*, *generation cometh* and *earth abideth*)
8. James and Anna fed the horses and the hens. (It has one clause with a compound subject and a compound direct object.)
9. The children gathered acorns in the woods, and Grandfather split logs by the shed.
10. Two baselines joined by and. Top: subject door, with The and old; verb creaked. Bottom: subject horses, with the and nervous; verb neighed, with the adverb loudly.



11. Interjection Well on a line above. Two baselines joined by a dashed line with an empty step. Top: subject snow, with the; verb has melted. Bottom: subject farmers, with the; verb will plow; direct object fields, with the; adverb phrase in April under will plow.



12. Answers will vary. Example: I swept the kitchen and dusted the shelves. I swept the kitchen, and my brother dusted the shelves. (The first has one clause with a compound verb, so no comma goes before *and*; the second has two clauses, each with its own subject and verb, so a comma goes before *and*.)

LEVEL 2 · LEVEL 2, YEAR A, WEEKS 8–15

Unit 10. Nouns and Pronouns

This unit looks more closely at the words that name things and the words that stand in for them. You will sort nouns as concrete or abstract, collective or compound, and spell the plurals of compound nouns. Then you will study pronouns: how each one agrees with its antecedent, how its case changes with its job in the sentence, and the other kinds of pronouns (reflexive, intensive, demonstrative, interrogative, and indefinite).

In Level 1 you learned what nouns and pronouns are and when to say I or me. Now you will learn the reasons behind those choices. Pronouns are small words, but a wrong one can confuse a reader or make careful writing sound careless, so choosing the right one in the right form is one of the most useful skills in good English.

BEFORE THIS UNIT

- Know the eight parts of speech and that a word's use decides its part of speech (Lesson 9.1).
- Know common and proper nouns and the regular and irregular plurals (Unit 2).
- Choose subject and object pronouns in simple sentences (Lesson 5.3).
- Diagram subjects, verbs, complements, modifiers, prepositional phrases and compound parts (Lesson 9.4).

MASTERY CHECKLIST

☐ I can tell whether a noun is common or proper and whether it is concrete or abstract.
☐ I can find collective nouns and compound nouns and write the plurals of compound nouns.
☐ I can find the antecedent of a pronoun and choose a pronoun that agrees with it in number and gender.
☐ I can use a singular pronoun when the antecedent is each, either, neither, one, or everyone.
☐ I can name the nominative, objective and possessive cases and use the right case, even in compound parts.
☐ I can tell a reflexive pronoun from an intensive pronoun and never use myself in place of I or me.
☐ I can identify demonstrative, interrogative and indefinite pronouns and choose who or whom in a simple question.
☐ I can diagram sentences that contain compound nouns and personal, reflexive, demonstrative, interrogative, and indefinite pronouns.

UNIT 10 · LESSON 10.1 · LEVEL 2

Kinds of Nouns

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Sort nouns as common or proper and as concrete or abstract.
- Recognize collective nouns that name a group as one unit.
- Recognize compound nouns and write their plurals correctly.
- Diagram sentences that contain compound nouns.

VIDEO

WATCH

English Grammar: What are Abstract Nouns | How to Identify Abstract Nouns

The Learning Depot · 1:54

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=Dca2WFklS3E

BACKUP

English Grammar: Collective Nouns | When to Use a Singular or Plural Verb

The Learning Depot · 3:18

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=G6xEh-v9Pjs

KEY TERMS

concrete noun	A concrete noun names something you can see, hear, touch, taste, or smell.
abstract noun	An abstract noun names an idea, a quality, or a feeling.
collective noun	A collective noun names a group of people or things as one unit.
compound noun	A compound noun is made of two or more words used together as one noun.

TEACHING

You already know that a noun names a person, place, thing, or idea. You also know that a **common noun** names any one of a kind (*boy*, *city*, *river*) and that a **proper noun** names one particular person, place, or thing (*Samuel*, *Boston*, *the Jordan River*). Proper nouns begin with capital letters because they are names, like your own name. In this lesson

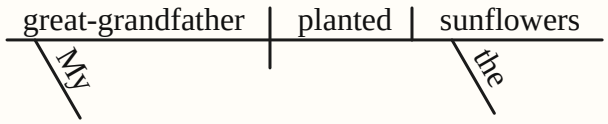
you will learn more ways to sort nouns. Sorting nouns is not busywork: knowing what kind of noun you have helps you capitalize it, spell its plural, and choose the right pronoun for it.

A **concrete noun** names something you can see, hear, touch, taste, or smell: *apple*, *barn*, *thunder*, *Grandfather*, *bread*. An **abstract noun** names something you can think about but cannot touch: an idea, a quality, or a feeling, such as *joy*, *courage*, *patience*, *faith*, *kindness*, *truth*, and *wisdom*. Here is a simple test. Could you put it in a basket or hear it with your ears? Then it is concrete. If you can only know it with your mind and heart, it is abstract. In the sentence *Abigail spoke the truth to her mother*, the noun *mother* is concrete, but *truth* is abstract.

The Bible is full of abstract nouns, because it speaks of the great things of the soul. “Charity suffereth long, and is kind.” (1 Corinthians 13:4, KJV) *Charity* is an old word for *love*. You cannot hold love in your hand or see it with your eyes; you can see only the kind deeds it leads to. Love itself is known with the mind and heart, so *charity* is an abstract noun.

A **collective noun** names a group as one unit: *flock*, *herd*, *family*, *choir*, *class*, *team*, *crowd*, *congregation*, *swarm*, *army*. In *The choir practiced on Thursday*, many people are singing, but the noun *choir* names them all together as one group. A collective noun is still a common or proper noun and still concrete or abstract. *Flock*, for example, is common, concrete, and collective all at once. The kinds of nouns are not separate boxes; they are different questions you can ask about the same word.

A **compound noun** is made of two or more words used together as one noun. Some are written closed up as one word (*sunflower*, *blackbird*, *farmhouse*, *cupboard*). Some are written as separate words (*high school*, *peanut butter*, *post office*). Some are joined with hyphens (*son-in-law*, *great-grandfather*, *jack-in-the-box*). There is no rule that tells you which way to write a compound noun, so when you are unsure, look it up in a dictionary. When you diagram a sentence, a compound noun goes on one line as a single noun, because it does the work of one noun.



My great-grandfather planted the sunflowers.

Making a compound noun plural takes care. If the compound is written as one word, add the plural ending at the end: *sunflowers*, *cupboards*, *farmhouses*. If it is written as separate words or with hyphens, make the main word plural, the word that names the person or thing being counted: *high schools*, *post offices*, *sons-in-law*, *maids of honor*. We say *sons-in-law* because a family may have several sons but still only one law. *Passerby* (one who passes by) is written as one word, but its main word comes first, so its plural is *passersby*.

WORKED EXAMPLE 1

Is the noun *courage* concrete or abstract?

> *Caleb showed great courage in the storm.*

1. Ask whether you could see, hear, touch, taste, or smell *courage*.
2. You can see a brave act, but courage itself is a quality inside a person. You know it with your mind.
3. A noun that names a quality is abstract.

Answer: abstract (*courage* names a quality, not something you can touch)

WORKED EXAMPLE 2

Fix the plural of the compound noun.

> *Both of Grandmother's son-in-laws helped with the harvest.*

1. Find the compound noun: *son-in-law*. It is joined with hyphens.
2. For a hyphenated compound, make the main word plural. Ask who is being counted: *sons*, not *laws*.
3. The plural is *sons-in-law*. Nothing else in the sentence needs to change.

Answer: Both of Grandmother's sons-in-law helped with the harvest.

PRACTICE

DAY 2

1. EASY Is the noun *flock* a collective noun or an abstract noun?

   > *The flock rested under the oak tree.*

2. EASY Write the two abstract nouns.

   > *Grandmother's patience and kindness blessed the whole family.*

3. EASY Write the compound noun.

   > *Henry pushed the wheelbarrow to the garden.*

4. EASY Diagram the sentence.

   > *The choir sang a hymn.*

DAY 3

5. EASY Is the noun *Sunday* common or proper?

   > *Our family walks to church on Sunday.*

6. MEDIUM Which word correctly completes the sentence?

   > *Several ____ stopped to admire the new barn.*

   Choose: passerbys · passersby · passersbies

7. MEDIUM Fix the plural of the compound noun.

   > *My two brother-in-laws built the new henhouse.*

8. MEDIUM Write the two collective nouns.

   > *Our family heard the choir at the Christmas service.*

DAY 4

9. MEDIUM Diagram the sentence.

   > *Father and my brother-in-law repaired the old windmill.*

10. MEDIUM Is each noun concrete or abstract? Answer in this order: *Bible*, *patience*, *joy*, *fireplace*.

    > *Peter read his Bible with patience and joy beside the fireplace.*

11. HARD Diagram the sentence.

    > *A friend loveth at all times, and a brother is born for adversity.* (Proverbs 17:17, KJV)

12. HARD Write a sentence that uses one collective noun and one abstract noun. Then name each one.

COMMON MISTAKES

- Watch for nouns like *courage* and *faith* being called concrete because you can see brave or faithful acts. Ask whether the noun itself names a thing or an idea; the idea is abstract.
- Watch for plurals like *son-in-laws*. In a hyphenated or open compound noun, add the plural ending to the main word: *sons-in-law*, *post offices*.
- Watch for thinking a noun can be only one kind. Ask each question separately: a word like *flock* is common, concrete, and collective at the same time.

DAY 5

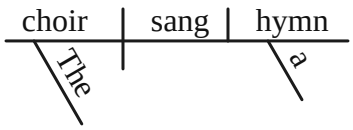
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *On Thanksgiving Day the whole family gave thanks, and my two sisters-in-law brought pumpkin pies from the farmhouse.*

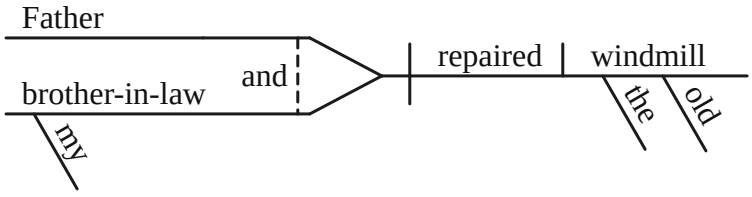
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 10.1

1. collective (*flock* names a group of sheep as one unit)
2. patience, kindness
3. wheelbarrow
4. Subject: choir; verb: sang; direct object: hymn; articles: The (under choir), a (under hymn)

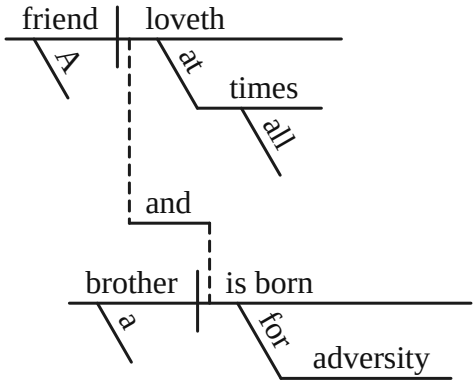


5. proper (*Sunday* is the name of a particular day)
6. passersby (the main word, *passer*, is made plural)
7. My two brothers-in-law built the new henhouse.
8. family, choir
9. Compound subject: Father and brother-in-law (my under brother-in-law); verb: repaired; direct object: windmill; adjectives: the, old



10. Bible: concrete; patience: abstract; joy: abstract; fireplace: concrete

11. Compound sentence joined by and. First clause: subject friend (A), verb loveth, phrase at times (all) under loveth. Second clause: subject brother (a), verb is born, phrase for adversity under is born.



12. Answers will vary. Example: Our class showed great kindness to the new neighbors. (collective noun: *class*; abstract noun: *kindness*)

UNIT 10 · LESSON 10.2 · LEVEL 2

Pronouns and Antecedents

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the antecedent of a pronoun.
- Choose a pronoun that agrees with its antecedent in number and gender.
- Use a singular pronoun when the antecedent is each, either, neither, one, or everyone.
- Diagram sentences in which pronouns take the place of nouns.

VIDEO

WATCH

Personal Pronouns & Antecedents | Grammar Lesson 👥✍️

GrammarFlip · 1:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=sS9lzb__xEU

BACKUP

Personal Pronouns & Antecedents Song! 🎸 Funky Groove Grammar Lesson

GrammarFlip · 2:36

When to watch: Any day this week, as a memory song.

https://www.youtube.com/watch?v=cl18bPyQCGk

KEY TERMS

antecedent The antecedent is the word a pronoun stands for.

agreement A pronoun agrees with its antecedent when it matches it in number and gender.

TEACHING

A pronoun takes the place of a noun. The word the pronoun stands for is called its **antecedent**. In *Ruth fed the calf, and she gave it fresh water*, the pronoun *she* stands for *Ruth*, and the pronoun *it* stands for *calf*. So *Ruth* is the antecedent of *she*, and *calf* is the antecedent of *it*. The antecedent usually comes before the pronoun, sometimes in an earlier sentence: *Henry lost a mitten. He found it in the snow.*

Pronouns save us from saying the same noun again and again (*Ruth fed the calf, and Ruth gave the calf fresh water* sounds clumsy). But a pronoun is only useful if the reader knows which noun it means. That is why a pronoun must

agree with its antecedent: it must match it in number and in gender.

Number means singular or plural. A singular antecedent takes a singular pronoun (*he*, *him*, *his*, *she*, *her*, *it*, *its*), and a plural antecedent takes a plural pronoun (*they*, *them*, *their*). *The goose flapped its wings*. *The geese flapped their wings*. Two or more antecedents joined by *and* are plural: *Clara and Abigail washed their aprons*.

In grammar, gender tells whether a word names a male (masculine), a female (feminine), or neither (neuter). Use *he*, *him*, and *his* for a man or boy; use *she* and *her* for a woman or girl; use *it* and *its* for a thing, and usually for an animal unless you know whether it is male or female. Notice how the King James Bible uses *he* when it speaks of any child: “Train up a child in the way he should go: and when he is old, he will not depart from it.” (Proverbs 22:6, KJV) The antecedent of *he* is *child*, and the antecedent of *it* is *way*.

Be careful with the words *each*, *either*, *neither*, *one*, and *everyone* when they are antecedents. Each of them is singular, because it points to one person at a time. *Each boy brought his Bible*. *Neither of the girls forgot her hymnal*. Look closely at that second sentence. The antecedent of *her* is *neither*, not *girls*; the words *of the girls* only tell which ones we mean. Ask yourself, “Neither one of them forgot what?” One girl, one hymnal.

Sometimes the group has both men and women, or both boys and girls. Careful writers then use the traditional *his*, or *his or her*: *Everyone in the choir brought his music*. *Everyone in the choir brought his or her music*. Both are correct in formal English, because both keep the pronoun singular like its antecedent.

When you diagram, a pronoun goes in the same place a noun would go, because it does a noun's work. A possessive pronoun such as *his* or *their* goes on a slanted line under the noun it belongs to, just like an adjective.

Latin link. *Antecedent* comes from the Latin *antecedere*, “to go before” (*ante*, “before,” and *cedere*, “to go”), because the antecedent usually goes before its pronoun.

WORKED EXAMPLE 1

Write the antecedent of the pronoun *she*.

> *Lydia picked the beans, and then she washed them.*

1. Find the pronoun *she*.
2. Ask, “Who washed the beans?” The pronoun *she* stands for a woman or girl named earlier in the sentence.
3. *Lydia* is the only girl named, so *Lydia* is the antecedent. (The antecedent of *them* is *beans*.)

Answer: Lydia

WORKED EXAMPLE 2

Which word correctly completes the sentence?

> *Neither of the boys forgot ____ coat.*

Choose: his · their

1. Find the antecedent. It is *Neither*, the subject of the sentence. The words *of the boys* only tell which ones.
2. *Neither* means *not either one*, so it is singular.
3. The boys are male, so the singular pronoun is *his*.

Answer: his (the antecedent, *Neither*, is singular)

PRACTICE

DAY 2

1. EASY Write the antecedent of the pronoun *it*.

   > *Grace found a robin's nest and showed it to Mother.*

2. EASY Which word correctly completes the sentence?

   > *The geese spread ____ wings and flew south.*

   Choose: its · their

3. EASY Write the antecedent of the pronoun *his*.

   > *Grandfather sharpened his ax before breakfast.*

4. EASY Diagram the sentence.

   > *Martha baked bread for her neighbors.*

DAY 3

5. EASY Is the antecedent of *their* singular or plural?

   > *The children folded their hands for the blessing.*

6. MEDIUM Which word correctly completes the sentence?

   > *Each of the girls practiced ____ hymn for Sunday.*

   Choose: her · their

7. MEDIUM Fix the pronoun so that it agrees with its antecedent.

   > *Everyone in the boys' class finished their lesson before noon.*

8. MEDIUM Write the antecedents of the pronouns *he* and *it*, in that order.

   > *When Samuel found the lost lamb, he carried it home to the fold.*

DAY 4

9. MEDIUM Diagram the sentence.

   > *Ruth and Anna fed their calves and cleaned the barn.*

10. MEDIUM Fix the pronoun so that it agrees with its antecedent.

    > *Neither of the Miller brothers brought their umbrella to church.*

11. HARD Diagram the sentence.

    > *Pastor Hale opened his Bible and read it to the congregation.*

12. HARD Write a sentence that begins with *Each of the* and has a pronoun that refers to *Each*. Then name the pronoun and its antecedent.

COMMON MISTAKES

- Watch for the noun inside a phrase like *of the girls*. It is not the antecedent; the antecedent is the word before it (*each*, *either*, *neither*, *one*). Cover the phrase with your finger and choose the pronoun again.
- Watch for *their* after *everyone*, *each* or *one*. These words are singular, so use *his*, *her*, or *his or her*.
- Watch for two antecedents joined by *and*. They are plural together, so use *they*, *them*, or *their*: *Clara and Abigail washed their aprons*.

DAY 5

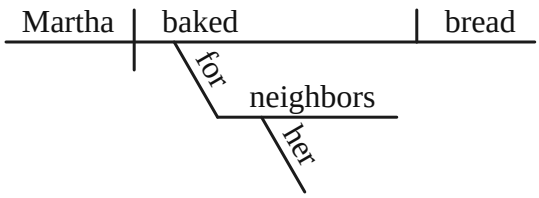
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Each of the girls brought her Bible to church, and every boy sang his part in the hymn.*

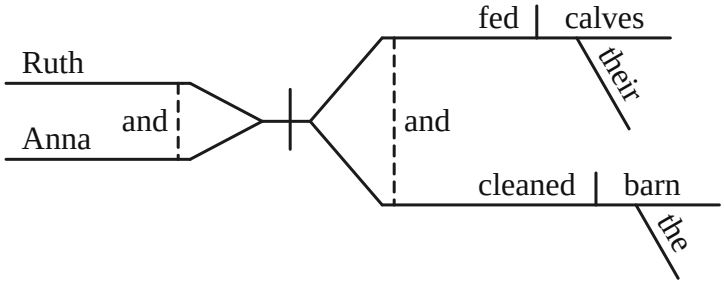
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 10.2

1. nest
2. their (the antecedent, *geese*, is plural)
3. Grandfather
4. Subject: Martha; verb: baked; direct object: bread; phrase for neighbors under baked, with her under neighbors

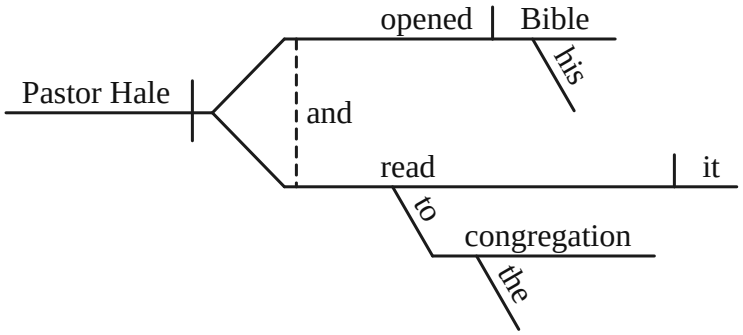


5. plural (the antecedent is *children*)
6. her (the antecedent, *Each*, is singular)
7. Everyone in the boys' class finished his lesson before noon. (*Everyone* is singular, and the class is all boys.)
8. Samuel, lamb
9. Compound subject: Ruth and Anna; compound verb: fed and cleaned; direct object of fed: calves (their); direct object of cleaned: barn (the)



10. Neither of the Miller brothers brought his umbrella to church. (*Neither* is singular.)

11. Subject: Pastor Hale; compound verb: opened and read; direct object of opened: Bible (his); direct object of read: it; phrase to congregation (the) under read



12. Answers will vary. Example: Each of the boys carried his own fishing pole. (pronoun: *his*; antecedent: *Each*)

UNIT 10 · LESSON 10.3 · LEVEL 2

Pronoun Case

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the three cases of pronouns: nominative, objective and possessive.
- Use nominative pronouns as subjects and after linking verbs, and objective pronouns as objects of verbs and prepositions.
- Choose the right pronoun in a compound part by trying each part alone.
- Write possessive pronouns without apostrophes.

VIDEO

WATCH

17. I? Me? He? Him? Pronoun Case. English Grammar Lesson

mrthoth · 9:15

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=gcNJvMouj64

BACKUP

Nominative Case Pronouns | Grammar Lesson 👤🎭

GrammarFlip · 1:35

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=1WAgDYdMk8I

> **Note:** mrthoth also uses the words subjective and objective for the cases. This book says nominative case and objective case.

KEY TERMS

case	Case is the form a noun or pronoun takes to show its job in the sentence.
nominative case	The nominative case is used for subjects and for predicate nouns after linking verbs.
objective case	The objective case is used for direct objects and objects of prepositions.
possessive case	The possessive case shows ownership.

TEACHING

Many pronouns change their form when their job in the sentence changes. We say *He called the dog*, but *The dog ran to him*. *He* and *him* stand for the same boy; they are different forms because the boy does different jobs. The form that shows a word's job is called its **case**. English pronouns have three cases: nominative, objective and possessive.

The **nominative case** is used for the subject of a verb: *I*, *you*, *he*, *she*, *it*, *we*, *they*. *We sang*. *She swept the porch*. The nominative case is also used after a linking verb, when the pronoun is a predicate noun that renames the subject: *It is I*. *The boy in the rowboat was he*. (Because it takes the nominative case, a predicate noun is also called a predicate nominative.) In casual speech many people say *It's me*, but in careful writing the nominative is correct, because the pronoun names the same person as the subject.

The **objective case** is used for a direct object and for the object of a preposition: *me*, *you*, *him*, *her*, *it*, *us*, *them*. *Father thanked him*. *Mother made a cake for us*. *The lamb followed her across the field*. *You* and *it* are the same in both cases, so they never cause trouble.

The **possessive case** shows ownership: *my*, *mine*, *your*, *yours*, *his*, *her*, *hers*, *its*, *our*, *ours*, *their*, *theirs*. The forms *my*, *your*, *her*, *our*, and *their* come before a noun (*my coat*, *their wagon*). The forms *mine*, *yours*, *hers*, *ours*, and *theirs* stand alone (*The coat is mine*. *The wagon is theirs*.). *His* can do both (*his coat*; *the coat is his*). *Its* almost always comes before a noun (*its paw*). Possessive pronouns never take an apostrophe: *the cat licked its paw*; *the red hymnal is hers*.

Mistakes in case usually happen when a pronoun is joined to a noun by *and*. To choose, try each part alone. *Grandfather took Caleb and (I, me) to the mill*. *Grandfather took I to the mill*? No. *Grandfather took me to the mill*. So the answer is *Caleb and me*. After a preposition, always use the objective case: *between you and me*, *for Ruth and her*, *with Peter and them*. When you name yourself with others, put yourself last, out of courtesy: *Peter and I*.

The King James Bible shows case in its old pronoun *thou*. *Thou* is nominative, *thee* is objective, and *thy* or *thine* is possessive. “Thy word is a lamp unto my feet, and a light unto my path.” (Psalms 119:105, KJV) Here *thy* and *my* are both possessive, and each shows whose: the word is God's, and the feet and path are the psalmist's.

Nouns change form for only one case, the possessive: *Ruth*, *Ruth's*; *the farmers*, *the farmers' barns*. A noun in the nominative case and a noun in the objective case look exactly alike. In *The horse saw the farmer* and *The farmer saw the horse*, only the word order tells you who saw whom.

> **Latin link.** *Case* comes from the Latin *casus*, “a falling.” The old grammarians pictured a word's other forms as falling away from its main form, and Latin nouns have many such forms, each with its own ending.

From history. Long ago, in Old English (spoken from about the 400s to about 1100), nouns changed their endings to show their case, much as Latin nouns do. Over the centuries most of those endings wore away, and English came to show a noun's job by its place in the sentence instead. The possessive *'s* is left over from one of those old endings, *-es*. Pronouns kept more of their old forms, which is why we still say *he*, *him* and *his*.

WORKED EXAMPLE 1

What case is the pronoun *him*?

> *Mother thanked him for the firewood.*

1. Find the verb: *thanked*. Find the subject: *Mother*.
2. Ask, "Mother thanked whom?" The answer is *him*, so *him* is the direct object.
3. A direct object takes the objective case.

Answer: objective (*him* is the direct object of *thanked*)

WORKED EXAMPLE 2

Which word correctly completes the sentence?

> *Grandfather took Caleb and ____ to the mill.*

Choose: I · me

1. The pronoun is joined to *Caleb* by *and*, so try it alone.
2. *Grandfather took I to the mill* sounds wrong. *Grandfather took me to the mill* sounds right.
3. The pronoun is part of the direct object, so it takes the objective case: *me*.

Answer: me (part of the direct object, so objective case)

PRACTICE

DAY 2

1. EASY What case is the pronoun *They*?

   > *They planted pumpkins along the fence.*

2. EASY Which word correctly completes the sentence?

> *Peter and ____ milked the cows this morning.*

Choose: I · me

3. EASY Write the two possessive pronouns.

> *Is this basket yours or ours?*

4. EASY Diagram the sentence.

> *We helped them with the hay.*

DAY 3

5. EASY What case is the pronoun *us*?

> *Uncle Thomas sang a hymn with us.*

6. MEDIUM Which word correctly completes the sentence?

> *The blue quilt on the bed is ____.*

Choose: her's · hers

7. MEDIUM Fix the error in pronoun case.

> *Mother gave the pie to Clara and I.*

8. MEDIUM Name the case of each pronoun, in this order: *She*, *them*, *our*.

> *She found them in our barn.*

DAY 4

9. MEDIUM Diagram the sentence.

> *The LORD is my shepherd; I shall not want.* (Psalms 23:1, KJV)

10. MEDIUM Fix the error in pronoun case for formal writing.

> *The boy in the rowboat was him.*

11. HARD Which word correctly completes the sentence?

> *Grandmother sat between Anna and ____ in the pew.*

Choose: she · her

12. HARD Diagram the sentence.

> *Father and he repaired our fence and painted the gate.*

COMMON MISTAKES

- Watch for *I* after a preposition or as part of an object (*for Henry and I*, *took Ruth and I*). Try the pronoun alone; after a preposition always use *me*, *him*, *her*, *us*, or *them*.
- Watch for apostrophes in possessive pronouns (*her's*, *our's*, *their's*, *it's* for ownership). Write *hers*, *ours*, *theirs*, and *its* with no apostrophe.
- Watch for *him*, *her*, or *them* after a linking verb in formal writing. The pronoun renames the subject, so use the nominative: *It was she*. *The winners were they*.

DAY 5

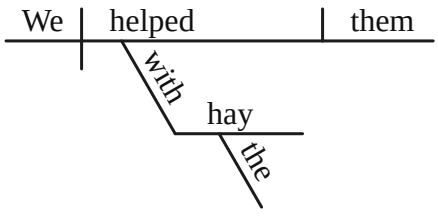
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Mother gave the last loaf to Henry and me, and we shared it with our neighbors.*

Then review the common mistakes and redo any missed practice items.

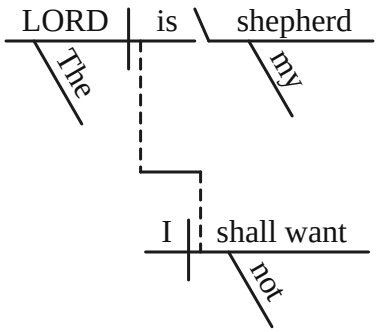
ANSWERS: LESSON 10.3

1. nominative (*They* is the subject)
2. I (part of the subject, so nominative case)
3. yours, ours
4. Subject: We; verb: helped; direct object: them; phrase with hay (the) under helped

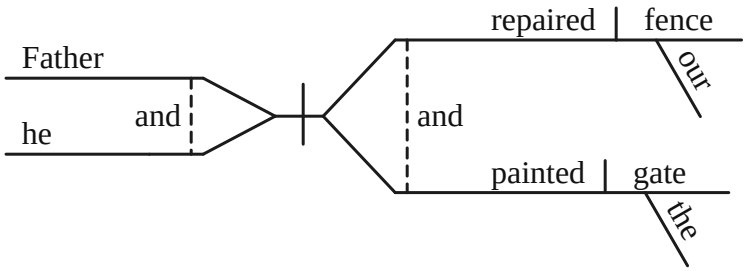


5. objective (*us* is the object of the preposition *with*)
6. hers (possessive pronouns never take an apostrophe)
7. Mother gave the pie to Clara and me. (*me* is an object of the preposition *to*)
8. She: nominative; them: objective; our: possessive

9. Two clauses joined by a dashed line with no word (semicolon). First: subject LORD (The), linking verb is, predicate noun shepherd (my). Second: subject I, verb shall want, adverb not.



10. The boy in the rowboat was he. (After the linking verb *was*, the pronoun renames the subject, so it is nominative.)
11. her (an object of the preposition *between*, so objective case)
12. Compound subject: Father and he; compound verb: repaired and painted; direct object of repaired: fence (our); direct object of painted: gate (the)



UNIT 10 · LESSON 10.4 · LEVEL 2

Other Kinds of Pronouns

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell reflexive pronouns from intensive pronouns and use both correctly.
- Identify demonstrative, interrogative and indefinite pronouns.
- Choose who or whom in a simple question.
- Diagram sentences with reflexive, demonstrative, interrogative, and indefinite pronouns.

VIDEO

WATCH

Reflexive and Intensive Pronouns with Mrs. Clark

Kim Clark · 7:04

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=S5vTClo1ItE

BACKUP

Demonstrative Adjectives and Demonstrative Pronouns | Grammar Lesson 👉🎒

GrammarFlip · 2:11

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=vb_6MoQ8tFY

KEY TERMS

reflexive pronoun	A reflexive pronoun ends in *-self* or *-selves* and refers back to the subject.
intensive pronoun	An intensive pronoun ends in *-self* or *-selves* and adds emphasis to a noun or pronoun.
demonstrative pronoun	A demonstrative pronoun points out a particular person or thing: *this*, *that*, *these*, *those*.
indefinite pronoun	An indefinite pronoun does not point to a particular person or thing.

TEACHING

The pronouns you have studied so far (*I*, *you*, *he*, *she*, *it*, *we*, *they*, and their other forms) are called **personal pronouns**. English has several other kinds of pronouns, each with its own job.

The pronouns that end in *-self* or *-selves* are *myself*, *yourself*, *himself*, *herself*, *itself*, *ourselves*, *yourselves*, and *themselves*. A **reflexive pronoun** refers back to the subject: *Henry cut himself on the saw*. *The ducks sunned themselves on the bank*. The action turns back on the one who does it, and the sentence needs the pronoun to make sense. Take *himself* away, and *Henry cut on the saw* does not say what Henry cut.

An **intensive pronoun** is the same word used only for emphasis: *Grandfather himself built this barn*. *I myself heard the owl*. Take the pronoun away, and the sentence still makes sense (*Grandfather built this barn*); you have only lost the extra force. So here is the test: if the sentence still makes sense without the *-self* word, it is intensive; if not, it is reflexive. Two warnings. *Hisself* and *theirselves* are not standard English; write *himself* and *themselves*. And never use *myself* where *I* or *me* belongs: *Ruth and I picked the berries*, not *Ruth and myself*. A *-self* pronoun needs a word earlier in the sentence to point back to.

A **demonstrative pronoun** points out which one: *this*, *that*, *these*, *those*. *This* and *these* point to things near; *that* and *those* point to things farther away. *This* and *that* are singular; *these* and *those* are plural. "This is the day which the LORD hath made." (Psalms 118:24, KJV) Be careful: when one of these words comes right before a noun (*this day*, *those apples*), it is working as an adjective. As you learned in Lesson 9.1, a word's part of speech depends on its use.

An **interrogative pronoun** asks a question: *who*, *whom*, *whose*, *which*, *what*. *Who rang the bell? Which is your coat? What is man?* The same cases you learned in Lesson 10.3 apply here. *Who* is nominative, like *he*, and is used as a subject: *Who found the lamb? Whom* is objective, like *him*, and is used as an object: *Whom did you call? To whom did Father give the key?* To check, answer the question with *he* or *him*: *You called him*, so *whom* is right.

An **indefinite pronoun** does not point to a particular person or thing: *each*, *either*, *neither*, *one*, *everyone*, *everybody*, *someone*, *somebody*, *anyone*, *nobody*, *no one*, *both*, *few*, *many*, *several*, *all*, *some*, *none*. *Each*, *everyone*, and *somebody* are singular (you met *each* and *everyone* in Lesson 10.2); *both*, *few*, *many*, and *several* are always plural. *Everyone sang the doxology*. *Both of the calves are spotted*.

In a diagram, these pronouns take whatever place their job gives them, just as nouns do. A reflexive pronoun used as a direct object goes after the short vertical line. A demonstrative or indefinite pronoun used as a subject goes on the subject line. A question is diagrammed in statement order, so in *Whom did you call?* the subject is *you*, the verb is *did call*, and *Whom* is the direct object.

WORKED EXAMPLE 1

Is the pronoun *herself* reflexive or intensive?

> *Clara looked at herself in the still pond.*

1. Take *herself* out: *Clara looked at in the still pond.*
2. Now the sentence no longer makes sense. The preposition *at* has lost its object.
3. Because the sentence needs *herself* and it refers back to the subject, *Clara*, it is reflexive.

Answer: reflexive (it refers back to *Clara*, and the sentence needs it)

WORKED EXAMPLE 2

Write every pronoun in the sentence.

> *Somebody left these on the porch for us.*

1. Look for words that take the place of nouns.
2. *Somebody* does not point to a particular person, so it is an indefinite pronoun.
3. *These* stands alone with no noun after it and points out things, so it is a demonstrative pronoun.
4. *Us* is a personal pronoun in the objective case, the object of the preposition *for*.

Answer: Somebody, these, us (indefinite, demonstrative and personal)

PRACTICE

DAY 2

1. EASY What kind of pronoun is *themselves*: reflexive or demonstrative?

   > *The boys washed themselves at the pump.*

2. EASY Write the demonstrative pronoun.

   > *Those are the ripest apples in the orchard.*

3. EASY Which word correctly completes the sentence?

   > *Caleb built the birdhouse all by ____.*

   Choose: hisself · himself

4. EASY Diagram the sentence.

   > *Anna dressed herself quickly.*

DAY 3

5. EASY What kind of pronoun is *who*?

   > *And who is my neighbour?* (Luke 10:29, KJV)

6. MEDIUM Is the pronoun *herself* reflexive or intensive?

   > *Mrs. Miller herself baked the wedding cake.*

7. MEDIUM Fix the misused *-self* pronoun.

> *Ruth and myself picked the strawberries.*

8. MEDIUM Write the three indefinite pronouns.

> *Everyone came to the picnic, and some brought pies, but none forgot the lemonade.*

DAY 4

9. MEDIUM Diagram the sentence.

> *Those are Grandmother's roses.*

10. MEDIUM Which word correctly completes the sentence?

> *To ____ did Father give the key?*

Choose: who · whom

11. HARD Diagram the sentence.

> *Whom did Pastor Hale visit on Sunday?*

12. HARD Write two sentences that use the word *himself*, one as a reflexive pronoun and one as an intensive pronoun. Then explain how you can tell them apart.

COMMON MISTAKES

- Watch for *myself* used in place of *I* or *me* (*Ruth and myself went*; *Mother called Anna and myself*). Use a *-self* pronoun only when it points back to a word earlier in the sentence or adds emphasis.
- Watch for *hisself* and *theirselves*. These are not standard English; write *himself* and *themselves*.
- Watch for *this*, *that*, *these*, and *those* before a noun. There they are adjectives (*these apples*); they are demonstrative pronouns only when they stand alone (*These are ripe*).

DAY 5

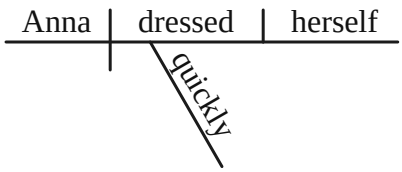
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Grandfather himself carved these spoons, and each of us keeps one in the kitchen drawer.*

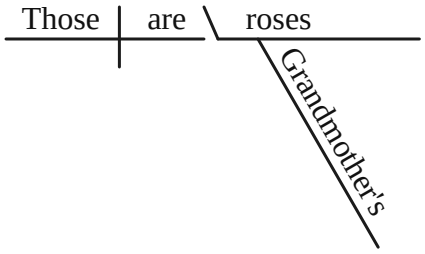
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 10.4

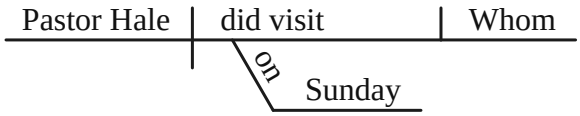
1. reflexive (it refers back to the subject, *boys*)
2. Those
3. himself (*hisself* is not standard English)
4. Subject: Anna; verb: dressed; direct object: herself; adverb: quickly under dressed



5. interrogative pronoun (it asks a question)
6. intensive (the sentence still makes sense without it; it only adds emphasis)
7. Ruth and I picked the strawberries. (The subject needs the nominative *I*.)
8. Everyone, some, none
9. Subject: Those; linking verb: are; predicate noun: roses; Grandmother's under roses



10. whom (it is the object of the preposition *To*: *Father gave the key to him*)
11. In statement order: subject Pastor Hale; verb did visit; direct object Whom; phrase on Sunday under did visit



12. Answers will vary. Example: Peter warmed himself by the stove. (reflexive: the sentence needs *himself*) The king himself opened the gate. (intensive: *The king opened the gate* still makes sense, so *himself* only adds emphasis.)

Unit 10 Test

Take about 30 minutes for this test. Work with your book closed, and draw the diagrams on paper. Mastery is about 10 of 12 correct. If you miss an item, go back to the lesson named beside it, reread the core teaching and worked examples, and redo the practice items you missed.

1. 10.1 Is the noun *courage* concrete or abstract?

   > *The courage of the young shepherd pleased his father.*

2. 10.1 Write the collective noun.

   > *A herd of deer crossed the meadow at dawn.*

3. 10.1 Which words correctly complete the sentence?

   > *Both ____ carried white roses.*

   Choose: maid of honors · maids of honor

4. 10.2 Write the antecedent of the pronoun *its*.

   > *The oak dropped its acorns on the path.*

5. 10.2 Which word correctly completes the sentence?

   > *Each of the brothers fed ____ own rabbit.*

   Choose: his · their

6. 10.3 What case is the pronoun *them*?

   > *Grace gathered the eggs and set them on the table.*

7. 10.3 Fix the error in pronoun case.

   > *James and me raked the leaves in the yard.*

8. 10.3 Which word correctly completes the sentence?

   > *The letter from Grandmother was for Lydia and ____.*

   Choose: she · her

9. 10.4 Is the pronoun *ourselves* reflexive or intensive?

   > *We ourselves painted the fence.*

10. 10.4 Which word correctly completes the sentence?

> _____ *will lead the singing on Sunday?*

Choose: Who · Whom

11. 10.4 Diagram the sentence.

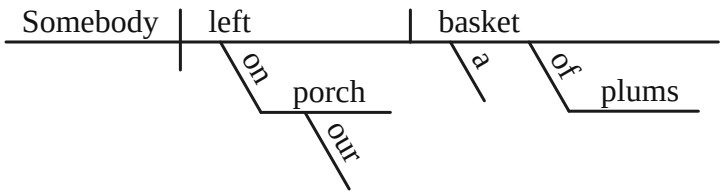
> *Somebody left a basket of plums on our porch.*

12. 10.2 Diagram the sentence.

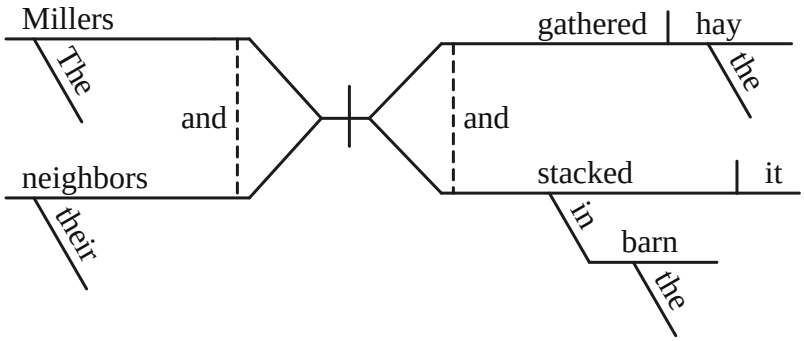
> *The Millers and their neighbors gathered the hay and stacked it in the barn.*

ANSWERS: UNIT 10 TEST

1. abstract (*courage* is a quality of the heart, not something you can touch)
2. herd
3. maids of honor (make the main word, *maid*, plural)
4. oak
5. his (the antecedent, *Each*, is singular)
6. objective (*them* is the direct object of *set*)
7. James and I raked the leaves in the yard. (The pronoun is part of the subject.)
8. her (an object of the preposition *for*)
9. intensive (*We painted the fence* still makes sense; *ourselves* only adds emphasis)
10. Who (it is the subject of *will lead*: *He will lead the singing*)
11. Subject: Somebody; verb: left; direct object: basket, with a and the phrase of plums under it; phrase on porch (our) under left



12. Compound subject: Millers (The) and neighbors (their); compound verb: gathered and stacked; direct object of gathered: hay (the); direct object of stacked: it; phrase in barn (the) under stacked



LEVEL 2 · LEVEL 2, YEAR A, WEEKS 15–22

Unit 11. Verbs in Depth

In Level 1 you learned that a verb shows action or being, that helping verbs join main verbs in verb phrases, and that verbs have past, present, and future tenses. This unit looks more closely at how verbs are built. You will learn the four principal parts of every verb, the spelling rules for adding -ing and -ed, the principal parts of the common irregular verbs, the three perfect tenses, and the progressive forms.

These forms matter because the verb carries the time of every sentence. The right form tells the reader exactly when something happened and in what order; the wrong one (“had went,” “should of,” a needless shift from past to present) makes writing unclear and careless. Everything here builds on the helping verbs and irregular verbs of Level 1 and prepares for the work on subjects and verbs in Unit 12.

BEFORE THIS UNIT

- Find the verb or verb phrase in a sentence and tell the helping verb from the main verb.
- Name the past, present, and future tenses.
- Diagram subjects, verb phrases, direct objects, modifiers, prepositional phrases, and compound sentences.

MASTERY CHECKLIST

☐ I can name the four principal parts of a verb: present, present participle, past, and past participle.
☐ I can spell the -ing and -ed forms of regular verbs, using the rules for silent e, final y, and doubled consonants.
☐ I can give the principal parts of common irregular verbs such as sing, bring, take, go, and do.
☐ I can use the past alone and the past participle with has, have, or had.
☐ I can form and name the present perfect, past perfect, and future perfect tenses and tell what each means in time.
☐ I can form and name the present, past, and future progressive.
☐ I can keep the tense consistent in a passage and change it only when the time changes.
☐ I can diagram sentences whose verb phrases have two, three, or four words.

UNIT 11 · LESSON 11.1 · LEVEL 2

The Principal Parts of Verbs

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the four principal parts of a verb.
- Form the principal parts of regular verbs.
- Apply the spelling rules for adding -ing and -ed to a verb.
- Diagram a sentence whose verb phrase uses a present participle or a past participle.

VIDEO

WATCH

8. English Grammar Lesson. Past Participles and Present Participles

mrthoth · 4:28

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=g9PTZQEox_Q

BACKUP

The 3 Sounds of -ED | Forming the Regular Past Tense of Verbs

The Learning Depot · 3:57

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=qm0gM6Sz2_o

> **Note:** mrthoth's video covers the participles. The Learning Depot's backup covers forming the regular past with -ed and how it is pronounced.

KEY TERMS

principal parts	The principal parts of a verb are its four chief forms: the present, the present participle, the past, and the past participle.
present participle	The present participle is the *-ing* form of a verb, used with a form of *be* (*is walking*).
past participle	The past participle is the form of a verb used with *has*, *have*, or *had* (*has walked*).
regular verb	A regular verb forms its past and past participle by adding *-d* or *-ed* to the present.

TEACHING

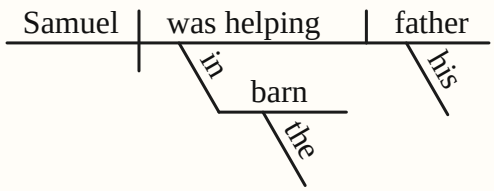
A verb can take many forms. *Henry walks to church*; *yesterday he walked*; *right now he is walking*; *he has walked that road many times*. All these forms are built from four chief forms called the **principal parts** of the verb. *Principal* means “chief” or “first in importance.” Once you know a verb's four principal parts, you can build every tense of it.

Here are the four principal parts of *walk*: the present (*walk*), the **present participle** (*walking*), the past (*walked*), and the **past participle** (*walked*). Grammar books often list them with helping verbs in parentheses to show how they are used: *walk*, (*is*) *walking*, *walked*, (*has*) *walked*.

Each principal part has its own job. The present is used alone or with helping verbs such as *will*, *do*, and *can*: *we walk*, *we will walk*. The present participle always ends in *-ing* and is used with a form of *be*: *am*, *is*, *are*, *was*, or *were walking*. The past stands alone, with no helping verb: *Ruth walked home*. The past participle is used with *has*, *have*, or *had*: *Ruth has walked*, *Ruth had walked*. When the present participle or the past participle is the main verb of a sentence, it must have its helping verb. “Ruth walking home” is not a sentence, but “Ruth is walking home” is.

Most English verbs are **regular**. A regular verb forms both its past and its past participle by adding *-d* or *-ed* to the present: *plant*, *planted*, *planted*; *bake*, *baked*, *baked*. For a regular verb the past and the past participle look exactly alike, so you tell them apart by their jobs. In “The Millers planted corn,” *planted* stands alone, so it is the past. In “The Millers have planted corn,” *planted* follows *have*, so it is the past participle.

In a diagram, the helping verb and the main verb stand together on the verb line, because together they make one verb phrase. Here is the sentence “Samuel was helping his father in the barn.” The present participle *helping* and its helping verb *was* share the verb line.



Samuel was helping his father in the barn.

Adding *-ing* or *-ed* sometimes changes the spelling of a verb, and four rules cover most cases. Rule 1: If a verb ends in a silent *e*, drop the *e* before *-ing*, and add only *-d* for the past: *bake*, *baking*, *baked*; *smile*, *smiling*, *smiled*. Rule 2: If a verb ends in a consonant and *y*, keep the *y* before *-ing*, but change the *y* to *i* before *-ed*: *carry*, *carrying*, *carried*; *hurry*, *hurrying*, *hurried*. The *y* stays before *-ing* because English avoids two *i*'s side by side (*carriing*). If a vowel comes before the *y*, simply add the ending: *pray*, *praying*, *prayed*; *obey*, *obeying*, *obeyed*. A verb ending in *ie* changes the *ie* to *y* before *-ing*: *tie*, *tying*, *tied*.

Rule 3: If a verb of one syllable ends in a single vowel followed by a single consonant, double the consonant before *-ing* or *-ed*: *hop*, *hopping*, *hopped*; *plan*, *planning*, *planned*. The doubled letter keeps the vowel short. Compare *hoping* (from *hope*, with a long *o*) and *hopping* (from *hop*, with a short *o*): one letter changes the whole meaning. Never double *w*, *x*, or *y*: *snow*, *snowed*; *fix*, *fixed*; *play*, *played*.

Rule 4: A verb of two syllables that ends in a single vowel and a single consonant doubles the consonant only when the accent falls on the last syllable: *admit*, *admitted*; *prefer*, *preferred*. When the accent falls on the first syllable, do not double: *visit*, *visited*; *open*, *opened*. Say the word aloud and listen for the stronger syllable.

WORKED EXAMPLE 1

Name the principal part of the main verb.

> *The Millers are planting beans in the garden.*

1. Find the verb phrase: *are planting*.
2. The main verb is *planting*. It ends in *-ing* and follows *are*, a form of *be*.
3. The *-ing* form used with a form of *be* is the present participle.

Answer: present participle

WORKED EXAMPLE 2

Fix the two misspelled verbs.

> *The boys stoped at the creek and were skiping stones.*

1. Look at each verb: *stoped* and *were skiping*.
2. *Stop* has one syllable and ends in one vowel and one consonant (*o*, *p*), so by Rule 3 the *p* is doubled before *-ed*: *stopped*.
3. *Skip* follows the same pattern, so the *p* is doubled before *-ing*: *skipping*.
4. Without the doubled letter, *stoped* and *skiping* would look like forms of "stope" and "skipe," with long vowels.

Answer: The boys stopped at the creek and were skipping stones.

PRACTICE

DAY 2

1. EASY Name the principal part of the main verb.

   > *Grandmother has stitched a quilt for the baby.*

2. EASY Which is the correct present participle of the verb *skate*?

   Choose: skateing · skating · skatting

3. EASY Which spelling correctly completes the sentence?

> *Yesterday Henry ____ the heavy basket to the barn.*

Choose: carryed · carried · carryied

4. EASY Diagram the sentence.

> *The children were playing in the meadow.*

DAY 3

5. EASY Write the past participle in the sentence.

> *Father has stopped the wagon near the old mill.*

6. MEDIUM Fix the misspelled verb.

> *Lydia was waveing to her grandmother from the porch.*

7. MEDIUM Is the verb in this sentence regular or irregular?

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

8. MEDIUM Which spelling correctly completes the sentence?

> *Father ____ us to stay up late on Christmas Eve.*

Choose: permited · permitted

DAY 4

9. MEDIUM Diagram the sentence.

> *Mother has planted roses and lilies.*

10. MEDIUM Write a sentence that uses the present participle of *carry* with the helping verb *was*. Then explain why the *y* is kept.

11. HARD Fix the two misspelled verbs.

> *Samuel hurryed to the barn and grabed a pail of oats.*

12. HARD Name the principal part of each main verb, in order: *planning*, then *planned*.

> *Clara is planning a picnic, and her brothers have planned the games.*

COMMON MISTAKES

- Changing *y* to *i* before *-ing* (*carriing*, *hurriing*). Keep the *y* before *-ing* and change it only before *-ed*: *carrying*, *carried*.
- Doubling a final consonant when the rule does not call for it (*snowwed*, *visitted*). Double only after a single vowel, never *w*, *x*, or *y*, and in a two-syllable verb only when the last syllable is accented.
- Using a present participle or past participle as the main verb without its helping verb ("We walking home"). Give the *-ing* form a form of *be* and the past participle a form of *have*: *We were walking home*.

DAY 5

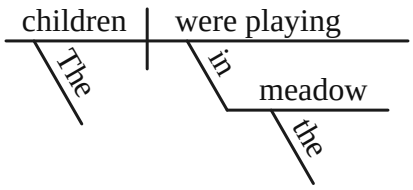
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Grace was baking bread, and Henry carried the heavy logs and stopped beside the woodpile.*

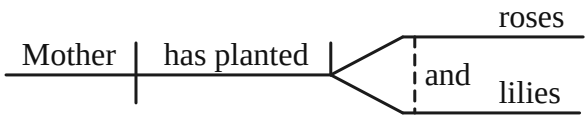
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 11.1

1. past participle (*stitched* follows the helping verb *has*)
2. skating (drop the silent *e* before *-ing*)
3. carried (consonant + *y*: change the *y* to *i* before *-ed*)
4. Subject: children; verb: were playing; article: The; adverb phrase: in the meadow (modifies were playing)



5. stopped (it follows the helping verb *has*)
6. Lydia was waving to her grandmother from the porch. (Drop the silent *e* before *-ing*.)
7. regular (*create*, *created*, *created*: the past is formed by adding *-d*)
8. permitted (*per-MIT* is accented on the last syllable, so the *t* is doubled)
9. Subject: Mother; verb: has planted; compound direct object: roses and lilies



10. Answers will vary. Example: Ruth was carrying water to the garden. The y is kept before -ing because changing it to i would put two i's side by side (*carriing*).
11. Samuel hurried to the barn and grabbed a pail of oats. (*Hurry*: change *y* to *i* before *-ed*; *grab*: double the *b*.)
12. planning: present participle (with *is*); planned: past participle (with *have*)

UNIT 11 · LESSON 11.2 · LEVEL 2

Irregular Verbs

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Recognize an irregular verb by its principal parts.
- Give the principal parts of common irregular verbs, grouped by pattern.
- Use the past alone and the past participle with has, have, or had.
- Diagram sentences whose verb phrases contain irregular past participles.

VIDEO

WATCH

Irregular Verbs — Principal Parts | Grammar 9, Lesson 137 | Patrimony School

Patrimony School · 6:07

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=doHa1vA75-c

BACKUP

4.5 Irregular Verbs

Grammar Wired! · 3:11

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=pcvduVN772Y

> **Note:** Patrimony School follows Harvey's Grammar and says perfect participle. This book says past participle; it is the same form (gone, broken). Grammar Wired!'s backup sorts the verbs into six groups, much as this book groups them by pattern.

KEY TERMS

irregular verb An irregular verb does not form its past and past participle by adding *-d* or *-ed*.

past participle The past participle is the principal part used with *has*, *have*, or *had* (*has sung*, *had gone*).

TEACHING

In the last lesson you learned that a regular verb adds *-d* or *-ed* to make its past and its past participle. An **irregular verb** does not. It may change a vowel (*sing*, *sang*, *sung*), change its whole spelling (*go*, *went*, *gone*), or not change at

all (*put*, *put*, *put*). There are not many irregular verbs, but they are some of the most common words in English, so we use them every day. Because no single rule makes them, their principal parts must be learned by heart. Happily, many of them fall into patterns.

Pattern 1: the vowel changes from *i* to *a* to *u*. *Sing*, *sang*, *sung*; *ring*, *rang*, *rung*; *drink*, *drank*, *drunk*; *sink*, *sank*, *sunk*; *swim*, *swam*, *swum*; *begin*, *began*, *begun*. The present participles of these verbs follow the spelling rules you already know: *singing*, *ringing*, *swimming* (one syllable, so the *m* is doubled), and *beginning* (accented on the last syllable, so the *n* is doubled).

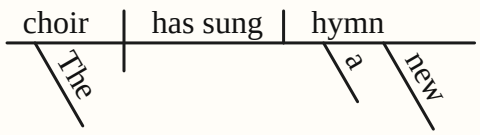
Pattern 2: the past and the past participle are the same word. *Bring*, *brought*, *brought*; *think*, *thought*, *thought*; *catch*, *caught*, *caught*; *teach*, *taught*, *taught*; *keep*, *kept*, *kept*; *sweep*, *swept*, *swept*; *find*, *found*, *found*. *Brang* and *brung* are not words in good English; the past and past participle of *bring* are both *brought*.

Pattern 3: the past participle ends in *-n* or *-en*. *Take*, *took*, *taken*; *write*, *wrote*, *written*; *freeze*, *froze*, *frozen*; *speak*, *spoke*, *spoken*; *give*, *gave*, *given*; *see*, *saw*, *seen*; *know*, *knew*, *known*; *grow*, *grew*, *grown*; *fly*, *flew*, *flown*.

Pattern 4: verbs that follow no pattern, or that do not change at all. *Go*, *went*, *gone*; *do*, *did*, *done*; *come*, *came*, *come*; *run*, *ran*, *run*; *be*, *was* or *were*, *been*. A few verbs keep the same form for all three: *put*, *put*, *put*; *cut*, *cut*, *cut*; *let*, *let*, *let*.

Here is the most important rule for using irregular verbs: the past stands alone, but the past participle always needs a helping verb, most often *has*, *have*, or *had*. *Henry went to the mill*. *Henry has gone to the mill*. Never say “had went,” “has came,” or “I seen.” The King James Bible uses *hath*, an older form of *has*, and the rule is the same there: “The LORD hath done great things for us.” (Psalms 126:3, KJV) *Done* follows *hath*, so it is the past participle of *do*.

In a diagram, the whole verb phrase stands on the verb line, the helping verb first. Here is “The choir has sung a new hymn.”



The choir has sung a new hymn.

The best way to learn irregular verbs is to say their principal parts aloud until they come without thinking: *sing*, *sang*, *sung*; *take*, *took*, *taken*; *go*, *went*, *gone*. Students of Latin learn their verbs the same way, by chanting the principal parts. When you are unsure of a form, a good dictionary lists the principal parts of every irregular verb. Two especially troublesome verbs, *lie* and *lay*, have a lesson of their own later in this book.

From history. In Old English, spoken more than a thousand years ago, most verbs were of two kinds. "Weak" verbs made the past by adding an ending with *d* or *t*, and that ending became our *-ed*. "Strong" verbs made the past by changing the vowel inside the word, just as *sing*, *sang*, *sung* still does. Over the centuries many strong verbs became regular (the King James Bible of 1611 still has *holpen* in Luke 1:54, where we now say *helped*), but the most common ones kept their old forms, and those are our irregular verbs.

WORKED EXAMPLE 1

Which verb correctly completes the sentence?

> *The geese have ____ south for the winter.*

Choose: flew · flown

1. Look for a helping verb before the blank: *have*.
2. After *has*, *have*, or *had*, use the past participle.
3. The principal parts of *fly* are *fly*, *flying*, *flew*, *flown*. *Flew* is the past; *flown* is the past participle.

Answer: flown (the past participle follows *have*)

WORKED EXAMPLE 2

Fix the two verb errors. Do not add or remove any helping verbs.

> *The boys had swam across the pond, and then they drinked from the spring.*

1. Find each verb: *had swam* and *drinked*.
2. *Had swam* has a helping verb, so it needs the past participle. *Swim*, *swam*, *swum*: the past participle is *swum*.
3. *Drinked* has no helping verb, so it needs the past. *Drink* is irregular (*drink*, *drank*, *drunk*), so the past is *drank*, not *drinked*.
4. Write the corrected sentence.

Answer: The boys had swum across the pond, and then they drank from the spring.

PRACTICE

DAY 2

1. EASY Which verb correctly completes the sentence?

   > *The church bells ____ at noon yesterday.*

   Choose: rang · rung

2. EASY Which verb correctly completes the sentence?

   > *The pond had ____ by the first of December.*

   Choose: froze · frozen

3. EASY Is the verb in this sentence regular or irregular?

   > *Jesus wept.* (John 11:35, KJV)

4. EASY Write the past participle in the sentence.

   > *Henry has written a letter to his grandmother.*

DAY 3

5. EASY Fix the verb error. Do not add or remove any helping verbs.

   > *Caleb had went to the mill before breakfast.*

6. MEDIUM Diagram the sentence.

   > *Grandfather has taken the colts to the river.*

7. MEDIUM Name the principal part of the verb.

   > *The ducks swam across the pond.*

8. MEDIUM Which verb correctly completes the sentence?

   > *The service had already ____ when we arrived.*

   Choose: began · begun · beginned

DAY 4

9. MEDIUM Write the two verbs, including any helping verbs, in sentence order.

   > *Grandfather has done the chores, and Anna fed the hens.*

10. MEDIUM Write a sentence that uses the past participle of *bring* with *has* or *have*. Then explain why you chose that form.

11. HARD Diagram the sentence.

> *The north wind blew through the night, and by morning the creek had frozen.*

12. HARD Fix the two verb errors. Do not add or remove any helping verbs.

> *Lydia has wrote her verse, and she seen the new lambs in the barn.*

COMMON MISTAKES

- Using the past where the past participle belongs (*had went*, *has came*, *have saw*). After *has*, *have*, or *had*, always use the past participle: *had gone*, *has come*, *have seen*.
- Using a past participle with no helping verb (*I seen*, *he done*, *she sung*). Either use the past (*I saw*, *he did*, *she sang*) or add the helping verb (*I have seen*).
- Making an irregular verb regular or inventing a form (*brang*, *brung*, *drinked*, *freezed*). Say the principal parts aloud until they are sure: *bring*, *brought*, *brought*; *drink*, *drank*, *drunk*; *freeze*, *froze*, *frozen*.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

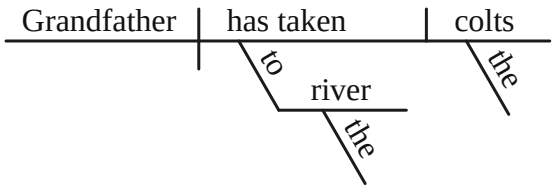
> *The choir had sung the last hymn, and the children went out into the snow and threw snowballs.*

Then review the common mistakes and redo any missed practice items.

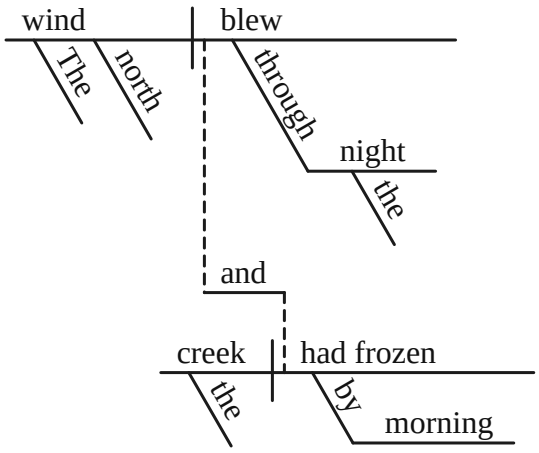
ANSWERS: LESSON 11.2

1. rang (no helping verb, so use the past)
2. frozen (the past participle follows *had*)
3. irregular (*weep*, *wept*, *wept*: the past is not formed with *-ed*)
4. written (it follows the helping verb *has*)
5. Caleb had gone to the mill before breakfast. (After *had*, use the past participle *gone*.)

6. Subject: Grandfather; verb: has taken; direct object: colts; article: the; adverb phrase: to the river (modifies has taken)



7. past (*swim*, *swam*, *swum*; *swam* stands alone)
8. begun (the past participle follows *had*)
9. has done, fed
10. Answers will vary. Example: We have brought two pies to the church supper. Brought is the past participle of bring (*bring*, *brought*, *brought*), and it follows the helping verb have; brung is not a word in good English.
11. Compound sentence joined by and. First clause: subject wind (The, north); verb blew; adverb phrase through the night. Second clause: subject creek (the); verb had frozen; adverb phrase by morning



12. Lydia has written her verse, and she saw the new lambs in the barn. (*Has* needs the past participle *written*; *seen* has no helping verb, so use the past *saw*.)

UNIT 11 · LESSON 11.3 · LEVEL 2

The Perfect Tenses

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Form the present perfect, past perfect, and future perfect tenses with a form of have and the past participle.
- Explain what each perfect tense means in time.
- Choose the tense that makes the order of events clear.
- Diagram sentences with perfect-tense verb phrases.

VIDEO

WATCH

Present Perfect Tenses of Verbs | Perfect Tenses of Verbs Part 2

The Learning Depot · 9:15

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=tQs-k1uQjp4

BACKUP

Past Perfect Tense | The Pluperfect: Perfect Tenses of Verbs Part 1

The Learning Depot · 7:33

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=QgraHlLbg-o

> **Note:** The Learning Depot calls the past perfect the pluperfect. That is an older name for the same tense.

KEY TERMS

present perfect tense The present perfect tense uses *has* or *have* with the past participle for an action completed at some time before now or still going on now (*has walked*).

past perfect tense The past perfect tense uses *had* with the past participle for an action completed before another past action or time (*had walked*).

future perfect tense The future perfect tense uses *will have* or *shall have* with the past participle for an action that will be completed before a certain future time (*will have walked*).

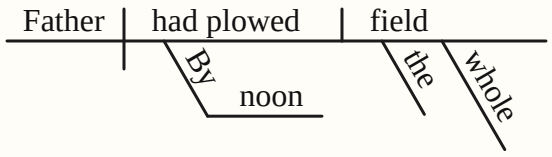
TEACHING

You already know three tenses: present (*I walk*), past (*I walked*), and future (*I will walk*). These are the simple tenses. English has three more, called the **perfect tenses**. Each one is made with a form of the helping verb *have* and the past participle. A perfect tense speaks of action that is completed, or perfected, before some point in time: before now, before a time in the past, or before a time in the future.

The **present perfect tense** uses *has* or *have* with the past participle. It tells of an action that happened at some time before now that is not named, or an action that began in the past and is still going on. “Ruth has finished her chores” tells us that the work is done and that Ruth is free now. “We have lived on this farm for ten years” tells us that we still live here. Near the end of his life, the apostle Paul looked back on his work and wrote, “I have fought a good fight.” (2 Timothy 4:7, KJV) Use *has* with *he*, *she*, *it*, or one person or thing; use *have* with *I*, *you*, *we*, *they*, or more than one.

Because the present perfect points to now, careful writers do not use it with a named time in the past. Write “Ruth finished her chores at noon yesterday,” not “Ruth has finished her chores at noon yesterday.” When you name the past time, use the simple past.

The **past perfect tense** uses *had* with the past participle. It tells of an action that was completed before another action or time in the past. “When Peter reached the barn, Father had already milked the cows.” Both actions are past, but the milking came first, and *had milked* makes that order clear to the reader. In a diagram, the whole verb phrase stands on the verb line. Here is “By noon, Father had plowed the whole field.”



By noon, Father had plowed the whole field.

The **future perfect tense** uses *will have* (or *shall have*) with the past participle. It tells of an action that will be completed before a certain time in the future. “By Christmas, Abigail will have read the whole book.” The reading is still ahead, but it will be finished before Christmas comes. A phrase beginning with *by* often names that future time.

Here are all six tenses of *take* side by side: *I take*, *I took*, *I will take* (the simple tenses); *I have taken*, *I had taken*, *I will have taken* (the perfect tenses). The same pattern of *have* and the past participle also follows *could*, *would*, *should*, *might*, and *must*: *could have finished*, *should have fed*. Because *have* sounds like *of* in quick speech, people sometimes write “should of.” *Of* is a preposition, never a helping verb, so always write *should have*, *could have*, *would have*.

Latin link. *Perfect* comes from the Latin *perfectus*, “thoroughly made” or “finished,” from *per* (“through”) and *facere* (“to make”). Latin has a perfect tense too: *amavi* means “I have loved” or “I loved.”

WORKED EXAMPLE 1

Name the tense of the verb.

> *Clara has practiced the hymn every day this week.*

1. Find the verb phrase: *has practiced*.
2. It is made of *has* and *practiced*, the past participle of *practice*.
3. *Has* or *have* with the past participle makes the present perfect tense. The practicing began earlier in the week and reaches up to now.

Answer: present perfect

WORKED EXAMPLE 2

Which verb shows that the train was already gone before we reached the station?

> *When we reached the station, the train ____.*

Choose: left · has left · had left

1. Both actions happened in the past: we reached the station, and the train left.
2. The leaving came first, before the reaching.
3. The past perfect (*had* with the past participle) shows the earlier of two past actions.
4. *Left* alone would mean the train left just as we came; *has left* points to now and does not fit with *reached*.

Answer: had left (past perfect: the train left before we arrived)

PRACTICE

DAY 2

1. EASY Name the tense of the verb.

   > *I have overcome the world.* (John 16:33, KJV)

2. EASY Name the tense of the verb.

   > *By Saturday, the Millers will have painted the barn.*

3. EASY Write the verb phrase.

   > *The snow had melted before Easter morning.*

4. EASY Diagram the sentence.

> *I have chosen the way of truth.* (Psalms 119:30, KJV)

DAY 3

5. EASY Name the tense of the verb.

> *The farmers had gathered the wheat before the storm.*

6. MEDIUM Which verb correctly completes the sentence?

> *We ____ in this church since Grandfather was a boy.*

Choose: worshiped · have worshiped · will have worshiped

7. MEDIUM Fix the error in the verb phrase.

> *Abigail should of fed the calves earlier.*

8. MEDIUM Which verb correctly completes the sentence?

> *By the time the guests arrive, Mother ____ the dinner.*

Choose: cooked · had cooked · will have cooked

DAY 4

9. MEDIUM Diagram the sentence.

> *Samuel and Peter have cleaned the dusty stalls carefully.*

10. MEDIUM Write a sentence in the past perfect tense that tells of something finished before another past event. Then explain why you used *had*.

11. HARD Diagram the sentence.

> *By next summer, Grandfather will have built a new porch, and Grandmother will have planted roses.*

12. HARD Name the tense of each verb, in order: *has read*, then *will have read*.

> *Ruth has read three books this month, but by Christmas she will have read five.*

COMMON MISTAKES

- Writing *of* for *have* after *could*, *would*, *should*, *might*, or *must* ("should of gone"). *Of* is not a helping verb; write *should have gone*.
- Using the present perfect with a named past time ("We have visited Grandmother last Sunday"). When you name the past time, use the simple past: *We visited Grandmother last Sunday*.
- Using the simple past when one past action came before another, so the order is unclear. Use *had* with the past participle for the earlier action: *When we reached the station, the train had left*.

DAY 5

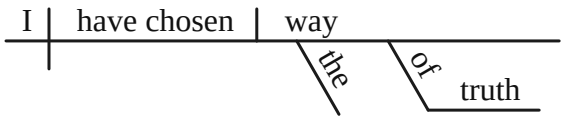
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *By the time the snow melts, Father will have mended the sled, and we will have read every book on the shelf.*

Then review the common mistakes and redo any missed practice items.

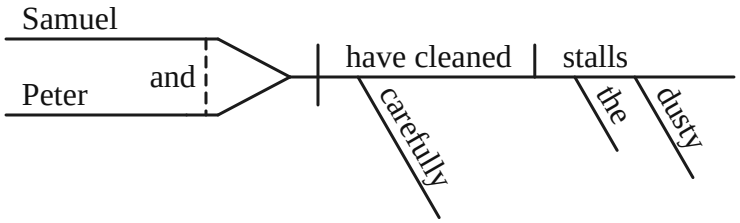
ANSWERS: LESSON 11.3

1. present perfect (*have* + the past participle *overcome*)
2. future perfect (*will have* + the past participle *painted*)
3. had melted
4. Subject: I; verb: have chosen; direct object: way; article: the; adjective phrase: of truth (modifies way)

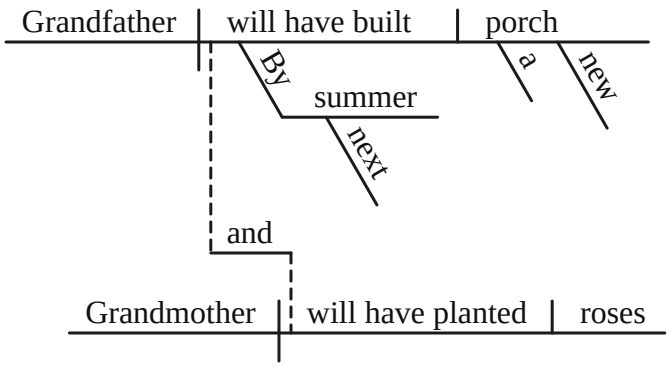


5. past perfect (*had* + the past participle *gathered*)
6. have worshiped (present perfect: the worship began long ago and still goes on)
7. Abigail should have fed the calves earlier. (*Of* is not a helping verb.)
8. will have cooked (future perfect: done before a future time)

9. Compound subject: Samuel and Peter; verb: have cleaned; direct object: stalls; adjectives: the, dusty; adverb: carefully



10. Answers will vary. Example: Before the rain began, Henry had brought the hay into the barn. I used had because the bringing was finished before the rain began, and the past perfect shows the earlier of two past actions.
11. Compound sentence joined by and. First clause: subject Grandfather; verb will have built; direct object porch (a, new); adverb phrase By next summer. Second clause: subject Grandmother; verb will have planted; direct object roses



12. has read: present perfect; will have read: future perfect

UNIT 11 · LESSON 11.4 · LEVEL 2

Progressive Forms and Consistent Tense

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Form the present, past, and future progressive with a form of be and the present participle.
- Recognize progressive forms of the perfect tenses (has been walking).
- Keep the tense consistent in a sentence or passage, changing it only when the time changes.
- Diagram sentences with progressive verb phrases.

VIDEO

WATCH

Present Progressive Tense: Present Continuous or Present Imperfect | Part 2 on Progressive Tenses

The Learning Depot · 7:32

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=yfGW5ktLBpk

BACKUP

Past Progressive Tense: Past Continuous or Past Imperfect | Part 1 on Progressive Tenses of Verbs

The Learning Depot · 6:21

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=5C-92nSvhFQ

> **Note:** The Learning Depot also calls the progressive forms continuous or imperfect tenses. This book says progressive forms.

KEY TERMS

progressive form A progressive form uses a form of *be* with the present participle to show action that is going on (*is walking*, *was walking*, *will be walking*).

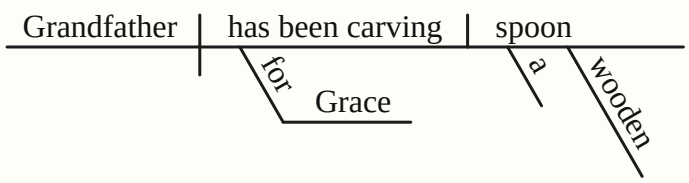
consistent tense Consistent tense means keeping the same tense in a sentence or passage unless the time of the action really changes.

TEACHING

Every tense you have learned has a second form that shows action in progress, that is, action going on for a while. It is called the **progressive form**, from a word meaning “moving forward.” A progressive form is made with a form of the helping verb *be* and the present participle, the *-ing* principal part you learned in Lesson 11.1.

The present progressive uses *am*, *is*, or *are*: *Grace is reading by the window right now*. Robert Louis Stevenson begins a short poem with the present progressive: “The rain is falling all around.” (Robert Louis Stevenson, A Child's Garden of Verses, “Rain”) The past progressive uses *was* or *were*: *The geese were flying south when the first snow came*. The future progressive uses *will be* (or *shall be*): *Next week we will be picking apples in the orchard*.

The perfect tenses have progressive forms too. Each one adds *been* before the present participle: *has been walking*, *had been walking*, *will have been walking*. “Father has been mending the fence all week” tells of work that began in the past and is still going on. A verb phrase in a progressive form may have three or even four words, but all of them belong on the verb line of a diagram. Here is “Grandfather has been carving a wooden spoon for Grace.”



Grandfather has been carving a wooden spoon for Grace.

When you tell a story or describe events, keep the tense **consistent**. If you begin in the past, stay in the past; do not slip into the present in the middle. “Peter opened the gate, and the sheep run into the field” leaves the reader wondering when the sheep ran. Write instead, “Peter opened the gate, and the sheep ran into the field.” Most stories are told in the past tense, so check that every verb in a story stays there.

Consistent tense does not mean that a tense may never change. Change it when the time really changes. “Last spring Grandfather planted this oak, and now it reaches to the window” is correct: *planted* tells of last spring, and *reaches* tells of now. The rule is not “never change” but “change only for a reason.” A needless shift confuses the reader; a shift that follows the real time makes the meaning clear.

When you revise your writing, find every verb and ask, “When did this happen?” If two verbs tell of the same time, they should be in the same tense.

WORKED EXAMPLE 1

Name the tense of the verb.

> *The geese were flying south over the farm.*

1. Find the verb phrase: *were flying*.
2. *Flying* is the present participle of *fly*, and *were* is a past form of *be*.
3. A past form of *be* (*was* or *were*) with the present participle makes the past progressive. The flying was going on at some time in the past.

Answer: past progressive

WORKED EXAMPLE 2

Fix the shift in tense. Keep the sentence in the past tense.

> *Last spring we planted a garden, and every morning Lydia waters the seedlings.*

1. Find the verbs: *planted* and *waters*.
2. *Last spring* tells us that both actions happened in the past.
3. *Planted* is past, but *waters* is present. That is a needless shift.
4. Change *waters* to the past, *watered*.

Answer: Last spring we planted a garden, and every morning Lydia watered the seedlings.

PRACTICE

DAY 2

1. EASY Name the tense of the verb.

   > *Abigail is reading a story to her little brother.*

2. EASY Write the verb phrase.

   > *Father has been mending the fence all week.*

3. EASY Which verb keeps the tense consistent?

   > *Grace swept the porch, and then she ____ the steps.*

   Choose: washes · washed · will wash

4. EASY Diagram the sentence.

> *The children were singing carols in the snow.*

DAY 3

5. EASY Name the tense of the verb.

> *Next Sunday, Pastor Hale will be preaching from the Gospel of John.*

6. MEDIUM Fix the shift in tense. Change the second verb so that it matches the first.

> *The wind blew hard, and the old barn door bangs all night.*

7. MEDIUM Which verb correctly completes the sentence?

> *Anna ____ the piano when the guests knocked.*

Choose: is practicing · was practicing · will be practicing

8. MEDIUM Diagram the sentence.

> *Mother will be baking bread on Saturday.*

DAY 4

9. MEDIUM Write the verb phrase.

> *The Mole had been working very hard all the morning.* (Kenneth Grahame, The Wind in the Willows, The River Bank)

10. MEDIUM Write two sentences about a family chore, both in the past tense, with the past progressive in one of them. Then explain why you kept the same tense.

11. HARD Fix the shift in tense. Keep every verb in the past tense.

> *Caleb climbed the hill and looks across the valley, and he saw the river.*

12. HARD Diagram the sentence.

> *The lambs were frisking by the brook, and the old ewe was watching them.*

COMMON MISTAKES

- Slipping from the past into the present in the middle of a story ("We opened the door, and the puppy runs to meet us"). Decide on one tense, then check every verb: *and the puppy ran to meet us*.

- Leaving out the form of be in a progressive form (“The boys walking to town”). The present participle needs *am*, *is*, *are*, *was*, *were*, or *will be*: *The boys were walking to town.*
- Thinking that a tense may never change. Change the tense when the time really changes (*Last year he planted the oak, and now it shades the porch*), but never without a reason.

DAY 5

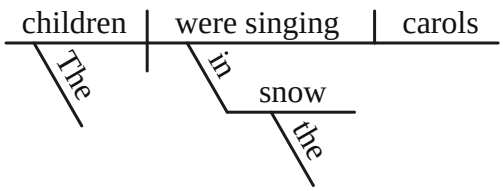
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The snow was falling softly, and the children were singing carols as they walked home from church.*

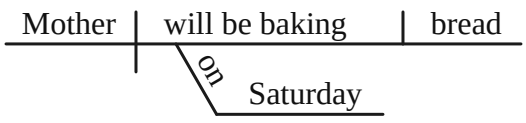
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 11.4

1. present progressive (*is* + the present participle *reading*)
2. has been mending
3. washed (*swept* is past, so *washed* keeps the past tense)
4. Subject: children; verb: were singing; direct object: carols; article: The; adverb phrase: in the snow (modifies were singing)

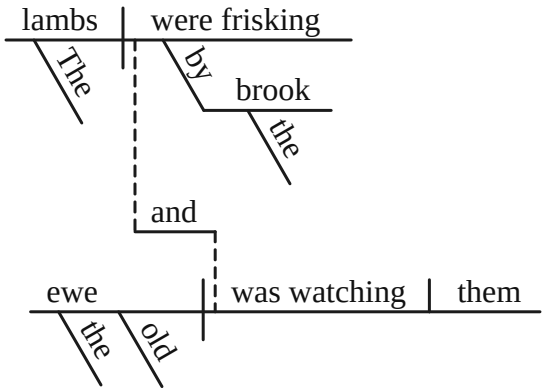


5. future progressive (*will be* + the present participle *preaching*)
6. The wind blew hard, and the old barn door banged all night.
7. was practicing (the knock was past, so the practicing that was going on is past progressive)
8. Subject: Mother; verb: will be baking; direct object: bread; adverb phrase: on Saturday (modifies will be baking)



9. had been working (a progressive form of the past perfect)

10. Answers will vary. Example: Ruth was hanging the wash on the line. Then a gust of wind carried a sheet into the garden. I kept both sentences in the past because both actions happened at the same past time, and a shift would confuse the reader.
11. Caleb climbed the hill and looked across the valley, and he saw the river.
12. Compound sentence joined by and. First clause: subject lambs (The); verb were frisking; adverb phrase by the brook. Second clause: subject ewe (the, old); verb was watching; direct object them



Unit 11 Test

Allow about 30 minutes. Work with your book closed. Write your answers on paper and draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, reread and reteach the lesson named with that item, then try a similar item again.

1. 11.1 Which is the correct present participle of the verb *shine*?

   Choose: shineing · shining · shinning

2. 11.1 Name the principal part of the main verb.

   > *Martha is sweeping the steps of the church.*

3. 11.2 Which verb correctly completes the sentence?

   > *The little boat had ____ to the bottom of the pond.*

   Choose: sank · sunk

4. 10.3 Which pronoun correctly completes the sentence?

   > *Grandmother has knitted mittens for Anna and ____.*

   Choose: I · me

5. 11.1 Fix the misspelled verb.

   > *The puppy has buryed its bone under the lilac bush.*

6. 11.2 Name the principal part of the main verb.

   > *The children have caught three fish in the creek.*

7. 11.3 Name the tense of the verb.

   > *By sunset, the harvesters will have filled the barn.*

8. 11.2 Fix the verb error. Do not add or remove any helping verbs.

   > *Uncle Thomas has drove the cattle to the north pasture.*

9. 11.3 Write the verb phrase that is in the past perfect tense.

   > *And God saw every thing that he had made, and, behold, it was very good.* (Genesis 1:31, KJV)

10. 11.4 Diagram the sentence.

> *The shades of night were falling fast.* (Henry Wadsworth Longfellow, “Excelsior”)

11. 11.4 Fix the shift in tense. Keep every verb in the past tense.

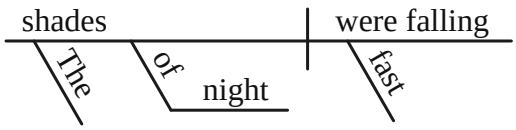
> *Henry opened the hymnal, and the congregation stands for the first hymn.*

12. 11.3 Diagram the sentence.

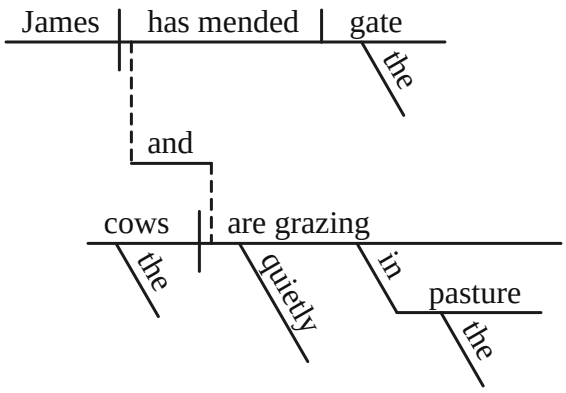
> *James has mended the gate, and the cows are grazing quietly in the pasture.*

ANSWERS: UNIT 11 TEST

1. shining (drop the silent *e* before *-ing*)
2. present participle (*sweeping* follows *is*, a form of *be*)
3. sunk (the past participle follows *had*)
4. me (objective case: object of the preposition *for*)
5. The puppy has buried its bone under the lilac bush. (Consonant + *y*: change the *y* to *i* before *-ed*.)
6. past participle (*catch*, *caught*, *caught*; *caught* follows *have*)
7. future perfect (*will have* + the past participle *filled*)
8. Uncle Thomas has driven the cattle to the north pasture. (*Drive*, *drove*, *driven*: *has* needs the past participle.)
9. had made (*had* + the past participle *made*)
10. Subject: shades; verb: were falling; article: The; adjective phrase: of night (modifies shades); adverb: fast



11. Henry opened the hymnal, and the congregation stood for the first hymn.
12. Compound sentence joined by and. First clause: subject James; verb has mended; direct object gate (the). Second clause: subject cows (the); verb are grazing; adverb quietly; adverb phrase in the pasture



LEVEL 2 · LEVEL 2, YEAR A, WEEKS 23–30

Unit 12. Subject–Verb Agreement

This unit teaches one of the most important habits of careful English: making every verb agree with its subject in number. You will learn to look past prepositional phrases to the true subject, to choose the verb for compound subjects joined by and, or, and nor, to tell which indefinite pronouns are singular and which are plural, and to handle tricky subjects such as sentences beginning with there, questions, collective nouns, amounts, and titles.

Agreement matters because the verb and its subject must tell the reader the same thing: one or more than one. This unit builds on what you already know about subjects and verbs (Unit 1 and Unit 9), prepositional phrases (Unit 6), compound subjects (Unit 7), and pronouns (Unit 10). It also adds one new diagram piece, the expletive there on its own line above the baseline.

BEFORE THIS UNIT

- Find the simple subject and the verb of a sentence.
- Recognize prepositional phrases and the object of the preposition.
- Recognize compound subjects joined by a conjunction.
- Name the indefinite pronouns.

MASTERY CHECKLIST

☐ I can explain what it means for a verb to agree with its subject in number.
☐ I can find the true subject when a prepositional phrase comes between the subject and the verb.
☐ I can use doesn't and don't, was and were correctly.
☐ I can choose the verb for subjects joined by and, or, nor, either…or, and neither…nor.
☐ I can tell which indefinite pronouns are singular, which are plural, and which can be either.
☐ I can find the subject in sentences in inverted order, in sentences beginning with there or here, and in questions.
☐ I can choose the verb for collective nouns, amounts, titles, and words like news.
☐ I can diagram a sentence that begins with the expletive there.

UNIT 12 · LESSON 12.1 · LEVEL 2

Agreement Basics

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Explain what it means for a verb to agree with its subject in number.
- Choose the correct verb when a prepositional phrase comes between the subject and the verb.
- Use doesn't and don't, was and were correctly.
- Diagram sentences with prepositional phrases to find the true subject.

VIDEO

WATCH

SUBJECT-VERB AGREEMENT (PART 1) | English Lesson

Kevin Spaans · 5:16

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=Yk3KZOwdh2Y

BACKUP

Subject-Verb Agreement | Grammar Lesson 👥⚖️

GrammarFlip · 2:05

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=Ytl4-yXokSM

KEY TERMS

number Number tells whether a word is singular (one) or plural (more than one).

agreement A verb agrees with its subject when both are singular or both are plural.

TEACHING

Every sentence has a subject and a verb, and the two must match in **number**. A singular subject takes a singular verb, and a plural subject takes a plural verb. This matching is called **agreement**. Compare: *The dog barks*. *The dogs bark*. The verb tells the reader again whether we mean one dog or many, so the two words must tell the same story.

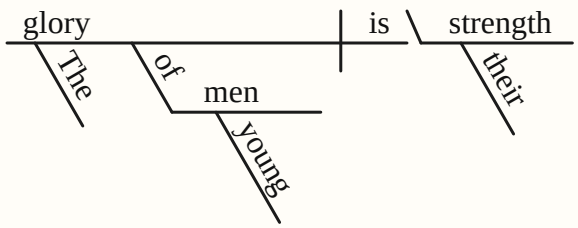
Notice something curious. An *-s* on the end of a noun usually makes it plural (*dog*, *dogs*), but an *-s* on the end of a present-tense verb makes it singular (*barks*). With *he*, *she*, *it*, or any one person or thing as the subject, a present-tense verb usually ends in *-s*: *Ruth sings*. *The lamb sleeps*. With plural subjects, the verb has no *-s*: *The girls sing*. *The lambs*

sleep. Two pronouns follow their own pattern: *I* and *you* take the forms without *-s* (*I sing*, *you sing*), and *you* always takes the plural forms, even when you mean only one person.

Agreement matters most in the present tense and with these verbs that change their form: *is* and *are*, *was* and *were*, *has* and *have*, *does* and *do*. In the past tense, most verbs do not change at all (*the boy walked*, *the boys walked*), except for *was* and *were*.

The trickiest agreement problems come when a prepositional phrase stands between the subject and the verb. Read this sentence: *The box of apples is heavy*. The word just before the verb is *apples*, which is plural, but *apples* is the object of the preposition *of*. What is heavy? *The box*. Remember the rule from Unit 6: the subject is never inside a prepositional phrase. So set the phrases aside, find the subject, and make the verb agree with it. *The box of apples is heavy*. *The boxes of apples are heavy*.

Scripture gives us a good example: “The glory of young men is their strength.” (Proverbs 20:29, KJV) The phrase *of young men* is plural, but the subject is *glory*, so the verb is the singular *is*. A diagram makes this plain, because the prepositional phrase hangs below the subject and never sits on the baseline.



The glory of young men is their strength.

It works the other way, too: “The steps of a good man are ordered by the LORD.” (Psalms 37:23, KJV) Here the phrase *of a good man* is singular, but the subject is *steps*, so the verb phrase begins with the plural helping verb *are*.

Two pairs need special care. *Doesn't* is short for *does not* and goes with a singular subject (*he*, *she*, *it*, *Father*, *the horse*): *Henry doesn't like spinach*. *Don't* is short for *do not* and goes with *I*, *you*, and plural subjects: *The boys don't like spinach*. If you are not sure, say the two words in full; no one would say “he do not.” In the same way, *was* goes with *I* and with singular subjects (*I was*, *she was*, *the barn was*), and *were* goes with *you*, *we*, *they*, and plural subjects (*you were*, *we were*, *the barns were*). “We was” and “you was” are always wrong in careful English.

Latin link. The word *number* comes from the Latin *numerus*. Latin verbs also change their endings to agree with their subjects: *amat* means “he loves,” but *amant* means “they love.”

WORKED EXAMPLE 1

Which verb correctly completes the sentence?

> *The basket of eggs ____ on the kitchen table.*

Choose: sit · sits

1. Find the prepositional phrase: *of eggs*. Set it aside, because the subject is never inside a prepositional phrase.
2. Ask what is on the table. *The basket is*. The simple subject is *basket*, and it is singular.
3. A singular subject takes a singular verb, so the answer is *sits*: *The basket of eggs sits on the kitchen table*.

Answer: sits (the subject, *basket*, is singular)

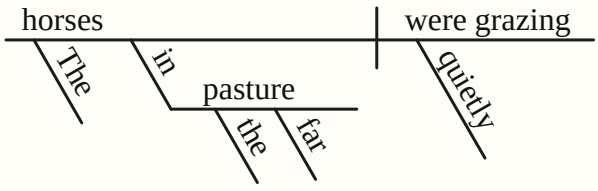
WORKED EXAMPLE 2

Diagram the sentence.

> *The horses in the far pasture were grazing quietly.*

1. Find the verb phrase: *were grazing*. Write it on the right side of the baseline.
2. Ask who were grazing. *The horses were*. *Pasture* is the object of the preposition *in*, so it cannot be the subject. Write *horses* on the left side of the baseline.
3. Check agreement: *horses* is plural, and the helping verb *were* is plural. They agree.
4. *The* tells which horses, so it goes on a slanted line under *horses*. The phrase *in the far pasture* also tells which horses, so it hangs under *horses*: *in* on a slanted line, *pasture* on the line below it, and *the* and *far* on slanted lines under *pasture*.
5. *Quietly* tells how the horses were grazing, so it goes on a slanted line under the verb.

Answer: Subject: horses; verb: were grazing; adjective: The; adjective phrase: in the far pasture (under horses); adverb: quietly



DAY 2

1. EASY Which verb correctly completes the sentence?

   > *The children ____ in the church choir.*

   Choose: sing · sings

2. EASY Write the simple subject.

   > *The jar of buttons is on the shelf.*

3. EASY Which word correctly completes the sentence?

   > *Henry ____ like cold weather.*

   Choose: doesn't · don't

4. MEDIUM Diagram the sentence.

   > *The roses by the garden gate are blooming.*

DAY 3

5. EASY Which verb correctly completes the sentence?

   > *We ____ at Grandmother's farm all summer.*

   Choose: was · were

6. EASY Is the simple subject of this sentence singular or plural?

   > *The pages of this old hymnbook are yellow.*

7. MEDIUM Fix the verb so that it agrees with its subject.

   > *The sound of the church bells carry across the valley.*

8. MEDIUM Write the simple subject and the verb, in that order.

   > *The eyes of the LORD are in every place, beholding the evil and the good.* (Proverbs 15:3, KJV)

DAY 4

9. MEDIUM Diagram the sentence.

   > *The words of the LORD are pure words.* (Psalms 12:6, KJV)

10. HARD Fix the two verbs that do not agree with their subjects. Keep the contraction.

> *Caleb don't mind the cold, but the lambs in the barn was shivering.*

11. HARD Diagram the sentence.

> *The nest of baby robins does not need our help.*

12. MEDIUM Write a sentence in which a prepositional phrase with a plural object comes between a singular subject and its verb. Then explain why the verb is singular.

COMMON MISTAKES

- Making the verb agree with the noun just before it. Set aside every prepositional phrase first, find the true subject, and then choose the verb.
- Using *don't* with *he*, *she*, *it*, or a singular noun. Say the words in full (*does not*, *do not*) to hear which is right.
- Writing "you was" or "we was." *You* and *we* always take *were*, even when *you* means only one person.

DAY 5

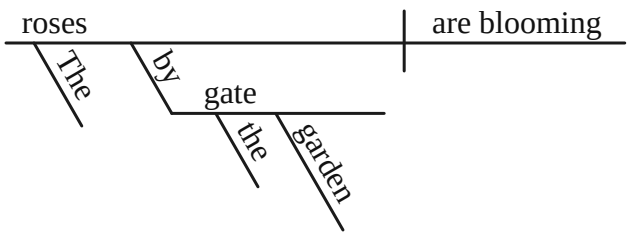
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The steps of a good man are ordered by the LORD: and he delighteth in his way.*
>
> (Psalms 37:23, KJV)

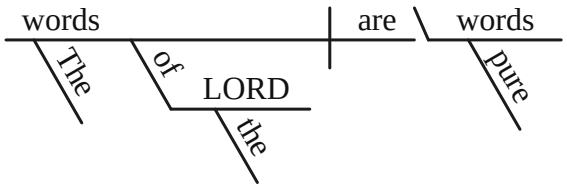
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 12.1

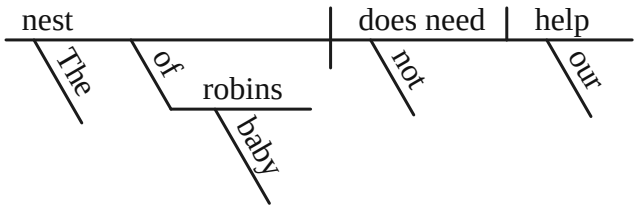
1. sing (the subject, *children*, is plural)
2. jar (*buttons* is the object of the preposition *of*)
3. doesn't (*Henry* is singular; *he does not like cold weather*)
4. Subject: roses; verb: are blooming; adjective: The; adjective phrase: by the garden gate (under roses), with the and garden under gate



5. were (*we* always takes *were*)
6. plural (the subject is *pages*, not *hymnbook*)
7. The sound of the church bells carries across the valley. (The subject, *sound*, is singular.)
8. eyes, are (*eyes* is plural, so the verb is the plural *are*)
9. Subject: words; verb: are; predicate noun: words; adjectives: The (under the subject), pure (under the predicate noun); adjective phrase: of the LORD (under the subject)



10. Caleb doesn't mind the cold, but the lambs in the barn were shivering. (*Caleb* is singular; *lambs* is plural.)
11. Subject: nest; verb: does need; adverb: not; direct object: help; adjectives: The (under nest), our (under help); adjective phrase: of baby robins (under nest), with baby under robins



12. Answers will vary. Example: The basket of peaches is on the porch. The verb is singular because the subject is basket; peaches is only the object of the preposition of.

UNIT 12 · LESSON 12.2 · LEVEL 2

Agreement with Compound Subjects

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use a plural verb with subjects joined by and.
- Make the verb agree with the nearer subject when subjects are joined by or or nor.
- Choose the correct verb after either…or and neither…nor.
- Diagram compound subjects and check that the verb agrees.

VIDEO

WATCH

Compound Subjects with Or | Grammar Lesson 👥⚖️

GrammarFlip · 2:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=R8Fj8BCDsIo

KEY TERMS

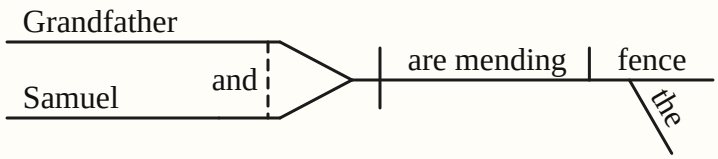
compound subject A compound subject is two or more subjects that share the same verb.

nearer subject rule When subjects are joined by *or* or *nor*, the verb agrees with the subject nearer to it.

TEACHING

You learned in Unit 7 that a sentence may have a **compound subject**: two or more subjects joined by a conjunction and sharing one verb. When the subjects are joined by *and*, the verb is plural. The word *and* adds the subjects together, just as one plus one makes two: *Ruth is in the kitchen*. *Henry is in the kitchen*. *Ruth and Henry are in the kitchen*.

This is true even when each subject alone is singular. The psalmist writes, “Mercy and truth are met together.” (Psalms 85:10, KJV) *Mercy* is one thing and *truth* is another, so together they take the plural verb *are*. In a diagram, the two subjects sit on the prongs of a fork, and both of them share the one verb.



Grandfather and Samuel are mending the fence.

The conjunctions *or* and *nor* work differently. They do not add the subjects together; they offer a choice, or they shut out both. Only one subject at a time is meant, so the verb cannot simply be plural. Instead, follow the **nearer subject rule**: the verb agrees with the subject closer to it. *A pie or a cake is on the table*. *Either the girls or Mother is coming*. *Either Mother or the girls are coming*.

The pairs *either…or* and *neither…nor* follow the same rule, because the last word of each pair is *or* or *nor*. *Neither the cows nor the calf was in the barn*. *Neither the calf nor the cows were in the barn*. The rule holds for pronouns as well: *Either Thomas or I am going*. When a singular subject and a plural subject are joined, a sentence usually sounds smoother with the plural subject placed last, nearer the verb.

One more rule comes from careful writers of long ago. When *each* or *every* comes before subjects joined by *and*, use a singular verb, because *each* or *every* makes us think of the subjects one at a time: *Each boy and girl has a hymnbook*. Scripture says, “Every good gift and every perfect gift is from above.” (James 1:17, KJV)

To check any compound subject, ask two questions. First, what joins the subjects? If it is *and*, the verb is plural (unless *each* or *every* comes first). Second, if it is *or* or *nor*, which subject is nearer the verb? Let that subject choose the verb.

WORKED EXAMPLE 1

Which verb correctly completes the sentence?

> *Either the twins or Lydia ____ the hens each morning.*

Choose: feed · feeds

1. Find the subjects: *twins* and *Lydia*. They are joined by *either…or*.
2. With *or* or *nor*, the verb agrees with the nearer subject. *Lydia* is nearer the verb.
3. *Lydia* is singular, so the verb is singular: *Either the twins or Lydia feeds the hens each morning*.

Answer: feeds (the nearer subject, *Lydia*, is singular)

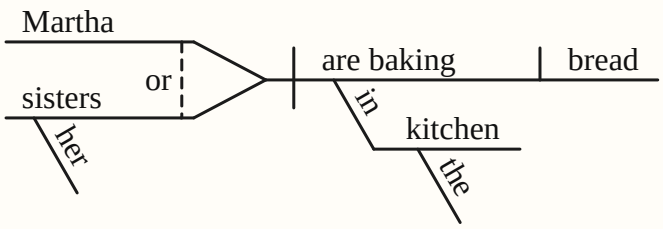
WORKED EXAMPLE 2

Diagram the sentence.

> *Martha or her sisters are baking bread in the kitchen.*

1. Find the verb phrase: *are baking*. Ask who are baking. *Martha or her sisters are*. The subject is compound, joined by *or*.
2. Check agreement: with *or*, the verb agrees with the nearer subject. *Sisters* is plural, so *are* is correct.
3. Draw a fork on the subject side of the baseline. Write *Martha* on the top prong and *sisters* on the bottom prong, with *or* on a dashed line between them. Put *her* on a slanted line under *sisters*.
4. Ask are baking what? *Bread*. *Bread* is the direct object; write it after a short line that stands on the baseline.
5. The phrase *in the kitchen* tells where they are baking, so it hangs under the verb, with *the* under *kitchen*.

Answer: Subjects: Martha, sisters (joined by or); verb: are baking; direct object: bread; adjective: her (under sisters); adverb phrase: in the kitchen (under the verb)



PRACTICE

DAY 2

1. EASY Which verb correctly completes the sentence?

   > *Abigail and Grace ____ the dishes after supper.*

   Choose: wash · washes

2. EASY Which verb correctly completes the sentence?

   > *Neither the cat nor the dogs ____ in the house at night.*

   Choose: sleep · sleeps

3. EASY Write the two simple subjects, in sentence order.

   > *The goats and the sheep graze together on the hillside.*

4. MEDIUM Diagram the sentence.

> *Ruth and her mother are planting beans in the garden.*

DAY 3

5. EASY Which verb correctly completes the sentence?

> *Either the pears or the plum ____ ripe.*

Choose: is · are

6. EASY Which verb correctly completes the sentence?

> *Each hymn and psalm ____ a number in our hymnbook.*

Choose: has · have

7. MEDIUM Fix the verb so that it agrees with its subject.

> *Neither Thomas nor his brothers was late for church.*

8. MEDIUM In the first part of this verse, is the verb *meet* singular or plural?

> *The rich and poor meet together: the LORD is the maker of them all.* (Proverbs 22:2, KJV)

DAY 4

9. MEDIUM Diagram the sentence.

> *A robin or a sparrow was singing in the hedge.*

10. HARD Fix the two verbs so that they agree with their subjects.

> *Caleb and Anna was at the library, but neither the books nor the map were on the table.*

11. HARD Diagram the sentence.

> *Grandfather and the boys split and stack the firewood.*

12. MEDIUM Write a sentence with two subjects joined by *or*, one singular and one plural, with the plural subject nearer the verb. Then explain your choice of verb.

COMMON MISTAKES

- Using a singular verb with subjects joined by *and*, as in "Ruth and Clara is here." *And* adds the subjects together, so use a plural verb.

- Letting the first subject choose the verb after *or* or *nor*. Look at the subject nearer the verb and make the verb agree with it.
- Forgetting the rule for *each* and *every*. When *each* or *every* comes before subjects joined by *and*, use a singular verb.

DAY 5

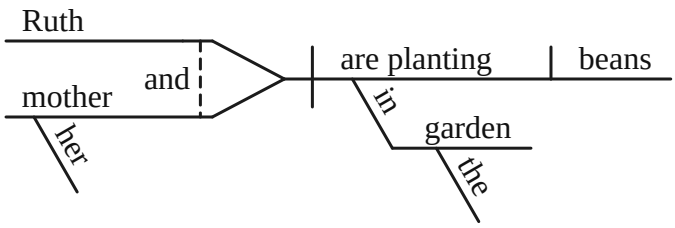
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Neither the lambs nor the old ewe was in the fold, so Peter and his father searched the hillside.*

Then review the common mistakes and redo any missed practice items.

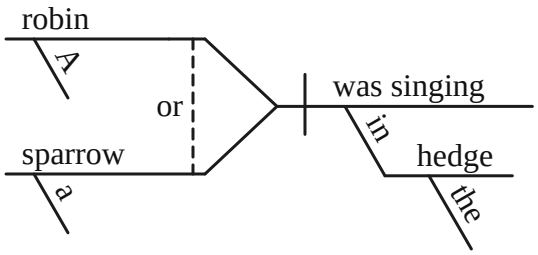
ANSWERS: LESSON 12.2

1. wash (two subjects joined by *and* take a plural verb)
2. sleep (the nearer subject, *dogs*, is plural)
3. goats, sheep
4. Subjects: Ruth, mother (joined by and); verb: are planting; direct object: beans; adjective: her (under mother); adverb phrase: in the garden (under the verb)

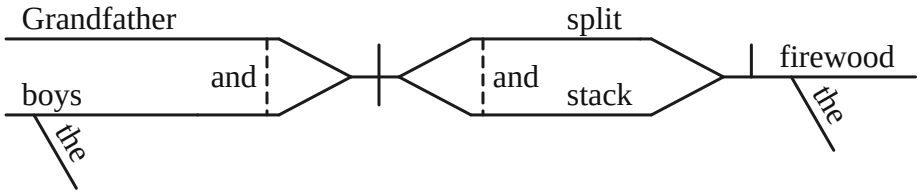


5. is (the nearer subject, *plum*, is singular)
6. has (*each* before subjects joined by *and* takes a singular verb)
7. Neither Thomas nor his brothers were late for church. (The nearer subject, *brothers*, is plural.)
8. plural (the subjects, *rich* and *poor*, are joined by *and*)

9. Subjects: robin, sparrow (joined by or); verb: was singing; adjectives: A (under robin), a (under sparrow); adverb phrase: in the hedge (under the verb)



10. Caleb and Anna were at the library, but neither the books nor the map was on the table. (Subjects joined by *and* take a plural verb; with *nor*, the nearer subject, *map*, is singular.)
11. Subjects: Grandfather, boys (joined by and); verbs: split, stack (joined by and); shared direct object: firewood; adjectives: the (under boys), the (under firewood)



12. Answers will vary. Example: Either the dog or the cats are on the porch. The verb are is plural because the nearer subject, cats, is plural.

UNIT 12 · LESSON 12.3 · LEVEL 2

Indefinite Pronouns as Subjects

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use a singular verb with singular indefinite pronouns such as each, either, neither, one, and everyone.
- Use a plural verb with both, few, many, and several.
- Decide whether all, any, most, none, and some are singular or plural by the noun they refer to.
- Diagram sentences with an indefinite pronoun as the subject.

VIDEO

WATCH

Indefinite Pronouns with Mrs. Clark

Kim Clark · 5:11

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=CpTSK_H6Uas

BACKUP

Indefinite Pronoun None: None Is or None Are | Subject-Verb Agreement

The Learning Depot · 9:50

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=Ue5r4DsBxXw

> **Note:** The book lets the noun after of decide for all, any, most, none and some, and notes that careful writers often prefer a singular verb with none meaning 'not one'. If a video pairs everyone with their, follow the book: his, or his or her.

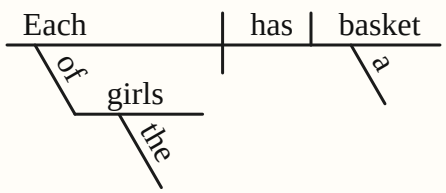
KEY TERMS

indefinite pronoun An indefinite pronoun refers to persons or things in a general way, without naming a definite one.

TEACHING

In Unit 10 you met the **indefinite pronouns**: words such as *each*, *everyone*, *somebody*, *both*, *many*, *all*, and *none*. They are called indefinite because they do not point to a definite person or thing. When one of them is the subject of a sentence, the verb must agree with it. Some are always singular, some are always plural, and a few can be either.

These indefinite pronouns are always singular: *each*, *either*, *neither*, *one*, *everyone*, *everybody*, *no one*, *nobody*, *anyone*, *anybody*, *someone*, *somebody*, *something*, *everything*, and *nothing*. Look inside many of them and you will find a singular word: *one*, *body*, or *thing*. *Each* means “each one,” *either* means “either one,” and *neither* means “not either one”; *each* is about one at a time. So we say: *Everyone is here*. *Neither of the boys was late*. *Each of the girls has a basket*.



Each of the girls has a basket.

Notice that the prepositional phrase *of the girls* does not change the verb. The subject is *each*, not *girls*, so the verb is the singular *has*. A singular indefinite pronoun also takes a singular pronoun later in the sentence. Aesop's fable ends, “Everyone is more or less master of his own fate.” (Aesop's Fables (tr. Townsend), “The Traveler and Fortune”) The verb is singular, and so is the pronoun *his*.

These indefinite pronouns are always plural: *both*, *few*, *many*, and *several*. Each of them means more than one, so each takes a plural verb: *Both of the calves are healthy*. *Several of the hens were laying*. Our Lord said, “For many are called, but few are chosen.” (Matthew 22:14, KJV)

Five indefinite pronouns can be singular or plural: *all*, *any*, *most*, *none*, and *some*. For these, look at the noun the pronoun refers to, which is often the object in the *of* phrase that follows. If that noun names an amount of something that cannot be counted, use a singular verb: *Some of the milk is sour*. If it names things that can be counted, use a plural verb: *Some of the apples are sour*. This is the one time a prepositional phrase helps you choose the verb, even though the subject is still the pronoun.

None may be singular or plural by the same test: *None of the bread was left*; *none of the loaves were left*. Many careful writers prefer a singular verb when *none* clearly means “not one”: *None of the boys is ready*.

To check an indefinite pronoun subject, first decide which group it belongs to: always singular, always plural, or either. If it can be either, find the noun it refers to and let that noun decide.

> **Latin link.** *Indefinite* comes from the Latin *in-* (“not”) and *definitus* (“marked off by limits”). An indefinite pronoun does not mark off one definite person or thing.

WORKED EXAMPLE 1

Which verb correctly completes the sentence?

> *Everybody in the family ____ to church on Sunday.*

Choose: go · goes

1. Set aside the prepositional phrases: *in the family*, *to church*, *on Sunday*.
2. The subject is *Everybody*, an indefinite pronoun. It contains the singular word *body*, and it is always singular.
3. A singular subject takes a singular verb: *Everybody in the family goes to church on Sunday*.

Answer: goes (*everybody* is always singular)

WORKED EXAMPLE 2

Which verb correctly completes each blank?

> *Most of the pie ____ gone, but most of the cookies ____ still on the plate.*

Choose: is · are

1. Both subjects are the indefinite pronoun *most*, which can be singular or plural. Look at the noun each one refers to.
2. In the first part, *most* refers to *pie*, an amount of one thing. Use the singular *is*.
3. In the second part, *most* refers to *cookies*, things that can be counted. Use the plural *are*.
4. The sentence reads: *Most of the pie is gone, but most of the cookies are still on the plate*.

Answer: is, are (*most of the pie* is singular; *most of the cookies* is plural)

PRACTICE

DAY 2

1. EASY Which verb correctly completes the sentence?

   > *Neither of the puppies ____ asleep.*

   Choose: is · are

2. EASY Is the subject of this sentence singular or plural?

   > *Several of the hens laid eggs this morning.*

3. EASY Write the indefinite pronoun that is the subject.

> *Everyone in the choir knows the first hymn.*

4. MEDIUM Diagram the sentence.

> *Both of my brothers were working in the field.*

DAY 3

5. EASY Which verb correctly completes the sentence?

> *Many of the stars ____ bright tonight.*

Choose: is · are

6. MEDIUM Which verb correctly completes the sentence?

> *Some of the flour ____ spilled on the floor.*

Choose: was · were

7. EASY Fix the verb so that it agrees with its subject.

> *Each of the boys have a Bible.*

8. MEDIUM In this verse, is the subject *all* singular or plural?

> *For all have sinned, and come short of the glory of God.* (Romans 3:23, KJV)

DAY 4

9. MEDIUM Diagram the sentence.

> *Nobody in our family likes cold oatmeal.*

10. HARD Fix the two verbs so that they agree with their subjects.

> *One of the horses are lame, and neither of the mules are strong enough for the plow.*

11. HARD Diagram the sentence.

> *Most of the apples were sweet and crisp.*

12. MEDIUM Write two sentences, one beginning *Some of the water* and one beginning *Some of the buckets*. Then explain why the verbs are different.

COMMON MISTAKES

- Letting the object of the preposition choose the verb, as in “Each of the boys have.” *Each*, *either*, *neither*, and *one* are always singular, whatever phrase follows them.
- Treating *everyone* and *everybody* as plural because they speak of many people. Remember the singular word *one* or *body* inside them, and use a singular verb and the pronoun *his*.
- Guessing with *all*, *any*, *most*, *none*, and *some*. Find the noun the pronoun refers to and let that noun decide the verb.

DAY 5

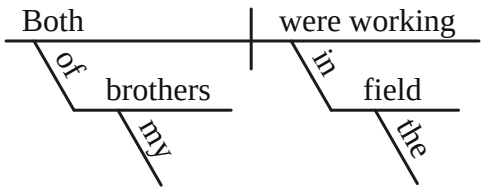
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Each of the children has a hymnbook, and all of the hymnbooks are worn from many years of use.*

Then review the common mistakes and redo any missed practice items.

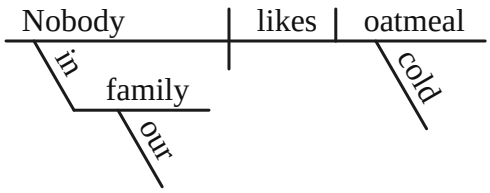
ANSWERS: LESSON 12.3

1. is (*neither* is always singular)
2. plural (*several* is always plural)
3. Everyone
4. Subject: Both; verb: were working; adjective phrase: of my brothers (under Both), with my under brothers; adverb phrase: in the field (under the verb)

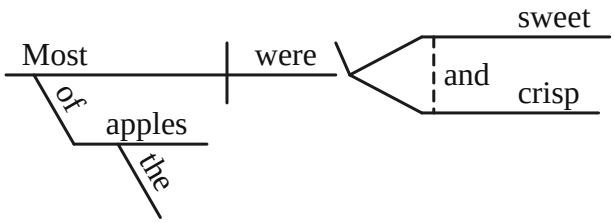


5. are (*many* is always plural)
6. was (*some* refers to *flour*, an amount of one thing)
7. Each of the boys has a Bible. (The subject, *each*, is singular.)
8. plural (*all* refers to all people, and the verb *have* is plural)

9. Subject: Nobody; verb: likes; direct object: oatmeal; adjective phrase: in our family (under Nobody); adjective: cold (under oatmeal)



10. One of the horses is lame, and neither of the mules is strong enough for the plow. (*One* and *neither* are always singular.)
11. Subject: Most; verb: were; predicate adjectives: sweet, crisp (joined by and); adjective phrase: of the apples (under Most)



12. Answers will vary. Example: Some of the water is muddy. Some of the buckets are empty. Some refers to water, an amount of one thing, so the verb is singular; it refers to buckets, things that can be counted, so the verb is plural.

UNIT 12 · LESSON 12.4 · LEVEL 2

Tricky Subjects

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the subject and choose the verb in sentences in inverted order, including sentences beginning with there and questions.
- Use a singular verb with collective nouns that act as one unit, with amounts and times, with titles, and with words like news and mathematics.
- Diagram a sentence that begins with the expletive there.

VIDEO

WATCH

There is… There are… (Expletive Construction, Dummy Subjects)

GrammarRevolution · 3:51

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=TsmD_epyDlY

BACKUP

Inverted Sentences | Verb Before Subject

The Learning Depot · 5:32

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=Q60WGdZ0T4M

KEY TERMS

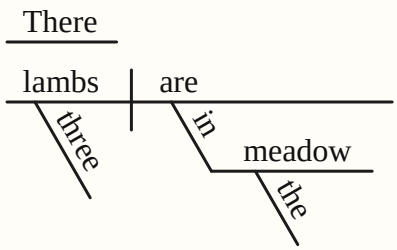
inverted order	A sentence is in inverted order when the verb, or part of the verb, comes before the subject.
expletive	An expletive is a word such as *there* that begins a sentence but is not the subject.
collective noun	A collective noun names a group of people, animals, or things as one unit.

TEACHING

Most sentences put the subject before the verb. A sentence in **inverted order** turns this around, and the verb comes first: *In the barn were two calves*. *Here comes the wagon*. Your ear may want to match the verb with the word just before it, so always find the subject first. Who were in the barn? *Two calves were*. The subject is *calves*, so the verb is the plural *were*.

Many sentences begin with *there is*, *there are*, *there was*, or *there were*. In these sentences, *there* is not the subject. It is an **expletive**, a word that only gets the sentence started. The subject comes after the verb: *There is a lamb in the meadow*. *There are three lambs in the meadow*. Luke writes, “And there were in the same country shepherds abiding in the field, keeping watch over their flock by night.” (Luke 2:8, KJV) The subject is *shepherds*, so the verb is *were*. Be careful with the contraction *there's*, which means *there is*: say “There are two pies,” never “There's two pies.” *Here* works the same way for agreement: *Here is the key*. *Here are the keys*.

In a diagram, the expletive *there* has no place on the baseline, because it is not the subject or any other part of the sentence's frame. It sits on its own short line above the baseline. The true subject goes in the subject place.



There are three lambs in the meadow.

Questions are often in inverted order too: *Where are your boots? Is Mother home? Does the mare need water?* To find the subject, turn the question into a statement: *Your boots are where*. *Mother is home*. *The mare does need water*. Then make the verb, or its helping verb, agree with that subject.

A **collective noun** such as *flock*, *family*, *choir*, *team*, or *herd* names a group as one unit. When the group acts together as one, the noun takes a singular verb: *The flock is grazing on the hill*. *The choir sings every Sunday*. Only when the members act as separate individuals may a careful writer use a plural verb: *The choir were putting on their robes*. Most of the time, a collective noun is singular.

Some subjects look plural but name one thing. An amount of money, time, or distance thought of as one sum takes a singular verb: *Ten dollars is enough*. *Three weeks is a long time*. *Five miles is a long walk*. The title of a book or other work is singular, because it names one work: *Aesop's Fables* is on the shelf. A few nouns end in *-s* but are singular, such as *news* and *mathematics*: *The news is good*. *Mathematics is Samuel's best subject*.

WORKED EXAMPLE 1

Which verb correctly completes the sentence?

> *There* ____ *two loaves of bread in the oven.*

Choose: is · are

1. The sentence begins with *There*, an expletive. *There* is not the subject.
2. Look after the verb for the subject. What is in the oven? *Two loaves are*. *Bread* is the object of the preposition *of*, so the subject is *loaves*.
3. *Loaves* is plural, so the verb is plural: *There are two loaves of bread in the oven*.

Answer: are (the subject, *loaves*, is plural)

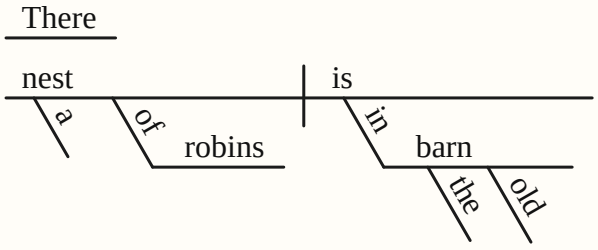
WORKED EXAMPLE 2

Diagram the sentence.

> *There is a nest of robins in the old barn.*

1. Find the verb: *is*. Ask what is in the barn. *A nest is*. The subject is *nest*; *robins* is the object of the preposition *of*.
2. Check agreement: *nest* is singular, and *is* is singular. They agree.
3. *There* is an expletive, so it goes on its own line above the baseline, not in the subject place.
4. Write *nest* and *is* on the baseline. Put *a* under *nest*, and hang the phrase *of robins* under *nest*, because it tells what kind of nest.
5. The phrase *in the old barn* tells where, so it hangs under the verb, with *the* and *old* under *barn*.

Answer: Expletive: There (above the baseline); subject: nest; verb: is; adjective: a; adjective phrase: of robins (under nest); adverb phrase: in the old barn (under the verb)



PRACTICE

DAY 2

1. EASY Which verb correctly completes the sentence?

   > *There ____ a fox in the henhouse!*

   Choose: is · are

2. EASY Which verb correctly completes the sentence?

   > *The flock ____ grazing on the hill.*

   Choose: is · are

3. EASY Write the simple subject.

   > *Where are the keys to the barn?*

4. MEDIUM Diagram the sentence.

   > *There were two owls in the old oak.*

DAY 3

5. EASY Which verb correctly completes the sentence?

   > *Ten dollars ____ enough for the new hymnbook.*

   Choose: is · are

6. EASY Which verb correctly completes the sentence?

   > *Aesop's Fables ____ a book of short stories with morals.*

   Choose: is · are

7. MEDIUM Fix the verb so that it agrees with its subject.

   > *Here is the eggs from the henhouse.*

8. MEDIUM Write the simple subject of the verb *is*.

   > *As cold waters to a thirsty soul, so is good news from a far country.* (Proverbs 25:25, KJV)

DAY 4

9. MEDIUM Diagram the sentence.

   > *There were five ducks and a goose on the pond.*

10. HARD Fix the two verbs so that they agree with their subjects.

    > *There is three geese on the pond, and the flock seem restless.*

11. HARD Diagram the sentence.

    > *In his hand are the deep places of the earth.* (Psalms 95:4, KJV)

12. MEDIUM Write a question that begins with *Where is* or *Where are*. Then explain how you chose the verb.

COMMON MISTAKES

- Using *there is* or *there's* before a plural subject. In a sentence beginning with *there* or *here*, look after the verb for the subject, and make the verb agree with it.
- Using a plural verb with a collective noun such as *flock*, *family*, or *choir*. When the group acts as one, use a singular verb.
- Using a plural verb with an amount, a title, or a word like *news*. If the subject names one sum, one work, or one thing, use a singular verb.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

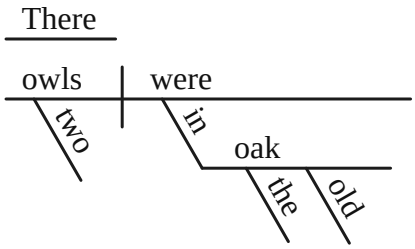
> *And there were in the same country shepherds abiding in the field, keeping watch over their flock by night.* (Luke 2:8, KJV)

Then review the common mistakes and redo any missed practice items.

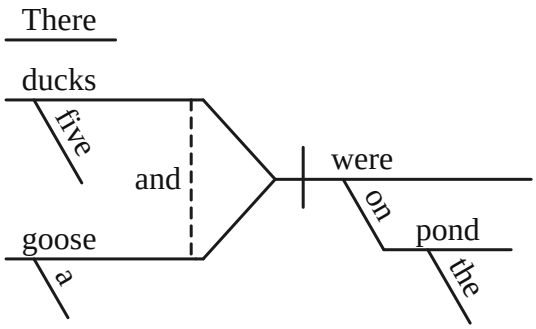
ANSWERS: LESSON 12.4

1. is (the subject, *fox*, is singular)
2. is (the flock acts as one unit)
3. keys (*The keys to the barn are where*.)

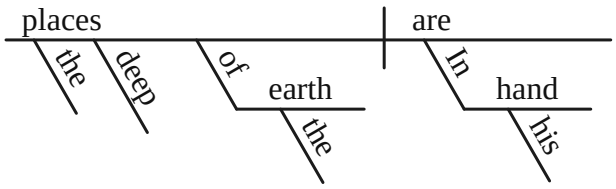
4. Expletive: There (above the baseline); subject: owls; verb: were; adjective: two; adverb phrase: in the old oak (under the verb)



5. is (an amount of money thought of as one sum is singular)
6. is (a title names one work)
7. Here are the eggs from the henhouse. (The subject, *eggs*, is plural.)
8. news (*news* is singular, so the verb *is* is singular)
9. Expletive: There (above the baseline); subjects: ducks, goose (joined by and); verb: were; adjectives: five (under ducks), a (under goose); adverb phrase: on the pond (under the verb)



10. There are three geese on the pond, and the flock seems restless. (*Geese* is plural; the flock acts as one unit.)
11. Subject: places; verb: are; adjectives: the, deep (under places); adjective phrase: of the earth (under places); adverb phrase: In his hand (under the verb)



12. Answers will vary. Example: Where are the hymnbooks? Turned into a statement, it reads, The hymnbooks are where. The subject, hymnbooks, is plural, so the verb is are.

Unit 12 Test

Take about 30 minutes for this test. Work with your book closed, and draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, go back and reteach the lesson named beside it, then try a similar item again.

1. 12.1 Which verb correctly completes the sentence?

   > *The bag of oats ____ in the wagon.*

   Choose: is · are

2. 12.1 Which word correctly completes the sentence?

   > *The old tractor ____ start on cold mornings.*

   Choose: doesn't · don't

3. 12.1 Fix the verb so that it agrees with its subject.

   > *You was right about the rain.*

4. 12.2 Which verb correctly completes the sentence?

   > *Peter and his father ____ the barn every spring.*

   Choose: paint · paints

5. 12.2 Which verb correctly completes the sentence?

   > *Neither the boys nor their sister ____ the answer.*

   Choose: know · knows

6. 12.3 Which helping verb correctly completes the sentence?

   > *Somebody ____ left a lantern in the shed.*

   Choose: has · have

7. 12.3 Which verb correctly completes the sentence?

   > *All of the hay ____ dry now.*

   Choose: is · are

8. 12.4 Write the simple subject.

   > *Is there a hammer in the toolbox?*

9. 12.4 Which verb correctly completes the sentence?

> *The herd ____ resting in the shade of the elms.*

Choose: is · are

10. 12.4 Fix the two verbs so that they agree with their subjects.

> *Each of the singers were ready, but the choir are waiting for Pastor Hale.*

11. 12.1 Diagram the sentence.

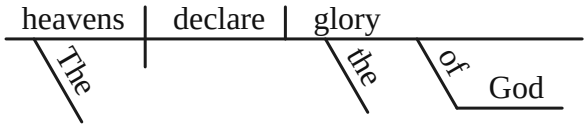
> *The heavens declare the glory of God.* (Psalms 19:1, KJV)

12. 12.4 Diagram the sentence.

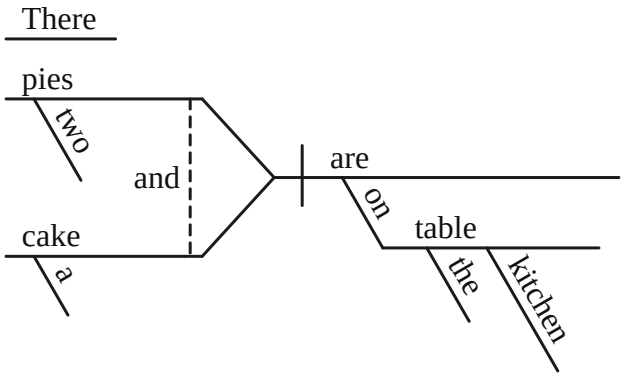
> *There are two pies and a cake on the kitchen table.*

ANSWERS: UNIT 12 TEST

1. is (the subject, *bag*, is singular)
2. doesn't (*tractor* is singular; *it does not start*)
3. You were right about the rain. (*You* always takes *were*.)
4. paint (subjects joined by *and* take a plural verb)
5. knows (the nearer subject, *sister*, is singular)
6. has (*somebody* is always singular)
7. is (*all* refers to *hay*, an amount of one thing)
8. hammer (*There is a hammer in the toolbox*.)
9. is (the herd acts as one unit)
10. Each of the singers was ready, but the choir is waiting for Pastor Hale. (*Each* is always singular; the choir acts as one unit.)
11. Subject: heavens; verb: declare; direct object: glory; adjectives: The (under heavens), the (under glory); adjective phrase: of God (under glory)



12. Expletive: There (above the baseline); subjects: pies, cake (joined by and); verb: are; adjectives: two (under pies), a (under cake); adverb phrase: on the kitchen table (under the verb), with the and kitchen under table



UNITS 9–12 · 3 DAYS, ABOUT 30 MINUTES A DAY

Level 2, Year A Review

Do one day's items each day: items 1–10 on the first day, 11–20 on the second, and 21–30 on the third. Work with your book closed, and draw each diagram on paper. When you finish, a parent checks your work and marks any mistakes. For each missed item, go back to the lesson named in its topic, read the core teaching again, and redo the item. This is a review, not a test: its purpose is to show what you have mastered this year and what needs a little more practice.

Day 1

1. 9.1 What part of speech is the word “drink” in this sentence?

   > *Samuel gave the thirsty horse a drink from the bucket.*

2. 9.2 Is this group of words a sentence, a fragment, or a run-on?

   > *After the long service on Sunday morning.*

3. 10.1 Which kind of noun is “team” in this sentence?

   > *The team of oxen pulled the heavy wagon up the hill.*

   Choose: abstract · collective · proper

4. 10.2 Which pronoun correctly completes the sentence?

   > *Each of the girls carried ____ own lantern to the barn.*

   Choose: her · their

5. 11.1 Which principal part of the verb is “baked” in this sentence?

   > *Grace has baked six loaves of bread for the church supper.*

6. 11.2 Which verb form correctly completes the sentence?

   > *The pond had ____ solid by the first week of January.*

   Choose: froze · frozen

7. 12.1 Which verb correctly completes the sentence?

   > *The bag of potatoes ____ beside the cellar door.*

   Choose: rest · rests

8. 10.3 Which pronoun correctly completes the sentence?

> *Father drove Caleb and ____ to the library after supper.*

Choose: I · me

9. 9.4 Diagram the sentence.

> *During the winter Father repaired the plow and the wagon.*

10. 12.4 Diagram the sentence.

> *There is a lad here.* (John 6:9, KJV)

Day 2

11. 9.3 Is this sentence simple or compound?

> *The wind howled all night, but the little house stayed warm.*

12. 9.3 Is this sentence simple or compound?

> *Samuel and his sister fed the calves and cleaned the stalls.*

13. 9.2 Fix the run-on with a comma and the conjunction *so*.

> *The snow fell all morning, we built a fort in the yard.*

14. 10.4 Which word correctly completes the sentence?

> *Grandfather poured ____ a cup of hot cider.*

Choose: hisself · himself

15. 10.4 What kind of pronoun is “These” in this sentence?

> *These are the warmest mittens in the house.*

16. 11.3 What is the tense of the verb “had cut”?

> *By noon the men had cut all the hay in the lower field.*

17. 11.4 Fix the verb tense so that both verbs are in the past tense.

> *Martha opens the oven and took out the bread.*

18. 12.3 Which verb correctly completes the sentence?

> *Everyone in the two families ____ to the picnic on Saturday.*

Choose: is coming · are coming

19. 9.4 Diagram the sentence.

> *The lamp flickered; the old dog slept soundly.*

20. 11.3 Diagram the sentence.

> *Lydia will have finished her sampler by Easter.*

Day 3

21. 12.2 Which verb correctly completes the sentence?

> *Ruth and her mother ____ in the church choir every Sunday.*

Choose: sing · sings

22. 12.3 Which verb correctly completes the sentence?

> *Some of the apples ____ bruised.*

Choose: was · were

23. 12.4 Which verb correctly completes the sentence?

> *There ____ three robins on the fence this morning.*

Choose: was · were

24. 12.4 Which verb correctly completes the sentence?

> *The news from Grandfather's farm ____ good.*

Choose: was · were

25. 10.1 Write the one abstract noun in the sentence.

> *The old shepherd showed great patience with the lambs.*

26. 11.2 Fix the incorrect verb form. Keep the helping verb *had*.

> *Peter had wrote a letter to his grandmother in Ohio.*

27. 11.4 What is the tense of the verb “were raking”?

> *The boys were raking leaves in the yard.*

28. 12.1 Diagram the sentence.

> *The jar of honey sits on the high shelf.*

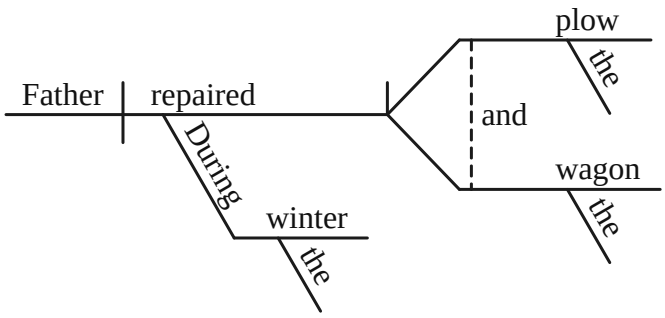
29. 10.3 Diagram the sentence.

> *He and I painted the old fence for Grandmother.*

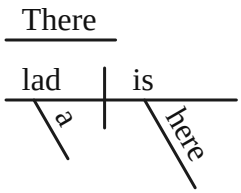
30. 11.3 Write a sentence that uses the present perfect tense of the verb *grow*. Underline the verb.

ANSWERS: LEVEL 2, YEAR A REVIEW

1. noun (it names a thing, and the article *a* points to it)
2. fragment (it has no subject and no verb)
3. collective (it names a group of oxen as one unit)
4. her (the antecedent, *Each*, is singular and names girls)
5. past participle (it follows the helping verb *has*)
6. frozen (after *had*, use the past participle)
7. rests (the subject, *bag*, is singular; *potatoes* is inside a prepositional phrase)
8. me (an object of the verb *drove* takes the objective case)
9. Subject: Father; verb: repaired; compound direct object: plow and wagon, each with the article the; adverb phrase under the verb: During the winter

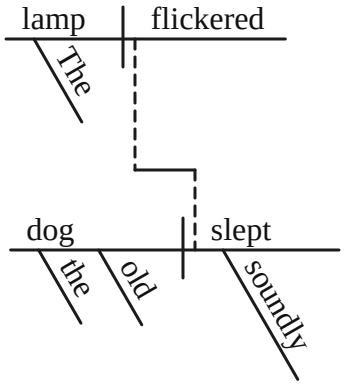


10. Expletive: There, on its own line above the baseline; subject: lad; verb: is; article under lad: a; adverb under is: here

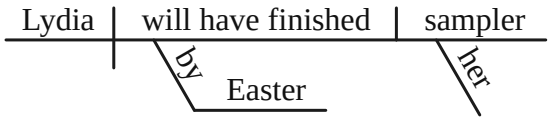


11. compound (two clauses joined by a comma and *but*)
12. simple (one clause with a compound subject and a compound verb)
13. The snow fell all morning, so we built a fort in the yard.
14. himself (*hisself* is not a word in good English)
15. demonstrative (it points out which ones)
16. past perfect (*had* + past participle: finished before a time in the past)
17. Martha opened the oven and took out the bread.
18. is coming (*Everyone* is singular; *families* is inside a prepositional phrase)

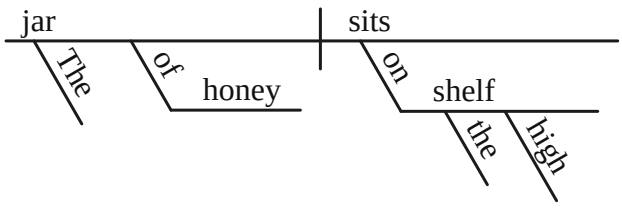
19. First baseline: lamp (The) | flickered; second baseline: dog (the, old) | slept, with the adverb soundly; the verbs joined by a dashed line with no word for the semicolon



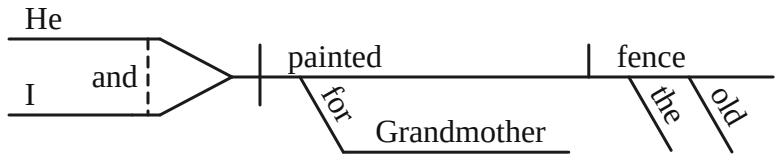
20. Subject: Lydia; verb: will have finished; direct object: sampler, with her under it; adverb phrase under the verb: by Easter



21. sing (two subjects joined by *and* take a plural verb)
22. were (*Some* refers to *apples*, a plural noun)
23. were (the subject, *robins*, comes after the verb and is plural)
24. was (*news* is singular in meaning)
25. patience (it names a quality, not something you can see or touch)
26. Peter had written a letter to his grandmother in Ohio.
27. past progressive (*was* or *were* + present participle)
28. Subject: jar, with The and the adjective phrase of honey under it; verb: sits; adverb phrase under the verb: on the high shelf



29. Compound subject: He and I; verb: painted; direct object: fence, with the and old under it; adverb phrase under the verb: for Grandmother



30. Answers will vary. Example: The corn has grown tall this summer. (*has* + the past participle *grown*)

Level 2, Year B (Grade 6): Units 13–16

LEVEL 2 · LEVEL 2, YEAR B, WEEKS 1–8

Unit 13. Complements

Many sentences are not finished with only a subject and a verb; they need a complement, a word that completes the meaning of the verb. This unit studies four complements one at a time: the direct object and the new indirect object, which follow action verbs, and the predicate nominative and predicate adjective, which follow linking verbs.

Complements build on what you learned about verbs, pronoun case and subject–verb agreement in Units 10–12. Knowing which complement you have tells you which pronoun to use (Father gave Ruth and me a ride; It is I), whether to use an adjective or an adverb (I feel bad), and how to diagram the sentence. The indirect object adds a new piece to your diagrams.

BEFORE THIS UNIT

- Find the subject and verb of a sentence, including verb phrases.
- Tell action verbs from linking verbs.
- Find prepositional phrases and their objects.
- Use nominative and objective pronouns correctly.

MASTERY CHECKLIST

☐ I can define a complement and find the direct object by asking whom? or what? after an action verb.

☐ I can show that a direct object is never inside a prepositional phrase.

☐ I can find an indirect object and tell it from the object of the preposition to or for.

☐ I can find a predicate nominative and tell it from a direct object.

☐ I can use nominative pronouns after linking verbs in formal English (It is I).

☐ I can find a predicate adjective and tell whether a sense verb is linking or action.

☐ I can diagram sentences with direct objects, indirect objects, predicate nominatives and predicate adjectives, including compound ones.

UNIT 13 · LESSON 13.1 · LEVEL 2

Direct Objects Reviewed

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the direct object of an action verb by asking whom? or what? after the verb.
- Tell an action verb that has a direct object from one that has none.
- Recognize and diagram compound direct objects.
- Explain why a direct object is never inside a prepositional phrase.

VIDEO

WATCH

Diagramming Lesson 7: Direct Objects

Victoria Studer · 10:23

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=iWtRS3zZxTw

BACKUP

Direct Objects with Mrs. Clark

Kim Clark · 6:28

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=XbOldhLsliI

KEY TERMS

complement	A complement is a word that completes the meaning of the verb.
direct object	A direct object is a noun or pronoun that receives the action of the verb; it answers *whom?* or *what?* after the verb.
compound direct object	A compound direct object is two or more direct objects of the same verb, joined by a conjunction.

TEACHING

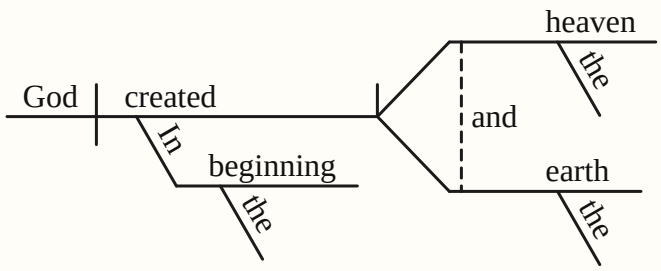
Some sentences are complete with only a subject and a verb: *The baby slept*. Others leave you waiting. If someone says *Henry carried* and then stops, you want to ask, “Carried what?” The sentence needs another word to finish its meaning:

Henry carried the firewood. A word that completes the meaning of the verb is called a **complement**. In this unit you will study the complements one at a time, beginning with the one you know best, the direct object.

A **direct object** is a noun or pronoun that receives the action of the verb. To find it, first find the verb and its subject, then ask *whom?* or *what?* after the verb. In *Ruth fed the hens*, ask "Ruth fed what?" The answer, *hens*, is the direct object. In *Mother called us*, ask "Mother called whom?" The answer, *us*, is the direct object. Because a direct object is an object, a pronoun used this way is in the objective case: *me*, *him*, *her*, *us*, *them*.

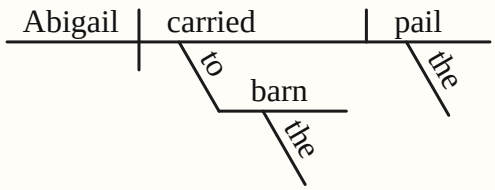
Not every action verb has a direct object. In *The wind blew hard*, ask "blew what?" Nothing answers; *hard* only tells how the wind blew, so it is an adverb. In *Caleb ran home*, the word *home* tells where Caleb ran, so it is an adverb too, not a direct object. The same verb can work both ways: *Martha sang* has no direct object, but *Martha sang a hymn* does. Remember also that linking verbs never take direct objects. In *Peter is a farmer*, the noun *farmer* does not receive any action; it renames Peter, so it is a predicate noun.

A verb may have two or more direct objects joined by a conjunction. This is a **compound direct object**. The Bible begins with one: "In the beginning God created the heaven and the earth." (Genesis 1:1, KJV) Ask "God created what?" The answer is *heaven* and *earth*. In a diagram, the direct object stands on the baseline after a short vertical line that does not cross the baseline, and a compound direct object is drawn on a fork with the conjunction on a dashed line.



In the beginning God created the heaven and the earth.

A direct object is never inside a prepositional phrase. In *Abigail walked to the barn*, the noun *barn* already has a job: it is the object of the preposition *to*. The verb *walked* has no direct object at all. But in *Abigail carried the pail to the barn*, ask "carried what?" The answer is *pail*, which stands outside the phrase. Each noun in a sentence has one job, and a noun that belongs to a preposition cannot also belong to the verb. A good habit is to set aside the prepositional phrases first; then the direct object, if there is one, is easy to see.



Abigail carried the pail to the barn.

Why learn to find direct objects so carefully? The direct object tells who or what is affected by the action, and it is often the most important word after the verb. Knowing it also helps you choose the right pronoun: *Grandfather drove Caleb and me*, not *Caleb and I*, because both words are objects of *drove*.

Latin link. The word *complement* comes from the Latin *complere*, “to fill up” or “to complete.” A complement fills up the meaning that the subject and verb begin.

WORKED EXAMPLE 1

Write the direct object.

> *Grandfather planted beans in the garden.*

1. Find the verb: *planted*. Find the subject: *Grandfather planted*.
2. Set aside the prepositional phrase *in the garden*. The noun *garden* is the object of the preposition, so it cannot be the direct object.
3. Ask “Grandfather planted what?” The answer is *beans*.

Answer: beans

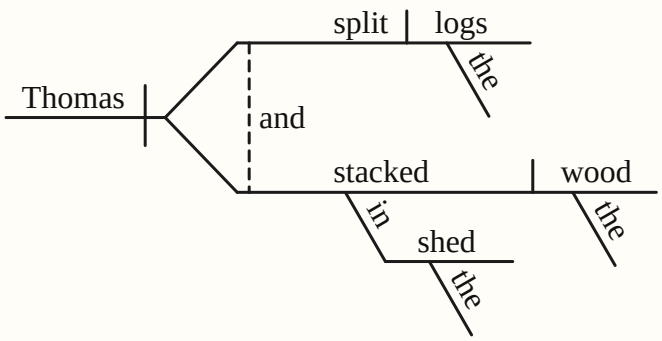
WORKED EXAMPLE 2

Diagram the sentence.

> *Thomas split the logs and stacked the wood in the shed.*

1. Find the verbs: *split* and *stacked*. They share one subject, *Thomas*, so this is a compound verb, not a compound sentence.
2. Ask *what?* after each verb. *Thomas split what? logs*. *Thomas stacked what? wood*. Each verb has its own direct object, so each object goes after its own verb on the fork.
3. The phrase *in the shed* tells where Thomas stacked the wood, so it goes under *stacked*. The articles go under the nouns they point to.

Answer: Subject: Thomas; compound verb: split and stacked; direct object of split: logs (the); direct object of stacked: wood (the); phrase in the shed under stacked



PRACTICE

DAY 2

1. EASY Write the direct object.

   > *Clara baked a pie for supper.*

2. EASY Does the verb *slept* have a direct object? Answer yes or no.

   > *The little lambs slept in the barn.*

3. EASY Which pronoun correctly completes the sentence?

   > *Pastor Hale thanked ____ for the flowers.*

   Choose: we · us

4. EASY Diagram the sentence.

> *The children picked ripe apples.*

DAY 3

5. EASY Write the direct object.

> *A soft answer turneth away wrath.* (Proverbs 15:1, KJV)

6. MEDIUM Write the two direct objects.

> *Mother bought flour and sugar at the store.*

7. MEDIUM Fix the pronoun case error.

> *Grandfather took Caleb and I to the mill.*

8. MEDIUM Diagram the sentence.

> *Misfortune tests the sincerity of friends.* (Aesop's Fables (tr. Townsend), “The Bear and the Two Travelers”)

DAY 4

9. MEDIUM Is the word *home* a direct object or an adverb in this sentence?

> *Caleb ran home after school.*

10. MEDIUM Write the one direct object in the sentence.

> *Peter is a good farmer and raises fine sheep.*

11. HARD Diagram the sentence.

> *Ruth washed the jars, and Mother filled them with peaches and pears.*

12. HARD Write a sentence with a compound direct object and a prepositional phrase. Name the direct objects and explain why the object of the preposition is not a direct object.

COMMON MISTAKES

- Watch for calling the object of a preposition a direct object, as with *barn* in *walked to the barn*. Set aside the prepositional phrases first, then ask *whom?* or *what?* after the verb.
- Watch for calling an adverb such as *home*, *away* or *outside* a direct object. If the word tells where, when or how, it is an adverb; a direct object answers *whom?* or *what?*

- Watch for calling the noun after a linking verb a direct object. Check the verb first: after *is*, *was*, *seem*, or *become*, a noun renames the subject and is a predicate noun.

DAY 5

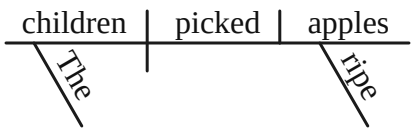
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Each morning Samuel feeds the chickens, gathers the eggs, and carries a pail of fresh milk to the kitchen.*

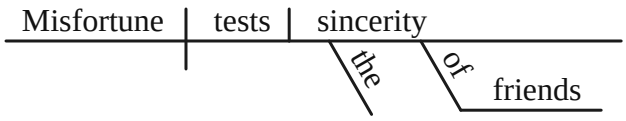
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 13.1

1. pie
2. no (*barn* is the object of the preposition *in*; *slept* has no direct object)
3. us (a direct object takes the objective case)
4. Subject: children (The); verb: picked; direct object: apples (ripe)

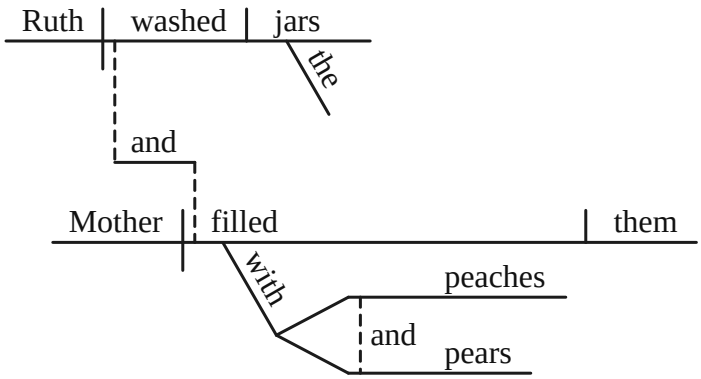


5. wrath (*away* is an adverb telling where)
6. flour, sugar
7. Grandfather took Caleb and me to the mill. (*me* is part of the direct object)
8. Subject: Misfortune; verb: tests; direct object: sincerity (the); phrase of friends under sincerity



9. adverb (*home* tells where Caleb ran)
10. sheep (*farmer* follows the linking verb *is* and renames Peter, so it is a predicate noun)

11. Compound sentence joined by and. First clause: subject Ruth, verb washed, direct object jars (the). Second clause: subject Mother, verb filled, direct object them; phrase with peaches and pears under filled.



12. Answers will vary. Example: Lydia packed bread and cheese in the basket. (direct objects: *bread*, *cheese*; *basket* is the object of the preposition *in*, and a noun inside a prepositional phrase is never the direct object)

UNIT 13 · LESSON 13.2 · LEVEL 2

Indirect Objects

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the indirect object by asking to whom? or for whom? after the verb and direct object.
- Tell an indirect object from the object of the preposition to or for.
- Use objective pronouns as indirect objects.
- Diagram sentences with indirect objects.

VIDEO

WATCH

Indirect Objects | Sentence Structure & Grammar Lesson 🎁👥

GrammarFlip · 2:15

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=xz-TYjlr4IA

BACKUP

Diagramming IDO's and Adverbs with Mrs. Clark

Kim Clark · 5:21

When to watch: Before the Day 2 practice, for more diagramming along with a teacher.

https://www.youtube.com/watch?v=4lUkQISHc5c

KEY TERMS

indirect object An indirect object is a noun or pronoun that tells to whom or for whom the action of the verb is done.

TEACHING

Some action verbs can have two objects. Look at *Father gave Peter a knife*. Ask “Father gave what?” The answer, *knife*, is the direct object, the thing given. Now ask “To whom did Father give the knife?” The answer, *Peter*, is the **indirect object**. An indirect object is a noun or pronoun that tells to whom or for whom the action of the verb is done. Verbs that often take indirect objects are *give*, *bring*, *send*, *show*, *tell*, *teach*, *buy*, *make*, *offer*, *hand*, and *write*.

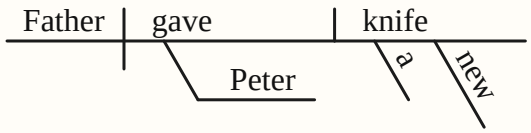
The indirect object has a fixed place. It comes after the verb and before the direct object: *Mother sent Grandmother a letter*. And there is no indirect object without a direct object. In *Mother called the children*, there is only one object,

children, and it answers *whom?*, so it is the direct object. Always find the direct object first; then look between the verb and the direct object for the indirect object.

You can usually say the same thing with a prepositional phrase: *Father gave a knife to Peter*. The meaning is the same, but the grammar has changed. Now *Peter* is the object of the preposition *to*, not an indirect object. Remember the rule from the last lesson: a noun has only one job, and a noun inside a prepositional phrase belongs to the preposition. So an indirect object never has *to* or *for* in front of it; the *to* or *for* is only understood.

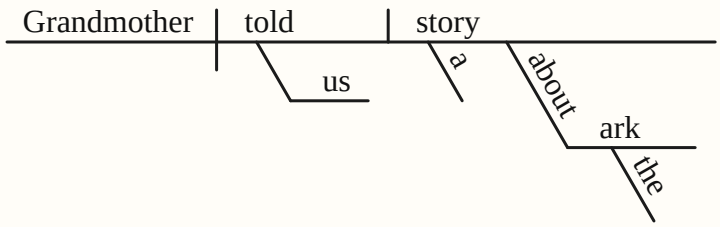
Because an indirect object is an object, a pronoun used as one is in the objective case: *Grandmother told us a story*. *Aunt Mary sent Henry and me a parcel*. Try each part alone to check: *Aunt Mary sent me a parcel*, not *Aunt Mary sent I a parcel*. The Lord's Prayer has an indirect object in a request: “Give us this day our daily bread.” (Matthew 6:11, KJV) The understood subject *you* is asked to give *bread* (the direct object) to *us* (the indirect object).

In a diagram, the indirect object goes on a horizontal line below the verb, joined to the verb by a slanted line that has no word on it. The empty slanted line is where the understood *to* or *for* would stand. The direct object stays on the baseline after its short vertical line.



Father gave Peter a new knife.

Either object may have its own adjectives and phrases under it, just like any noun. In *Grandmother told us a story about the ark*, the phrase *about the ark* tells which story, so it goes under *story*, the direct object. In *Mr. Miller sold our family a cow*, the word *our* goes under *family*, the indirect object.



Grandmother told us a story about the ark.

Latin link. Latin gives the indirect object its own case, the dative, from *dare*, “to give,” because it is the case of the person to whom something is given. English no longer has a dative ending, so it shows the indirect object by its place between the verb and the direct object.

WORKED EXAMPLE 1

Write the indirect object.

> *Aunt Lydia sent the twins a letter.*

1. Find the verb and subject: *Aunt Lydia sent*.
2. Find the direct object first. *Aunt Lydia sent what? a letter*. The direct object is *letter*.
3. Look between the verb and the direct object, and ask *to whom? Aunt Lydia sent a letter to the twins*. The indirect object is *twins*.

Answer: twins

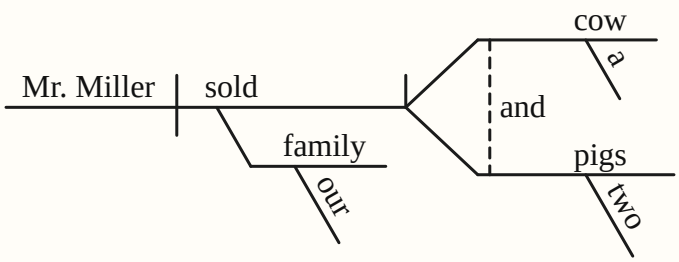
WORKED EXAMPLE 2

Diagram the sentence.

> *Mr. Miller sold our family a cow and two pigs.*

1. Find the verb and subject: *Mr. Miller sold*. A title and a name together are one proper noun, so *Mr. Miller* goes in the subject place.
2. Ask *what? Mr. Miller sold a cow and two pigs*. This is a compound direct object, so it goes on a fork after the vertical line, with *and* on the dashed line.
3. Ask *to whom? Mr. Miller sold them to our family*. The indirect object *family* goes on the line below the verb, with *our* under it.

Answer: Subject: Mr. Miller; verb: sold; indirect object: family (our); compound direct object: cow (a) and pigs (two)



PRACTICE

DAY 2

1. EASY Write the indirect object.

   > *Mother handed Abigail the basket.*

2. EASY Write the direct object.

   > *Grace wrote her grandmother a long letter.*

3. EASY What job does the word *us* do in the sentence?

   > *Pastor Hale taught us a new hymn.*

4. EASY Diagram the sentence.

   > *Father bought Thomas a hammer.*

DAY 3

5. EASY Does the sentence have an indirect object? Answer yes or no.

   > *Clara brought the pie to her neighbor.*

6. MEDIUM What job does the word *sister* do in the sentence?

   > *Peter gave the last apple to his sister.*

7. MEDIUM Write the indirect object and then the direct object.

   > *Polly brought me a slice of apple.* (Anna Sewell, Black Beauty, A London Cab Horse)

8. MEDIUM Diagram the sentence.

   > *Grandmother knitted the baby a warm blanket.*

DAY 4

9. MEDIUM Fix the pronoun case error.

   > *Grandfather told Henry and she the story of Joseph.*

10. MEDIUM Write the indirect object.

    > *The kind farmer offered the tired travelers some bread and milk.*

11. HARD Diagram the sentence.

> *Lydia read her little brother a story, and he drew her a picture of the ark.*

12. HARD Write a sentence with an indirect object and a direct object. Then rewrite it with *to* or *for*, and explain why the same noun is no longer an indirect object.

COMMON MISTAKES

- Watch for calling the object of *to* or *for* an indirect object, as in *gave the apple to his sister*. If *to* or *for* is written, the noun is the object of the preposition; an indirect object has no preposition in front of it.
- Watch for finding an indirect object where there is no direct object, as in *Mother called the children*. Find the direct object first; if there is only one object, it is the direct object.
- Watch for subject pronouns used as indirect objects, as in *told Henry and she a story*. Try the pronoun alone (*told her a story*) and use the objective case.

DAY 5

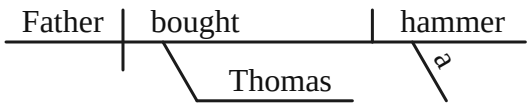
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *On Christmas morning Grandfather gave each of us a wooden toy, and Mother made the whole family a hot breakfast.*

Then review the common mistakes and redo any missed practice items.

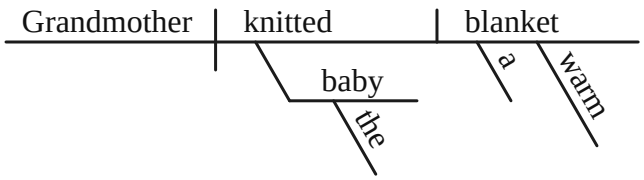
ANSWERS: LESSON 13.2

1. Abigail
2. letter (*grandmother* is the indirect object)
3. indirect object (*Pastor Hale taught a hymn to us*)
4. Subject: Father; verb: bought; indirect object: Thomas; direct object: hammer (a)

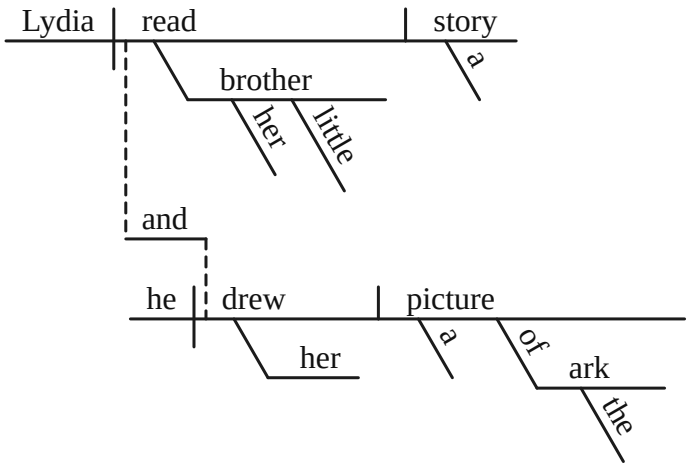


5. no (*neighbor* is the object of the preposition *to*)
6. object of the preposition (*sister* follows *to*, so it is not an indirect object)
7. indirect object: me; direct object: slice

8. Subject: Grandmother; verb: knitted; indirect object: baby (the); direct object: blanket (a, warm)



9. Grandfather told Henry and her the story of Joseph. (*her* is part of the indirect object, so it is objective)
10. travelers
11. Compound sentence joined by and. First clause: subject Lydia, verb read, indirect object brother (her, little), direct object story (a). Second clause: subject he, verb drew, indirect object her, direct object picture (a) with the phrase of the ark under it.



12. Answers will vary. Example: Samuel made his mother a birdhouse. Samuel made a birdhouse for his mother. (In the second sentence *mother* is the object of the preposition *for*, and a noun in a prepositional phrase is never an indirect object.)

UNIT 13 · LESSON 13.3 · LEVEL 2

Predicate Nominatives

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the predicate nominative after a linking verb.
- Tell a predicate nominative from a direct object.
- Use nominative pronouns as predicate nominatives in formal English.
- Diagram sentences with single and compound predicate nominatives.

VIDEO

WATCH

Diagramming Lesson 3: Predicate Nominatives

Victoria Studer · 13:27

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=khBztGu0odI

BACKUP

What is a Subject Complement: Predicate Nominative and Predicate Adjective

The Learning Depot · 8:50

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=b4yH9jqjLQw

> **Note:** Victoria Studer and The Learning Depot both say predicate nominative, as this book does at Level 2. The Learning Depot also says subject complement, the umbrella name.

KEY TERMS

linking verb	A linking verb joins the subject to a word in the predicate that renames or describes it.
predicate nominative	A predicate nominative is a noun or pronoun after a linking verb that renames the subject.

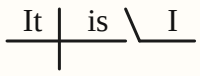
TEACHING

The last two lessons were about objects, which follow action verbs. This lesson and the next are about the complements that follow linking verbs. A **linking verb** does not show action. It joins the subject to a word in the predicate that renames or describes the subject. The most common linking verbs are the forms of *be* (*am*, *is*, *are*, *was*, *were*, *be*, *being*, *been*), along with *become* and *seem*. Verb phrases such as *will be* and *has been* are linking verbs too.

In Level 1 you called a noun that renames the subject a predicate noun. From now on we will use its fuller name, the **predicate nominative**. A predicate nominative is a noun or pronoun after a linking verb that renames the subject. In *Samuel became a carpenter*, *Samuel* and *carpenter* are the same person. In *The LORD is my shepherd*, the LORD and the shepherd are the same. A linking verb works almost like an equals sign: you can often turn the sentence around (*My shepherd is the LORD*) and the meaning stays the same.

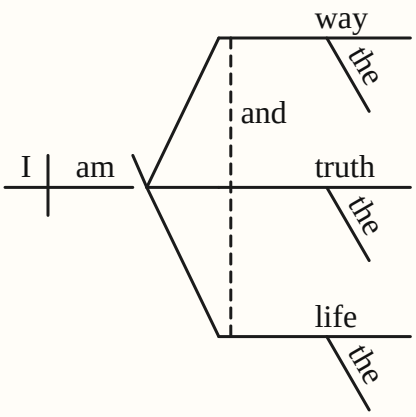
That test also shows the difference between a predicate nominative and a direct object. Compare *Henry became a soldier* with *Henry met a soldier*. In the first, Henry and the soldier are one person, so *soldier* is a predicate nominative. In the second, Henry and the soldier are two different people, and the soldier receives the action of *met*, so *soldier* is a direct object. Ask yourself: is the verb linking or showing action, and does the noun name the subject again or something else?

The name *nominative* tells you which case a pronoun takes here. The nominative is the case of the subject, and since a predicate nominative names the same person as the subject, it takes the subject's case. So formal English says *It is I*, *That was he*, and *The singers were Ruth and she*. When Jesus came to His disciples on the stormy sea, He said, “It is I; be not afraid.” (John 6:20, KJV) In casual speech people often say *It's me*, but in careful writing use the nominative pronoun after a linking verb.



It is I.

In a diagram, the predicate nominative goes on the baseline after the verb, set off by a line that slants back toward the subject. The slant reminds you that the complement points back to the subject and names it again. A subject may be renamed by two or more nouns at once; this is a compound predicate nominative, drawn on a fork after the slanted line. Jesus said, “I am the way, the truth, and the life.” (John 14:6, KJV)



I am the way, the truth, and the life.

A predicate nominative does not always come at the end of its sentence. In a question the order changes: *Is Henry the captain of the team?* Put the question in statement order (*Henry is the captain of the team*) and the predicate nominative, *captain*, is easy to find. Diagram a question in statement order too.

WORKED EXAMPLE 1

Is the word *carpenter* a direct object or a predicate nominative?

> *Joseph was a carpenter in Nazareth.*

1. Find the verb: *was*. It is a form of *be* and shows no action, so it is a linking verb.
2. Ask whether *carpenter* names the subject again. Joseph and the carpenter are the same man.
3. A noun after a linking verb that renames the subject is a predicate nominative. A linking verb never has a direct object.

Answer: predicate nominative (*carpenter* renames Joseph after the linking verb *was*)

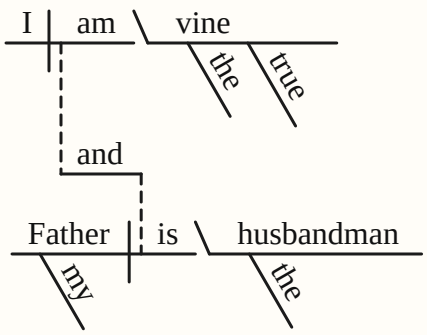
WORKED EXAMPLE 2

Diagram the sentence.

> *I am the true vine, and my Father is the husbandman.* (John 15:1, KJV)

1. The comma and the conjunction *and* join two complete thoughts, so this is a compound sentence with two baselines.
2. First clause: the subject is *I* and the linking verb is *am*. The noun *vine* renames *I*, so it is the predicate nominative, with *the* and *true* under it.
3. Second clause: the subject is *Father* (*my*) and the linking verb is *is*. A *husbandman* is a farmer or vinedresser; the word renames *Father*, so it is the predicate nominative, with *the* under it. Join the two verbs with a dashed line and write *and* on its step.

Answer: Compound sentence joined by and. First clause: subject I, linking verb am, predicate nominative vine (the, true). Second clause: subject Father (my), linking verb is, predicate nominative husbandman (the).



PRACTICE

DAY 2

1. EASY Write the predicate nominative.

   > *Samuel became a carpenter.*

2. EASY Is the word *hymn* a direct object or a predicate nominative?

   > *Our favorite song is an old hymn.*

3. EASY Which pronoun correctly completes the sentence in formal English?

> *The boy at the door was ____.*

Choose: he · him

4. EASY Diagram the sentence.

> *Necessity is the mother of invention.* (Aesop's Fables (tr. Townsend), “The Crow and the Pitcher”)

DAY 3

5. EASY Write the predicate nominative.

> *Clara will be the new teacher.*

6. MEDIUM Is the word *farmer* a direct object or a predicate nominative?

> *Grandfather met a farmer at the market.*

7. MEDIUM Fix the pronoun case error, using formal English.

> *The first singers in the choir were Anna and her.*

8. MEDIUM Write the two predicate nominatives.

> *The LORD is my light and my salvation.* (Psalms 27:1, KJV)

DAY 4

9. MEDIUM What job does the word *captain* do in the sentence?

> *Is Henry the captain of the team?*

10. MEDIUM Diagram the sentence.

> *Peter and Caleb became good friends.*

11. HARD Diagram the sentence.

> *Thy word is a lamp unto my feet, and a light unto my path.* (Psalms 119:105, KJV)

12. HARD Write a sentence in formal English that has a pronoun as its predicate nominative. Then explain why that pronoun is in the nominative case.

COMMON MISTAKES

- Watch for calling a predicate nominative a direct object. Check the verb first: if it is a linking verb and the noun names the subject again, the noun is a predicate nominative.
- Watch for object pronouns after a linking verb, as in *It was him*. In formal writing use the nominative: *It was he*; *The winners were Ruth and she*.
- Watch for missing a predicate nominative in a question. Put the question in statement order first (*Henry is the captain*), then look after the linking verb.

DAY 5

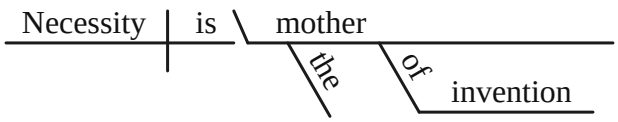
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Grandfather was a shepherd in his youth, and his faithful dog was his best helper on the hills.*

Then review the common mistakes and redo any missed practice items.

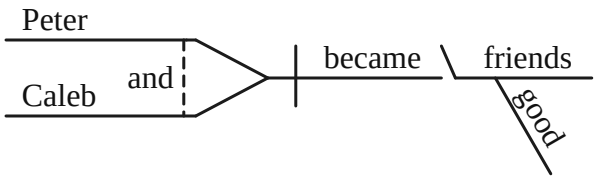
ANSWERS: LESSON 13.3

1. carpenter
2. predicate nominative (*hymn* renames *song* after the linking verb *is*)
3. he (a predicate nominative takes the nominative case)
4. Subject: Necessity; linking verb: is; predicate nominative: mother (the) with the phrase of invention under it

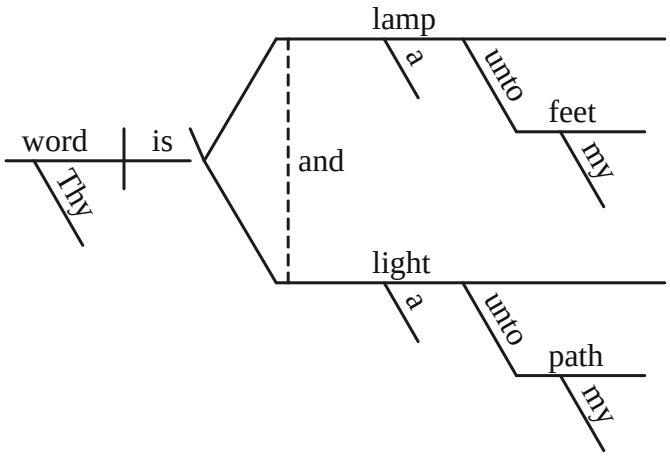


5. teacher (*will be* is a linking verb phrase)
6. direct object (*met* is an action verb, and the farmer is a different person from Grandfather)
7. The first singers in the choir were Anna and she. (*she* is part of a compound predicate nominative)
8. light, salvation
9. predicate nominative (in statement order: *Henry is the captain of the team*)

10. Compound subject: Peter and Caleb; linking verb: became; predicate nominative: friends (good)



11. Subject: word (Thy); linking verb: is; compound predicate nominative: lamp (a) with unto my feet under it, and light (a) with unto my path under it



12. Answers will vary. Example: The girl in the blue bonnet is she. (The pronoun *she* renames the subject *girl* after the linking verb *is*, so it takes the same case as the subject, the nominative.)

UNIT 13 · LESSON 13.4 · LEVEL 2

Predicate Adjectives

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find the predicate adjective after a linking verb.
- Tell whether a sense verb is a linking verb or an action verb.
- Use an adjective, not an adverb, after a linking verb (I feel bad).
- Diagram sentences with single and compound predicate adjectives.

VIDEO

WATCH

Diagramming Lesson 5: Predicate Adjectives

Victoria Studer · 16:13

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=ChKomiYJUIQ

BACKUP

Diagramming subject complements with Mrs. Clark

Kim Clark · 4:57

When to watch: Before the Day 2 practice, for more diagramming along with a teacher.

https://www.youtube.com/watch?v=zOl1YKhCPP0

> **Note:** Victoria Studer says predicate nominative and predicate adjective, as this book does. Mrs. Clark's backup says subject complement and predicate noun; this book says predicate nominative from Level 2 on.

KEY TERMS

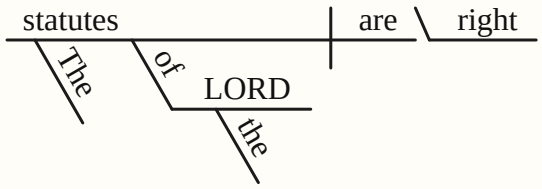
predicate adjective	A predicate adjective is an adjective after a linking verb that describes the subject.
sense verb	A sense verb (*look*, *feel*, *taste*, *smell*, *sound*) is a linking verb when it describes the subject and an action verb when it shows action.

TEACHING

Most adjectives stand right before the noun they modify: *the warm bread*. But an adjective can also come after a linking verb and still describe the subject: *The bread is warm*. An adjective used this way is a **predicate adjective**. It

sits in the predicate, but its job is to tell what kind of thing the subject is. A predicate nominative renames the subject with a noun; a predicate adjective describes the subject with an adjective. Compare *Grace is a singer* (noun, renames) with *Grace is cheerful* (adjective, describes).

The linking verbs you know from the last lesson can all take predicate adjectives: forms of *be*, *become* and *seem*. So can the sense verbs *look*, *feel*, *taste*, *smell*, and *sound*, and verbs such as *grow*, *appear*, *remain*, and *stay* when they mean "to be" or "to become": *The days grew short*. The psalmist uses a predicate adjective to praise the law of God: "The statutes of the LORD are right." (Psalms 19:8, KJV) Ask what kind the statutes are. The answer, *right*, describes the subject *statutes*.



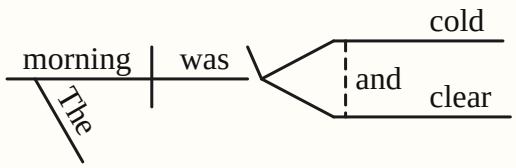
The statutes of the LORD are right.

A predicate adjective is diagrammed like a predicate nominative: on the baseline after the verb, set off by a line that slants back toward the subject. The slant shows that the adjective looks back to the subject it describes, even though it stands on the other side of the verb.

A sense verb can be a linking verb or an action verb. In *The bread smells good*, the bread is not doing any smelling; the word *good* describes the bread, so *smells* is a linking verb and *good* is a predicate adjective. In *The dog smells the bread*, the dog really is smelling, and *bread* is the direct object, so *smells* is an action verb. Here is a test: put *is* or *seems* in place of the verb. *The bread is good* makes sense, so *smells* is linking. *The dog is the bread* makes no sense, so *smells* shows action.

This is why careful writers say *I feel bad*, not *I feel badly*. After a linking verb the word describes the subject, so it must be an adjective. *I feel badly* would mean that your sense of touch works poorly! In the same way, write *The roses smell sweet* and *The choir sounds beautiful*, not *sweetly* or *beautifully*.

A subject may be described by two or more predicate adjectives joined by a conjunction. This is a compound predicate adjective: *The morning was cold and clear*. In the diagram, the predicate adjectives go on a fork after the slanted line, with the conjunction on a dashed line.



The morning was cold and clear.

WORKED EXAMPLE 1

Is *smells* a linking verb or an action verb?

> *The rose smells sweet.*

1. Ask whether the subject is doing the action. A rose cannot smell anything, so *smells* is not showing action here.
2. Try the test: put *is* in place of *smells*. *The rose is sweet* makes good sense.
3. So *smells* is a linking verb, and *sweet* is a predicate adjective describing *rose*.

Answer: linking verb (*sweet* describes the rose; *The rose is sweet* makes sense)

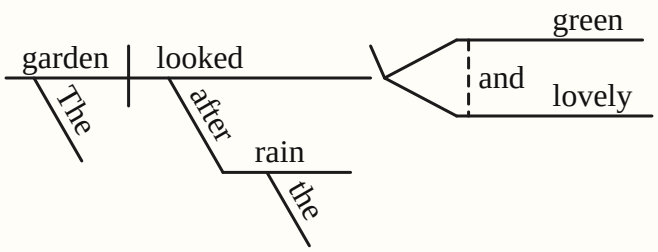
WORKED EXAMPLE 2

Diagram the sentence.

> *The garden looked green and lovely after the rain.*

1. Find the verb: *looked*. The garden is not looking at anything; *The garden seemed green* makes sense, so *looked* is a linking verb.
2. Ask what kind the garden was: *green* and *lovely*. These two adjectives describe the subject, so they are a compound predicate adjective, drawn on a fork after the slanted line.
3. The phrase *after the rain* tells when the garden looked green, so it is an adverb phrase and goes under the verb *looked*.

Answer: Subject: garden (The); linking verb: looked; compound predicate adjective: green and lovely; phrase after the rain under looked



PRACTICE

DAY 2

1. EASY Write the predicate adjective.

   > *The kitten seemed sleepy.*

2. EASY Is the word *cheerful* a predicate adjective or a predicate nominative?

   > *Grace is always cheerful.*

3. EASY Which word correctly completes the sentence?

   > *Abigail felt ____ about the lost mitten.*

   Choose: bad · badly

4. EASY Diagram the sentence.

   > *The red apples are ripe.*

DAY 3

5. EASY Write the one-word predicate adjective.

   > *The house seemed very quiet.* (Kenneth Grahame, The Wind in the Willows, The Wild Wood)

6. MEDIUM Is *tasted* a linking verb or an action verb?

   > *Martha tasted the soup.*

7. MEDIUM Fix the error: use the correct word after the linking verb.

   > *The fresh bread smells wonderfully.*

8. MEDIUM Diagram the sentence.

   > *The hymn sounded joyful and strong.*

DAY 4

9. MEDIUM Is *tasted* a linking verb or an action verb?

   > *The soup tasted salty.*

10. MEDIUM Write the predicate adjective and then the predicate nominative.

> *Grandfather's horse is old, but he is a faithful worker.*

11. HARD Diagram the sentence.

> *The harvest truly is plenteous, but the labourers are few.* (Matthew 9:37, KJV)

12. HARD Write two sentences with the same sense verb: in the first make it a linking verb with a predicate adjective, and in the second make it an action verb with a direct object. Explain how you can tell them apart.

COMMON MISTAKES

- Watch for adverbs after linking verbs, as in *I feel badly* or *The bread smells wonderfully*. The word describes the subject, so use the adjective: *I feel bad*; *the bread smells wonderful*.
- Watch for thinking a sense verb is always a linking verb. Use the test: put *is* or *seems* in its place. If the sentence still makes sense, the verb is linking; if not, it shows action.
- Watch for mixing up predicate adjectives and predicate nominatives. Ask whether the word renames the subject (a noun, predicate nominative) or describes it (an adjective, predicate adjective).

DAY 5

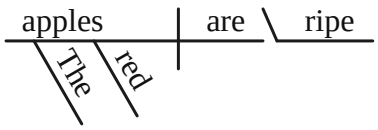
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *In the spring the meadow grows green, the lambs seem merry, and the air smells sweet after the rain.*

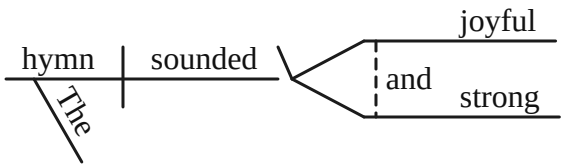
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 13.4

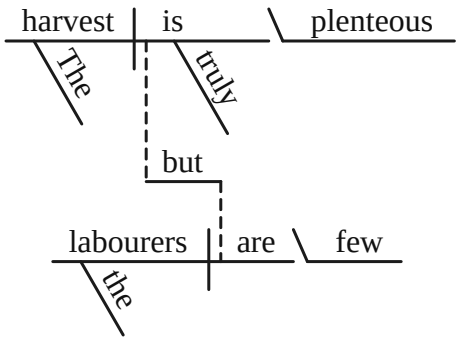
1. sleepy
2. predicate adjective (*cheerful* describes Grace; it does not rename her)
3. bad (after the linking verb *felt*, use an adjective that describes Abigail)
4. Subject: apples (The, red); linking verb: are; predicate adjective: ripe



5. quiet
6. action verb (Martha did the tasting, and *soup* is the direct object)
7. The fresh bread smells wonderful. (an adjective describes the subject after a linking verb)
8. Subject: hymn (The); linking verb: sounded; compound predicate adjective: joyful and strong



9. linking verb (*salty* describes the soup; *The soup is salty* makes sense)
10. predicate adjective: old; predicate nominative: worker
11. Compound sentence joined by but. First clause: subject harvest (The), linking verb is with the adverb truly under it, predicate adjective plenteous. Second clause: subject labourers (the), linking verb are, predicate adjective few.



12. Answers will vary. Example: The pie smells delicious. Henry smells the pie. (In the first, *The pie is delicious* makes sense, so *smells* is linking and *delicious* is a predicate adjective. In the second, Henry is doing the smelling, and *pie* is the direct object.)

Unit 13 Test

Take about 30 minutes. Work closed book, without looking at the lessons. Do the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, reread and reteach the lesson named beside it before going on.

1. 13.1 Write the direct object.

   > *Anna swept the kitchen floor.*

2. 13.1 What job does the word *wagon* do in the sentence?

   > *The boys climbed into the wagon.*

3. 13.2 Write the indirect object.

   > *He gave me a steady rein.* (Anna Sewell, Black Beauty, The Lady Anne, or a Runaway Horse)

4. 13.2 Which pronoun correctly completes the sentence?

   > *Uncle Thomas showed Mary and ____ the new calf.*

   Choose: I · me

5. 13.3 Write the predicate nominative.

   > *Mr. Miller is the town blacksmith.*

6. 13.3 Which pronoun correctly completes the sentence in formal English?

   > *The best reader in our class is ____.*

   Choose: she · her

7. 13.4 Is *felt* a linking verb or an action verb?

   > *James felt the soft wool of the lamb.*

8. 13.4 Fix the error: use the correct word after the linking verb.

   > *The milk tasted sourly.*

9. 13.1 What job does the word *father* do in the sentence?

   > *A wise son maketh a glad father.* (Proverbs 10:1, KJV)

10. 13.2 Diagram the sentence.

> *The miller sold Grandfather two sacks of flour.*

11. 13.3 Diagram the sentence.

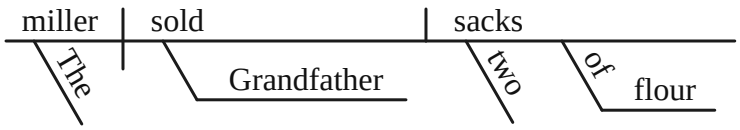
> *Pastor Hale is a wise and gentle man, and his sermons are short.*

12. 13.4 Name the job of each word, in this order: *Ruth*, *cousin*, *letter*, *kind*.

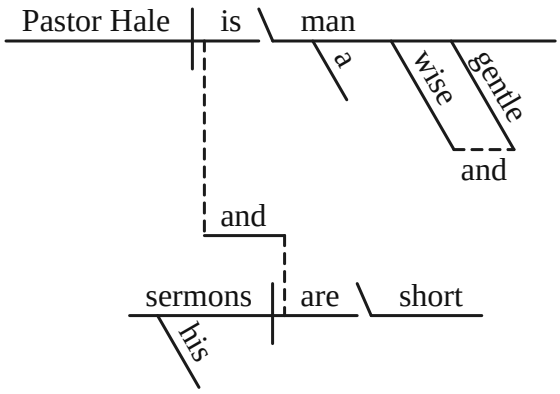
> *Ruth wrote her cousin a letter, for he had been kind to her.*

ANSWERS: UNIT 13 TEST

1. floor
2. object of the preposition (*wagon* follows *into*; *climbed* has no direct object)
3. me (*rein* is the direct object)
4. me (part of the indirect object, so objective case)
5. blacksmith
6. she (a predicate nominative takes the nominative case)
7. action verb (James did the feeling, and *wool* is the direct object)
8. The milk tasted sour. (an adjective describes the subject after a linking verb)
9. direct object (*maketh* is an action verb; *a son maketh what? father*)
10. Subject: miller (The); verb: sold; indirect object: Grandfather; direct object: sacks (two) with the phrase of flour under it



11. Compound sentence joined by and. First clause: subject Pastor Hale, linking verb is, predicate nominative man (a, and the compound adjective wise and gentle). Second clause: subject sermons (his), linking verb are, predicate adjective short.



12. Ruth: subject; cousin: indirect object; letter: direct object; kind: predicate adjective

Unit 14. Modifiers

Modifiers are the words and phrases that make a plain sentence exact: they tell what kind, which one, how, when, where, and to what extent. In this unit you will learn that adverbs can modify adjectives and other adverbs, how to choose between pairs such as good and well, how to compare with the positive, comparative, and superlative degrees, how prepositional phrases work as adjectives and adverbs (even phrases inside phrases), and how to avoid common errors such as double negatives, these kind and them apples.

This unit builds on the adjectives, adverbs, articles, and prepositional phrases you first met in Level 1, and on the predicate adjectives of Unit 13. Using modifiers correctly matters because a modifier in the wrong form or the wrong place can change what a sentence says. Careful modifiers make your writing clear, and clear writing is a kindness to your reader.

BEFORE THIS UNIT

- Identify adjectives, articles and adverbs and the words they modify.
- Find prepositional phrases and the objects of prepositions.
- Recognize linking verbs and predicate adjectives.
- Diagram subjects, verbs, direct objects, indirect objects, predicate nominatives, predicate adjectives, adjectives, adverbs, and prepositional phrases.

MASTERY CHECKLIST

☐ I can find an adverb that modifies an adjective or another adverb and diagram it on its own slanted line.

☐ I can choose correctly between good and well, bad and badly, real and really, and sure and surely.

☐ I can name the positive, comparative, and superlative degrees and form them, including the irregular forms.

☐ I can use the comparative for two things and the superlative for three or more, without double comparisons.

☐ I can tell an adjective phrase from an adverb phrase by finding the word it modifies.

☐ I can diagram a phrase that modifies the object of another phrase and place phrases near the words they modify.

☐ I can avoid double negatives, including those with hardly, scarcely and barely.

☐ I can use this kind and these kinds, those instead of them before a noun, and a or an by sound.

UNIT 14 · LESSON 14.1 · LEVEL 2

Adjective or Adverb?

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Find adverbs that modify adjectives and other adverbs, and name the word each one modifies.
- Choose correctly between good and well, bad and badly, real and really, and sure and surely.
- Diagram an adverb that modifies an adjective or another adverb.

VIDEO

WATCH

GOOD VS. WELL | English Lesson

Kevin Spaans · 9:24

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=H625erGaFVU

BACKUP

Using Good and Well Part 24-3

Grammar Wired! · 1:19

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=Md8cPDAN7nA

KEY TERMS

adjective An adjective modifies a noun or a pronoun.

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

well *Well* is usually an adverb that tells how; it is an adjective only when it means healthy.

TEACHING

You already know two kinds of modifiers. An **adjective** modifies a noun or a pronoun; it tells what kind, which one, how many or whose (*a red barn, that lamb, three hens, Ruth's apron*). An **adverb** modifies a verb; it tells how, when, where, how often or to what extent (*The rain fell softly*. *We left early*.). Now you are ready for the rest of the adverb's work: an adverb can also modify an adjective or another adverb.

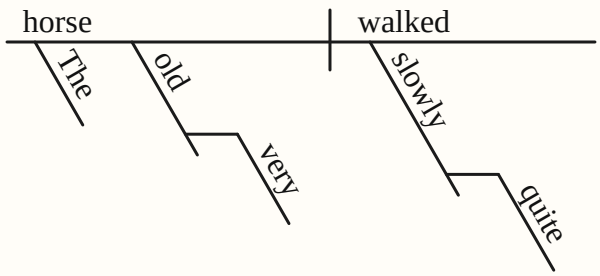
Look at the sentence *The barn is very tall*. The word *tall* is a predicate adjective that describes the barn. The word *very* does not describe the barn; it tells how tall the barn is. So *very* modifies the adjective *tall*, and a word that modifies an

adjective is an adverb. Other adverbs often used this way are *too*, *so*, *quite*, *rather*, *almost*, *extremely*, *really*, and *unusually*: *an unusually large pumpkin*, *a rather cold morning*, *a quite difficult lesson*.

An adverb can modify another adverb in the same way. In *The old horse walked quite slowly*, the adverb *slowly* tells how the horse walked, and *quite* tells how slowly. In *Henry finished his chores too quickly*, *too* modifies the adverb *quickly*. To find the word an adverb modifies, ask which word it tells about. Used as adverbs, *very* and *quite* do not modify a noun: we do not say *a very barn*. They lean on an adjective or an adverb.

Even Scripture uses an adverb to strengthen adjectives: “Behold, how good and how pleasant it is for brethren to dwell together in unity!” (Psalms 133:1, KJV) Each time, the adverb *how* tells to what extent: *how good*, *how pleasant*.

In a diagram, an adjective or adverb sits on a slanted line under the word it modifies. When an adverb modifies one of those modifiers, give it its own slanted line and join that line to the modifier's line. The diagram then shows at a glance which word leans on which. Study the diagram of *The very old horse walked quite slowly*. *Very* hangs from *old*, and *quite* hangs from *slowly*.



The very old horse walked quite slowly.

Some pairs of words cause trouble because one is the adjective and the other is the adverb. *Good* is an adjective; *well* is usually an adverb. *Ruth is a good singer* (*good* modifies the noun *singer*), but *Ruth sings well* (*well* modifies the verb *sings*). After a linking verb you need an adjective, because the word describes the subject: *The soup tastes good*. *Well* is an adjective only when it means healthy: *Grandfather was sick, but now he is well*. *Bad* and *badly* work the same way. *Bad* is the adjective (*a bad cold*; *I feel bad about the broken cup*), and *badly* is the adverb (*The colt limped badly*).

Real and *sure* are adjectives (*a real pearl*, *a sure step*); *really* and *surely* are adverbs. In careful writing we say *The pie was really good*, not *real good*, because the word modifies the adjective *good*, and only an adverb may do that job. In the same way, we write *He surely knows the way*, not *He sure knows the way*. In casual speech you will hear *real* and *sure* used as adverbs, but formal English keeps each word to its own job. The rule exists for clarity: the form of the word tells the reader what job it is doing in the sentence.

Latin link. The word *adverb* comes from the Latin *adverbium*, made from *ad* (to) and *verbum* (word or verb): an adverb is a word added to a verb. The old name tells only part of the story, for, as you have learned, adverbs modify adjectives and other adverbs too.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *Martha did ____ on her spelling test.*

Choose: good · well

1. Find the word the blank will modify. It tells how Martha did, so it modifies the verb *did*.
2. A word that modifies a verb is an adverb.
3. *Good* is an adjective, and *well* is the adverb, so choose *well*.

Answer: well (it modifies the verb *did*, so it must be an adverb)

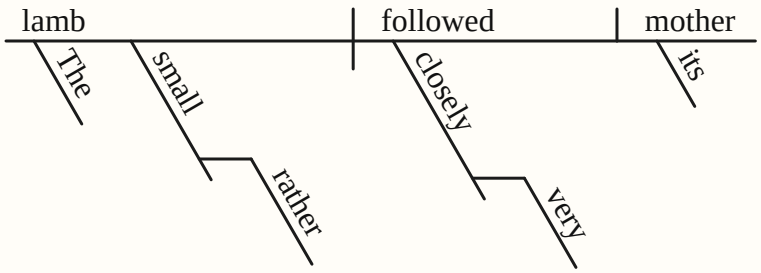
WORKED EXAMPLE 2

Diagram the sentence.

> *The rather small lamb followed its mother very closely.*

1. Find the verb: *followed*. Ask who followed: *lamb* is the simple subject.
2. Ask followed whom: *mother* is the direct object, with *its* under it.
3. *The* and *small* modify *lamb*. *Rather* tells how small, so *rather* modifies the adjective *small* and hangs from the line of *small*.
4. *Closely* tells how the lamb followed, so it goes under *followed*. *Very* tells how closely, so it hangs from the line of *closely*.

Answer: Subject: lamb (The, small; rather under small); verb: followed; direct object: mother (its); adverb closely under followed, with very under closely



PRACTICE

DAY 2

1. EASY Write the adverb that modifies the adjective *tall*.

   > *The sunflowers in Clara's garden grew very tall.*

2. EASY Which word correctly completes the sentence?

   > *Samuel played the hymn ____ on the old piano.*

   Choose: good · well

3. EASY What part of speech is the word *quite*?

   > *The kitten crept quite quietly toward the basket of yarn.*

4. EASY Diagram the sentence.

   > *The pears from Grandfather's tree were very sweet.*

DAY 3

5. EASY Which word correctly completes the sentence?

   > *The vegetable soup on the stove smells ____.*

   Choose: good · well

6. MEDIUM Write the word that the adverb really modifies.

   > *Abigail was really thankful for the warm mittens from her aunt.*

7. MEDIUM An adjective is used where an adverb is needed. Fix the sentence.

   > *The choir sang real beautifully on Easter morning.*

8. MEDIUM Diagram the sentence.

   > *Peter rowed the boat very carefully.*

DAY 4

9. MEDIUM Name the part of speech of each word, in this order: *surely*, *sure*.

   > *The old shepherd surely knows a sure path through the hills.*

10. MEDIUM Diagram the sentence.

> *He hath done all things well.* (Mark 7:37, KJV)

11. HARD Diagram the sentence.

> *Lydia's very young brother read the long psalm quite well.*

12. HARD Write a sentence in which one adverb modifies an adjective and another adverb modifies an adverb. Then name each adverb and the word it modifies.

COMMON MISTAKES

- Watch for *real* and *sure* used as adverbs (*real good*, *sure knows*). When the word modifies an adjective, a verb or an adverb, use *really* or *surely*.
- Watch for *good* after an action verb (*She sings good*). Ask what the word modifies: if it tells how something is done, use the adverb *well*.
- Watch for *badly* after a linking verb when you mean a feeling (*I feel badly*). A linking verb takes an adjective that describes the subject: *I feel bad*. (*Well* is correct after a linking verb only when it means healthy: *I feel well*.)

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

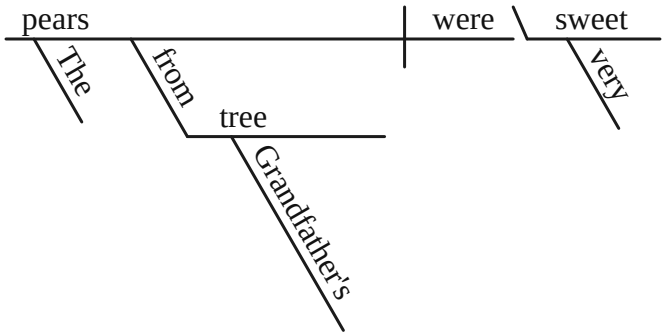
> *The bread tasted really good, and the children thanked Grandmother very warmly for her kindness.*

Then review the common mistakes and redo any missed practice items.

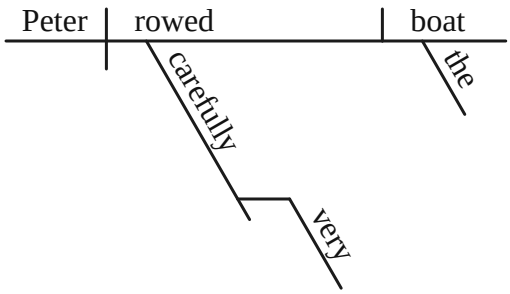
ANSWERS: LESSON 14.1

1. very
2. well (it tells how Samuel played, so it must be an adverb)
3. adverb (it modifies the adverb *quietly*)

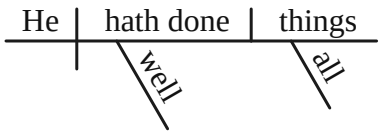
4. Subject: pears (The; phrase from tree, with Grandfather's under tree); linking verb: were; predicate adjective: sweet, with very under sweet



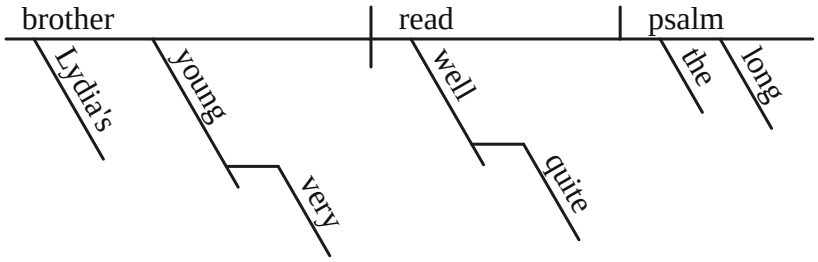
5. good (*smells* is a linking verb here, so the word describes the soup and must be an adjective)
6. thankful
7. The choir sang really beautifully on Easter morning. (*really* modifies the adverb *beautifully*, so it must be an adverb)
8. Subject: Peter; verb: rowed; direct object: boat (the); adverb carefully under rowed, with very under carefully



9. surely: adverb (it modifies the verb *knows*); sure: adjective (it modifies the noun *path*)
10. Subject: He; verb: hath done; direct object: things (all); adverb well under hath done



11. Subject: brother (Lydia's, young; very under young); verb: read; direct object: psalm (the, long); adverb well under read, with quite under well



12. Answers will vary. Example: The extremely patient farmer drove the wagon quite slowly. (*extremely* modifies the adjective *patient*; *quite* modifies the adverb *slowly*)

UNIT 14 · LESSON 14.2 · LEVEL 2

Degrees of Comparison

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the positive, comparative, and superlative degrees of adjectives and adverbs.
- Form the comparative and superlative with -er and -est, with more and most, and with the irregular forms.
- Use the comparative for two things and the superlative for three or more, and avoid double comparisons.
- Diagram sentences with comparative and superlative modifiers.

VIDEO

WATCH

Comparatives and Superlatives | Modifiers and Their Degrees

The Learning Depot · 7:48

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=cNpBnV-Dq1o

BACKUP

Irregular Comparatives and Superlatives | Don't Add the Suffixes -ER/-EST or MORE/MOST

The Learning Depot · 6:40

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=-C0XffC5AaQ

KEY TERMS

positive degree	The positive degree is the plain form of a modifier, used when nothing is compared.
comparative degree	The comparative degree compares two things.
superlative degree	The superlative degree compares three or more things.
double comparison	A double comparison wrongly uses both *-er* or *-est* and *more* or *most* on the same word.

TEACHING

Adjectives and most adverbs can change their form to show how much of a quality something has. These forms are called the degrees of comparison. The **positive degree** is the plain form, used when nothing is compared: *The oak is tall*. *Peter runs fast*. The **comparative degree** compares two things: *The oak is taller than the maple*. *Peter runs faster*

than Caleb. The **superlative degree** compares three or more: *The oak is the tallest tree in the yard*. *Peter runs fastest of all the boys*.

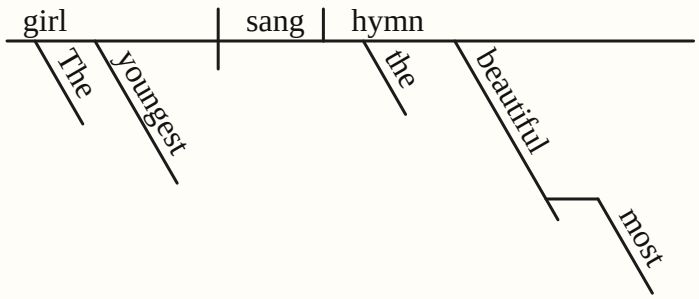
Short words usually add *-er* and *-est*: *tall*, *taller*, *tallest*; *soon*, *sooner*, *soonest*. The spelling rules you know still apply: *big*, *bigger*, *biggest*; *happy*, *happier*, *happiest*; *early*, *earlier*, *earliest*. Longer words, and most adverbs that end in *-ly*, use *more* and *most* instead: *beautiful*, *more beautiful*, *most beautiful*; *carefully*, *more carefully*, *most carefully*. To show less of a quality, use *less* and *least*: *less careful*, *least careful*. The reason for *more* and *most* is simply sound: *carefuller* and *beautifulest* are hard to say, so English puts a helper word in front.

A few common modifiers are irregular; their comparative and superlative forms must be learned: *good* and *well*, *better*, *best*; *bad* and *badly*, *worse*, *worst*; *many* and *much*, *more*, *most*; *little* (in amount), *less*, *least*; *far*, *farther*, *farthest*. Scripture uses these forms often: “For a day in thy courts is better than a thousand.” (Psalms 84:10, KJV) Aesop ends one of his fables, “Persuasion is better than Force.” (Aesop's Fables (tr. Townsend), “The North Wind and the Sun”)

Use the comparative for two and the superlative for three or more. *Of the two calves, the brown one is the stronger*. *Of the three calves, the brown one is the strongest*. The comparative weighs one thing against one other thing; the superlative sets one thing above all the rest of a group, and a group of only two has no rest to set it above.

Never use a double comparison. The ending *-er* already means *more*, and *-est* already means *most*, so *more taller* says *more* twice, and *most kindest* says *most* twice. Write *taller*, not *more taller*; *kindest*, not *most kindest*; *worse*, not *worser*. In the same way, *better* is already the comparative of *good*, so *more better* is wrong.

In a diagram, a comparative or superlative adjective goes under its noun like any other adjective, and an adverb in any degree goes under the word it modifies. When *more*, *most*, *less*, or *least* comes before a modifier, it is an adverb that modifies that modifier, so it hangs from the modifier's line, just as *very* did in the last lesson. In *The youngest girl sang the most beautiful hymn*, *youngest* goes under *girl*, and *most* hangs from *beautiful*.



The youngest girl sang the most beautiful hymn.

Latin link. *Comparative* comes from the Latin *comparare*, to match one thing against another, from *par* (equal). *Superlative* comes from *superlatus*, carried beyond: the superlative carries one thing beyond all the others.

WORKED EXAMPLE 1

What degree of comparison is the adjective *ripest*?

> *Clara picked the ripest strawberries in the patch.*

1. Find the modifier: *ripest* modifies the noun *strawberries*.
2. It ends in *-est*, the ending of the superlative.
3. The strawberries are compared with all the others in the patch, a group of more than two, so the superlative is right.

Answer: superlative (*ripest* compares the strawberries with all the others in the patch)

WORKED EXAMPLE 2

Fix the double comparison by removing one word.

> *This year's harvest was more bigger than last year's.*

1. Find the comparison: *more bigger*.
2. *Bigger* already has the comparative ending *-er*, which means *more*.
3. Using *more* as well says the same thing twice, so remove *more*.

Answer: This year's harvest was bigger than last year's.

PRACTICE

DAY 2

1. EASY What degree of comparison is the adjective *better*?

   > *Persuasion is better than Force.* (Aesop's Fables (tr. Townsend), “The North Wind and the Sun”)

2. EASY Which word correctly completes the sentence?

   > *Of all the horses on the farm, Duke is the ____.*

   Choose: gentler · gentlest

3. EASY Write the superlative adjective.

   > *Grace chose the brightest lamp in the shop for her grandmother.*

4. EASY Diagram the sentence.

> *Uncle James owns the oldest tractor in the county.*

DAY 3

5. EASY Which word or words correctly complete the sentence?

> *Ruth reads ____ than her little brother.*

Choose: better · more better · best

6. MEDIUM Name the degree of comparison of each adverb, in this order: *early*, *earliest*.

> *Peter woke early, but Samuel woke earliest of all the boys.*

7. MEDIUM Fix the double comparison by removing one word.

> *The creek is more deeper after the spring rains.*

8. MEDIUM Diagram the sentence.

> *After the long day, the old mule walked more slowly.*

DAY 4

9. MEDIUM Which word correctly completes the sentence?

> *Of the three fields, the north field lies ____ from the barn.*

Choose: farther · farthest

10. MEDIUM Fix the comparison error by changing one word.

> *Of the two puppies, Caleb chose the smallest.*

11. HARD Diagram the sentence.

> *Henry very carefully carried the largest basket of eggs into the kitchen.*

12. HARD Write a sentence that compares three or more things using one of the irregular superlatives *best*, *worst*, *least* or *farthest*. Then explain why the superlative is right.

COMMON MISTAKES

- Watch for double comparisons such as *more taller*, *most kindest*, or *more better*. Use either the ending or the helper word, never both.

- Watch for the superlative when only two things are compared (*the strongest of the two*). Count the things: two take the comparative; three or more take the superlative.
- Watch for made-up irregular forms such as *gooder*, *badder*, *worser*, or *farer*. Learn the list: *good* and *well*, *better*, *best*; *bad* and *badly*, *worse*, *worst*; *little*, *less*, *least*; *far*, *farther*, *farthest*.

DAY 5

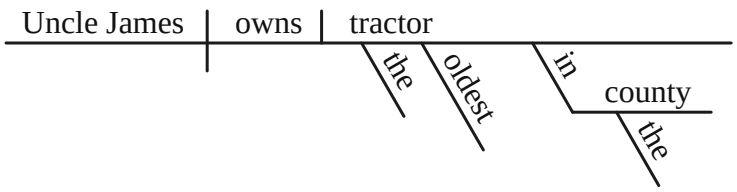
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The barn swallow flew higher than the sparrow, but the hawk flew highest of all the birds that morning.*

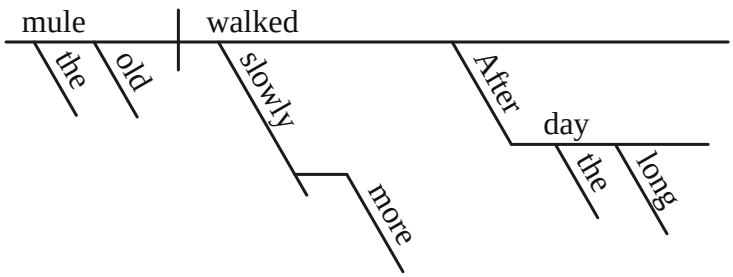
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 14.2

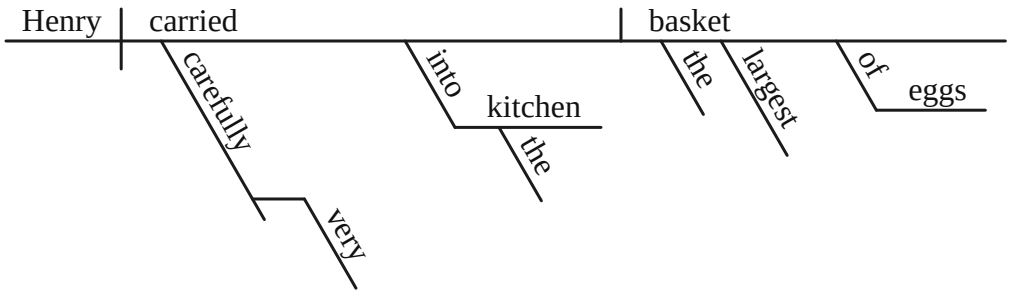
1. comparative (it compares two things, persuasion and force)
2. gentlest (Duke is compared with all the horses, more than two)
3. brightest
4. Subject: Uncle James; verb: owns; direct object: tractor (the, oldest; phrase in county, with the under county)



5. better (the comparative of *well*; *more better* is a double comparison)
6. early: positive; earliest: superlative
7. The creek is deeper after the spring rains.
8. Subject: mule (the, old); verb: walked; adverb slowly under walked, with more under slowly; phrase After day (the, long) under walked



9. farthest (three fields are compared, so use the superlative)
10. Of the two puppies, Caleb chose the smaller. (only two are compared, so use the comparative)
11. Subject: Henry; verb: carried; adverb carefully under carried, with very under carefully; phrase into kitchen (the) under carried; direct object: basket (the, largest; phrase of eggs)



12. Answers will vary. Example: Of all the apples in the basket, the red one tasted best. (*best* is right because the apple is compared with all the others, more than two)

UNIT 14 · LESSON 14.3 · LEVEL 2

Adjective and Adverb Phrases

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell whether a prepositional phrase is an adjective phrase or an adverb phrase by finding the word it modifies.
- Find a phrase that modifies the object of another phrase.
- Place a phrase near the word it modifies so the meaning is clear.
- Diagram sentences with phrases inside phrases.

VIDEO

WATCH

Adjective and Adverb Prepostional Phrases with Mrs. Clark

Kim Clark · 8:12

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=-6vE1nVh-G0

BACKUP

Prepositional Phrases as Adjectives and Adverbs

The Learning Depot · 6:17

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=Z5Z5Y-5_TtI

KEY TERMS

adjective phrase An adjective phrase is a prepositional phrase that modifies a noun or a pronoun.

adverb phrase An adverb phrase is a prepositional phrase that modifies a verb, an adjective or an adverb.

TEACHING

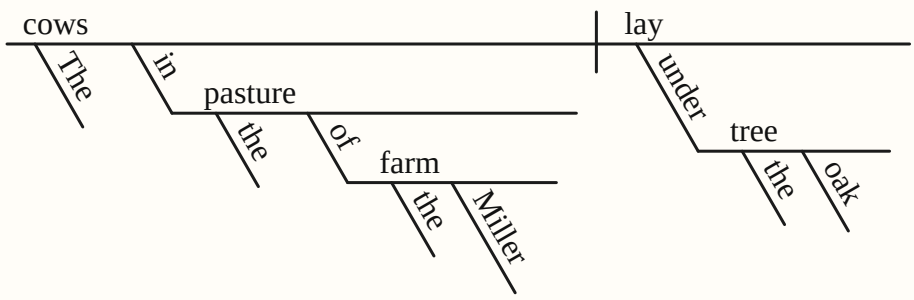
You already know that a prepositional phrase begins with a preposition and ends with its object, and that a phrase can do the work of a single modifier. A prepositional phrase that modifies a noun or a pronoun is an **adjective phrase**. Like an adjective, it tells which one or what kind: *the bell of the old church*, *the roses beside the fence*. Our Lord told His disciples, “Ye are the light of the world.” (Matthew 5:14, KJV) The phrase *of the world* tells which light, so it is an adjective phrase modifying *light*.

A prepositional phrase that modifies a verb, an adjective or an adverb is an **adverb phrase**. Like an adverb, it tells how, when, where, why, or to what extent: *The horses walked into the barn* (where). *In the morning we milked the cows* (when). Most adverb phrases modify verbs, but some modify adjectives: *The LORD is good to all*. Here the phrase *to all* modifies the adjective *good*. In *Samuel was kind to his sister*, the phrase *to his sister* modifies the adjective *kind*.

To decide which kind of phrase you have, find the word it modifies. Ask: Does the phrase tell about a noun or pronoun? Then it is an adjective phrase. Does it tell about a verb, an adjective or an adverb? Then it is an adverb phrase. The preposition alone does not decide; the job does. In *The bird in the tree sang, in the tree* tells which bird, so it is an adjective phrase. In *The bird sang in the tree*, the same words tell where the bird sang, so they make an adverb phrase.

Sometimes one phrase follows another, and the second phrase modifies the object of the first. In *The cows in the pasture of the Miller farm lay under the oak tree*, the phrase *in the pasture* modifies *cows*, and *of the Miller farm* tells which pasture. Since *pasture* is a noun, *of the Miller farm* is an adjective phrase. A phrase that modifies the object of another phrase is an adjective phrase, because that object is a noun or pronoun.

In a diagram, each phrase hangs under the word it modifies. When a phrase modifies the object of another phrase, it hangs under that object, so the diagram looks like a set of steps going down. The diagram below shows the steps: *in pasture* under *cows*, *of farm* under *pasture*, and the adverb phrase *under tree* beneath the verb *lay*.



The cows in the pasture of the Miller farm lay under the oak tree.

Because a phrase modifies the word it belongs to, place it where the reader will connect it with that word. An adjective phrase usually comes right after the noun it modifies. If it lands next to the wrong noun, the sentence may say something you never meant: *Mother served the pie to the guests on a blue plate* makes it sound as if the guests sat on the plate. Write *Mother served the pie on a blue plate to the guests*. An adverb phrase can often move (*At sunrise the rooster crowed*; *The rooster crowed at sunrise*), but it too must not seem to belong to a nearby noun. Good writers place phrases with care so that the reader never has to guess.

WORKED EXAMPLE 1

Is the phrase *beside the fence* an adjective phrase or an adverb phrase?

> *The roses beside the fence bloomed early.*

1. Find the word the phrase modifies. Which roses bloomed? *The roses beside the fence*.
2. The phrase tells which one about the noun *roses*.
3. A prepositional phrase that modifies a noun is an adjective phrase.

Answer: adjective phrase (it tells which roses)

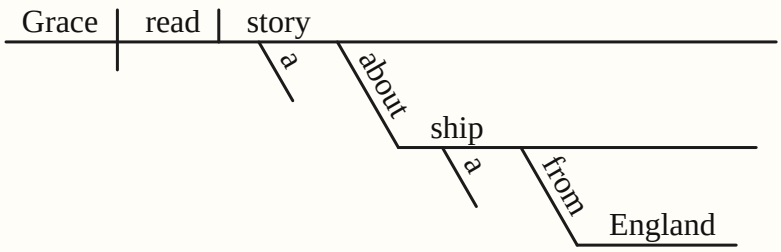
WORKED EXAMPLE 2

Diagram the sentence.

> *Grace read a story about a ship from England.*

1. Find the verb, *read*, and the subject, *Grace*. Ask read what: *story* is the direct object, with *a* under it.
2. The phrase *about a ship* tells what kind of story, so it hangs under *story*.
3. The phrase *from England* tells which ship, so it hangs under *ship*, the object of the first phrase.

Answer: Subject: Grace; verb: read; direct object: story (a); phrase about ship (a) under story; phrase from England under ship



PRACTICE

DAY 2

1. EASY Write the prepositional phrase.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

2. EASY Is the phrase *of the old church* an adjective phrase or an adverb phrase?

   > *The bell of the old church rang at noon.*

3. EASY Is the phrase *into the barn* an adjective phrase or an adverb phrase?

   > *The tired horses walked slowly into the barn.*

4. EASY Diagram the sentence.

   > *The basket on the table holds fresh eggs.*

DAY 3

5. EASY Write the word that the phrase *with the blue stars* modifies.

   > *The quilt with the blue stars covers Anna's bed.*

6. MEDIUM Write the phrase that modifies the object of another phrase.

   > *Lydia walked slowly to the edge of the pond.*

7. MEDIUM Which sentence places the phrase where it belongs?

   Choose: The boy fed the calf in a straw hat. · The boy in a straw hat fed the calf.

8. MEDIUM Diagram the sentence.

   > *The fear of the LORD is the beginning of wisdom.* (Proverbs 9:10, KJV)

DAY 4

9. MEDIUM Name the kind of each phrase, in this order: *In the morning*, *of the hymn*.

   > *In the morning the children sang every verse of the hymn.*

10. MEDIUM Is the phrase *to all* an adjective phrase or an adverb phrase?

    > *The LORD is good to all.* (Psalms 145:9, KJV)

11. HARD Diagram the sentence.

    > *The children from the farms near the river played on the side of the hill.*

12. HARD Write a sentence in which one prepositional phrase modifies the object of another phrase. Then name the word that the second phrase modifies.

COMMON MISTAKES

- Watch for naming a phrase by its preposition alone. The same phrase can be an adjective phrase in one sentence and an adverb phrase in another, so always find the word it modifies.
- Watch for a phrase that follows another phrase. Ask whether it tells about the object of the first phrase; if it does, it hangs under that object in the diagram, not under the verb.
- Watch for an adjective phrase placed next to the wrong noun (*the calf in a straw hat*). Move it so that it comes right after the noun it describes.

DAY 5

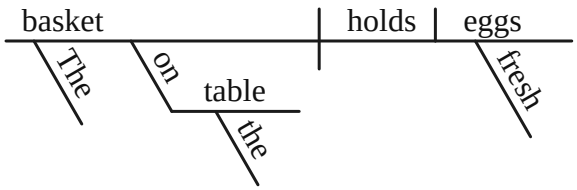
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The children of the village gathered at the edge of the pond and sang hymns under the stars.*

Then review the common mistakes and redo any missed practice items.

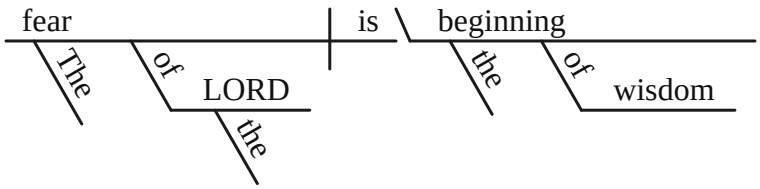
ANSWERS: LESSON 14.3

1. In the beginning
2. adjective phrase (it tells which bell)
3. adverb phrase (it tells where the horses walked)
4. Subject: basket (The; phrase on table, with the under table); verb: holds; direct object: eggs (fresh)

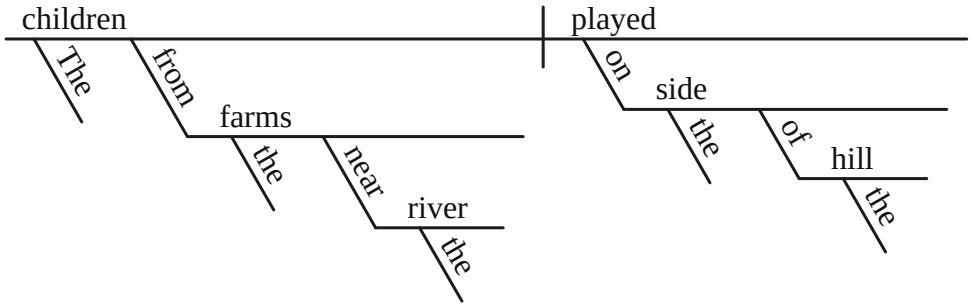


5. quilt
6. of the pond (it modifies *edge*, the object of the phrase *to the edge*)
7. The boy in a straw hat fed the calf. (the phrase *in a straw hat* describes the boy, so it goes right after *boy*)

8. Subject: fear (The; phrase of LORD, with the under LORD); linking verb: is; predicate nominative: beginning (the; phrase of wisdom)



9. In the morning: adverb phrase (it tells when they sang); of the hymn: adjective phrase (it tells which verse)
10. adverb phrase (it modifies the adjective *good*)
11. Subject: children (The; phrase from farms, with the and the phrase near river under farms); verb: played; phrase on side (the) under played, with the phrase of hill (the) under side



12. Answers will vary. Example: Caleb climbed to the top of the hayloft. (*of the hayloft* modifies *top*, the object of *to the top*)

UNIT 14 · LESSON 14.4 · LEVEL 2

Using Modifiers Correctly

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Recognize negative words and avoid double negatives.
- Use this and that with kind and sort, and these and those with kinds and sorts.
- Use those, not them, before a noun, and choose a or an by the sound that follows.
- Diagram sentences with negative words and with demonstrative adjectives.

VIDEO

WATCH

Double Negatives Part 26-3

Grammar Wired! · 2:31

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=YGhRGPUlsfI

BACKUP

LN 05.07 Avoiding Double Negatives

Steve Orth · 2:34

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=_LDX8H2VZcY

> **Note:** Both videos cover double negatives only. For this and that with kind and sort, them and those, and a and an, use the book.

KEY TERMS

negative word A negative word says no or not, such as *no*, *not*, *never*, *nothing*, *hardly*, and *scarcely*.

double negative A double negative wrongly uses two negative words to express one negative idea.

TEACHING

Some words say no. These are the **negative words**: *no*, *not* (and its contraction *n't*), *never*, *nothing*, *nobody*, *no one*, *none*, *nowhere*, and *neither*. Three more words are negative in meaning even though they do not look it: *hardly*, *scarcely* and *barely*. To say *I can hardly see* is to say *I almost cannot see*.

In careful English, one negative idea takes one negative word. Using two is a **double negative**: *We didn't find nothing*. The sentence means only one no, but it says two, and a careful reader may even take the two to cancel each other (if we did not find nothing, we found something). Correct it in one of two ways: keep the first negative and change the second to a positive word (*We didn't find anything*), or drop the first negative (*We found nothing*). Helpful positive words are *any*, *anything*, *anyone*, *anybody*, *ever*, and *anywhere*.

Watch especially for *hardly*, *scarcely* and *barely*. Since they are already negative, they must not be joined with *not* or *n't*. Write *The lamp can hardly light the room*, not *The lamp can't hardly light the room*. Write *There was scarcely any bread left*, not *There wasn't scarcely any bread left*.

The words *this*, *that*, *these*, and *those* can point out a noun; used this way they are adjectives (*this barn*, *those geese*). An adjective that points must agree in number with its noun: *this* and *that* go with singular nouns, and *these* and *those* go with plural nouns. *Kind*, *sort* and *type* are singular nouns, so we write *this kind of apple* and *that sort of tool*. Their plurals take plural pointers: *these kinds of apples*, *those sorts of tools*. Never write *these kind* or *those sort*.

Them is a pronoun. It stands alone in a sentence's object place (*Father fed them*), but it never modifies a noun. Write *those apples*, not *them apples*. In the same way, do not add *here* or *there* to a pointing word: *this lamb*, not *this here lamb*; *that barn*, not *that there barn*. The pointing word already tells which one.

Last, remember the articles *a* and *an* from your early lessons. The choice depends on the sound that follows, not the letter. Use *a* before a consonant sound and *an* before a vowel sound: *a uniform* and *a one-room schoolhouse* (the first sounds are *y* and *w*), but *an hour* and *an honest man* (the *h* is silent). All these rules have the same purpose: a modifier should say exactly what you mean, with no extra words that confuse the reader.

WORKED EXAMPLE 1

Fix the double negative by changing the word *no*.

> *We couldn't find no firewood in the shed.*

1. Find the negative words: *n't* (in *couldn't*) and *no*. Two negatives express one idea, so the sentence has a double negative.
2. The problem says to change *no*, so keep *couldn't*.
3. Change *no* to the positive word *any*.

Answer: We couldn't find any firewood in the shed.

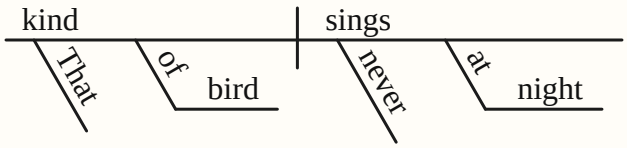
WORKED EXAMPLE 2

Diagram the sentence.

> *That kind of bird never sings at night.*

1. Find the verb, *sings*, and ask who or what sings: *kind* is the simple subject. (The subject is never in the phrase *of bird*.)
2. *That* points out *kind*, so it is an adjective under *kind*. The phrase *of bird* tells which kind, so it hangs under *kind* too.
3. *Never* is a negative adverb, and the phrase *at night* tells when; both go under *sings*.

Answer: Subject: kind (That; phrase of bird); verb: sings; adverb never and phrase at night under sings



PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *Ruth did not find ____ eggs in the henhouse this morning.*

   Choose: any · no

2. EASY Which word correctly completes the sentence?

   > *Mother bought ____ apples at the market on Saturday.*

   Choose: those · them

3. EASY Which article correctly completes the sentence?

   > *Caleb waited ____ hour for the train to the city.*

   Choose: a · an

4. EASY Diagram the sentence.

   > *Those geese never stray from the pond.*

DAY 3

5. EASY Is the sentence correct or incorrect in formal English?

> *We haven't no milk for the kittens today.*

6. MEDIUM Fix the double negative. Keep the word *hardly*.

> *The little lamp can't hardly light the whole room.*

7. MEDIUM Which words correctly complete the sentence?

> *____ of apple makes the best applesauce.*

Choose: This kind · These kind · These kinds

8. MEDIUM Diagram the sentence.

> *These kinds of apples make the best pies.*

DAY 4

9. MEDIUM Fix the double negative by changing the word *nothing*.

> *Peter didn't say nothing about the broken gate.*

10. MEDIUM Write the two negative words.

> *The lost lamb found no water and could scarcely walk.*

11. HARD Diagram the sentence.

> *Grandfather could hardly see the narrow path through the snowy woods.*

12. HARD Write a sentence that uses *these kinds* or *those kinds* correctly. Then explain why the plural pointing word is needed.

COMMON MISTAKES

- Watch for *not* or *n't* joined with *hardly*, *scarcely* or *barely* (*can't hardly*). These words are already negative; use them alone.
- Watch for *these kind* and *those sort*. Make the pointing word agree with the noun: *this kind*, *that sort*; *these kinds*, *those sorts*.
- Watch for *them* before a noun (*them apples*). Use *those*, because *them* is a pronoun and cannot modify a noun.

DAY 5

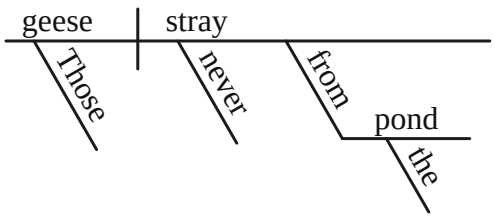
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *We could hardly see the path, but those kinds of storms never last long in the mountains.*

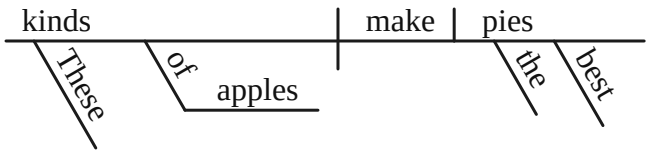
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 14.4

1. any (*not* is already the negative word)
2. those (*them* is a pronoun and never modifies a noun)
3. an (the *h* in *hour* is silent, so the word begins with a vowel sound)
4. Subject: geese (Those); verb: stray; adverb never and phrase from pond (the) under stray

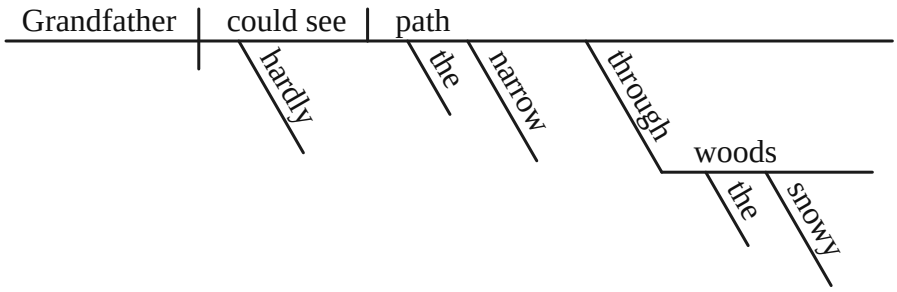


5. incorrect (it has a double negative: *n't* and *no*)
6. The little lamp can hardly light the whole room.
7. This kind (*kind* is singular, so it takes *this* and the singular verb *makes*)
8. Subject: kinds (These; phrase of apples); verb: make; direct object: pies (the, best)



9. Peter didn't say anything about the broken gate.
10. no, scarcely

11. Subject: Grandfather; verb: could see; adverb hardly under could see; direct object: path (the, narrow; phrase through woods, with the and snowy under woods)



12. Answers will vary. Example: Those kinds of flowers bloom in early spring. (*kinds* is plural, so the pointing word must be the plural *those*)

Unit 14 Test

This test takes about 30 minutes. Work with your book closed. Draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, go back and reteach the lesson named beside it, then try a similar item again.

1. 14.1 Which word correctly completes the sentence?

   > *Thomas swept the front porch ____ this morning.*

   Choose: good · well

2. 14.2 Which word correctly completes the sentence?

   > *Of the four sisters, Clara has the ____ voice.*

   Choose: sweeter · sweetest

3. 14.3 Is the phrase *across the meadow* an adjective phrase or an adverb phrase?

   > *The deer ran swiftly across the meadow.*

4. 14.1 What part of speech is the word *much*?

   > *Are ye not much better than they?* (Matthew 6:26, KJV)

5. 14.2 Fix the double comparison by removing one word.

   > *Our new pony is more friendlier than the old one.*

6. 14.3 Write the phrase that modifies the object of another phrase.

   > *Pastor Hale read a chapter about the voyage of Paul.*

7. 14.4 Fix the double negative. Keep the word *scarcely*.

   > *There wasn't scarcely any flour in the bin.*

8. 14.4 Which words correctly complete the sentence?

   > *____ of berries grow wild along the creek.*

   Choose: That kind · Those kind · Those kinds

9. 14.1 Diagram the sentence.

   > *The rather shy pony trotted quite happily around the yard.*

10. 14.3 Diagram the sentence.

    > *The lanterns on the walls of the old church glowed softly.*

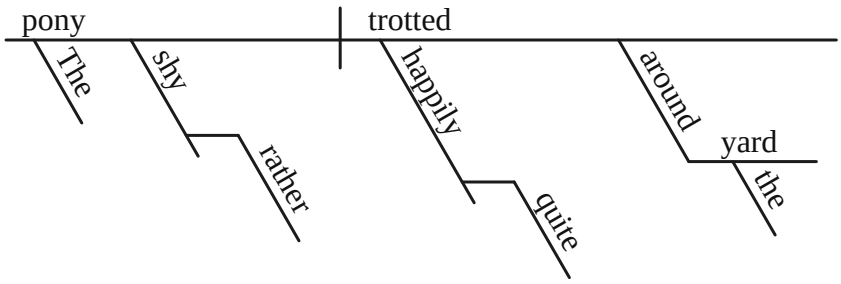
11. 14.4 Diagram the sentence.

    > *Grandmother gave the children those very warm blankets from the cedar chest.*

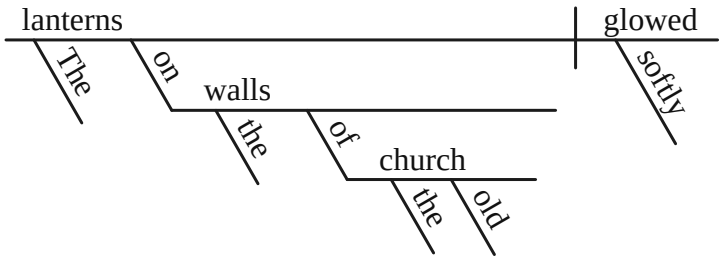
12. 14.2 Write a sentence that compares the way two people do something, using an adverb with *more*. Then explain why the comparative is right.

ANSWERS: UNIT 14 TEST

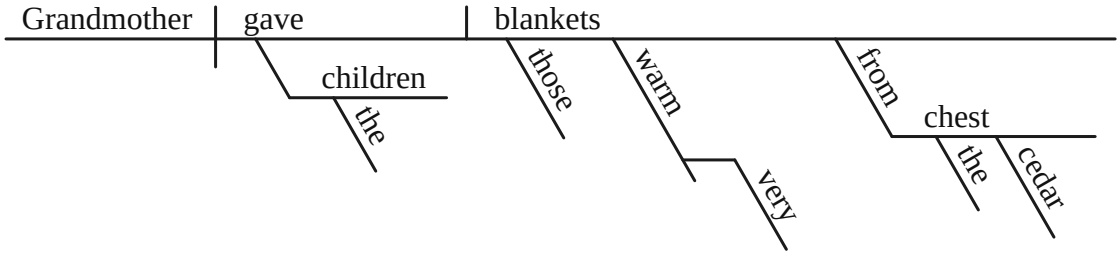
1. well (it tells how Thomas swept, so it must be an adverb)
2. sweetest (four sisters are compared, so use the superlative)
3. adverb phrase (it tells where the deer ran)
4. adverb (it modifies the adjective *better*)
5. Our new pony is friendlier than the old one.
6. of Paul (it modifies *voyage*, the object of the phrase *about the voyage*)
7. There was scarcely any flour in the bin.
8. Those kinds (the plural verb *grow* needs the plural subject *kinds*, and *kinds* takes *those*)
9. Subject: pony (The, shy; rather under shy); verb: trotted; adverb happily under trotted, with quite under happily; phrase around yard (the) under trotted



10. Subject: lanterns (The; phrase on walls, with the under walls and the phrase of church (the, old) under walls); verb: glowed; adverb softly under glowed



11. Subject: Grandmother; verb: gave; indirect object: children (the); direct object: blankets (those, warm with very under warm; phrase from chest, with the and cedar under chest)



12. Answers will vary. Example: Henry milked the cow more gently than his brother did. (*more gently* is comparative because only two people are compared)

LEVEL 2 · LEVEL 2, YEAR B, WEEKS 15–22

Unit 15. Punctuation

This unit teaches the marks that help a reader follow a writer's meaning: commas after introductory words and around nouns of direct address and appositives, quotation marks for spoken words and dialogue, italics and quotation marks for titles, and semicolons and colons. Each mark has a reason: it shows the reader where to pause, which words stand apart, who is speaking, or what comes next.

The unit builds on the comma rules from Level 1, on compound sentences and run-ons from Unit 9, and on all the diagram skills learned so far. Students also learn two new diagram pieces, the appositive in parentheses and the noun of direct address above the baseline, and they practice diagramming compound sentences joined by a semicolon.

BEFORE THIS UNIT

- Use commas in a series, in dates and after yes, no and well (Lesson 8.2).
- Tell a compound sentence from a run-on and fix a comma splice (Lessons 9.2 and 9.3).
- Diagram compound sentences, including those joined by a semicolon (Lesson 9.4).
- Diagram indirect objects and adverbs that modify adjectives (Lessons 13.2 and 14.1).

MASTERY CHECKLIST

☐ I can put a comma after an introductory word and after two or more prepositional phrases that begin a sentence.
☐ I can set off nouns of direct address and appositives with commas and diagram them.
☐ I can tell a direct quotation from an indirect quotation and punctuate each one.
☐ I can place commas, periods, question marks and exclamation points correctly with quotation marks, including in split quotations.
☐ I can start a new paragraph each time the speaker changes in dialogue.
☐ I can choose italics or quotation marks for a title and capitalize the title correctly.
☐ I can join two closely related sentences with a semicolon and diagram the result.
☐ I can use a colon before a list, in times, in Bible references and after the greeting of a business letter.

UNIT 15 · LESSON 15.1 · LEVEL 2

Commas with Introductory Words, Direct Address and Appositives

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Place a comma after an introductory word such as yes, no or well, and after two or more prepositional phrases that begin a sentence.
- Set off a noun of direct address with commas.
- Set off appositives and appositive phrases with commas.
- Diagram sentences that contain appositives and nouns of direct address.

VIDEO

WATCH

COMMAS WITH INTRODUCTIONS & TRANSITIONS | English Lesson

Kevin Spaans · 3:36

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=0cnjwzHzEJw

BACKUP

When should you put commas around appositives?

GrammarRevolution · 3:42

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=4_pIBT91um0

KEY TERMS

introductory word	An introductory word, such as *yes*, *no* or *well*, begins a sentence but is not part of its subject or predicate.
noun of direct address	A noun of direct address names the person spoken to.
appositive	An appositive is a noun or pronoun placed beside another noun or pronoun to identify or explain it.
appositive phrase	An appositive phrase is an appositive together with its modifiers.

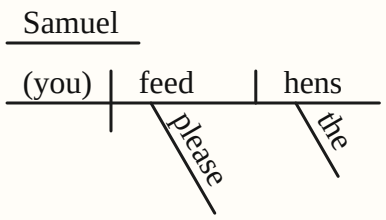
TEACHING

A comma is a small mark with a big job. It tells the reader where to pause, and it marks off words that stand a little apart from the main part of the sentence. Without commas, a reader may join words that should be kept separate and miss what the writer meant. In this lesson you will learn three places where commas set words apart: after introductory words, around nouns of direct address, and around appositives.

An **introductory word** begins a sentence but is not part of its subject or predicate. The most common are *yes*, *no* and *well* (and *oh*, or *why* when it shows surprise). Put a comma after the introductory word: *Yes, the hens are fed*. *No, the bread is not ready yet*. *Well, we can finish the fence tomorrow*. The comma shows that the word stands apart and gives the small pause you make when you speak it aloud; without it, the reader runs the word into the rest of the sentence. A comma also follows two or more prepositional phrases that begin a sentence: *In the corner of the old barn, the cat found a warm bed*. A single short phrase at the beginning usually needs no comma: *After supper we sang hymns*.

A **noun of direct address** names the person you are speaking to. Set it off with commas wherever it stands. At the beginning, a comma follows it: *Samuel, please feed the hens*. At the end, a comma comes before it: *Please feed the hens, Samuel*. In the middle, commas go on both sides: *Feed the hens, Samuel, before breakfast*. The psalmist speaks to God this way: “Lord, thou hast been our dwelling place in all generations.” (Psalms 90:1, KJV) These commas matter. *Call Henry, Lydia* means you are asking Lydia to call Henry; *Call Henry Lydia* means you want to give Henry a new name!

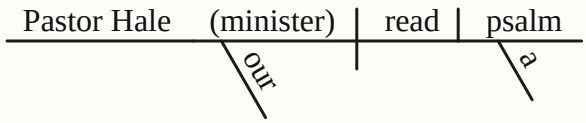
A noun of direct address is never the subject of the sentence. In *Samuel, please feed the hens*, the subject is the understood *you*. That is why, in a diagram, the noun of direct address sits on its own line above the baseline, the same way an interjection does. An introductory *yes*, *no* or *well* is diagrammed as an interjection on a line above the baseline too.



Samuel, please feed the hens.

An **appositive** is a noun or pronoun placed beside another noun or pronoun to identify or explain it. An **appositive phrase** is an appositive together with its modifiers. In *Pastor Hale, our minister, read a psalm*, the appositive *minister* tells who Pastor Hale is, and *our minister* is the appositive phrase. Paul wrote to the Colossians, “Luke, the beloved physician, and Demas, greet you.” (Colossians 4:14, KJV) The phrase *the beloved physician* explains who Luke is. (The comma after *Demas* follows the older style of the King James printers. Today we would write *Luke, the beloved physician, and Demas greet you*, with no comma between the subject and the verb.) Because an appositive adds extra information, the sentence still makes sense without it, and commas set it off: two commas in the middle of a sentence, one comma before it at the end (*We visited Mr. Miller, our neighbor*).

In a diagram, an appositive goes in parentheses right beside the noun it explains, on the same line. Its own modifiers go on slanted lines under it. Some short appositives are tied so closely to the noun that they take no commas, such as *the apostle Paul* or *my cousin Anna*; you will learn more about these in a later level. The appositives in this lesson add extra information, so they are set off with commas.



Pastor Hale, our minister, read a psalm.

Latin link. *Appositive* comes from the Latin *appositus*, “placed near,” from *ad* (“to”) and *ponere* (“to put”). An appositive is a noun put right beside another noun to explain it.

WORKED EXAMPLE 1

Add the two missing commas.

> *Well Anna the bread is ready.*

1. Look at the first word. *Well* begins the sentence but is not part of the subject or the predicate, so it is an introductory word. Put a comma after it.
2. Ask whom the speaker is talking to. The speaker is talking to Anna, so *Anna* is a noun of direct address.
3. *Anna* stands between the introductory word and the rest of the sentence, so a comma goes after *Anna* as well.
4. The subject is *bread*, and the verb is *is*. They need no commas between them.

Answer: Well, Anna, the bread is ready.

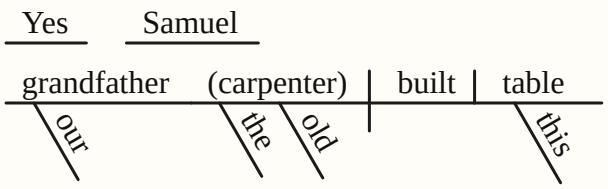
WORKED EXAMPLE 2

Diagram the sentence.

> *Yes, our grandfather, the old carpenter, built this table, Samuel.*

1. Find the verb: *built*. Ask who built: *grandfather*. *Grandfather* is the subject, and *our* goes under it.
2. Built what? *Table*. *Table* is the direct object, and *this* tells which table.
3. *The old carpenter* explains who our grandfather is. *Carpenter* is an appositive, so it goes in parentheses beside *grandfather*, with *the* and *old* on slanted lines under it.
4. *Yes* is an introductory word, and *Samuel*, at the end, is the person spoken to. Neither is part of the subject or predicate, so each goes on its own line above the baseline.

Answer: Subject: grandfather (our), with the appositive (carpenter) beside it and the, old under carpenter; verb: built; direct object: table (this); above the baseline: Yes (interjection) and Samuel (direct address)



PRACTICE

DAY 2

1. EASY Add the missing comma after the introductory word.

   > *Yes the hens laid six eggs today.*

2. EASY Write the noun of direct address.

   > *Thomas, please carry the milk pail to the house.*

3. EASY Write the one-word appositive.

   > *Our dog, a collie, guards the sheep at night.*

4. EASY Diagram the sentence.

   > *Clara, sweep the porch.*

DAY 3

5. EASY Add the two missing commas around the noun of direct address.

   > *Thank you Grandmother for the warm mittens.*

6. MEDIUM Is *Henry* a noun of direct address or an appositive?

   > *Henry, the gate by the pasture is broken.*

   Choose: noun of direct address · appositive

7. MEDIUM Write the whole appositive phrase.

   > *On Saturday we visited Aunt Martha, the best baker in our town.*

8. MEDIUM Add the missing comma after the introductory phrases.

   > *In the spring of the year the farmers plow their fields.*

DAY 4

9. MEDIUM Diagram the sentence.

   > *Lydia, our oldest cousin, sang a hymn.*

10. MEDIUM Abigail is the speaker's sister. Which sentence is punctuated to show that the sister is Abigail, not that someone is speaking to Abigail?

    Choose: Abigail, my sister bakes bread on Saturday. · Abigail, my sister, bakes bread on Saturday. · Abigail my sister, bakes bread on Saturday.

11. HARD Diagram the sentence.

    > *Luke, the beloved physician, and Demas, greet you.* (Colossians 4:14, KJV)

12. HARD Add the four missing commas.

    > *Yes Caleb Mr. Miller our neighbor will lend us his wagon.*

COMMON MISTAKES

- Watch for a missing second comma. When a noun of direct address or an appositive comes in the middle of a sentence, it needs a comma on both sides; check both ends before you go on.
- Watch for calling a noun of direct address the subject. In *Ruth, please set the table*, *Ruth* is spoken to, and the subject is the understood *you*. Ask who does the action, and diagram the spoken-to name above the baseline.

- Watch for a comma between a subject and its verb, as in *Grace, baked the bread*. Use commas only to set off introductory words, nouns of direct address, appositives, and the other parts you have learned; never put a lone comma between the subject and the verb.

DAY 5

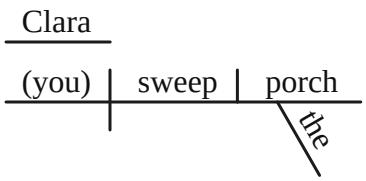
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Yes, Mother, Mr. Miller, our kind neighbor, brought us a basket of apples from his orchard.*

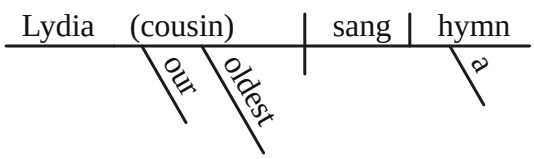
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 15.1

1. Yes, the hens laid six eggs today.
2. Thomas
3. collie (it explains what kind of dog ours is)
4. Subject: (you) understood; verb: sweep; direct object: porch (the); Clara (direct address) on a line above the baseline

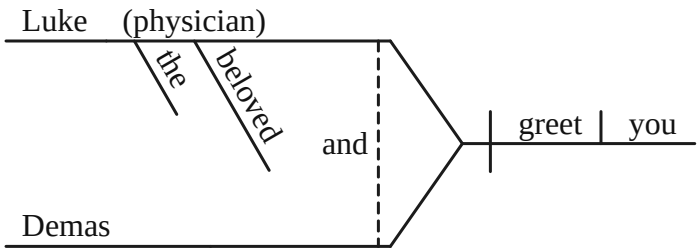


5. Thank you, Grandmother, for the warm mittens.
6. noun of direct address (the speaker is telling Henry about the gate; Henry is not the gate)
7. the best baker in our town
8. In the spring of the year, the farmers plow their fields. (Two prepositional phrases begin the sentence.)
9. Subject: Lydia, with the appositive (cousin) beside it and our, oldest under cousin; verb: sang; direct object: hymn (a)



10. Abigail, my sister, bakes bread on Saturday. (*My sister* is an appositive set off by two commas; the first choice speaks to Abigail.)

11. Compound subject: Luke and Demas, with the appositive (physician) beside Luke and the, beloved under physician; verb: greet; direct object: you



12. Yes, Caleb, Mr. Miller, our neighbor, will lend us his wagon. (*Yes* is introductory; *Caleb* is spoken to; *our neighbor* is an appositive.)

UNIT 15 · LESSON 15.2 · LEVEL 2

Quotation Marks and Dialogue

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell a direct quotation from an indirect quotation and punctuate each correctly.
- Place capital letters, commas, periods, question marks, and exclamation points correctly with quotation marks.
- Punctuate split quotations and begin a new paragraph for each new speaker in dialogue.

VIDEO

WATCH

QUOTATION MARKS (PART 1) | English Lesson

Kevin Spaans · 5:30

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=p-2BI5E12CM

BACKUP

Quotation Marks in Dialogue - Grammar Lesson

GrammarFlip · 3:07

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=w-lG1Ra5ZzI

KEY TERMS

direct quotation	A direct quotation gives a speaker's exact words and is enclosed in quotation marks.
indirect quotation	An indirect quotation tells what someone said without using his exact words, and it takes no quotation marks.
split quotation	A split quotation is a quoted sentence broken into two parts by words that tell who is speaking.
dialogue	Dialogue is a conversation between two or more speakers written down.

TEACHING

Stories are full of people talking, and readers need to know which words were spoken and who spoke them. Quotation marks do this job. A **direct quotation** gives a speaker's exact words, and quotation marks go around them: Mother said, “The pies are cooling on the sill.” An **indirect quotation** tells what someone said without using his exact words:

Mother said that the pies were cooling on the sill. An indirect quotation takes no quotation marks, because the words inside are not exactly what the speaker said. Notice that an indirect quotation often begins with *that*.

A direct quotation that is a complete sentence begins with a capital letter, even when it comes in the middle of your sentence. A comma separates the quotation from the words that tell who is speaking, such as *he said* or *asked Ruth*. Look at this sentence from one of Aesop's fables: The young Mole said, “It is a pebble.” (Aesop's Fables (tr. Townsend), “The Mole and His Mother”) The comma comes after *said*, and the quotation begins with a capital *I*. When the speaker comes last, the comma goes inside the closing quotation mark: “We will plant the corn today,” Father said. Here is a rule with no exceptions in American English: periods and commas always go inside the closing quotation marks.

Question marks and exclamation points need more thought. Put them inside the quotation marks when they belong to the quoted words: Grace asked, “May I gather the eggs?” Henry shouted, “The cows are out!” Put them outside when the whole sentence is a question or exclamation but the quoted words are not: Did Pastor Hale say, “The picnic is on Saturday”? When a quotation that ends in a question mark or exclamation point comes first, do not add a comma after it: “May I gather the eggs?” asked Grace.

In a **split quotation**, the words that tell who is speaking break one quoted sentence into two parts: “The lambs,” said Caleb, “are in the meadow.” Each part has its own pair of quotation marks. The second part begins with a small letter because it finishes the same sentence; *are in the meadow* is not a new sentence. But if the second part is a new sentence, put a period after the speaker's words and begin the second part with a capital: “The lambs are in the meadow,” said Caleb. “Bring them home before dark.”

Dialogue is a conversation between two or more speakers written down. Begin a new paragraph each time the speaker changes. If Father asks, “Is the wagon ready?” and Peter answers, “Yes, sir, it is,” Peter's answer starts on a new indented line. The new paragraph tells the reader that someone else is speaking, so the writer does not have to write *he said* after every line.

Writers did not always use quotation marks. Open the King James Bible to its first chapter and you will read, “And God said, Let there be light: and there was light.” (Genesis 1:3, KJV) There are no quotation marks around God's words. The word *said* and the capital letter on *Let* show the reader where the speaking begins. Modern quotation marks do the same work more plainly.

> **From history.** Old books, including the King James Bible of 1611, have no quotation marks around spoken words. Readers knew that someone was speaking from words such as *said* and *saith* and from the capital letter that began the spoken words. Printers of the 1500s and 1600s sometimes put small marks in the margin beside quoted or important lines, but the custom of enclosing a speaker's exact words in quotation marks became common in English books only in the 1700s.

WORKED EXAMPLE 1

Add the missing comma and quotation marks.

> *Grace asked May I help you knead the dough?*

1. Find the speaker's exact words: *May I help you knead the dough?* They are a direct quotation, so they need quotation marks.
2. Put a comma after *asked* to separate the speaker from the quotation.
3. The quoted words are a question, so the question mark belongs to them. It goes inside the closing quotation mark.
4. The quotation already begins with a capital *M*, as it should.

Answer: Grace asked, “May I help you knead the dough?”

WORKED EXAMPLE 2

Add the two missing commas in this split quotation.

> *“After the service” said Pastor Hale “we will have a picnic.”*

1. The words *said Pastor Hale* break one quoted sentence into two parts, so this is a split quotation.
2. The first part needs a comma before its closing quotation mark, because commas go inside: “After the service,”
3. A second comma follows the speaker's words, before the second part begins: *said Pastor Hale,*
4. The second part, *we will have a picnic*, finishes the same sentence, so it rightly begins with a small letter.

Answer: “After the service,” said Pastor Hale, “we will have a picnic.”

PRACTICE

DAY 2

1. EASY Write the exact words the Fox spoke, without the punctuation at the end.

   > *“No, thank you,” said the Fox.* (Aesop's Fables (tr. Townsend), “The Sick Lion”)

2. EASY Is this a direct quotation or an indirect quotation?

   > *Father said that the corn was ready for picking.*

   Choose: direct quotation · indirect quotation

3. EASY Add the missing quotation marks.

> *Mother said, Supper is ready.*

4. EASY Diagram the sentence.

> *Grandfather told the children a story.*

DAY 3

5. EASY The period is in the wrong place. Fix the sentence.

> *Henry said, "The barn door is open".*

6. MEDIUM Add the missing comma.

> *"The apples are ripe" said Samuel.*

7. MEDIUM Which sentence is punctuated correctly?

Choose: Anna asked, "May I ring the church bell?" · Anna asked, "May I ring the church bell"? · Anna asked, "May I ring the church bell."?

8. MEDIUM Diagram the sentence.

> *Peter, read the next verse aloud.*

DAY 4

9. MEDIUM Fix the capital letter error in this split quotation.

> *"The geese," said Lydia, "Are flying south."*

10. MEDIUM Which sentence is punctuated correctly?

Choose: Did Father say, "We will leave at dawn"? · Did Father say, "We will leave at dawn?" · Did Father say, "We will leave at dawn."?

11. HARD Diagram the sentence.

> *Pastor Hale, our minister, taught the children a very old hymn.*

12. HARD Write a split quotation in which someone in your family speaks one sentence. Then explain why the second part begins with a small letter.

COMMON MISTAKES

- Watch for periods and commas outside the closing quotation mark, as in “The bread is done”, said Ruth. In American English, put periods and commas inside the closing mark every time.
- Watch for a capital letter at the start of the second part of a split quotation that continues the same sentence. Read the two parts together; if they make one sentence, begin the second part with a small letter.
- Watch for quotation marks around an indirect quotation, such as *Mother said that supper was ready*. If the words are not the speaker's exact words, leave the quotation marks out.

DAY 5

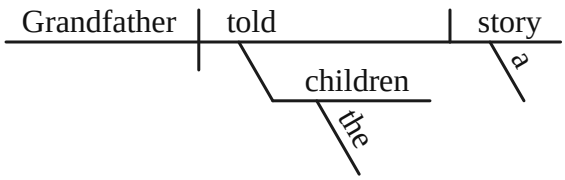
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *“The snow is deep,” said Father, “so we will feed the cattle early this morning.”*

Then review the common mistakes and redo any missed practice items.

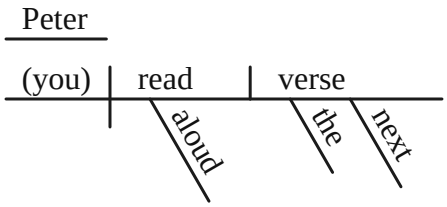
ANSWERS: LESSON 15.2

1. No, thank you
2. indirect quotation (it tells what Father said without his exact words, so it has no quotation marks)
3. Mother said, “Supper is ready.”
4. Subject: Grandfather; verb: told; indirect object: children (the); direct object: story (a)

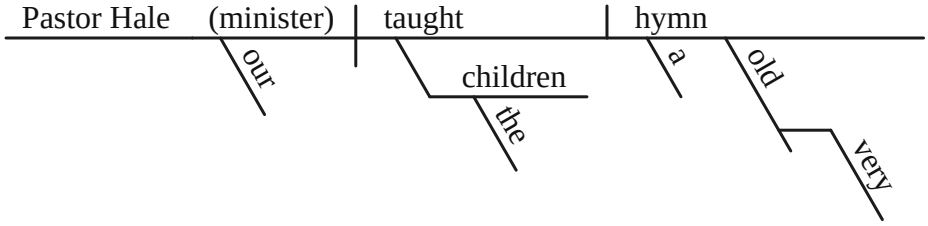


5. Henry said, “The barn door is open.” (A period always goes inside the closing quotation mark.)
6. “The apples are ripe,” said Samuel. (The comma goes inside the closing quotation mark.)
7. Anna asked, “May I ring the church bell?” (Anna's words are the question, so the question mark goes inside.)

8. Subject: (you) understood; verb: read; adverb: aloud; direct object: verse (the, next); Peter (direct address) on a line above the baseline



9. “The geese,” said Lydia, “are flying south.” (The second part finishes the same sentence, so it begins with a small letter.)
10. Did Father say, “We will leave at dawn”? (The whole sentence is a question, but Father's words are not, so the question mark goes outside.)
11. Subject: Pastor Hale, with the appositive (minister) beside it and our under minister; verb: taught; indirect object: children (the); direct object: hymn (a, old); very on a line joined to old



12. Answers will vary. Example: “The snow,” said Grandfather, “is deep in the lane.” The second part begins with a small letter because it finishes the same sentence that the first part began.

UNIT 15 · LESSON 15.3 · LEVEL 2

TITLES

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use italics (underlining in handwriting) for the titles of books, magazines, newspapers, long poems, ships, and paintings.
- Use quotation marks for the titles of short stories, short poems, songs, hymns, chapters, and articles.
- Capitalize the first, last and important words of a title.

VIDEO

WATCH

CAPITALIZING & FORMATTING TITLES | English Lesson

Kevin Spaans · 4:59

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=4C5dLmIwsiQ

BACKUP

Quotation Marks vs. Italics Grammar Lesson | How to Punctuate Titles 📚🎬

GrammarFlip · 1:24

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=hCz9MSaJe6E

KEY TERMS

italics	Italics are slanted letters used for the titles of long works; in handwriting, underline the title instead.
title capitalization	In a title, capitalize the first word, the last word and every important word.

TEACHING

A title is the name of a book, a poem, a hymn, or some other work. Like any name, it needs to stand out so the reader knows it is a name. Suppose you write *Clara loves Heidi*. Is Heidi a friend of Clara's, or the book by Johanna Spyri? When you write Clara loves *Heidi*, the slanted letters tell the reader at once that Heidi is the name of a book. English marks titles in two ways: with italics and with quotation marks.

Italics are slanted letters. Use them for the titles of long works and of things that stand alone: books (*Treasure Island*, *The Pilgrim's Progress*), magazines and newspapers, long poems that fill a book (*The Song of Hiawatha*), ships (the *Mayflower*) and paintings (*The Angelus*, by Jean-François Millet). When you write by hand, you cannot make slanted letters easily, so underline the title instead: underlining is the handwritten sign for italics.

Use quotation marks for the titles of short works and of parts of longer works: short stories, short poems, songs, hymns, chapters, and articles. Robert Louis Stevenson's book *A Child's Garden of Verses* holds a short poem called “My Shadow.” Kenneth Grahame's book *The Wind in the Willows* has a chapter called “The River Bank.” On Sunday the congregation may sing “Rock of Ages,” and one of Aesop's fables is “The Lion and the Mouse.” Here is a simple test: if the work is long and stands alone, use italics; if it is short or is part of a larger work, use quotation marks.

The Bible and the names of its books are a special case. Capitalize them, but do not put them in italics or quotation marks: *We read from Genesis; Grandfather's Bible is very old*. Remember, too, that the rules you learned in Lesson 15.2 still hold for titles in quotation marks. Periods and commas go inside the closing mark (We sang “Silent Night.”), and a question mark goes outside when the whole sentence is the question (Have you read “The Swing”?).

Titles also follow their own capital-letter rule. Capitalize the first word and the last word of a title, and every important word in between: nouns, pronouns, verbs, adjectives, and adverbs. Do not capitalize these small words in the middle of a title: the articles *a*, *an* and *the*; the conjunctions *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*; and short prepositions such as *of*, *in*, *to*, *on*, *at*, *by*, and *with*. So we write *The Wind in the Willows*, “Joy to the World” and “Abide with Me.” Watch for short words that are important: in “It Is Well with My Soul,” the word *Is* is a verb, so it is capitalized, even though it is short.

Why not capitalize every word? The small words only join and point; the large words carry the meaning. Leaving the small words in lowercase lets the important words stand out, the same way a good title should.

WORKED EXAMPLE 1

Should the title be in italics or in quotation marks?

> *Ruth sang Fairest Lord Jesus at the evening service.*

Choose: italics · quotation marks

1. Find the title: *Fairest Lord Jesus*.
2. Ask what kind of work it is. *Fairest Lord Jesus* is a hymn.
3. A hymn is a short work, so its title goes in quotation marks: Ruth sang “Fairest Lord Jesus” at the evening service.

Answer: quotation marks (a hymn is a short work)

WORKED EXAMPLE 2

Fix the capital letters in the title.

> *Caleb is reading the song of hiawatha by Longfellow.*

1. The first word of a title is always capitalized: *The*.
2. *Song* is a noun, an important word, so it is capitalized.
3. *Of* is a short preposition in the middle of the title, so it stays lowercase.
4. *Hiawatha* is the last word (and a name), so it is capitalized. The title stays in italics, because it is a long poem that fills a book.

Answer: Caleb is reading *The Song of Hiawatha* by Longfellow.

PRACTICE

DAY 2

1. EASY Should the title of the book be in italics or in quotation marks?

   > *Our family read Robinson Crusoe last winter.*

   Choose: italics · quotation marks

2. EASY Should the title of the hymn be in italics or in quotation marks?

   > *The congregation sang Rock of Ages.*

   Choose: italics · quotation marks

3. EASY Add quotation marks to the title of the poem.

   > *Grace memorized My Shadow by Robert Louis Stevenson.*

4. EASY Diagram the sentence.

   > *Our family sings hymns in the evening.*

DAY 3

5. EASY Should the name of the ship be in italics or in quotation marks?

   > *The Pilgrims sailed to America on the Mayflower.*

   Choose: italics · quotation marks

6. MEDIUM Fix the capital letters in the title.

> *Anna read the wind in the willows to her sister.*

7. MEDIUM Which hymn title is capitalized correctly?

Choose: Joy To The World · Joy to the World · joy to the World

8. MEDIUM Diagram the sentence.

> *Abigail read her little brother a very long book.*

DAY 4

9. MEDIUM The period is in the wrong place. Fix the sentence.

> *Last Sunday the choir sang "Silent Night".*

10. MEDIUM Write one sentence that names a book you like and a hymn you like. Mark each title correctly, and tell why each mark is used.

11. HARD Diagram the sentence.

> *Stevenson, a writer from Scotland, wrote many poems.*

12. HARD Put quotation marks around the poem's title and fix its capital letters.

> *Have you read the poem the arrow and the song?*

COMMON MISTAKES

- Watch for capitalizing every word of a title, as in *Joy To The World*. Leave articles, coordinating conjunctions and short prepositions lowercase unless they come first or last.
- Watch for skipping short words that are important, such as *Is* in "It Is Well with My Soul." Ask what job the word does: a verb, noun, pronoun, adjective, or adverb is always capitalized in a title.
- Watch for mixing up the two marks. Ask whether the work is long and stands alone (italics, or underlining by hand) or is short or part of something larger (quotation marks). Do not use either mark for the Bible or its books.

DAY 5

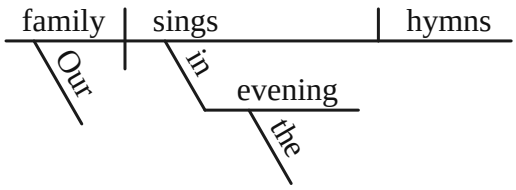
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *After supper we sang "Abide with Me," and then Grandfather read us a chapter from Heidi.*

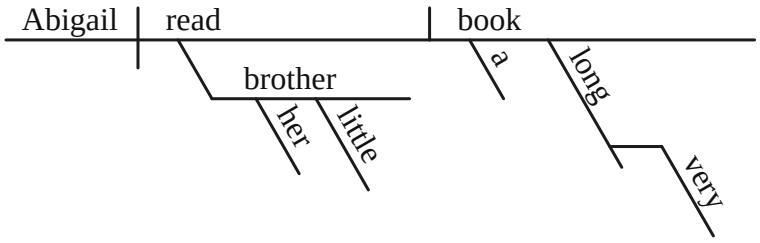
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 15.3

1. italics (*Robinson Crusoe* is a book)
2. quotation marks (a hymn is a short work)
3. Grace memorized "My Shadow" by Robert Louis Stevenson.
4. Subject: family (Our); verb: sings; direct object: hymns; the phrase in evening (the) under sings



5. italics (names of ships are written in italics)
6. Anna read *The Wind in the Willows* to her sister.
7. Joy to the World (*to* is a short preposition and *the* is an article; *World* is the last word)
8. Subject: Abigail; verb: read; indirect object: brother (her, little); direct object: book (a, long); very on a line joined to long



9. Last Sunday the choir sang "Silent Night." (A period goes inside the closing quotation mark.)
10. Answers will vary. Example: Lydia read *Heidi* and sang "Abide with Me." *Heidi* is in italics because it is a book; "Abide with Me" is in quotation marks because a hymn is a short work.

11. Subject: Stevenson, with the appositive (writer) beside it, a under writer, and the phrase from Scotland under writer; verb: wrote; direct object: poems (many)

12. Have you read the poem “The Arrow and the Song”? (The whole sentence is the question, so the question mark goes outside.)

UNIT 15 · LESSON 15.4 · LEVEL 2

Semicolons and Colons

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Join two closely related sentences with a semicolon.
- Use a colon before a list that follows a complete sentence.
- Use a colon between the hour and the minute, between chapter and verse, and after the greeting of a business letter.
- Diagram compound sentences joined by a semicolon.

VIDEO

WATCH

SEMICOLONS | English Lesson

Kevin Spaans · 4:35

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=n17IRNtOwNQ

BACKUP

COLONS | English Lesson

Kevin Spaans · 6:08

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=6PvQf7eG_LQ

KEY TERMS

semicolon A semicolon (;) joins two closely related sentences into one sentence without a conjunction.

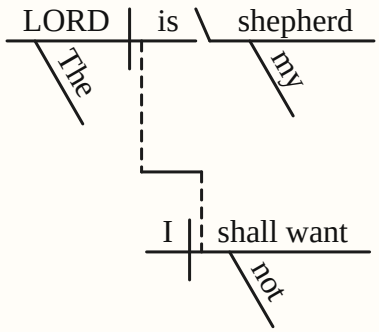
colon A colon (:) points ahead to what follows, such as a list after a complete sentence.

TEACHING

A **semicolon** looks like a period sitting on top of a comma, and it does a job between the two. It joins two closely related sentences into one compound sentence without a conjunction: *The bell rang; the people sat down*. A period would make two separate sentences, and a comma alone cannot join two sentences (that makes the comma splice you learned to fix in Lesson 9.2). The semicolon tells the reader, “Stop here, but not for long; these two thoughts belong together.” The best-loved psalm begins this way: “The LORD is my shepherd; I shall not want.” (Psalms 23:1, KJV)

Use a semicolon only when each side could stand alone as a complete sentence, and only when the two thoughts are closely related. *The rain stopped; the children ran outside* is good, because the second thought follows from the first. After a semicolon, do not begin the second part with a capital letter unless the first word is a proper noun or the word *I*.

You already know how to diagram a compound sentence joined by a semicolon: each part gets its own baseline, one above the other, and the dashed line between the verbs has a step with no word on it.



The LORD is my shepherd; I shall not want.

A **colon** points ahead. Its most common job is to introduce a list: *For the picnic we packed three things: bread, cheese, and apples*. The words before the colon must make a complete sentence. Words such as *these*, *the following* or a number (*three things*) often come just before the colon. Never put a colon right after a verb or a preposition, where the list finishes the sentence: write *We packed bread, cheese, and apples*, not *We packed: bread, cheese, and apples*.

A colon has three other everyday jobs. It goes between the hour and the minute (*The service begins at 10:30*.), between the chapter and the verse of a Bible reference (John 3:16; Psalms 23:1), and after the greeting of a business letter (*Dear Mr. Miller:*). A friendly letter still uses a comma after its greeting (*Dear Grandmother,*), as you learned in Level 1.

If you read the King James Bible closely, you will see colons and semicolons used more often and more freely than we use them today. In the middle of many verses a colon marks a pause, even before a conjunction: “A soft answer turneth away wrath: but grievous words stir up anger.” (Proverbs 15:1, KJV) When you copy Scripture, keep its marks exactly as they are. In your own writing, follow the rules in this lesson: a writer today would use a comma before *but* in that sentence.

WORKED EXAMPLE 1

Add the missing colon.

> *Father packed these things for the fishing trip a net, two poles, and a basket of bread.*

1. Find the list: *a net, two poles, and a basket of bread*.
2. Read the words before the list: *Father packed these things for the fishing trip*. They make a complete sentence, and *these things* points ahead to the list.
3. A list that follows a complete sentence is introduced by a colon, so put the colon after *trip*.

Answer: Father packed these things for the fishing trip: a net, two poles, and a basket of bread.

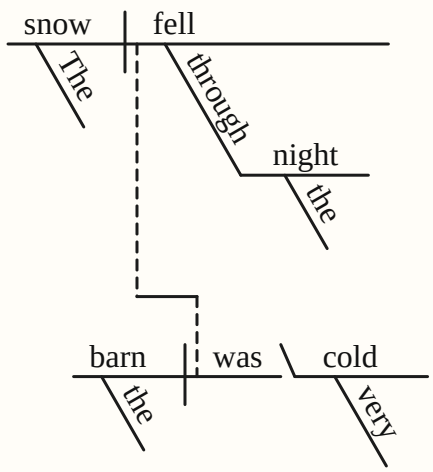
WORKED EXAMPLE 2

Diagram the sentence.

> *The snow fell through the night; the barn was very cold.*

1. Find the verbs: *fell* and *was*. There are two subject-and-verb pairs, *snow fell* and *barn was*, joined by a semicolon. This is a compound sentence.
2. First baseline: *snow* with *The* under it, and the verb *fell*. *Through the night* tells when the snow fell, so it is an adverb phrase under *fell*: *through* on a slanted line, *night* on the line below it, and *the* under *night*.
3. Second baseline: *barn* with *the* under it, and the linking verb *was*. *Cold* describes the barn, so it is a predicate adjective after a backslash, and *very* goes on a line joined to *cold*.
4. Join the two verbs with a dashed line. A semicolon joins the sentences, so the step on the dashed line has no word on it.

Answer: First clause: subject snow (The), verb fell, adverb phrase through night (the). Second clause: subject barn (the), linking verb was, predicate adjective cold (very). Dashed line with no word joins fell and was.



PRACTICE

DAY 2

1. EASY Join the two sentences into one with a semicolon.

   > *The sun set. The stars came out.*

2. EASY Which sentence is written correctly?

   Choose: Pastor Hale read John 3;16. · Pastor Hale read John 3:16. · Pastor Hale read John 3,16.

3. EASY Which mark belongs in the blank?

> *Mother bought three things at the market ____ flour, salt, and yeast.*

Choose: semicolon · colon

4. EASY Diagram the sentence.

> *The wind blew hard; the shutters rattled loudly.*

DAY 3

5. EASY This is the greeting of a business letter. Add the missing mark.

> *Dear Mr. Miller*

6. MEDIUM Which sentence uses the colon correctly?

Choose: We need: a hammer, nails, and boards. · We need three things: a hammer, nails, and boards. · We need three things, a hammer: nails, and boards.

7. MEDIUM Fix the comma splice by replacing the comma with a semicolon.

> *The cows came home, Caleb milked them before supper.*

8. MEDIUM Diagram the sentence.

> *Grandmother knitted Samuel a warm scarf; he wore it often.*

DAY 4

9. MEDIUM Remove the colon that does not belong.

> *Our garden grows: beans, corn, and squash.*

10. MEDIUM Is the semicolon used correctly or incorrectly?

> *After the long rain in the valley; the river rose.*

11. HARD Diagram the sentence.

> *Henry, Mr. Miller's oldest son, carried the flour; Ruth baked the bread.*

12. HARD Write two closely related sentences about your chores and join them with a semicolon. Then explain why a comma alone would be wrong there.

COMMON MISTAKES

- Watch for a semicolon with only a phrase on one side, as in *After the rain; we picked berries*. Read each side by itself; if either one is not a complete sentence, do not use a semicolon.
- Watch for a colon right after a verb or a preposition, as in *We need: eggs and milk*. The words before a colon must make a complete sentence; if they do not, leave the colon out.
- Watch for a comma alone between two sentences. Use a semicolon, or a comma with a conjunction such as *and* or *but*, or make two sentences.

DAY 5

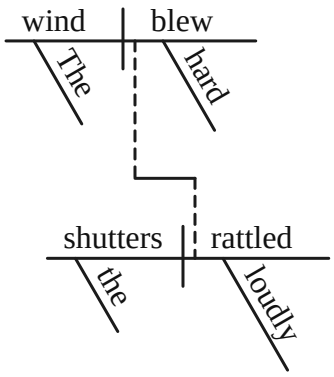
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The lambs were born in March; by Easter they were running and leaping in the green meadow.*

Then review the common mistakes and redo any missed practice items.

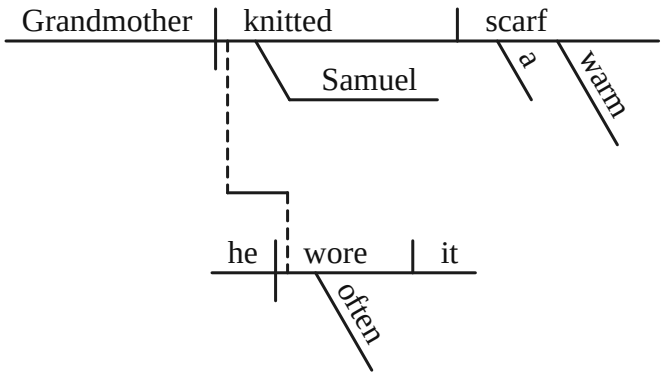
ANSWERS: LESSON 15.4

1. The sun set; the stars came out.
2. Pastor Hale read John 3:16. (A colon goes between chapter and verse.)
3. colon (it introduces a list after a complete sentence)
4. First clause: subject wind (The), verb blew, adverb hard. Second clause: subject shutters (the), verb rattled, adverb loudly. Dashed line with no word joins blew and rattled.

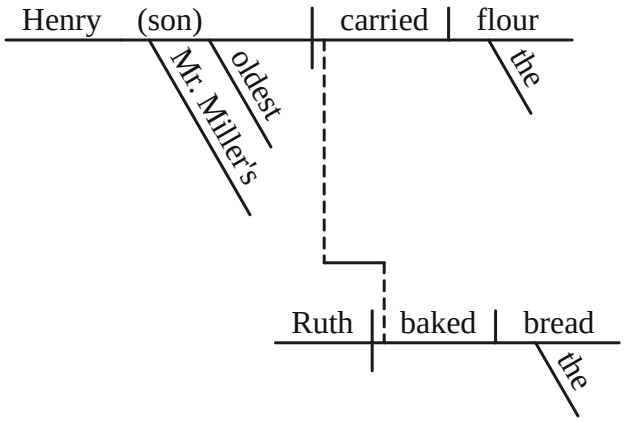


5. Dear Mr. Miller:
6. We need three things: a hammer, nails, and boards. (The words before the colon make a complete sentence.)
7. The cows came home; Caleb milked them before supper.

8. First clause: subject Grandmother, verb knitted, indirect object Samuel, direct object scarf (a, warm). Second clause: subject he, verb wore, direct object it, adverb often. Dashed line with no word joins knitted and wore.



9. Our garden grows beans, corn, and squash. (A colon never comes right after a verb.)
10. incorrect (*After the long rain in the valley* is not a complete sentence)
11. First clause: subject Henry, with the appositive (son) beside it and Mr. Miller's, oldest under son; verb carried; direct object flour (the). Second clause: subject Ruth, verb baked, direct object bread (the). Dashed line with no word joins carried and baked.



12. Answers will vary. Example: I fed the chickens; Lydia gathered the eggs. Each side is a complete sentence, and a comma alone cannot join two sentences; it would make a comma splice.

Unit 15 Test

Allow about 30 minutes. Work with your book closed, and draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, go back and reteach the lesson named beside it, then try a similar item again.

1. 15.1 Add the missing comma after the introductory word.

   > *No the colt is not ready for the saddle.*

2. 15.2 Add the missing quotation marks.

   > *Grandfather said, The creek is frozen solid.*

3. 15.3 Should the title of the short poem be in italics or in quotation marks?

   > *Lydia recited The Village Blacksmith for her grandparents.*

   Choose: italics · quotation marks

4. 15.4 Is the semicolon used correctly or incorrectly?

   > *The hymn ended; Pastor Hale began his sermon.*

5. 15.1 Write the whole appositive phrase.

   > *We bought honey from Mr. Grant, a beekeeper near the river.*

6. 15.2 Which sentence is punctuated correctly?

   Choose: “Where is the lantern?” asked Peter. · “Where is the lantern?,” asked Peter. · “Where is the lantern”? asked Peter.

7. 15.3 Fix the capital letters in the title.

   > *Clara borrowed alice's adventures in wonderland from the library.*

8. 15.4 Add the missing colon.

   > *Our pantry holds the following jars peaches, pickles, and jam.*

9. 15.1 Diagram the sentence.

   > *Martha, a girl from our church, picked the strawberries.*

10. 15.2 Add the two missing commas in this split quotation.

    > *“The pumpkins” said Mother “need one more week of sun.”*

11. 15.1 Write the noun of direct address.

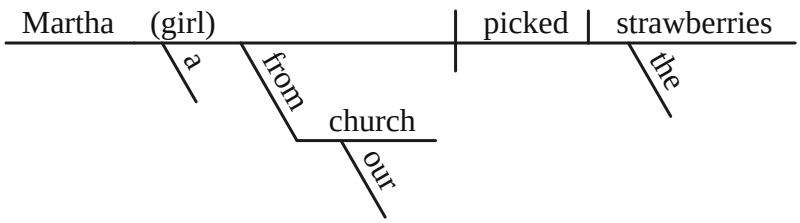
> *Go to the ant, thou sluggard; consider her ways, and be wise.* (Proverbs 6:6, KJV)

12. 15.4 Diagram the sentence.

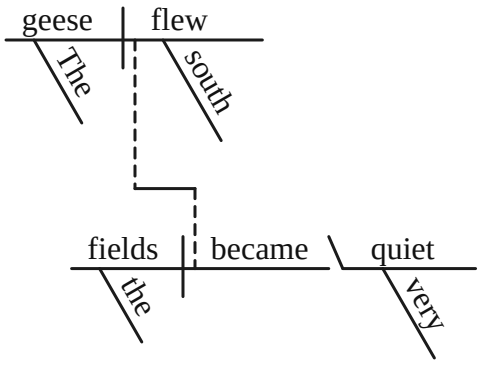
> *The geese flew south; the fields became very quiet.*

ANSWERS: UNIT 15 TEST

1. No, the colt is not ready for the saddle.
2. Grandfather said, “The creek is frozen solid.”
3. quotation marks (a short poem takes quotation marks)
4. correct (each side is a complete sentence, and the thoughts are closely related)
5. a beekeeper near the river
6. “Where is the lantern?” asked Peter. (The question mark belongs to Peter's words, and no comma is added after it.)
7. Clara borrowed *Alice's Adventures in Wonderland* from the library. (*In* is a short preposition in the middle of the title.)
8. Our pantry holds the following jars: peaches, pickles, and jam.
9. Subject: Martha, with the appositive (girl) beside it, a under girl, and the phrase from church (our) under girl; verb: picked; direct object: strawberries (the)



10. “The pumpkins,” said Mother, “need one more week of sun.”
11. sluggard (the lazy man is the one spoken to)
12. First clause: subject geese (The), verb flew, adverb south. Second clause: subject fields (the), linking verb became, predicate adjective quiet (very). Dashed line with no word joins flew and became.



LEVEL 2 · LEVEL 2, YEAR B, WEEKS 23–30

Unit 16. Usage and Conjunctions

This last unit of Level 2 sharpens the choices a careful writer makes. You will learn the seven coordinating conjunctions and the correlative pairs (both…and, either…or, neither…nor, not only…but also, whether…or), and how to keep the parts they join parallel. Then you will master three pairs of troublesome verbs (lie and lay, sit and set, rise and raise), a set of words that are easily confused, and the harder rules of capitalization.

These lessons build on what you already know. Conjunctions and compound parts come from Units 7 and 9, the agreement rules from Unit 12, principal parts from Unit 11, direct objects from Unit 13, and quotation marks and titles from Unit 15. Using these words well makes your writing clear to the reader and shows care for the language, and it prepares you for the clauses and longer sentences of Level 3.

BEFORE THIS UNIT

- Find the direct object of a verb by asking whom? or what? after it.
- Give the four principal parts of a verb.
- Diagram compound subjects, compound verbs, compound direct objects, and compound sentences.
- Use quotation marks and capitalize titles of works.

MASTERY CHECKLIST

☐ I can name the seven coordinating conjunctions and tell what each one shows.

☐ I can use correlative conjunctions in pairs and keep the parts after them parallel.

☐ I can diagram compound parts joined by correlative conjunctions.

☐ I can choose lie or lay, sit or set, and rise or raise by asking whether the verb has a direct object.

☐ I can give the principal parts of lie, lay, sit, set, rise, and raise.

☐ I can choose correctly between accept and except, affect and effect, then and than, lose and loose, lead and led, desert and dessert, and quiet and quite.

☐ I can capitalize family words used as names, regions, languages, historical names, religious words and the first word of a quotation, and leave directions and most school subjects in lowercase.

UNIT 16 · LESSON 16.1 · LEVEL 2

Coordinating and Correlative Conjunctions

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the seven coordinating conjunctions and tell what each one shows.
- Recognize the correlative pairs both…and, either…or, neither…nor, not only…but also, and whether…or.
- Keep the words after each part of a correlative pair parallel.
- Diagram compound parts joined by correlative conjunctions.

VIDEO

WATCH

Correlative Conjunctions | Grammar Lesson 🤝⚖️

GrammarFlip · 2:05

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=RxPrvrcdC1A

BACKUP

Correlative Conjunctions Rap | Grammar Song for Middle & High School Students | GrammarFlip

GrammarFlip · 2:24

When to watch: Any day this week, as a memory song.

https://www.youtube.com/watch?v=QDN0qvnxK3M

KEY TERMS

coordinating conjunction	A coordinating conjunction joins words or groups of words of the same kind: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*.
correlative conjunctions	Correlative conjunctions are pairs of conjunctions that work together to join words or groups of words of the same kind.
parallel	Parts are parallel when they are the same kind of word or word group and are built in the same way.

TEACHING

You learned long ago that a conjunction joins words or groups of words. In this lesson you will meet the two families of conjunctions that join parts of equal rank: coordinating conjunctions and correlative conjunctions. Knowing them

well will help you join your ideas smoothly and punctuate them correctly.

There are exactly seven **coordinating conjunctions**: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. Many students remember them by their first letters, which spell FANBOYS. Each one has its own meaning. *And* adds one thing to another. *But* and *yet* show a contrast. *Or* offers a choice, and *nor* adds one negative idea to another (not this, and not that either). *So* shows a result, and *for* gives a reason; *for* means about the same as *because*. Choose the one that says what you mean: *The ground was dry, so Henry watered the beans* tells why Henry watered them, but *The ground was dry, yet the beans grew well* tells of a surprise.

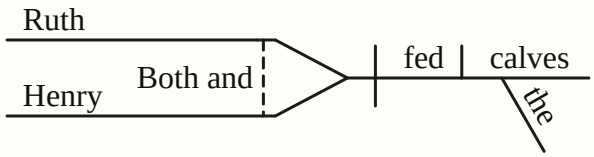
A coordinating conjunction joins parts that are the same kind: two nouns (*bread and butter*), two verbs (*Ruth washed and dried the dishes*), two phrases (*in the barn or in the field*), or two complete sentences. When it joins two sentences into a compound sentence, put a comma before it. The psalmist uses *for* to join two statements: “O give thanks unto the LORD; for he is good.” (Psalms 136:1, KJV) Here *for* gives the reason for the first statement. (The King James Bible puts a semicolon before *for*; in your own writing, use a comma: *Give thanks to the Lord, for he is good*.) Be careful: *for* is also a preposition (*a gift for Mother*). It is a conjunction only when the words after it have their own subject and verb, as *he is good* does.

Correlative conjunctions are conjunctions that come in pairs: *both…and*, *either…or*, *neither…nor*, *not only…but also*, and *whether…or*. The first word comes before the first part, and the second word comes before the second part: *Both Ruth and Henry fed the calves*. *Either Mother or Grandmother will bake the pies*. The pair makes the joining stronger and clearer than a single conjunction could. Listen to the strong promise in this verse: “Behold, he that keepeth Israel shall neither slumber nor sleep.” (Psalms 121:4, KJV) Always pair *neither* with *nor*, never with *or*.

The words that follow each part of a correlative pair must be **parallel**, that is, the same kind of word or word group. In *Clara not only sings but also plays the organ*, a verb follows *not only* (*sings*) and a verb follows *but also* (*plays*). The sentence *Grandfather will either mend the fence today or tomorrow* is not balanced, because *either* comes before a verb (*mend*) but *or* comes before an adverb (*tomorrow*). Move *either* so that it stands right before the first of the two matching words: *Grandfather will mend the fence either today or tomorrow*. *Whether…or* works the same way: *We walk to church whether in rain or in sunshine* joins two prepositional phrases. Parallel parts let the reader see at once which two things are being joined.

Remember the agreement rule you learned in Unit 12. When subjects are joined by *either…or* or *neither…nor*, the verb agrees with the nearer subject: *Neither the boys nor their father was tired*. When they are joined by *both…and*, the subject is plural: *Both the cow and the calf are in the barn*.

To diagram correlative conjunctions, draw the fork for the compound part just as you did for *and*, and write both words of the pair together on the dashed line. In the diagram below, *Both and* stand together on the dashed line between *Ruth* and *Henry*. The same is done for compound verbs and compound direct objects.



Both Ruth and Henry fed the calves.

Latin link. *Coordinate* comes from the Latin *co-* “together” and *ordo* “order” or “rank”: coordinating conjunctions join parts of the same rank. *Correlative* comes from *com-* “together” and *relatus* “related”: the two words of the pair are related to each other.

WORKED EXAMPLE 1

Which coordinating conjunction correctly completes the sentence?

> *The hens stopped laying, ____ the days had grown short.*

Choose: for · so · or

1. Read both parts. *The hens stopped laying*. *The days had grown short*.
2. Ask how the second part is related to the first. The short days are the reason the hens stopped laying.
3. The coordinating conjunction that gives a reason is *for*. *So* would wrongly make the short days the result, and *or* would offer a choice that makes no sense.

Answer: for (it gives the reason the hens stopped laying)

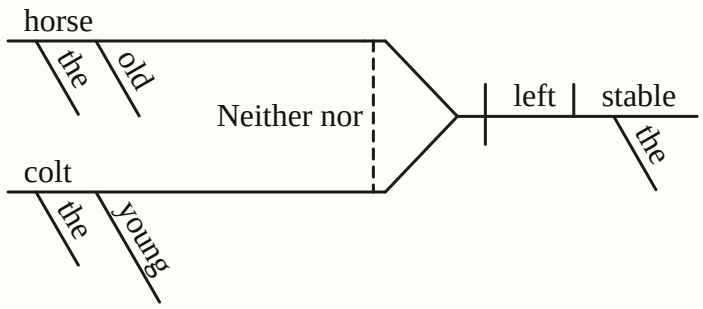
WORKED EXAMPLE 2

Diagram the sentence.

> *Neither the old horse nor the young colt left the stable.*

1. Find the verb: *left*. Ask who or what left: *the horse and the colt*. The sentence has a compound subject.
2. The subjects are joined by the correlative pair *Neither…nor*. Draw a fork in the subject place with *horse* on the top prong and *colt* on the bottom prong, and write *Neither nor* together on the dashed line between them.
3. Ask left what? *The stable*. *Stable* is the direct object; put it after a short vertical line on the baseline.
4. Put each article and adjective under its noun: *the*, *old* under *horse*; *the*, *young* under *colt*; *the* under *stable*.

Answer: Compound subject: horse and colt, joined by Neither nor on the dashed line (the, old under horse; the, young under colt); verb: left; direct object: stable (the)



PRACTICE

DAY 2

1. EASY Write the coordinating conjunction.

   > *The lambs were hungry, so Caleb filled the trough with hay.*

2. EASY Are *Neither* and *nor* in this sentence coordinating or correlative conjunctions?

   > *Neither the cow nor the calf would leave the barn.*

3. EASY Which word correctly completes the sentence?

   > *Neither Peter ____ James forgot his Bible.*

   Choose: or · nor

4. EASY Diagram the sentence.

> *Either Mother or Grandmother will bake the pies.*

DAY 3

5. EASY Write the two parts of the correlative conjunction in order.

> *The farmer not only plowed the field but also planted the corn.*

6. MEDIUM What part of speech is the word *for* in this sentence?

> *We hurried home from the meadow, for the storm was coming.*

7. MEDIUM Fix the sentence by moving the word *either* so that the words after *either* and *or* are parallel.

> *Grandfather will either mend the fence today or tomorrow.*

8. MEDIUM Diagram the sentence.

> *Abigail not only weeded the garden but also watered the beans.*

DAY 4

9. MEDIUM Fix the error in the correlative conjunction.

> *Neither the rain or the wind kept Pastor Hale from church.*

10. MEDIUM Which verb correctly completes the sentence?

> *Neither the boys nor their father ____ tired after the harvest.*

Choose: was · were

11. HARD Diagram the sentence.

> *A soft answer turneth away wrath: but grievous words stir up anger.* (Proverbs 15:1, KJV)

12. HARD Write a sentence that uses *not only…but also*. Make the words after *not only* and after *but also* parallel, and tell what kind of words they are.

COMMON MISTAKES

- Watch for *neither* paired with *or*. *Neither* always goes with *nor*, and *either* always goes with *or*.
- Watch for correlative pairs placed so the parts do not match, as in *either mend the fence today or tomorrow*. Put each part of the pair right before the matching words.

- Watch for a missing comma when a coordinating conjunction joins two complete sentences. Put a comma before the conjunction, but do not put one between just two words or two verbs (*Ruth and Henry*; *washed and dried*).

DAY 5

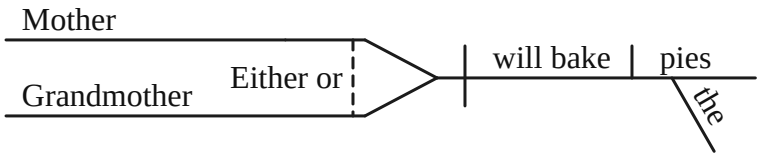
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Neither the cold wind nor the deep snow kept Grandfather from the barn, for the cows needed him.*

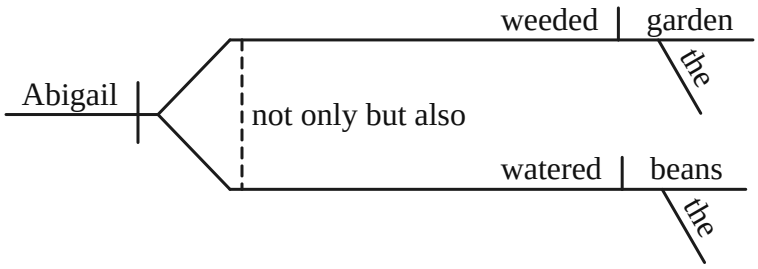
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 16.1

1. so
2. correlative (they work together as a pair)
3. nor (*neither* is always paired with *nor*)
4. Compound subject: Mother and Grandmother, joined by Either or on the dashed line; verb: will bake; direct object: pies (the)

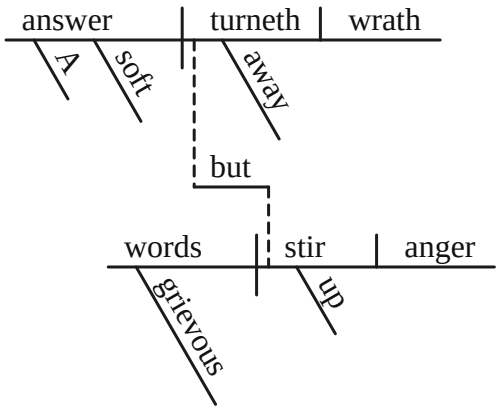


5. not only, but also
6. conjunction (the words after it, *the storm was coming*, have their own subject and verb)
7. Grandfather will mend the fence either today or tomorrow. (Now an adverb follows each part: *today*, *tomorrow*.)
8. Subject: Abigail; compound verb: weeded and watered, joined by not only but also on the dashed line; direct objects: garden (the) after weeded, beans (the) after watered



9. Neither the rain nor the wind kept Pastor Hale from church.

10. was (the verb agrees with the nearer subject, *father*, which is singular)
11. Compound sentence joined by but. First clause: subject answer (A, soft), verb turneth (away), direct object wrath. Second clause: subject words (grievous), verb stir (up), direct object anger.



12. Answers will vary. Example: Lydia not only swept the porch but also shook the rugs. (Both parts begin with a verb: *swept*, *shook*.)

UNIT 16 · LESSON 16.2 · LEVEL 2

Troublesome Verbs: lie and lay, sit and set, rise and raise

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Give the four principal parts of lie, lay, sit, set, rise, and raise.
- Choose lay, set, or raise when the verb has a direct object, and lie, sit or rise when it does not.
- Use the past form lay and the past participle lain correctly.
- Diagram sentences that use these verbs.

VIDEO

WATCH

Tricky Verbs: Lay and Lie

The Learning Depot · 7:02

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=3yfZewa06oE

BACKUP

Six Tricky Verbs: lie and lay, sit and set, raise and rise

Ms. Hastings · 7:30

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=51L14L8U1mQ

KEY TERMS

lie and lay — *Lie* means to rest or recline and has no direct object; *lay* means to put or place something and has a direct object.

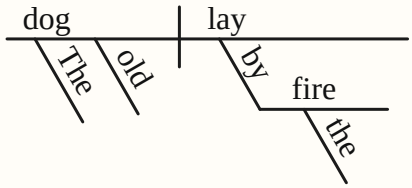
sit and set — *Sit* means to be seated and has no direct object; *set* means to put or place something and has a direct object.

rise and raise — *Rise* means to go up or get up and has no direct object; *raise* means to lift something up and has a direct object.

TEACHING

Three pairs of verbs trouble even grown-up writers: *lie* and *lay*, *sit* and *set*, *rise* and *raise*. The two verbs in each pair look alike and have related meanings, but they do different jobs. In each pair, one verb tells what the subject does by itself, and it never has a direct object. The other verb tells what the subject does to something else, so it always has a direct object. If you know which verb takes a direct object, you can choose correctly every time.

Lie means to rest or recline. Its principal parts are *lie*, *lying*, *lay*, *lain*: *The dog lies by the fire*. *The dog is lying there now*. *Yesterday the dog lay there all evening*. *The dog has lain there since supper*. **Lay** means to put or place something. Its principal parts are *lay*, *laying*, *laid*, *laid*: *Lay the Bible on the table*. *Ruth is laying the napkins by the plates*. *She laid them there before supper*. *The hens have laid twelve eggs*. Notice the tricky spot: *lay* is the present form of *lay*, but it is also the past form of *lie*. Scripture shows *lay* as the past of *lie*: "So Samuel went and lay down in his place." (1 Samuel 3:9, KJV) Samuel did not put anything down; he rested, so the past of *lie* is right. (*Lie* meaning to tell something false is a different verb: *lie*, *lying*, *lied*, *lied*.)



The old dog lay by the fire.

Older English sometimes used *lay* with a pronoun as its object, where we would say *lie*. The psalmist wrote, "I laid me down and slept." (Psalms 3:5, KJV) That is correct, because *me* is the direct object of *laid*: David laid himself down. Today we would write *I lay down and slept*, with *lay* as the past of *lie* and no object at all.

Sit means to be seated, and it has no direct object. Its principal parts are *sit*, *sitting*, *sat*, *sat*: *Grandfather sits on the porch*. *He sat there yesterday*. *He has sat there every evening this week*. **Set** means to put or place something, and it has a direct object. Its principal parts are *set*, *setting*, *set*, *set* (all the same but the present participle): *Set the pitcher on the table*. *Clara set the pies on the windowsill*. One special use of *set* has no object and is correct: *The sun sets in the west*.

Rise means to go up or to get up, and it has no direct object. Its principal parts are *rise*, *rising*, *rose*, *risen*: *The bread rises in the warm kitchen*. *The farmer rose before dawn*. *The moon has risen over the hills*. **Raise** means to lift something up, and it has a direct object. Its principal parts are *raise*, *raising*, *raised*, *raised*: *Henry raised the barn door*. *The church has raised a new steeple*. On Easter morning the angel said, "He is not here: for he is risen, as he said." (Matthew 28:6, KJV) *Risen* is the past participle of *rise*. In older English, *is* was used with it where we now say *has risen*.

Here is a test for any sentence. First find the verb's direct object by asking *whom?* or *what?* after it. If there is a direct object, use *lay*, *set* or *raise*. If there is none, use *lie*, *sit* or *rise*. A second test also helps: *put*, *place* or *lift* fits where *lay*, *set* and *raise* belong. You put a book on the shelf, so you lay it there. When you take a nap, you are not putting anything down, so you lie down.

WORKED EXAMPLE 1

Which verb correctly completes the sentence?

> *Yesterday the cat ____ in the sun all afternoon.*

Choose: lay · laid

1. Ask whether the verb has a direct object. Ask the cat ____ what? Nothing follows; *in the sun* is a prepositional phrase and *all afternoon* tells when.
2. With no direct object, the verb must be *lie*, which means to rest.
3. Yesterday shows past time. The past form of *lie* is *lay*.

Answer: lay (the past form of *lie*; there is no direct object)

WORKED EXAMPLE 2

Fix the past participle after *had*.

> *Mother had laid down for a short rest before supper.*

1. Ask Mother had laid what? Nothing; *down* is an adverb, and *for a short rest* is a prepositional phrase. There is no direct object.
2. With no direct object, the verb must be *lie*, not *lay*.
3. The past participle of *lie* is *lain*, so *had lain* is correct.

Answer: Mother had lain down for a short rest before supper.

PRACTICE

DAY 2

1. EASY Which verb correctly completes the sentence?

   > *Please ____ the forks beside the plates.*

   Choose: sit · set

2. EASY Does the verb *rose* have a direct object? Answer yes or no.

   > *The bread rose in the warm kitchen.*

3. EASY Write the direct object of the verb *laid*.

> *And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger.* (Luke 2:7, KJV)

4. EASY Diagram the sentence.

> *The hen laid an egg in the straw.*

DAY 3

5. EASY Which verb correctly completes the sentence?

> *The sun ____ early on summer mornings.*

Choose: rises · raises

6. MEDIUM In this sentence, *lay* is the past form of which verb?

> *So Samuel went and lay down in his place.* (1 Samuel 3:9, KJV)

Choose: lie · lay

7. MEDIUM Fix the past participle after *have*.

> *The quilts have laid on the bed since Monday.*

8. MEDIUM What job does the word *napkins* do in this sentence?

> *Ruth laid the clean napkins beside each plate.*

DAY 4

9. MEDIUM Which verb correctly completes the sentence?

> *Caleb has ____ the flag every morning this week.*

Choose: risen · raised · rose

10. MEDIUM Diagram the sentence.

> *Henry and Lydia set the heavy baskets of apples on the porch.*

11. HARD Diagram the sentence.

> *Father raised the heavy door, and the sleepy lambs rose from the hay.*

12. HARD Write two sentences about the same morning on the farm: one that uses *lain* and one that uses *laid*. Then tell why each verb is right.

COMMON MISTAKES

- Watch for *laid* used when someone is only resting, as in *I laid down for a nap*. Ask laid what? If there is no answer, use the forms of *lie*: *I lay down yesterday*; *I have lain down*.
- Watch for *set* or *raise* without a direct object, as in *Come and set by the fire* or *The sun raised*. Use *sit* and *rise* when nothing receives the action (*the sun sets* is the one common exception).
- Watch for the wrong past participle after *has*, *have*, or *had*. Learn the parts as a chant: *lie, lay, lain*; *lay, laid, laid*; *sit, sat, sat*; *set, set, set*; *rise, rose, risen*; *raise, raised, raised*.

DAY 5

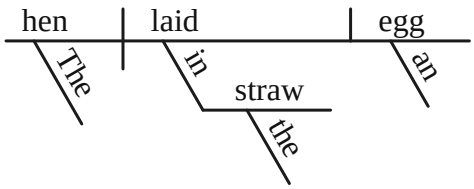
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *After supper Grandfather sat by the fire, and the old dog lay at his feet until the moon rose.*

Then review the common mistakes and redo any missed practice items.

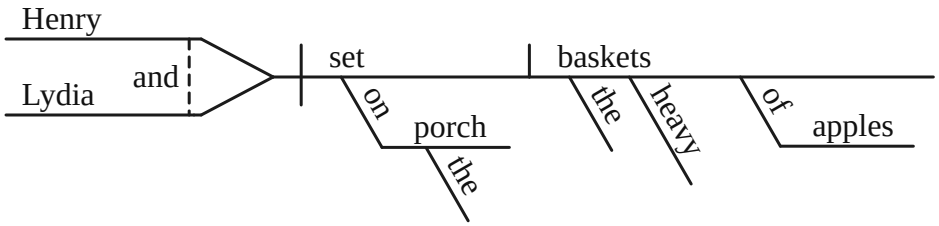
ANSWERS: LESSON 16.2

1. set (*forks* is a direct object)
2. no (*in the warm kitchen* is a prepositional phrase, not a direct object)
3. him
4. Subject: hen (The); verb: laid; direct object: egg (an); phrase in the straw under laid

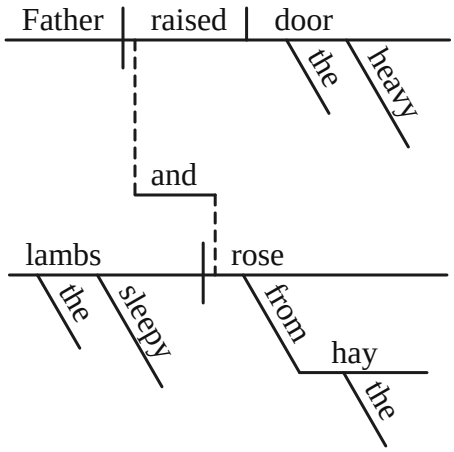


5. rises (there is no direct object)
6. lie (Samuel rested; there is no direct object)
7. The quilts have lain on the bed since Monday. (The quilts are resting; there is no direct object.)
8. direct object (it tells what Ruth laid, so *laid* is correct)
9. raised (*flag* is a direct object, and *has* needs the past participle)

10. Compound subject: Henry and Lydia; verb: set; direct object: baskets (the, heavy, phrase of apples); phrase on the porch under set



11. Compound sentence joined by and. First clause: subject Father, verb raised, direct object door (the, heavy). Second clause: subject lambs (the, sleepy), verb rose, phrase from the hay under rose.



12. Answers will vary. Example: The calf had lain in the straw all night. Anna had laid fresh hay in the manger. (*Lain* has no direct object because the calf only rested; *laid* has the direct object *hay*.)

UNIT 16 · LESSON 16.3 · LEVEL 2

Words Often Confused

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell the meaning and part of speech of accept and except, affect and effect, then and than, lose and loose, lead and led, desert and dessert, and quiet and quite.
- Choose the right word of each pair in a sentence.
- Correct sentences in which these words are confused.

VIDEO

WATCH

COMMONLY CONFUSED WORDS (Part 1) | English Lesson

Kevin Spaans · 6:26

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=PGI95jwIHTo

BACKUP

COMMONLY CONFUSED WORDS (Part 2) | English Lesson

Kevin Spaans · 5:50

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=2LYIw6sfPu8

KEY TERMS

accept and except *Accept* is a verb that means to receive or agree to; *except* usually means but or leaving out.

affect and effect *Affect* is usually a verb that means to change or influence; *effect* is usually a noun that means a result.

then and than *Then* is an adverb that tells when; *than* is used to compare.

TEACHING

Some pairs of words sound alike or nearly alike, or are spelled almost the same, but they have different meanings and often different jobs in the sentence. A spelling checker will not catch them, because both words are real words. The best

help is to know what part of speech each word is. Then you can ask what job the sentence needs done and choose the word that does it.

Accept is a verb that means to receive or to agree to: *Clara accepted the gift*. *Pastor Hale accepted our invitation*. **Except** usually works as a preposition that means but or leaving out: *Everyone except Henry finished the chores*. If you can put *but* in its place, write *except*.

Affect is usually a verb that means to change or influence: *The cold spring affected the apple trees*. **Effect** is usually a noun that means a result: *The cold had a bad effect on the apples*. A noun can follow an article, so if you can say *the effect* or *an effect*, you need the noun *effect*. Isaiah uses *effect* as a noun: "And the work of righteousness shall be peace; and the effect of righteousness quietness and assurance for ever." (Isaiah 32:17, KJV) Remember: *affect* is an action; *effect* is an end result.

Then is an adverb that tells when: *We milked the cows, and then we ate breakfast*. Matthew begins a sentence with it: "Then was Jesus led up of the Spirit into the wilderness to be tempted of the devil." (Matthew 4:1, KJV) **Than** is used to compare one thing with another: *Peter is taller than Ruth*. The psalmist compares a single day with a great many: "For a day in thy courts is better than a thousand." (Psalms 84:10, KJV) If the sentence compares, use *than*; if it tells when, use *then*. The same verse from Matthew also shows **led**, the past form and past participle of **lead** (to guide, which rhymes with *seed*). Writers confuse *led* with *lead* because the metal *lead* is spoken just like *led*. Write *led* for the past: *Yesterday Caleb led the horse to the barn*.

Lose is a verb that means to misplace or not to win; it rhymes with *shoes* and has one *o*. **Loose** is an adjective that means not tight or not fastened; it rhymes with *goose* and has two. Jesus said, "He that findeth his life shall lose it." (Matthew 10:39, KJV) But the barn had a loose board, and the calf got out.

Desert (stressed on the first part, DEZ-ert) is a dry, sandy land. Isaiah promised, "The wilderness and the solitary place shall be glad for them; and the desert shall rejoice, and blossom as the rose." (Isaiah 35:1, KJV) **Dessert** (stressed on the second part, de-ZERT) is the sweet dish at the end of a meal. *Dessert* has two *s*'s, the way you might wish for two helpings of pie. (*Desert* is also a verb, said like *dessert*, that means to leave someone alone when you should stay.)

Quiet is an adjective with two syllables (*qui-et*) that means making little or no noise: *The library was quiet*. **Quite** is an adverb with one syllable that means completely or very: *The pie was quite good*. Say each word aloud. If you hear two syllables, write *quiet*; if you hear one, write *quite*.

> **Latin link.** *Accept* comes from the Latin *accipere*, "to take to oneself" (*ad*, "to," and *capere*, "to take"); *except* comes from *excipere*, "to take out" (*ex*, "out," and *capere*). To accept something is to take it in; to except something is to take it out.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *Everyone ____ Thomas finished the chores before lunch.*

Choose: accept · except

1. Ask what job the missing word does. It does not tell an action of *Everyone*; the verb is finished.
2. The word leaves Thomas out of the group. Try *but* in its place: *Everyone but Thomas finished the chores*. It fits.
3. The word that means but or leaving out is *except*.

Answer: except (it means but; Thomas is left out)

WORKED EXAMPLE 2

Fix the two confused words.

> *The storm had a strange affect on the hens, and they laid fewer eggs then before.*

1. Look at *affect*. It comes after the article *a*, so the sentence needs a noun that means a result. The noun is *effect*.
2. Look at *then*. The sentence compares the number of eggs now with the number before; it does not tell when. Comparisons use *than*.
3. Check the rest. *Laid* is right because *eggs* is its direct object.

Answer: The storm had a strange effect on the hens, and they laid fewer eggs than before.

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *Grandmother baked an apple pie for ____.*

   Choose: desert · dessert

2. EASY Which word correctly completes the sentence?

   > *Peter is taller ____ his little brother.*

   Choose: then · than

3. EASY What part of speech is the word *loose* in this sentence?

> *The calf pulled the loose board from the fence.*

4. EASY Diagram the sentence.

> *Ruth gladly accepted the warm quilt.*

DAY 3

5. EASY Which word correctly completes the sentence?

> *The library was so ____ that Anna could hear the clock tick.*

Choose: quiet · quite

6. MEDIUM Write two words in this order: the adverb that tells when, and the form of the verb *lead*.

> *Then was Jesus led up of the Spirit into the wilderness to be tempted of the devil.* (Matthew 4:1, KJV)

7. MEDIUM Fix the confused word.

> *Last spring Father lead the oxen to the new pasture.*

8. MEDIUM Which word correctly completes the sentence?

> *A late frost can ____ the young tomato plants.*

Choose: affect · effect

DAY 4

9. MEDIUM What part of speech is the word *effect* in this sentence?

> *And the work of righteousness shall be peace; and the effect of righteousness quietness and assurance for ever.* (Isaiah 32:17, KJV)

10. MEDIUM Diagram the sentence.

> *The quiet children listened quite carefully to the old hymn.*

11. HARD Diagram the sentence.

> *Everyone except Samuel accepted Grandfather's invitation and rode to the lake.*

12. HARD Write one sentence that uses both *then* and *than* correctly. Then tell what job each word does.

COMMON MISTAKES

- Watch for *then* in a comparison, as in *taller then Ruth*. When a sentence compares two things, write *than*.
- Watch for *loose* when you mean *lose*. If you mean to misplace or not to win, use the verb *lose* with one *o*.
- Watch for *lead* written for the past time. The past form of *lead* is *led*: *Today I lead the horse; yesterday I led it*.

DAY 5

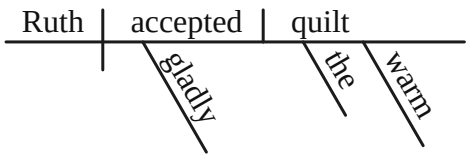
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Everyone except Lydia ate dessert, and then we sat in the quiet parlor and sang hymns.*

Then review the common mistakes and redo any missed practice items.

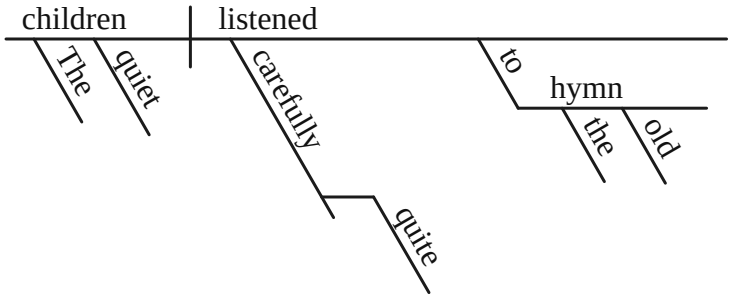
ANSWERS: LESSON 16.3

1. dessert (the sweet dish at the end of a meal)
2. than (the sentence compares Peter with his brother)
3. adjective (it tells what kind of board)
4. Subject: Ruth; verb: accepted (gladly); direct object: quilt (the, warm)

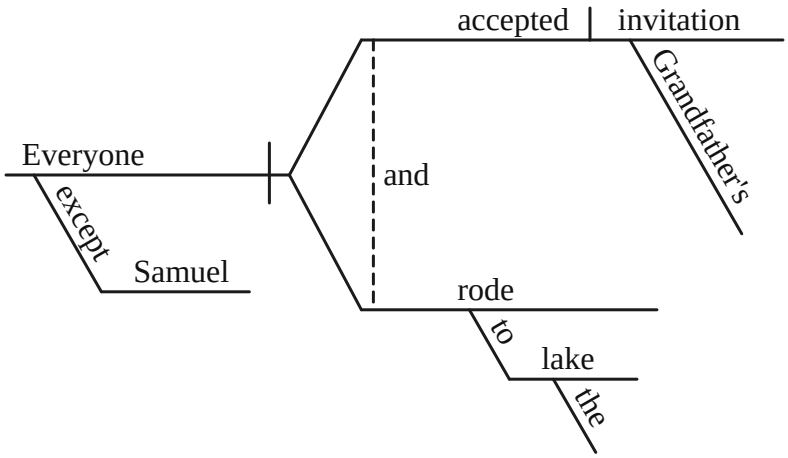


5. quiet (an adjective meaning making little noise)
6. Then, led
7. Last spring Father led the oxen to the new pasture. (*Last spring* shows past time, and the past of *lead* is *led*.)
8. affect (the sentence needs a verb that means to change or harm)
9. noun (it follows the article *the* and names a result)

10. Subject: children (The, quiet); verb: listened; adverb carefully under listened, with quite under carefully; phrase to the old hymn under listened



11. Subject: Everyone, with the phrase except Samuel under it; compound verb: accepted and rode, joined by and; direct object of accepted: invitation (Grandfather's); phrase to the lake under rode



12. Answers will vary. Example: We picked more beans than peas, and then we shelled them on the porch. (*Than* compares beans with peas; *then* is an adverb that tells when.)

UNIT 16 · LESSON 16.4 · LEVEL 2

Capitalization in Depth

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Capitalize titles of works, family words used as names, regions, languages, and nationalities, and historical events, periods and documents.
- Leave directions, school subjects other than languages, and family words after my or a in lowercase.
- Capitalize God, the Bible, the books of the Bible and the Christian holidays.
- Capitalize the first word of a direct quotation.

VIDEO

WATCH

Advanced Capitalization Rules | Mechanics & Writing Lesson 🔠🧠

GrammarFlip · 2:26

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=dYWZpDrIncQ

BACKUP

What are proper adjectives? I'll show you!

GrammarRevolution · 3:28

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=C0qqh_cp59g

KEY TERMS

proper noun	A proper noun names a particular person, place, thing, or idea and begins with a capital letter.
proper adjective	A proper adjective is an adjective made from a proper noun, and it is capitalized (*English*, *Swiss*, *Christian*).

TEACHING

A capital letter tells the reader, “This is a name.” That is why proper nouns are capitalized and common nouns are not. Most cases are easy: *Ruth*, *Boston*, *Sunday*, *May*. This lesson takes up the harder cases, where the same word is capitalized in one sentence and not in another. In each case, ask whether the word is being used as a particular name.

Remember, too, the rule for titles from Unit 15: capitalize the first and last words and all the important words, but not short articles, conjunctions and prepositions in the middle (*The Wind in the Willows*, *The Pilgrim's Progress*).

Family words such as *mother*, *father*, *grandmother*, and *aunt* are capitalized when they are used as a name or as part of a name: *Mother came home early*. *We thanked Grandfather*. *Aunt Martha baked the bread*. They are not capitalized after a possessive word such as *my*, *our*, or *his*, or after an article: *My mother came home early*. *Henry has a grandfather in Ohio*. Here is a test: if you could put the person's name in place of the word (*Mary came home early*), capitalize it.

Directions (*north*, *south*, *east*, *west*) are not capitalized when they point the way: *Drive two miles north*. *The barn is on the east side of the hill*. The psalmist uses *east* and *west* as directions: “As far as the east is from the west, so far hath he removed our transgressions from us.” (Psalms 103:12, KJV) But when one of these words names a particular region, it is a proper noun and is capitalized: *My grandmother grew up in the South*. *Many families moved to the West*.

Languages and nationalities are always capitalized, because they come from the names of peoples and places: *English* (from the Angles), *Latin* (from Latium, the land around Rome), *French*, *German*, *Greek*, *Swiss*, *American*. When such a word describes a noun, it is a **proper adjective** and keeps its capital: *an English hymn*, *a Swiss family*. School subjects are not capitalized unless they are languages: *Samuel studies Latin, English, arithmetic, history, and science*.

Historical events, periods and documents are capitalized because each is a particular one with its own name: *the Middle Ages*, *the Reformation*, *the Revolutionary War*, *the Declaration of Independence*, *the Mayflower Compact*. Do not capitalize a common word like *century* or *war* when it does not name a particular one: *The war lasted many years*.

Religious words that name God or a particular holy book, day or writing are capitalized: *God*, *the Lord*, *the Almighty*, *the Bible*, *the Scriptures*, *the Psalms*, *Genesis*, *the Gospels* (the four books of Matthew, Mark, Luke, and John), *the Lord's Prayer*, *Christmas*, *Easter*. The word *god* is lowercase when it means a false god, as in *the gods of Egypt*. The word *gospel* is lowercase when it means the good news itself rather than one of the four books: “For I am not ashamed of the gospel of Christ.” (Romans 1:16, KJV) Pronouns that refer to God may be capitalized or not; the King James Bible does not capitalize them, and either way is correct if you are consistent.

The first word of a direct quotation is capitalized when the quotation is a sentence: Mother said, “Supper is ready.” In a split quotation, the second part does not begin with a capital if it continues the same sentence: “Supper,” said Mother, “is ready.” An indirect quotation needs no capital and no quotation marks: *Mother said that supper was ready*.

WORKED EXAMPLE 1

Which sentence is capitalized correctly?

Choose: We drove South through the hills to Aunt Martha's farm. · We drove south through the hills to Aunt Martha's farm.

1. Find the word that is written two ways: *South* or *south*.
2. Ask whether it names a region or points the way. Here it tells which way we drove, so it is a direction.
3. Directions are not capitalized. *Aunt Martha* keeps its capitals, because *Aunt* is part of her name.

Answer: We drove south through the hills to Aunt Martha's farm. (*south* is a direction here)

WORKED EXAMPLE 2

Fix the capital letters.

> *On sunday my Mother read the story of easter from the gospel of John.*

1. *Sunday* is the name of a day, so it needs a capital.
2. *Mother* comes after *my*, so it is not used as a name. Write *mother*.
3. *Easter* is a holiday, so it needs a capital.
4. The Gospel of John is one of the four books, not the good news in general, so *Gospel* is capitalized.

Answer: On Sunday my mother read the story of Easter from the Gospel of John.

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *After supper ____ read a psalm aloud.*

   Choose: Father · father

2. EASY Write the two words that name languages.

   > *Thomas studies Latin and arithmetic, and his sister studies French.*

3. EASY Is the capitalization in this sentence correct or incorrect?

   > *My grandfather planted apple trees on the north side of the barn.*

4. EASY Diagram the sentence.

> *My mother speaks French and German.*

DAY 3

5. EASY Fix the capital letter.

> *Last summer uncle Peter brought us a basket of peaches.*

6. MEDIUM Which word correctly completes the sentence?

> *Drive two miles ____ and turn left at the white church.*

Choose: north · North

7. MEDIUM Fix the capital letter error.

> *“This hymn,” said Clara, “Is my favorite.”*

8. MEDIUM Is the capitalization in this sentence correct or incorrect?

> *For I am not ashamed of the gospel of Christ.* (Romans 1:16, KJV)

DAY 4

9. MEDIUM Write the names of the two historical periods.

> *In history class we read about the Middle Ages and the Reformation.*

10. MEDIUM Diagram the sentence.

> *On Christmas Eve Pastor Hale read the story of the shepherds.*

11. HARD Fix the capital letters in the title of the hymn.

> *On Sunday the choir sang “a mighty fortress is our god.”*

12. HARD Write one sentence that uses a family word as a name and another family word after *my*. Then tell why one is capitalized and the other is not.

COMMON MISTAKES

- Watch for family words capitalized after *my*, *our* or *his*. Use the name test: if a name cannot take its place, write the word in lowercase (*my mother*, but *Mother*).
- Watch for capitals on directions and school subjects. Write *go north* and *study arithmetic*, but capitalize regions (*the West*) and languages (*Latin*).

- Watch for a capital at the start of the second part of a split quotation. If the second part continues the same sentence, begin it with a small letter.

DAY 5

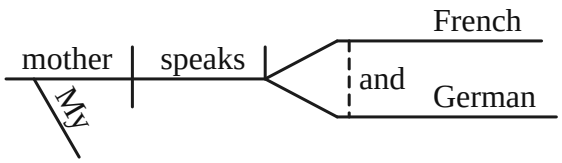
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *On Easter morning Grandmother said, "Christ is risen," and Father read aloud from the Gospel of Mark.*

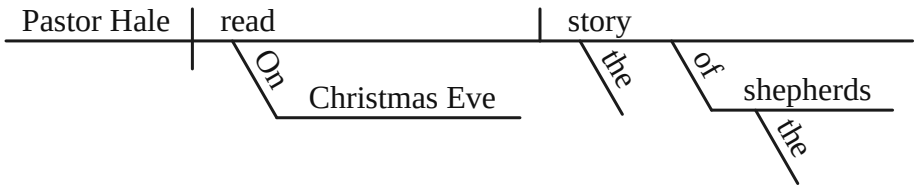
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 16.4

1. Father (the word is used as his name)
2. Latin, French
3. correct (*grandfather* follows *my*, and *north* is a direction)
4. Subject: mother (My); verb: speaks; compound direct object: French and German, joined by and



5. Last summer Uncle Peter brought us a basket of peaches. (*Uncle* is part of his name.)
6. north (it is a direction, not the name of a region)
7. "This hymn," said Clara, "is my favorite." (The second part continues the same sentence.)
8. correct (*gospel* means the good news here, not one of the four books)
9. Middle Ages, Reformation
10. Subject: Pastor Hale; verb: read; phrase On Christmas Eve under read; direct object: story (the, phrase of the shepherds)



11. On Sunday the choir sang "A Mighty Fortress Is Our God." (Capitalize the first word, the important words and *God*; *Is* is a verb, so it is capitalized.)

12. Answers will vary. Example: Grandmother gave my aunt a jar of honey. (*Grandmother* is used as a name, so it is capitalized; *aunt* follows *my*, so it is not.)

Unit 16 Test

Take about 30 minutes. Work with your book closed. Draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, go back and reteach the lesson named beside it, then try a similar item again.

1. 16.1 Write the coordinating conjunction.

   > *The snow was deep, yet the mail carrier reached our farm.*

2. 16.2 Which verb correctly completes the sentence?

   > *Every evening Grandmother ____ in her rocking chair by the stove.*

   Choose: sits · sets

3. 16.3 Which word correctly completes the sentence?

   > *The new calf was ____ small, but it drank its milk eagerly.*

   Choose: quiet · quite

4. 16.4 Is the capitalization in this sentence correct or incorrect?

   > *Lydia studies Science, Latin, and music.*

5. 16.1 Diagram the sentence.

   > *Both the sheep and the goats grazed on the hillside.*

6. 16.2 Which verb correctly completes the sentence?

   > *Thomas ____ his hand during the arithmetic lesson.*

   Choose: rose · raised

7. 16.3 Fix the confused word.

   > *Please do not loose the key to the toolshed.*

8. 16.4 Fix the capital letters.

   > *My Grandmother sang an old swedish hymn at the Thanksgiving dinner.*

9. 16.1 Which verb correctly completes the sentence?

   > *Either the twins or their cousin ____ the cows tonight.*

   Choose: milks · milk

10. 16.2 Fix the verb by using the correct past form.

    > *Yesterday the tired puppy laid under the porch for an hour.*

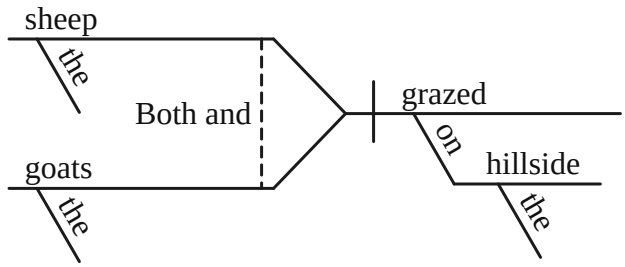
11. 16.1 Diagram the sentence.

    > *The wind and the rain beat against the barn, but the animals were safe inside.*

12. 16.3 Write one sentence that uses both *accept* and *except* correctly. Then tell what each word means in your sentence.

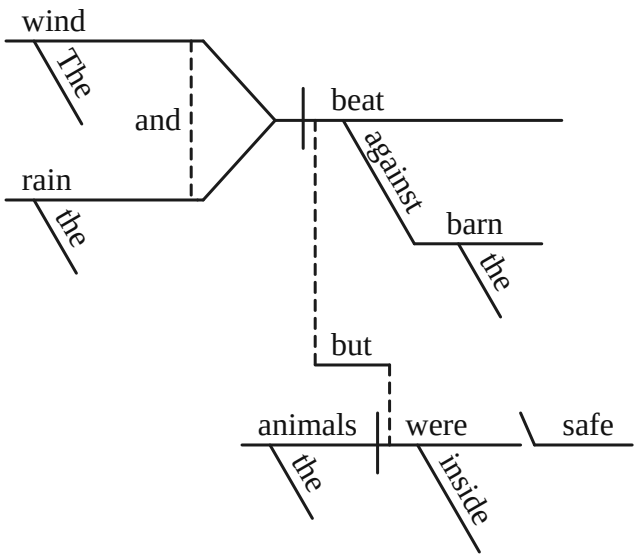
ANSWERS: UNIT 16 TEST

1. yet
2. sits (there is no direct object)
3. quite (an adverb meaning very)
4. incorrect (*science* is a school subject, not a language, so it is lowercase)
5. Compound subject: sheep (the) and goats (the), joined by Both and on the dashed line; verb: grazed; phrase on the hillside under grazed



6. raised (*hand* is a direct object)
7. Please do not lose the key to the toolshed. (*Lose* means to misplace.)
8. My grandmother sang an old Swedish hymn at the Thanksgiving dinner. (*grandmother* follows *My*; *Swedish* is a proper adjective.)
9. milks (with *either…or*, the verb agrees with the nearer subject, *cousin*, which is singular)
10. Yesterday the tired puppy lay under the porch for an hour. (The puppy rested; there is no direct object, so use *lay*, the past of *lie*.)

11. Compound sentence joined by but. First clause: compound subject wind (The) and rain (the), verb beat, phrase against the barn under beat. Second clause: subject animals (the), linking verb were (inside), predicate adjective safe.



12. Answers will vary. Example: Everyone except Caleb will accept the invitation to the harvest supper. (*Except* means but, leaving Caleb out; *accept* means to agree to.)

UNITS 13–16 · 3 DAYS, ABOUT 30 MINUTES A DAY

Level 2, Year B Review

Do one day's items each day: items 1–10 on the first day, 11–20 on the second, and 21–30 on the third. Work with your book closed, and draw each diagram on paper. A few items look back at Units 9–12 from last year. When you finish, a parent checks your work and marks any mistakes. For each missed item, go back to the lesson named in its topic, read the core teaching again, and redo the item. This is a review, not a test: its purpose is to show what you have mastered this year and what needs a little more practice.

Day 1

1. 13.1 Write the direct object.

   > *After supper Thomas read a story about a brave sailor.*

2. 13.2 Write the indirect object.

   > *Pastor Hale handed the boys new hymnals.*

3. 13.3 What is the job of the word “keeper” in this sentence?

   > *Uncle James is the keeper of the lighthouse.*

4. 14.1 Which word correctly completes the sentence?

   > *Clara read the Scripture lesson ____ at the Easter service.*

   Choose: good · well

5. 14.2 Which word correctly completes the sentence?

   > *Of the three puppies, the brown one is the ____.*

   Choose: smaller · smallest

6. 15.1 Add the missing commas.

   > *Mrs. Baker our neighbor brought us a basket of pears.*

7. 16.2 Which verb correctly completes the sentence?

   > *The old dog likes to ____ in the sun by the porch.*

   Choose: lie · lay

8. 12.1 Which verb correctly completes the sentence?

> *One of the hens ____ laying brown eggs.*

Choose: is · are

9. 13.2 Diagram the sentence.

> *Grandmother sent Abigail a warm wool scarf.*

10. 14.1 Diagram the sentence.

> *The very small colt trotted quite proudly.*

Day 2

11. 13.3 Which pronoun is correct in formal English?

> *It was ____ at the door this morning.*

Choose: she · her

12. 13.4 Which word correctly completes the sentence?

> *Mother felt ____ about the broken teacup.*

Choose: bad · badly

13. 15.3 Write one sentence that names a book and a hymn. Underline the book title and put the hymn title in quotation marks.

14. 14.3 Write the prepositional phrase that is used as an adjective.

> *The house on the hill belongs to my uncle.*

15. 14.4 Fix the double negative by changing one word. Keep the word *didn't*.

> *We didn't see no deer in the woods today.*

16. 15.2 Add the missing quotation marks and comma.

> *Please close the gate said Father.*

17. 15.3 Add the quotation marks that the hymn title needs.

> *We sang Amazing Grace at church on Sunday.*

18. 15.4 Add the missing colon.

> *Bring these things to the picnic a blanket, a basket, and a jug of water.*

19. 15.1 Diagram the sentence.

> *Lydia, please bring Grandmother her shawl.*

20. 16.1 Diagram the sentence.

> *Both Henry and Caleb helped with the harvest.*

Day 3

21. 16.1 Write the two words of the correlative conjunction pair.

> *Either Clara or Martha will ring the bell for supper.*

22. 16.2 Which verb correctly completes the sentence?

> *Yesterday Thomas ____ the heavy box on the porch.*

Choose: set · sat

23. 16.3 Which word correctly completes the sentence?

> *The apple pie was larger ____ the cake.*

Choose: then · than

24. 16.3 Which word correctly completes the sentence?

> *All the hens ____ the old gray one were in the coop.*

Choose: accept · except

25. 16.4 Fix the capital letters.

> *Last sunday my mother and aunt ruth drove north to the city.*

26. 9.3 Is this sentence simple or compound?

> *The oven was hot, and Mother slid the loaves inside.*

27. 11.3 What is the tense of the verb “will have plowed”?

> *By sunset Father will have plowed the whole field.*

28. 10.3 Which pronoun correctly completes the sentence?

> *Grandfather told Grace and ____ a story about the sea.*

Choose: I · me

29. 13.3 Diagram the sentence.

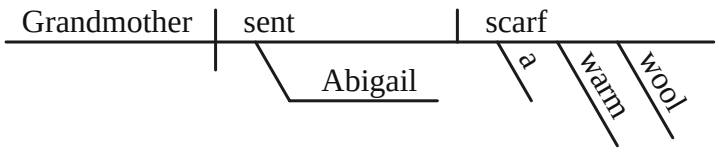
> *I am the good shepherd.* (John 10:11, KJV)

30. 14.3 Diagram the sentence.

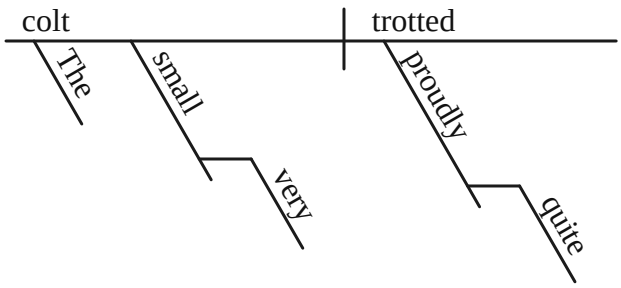
> *The children played in the shade of the big oak.*

ANSWERS: LEVEL 2, YEAR B REVIEW

1. story (it answers “read what?”)
2. boys (the hymnals are handed to the boys; *hymnals* is the direct object)
3. predicate nominative (it follows the linking verb *is* and renames the subject, *Uncle James*)
4. well (an adverb is needed to tell how she read)
5. smallest (use the superlative when comparing three or more)
6. Mrs. Baker, our neighbor, brought us a basket of pears. (commas set off the appositive)
7. lie (to rest; it takes no direct object)
8. is (the subject, *One*, is singular; *hens* is inside a prepositional phrase)
9. Subject: Grandmother; verb: sent; indirect object: Abigail, on a line under the verb; direct object: scarf, with a, warm and wool under it

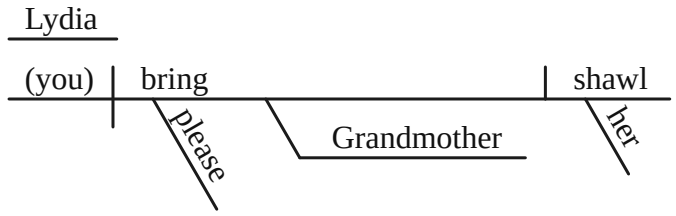


10. Subject: colt, with The and small under it, and very joined to small; verb: trotted, with proudly under it, and quite joined to proudly

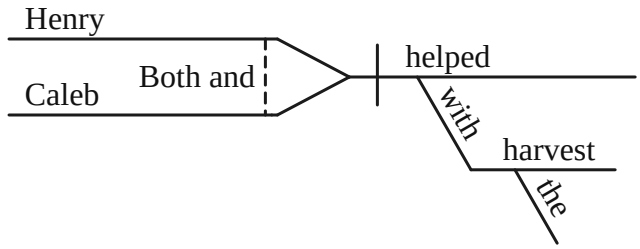


11. she (a pronoun used as a predicate nominative is in the nominative case)
12. bad (*felt* is a linking verb here, so a predicate adjective follows)
13. Answers will vary. Example: After we read *Heidi* together, we sang “Amazing Grace.” (A book title is underlined in handwriting; a hymn title goes in quotation marks.)
14. on the hill (it tells which house)
15. We didn't see any deer in the woods today.
16. “Please close the gate,” said Father.
17. We sang “Amazing Grace” at church on Sunday.
18. Bring these things to the picnic: a blanket, a basket, and a jug of water. (a colon comes before a list after a complete sentence)

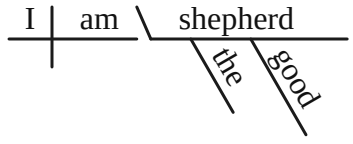
19. Noun of direct address: Lydia, on a line above the baseline; subject: (you); verb: bring, with the adverb please under it; indirect object: Grandmother; direct object: shawl, with her under it



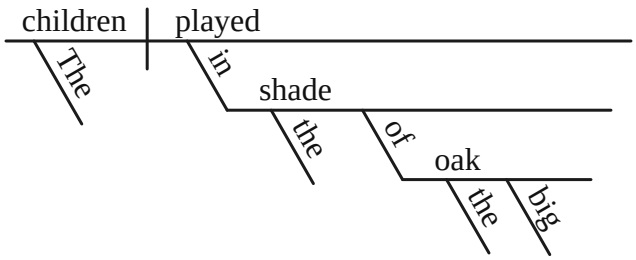
20. Compound subject: Henry and Caleb, with Both and on the dashed line; verb: helped; adverb phrase under the verb: with the harvest



21. Either, or
22. set (to put something down; *box* is its direct object)
23. than (it is used in comparisons)
24. except (it means “but” or “leaving out”)
25. Last Sunday my mother and Aunt Ruth drove north to the city. (*mother* after *my* and the direction *north* stay lowercase)
26. compound (two clauses joined by a comma and *and*)
27. future perfect (*will have* + past participle)
28. me (an object of the verb takes the objective case)
29. Subject: I; linking verb: am; predicate nominative: shepherd, after a backslash line, with the and good under it



30. Subject: children (The); verb: played; adverb phrase under the verb: in the shade; adjective phrase under shade: of the big oak



Level 3, Year A (Grade 7): Units 17–20

LEVEL 3 · LEVEL 3, YEAR A, WEEKS 1–8

Unit 17. Phrases

Unit 17 opens Level 3 by moving from single words to groups of words. The student learns to tell a phrase from a clause, reviews the prepositional phrase, and then meets the three verbals: participles, which work as adjectives; gerunds, which work as nouns; and infinitives, which work as nouns, adjectives, or adverbs. Each verbal is identified, used correctly in writing, and diagrammed.

This unit builds on everything from Levels 1 and 2: the parts of speech, the principal parts of verbs, complements and prepositional phrases. Verbals matter because they let a writer pack more meaning into a sentence without a string of ands, and because a reader who can spot them will never mistake a verbal for the verb of a sentence. The work here prepares directly for Unit 18, where the student studies clauses.

BEFORE THIS UNIT

- Identify the eight parts of speech and the verb (with its helping verbs) in a sentence.
- Know the four principal parts of verbs, including the present participle and past participle.
- Identify direct objects, indirect objects, predicate nominatives, and predicate adjectives.
- Find prepositional phrases and diagram them as adjective and adverb phrases.

MASTERY CHECKLIST

☐ I can tell a phrase from a clause by looking for a subject–verb pair.
☐ I can tell whether a prepositional phrase works as an adjective or an adverb.
☐ I can find participles and participial phrases and the nouns they modify, and I put a comma after an introductory participial phrase.
☐ I can tell a participle from a verb form that is part of a verb phrase.
☐ I can find gerunds and gerund phrases, name the noun job each does, and tell a gerund from a participle.
☐ I use a possessive noun or pronoun before a gerund in formal writing.
☐ I can find infinitives, tell whether each is used as a noun, an adjective or an adverb, and tell the sign of the infinitive from the preposition to.
☐ I can diagram participles, gerunds, and infinitives.

UNIT 17 · LESSON 17.1 · LEVEL 3

Phrases and Clauses

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell a phrase from a clause by looking for a subject–verb pair.
- Identify prepositional phrases and tell whether each works as an adjective or an adverb.
- Recognize the three verbals (participles, gerunds, and infinitives) and the part of speech each one acts as.
- Diagram sentences with prepositional phrases, using the diagram skills learned so far.

VIDEO

WATCH

Definition of a Phrase - Grammar Lesson

GrammarFlip · 1:29

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=OzpPednbuRo

BACKUP

Introduction to Verbals

Kim Clark · 9:33

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=ssBIBzGBjC4

> **Note:** Mrs. Clark says subject complement, the umbrella name for the predicate nominative and the predicate adjective.

KEY TERMS

phrase A phrase is a group of related words that does not contain a subject and its verb.

clause A clause is a group of words that contains a subject and its verb.

verbal A verbal is a form of a verb used as another part of speech: a noun, an adjective or an adverb.

TEACHING

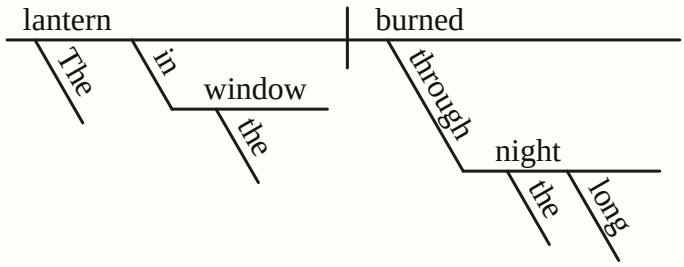
In Levels 1 and 2 you learned to name single words: nouns, verbs, adjectives, and the rest. But words seldom work alone. They travel in groups, and a good reader sees at a glance which words belong together. English has two great

kinds of word groups, the phrase and the clause, and the difference between them is one of the most useful things in all of grammar. Many rules of punctuation, and the whole question of what makes a sentence, depend on it.

A **clause** is a group of words that contains a subject and its verb. *The bell rang* is a clause: *rang* is the verb, and *bell* is its subject. *Before the sun rose* is also a clause, because *sun* is the subject of the verb *rose*. Some clauses can stand alone as sentences, and some, like *before the sun rose*, cannot; you will sort them carefully in Unit 18. For now the test is simple: find a verb, then ask who or what does it. If the group has its own subject–verb pair, it is a clause.

A **phrase** is a group of related words that does not contain a subject and its verb. *Before sunrise* is a phrase, though it means nearly the same as *before the sun rose*, because it has no verb at all. You already know two kinds of phrases. A verb phrase is a main verb with its helping verbs (*has been working*, *will plant*); it is the verb of a clause, but it contains no subject. A prepositional phrase begins with a preposition and ends with its object (*in the window*, *through the long night*). Length is no guide: *on the far side of the old stone bridge* is a long phrase, and *lambs bleated* is a clause of two words.

Review how a prepositional phrase works. It does the job of a single adjective or adverb. In *The lantern in the window burned through the long night*, the phrase *in the window* tells which lantern, so it is an adjective phrase modifying *lantern*. The phrase *through the long night* tells how long the lantern burned, so it is an adverb phrase modifying *burned*. The diagram shows each phrase hanging under the word it modifies.



The lantern in the window burned through the long night.

Now look at a verse you may know by heart: “He maketh me to lie down in green pastures: he leadeth me beside the still waters.” (Psalms 23:2, KJV) *In green pastures* and *beside the still waters* are prepositional phrases; each ends with a noun as its object. But *to lie* is not a prepositional phrase, even though it begins with *to*. The word after *to* is *lie*, a verb, not a noun. *To lie* belongs to a new family of words you will study in this unit, the verbals.

A **verbal** is a form of a verb used as another part of speech. A verbal comes from a verb and keeps some of a verb's powers: it can take an object and be modified by adverbs. But it is never the verb of a clause; it does the work of a noun, an adjective or an adverb. There are three kinds. A participle is a verb form used as an adjective: *the rushing river*, *the broken gate*. A gerund is a verb form ending in *-ing* used as a noun: *Skating is good exercise*. An infinitive is *to* with a verb, used as a noun, an adjective or an adverb: *Clara likes to sew*. Each will have its own lesson.

Verbals matter because they can fool you into seeing a clause where there is none. In *The boys stacking the hay have worked since dawn*, the word *stacking* names an action, but it is not the verb of the sentence; it is a participle describing *boys*, and the verb is *have worked*. An *-ing* word can serve as a verb only with a helping verb (*were stacking*). So

Stacking the hay in the loft on a hot afternoon is not a sentence at all, however long it grows: it has no subject–verb pair. A verbal with its object and modifiers makes a phrase (a participial phrase, a gerund phrase or an infinitive phrase), and it is still a phrase, never a clause.

WORKED EXAMPLE 1

Is the word group *before the sun rose* a phrase or a clause?

> *Grandfather milked the cows before the sun rose.*

Choose: phrase · clause

1. Look inside the word group for a verb. *Rose* is a verb; it tells what something did.
2. Ask who or what rose. *The sun rose*, so *sun* is the subject of *rose*.
3. The group has its own subject–verb pair, so it is a clause. (Compare *before sunrise*, which has no verb and is a phrase.)

Answer: clause (it has the subject *sun* and the verb *rose*)

WORKED EXAMPLE 2

Is the word group *to feed the calves* a prepositional phrase or an infinitive phrase?

> *Lydia hurried to the barn to feed the calves.*

Choose: prepositional phrase · infinitive phrase

1. Two word groups begin with *to*: *to the barn* and *to feed the calves*.
2. In *to the barn*, the word after *to* is *barn*, a noun. That group is a prepositional phrase telling where Lydia hurried.
3. In *to feed the calves*, the word after *to* is *feed*, a verb, and it has its own object, *calves*. *To* with a verb is an infinitive, so the group is an infinitive phrase.

Answer: infinitive phrase (*feed* is a verb, not a noun)

PRACTICE

DAY 2

1. EASY Is the word group *in the hayloft* a phrase or a clause?

   > *The kittens were sleeping in the hayloft.*

   Choose: phrase · clause

2. EASY Write the two prepositional phrases.

> *The bucket of fresh milk sat on the porch.*

3. EASY What kind of verbal is *to bake*: a participle, a gerund or an infinitive?

> *Abigail loves to bake bread.*

4. EASY Diagram the sentence.

> *The bell in the steeple rang at noon.*

DAY 3

5. EASY Is the word group *when the cows came home* a phrase or a clause?

> *The milk pails were ready when the cows came home.*

Choose: phrase · clause

6. MEDIUM What kind of verbal is *rising*: a participle, a gerund or an infinitive?

> *The rising sun warmed the frosty fields.*

7. MEDIUM Is the phrase *like a shepherd* an adjective phrase or an adverb phrase?

> *He shall feed his flock like a shepherd.* (Isaiah 40:11, KJV)

8. MEDIUM Diagram the sentence.

> *In the beginning God created the heaven and the earth.* (Genesis 1:1, KJV)

DAY 4

9. MEDIUM What kind of verbal is *Swimming*: a participle, a gerund or an infinitive?

> *Swimming in the pond is Caleb's favorite summer pastime.*

10. MEDIUM Is the phrase *through the woods* an adjective phrase or an adverb phrase?

> *The path through the woods leads to the river.*

11. HARD Write the verb of the sentence (the simple predicate), with any helping verbs.

> *The children singing in the choir have practiced for many weeks.*

12. HARD Write a sentence that contains a phrase beginning with *after* and another sentence that contains a clause beginning with *after*. Explain how you can tell which is which.

COMMON MISTAKES

- Watch for calling every group that begins with *to* a prepositional phrase. Look at the next word: if it is a noun or pronoun (*to the barn*), you have a prepositional phrase; if it is a verb (*to feed*), you have an infinitive.
- Watch for taking an *-ing* verbal for the verb of the sentence. An *-ing* word is a verb only when it has a helping verb (*were singing*); otherwise look elsewhere for the verb.
- Watch for judging a word group by its length. A long group may be only a phrase, and a short one may be a clause; always look for a subject–verb pair.

DAY 5

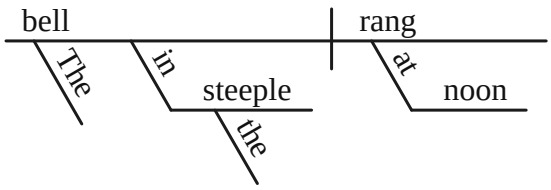
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Before sunrise Grandfather carried a lantern to the barn, and Samuel followed him with a pail of oats to feed the hungry horses.*

Then review the common mistakes and redo any missed practice items.

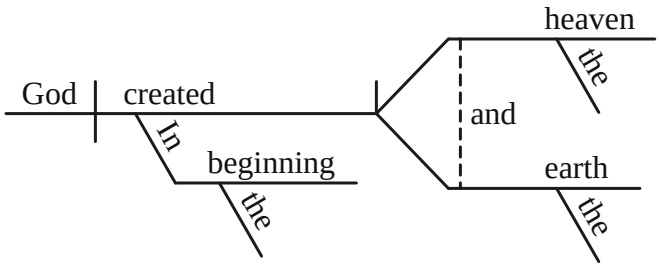
ANSWERS: LESSON 17.1

1. phrase (it has no subject–verb pair)
2. of fresh milk, on the porch
3. infinitive (*to* with a verb)
4. Subject: bell (The; adjective phrase in the steeple); verb: rang (adverb phrase at noon)



5. clause (*cows* is the subject of the verb *came*)
6. participle (it works as an adjective describing *sun*)
7. adverb phrase (it tells how he shall feed)

8. Subject: God; verb: created (adverb phrase In the beginning); compound direct object: heaven and earth, each with the article the under it, joined by and on a dashed line



9. gerund (it works as a noun, the subject of *is*)
10. adjective phrase (it tells which path)
11. have practiced (*singing* has no helping verb; it is a participle describing *children*)
12. Answers will vary. Example: We sang a hymn after supper. We sang a hymn after the dishes were washed. After supper is a phrase because it has no verb; after the dishes were washed is a clause because dishes is the subject of the verb were washed.

UNIT 17 · LESSON 17.2 · LEVEL 3

Participles and Participial Phrases

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Identify present and past participles used as adjectives and the nouns they modify.
- Tell a participle from a verb form that is part of a verb phrase.
- Use a comma after an introductory participial phrase.
- Diagram participles and participial phrases.

VIDEO

WATCH

Participles and Participial Phrases | Grammar Lesson 🏃‍♂️🏷️

GrammarFlip · 2:39

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=NcDoIfxdNjA

BACKUP

Sentence Diagramming 13. Participial Phrases and Standalone Participles

mrthoth · 4:39

When to watch: Before the Day 2 practice, for more diagramming along with a teacher.

https://www.youtube.com/watch?v=B9LR8IDW3DQ

KEY TERMS

participle	A participle is a verb form used as an adjective.
participial phrase	A participial phrase is a participle together with its modifiers and complements, used as an adjective.

TEACHING

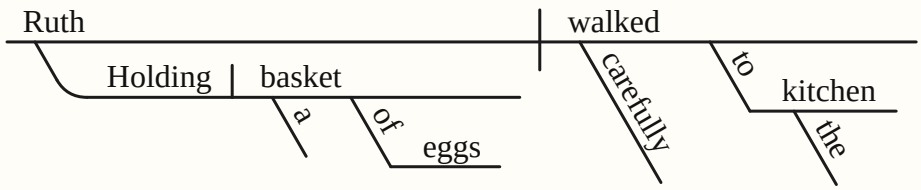
A **participle** is a verb form used as an adjective. You met the two participles in Unit 11 as principal parts of the verb. The present participle ends in *-ing*: *singing*, *rushing*, *falling*. The past participle of a regular verb ends in *-ed* or *-d*: *plowed*, *baked*. Irregular verbs have their own past participles: *broken*, *frozen*, *torn*, *spoken*. Used as an adjective, a participle tells which one or what kind, just as any adjective does: *the singing birds*, *the plowed field*, *the broken gate*, *the frozen pond*.

Be careful, because these same forms also serve in verb phrases. In *The birds were singing*, the word *singing* follows the helping verb *were* and is part of the verb phrase *were singing*; it is the verb of the clause, not a verbal. In *The wind had broken the gate*, *broken* is part of the verb phrase *had broken*. Ask two questions. Does a helping verb stand right before the word? Then it is part of the verb. Does the word describe a noun or pronoun? Then it is a participle.

A participle keeps some of a verb's powers. It can have an adverb (*barking loudly*), a prepositional phrase (*lying in a manger*) and even a direct object (*pulling a cart*, where *cart* receives the action of *pulling*). The participle with all its modifiers and complements is a **participial phrase**, and the whole phrase works as one adjective. St. Luke writes of the shepherds: “And they came with haste, and found Mary, and Joseph, and the babe lying in a manger.” (Luke 2:16, KJV) The phrase *lying in a manger* describes *babe*; inside it, the prepositional phrase *in a manger* tells where the babe was lying.

A participial phrase usually stands right beside the noun it modifies, either before it or after it: *The wagon loaded with pumpkins rolled down the lane*; *Holding a basket of eggs, Ruth walked to the kitchen*. When the phrase opens the sentence, put a comma after it. The comma shows the reader where the introductory phrase ends and the main part of the sentence begins. It also points to the word the phrase must describe: the subject that comes right after the comma. *Holding a basket of eggs, Ruth…* tells us that Ruth is the one holding the basket.

To diagram a participle, write it on a line that begins as a slant under the noun it modifies and then bends to run level, like a bent elbow. The participle's own adverbs and prepositional phrases hang below the level part, and a direct object stands after it on the level part, set off by the short vertical line you use for any direct object. Study the diagram of *Holding a basket of eggs, Ruth walked carefully to the kitchen*.



Holding a basket of eggs, Ruth walked carefully to the kitchen.

Why learn participles? Because they let a writer say two things in one sentence without a clumsy string of *ands*. *Ruth held a basket of eggs. She walked carefully to the kitchen.* Those are two plain sentences; the participial phrase joins them into one smooth sentence and keeps the reader's eye on Ruth. Good writers of English, from the King James translators to Dickens, have used participles this way, and you will use them in your own writing for the rest of your life.

> **Latin link.** *Participle* comes from the Latin *participium*, “a sharing,” because a participle shares in the nature of two parts of speech: it is part verb and part adjective.

WORKED EXAMPLE 1

Write the participial phrase.

> *The wagon loaded with pumpkins rolled slowly down the lane.*

1. Find the verb of the sentence first: *rolled*. Its subject is *wagon*.
2. Look for another verb form that describes a noun. *Loaded* is a past participle, and it tells which wagon.
3. Add the words that belong to the participle: *with pumpkins* tells how the wagon was loaded. The phrase is *loaded with pumpkins*, and it modifies *wagon*.

Answer: loaded with pumpkins (it modifies *wagon*)

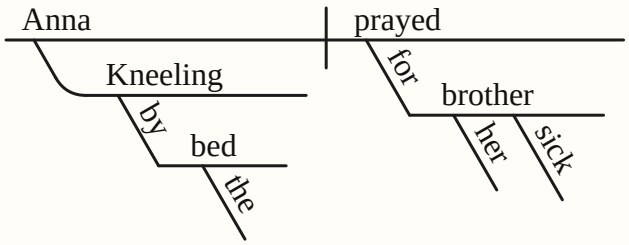
WORKED EXAMPLE 2

Diagram the sentence.

> *Kneeling by the bed, Anna prayed for her sick brother.*

1. Find the verb and subject: *Anna prayed*. Put them on the baseline.
2. The introductory phrase *Kneeling by the bed* describes *Anna*, so the participle *Kneeling* goes on a bent line under *Anna*, with the phrase *by the bed* hanging below it.
3. The phrase *for her sick brother* tells why or for whom Anna prayed, so it goes under *prayed*, with *her* and *sick* under *brother*.

Answer: Subject: Anna (participle Kneeling with the phrase by the bed); verb: prayed (adverb phrase for her sick brother)



PRACTICE

DAY 2

1. EASY Write the participle.

   > *The frightened kitten hid under the porch.*

2. EASY Is the participle *baked* a present participle or a past participle?

   > *The baked bread cooled on the windowsill.*

3. EASY Write the noun that the participle modifies.

   > *The children watched the falling snow from the window.*

4. EASY Diagram the sentence.

   > *The rushing stream turned the mill wheel.*

DAY 3

5. EASY Is *scratching* a participle used as an adjective or part of a verb phrase?

   > *The hens were scratching in the yard.*

   Choose: participle used as an adjective · part of a verb phrase

6. MEDIUM Write the participial phrase.

   > *A word fitly spoken is like apples of gold in pictures of silver.* (Proverbs 25:11, KJV)

7. MEDIUM Add the missing comma.

   > *Climbing the ladder carefully Peter reached the hayloft.*

8. MEDIUM Diagram the sentence.

   > *Smiling happily, Lydia handed her grandmother the basket.*

DAY 4

9. MEDIUM Write the participial phrase.

   > *The old horse grazing in the meadow belongs to Pastor Hale.*

10. MEDIUM Write the noun that the participial phrase modifies.

> *And Jesus, walking by the sea of Galilee, saw two brethren.* (Matthew 4:18, KJV)

11. HARD Diagram the sentence.

> *Carrying a lantern, Father checked the horses sleeping in the stable.*

12. HARD Combine these two sentences into one sentence that begins with a participial phrase, and punctuate it correctly: *Henry heard the dinner bell. Henry ran to the house.* Then explain why you placed the comma where you did.

COMMON MISTAKES

- Watch for calling an *-ing* or *-ed* word a participle when it is part of a verb phrase (*were scratching*, *had broken*). If a helping verb stands before it, it belongs to the verb; a participle describes a noun or pronoun.
- Watch for leaving out the comma after an introductory participial phrase. Put the comma right after the last word of the phrase, before the subject.
- Watch for setting a participial phrase far from its noun. *Covered with mud, Mother washed the dog* says that Mother was muddy; keep the phrase next to the word it describes: *Mother washed the dog covered with mud.*

DAY 5

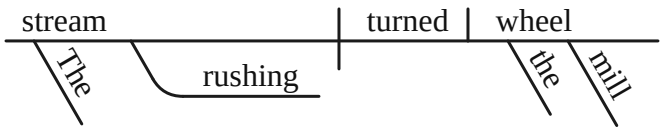
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Hearing the bells of the little church, the Miller family walked across the frosty fields, singing an old Christmas hymn.*

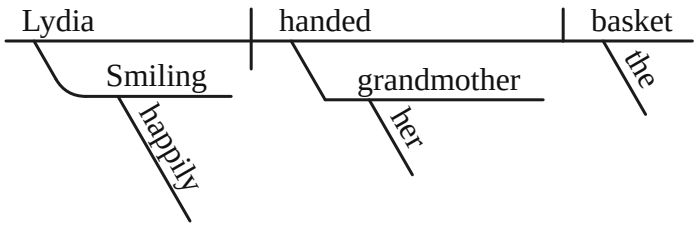
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 17.2

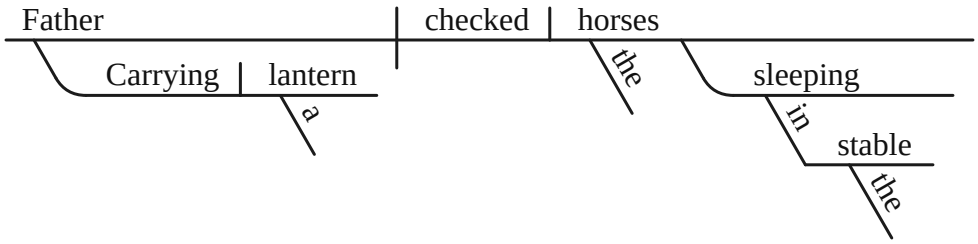
1. frightened (it describes *kitten*)
2. past participle
3. snow (*falling* tells what kind of snow)
4. Subject: stream (The; participle rushing on a bent line); verb: turned; direct object: wheel (the, mill)



5. part of a verb phrase (*were scratching* is the verb)
6. fitly spoken (it modifies *word*; *fitly* is an adverb modifying *spoken*)
7. Climbing the ladder carefully, Peter reached the hayloft.
8. Subject: Lydia (participle Smiling with the adverb happily); verb: handed; indirect object: grandmother (her); direct object: basket (the)



9. grazing in the meadow (it modifies *horse*)
10. Jesus (*walking by the sea of Galilee* tells about *Jesus*)
11. Subject: Father (participle Carrying with the direct object lantern, a); verb: checked; direct object: horses (the; participle sleeping with the phrase in the stable)



12. Answers will vary. Example: Hearing the dinner bell, Henry ran to the house. The comma marks the end of the introductory participial phrase and shows that the phrase describes Henry, the subject that follows it.

UNIT 17 · LESSON 17.3 · LEVEL 3

Gerunds and Gerund Phrases

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Identify gerunds and gerund phrases and the noun job each one does.
- Tell a gerund from a participle by the job the -ing word does in the sentence.
- Use a possessive noun or pronoun before a gerund in formal writing.
- Diagram gerunds and gerund phrases.

VIDEO

WATCH

Diagramming Gerunds with Mrs. Clark

Kim Clark · 8:41

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=C_nOwEL0ASM

BACKUP

Gerunds and Gerund Phrases | Grammar Lesson 🏃‍♂️🧠

GrammarFlip · 1:48

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=rqXOx8ZNros

> **Note:** Mrs. Clark says subject complement, the umbrella name for the predicate nominative and the predicate adjective.

KEY TERMS

gerund A gerund is a verb form ending in *-ing* that is used as a noun.

gerund phrase A gerund phrase is a gerund together with its modifiers and complements, used as a noun.

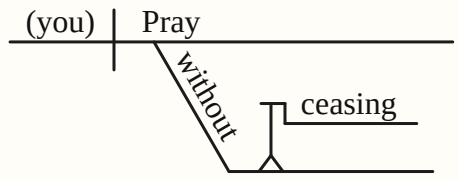
TEACHING

A **gerund** is a verb form ending in *-ing* that is used as a noun. It names an action as if the action were a thing: *baking*, *gardening*, *singing*, *giving thanks*. Because a gerund is a noun, it can do any job a noun does. It can be the subject

(*Weeding takes time*), the direct object (*Samuel enjoys sledding*), the object of a preposition (*Mother thanked us for washing the windows*) or a predicate nominative (*Mary's task is gathering the eggs*).

Like a participle, a gerund keeps a verb's powers. It can take a direct object (*washing the windows*, where *windows* receives the action of *washing*) and adverbs (*working steadily*). Because it is also a noun, it can take adjectives as well: *careful sewing*, *loud knocking*. A gerund with its modifiers and complements is a **gerund phrase**, and the whole phrase does the work of one noun. In *Reading good books is a fine habit*, the gerund phrase *Reading good books* is the subject of *is*.

St. Paul writes, “So then faith cometh by hearing, and hearing by the word of God.” (Romans 10:17, KJV) *Hearing* is the object of the preposition *by*: faith comes by means of hearing. A three-word verse in his first letter to the Thessalonians uses a gerund in the same way: “Pray without ceasing.” (1 Thessalonians 5:17, KJV) *Ceasing* is the object of *without*, so it is a noun, and therefore a gerund. Here is its diagram. The gerund sits on a line shaped like a step, raised on a stand (sometimes called a stilt) that sets it in the place where a noun would go; here the stand rests on the object line of the preposition.



Pray without ceasing.

A gerund and a present participle look exactly alike, so you must judge them by their work. If the *-ing* word does a noun's job, it is a gerund; if it describes a noun, it is a participle; if it follows a helping verb, it is part of the verb. Compare *Singing lifts our hearts* (gerund, the subject), *The singing children walked to the chapel* (participle, describing *children*) and *The children were singing* (part of the verb phrase *were singing*). A quick test: if you can put *it* in place of the *-ing* word or phrase and keep a sensible sentence, you have a gerund (*It lifts our hearts*). You cannot say *the it children*.

Use a possessive noun or pronoun before a gerund in formal writing: *We enjoyed his singing*, not *We enjoyed him singing*. The reason is the gerund's job. What did we enjoy? Not him, but the singing, and *his* tells whose singing it was, just as it would in *We enjoyed his song*. In the same way write *Mother was pleased by Ruth's helping* and *Father did not object to our whistling*. In casual speech many people use *him* or *us* here, but careful writers use the possessive.

Do not mistake a gerund that is a predicate nominative for part of a verb phrase. In *Mary's task is gathering the eggs*, ask whether the subject is doing the action. The task is not gathering anything; Mary is. *Gathering the eggs* renames the task, so it is a gerund phrase used as a predicate nominative, and the verb is simply *is*.

WORKED EXAMPLE 1

What job does the gerund phrase *fishing in the creek* do in the sentence?

> *Henry enjoys fishing in the creek.*

1. Find the verb and its subject: *Henry enjoys*.
2. Ask what Henry enjoys. The answer is *fishing in the creek*, so the phrase receives the action of *enjoys*.
3. *Fishing* names an action as a thing and does a noun's job, so it is a gerund, and the gerund phrase is the direct object.

Answer: direct object (it tells what Henry enjoys)

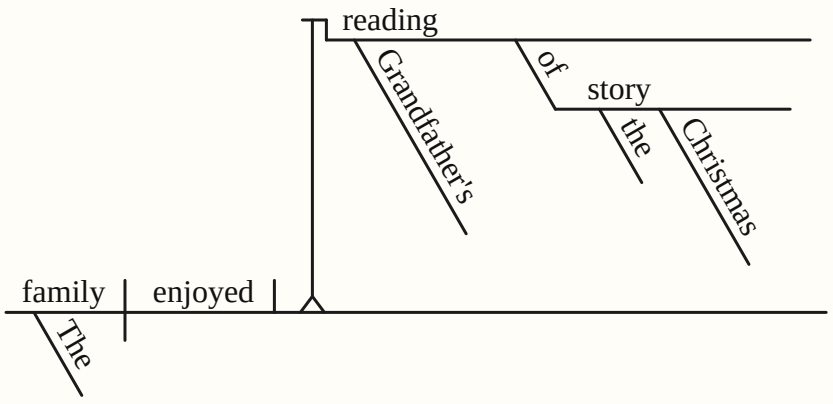
WORKED EXAMPLE 2

Diagram the sentence.

> *The family enjoyed Grandfather's reading of the Christmas story.*

1. Find the verb and subject: *family enjoyed*. *The* goes under *family*.
2. Ask what the family enjoyed: *reading*. *Reading* does a noun's job here, so it is a gerund used as the direct object. Put it on a stepped line raised on a stand in the direct object's place.
3. *Grandfather's* tells whose reading, and the phrase *of the Christmas story* tells what kind of reading; both hang under the gerund, with *the* and *Christmas* under *story*.

Answer: Subject: family (The); verb: enjoyed; direct object: the gerund reading on a stand (Grandfather's; phrase of the Christmas story)



PRACTICE

DAY 2

1. EASY Write the gerund.

   > *Baking is Martha's favorite chore.*

2. EASY What job does the gerund *whittling* do in the sentence?

   > *Thomas enjoys whittling.*

3. EASY Is *swimming* a gerund or a participle?

   > *Clara watched the swimming ducks.*

4. EASY Diagram the sentence.

   > *Gardening requires patience.*

DAY 3

5. EASY Write the gerund phrase.

   > *Grandmother told us about planting tulip bulbs.*

6. MEDIUM What job does the gerund phrase *feeding the chickens* do in the sentence?

   > *Peter's chore is feeding the chickens.*

7. MEDIUM Which word correctly completes the sentence in formal English?

   > *Grandfather did not mind ____ singing in the workshop.*

   Choose: us · our

8. MEDIUM Diagram the sentence.

   > *Abigail's careful sewing mended the torn coat.*

DAY 4

9. MEDIUM Is *rejoicing* a gerund or a participle?

   > *He that goeth forth and weepeth, bearing precious seed, shall doubtless come again with rejoicing, bringing his sheaves with him.* (Psalms 126:6, KJV)

10. MEDIUM Fix the pronoun before the gerund so that the sentence is correct in formal English.

> *We were grateful for him helping with the harvest.*

11. HARD Diagram the sentence.

> *By working steadily, John finished building the new fence.*

12. HARD Write two sentences with the word *reading*: in the first make it a gerund, and in the second make it a participle. Explain how you know which is which.

COMMON MISTAKES

- Watch for mixing up gerunds and participles. Ask what job the *-ing* word does: a noun's job (subject, object, predicate nominative) makes it a gerund; describing a noun makes it a participle.
- Watch for an object pronoun or plain noun before a gerund (*him singing*, *Ruth helping*). In formal writing use the possessive: *his singing*, *Ruth's helping*.
- Watch for reading a gerund after *is* as part of the verb (*Mary's task is gathering the eggs*). Ask whether the subject itself does the action; if it does not, the *-ing* phrase is a gerund renaming the subject.

DAY 5

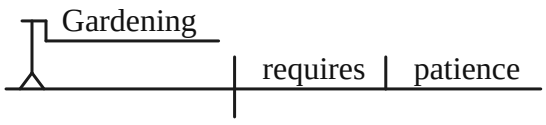
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Singing hymns around the piano on Sunday evening is our family's favorite custom, and Grandfather never tires of hearing the old songs.*

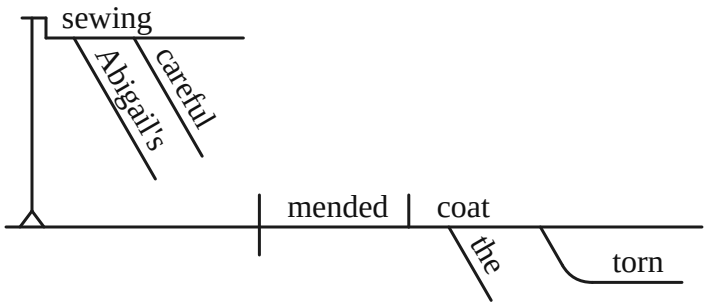
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 17.3

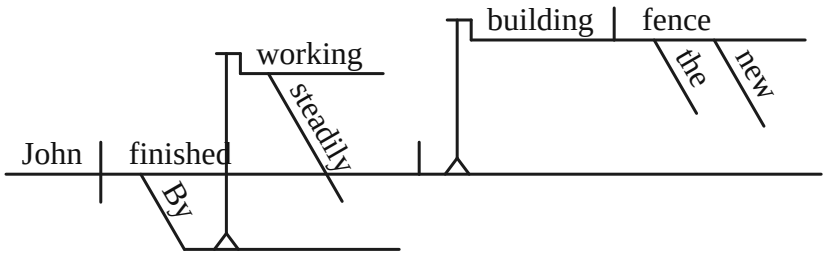
1. Baking (it is the subject of *is*)
2. direct object (it tells what Thomas enjoys)
3. participle (it describes *ducks*)
4. Subject: the gerund Gardening on a stand; verb: requires; direct object: patience



5. planting tulip bulbs (the object of the preposition *about*)
6. predicate nominative (it renames *chore*; the verb is *is*)
7. our (a possessive comes before a gerund)
8. Subject: the gerund sewing on a stand (Abigail's, careful); verb: mended; direct object: coat (the; participle torn on a bent line)



9. gerund (it is the object of the preposition *with*; *bearing* and *bringing* are participles)
10. We were grateful for his helping with the harvest.
11. Subject: John; verb: finished (adverb phrase By with the gerund working on a stand as its object, steadily under working); direct object: the gerund building on a stand, with its own direct object fence (the, new)



12. Answers will vary. Example: Reading by the fire is Clara's favorite winter pastime. The girl reading by the fire is Clara. In the first sentence reading is the subject, a noun's job, so it is a gerund; in the second it describes girl, an adjective's job, so it is a participle.

UNIT 17 · LESSON 17.4 · LEVEL 3

Infinitives and Infinitive Phrases

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Identify infinitives and infinitive phrases.
- Tell whether an infinitive is used as a noun, an adjective or an adverb.
- Distinguish to as the sign of an infinitive from to as a preposition.
- Diagram infinitives used as nouns, adjectives, and adverbs.

VIDEO

WATCH

Infinitives and Infinitive Phrases Grammar Lesson

GrammarFlip · 2:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=ek4nGg5drOs

BACKUP

13. Infinitive Phrases. English Grammar Lesson

mrthoth · 5:46

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=ntpigQ_AwdY

KEY TERMS

infinitive	An infinitive is the word *to* with the plain form of a verb, used as a noun, an adjective or an adverb.
infinitive phrase	An infinitive phrase is an infinitive together with its modifiers and complements.

TEACHING

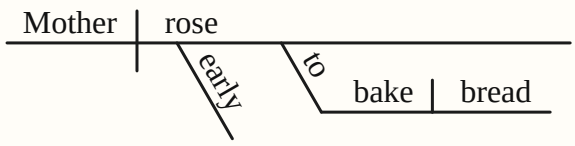
An **infinitive** is the word *to* with the plain form of a verb: *to plant*, *to sing*, *to be*. Here *to* is not a preposition; it is called the sign of the infinitive, because it marks the verb form that follows. Of the three verbals, the infinitive is the most versatile. A participle always works as an adjective and a gerund always works as a noun, but an infinitive can work as a noun, an adjective or an adverb.

An infinitive used as a noun can be a subject, a direct object or a predicate nominative. St. Paul writes, “For to me to live is Christ, and to die is gain.” (Philippians 1:21, KJV) *To live* is the subject of the first *is*, and *to die* is the subject of the second. Notice that the same verse also has *to me*, a prepositional phrase: *me* is a pronoun, the object of the preposition *to*. As a direct object, an infinitive tells what someone wants, hopes, plans, or learns: *Samuel wanted to help his father*. As a predicate nominative, it renames the subject: *Our plan is to leave at dawn*.

An infinitive used as an adjective modifies a noun or pronoun, usually standing right after it and telling which one or what kind. The Preacher in Ecclesiastes names the seasons of life this way: “A time to weep, and a time to laugh; a time to mourn, and a time to dance.” (Ecclesiastes 3:4, KJV) Each infinitive tells what kind of time is meant. In the same way we speak of *a book to read*, *a field to plow*, and *work to do*.

An infinitive used as an adverb modifies a verb, an adjective or an adverb. With a verb, it most often tells why: *Mother rose early to bake bread* (why did she rise early? *to bake bread*). With an adjective, it completes the meaning: *The children were eager to begin* (*eager* in what way? *to begin*). An infinitive keeps the powers of a verb, so it may have a direct object and adverbs. *To bake bread* is an infinitive phrase, with *bread* as the direct object of *to bake*.

To diagram an infinitive, write *to* on a slanted line and the verb on a level line joined to it, with the infinitive's own object and modifiers placed as for any verb. When the infinitive is used as a noun, raise it on a stand (a stilt) in the noun's place, just as you did for a gerund. When it is used as an adjective or adverb, hang it under the word it modifies. Here the infinitive phrase *to bake bread* hangs under *rose*, the verb it modifies.



Mother rose early to bake bread.

Since *to* can be a preposition or the sign of an infinitive, look at the word that follows it. If a noun or pronoun follows, *to* is a preposition: *to the barn*, *to me*. If the plain form of a verb follows, *to* is the sign of an infinitive: *to feed*, *to pray*. Read this verse: “To every thing there is a season, and a time to every purpose under the heaven.” (Ecclesiastes 3:1, KJV) After *a time* we might expect an infinitive, as in *a time to weep*, but *purpose* is a noun, so *to every purpose* is a prepositional phrase. So is *To every thing* at the head of the verse.

> **Latin link.** *Infinitive* comes from the Latin *infinitivus*, “not limited.” An infinitive is not limited to any person or number: *to sing* stays the same no matter who does the singing.

WORKED EXAMPLE 1

Write the infinitive phrase.

> *Ruth went to the garden to pick beans.*

1. Find each word group that begins with *to*: *to the garden* and *to pick beans*.
2. In *to the garden*, a noun follows *to*, so it is a prepositional phrase.
3. In *to pick beans*, the verb *pick* follows *to*, and *beans* is its direct object. That is the infinitive phrase; it tells why Ruth went, so it works as an adverb.

Answer: to pick beans (*to the garden* is a prepositional phrase)

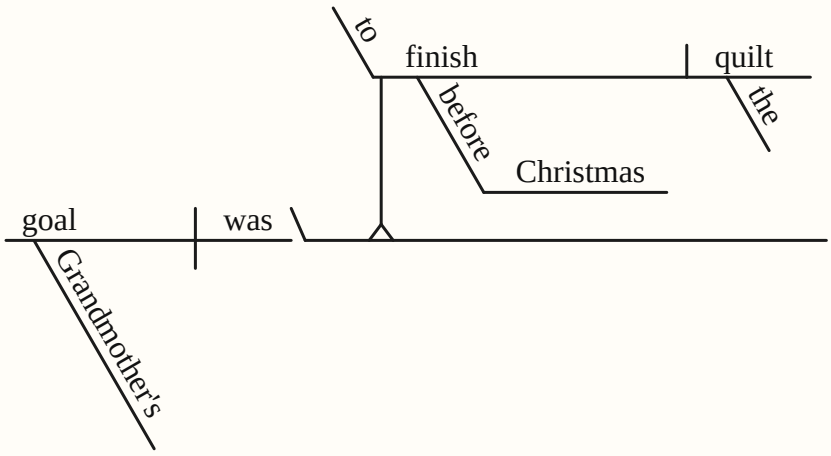
WORKED EXAMPLE 2

Diagram the sentence.

> *Grandmother's goal was to finish the quilt before Christmas.*

1. Find the verb and subject: *goal was*. *Grandmother's* goes under *goal*.
2. *Was* is a linking verb. What renames *goal*? The infinitive phrase *to finish the quilt before Christmas*, so it is a predicate nominative. Raise it on a stand after the backslash line.
3. Write *to* on the slanted line and *finish* on the level line. *Quilt* is the direct object of *to finish*, with *the* under it, and the phrase *before Christmas* hangs under *finish* because it tells when.

Answer: Subject: goal (Grandmother's); linking verb: was; predicate nominative: the infinitive to finish on a stand, with direct object quilt (the) and the phrase before Christmas



PRACTICE

DAY 2

1. EASY Write the infinitive (with its *to*).

   > *Clara wants to learn the hymn.*

2. EASY Is *to* in this sentence a preposition or the sign of an infinitive?

   > *Samuel walked to the creek.*

   Choose: preposition · sign of an infinitive

3. EASY Is the infinitive phrase *to visit her cousins* used as a noun, an adjective or an adverb?

   > *Abigail hopes to visit her cousins.*

4. EASY Diagram the sentence.

   > *Henry likes to fish.*

DAY 3

5. EASY Is the infinitive *to memorize* used as a noun, an adjective or an adverb?

   > *Mother gave us a hymn to memorize.*

6. MEDIUM Is the infinitive phrase *to gather firewood* used as a noun, an adjective or an adverb?

   > *The boys went into the woods to gather firewood.*

7. MEDIUM Write the infinitive phrase.

   > *To do justice and judgment is more acceptable to the LORD than sacrifice.* (Proverbs 21:3, KJV)

8. MEDIUM Write the two infinitives (each with its *to*).

   > *It is a good thing to give thanks unto the LORD, and to sing praises unto thy name, O most High.* (Psalms 92:1, KJV)

DAY 4

9. MEDIUM Diagram the sentence.

   > *Lydia was happy to help her grandmother.*

10. MEDIUM What job does the infinitive phrase *to become a teacher* do in the sentence?

    > *Grace's wish is to become a teacher.*

11. HARD Diagram the sentence.

    > *Be not forgetful to entertain strangers.* (Hebrews 13:2, KJV)

12. HARD Write three sentences with the infinitive *to sing*: in the first use it as a noun, in the second as an adjective, and in the third as an adverb. Explain the job it does in each.

COMMON MISTAKES

- Watch for calling *to* with a noun an infinitive (*to the creek*, *to me*). An infinitive has the plain form of a verb after *to*; with a noun or pronoun after it, *to* is a preposition.
- Watch for assuming every infinitive is a noun. Ask what job it does: if it names the thing wanted or is the subject, it is a noun; if it tells which one or what kind about a noun, it is an adjective; if it tells why or completes an adjective, it is an adverb.
- Watch for writing *to* and the verb together on one line in a diagram. Put *to* on the slanted line and the verb on the level line, and put the infinitive on a stand only when it does a noun's job.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

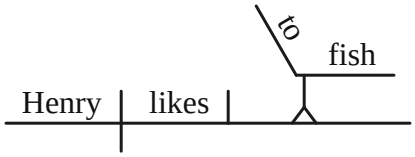
> *To finish the harvest before the first frost was Father's hope, so the whole family rose early to work in the fields.*

Then review the common mistakes and redo any missed practice items.

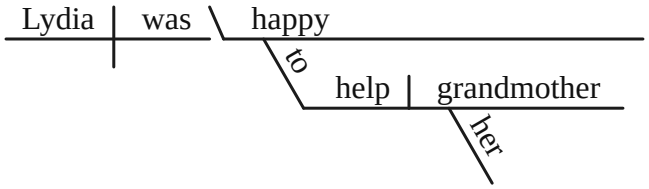
ANSWERS: LESSON 17.4

1. to learn
2. preposition (the noun *creek* follows it)
3. noun (it is the direct object of *hopes*)

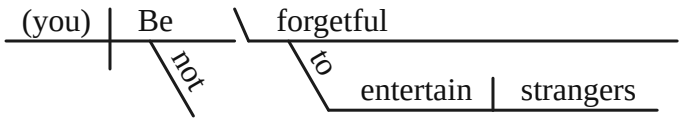
4. Subject: Henry; verb: likes; direct object: the infinitive to fish on a stand



5. adjective (it tells what kind of hymn)
6. adverb (it modifies *went* and tells why)
7. To do justice and judgment (the subject of *is*; *to the LORD* is a prepositional phrase)
8. to give, to sing
9. Subject: Lydia; linking verb: was; predicate adjective: happy, with the infinitive to help (direct object grandmother, her) hanging under it as an adverb



10. predicate nominative (it renames *wish*)
11. Subject: (you) understood; linking verb: Be (not under it); predicate adjective: forgetful, with the infinitive to entertain (direct object strangers) hanging under it



12. Answers will vary. Example: To sing in the choir is Anna's delight. (noun, the subject) Pastor Hale chose a hymn to sing. (adjective, it tells which hymn) The family gathered around the piano to sing. (adverb, it tells why they gathered)

Unit 17 Test

Allow about 30 minutes. Work closed book, without the lessons or notes, and draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, reread the lesson named beside it, redo its worked examples, and try the item again.

1. 17.1 Is the word group *until the snow melted* a phrase or a clause?

   > *The sheep stayed in the fold until the snow melted.*

   Choose: phrase · clause

2. 17.1 Is the phrase *on the hill* an adjective phrase or an adverb phrase?

   > *The house on the hill belongs to the Millers.*

3. 17.2 Write the participle that is used as an adjective (not as part of a verb phrase).

   > *And when he hath found it, he layeth it on his shoulders, rejoicing.* (Luke 15:5, KJV)

4. 17.2 Add the missing comma.

   > *Hearing the church bells Mary hurried down the lane.*

5. 17.3 What job does the gerund phrase *reading psalms together* do in the sentence?

   > *Caleb's family enjoys reading psalms together.*

6. 17.3 Which word correctly completes the sentence in formal English?

   > *Father appreciated ____ sweeping the workshop.*

   Choose: me · my

7. 17.3 Is *howling* a gerund or a participle?

   > *The howling wind rattled the shutters.*

8. 17.4 Write the three infinitives (each with its *to*).

   > *He hath shewed thee, O man, what is good; and what doth the LORD require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?* (Micah 6:8, KJV)

9. 17.4 Is the infinitive phrase *to buy a new Bible* used as a noun, an adjective or an adverb?

   > *Anna saved her pennies to buy a new Bible.*

10. 17.2 Diagram the sentence.

> *Whistling a hymn, the farmer plowed the wide field.*

11. 17.3 Diagram the sentence.

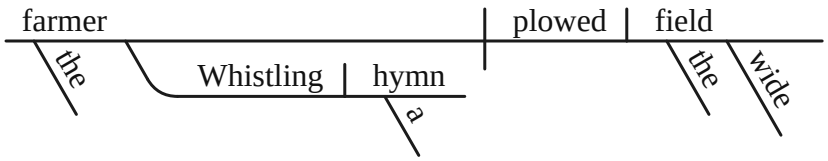
> *Grandfather's hobby is carving wooden spoons.*

12. 17.4 Diagram the sentence.

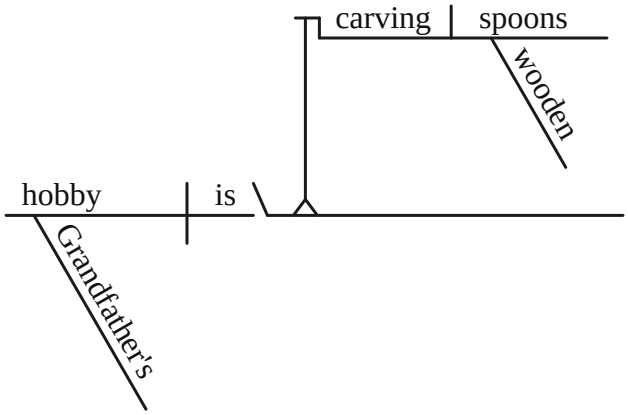
> *The best time to plant potatoes is early spring.*

ANSWERS: UNIT 17 TEST

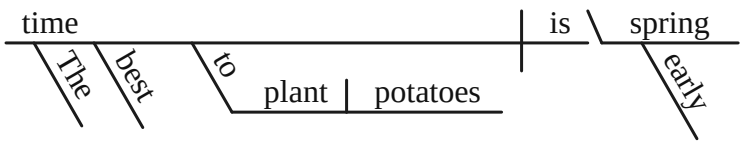
1. clause (*snow* is the subject of the verb *melted*)
2. adjective phrase (it tells which house)
3. rejoicing (it describes *he*; *found* is part of the verb phrase *hath found*)
4. Hearing the church bells, Mary hurried down the lane.
5. direct object (it tells what the family enjoys)
6. my (a possessive comes before a gerund)
7. participle (it describes *wind*)
8. to do, to love, to walk
9. adverb (it modifies *saved* and tells why)
10. Subject: farmer (the; participle Whistling with the direct object hymn, a); verb: plowed; direct object: field (the, wide)



11. Subject: hobby (Grandfather's); linking verb: is; predicate nominative: the gerund carving on a stand, with the direct object spoons (wooden)



12. Subject: time (The, best; the infinitive to plant with the direct object potatoes hanging under time as an adjective); linking verb: is; predicate nominative: spring (early)



LEVEL 3 · LEVEL 3, YEAR A, WEEKS 8–15

Unit 18. Clauses

This unit teaches the clause, a group of words with its own subject and verb. You will learn to tell an independent clause, which can stand alone, from a dependent clause, which cannot, and then study the three kinds of dependent clauses: adjective clauses, which modify nouns and pronouns; adverb clauses, which modify verbs, adjectives and adverbs; and noun clauses, which do the jobs of nouns. You will also learn to diagram each kind on its own baseline.

Clauses let a writer show how ideas are related: which idea is main, and which tells when, why, under what condition or which one. Unit 17 taught phrases and verbals; this unit adds the larger building blocks, and Unit 19 will use them to name the four sentence structures and to diagram long sentences from Scripture and the classics.

BEFORE THIS UNIT

- Find the subject, verb, and complements of a sentence (direct object, indirect object, predicate nominative, predicate adjective).
- Tell a phrase from a clause and recognize prepositional phrases and verbals (Unit 17).
- Diagram simple and compound sentences with modifiers, compound parts, and verbals.

MASTERY CHECKLIST

☐ I can tell a phrase from a clause by finding a subject and a verb.
☐ I can tell an independent clause from a dependent clause.
☐ I can name the common subordinating conjunctions and relative pronouns.
☐ I can find an adjective clause, the word it modifies, and the job of its relative pronoun.
☐ I can find an adverb clause and the word it modifies, and I put a comma after an introductory adverb clause.
☐ I can find a noun clause and name its job in the sentence.
☐ I can tell an adjective clause from an adverb clause or a noun clause that begins with the same word.
☐ I can diagram adjective, adverb and noun clauses.

UNIT 18 · LESSON 18.1 · LEVEL 3

Independent and Dependent Clauses

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell a clause from a phrase by finding its subject and verb.
- Distinguish an independent clause from a dependent clause.
- Recognize the subordinating conjunctions and relative pronouns that begin dependent clauses.
- Diagram sentences made of one or more independent clauses.

VIDEO

WATCH

Dependent Clauses Grammar Lesson

GrammarFlip · 2:02

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=1ATD68w1W0g

BACKUP

Subordinate Clauses: An Introduction

MrGrammarMan123 · 3:48

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=vJP0yl-j_Ag

KEY TERMS

clause	A clause is a group of words that has its own subject and verb.
independent clause	An independent clause expresses a complete thought and can stand alone as a sentence.
dependent clause	A dependent (subordinate) clause has a subject and a verb but cannot stand alone as a sentence.
subordinating conjunction	A subordinating conjunction begins a dependent clause and joins it to an independent clause.

TEACHING

In Lesson 17.1 you learned the difference between a phrase and a clause. A phrase is a group of words without a subject–verb pair: *across the field*, *singing a hymn*, *to feed the hens*. A **clause** is a group of words that has its own subject and verb. In Unit 9 you met clauses as the parts of a compound sentence. Now you will see that clauses come in two kinds, and that the difference between them is one of the most useful things a writer can know.

An **independent clause** expresses a complete thought and can stand alone as a sentence. In the sentence *The bell rang, and the family walked into church*, there are two independent clauses: *The bell rang* and *the family walked into church*. Either one could be written as a sentence by itself. That is why a compound sentence is made of independent clauses joined by a coordinating conjunction or a semicolon: the clauses are equals.

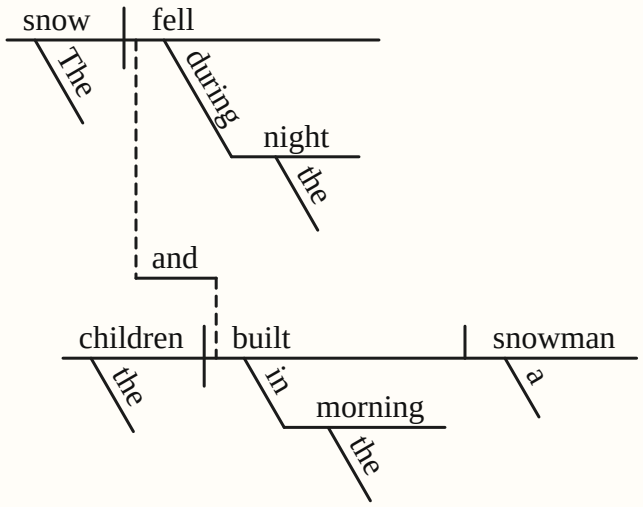
A **dependent clause** (also called a **subordinate clause**) has a subject and a verb, but it cannot stand alone. Compare *the bell rang* with *when the bell rang*. Both have the subject *bell* and the verb *rang*, but the word *when* changes everything. Read *when the bell rang* by itself, and the reader is left waiting: what happened when the bell rang? The clause depends on an independent clause to finish its thought: *When the bell rang, the family walked into church*. Saint Paul wrote, "When I was a child, I spake as a child." (1 Corinthians 13:11, KJV) The independent clause is *I spake as a child*; the dependent clause is *When I was a child*. Written alone, a dependent clause is a fragment.

Most dependent clauses begin with one of two kinds of words. The first kind is the **subordinating conjunction**: *after*, *although*, *as*, *because*, *before*, *if*, *since*, *though*, *unless*, *until*, *when*, *where*, and *while* are the most common. The second kind is the **relative pronoun**: *who*, *whom*, *whose*, *which*, and *that*. In *The hymn that we sang was very old*, the dependent clause is *that we sang*. In *Peter fed the colt because his father was away*, the dependent clause is *because his father was away*. A dependent clause may come at the beginning, in the middle or at the end of a sentence.

Take care with words that can do more than one job. *After*, *before*, *since*, and *until* are also prepositions. *After supper* is a prepositional phrase, because it has no subject and verb; *after we ate supper* is a dependent clause, because it has the subject *we* and the verb *ate*. In the same way, *who* and *which* begin questions as interrogative pronouns: *Who rang the bell?* is an independent clause. The test never changes: find the subject and the verb, then ask whether the word group could stand alone.

Why does English have two kinds of clauses? Because not every idea in a sentence is equally important. A coordinating conjunction (*and*, *but*, *or*) sets two ideas side by side as equals. A subordinating word puts one idea under another, so the reader knows which idea is the main one and how the other relates to it: by time (*when*, *until*), by cause (*because*), by condition (*if*, *unless*) or by contrast (*although*). Good writers use dependent clauses to show these relationships plainly. In the next three lessons you will see that every dependent clause does the job of a single part of speech in its sentence.

You already know how to diagram independent clauses. A simple sentence has one baseline; a compound sentence has one baseline for each independent clause, joined at the verbs by a dashed line with a step for the conjunction (or with no word, for a semicolon). Dependent clauses will also get their own baselines, but you will learn where to put them beginning in Lesson 18.2. For now, diagram sentences made only of independent clauses, like this one.



The snow fell during the night, and the children built a snowman in the morning.

Latin link. *Clause* comes, through French, from the Latin *clausula*, "a closing"; in Latin it meant the close of a sentence, and later a short section of a law or other document. *Subordinate* comes from *sub*, "under," and *ordo*, "rank": a subordinate clause is ranked under the independent clause it depends on.

WORKED EXAMPLE 1

Is the clause "because the cow had wandered away" an independent clause or a dependent clause?

> *Henry searched the pasture because the cow had wandered away.*

1. Find the subject and verb of the word group: the subject is *cow* and the verb is *had wandered*. So it is a clause, not a phrase.
2. Read it alone: *because the cow had wandered away*. The reader is left waiting to learn what happened because of it.
3. The word *because* is a subordinating conjunction. It makes the clause lean on the independent clause *Henry searched the pasture*.
4. A clause that cannot stand alone is dependent.

Answer: dependent clause (*because* makes it unable to stand alone)

WORKED EXAMPLE 2

Write the dependent clause.

> *The quilt that Grandmother sewed hangs over the cedar chest.*

1. Find every verb: *sewed* and *hangs*. Two verbs mean there may be two clauses.
2. Find the subject of each verb: *Grandmother sewed*; *quilt hangs*.
3. The words *The quilt hangs over the cedar chest* make a complete thought, so that is the independent clause.
4. The words *that Grandmother sewed* begin with the relative pronoun *that* and cannot stand alone. They are the dependent clause, tucked into the middle of the sentence.

Answer: that Grandmother sewed

PRACTICE

DAY 2

1. EASY Is the word group “after the supper” a phrase or a clause?

   > *We sang hymns after the supper.*

   Choose: phrase · clause

2. EASY Write the dependent clause.

   > *When it was quite out of sight John came back.* (Anna Sewell, Black Beauty)

3. EASY Diagram the sentence.

   > *Mother kneaded the dough, and Ruth carried the warm loaves to the neighbors.*

4. EASY Is the clause “The lambs stayed close to the ewe” an independent clause or a dependent clause?

   > *The lambs stayed close to the ewe while the dog barked at the gate.*

DAY 3

5. EASY Write the subordinating conjunction.

   > *Clara practiced the hymn until her fingers knew every note.*

6. MEDIUM Which word group is a dependent clause?

   Choose: before the storm · before the storm came · the storm came

7. MEDIUM Write the relative pronoun that begins the dependent clause.

   > *Do not attempt to hide things which cannot be hid.* (Aesop's Fables (tr. Townsend), "The Goat and the Goatherd")

8. MEDIUM Diagram the sentence.

   > *The geese flew south in October; the farmer wanted to sell his hay before winter.*

DAY 4

9. MEDIUM Is the word *since* used as a preposition or as a subordinating conjunction in this sentence?

   > *The barn has stood on that hill since Grandfather was a boy.*

   Choose: preposition · subordinating conjunction

10. MEDIUM Write a sentence with one independent clause and one dependent clause that begins with *because*. Then write the dependent clause.

11. HARD Write the two dependent clauses, in sentence order.

    > *After the rain stopped, the boys who had waited in the barn ran out to the orchard.*

12. HARD Diagram the sentence.

    > *Singing hymns cheered the travelers, and they walked on through the rain.*

COMMON MISTAKES

- Watch for calling a prepositional phrase such as *after supper* or *since Easter* a clause. Look for a subject and a verb; if there is none, it is a phrase.
- Watch for writing a dependent clause alone as a sentence (*Because the gate was open.*). Join it to an independent clause: *Because the gate was open, the calves wandered out.*
- Watch for calling a clause independent just because it has a subject and verb. Look at the first word: a subordinating conjunction or relative pronoun makes the clause dependent.

DAY 5

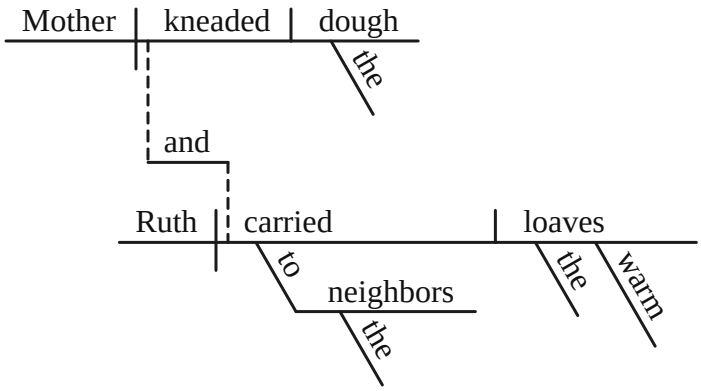
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *When the evening chores were finished, the family gathered by the fire, and Father read a chapter that told of Joseph and his brothers.*

Then review the common mistakes and redo any missed practice items.

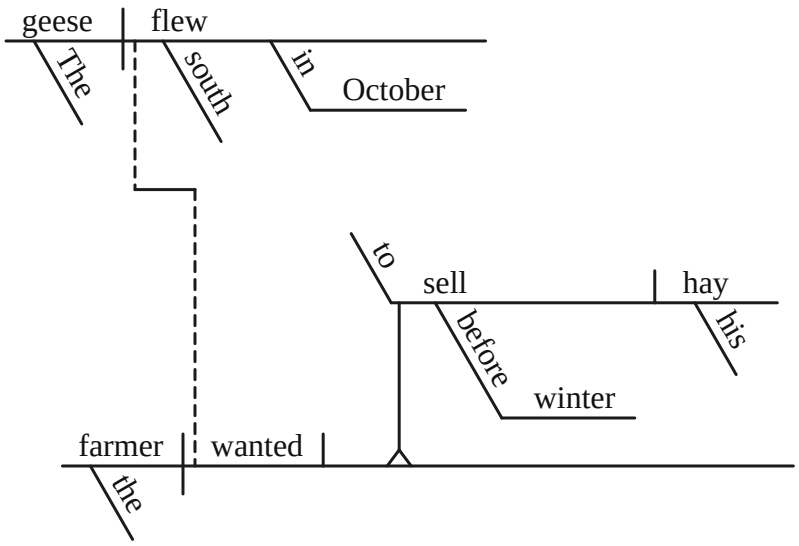
ANSWERS: LESSON 18.1

1. phrase (*after the supper* has no subject and verb; it is a prepositional phrase)
2. When it was quite out of sight
3. Two baselines joined by and. First clause: subject Mother; verb kneaded; direct object dough (the). Second clause: subject Ruth; verb carried; direct object loaves (the, warm); phrase to neighbors (the) under carried.

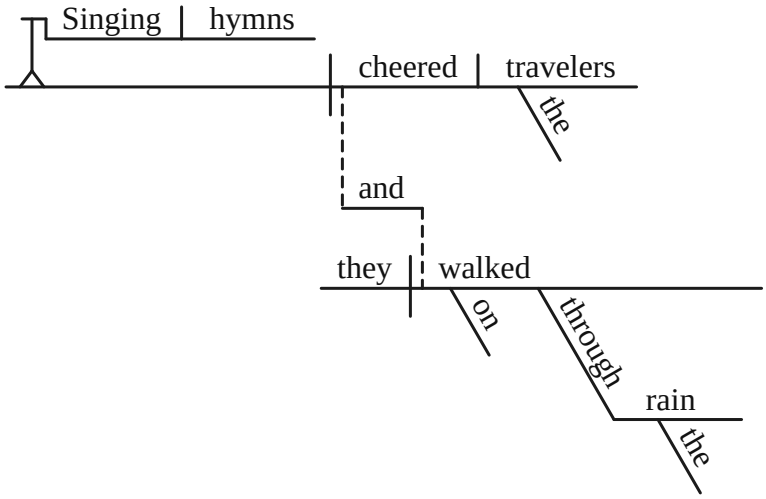


4. independent clause (it makes a complete thought and could stand alone)
5. until
6. before the storm came (it has a subject and verb but cannot stand alone; *before the storm* is a phrase, and *the storm came* is independent)
7. which

8. Two baselines joined by a dashed line with no word (semicolon). First clause: subject geese (The); verb flew; south and the phrase in October under flew. Second clause: subject farmer (the); verb wanted; direct object the infinitive to sell on a stilt, with direct object hay (his) and the phrase before winter under sell.



9. subordinating conjunction (*since* begins the clause *Grandfather was a boy*, which has a subject and verb)
10. Answers will vary. Example: We stayed by the fire because the wind was bitter. (dependent clause: *because the wind was bitter*)
11. After the rain stopped; who had waited in the barn
12. Two baselines joined by and. First clause: subject the gerund Singing on a stilt, with direct object hymns; verb cheered; direct object travelers (the). Second clause: subject they; verb walked; on and the phrase through rain (the) under walked.



UNIT 18 · LESSON 18.2 · LEVEL 3

Adjective Clauses

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Identify an adjective clause and the noun or pronoun it modifies.
- Name the job a relative pronoun does inside its own clause.
- Begin adjective clauses with who, whom, whose, which, that, where, and when.
- Diagram sentences that contain adjective clauses.

VIDEO

WATCH

What is an adjective clause? I'll show you!

GrammarRevolution · 2:30

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=20_No13VbVc

BACKUP

Adjective Clause

MrGrammarMan123 · 10:43

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=kjOvFRAUHCE

KEY TERMS

adjective clause	An adjective clause is a dependent clause that modifies a noun or pronoun.
relative pronoun	A relative pronoun begins an adjective clause, relates it to a noun or pronoun, and does a job inside the clause.
relative adverb	A relative adverb (*where* or *when*) begins an adjective clause and works as an adverb inside it.

TEACHING

You know three ways to tell which barn you mean. You can use an adjective: *the red barn*. You can use an adjective phrase: *the barn on the hill*. Or you can use a whole clause: *the barn that Grandfather built*. The words *that Grandfather built* have a subject (*Grandfather*) and a verb (*built*), and they tell which barn. An **adjective clause** is a

dependent clause that modifies a noun or pronoun. Like any adjective, it answers which one? or what kind? A clause can carry more than a single word can, so it lets you describe a thing by what it does or what was done to it.

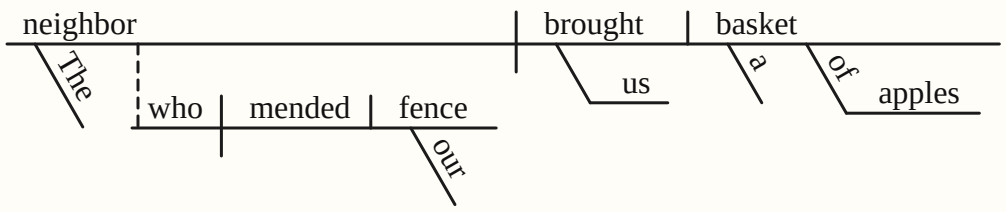
Most adjective clauses begin with a **relative pronoun**: *who*, *whom*, *whose*, *which*, or *that*. It is called relative because it relates the clause to a word outside it, the noun or pronoun the clause modifies. That word is the relative pronoun's antecedent. In careful writing, *who* and *whom* refer to persons, *which* refers to things and animals, and *that* may refer to either. An adjective clause usually comes right after the word it modifies, so the reader can see at once which word it describes: *The neighbor who mended our fence brought us a basket of apples*.

A relative pronoun does two things at once. It joins the clause to the sentence, and it also has a job inside its own clause. To find the job, set the clause apart and put the antecedent in place of the relative pronoun. In *the neighbor who mended our fence*, the clause becomes *the neighbor mended our fence*, so *who* is the subject of *mended*. In *the hymn that we sang*, the clause becomes *we sang the hymn*, so *that* is the direct object of *sang*. In *the friend with whom Clara walked*, *whom* is the object of the preposition *with*. *Whose* is the possessive form; it works as an adjective inside the clause: *the boy whose kite flew highest* (*his kite flew highest*).

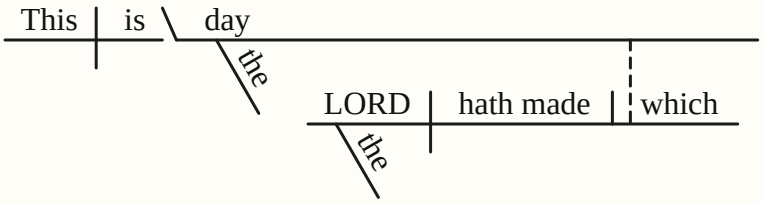
The psalmist wrote, “This is the day which the LORD hath made.” (Psalms 118:24, KJV) The adjective clause *which the LORD hath made* modifies *day*, and *which* is the direct object of *hath made*, because the LORD made the day. Notice that the King James Bible sometimes uses *which* for persons as well, as in *Christ which strengtheneth me*. That was normal English in 1611. Today careful writers use *who* or *that* for persons and keep *which* for things.

Where and *when* may also begin adjective clauses: *the farm where my father grew up*; *the morning when the swallows returned*. Here *where* and *when* are **relative adverbs**. They join the clause to a noun of place or time, and inside the clause they work as adverbs (*my father grew up there*; *the swallows returned then*). Sometimes the relative pronoun is left out in speech and in easy writing: *the hymn we sang* means *the hymn that we sang*. In this course, the sentences you diagram will always state the relative word. Some adjective clauses are set off with commas; you will learn when in a later lesson. The adjective clauses in this lesson need no commas.

To diagram an adjective clause, give it its own baseline below the main clause. Diagram it just as you would a sentence, with the relative pronoun in the place of its job: subject, direct object, or object of a preposition. Then draw a dashed line from the noun the clause modifies down to the relative pronoun. A relative adverb (*where*, *when*) or the word *whose* goes on a slanted line in its place in the clause, and the dashed line runs to it. Here are the two sentences you met above. In the first, *who* is the subject of its clause; in the second, *which* is the direct object.



The neighbor who mended our fence brought us a basket of apples.



This is the day which the LORD hath made.

WORKED EXAMPLE 1

Write the adjective clause, then the noun it modifies.

> *The wrens nested in the birdhouse that Father built.*

1. Find the verbs: *nested* and *built*. There are two clauses.
2. *The wrens nested in the birdhouse* is a complete thought, so it is the independent clause.
3. The words *that Father built* begin with the relative pronoun *that* and cannot stand alone. They are the dependent clause.
4. Ask which word the clause describes. Which birdhouse? *The birdhouse that Father built*. The clause modifies *birdhouse*, the word just before it.

Answer: that Father built; birdhouse

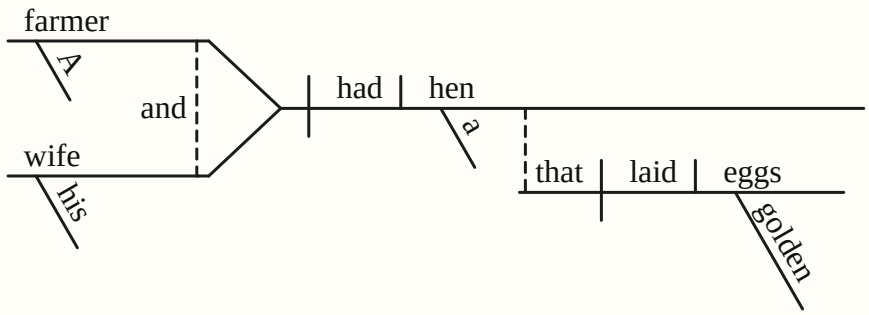
WORKED EXAMPLE 2

Diagram the sentence.

> *A farmer and his wife had a hen that laid golden eggs.*

1. Find the verbs: *had* and *laid*. The main clause is *A farmer and his wife had a hen*; the adjective clause is *that laid golden eggs*.
2. Diagram the main clause: a compound subject, *farmer* (*A*) and *wife* (*his*), joined by *and*; the verb *had*; the direct object *hen* with *a* under it.
3. Turn the adjective clause into a sentence: *the hen laid golden eggs*. So *that* is the subject of *laid*.
4. Diagram the clause on its own baseline below: *that*, then *laid*, then the direct object *eggs* with *golden* under it.
5. Draw a dashed line from *hen* down to *that*.

Answer: Main clause: compound subject farmer (A) and wife (his); verb had; direct object hen (a). Adjective clause below: subject that; verb laid; direct object eggs (golden). Dashed line from hen to that.



PRACTICE

DAY 2

1. EASY Write the adjective clause.

> *The man who had brought me for sale now put in his word.* (Anna Sewell, Black Beauty)

2. EASY Write the noun that the adjective clause modifies.

> *Lydia read the letter that her grandmother had sent from Ohio.*

3. EASY Which relative pronoun correctly completes the sentence?

> *The farmer ____ owns the mill sold us flour.*

Choose: who · which

4. EASY Diagram the sentence.

> *The dog that guards the sheep sleeps in the barn.*

DAY 3

5. EASY What job does the relative pronoun *who* do inside its clause?

> *The girl who sang the solo is my cousin.*

6. MEDIUM What job does the relative pronoun *whom* do inside its clause?

> *The pastor whom we visited lives near the river.*

7. MEDIUM Write the adjective clause.

> *Happy is the man who learns from the misfortunes of others.* (Aesop's Fables (tr. Townsend), "The Lion, the Fox, and the Ass")

8. MEDIUM Diagram the sentence.

> *The field where the wheat grows belongs to the Miller family.*

DAY 4

9. MEDIUM What job does the relative pronoun *which* do inside its clause?

> *The chest in which Grandmother kept her quilts smelled of cedar.*

10. MEDIUM Write a sentence with an adjective clause that begins with *whose*. Then write the noun the clause modifies.

11. HARD Write the two adjective clauses, in sentence order.

> *The children who visited the farm fed the calves that had been born in March.*

12. HARD Diagram the sentence.

> *I can do all things through Christ which strengtheneth me.* (Philippians 4:13, KJV)

COMMON MISTAKES

- Watch for naming the relative pronoun's job by its place in the whole sentence. Set the clause apart, put the antecedent in place of the relative pronoun (*we visited the pastor*), and name the job inside the clause.
- Watch for using *which* for a person in your own writing (*the farmer which owns the mill*). Use *who* or *that* for persons; the King James Bible's *which* for persons is older English.
- Watch for an adjective clause placed far from the word it modifies. Keep the clause right after its noun so the reader knows what it describes.

DAY 5

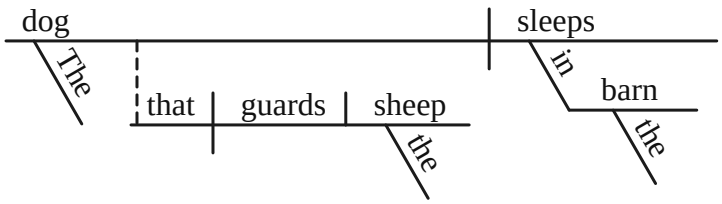
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The old hymnal that Grandmother carried to church every Sunday belonged to the woman who taught her to sing.*

Then review the common mistakes and redo any missed practice items.

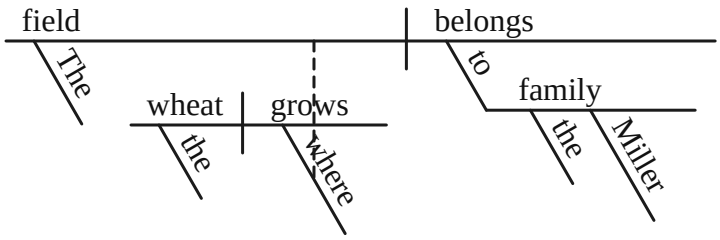
ANSWERS: LESSON 18.2

1. who had brought me for sale
2. letter
3. who (the antecedent, *farmer*, is a person)
4. Main clause: subject dog (The); verb sleeps; phrase in barn (the) under sleeps. Adjective clause below: subject that; verb guards; direct object sheep (the). Dashed line from dog to that.

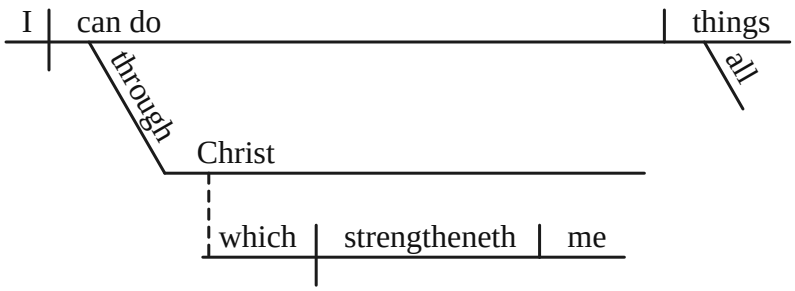


5. subject (*who sang the solo*: *who* is the subject of *sang*)
6. direct object (*we visited the pastor*, so *whom* is the direct object of *visited*)
7. who learns from the misfortunes of others

8. Main clause: subject field (The); verb belongs; phrase to family (the, Miller) under belongs. Adjective clause below: subject wheat (the); verb grows; where on a slanted line under grows. Dashed line from field to where.



9. object of the preposition (*Grandmother kept her quilts in the chest*, so *which* is the object of *in*)
10. Answers will vary. Example: The boy whose kite flew highest thanked his father. (The clause *whose kite flew highest* modifies *boy*.)
11. who visited the farm; that had been born in March
12. Main clause: subject I; verb can do; direct object things (all); phrase through Christ under can do. Adjective clause below Christ: subject which; verb strengtheneth; direct object me. Dashed line from Christ to which.



UNIT 18 · LESSON 18.3 · LEVEL 3

Adverb Clauses

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Identify an adverb clause and the verb, adjective or adverb it modifies.
- Recognize the subordinating conjunctions that begin adverb clauses and the questions they answer.
- Place a comma after an introductory adverb clause.
- Diagram sentences that contain adverb clauses.

VIDEO

WATCH

Adverb Clauses : A Type of Subordinate Clause

GrammarRevolution · 9:16

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=LeZruZDM3es

BACKUP

Adverb clauses

MrGrammarMan123 · 7:14

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=DvcZmQUT9Ds

KEY TERMS

adverb clause	An adverb clause is a dependent clause that modifies a verb, an adjective or an adverb.
introductory adverb clause	An introductory adverb clause comes before the independent clause and is followed by a comma.

TEACHING

An adverb tells how, when, where, why, or to what extent. So does an adverb phrase. An **adverb clause** does the same work with a subject and verb of its own: it is a dependent clause that modifies a verb, an adjective or an adverb. In *We stayed inside because the rain fell all day*, the clause *because the rain fell all day* tells why we stayed inside, so it

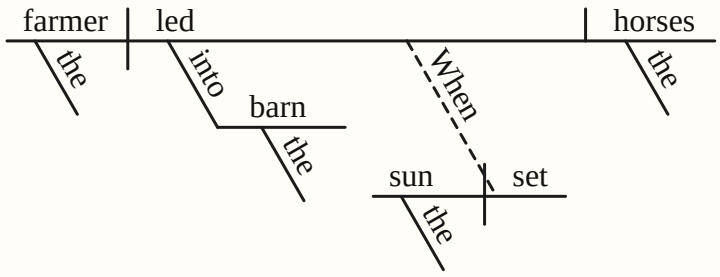
modifies the verb *stayed*. Adverb clauses also answer two questions a single adverb seldom can: under what condition? (*if the creek rises*) and in spite of what? (*although the road was long*).

An adverb clause begins with a **subordinating conjunction**, the kind of word you met in Lesson 18.1. Each one shows how the clause is related to the rest of the sentence. Time: *after*, *as*, *before*, *since*, *until*, *when*, *whenever*, *while*. Place: *where*, *wherever*. Cause: *because*, *since*, *as*. Condition: *if*, *unless*. Contrast: *although*, *though*. Purpose: *so that*. Choose the conjunction carefully, for it tells the reader how your two ideas fit together. *Since* can show time (*since the harvest ended*) or cause (*since you are here*), so make your meaning plain.

Notice how an adverb clause differs from an adjective clause. A relative pronoun has a job inside its clause, but a subordinating conjunction does not: it only joins. In *because the rain fell all day*, the subject is *rain*, the verb is *fell*, and *because* simply ties the clause to *stayed*. Notice too that the same word can begin either kind of clause. In *We camped where the creek bends*, the clause tells where we camped, so it is an adverb clause modifying *camped*. In *We found the place where the creek bends*, the clause tells which place, so it is an adjective clause modifying *place*. Always ask what word the clause modifies.

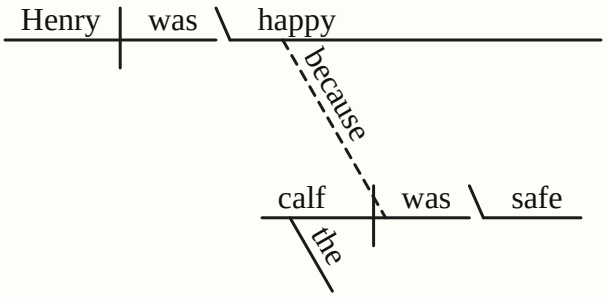
An adverb clause can often move. You may write *The farmer led the horses into the barn when the sun set*, or *When the sun set, the farmer led the horses into the barn*. When the adverb clause comes first, it is an **introductory adverb clause**, and a comma follows it. The comma shows the reader where the dependent clause ends and the independent clause begins. When the adverb clause comes at the end, a comma is usually not needed. Jesus said, “If ye love me, keep my commandments.” (John 14:15, KJV) The introductory clause *If ye love me* is followed by a comma. Older books, including the King James Bible, sometimes put a comma before a clause at the end as well, but in your own writing follow the rule above.

To diagram an adverb clause, put it on its own baseline below the main clause. Draw a dashed slanted line from the word the clause modifies (usually the main verb) down to the verb of the adverb clause, and write the subordinating conjunction on that dashed line. Because the conjunction has no job inside the clause, it is written only on the connecting line.



When the sun set, the farmer led the horses into the barn.

Most adverb clauses modify verbs, but some modify adjectives or adverbs. In *Henry was happy because the calf was safe*, the clause tells why Henry was happy, so it modifies the predicate adjective *happy*. In the diagram, the dashed line runs from *happy* down to the clause's verb.



Henry was happy because the calf was safe.

WORKED EXAMPLE 1

Add the missing comma.

> *Before the sun rose Father had milked the cows.*

1. Find the verbs: *rose* and *had milked*. There are two clauses.
2. *Before the sun rose* begins with the subordinating conjunction *before* and cannot stand alone. It is an adverb clause telling when Father had milked the cows.
3. The adverb clause comes first, so it is introductory. Put a comma after it, where the independent clause begins.

Answer: Before the sun rose, Father had milked the cows.

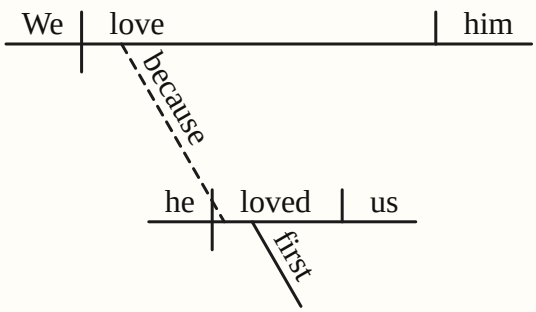
WORKED EXAMPLE 2

Diagram the sentence.

> *We love him, because he first loved us.* (1 John 4:19, KJV)

1. Find the verbs: *love* and *loved*. The main clause is *We love him*; the adverb clause is *because he first loved us*.
2. Diagram the main clause: subject *We*, verb *love*, direct object *him*.
3. The adverb clause tells why we love him, so it modifies *love*.
4. Put the clause on its own baseline below: subject *he*, verb *loved*, direct object *us*, and the adverb *first* on a slanted line under *loved*.
5. Draw a dashed slanted line from *love* down to *loved* and write *because* on it. (The comma before *because* is the older punctuation of the King James Bible; it does not change the diagram.)

Answer: Main clause: subject We; verb love; direct object him. Adverb clause below: subject he; verb loved; direct object us; first under loved. Dashed line from love to loved with because on it.



PRACTICE

DAY 2

1. EASY Write the adverb clause.

   > *The swallows return to the barn when spring comes.*

2. EASY Write the subordinating conjunction.

   > *The cows lay down in the meadow before the storm arrived.*

3. EASY Add the missing comma.

   > *Although the wind was cold the boys finished the fence.*

4. EASY Diagram the sentence.

> *The children played outside until the bell rang.*

DAY 3

5. EASY Which question does the adverb clause answer?

> *The roads were muddy because the snow had melted.*

Choose: when · where · why

6. MEDIUM Is the dependent clause an adjective clause or an adverb clause?

> *We pitched our tent where the creek turns south.*

7. MEDIUM Write the adverb clause.

> *Yea, though I walk through the valley of the shadow of death, I will fear no evil.* (Psalms 23:4, KJV)

8. MEDIUM Diagram the sentence.

> *If ye love me, keep my commandments.* (John 14:15, KJV)

DAY 4

9. MEDIUM Write the word that the adverb clause modifies.

> *Clara baked pies because her cousins were coming for Christmas.*

10. MEDIUM Is the dependent clause an adjective clause or an adverb clause?

> *We found the spot where the creek turns south.*

11. HARD Diagram the sentence.

> *Although the night was cold, Grandfather gave the shepherds a warm supper of bread and soup.*

12. HARD Write a sentence that begins with an adverb clause starting with *unless*, and punctuate it correctly. Then write the word the clause modifies.

COMMON MISTAKES

- Watch for a missing comma after an introductory adverb clause (*When the bell rang we went inside.*). Put the comma where the independent clause begins: *When the bell rang, we went inside.*
- Watch for an adverb clause written alone as a sentence (*Because the snow had melted.*). Join it to the independent clause it belongs with.
- Watch for clauses that begin with *where* or *when*. Ask what the clause modifies: if it tells which place or which time about a noun, it is an adjective clause; if it tells where or when about a verb, it is an adverb clause.

DAY 5

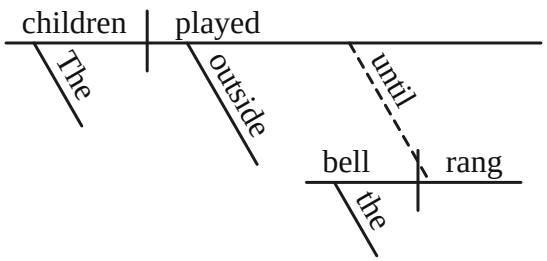
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *When the first snow fell, the children ran outside, and they did not come in until Mother rang the supper bell.*

Then review the common mistakes and redo any missed practice items.

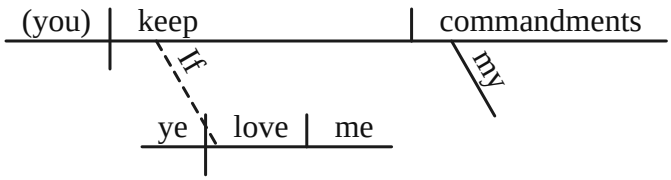
ANSWERS: LESSON 18.3

1. when spring comes
2. before
3. Although the wind was cold, the boys finished the fence.
4. Main clause: subject children (The); verb played; outside under played. Adverb clause below: subject bell (the); verb rang. Dashed line from played to rang with until on it.

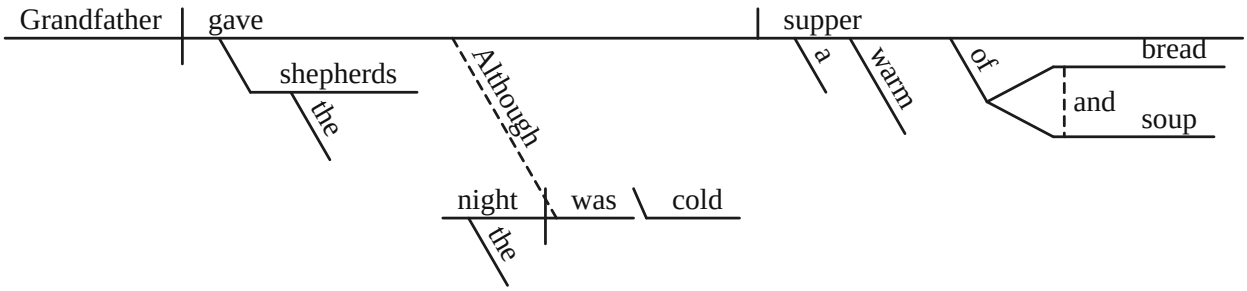


5. why (*because* gives the reason the roads were muddy)
6. adverb clause (it tells where we pitched the tent, so it modifies the verb *pitched*)
7. though I walk through the valley of the shadow of death

8. Main clause: understood subject (you); verb keep; direct object commandments (my). Adverb clause below: subject ye; verb love; direct object me. Dashed line from keep to love with If on it.



9. baked (the clause tells why Clara baked pies)
10. adjective clause (it tells which spot, so it modifies the noun *spot*)
11. Main clause: subject Grandfather; verb gave; indirect object shepherds (the); direct object supper (a, warm) with the phrase of bread and soup under it (compound object). Adverb clause below: subject night (the); verb was; predicate adjective cold. Dashed line from gave to was with Although on it.



12. Answers will vary. Example: Unless the rain stops, we will eat our picnic in the barn. (The clause modifies the verb *will eat*; a comma follows the introductory clause.)

UNIT 18 · LESSON 18.4 · LEVEL 3

Noun Clauses

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Identify a noun clause and the word that begins it.
- Name the job of a noun clause: subject, direct object, object of the preposition, or predicate nominative.
- Tell a noun clause from an adjective clause that begins with the same word.
- Diagram sentences that contain noun clauses.

VIDEO

WATCH

Noun Clauses: A Type of Subordinate Clause

GrammarRevolution · 9:26

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=Eh5h5Jc5pJE

BACKUP

Noun clauses

MrGrammarMan123 · 10:49

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=4Hn-iv-s3Ak

> **Note:** Grammar Revolution says predicate noun. This book says predicate nominative from Level 2 on.

KEY TERMS

noun clause A noun clause is a dependent clause used as a noun.

introductory word *That*, *whether* or *if* may begin a noun clause only to introduce it, with no job inside the clause.

TEACHING

You have seen dependent clauses do the work of adjectives and adverbs. A dependent clause can also do the work of a noun. A **noun clause** is a dependent clause used as a noun. It can do the jobs a noun does: subject, direct object, object of a preposition or predicate nominative. A simple test helps you find one: replace the clause with the word *it* or

something. If the sentence still makes sense, the clause is doing a noun's job. In *Samuel knew that the storm was coming*, try *Samuel knew it*. The sentence still works, so *that the storm was coming* is a noun clause, the direct object of *knew*.

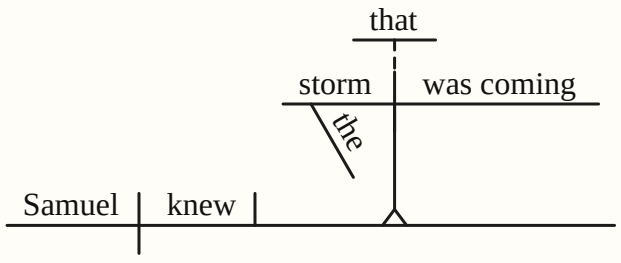
Noun clauses often begin with *that*, *whether*, *if*, *what*, *whatever*, *who*, *whoever*, *which*, *how*, *why*, *when*, or *where*. Some of these words only introduce the clause. *That*, *whether* and *if* usually have no job inside it: in *that the storm was coming*, the subject is *storm* and the verb is *was coming*, and *that* simply announces the clause. Other words both begin the clause and do a job inside it. In *What Grandmother told us was true*, the noun clause *What Grandmother told us* is the subject of *was*, and inside the clause *What* is the direct object of *told* (*Grandmother told us what*).

Here are the four noun jobs, each done by a clause. Subject: *Whoever finishes first may ring the bell*. Direct object: Job said, “For I know that my redeemer liveth.” (Job 19:25, KJV) Object of a preposition: *The boys argued about whether the creek was too deep*. Predicate nominative: *The question is whether the old bridge will hold*. The job of a noun clause is set by its place in the whole sentence, not by the words inside it.

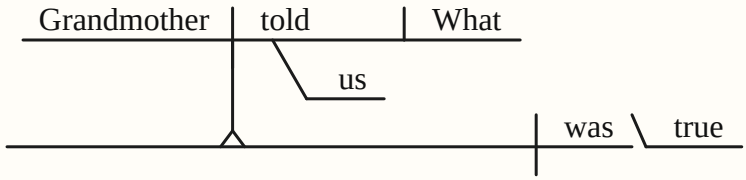
Be careful with *that*, because it can begin either a noun clause or an adjective clause. In *Peter heard that the mill had closed*, the clause answers heard what? It is the direct object, a noun clause, and *that* has no job inside it. In *The news that Peter heard surprised us*, the clause tells which news, so it is an adjective clause modifying *news*; and *that* is the direct object inside its clause (*Peter heard the news*). Ask two questions: Does the clause follow and describe a noun? Does *that* do a job inside the clause? If both answers are yes, it is an adjective clause.

In speech we often leave out the *that* of a noun clause: *I know God is good* means *I know that God is good*. The sentences you diagram in this course will keep the word *that*, so every word has its place.

To diagram a noun clause, draw it on its own baseline raised on a stilt, standing in the place where a one-word noun would go: the subject place, the direct object place, the predicate nominative place, or the object place under a preposition. An introductory word that has no job in the clause (*that*, *whether*, *if*) goes on its own short line above the clause, joined to the clause's verb by a dashed line. A word like *what* or *who* that has a job inside the clause goes in its own place on the clause's baseline.



Samuel knew that the storm was coming.



What Grandmother told us was true.

WORKED EXAMPLE 1

What job does the noun clause do in the sentence?

> *The question is whether the old bridge will hold.*

1. Find the verbs: *is* and *will hold*. The noun clause is *whether the old bridge will hold*.
2. Test it: *The question is it*. The sentence still works, so the clause does a noun's job.
3. The main verb is *is*, a linking verb. The clause comes after it and renames the subject, *question*.
4. A noun that follows a linking verb and renames the subject is a predicate nominative.

Answer: predicate nominative (the clause renames *question* after the linking verb *is*)

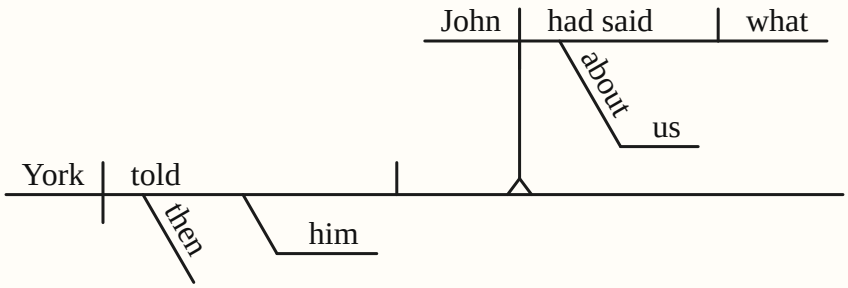
WORKED EXAMPLE 2

Diagram the sentence.

> *York then told him what John had said about us.* (Anna Sewell, Black Beauty)

1. Find the verbs: *told* and *had said*. The main clause is *York then told him*; the noun clause is *what John had said about us*.
2. Ask told what? The answer is the clause, so the noun clause is the direct object of *told*. Ask told to whom? *Him* is the indirect object.
3. Diagram the main clause: subject *York*, verb *told*, then on a slanted line under *told*, *him* on the indirect object line, and a stilt in the direct object place.
4. Inside the clause, *John had said what*, so *what* is the direct object of *had said*. It has a job, so it goes on the clause's baseline, not on a line above.
5. On the stilt put the clause's baseline: *John*, *had said*, *what*, with the phrase *about us* under *had said*.

Answer: Main clause: subject York; verb told; then under told; indirect object him; direct object the noun clause on a stilt. Noun clause: subject John; verb had said; direct object what; phrase about us under had said.



PRACTICE

DAY 2

1. EASY Write the noun clause.

   > *O taste and see that the LORD is good.* (Psalms 34:8, KJV)

2. EASY What job does the noun clause do in the sentence?

   > *Whoever finishes the chores first may ride the pony.*

3. EASY Diagram the sentence.

> *Ruth said that the pie was ready.*

4. EASY Is the dependent clause a noun clause or an adjective clause?

> *The farmer knew that the hay was dry.*

DAY 3

5. EASY Write the noun clause.

> *We wondered whether the ferry would cross the river.*

6. MEDIUM What job does the noun clause do in the sentence?

> *Thomas wrote a letter about what he had seen at the harbor.*

7. MEDIUM Write the noun clause that is the subject of the sentence.

> *And what can be the use of him is more than I can see.* (Robert Louis Stevenson, A Child's Garden of Verses, "My Shadow")

8. MEDIUM Diagram the sentence.

> *The boys argued about whether the creek was too deep.*

DAY 4

9. MEDIUM Is the dependent clause a noun clause or an adjective clause?

> *The news that Peter brought from town pleased everyone.*

10. MEDIUM What job does the noun clause do in the sentence?

> *My hope is that the rain will stop before the harvest.*

11. HARD Diagram the sentence.

> *Whoever planted these oak trees gave a great gift to his grandchildren.*

12. HARD Write a sentence that uses a noun clause as its subject. Then write the noun clause.

COMMON MISTAKES

- Watch for calling every clause that begins with *that* a noun clause. If the clause follows a noun, tells which one, and *that* has a job inside it (*The news that Peter heard*), it is an adjective clause.

- Watch for putting *what* or *who* on the line above the clause. Only an introductory word with no job inside the clause (*that*, *whether*, *if*) goes there; *what* and *who* go in their own places on the clause's baseline.
- Watch for naming a noun clause's job from the words inside it. Look at the whole sentence and use the *it* test: the clause's place (subject, after an action verb, after a preposition, after a linking verb) sets its job.

DAY 5

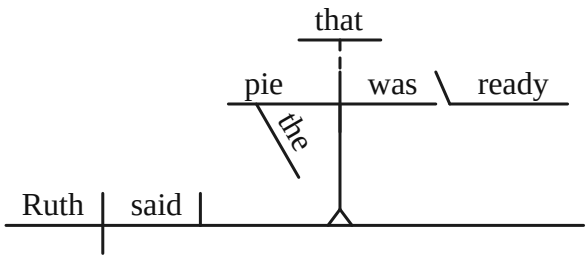
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Grandfather often said that whoever plants a tree in the spring will be thankful for its shade in the summers that follow.*

Then review the common mistakes and redo any missed practice items.

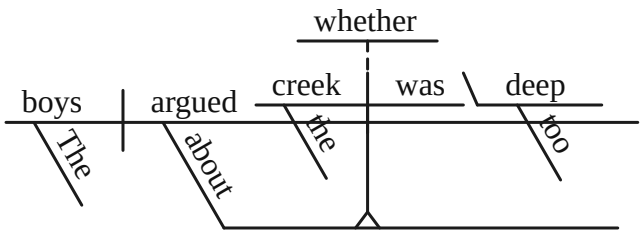
ANSWERS: LESSON 18.4

1. that the LORD is good
2. subject (the clause *Whoever finishes the chores first* is the subject of *may ride*)
3. Main clause: subject Ruth; verb said; direct object the noun clause on a stilt. Noun clause: subject pie (the); verb was; predicate adjective ready; that on its own line above, joined to was by a dashed line.

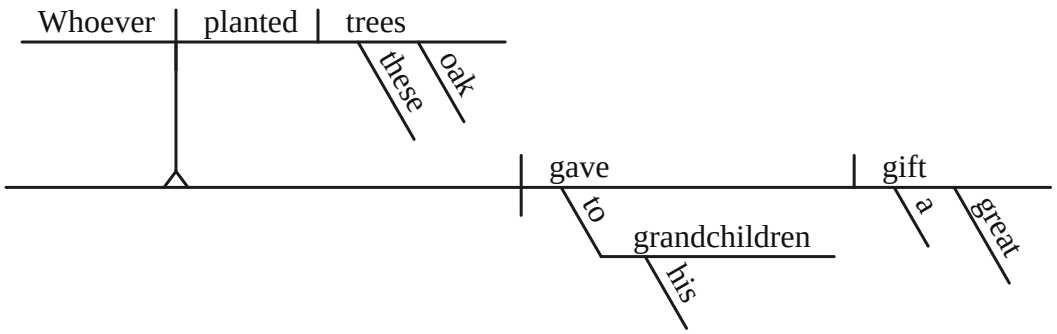


4. noun clause (it is the direct object of *knew*; *that* has no job inside it)
5. whether the ferry would cross the river
6. object of the preposition (the clause is the object of *about*)
7. what can be the use of him

8. Main clause: subject boys (The); verb argued; under argued the preposition about, whose object is the noun clause on a stilt. Noun clause: subject creek (the); verb was; predicate adjective deep with too under it; whether on its own line above, joined by a dashed line.



9. adjective clause (it tells which news, and *that* is the direct object of *brought*)
10. predicate nominative (the clause renames *hope* after the linking verb *is*)
11. Subject: the noun clause on a stilt (subject Whoever; verb planted; direct object trees with these and oak under it). Main verb gave; direct object gift (a, great); phrase to grandchildren (his) under gave.



12. Answers will vary. Example: What the shepherd found in the hills was a lost lamb. (noun clause: *What the shepherd found in the hills*)

Unit 18 Test

Take about 30 minutes. Work with your book closed. Draw the diagrams on paper. Mastery is about 10 of 12 correct; for any item you miss, go back and reteach the lesson named beside it before moving on.

1. 18.1 Which word group is a dependent clause?

   Choose: across the meadow · the calves ran across the meadow · as the calves ran across the meadow

2. 18.1 Write the subordinating conjunction.

   > *The bread rose slowly because the kitchen was cool.*

3. 18.2 Write the adjective clause.

   > *The man that had the care of us never gave me a kind word in my life.* (Anna Sewell, Black Beauty)

4. 18.2 What job does the relative pronoun *that* do inside its clause?

   > *The basket that Lydia filled with berries sat by the door.*

5. 18.3 Add the missing comma.

   > *While the bread baked Anna swept the kitchen floor.*

6. 18.3 Write the adverb clause.

   > *If the creek freezes this week, the boys will skate on Saturday.*

7. 18.4 What job does the noun clause do in the sentence?

   > *Mother asked whether the cows had been milked.*

8. 18.2 Is the dependent clause an adjective clause, an adverb clause or a noun clause?

   > *The orchard where we picked apples belongs to our uncle.*

9. 18.2 Diagram the sentence.

   > *I have a little shadow that goes in and out with me.* (Robert Louis Stevenson, A Child's Garden of Verses, “My Shadow”)

10. 18.3 Diagram the sentence.

    > *When the farmer whistled, the ducks hurried to the pond to eat their supper.*

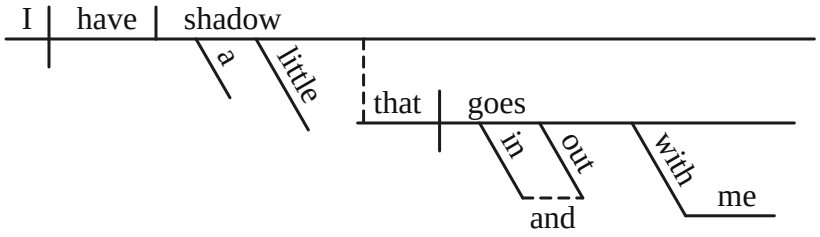
11. 18.4 Diagram the sentence.

    > *Everyone knew that the old mill would need a new wheel.*

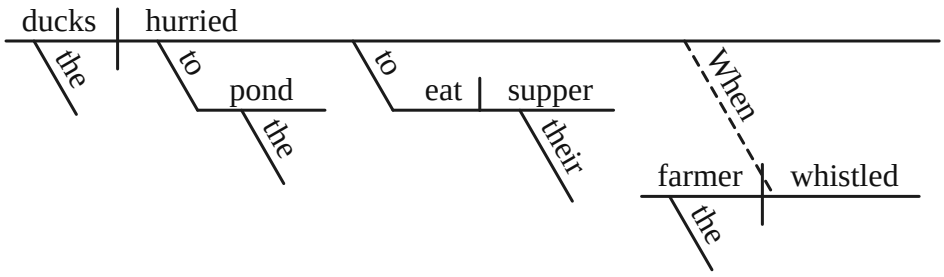
12. 18.3 Write one sentence that contains both an adjective clause and an introductory adverb clause, punctuated correctly. Then write each clause and name its kind.

ANSWERS: UNIT 18 TEST

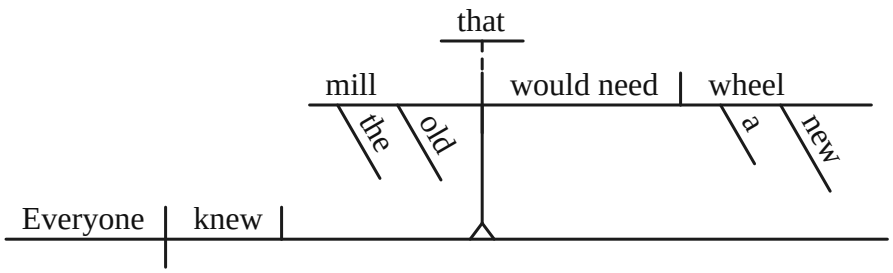
1. as the calves ran across the meadow (it has a subject and verb, but *as* keeps it from standing alone)
2. because
3. that had the care of us
4. direct object (*Lydia filled the basket*, so *that* is the direct object of *filled*)
5. While the bread baked, Anna swept the kitchen floor.
6. If the creek freezes this week
7. direct object (the clause answers asked what?)
8. adjective clause (it tells which orchard, so it modifies the noun *orchard*)
9. Main clause: subject I; verb have; direct object shadow (a, little). Adjective clause below: subject that; verb goes; compound adverbs in and out and the phrase with me under goes. Dashed line from shadow to that.



10. Main clause: subject ducks (the); verb hurried; under hurried the phrase to pond (the) and the infinitive to eat with direct object supper (their). Adverb clause below: subject farmer (the); verb whistled. Dashed line from hurried to whistled with When on it.



11. Main clause: subject Everyone; verb knew; direct object the noun clause on a stilt. Noun clause: subject mill (the, old); verb would need; direct object wheel (a, new); that on its own line above, joined by a dashed line.



12. Answers will vary. Example: When the guests arrived, Mother served the pie that Clara had baked. (adverb clause: *When the guests arrived*; adjective clause: *that Clara had baked*)

LEVEL 3 · LEVEL 3, YEAR A, WEEKS 15–22

Unit 19. The Four Sentence Structures

This unit teaches the student to sort every English sentence into one of four structures: simple, compound, complex, and compound-complex. The structure depends on the number and kind of clauses a sentence contains, so the unit builds directly on Unit 18, where the student learned to find independent and dependent clauses and to name adjective, adverb, and noun clauses. Along the way the student reviews the comma and semicolon rules that follow from sentence structure.

The unit ends with a lesson on diagramming long sentences from the King James Bible and the classics, using a five-step method: verbs, subjects, complements, modifiers, clauses. Knowing how sentences are built helps a student read difficult books with understanding and write sentences that show clearly which ideas are main and which support them.

BEFORE THIS UNIT

- Tell an independent clause from a dependent clause (Lesson 18.1).
- Identify and diagram adjective, adverb, and noun clauses (Lessons 18.2–18.4).
- Diagram compound subjects, compound verbs, and compound sentences (Lessons 7.2, 7.4, and 9.4).
- Recognize fragments, run-ons, and comma splices (Lesson 9.2).

MASTERY CHECKLIST

☐ I can tell a simple sentence with compound parts from a compound sentence.
☐ I can punctuate a compound sentence with a comma and a coordinating conjunction or with a semicolon.
☐ I can find the independent clause and the dependent clauses in a complex sentence.
☐ I can name each dependent clause as an adjective, adverb, or noun clause.
☐ I can identify any sentence as simple, compound, complex, or compound-complex.
☐ I can punctuate a compound-complex sentence correctly.
☐ I can diagram a long sentence by finding the verbs, subjects, complements, modifiers, and clauses in order.

UNIT 19 · LESSON 19.1 · LEVEL 3

Simple and Compound Sentences Reviewed

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Classify a sentence by its structure as simple or compound by counting its independent clauses.
- Distinguish a simple sentence with compound parts from a compound sentence.
- Punctuate a compound sentence correctly with a comma and a coordinating conjunction or with a semicolon.
- Diagram simple sentences with compound parts and compound sentences.

VIDEO

WATCH

Sentence Clause Structure: Simple, Compound, Complex, and Compound Complex Sentences

The Learning Depot · 7:48

When to watch: Day 1, as a reminder before reading the lesson.

https://www.youtube.com/watch?v=Ae2r8qh74ys

BACKUP

compound sentences with Mrs. Clark

Kim Clark · 5:54

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=dDFJP-6YLuk

KEY TERMS

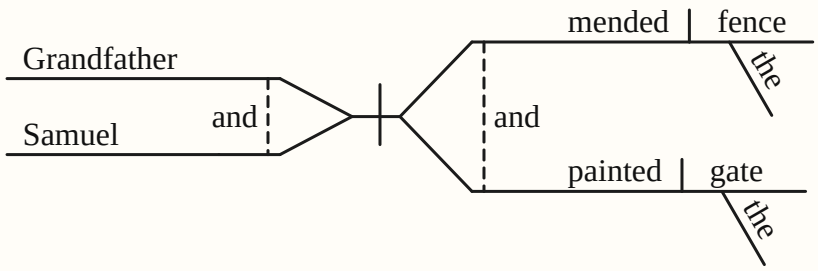
sentence structure	The structure of a sentence is the number and kind of clauses it contains.
simple sentence	A simple sentence has one independent clause and no dependent clauses.
compound sentence	A compound sentence has two or more independent clauses and no dependent clauses.

TEACHING

In Unit 18 you learned to tell an independent clause, which can stand alone, from a dependent clause, which cannot. Now you will use that knowledge to sort every sentence into one of four **structures**: simple, compound, complex, and compound-complex. The structure of a sentence is the number and kind of clauses it contains. Do not confuse structure with the four kinds of sentences you have known since Unit 1. The kind (declarative, interrogative, imperative,

exclamatory) tells what a sentence does; the structure tells how it is built. A question may be simple or compound, and so may a command. This lesson reviews the first two structures, which you met in Unit 9.

A **simple sentence** has one independent clause and no dependent clauses. A simple sentence is not always short. It may have a compound subject, a compound verb, compound objects, and several phrases, and still be simple: *Grandfather and Samuel mended the fence and painted the gate*. Here both men did both things. There is one subject (*Grandfather and Samuel*) joined to one predicate (*mended the fence and painted the gate*), so there is only one clause. The first verse of the Bible is a simple sentence with a compound direct object: “In the beginning God created the heaven and the earth.” (Genesis 1:1, KJV)



Grandfather and Samuel mended the fence and painted the gate.

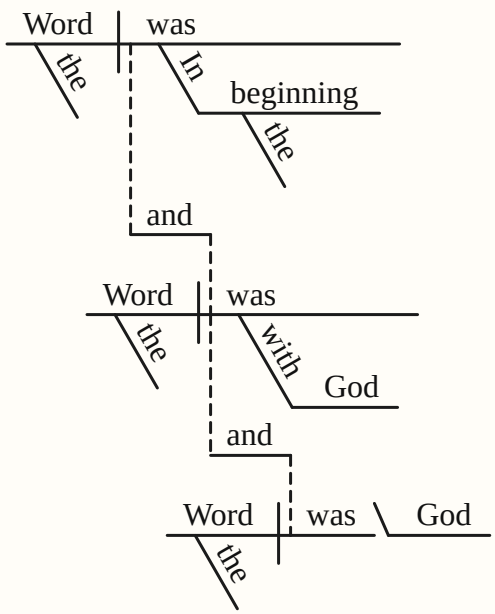
A **compound sentence** has two or more independent clauses and no dependent clauses. The clauses are joined by a comma and a coordinating conjunction (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) or by a semicolon: *The wind rose, and the barn door banged*. *The wind rose; the barn door banged*. The clauses are equal in rank, since each could stand alone as a sentence. The Gospel of John opens with a compound sentence of three independent clauses: “In the beginning was the Word, and the Word was with God, and the Word was God.” (John 1:1, KJV)

The surest way to tell a compound verb from a compound sentence is to look at the words after the conjunction. If a new subject appears there with its own verb, a new clause has begun. *Ruth fed the hens and gathered the eggs* is simple, because *gathered* has no subject of its own; it shares *Ruth*. *Ruth fed the hens, and Henry gathered the eggs* is compound. So is *Ruth fed the hens, and she gathered the eggs*: *she* names the same girl, but it is a new subject with its own verb.

The punctuation follows the structure. Put a comma before the coordinating conjunction that joins two independent clauses. The comma shows the reader where one clause ends; without it, *Ruth fed the hens and Henry gathered the eggs* may at first be read as if *Ruth fed the hens and Henry*. Use a semicolon instead when you join the clauses without a conjunction: *The snow fell all night; by morning the lane was hidden*. A comma alone between two independent clauses is a comma splice, which you learned to avoid in Unit 9. On the other hand, do not put a comma between the two parts of a compound verb: write *Thomas sanded the board and oiled it*, not *Thomas sanded the board, and oiled it*.

When you read the King James Bible, remember that its translators, working in 1611, used colons and semicolons more freely than we do. In “A merry heart doeth good like a medicine: but a broken spirit drieth the bones,” a colon stands where a modern writer would put a comma before *but*. Sometimes the old text even puts a comma between the parts of a compound verb. To find the structure, count the clauses, not the marks. In your own writing, follow the modern rules.

In a diagram the structure is easy to see. A simple sentence has one baseline, with forks for any compound parts. A compound sentence has one baseline for each independent clause, drawn one above the other and joined at the verbs by a dashed line with a step for the conjunction (or with no word, for a semicolon).



In the beginning was the Word, and the Word was with God, and the Word was God.

Latin link. *Simple* comes from the Latin *simplex*, "single" or "one-fold," and *compound* comes from *componere*, "to put together." A simple sentence is one clause; a compound sentence is clauses put together.

WORKED EXAMPLE 1

Is the sentence simple or compound?

> *Lydia rinsed the berries and set them in a blue bowl on the table.*

1. Find every verb: *rinsed* and *set*.
2. Find the subject of each verb. Who rinsed? *Lydia*. Who set? *Lydia*. Both verbs share one subject.
3. Look after the conjunction *and*. No new subject comes before *set*, so no new clause begins there.
4. One subject with a compound verb makes one independent clause. The sentence is simple, and it needs no comma before *and*.

Answer: simple (one subject, *Lydia*, with a compound verb, *rinsed and set*)

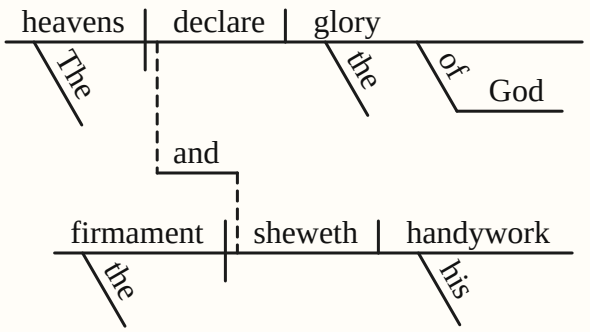
WORKED EXAMPLE 2

Diagram the sentence.

> *The heavens declare the glory of God; and the firmament sheweth his handywork.* (Psalms 19:1, KJV)

1. Find the verbs: *declare* and *sheweth*. Each has its own subject: *heavens declare*; *firmament sheweth*. There are two independent clauses, so the sentence is compound. (The King James Bible uses a semicolon with *and*; a modern writer would use a comma.)
2. Draw two baselines, one above the other. On the top line put *heavens* | *declare*; on the bottom line put *firmament* | *sheweth*.
3. Find the complements. Declare what? *glory*. Sheweth what? *handywork*. Each is a direct object after a short vertical line.
4. Add the modifiers: *The* under *heavens*; *the* and the phrase *of God* under *glory*; *the* under *firmament*; *his* under *handywork*.
5. Join the two verbs with a dashed line, and write *and* on its step.

Answer: Compound sentence joined by and. First clause: subject heavens (The), verb declare, direct object glory (the; of God). Second clause: subject firmament (the), verb sheweth, direct object handywork (his).



PRACTICE

DAY 2

1. EASY Is the sentence simple or compound?

   > *Clara and Abigail picked strawberries along the edge of the meadow.*

2. EASY Is the sentence simple or compound?

   > *The rain stopped at noon, and the children ran out to the garden.*

3. EASY Write the coordinating conjunction that joins the two independent clauses.

> *The wind was cold, but the children played outside until dusk.*

4. EASY Diagram the sentence.

> *The cows came home, and Henry milked them.*

DAY 3

5. EASY Add the missing comma.

> *The bell rang for the evening service and the families walked up the hill to the church.*

6. MEDIUM Is the sentence simple or compound?

> *He healeth the broken in heart, and bindeth up their wounds.* (Psalms 147:3, KJV)

7. MEDIUM Remove the comma that does not belong.

> *Thomas sanded the oak board, and rubbed it with linseed oil.*

8. MEDIUM Which mark correctly joins the two independent clauses at the blank?

> *The pond froze early this year____ we skated on it before Christmas.*

Choose: comma · semicolon

DAY 4

9. MEDIUM Diagram the sentence.

> *Cast thy burden upon the LORD, and he shall sustain thee.* (Psalms 55:22, KJV)

10. MEDIUM Fix the comma splice by using a semicolon.

> *The geese flew south over the farm, their calls drifted down through the fog.*

11. HARD Diagram the sentence.

> *Martha baked the bread, and Grandmother churned the butter and set the table.*

12. HARD Write a simple sentence with a compound verb. Then rewrite the same idea as a compound sentence, punctuate it correctly, and explain what makes the second one compound.

COMMON MISTAKES

- Watch for calling a sentence compound just because it contains *and*. Look after the conjunction: only a new subject with its own verb begins a second independent clause.
- Watch for a comma between the parts of a compound verb. Put the comma before the conjunction only when it joins two independent clauses.
- Watch for comma splices. When two independent clauses are joined, use a comma with a coordinating conjunction, or use a semicolon.

DAY 5

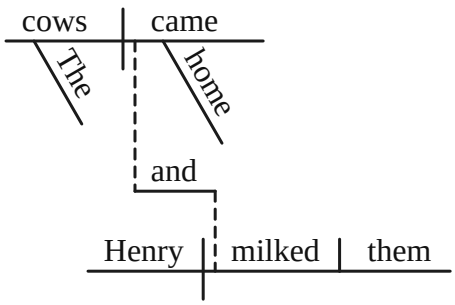
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The snow drifted against the barn all night, and in the morning Father and Caleb shoveled a path to the gate.*

Then review the common mistakes and redo any missed practice items.

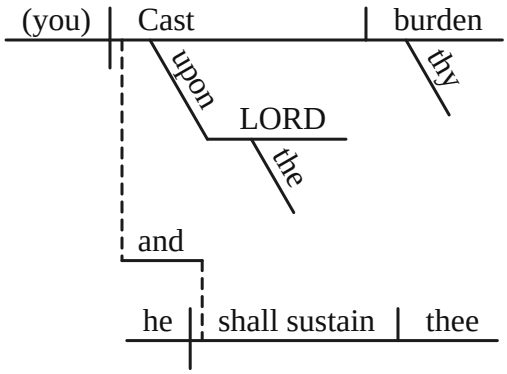
ANSWERS: LESSON 19.1

1. simple (one compound subject, *Clara and Abigail*, and one verb, *picked*)
2. compound (two independent clauses: *rain stopped*; *children ran*)
3. but
4. Compound sentence joined by and. First clause: subject cows (The), verb came (home). Second clause: subject Henry, verb milked, direct object them.

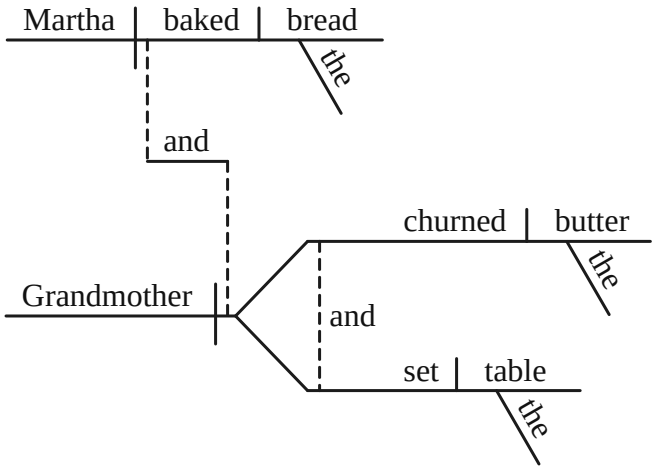


5. The bell rang for the evening service, and the families walked up the hill to the church. (The comma comes before *and*, which joins two independent clauses.)
6. simple (one subject, *He*, with a compound verb, *healeth and bindeth*; the old comma does not make a second clause)
7. Thomas sanded the oak board and rubbed it with linseed oil. (*Sanded* and *rubbed* are a compound verb with one subject, so no comma goes between them.)

8. semicolon (there is no conjunction, so a comma alone would make a comma splice)
9. Compound sentence joined by and. First clause: subject (you) understood, verb Cast, direct object burden (thy), phrase upon the LORD under Cast. Second clause: subject he, verb shall sustain, direct object thee.



10. The geese flew south over the farm; their calls drifted down through the fog.
11. Compound sentence joined by and. First clause: subject Martha, verb baked, direct object bread (the). Second clause: subject Grandmother, compound verb churned and set; direct object butter (the) after churned, table (the) after set.



12. Answers will vary. Example: Caleb split the logs and stacked them by the stove. Caleb split the logs, and Peter stacked them by the stove. (The second sentence is compound because a new subject, *Peter*, has its own verb, *stacked*, so there are two independent clauses joined by a comma and *and*.)

UNIT 19 · LESSON 19.2 · LEVEL 3

Complex Sentences

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Define a complex sentence and tell it from simple and compound sentences.
- Find the independent clause and each dependent clause in a complex sentence.
- Identify each dependent clause as an adjective clause, an adverb clause, or a noun clause.
- Diagram complex sentences with adjective, adverb, and noun clauses.

VIDEO

WATCH

Complex Sentences | Sentence Structure & Grammar Lesson 🧩🧠

GrammarFlip · 2:13

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=inX0PuwuwPg

BACKUP

Complex Sentences with Mrs. Clark

Kim Clark · 6:13

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=yRgAEY_M0Nk

KEY TERMS

complex sentence A complex sentence has one independent clause and at least one dependent clause.

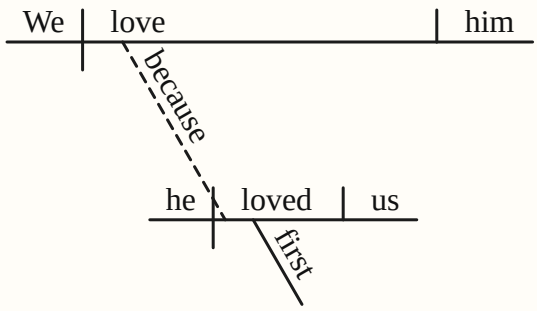
dependent clause A dependent clause has a subject and a verb but cannot stand alone as a sentence; it works as an adjective, an adverb, or a noun.

TEACHING

A **complex sentence** has one independent clause and at least one dependent clause: *When the bell rang, the children hurried into the schoolhouse*. The independent clause, *the children hurried into the schoolhouse*, could stand alone. The dependent clause, *When the bell rang*, could not; it leaves the reader waiting for the rest. A compound sentence sets two ideas side by side as equals, but a complex sentence ranks them. It shows which idea is the main one and how the other

idea serves it, by telling when, why, which one, or what. That is why careful writers use complex sentences so often: they show the reader how ideas are related.

To find the clauses, use the method you will use for every sentence in this unit. First find every verb. Then find the subject of each verb. Each subject–verb pair is a clause. Last, decide which clauses can stand alone. A clause that begins with a subordinating conjunction (*after*, *although*, *because*, *if*, *since*, *when*, *while*…) or a relative pronoun (*who*, *whom*, *whose*, *which*, *that*) is usually dependent. Try it on this verse: “We love him, because he first loved us.” (1 John 4:19, KJV) The verbs are *love* and *loved*; their subjects are *We* and *he*. *We love him* stands alone, but *because he first loved us* does not. One independent clause and one dependent clause make a complex sentence.



We love him, because he first loved us.

Next, name each dependent clause by its job, just as you named phrases by their jobs. An **adjective clause** modifies a noun or pronoun and usually begins with *who*, *whom*, *whose*, *which*, *that*, *where*, or *when*: *The hymn that Grandmother loves is in the old hymnal*. An **adverb clause** modifies a verb, an adjective, or an adverb and tells when, where, why, how, or under what condition: *If the weather is fair, we will cut the hay*. A **noun clause** does the work of a noun, as a subject, direct object, object of a preposition, or predicate nominative: *Father said that the colt would be ready by spring*. A useful test is to put a single word in the clause's place. If *something* or *it* fits, the clause is a noun clause (*Father said something*). If an adjective fits, it is an adjective clause; if an adverb fits, it is an adverb clause.

Some words can begin more than one kind of clause, so look at the job, not just the first word. In *We will never forget the winter when the creek froze*, the clause tells which winter, so it is an adjective clause modifying *winter*. In *We skated when the creek froze*, the clause tells when we skated, so it is an adverb clause modifying *skated*. In the same way, *that* may begin an adjective clause (*the hymn that Grandmother loves*) or a noun clause (*said that the colt would be ready*).

A complex sentence may have more than one dependent clause, as long as it has only one independent clause. Early in his story, Anna Sewell's horse, Black Beauty, says: “While I was young I lived upon my mother's milk, as I could not eat grass.” (Anna Sewell, Black Beauty, My Early Home) There are two adverb clauses, *While I was young* and *as I could not eat grass*, and one independent clause, *I lived upon my mother's milk*. (Today a comma would follow *young*, since careful writers put a comma after an introductory adverb clause.)

Two cautions will keep you from miscounting. First, a relative pronoun is sometimes left out but understood: *The book I borrowed belongs to Pastor Hale* means *The book that I borrowed*. *I borrowed* is still an adjective clause, because it

has its own subject and verb. In the same way, *Ruth knew the colt was hungry* has a noun clause with *that* understood. Second, a compound verb does not make a sentence compound. *When the colt saw Henry, it whinnied and trotted to the fence* has one independent clause with a compound verb, plus one adverb clause, so it is complex.

In a diagram, the independent clause takes the main baseline, and each dependent clause gets its own baseline below. An adjective clause is joined by a dashed line from the noun to the relative pronoun; an adverb clause is joined by a dashed slanted line from the verb it modifies to its own verb, with the subordinating conjunction on that line; a noun clause stands on a stilt in the noun's place.

> **Latin link.** *Complex* comes from the Latin *complexus*, from *complecti*, “to embrace” or “to fold together.” In a complex sentence the dependent clause is folded into the independent clause and cannot be pulled out to stand alone.

WORKED EXAMPLE 1

Is the dependent clause in this sentence an adjective clause, an adverb clause, or a noun clause?

> *The colt that Grandfather bought last spring has grown strong and tall.*

1. Find the verbs: *bought* and *has grown*. Their subjects are *Grandfather* and *colt*.
2. *The colt has grown strong and tall* can stand alone, so it is the independent clause. *That Grandfather bought last spring* cannot stand alone; it is the dependent clause.
3. Ask what the dependent clause does. It tells which colt, so it modifies the noun *colt*.
4. A clause that modifies a noun is an adjective clause. Inside it, *that* is a relative pronoun working as the direct object of *bought*.

Answer: adjective clause (*that Grandfather bought last spring* tells which colt)

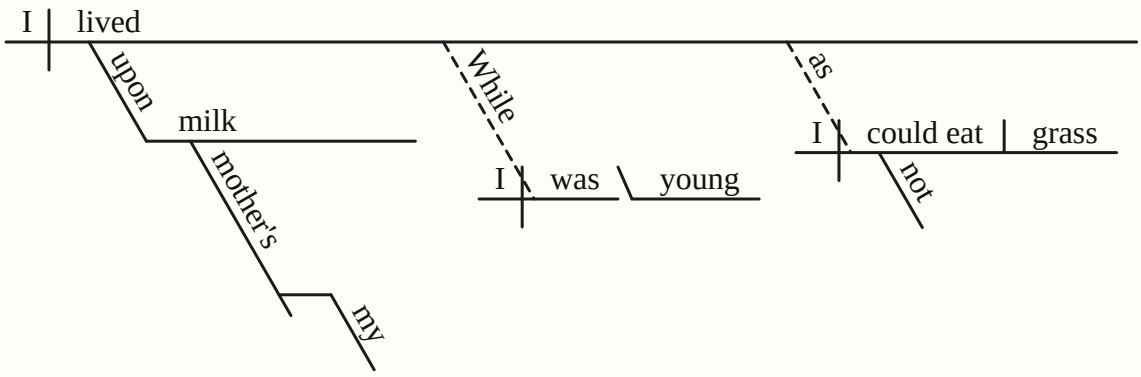
WORKED EXAMPLE 2

Diagram the sentence.

> *While I was young I lived upon my mother's milk, as I could not eat grass.* (Anna Sewell, Black Beauty, My Early Home)

1. Find the verbs: *was*, *lived*, and *could eat*. Each has the subject *I*. There are three clauses.
2. *I lived upon my mother's milk* can stand alone; it is the independent clause and goes on the main baseline: *I* | *lived*. The phrase *upon my mother's milk* modifies *lived*: *upon* on a slanted line, *milk* below it, *mother's* under *milk*, and *my* under *mother's*.
3. *While I was young* tells when I lived. It is an adverb clause: draw *I* | *was* \ *young* on a baseline below, and join *was* to *lived* with a dashed slanted line bearing *While*.
4. *As I could not eat grass* tells why. It is a second adverb clause: draw *I* | *could eat* | *grass* below, with *not* under *could eat*, and join *could eat* to *lived* with a dashed line bearing *as*.
5. One independent clause and two dependent clauses make the sentence complex.

Answer: Independent clause: subject I, verb lived, phrase upon my mother's milk (my under mother's, mother's under milk). Adverb clause While I was young (I | was \ young) and adverb clause as I could not eat grass (I | could eat | grass, not under could eat), each joined to lived by a dashed line with its conjunction.



PRACTICE

DAY 2

1. EASY Is the sentence simple, compound, or complex?

> *After the storm passed, Samuel checked the fences in the north pasture.*

2. EASY Write the dependent clause.

> *The girl who sang the solo is Pastor Hale's daughter.*

3. EASY What kind of dependent clause is in this sentence?

> *Mother smiled because the bread had risen perfectly.*

4. EASY Diagram the sentence.

> *Henry whistled while he worked.*

DAY 3

5. EASY Is the sentence simple, compound, or complex?

> *Thy word is a lamp unto my feet, and a light unto my path.* (Psalms 119:105, KJV)

6. MEDIUM What kind of dependent clause is in this sentence?

> *Grandfather knows that the apple trees need pruning.*

7. MEDIUM Write the independent clause.

> *If ye love me, keep my commandments.* (John 14:15, KJV)

8. MEDIUM Diagram the sentence.

> *The farmer who owns the mill gave us a sack of flour.*

DAY 4

9. MEDIUM What kind of dependent clause is in this sentence?

> *We will never forget the winter when the creek froze solid.*

10. MEDIUM Is the sentence simple, compound, or complex?

> *When she saw him at the gate she would neigh with joy, and trot up to him.* (Anna Sewell, Black Beauty, My Early Home)

11. HARD Diagram the sentence.

> *Whoever finishes his chores first may ride the pony.*

12. HARD Write a complex sentence that begins with an adverb clause and also contains an adjective clause. Punctuate it correctly and name each clause.

COMMON MISTAKES

- Watch for calling a sentence compound when it has a compound verb and a dependent clause. Count the independent clauses: if there is only one, and at least one dependent clause, the sentence is complex.
- Watch for naming a clause by its first word alone. *When* and *that* can begin more than one kind of clause; ask what the whole clause does in the sentence.
- Watch for a missing comma after an introductory adverb clause. Put a comma after it, as in *When the bell rang, the children hurried inside*.

DAY 5

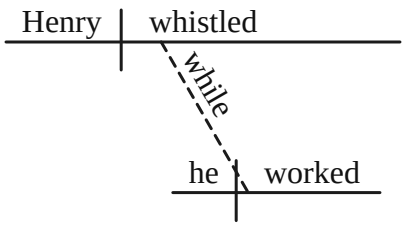
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *When the first snow fell, Grandfather brought in the sheep that had grazed all summer on the hill.*

Then review the common mistakes and redo any missed practice items.

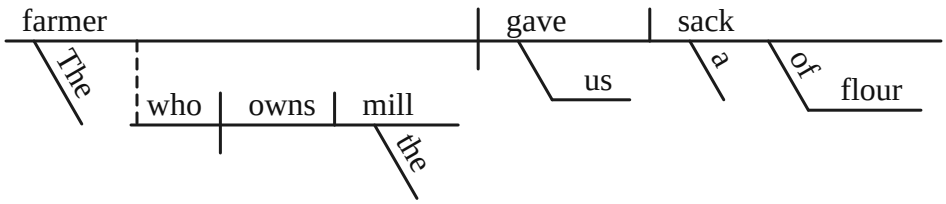
ANSWERS: LESSON 19.2

1. complex (independent clause: *Samuel checked the fences in the north pasture*; dependent clause: *After the storm passed*)
2. who sang the solo
3. adverb clause (*because the bread had risen perfectly* tells why Mother smiled)
4. Independent clause: subject Henry, verb whistled. Adverb clause: subject he, verb worked, joined to whistled by a dashed line bearing while.

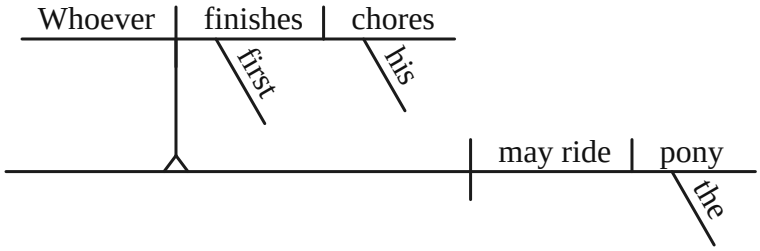


5. simple (one subject, *word*, and one verb, *is*, with a compound predicate nominative, *lamp and light*)
6. noun clause (*that the apple trees need pruning* is the direct object of *knows*)
7. keep my commandments (its subject, *you*, is understood)

8. Independent clause: subject farmer (The), verb gave, indirect object us, direct object sack (a; of flour). Adjective clause below farmer: subject who, verb owns, direct object mill (the), with a dashed line from farmer to who.



9. adjective clause (*when the creek froze solid* tells which winter)
10. complex (one independent clause, *she would neigh with joy, and trot up to him,* with a compound verb; one dependent clause, *When she saw him at the gate*)
11. Noun clause as subject, on a stilt: Whoever | finishes | chores (his), with first under finishes. Main verb: may ride; direct object: pony (the).



12. Answers will vary. Example: When the sun came up, Peter fed the horse that Father had bought. (*When the sun came up* is an adverb clause followed by a comma; *that Father had bought* is an adjective clause modifying *horse*; *Peter fed the horse* is the independent clause.)

UNIT 19 · LESSON 19.3 · LEVEL 3

Compound-Complex Sentences

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Define a compound-complex sentence and find its independent and dependent clauses.
- Identify any sentence as simple, compound, complex, or compound-complex by counting its clauses.
- Punctuate compound-complex sentences correctly.
- Diagram compound-complex sentences.

VIDEO

WATCH

Compound complex sentences

MrGrammarMan123 · 8:13

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=Wd1LK5JeBKs

BACKUP

Compound-Complex Sentences - Grammar Lesson

GrammarFlip · 1:07

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=I7wD8IMj_Lc

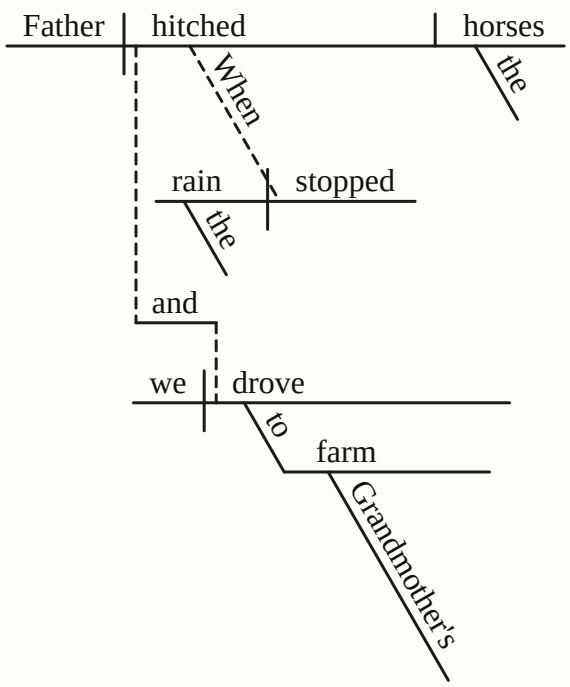
KEY TERMS

compound-complex sentence	A compound-complex sentence has two or more independent clauses and at least one dependent clause.
independent clause	An independent clause has a subject and a verb and can stand alone as a sentence.

TEACHING

You have now met three sentence structures. The fourth joins the other two ideas together. A **compound-complex sentence** has two or more independent clauses (which make it compound) and at least one dependent clause (which makes it complex): *When the rain stopped, Father hitched the horses, and we drove to Grandmother's farm. Father*

hitched the horses and *we drove to Grandmother's farm* are independent clauses joined by *and*; *When the rain stopped* is a dependent adverb clause.



When the rain stopped, Father hitched the horses, and we drove to Grandmother's farm.

Every sentence in English has one of these four structures, and you can find it with the same three steps. First, find every verb and its subject; each pair is a clause. Second, decide whether each clause is independent or dependent. Third, count. One independent clause and no dependent clauses: simple. Two or more independent clauses and no dependent clauses: compound. One independent clause and one or more dependent clauses: complex. Two or more independent clauses and one or more dependent clauses: compound-complex. Only clauses count; phrases, however long, never change the structure.

Try the steps on this verse: “This is the day which the LORD hath made; we will rejoice and be glad in it.” (Psalms 118:24, KJV) The verbs are *is*, *hath made*, and *will rejoice* and *be* (a compound verb with one subject, *we*). *This is the day* stands alone, and so does *we will rejoice and be glad in it*; they are joined by a semicolon. *Which the LORD hath made* cannot stand alone; it is an adjective clause modifying *day*. Two independent clauses and one dependent clause make the verse compound-complex.

Sometimes a word is left out but understood. In “Train up a child in the way he should go: and when he is old, he will not depart from it,” the independent clauses are *Train up a child in the way* (with *you* understood as the subject) and *he will not depart from it*. There are two dependent clauses: *when he is old*, an adverb clause, and *he should go*, an adjective clause modifying *way*, whose relative word is understood. Understood words still make clauses, so count them.

Each dependent clause belongs inside one independent clause, where it modifies a word or takes the place of a noun. In the verse above, *when he is old* modifies *will depart* in the second independent clause, and *he should go* modifies *way*

in the first. Knowing where each dependent clause belongs tells you where to hang it in a diagram.

The punctuation of a compound-complex sentence follows the rules you already know. Put a comma before the coordinating conjunction that joins the independent clauses, or use a semicolon if there is no conjunction. Put a comma after an introductory adverb clause. In *Because the creek had flooded, the bridge was closed, and we drove home by the long road*, the first comma keeps the reader from reading *the creek had flooded the bridge*, and the second marks where the second independent clause begins.

Two traps catch careless counters. Two dependent clauses joined by *and* do not make a sentence compound: *When Father had milked the cows and Henry had fed the hens, we ate breakfast* has only one independent clause, so it is complex. A compound verb does not add a clause either: *Peter fed the calves and gathered the eggs that the hens had laid* has one independent clause and one dependent clause, so it too is complex. Ask of every clause, Can this stand alone?

WORKED EXAMPLE 1

Is the sentence simple, compound, complex, or compound-complex?

> *Peter fed the calves, and Anna gathered the eggs that the hens had laid in the hay.*

1. Find every verb and its subject: *Peter fed*, *Anna gathered*, *hens had laid*. There are three clauses.
2. *Peter fed the calves* can stand alone. *Anna gathered the eggs* can stand alone. *That the hens had laid in the hay* cannot; it is an adjective clause telling which eggs.
3. Count: two independent clauses and one dependent clause.
4. Two or more independent clauses with at least one dependent clause make a compound-complex sentence.

Answer: compound-complex (independent: *Peter fed the calves*; *Anna gathered the eggs*; dependent: *that the hens had laid in the hay*)

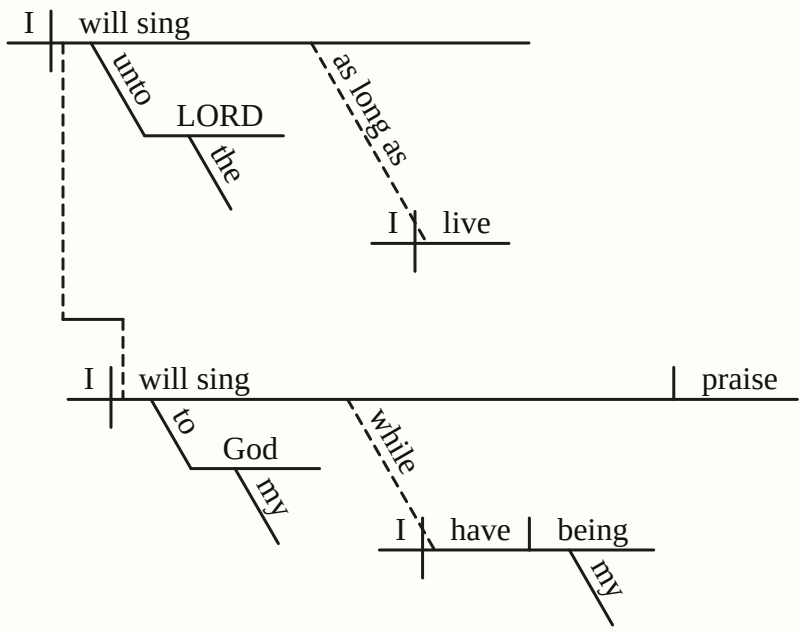
WORKED EXAMPLE 2

Diagram the sentence.

> *I will sing unto the LORD as long as I live: I will sing praise to my God while I have my being.* (Psalms 104:33, KJV)

1. Find the verbs and subjects: *I will sing*, *I live*, *I will sing*, *I have*. There are four clauses.
2. The two clauses *I will sing unto the LORD* and *I will sing praise to my God* can stand alone. They are joined by a colon with no conjunction, so draw two baselines joined by a dashed line with no word on its step.
3. *As long as I live* and *while I have my being* cannot stand alone. Each tells when, so each is an adverb clause modifying the verb of its own independent clause.
4. First baseline: *I* | *will sing*, with the phrase *unto the LORD* under the verb. Below it, *I* | *live*, joined to *will sing* by a dashed line bearing *as long as*.
5. Second baseline: *I* | *will sing* | *praise*, with the phrase *to my God* under the verb. Below it, *I* | *have* | *being* (*my*), joined to *will sing* by a dashed line bearing *while*.
6. Two independent clauses and two dependent clauses: the verse is compound-complex.

Answer: Two baselines joined by a dashed line with no word. First: I | will sing (unto the LORD), with the adverb clause I | live joined by as long as. Second: I | will sing | praise (to my God), with the adverb clause I | have | being (my) joined by while.



PRACTICE

DAY 2

1. EASY Is the sentence simple, compound, complex, or compound-complex?

   > *When the harvest was finished, the Millers held a supper, and all the neighbors came.*

2. EASY Is the sentence simple, compound, complex, or compound-complex?

   > *The children sang a hymn while Mother played the piano.*

3. EASY Write the dependent clause.

   > *The barn door creaked, and the cat that lives in the loft ran outside.*

4. EASY Is the sentence simple, compound, complex, or compound-complex?

   > *And Jesus increased in wisdom and stature, and in favour with God and man.* (Luke 2:52, KJV)

DAY 3

5. EASY Is the sentence simple, compound, complex, or compound-complex?

   > *The thunder rolled over the hills, but the sheep grazed calmly in the meadow.*

6. MEDIUM Is the sentence simple, compound, complex, or compound-complex?

   > *I have never forgotten my mother's advice; I knew she was a wise old horse, and our master thought a great deal of her.* (Anna Sewell, Black Beauty, My Early Home)

7. MEDIUM Diagram the sentence.

   > *Samuel milked the cow, and Ruth carried the pail that he had filled.*

8. MEDIUM Is the sentence simple, compound, complex, or compound-complex?

   > *When Father had milked the cows and Henry had fed the hens, we ate breakfast.*

DAY 4

9. MEDIUM Add the two missing commas.

   > *Because the creek had flooded the bridge was closed and we drove home by the long road.*

10. MEDIUM Is the sentence simple, compound, complex, or compound-complex?

> *Come unto me, all ye that labour and are heavy laden, and I will give you rest.* (Matthew 11:28, KJV)

11. HARD Diagram the sentence.

> *The old clock that Grandfather built still ticks in the hall, and its chime tells us when supper is ready.*

12. HARD Write a compound-complex sentence about a holiday. Then write out each clause and label it independent or dependent.

COMMON MISTAKES

- Watch for counting a compound verb as two clauses. A clause needs its own subject; verbs that share one subject make one clause.
- Watch for calling a sentence compound-complex when the clauses joined by *and* are both dependent. Check that at least two clauses can stand alone.
- Watch for missing commas. Put a comma after an introductory adverb clause and another before the conjunction that joins the independent clauses.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

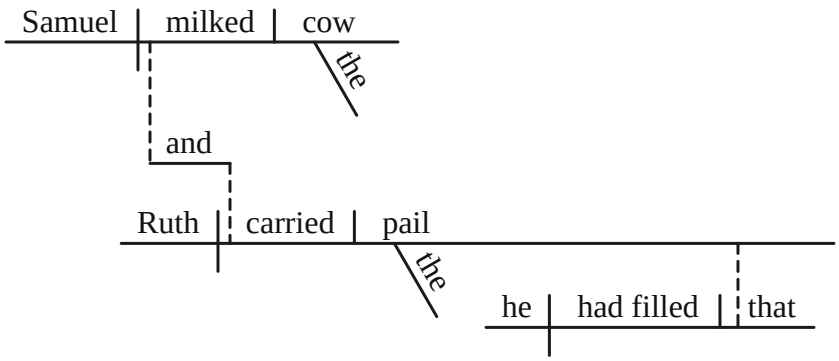
> *When the snow began to fall, Father led the sheep into the fold, and Anna carried hay to the lambs that were born in March.*

Then review the common mistakes and redo any missed practice items.

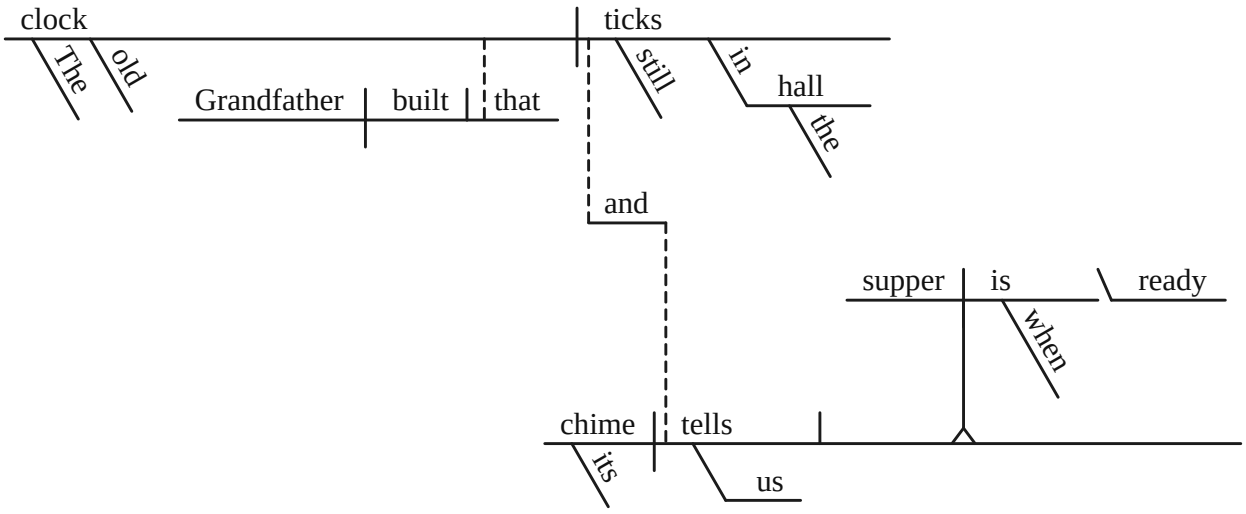
ANSWERS: LESSON 19.3

1. compound-complex (independent: *the Millers held a supper*; *all the neighbors came*; dependent: *When the harvest was finished*)
2. complex (one independent clause, *The children sang a hymn*, and one dependent clause, *while Mother played the piano*)
3. that lives in the loft
4. simple (one subject, *Jesus*, and one verb, *increased*; the rest are phrases)
5. compound (two independent clauses joined by *but*; no dependent clause)

6. compound-complex (independent: *I have never forgotten my mother's advice*; *I knew*; *our master thought a great deal of her*; dependent: *she was a wise old horse*, a noun clause with *that* understood)
7. Two baselines joined by and. First: Samuel | milked | cow (the). Second: Ruth | carried | pail (the). Adjective clause below pail: he | had filled | that, with a dashed line from pail to that.



8. complex (only one independent clause, *we ate breakfast*; the two clauses joined by *and* are both part of the dependent adverb clause)
9. Because the creek had flooded, the bridge was closed, and we drove home by the long road. (A comma follows the introductory adverb clause, and a comma comes before *and*, which joins the two independent clauses.)
10. compound-complex (independent: *Come unto me*, with *you* understood; *I will give you rest*; dependent: *that labour and are heavy laden*)
11. Two baselines joined by and. First: clock (The, old) | ticks (still; in the hall), with the adjective clause Grandfather | built | that below clock. Second: chime (its) | tells, indirect object us, and a noun clause on a stilt as direct object: supper | is \ ready, with when under is.



12. Answers will vary. Example: After we came home from church on Easter, Mother set the table, and Grandfather read the story that we love best. (Independent: *Mother set the table*; *Grandfather read the story*. Dependent: *After we came home from church on Easter*; *that we love best*.)

UNIT 19 · LESSON 19.4 · LEVEL 3

Diagramming Long Sentences

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Follow a five-step method to diagram a long sentence: verbs, subjects, complements, modifiers, clauses.
- Find the verbs and subjects of sentences in unusual or old-fashioned word order.
- Diagram long sentences from the King James Bible and the classics, placing every word.
- Check a finished diagram against its sentence word by word.

VIDEO

WATCH

Sentence Diagrams & 2 Complicated Sentences

GrammarRevolution · 5:22

When to watch: Day 1, before the worked examples. Pause and draw each diagram along with the teacher.

https://www.youtube.com/watch?v=Ej3WhJRD-fI

BACKUP

Diagramming a sentence with two dependent clauses

mrthoth · 4:46

When to watch: Before the Day 2 practice, for more diagramming along with a teacher.

https://www.youtube.com/watch?v=uX2JOJS1F3A

> **Note:** Grammar Revolution and mrthoth draw Reed-Kellogg diagrams the same way this book does.

KEY TERMS

baseline The baseline is the main horizontal line of a diagram; it holds the subject, the verb, and any direct object, predicate nominative, or predicate adjective of a clause.

complement A complement is a word that completes the meaning of the verb: a direct object, an indirect object, a predicate nominative, or a predicate adjective.

TEACHING

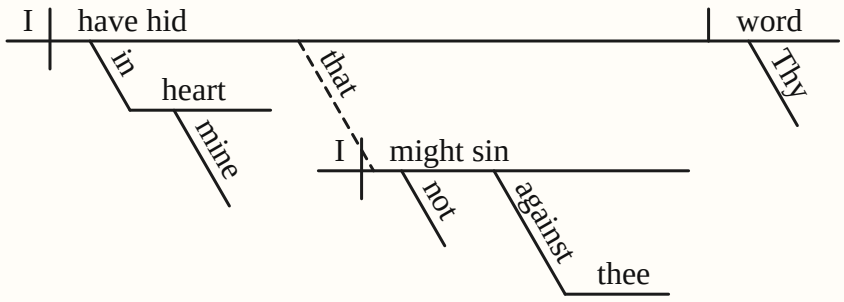
The great sentences of the King James Bible and the classic books are often long, and at first they may look too tangled to diagram. They are not. However long a sentence is, it is built from the same parts you have learned one at a time:

subjects, verbs, complements, modifiers, phrases, and clauses. What a long sentence needs is order in your work. Diagram it in five steps, always in the same order, and the sentence will come apart cleanly.

Step one: find the verbs. Every clause is built around a verb, so the verbs tell you how many clauses there are. Include the helping verbs (*had been working*), and remember that participles, gerunds, and infinitives are verbals, not the verbs of clauses. Step two: find the subject of each verb by asking *who* or *what* before it. Watch for understood *you* in commands, and for inverted order, where the subject comes after the verb or the object comes first. Step three: find the complements. Ask *whom* or *what* after an action verb for a direct object, and look for an indirect object before it; after a linking verb, look for a predicate nominative or predicate adjective.

Step four: find the modifiers. Take each remaining word or phrase and ask which word it modifies; adjectives and adjective phrases go under nouns, and adverbs and adverb phrases go under verbs, adjectives, or adverbs. Step five: place the clauses. Independent clauses take their own baselines, one above the other in the order they come, joined at the verbs. Dependent clauses go on baselines below: an adjective clause under the noun it modifies, an adverb clause under the verb it modifies, and a noun clause on a stilt in the noun's place. When you finish, check the diagram against the sentence word by word. Every word must appear once, and no word may be added.

Here are the steps applied to a verse in inverted order: “Thy word have I hid in mine heart, that I might not sin against thee.” (Psalms 119:11, KJV) Step one: the verbs are *have hid* and *might sin*, so there are two clauses. Step two: who has hid? *I*. Who might sin? *I*. Step three: have hid what? *word*. The direct object stands first in the sentence, but on the diagram it goes after the verb, as always. Step four: *Thy* modifies *word*; *in mine heart* tells where and modifies *have hid*; *not* modifies *might sin*, and *against thee* modifies *might sin*. Step five: *that I might not sin against thee* cannot stand alone. Here *that* means *in order that*; the clause tells why the psalmist hid the word, so it is an adverb clause under *have hid*, with *that* on the dashed line.



Thy word have I hid in mine heart, that I might not sin against thee.

Do not let old forms trouble you. *Thou* and *ye* are subjects, *thee* is an object, and *thy*, *thine*, and *mine* are possessives (the King James Bible often uses *mine* and *thine* instead of *my* and *thy* before a vowel or *h*, as in *mine eyes* and *mine heart*). Verbs ending in *-eth* and *-est* (*walketh*, *sheweth*, *givest*) are simply old forms of present-tense verbs and go on the verb line like any other verb.

Long sentences from the classics are diagrammed the same way. Kenneth Grahame begins *The Wind in the Willows* with a long simple sentence: one subject, one verb phrase, an adverb modified by another adverb, an adverbial noun, and a participial phrase. Anna Sewell begins *Black Beauty* with a complex sentence whose subject carries an adjective

clause and whose predicate nominative carries a prepositional phrase that has two more phrases hanging from its object. Both are worked out step by step below. When you can diagram sentences like these, you can see how any English sentence is put together.

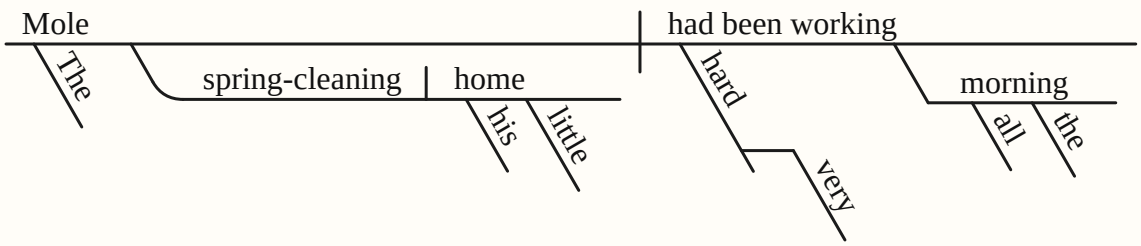
WORKED EXAMPLE 1

Diagram the sentence.

> *The Mole had been working very hard all the morning, spring-cleaning his little home.* (Kenneth Grahame, The Wind in the Willows, The River Bank)

1. Step one, the verbs: *had been working*. *Spring-cleaning* is a participle, a verbal, not the verb of a clause. There is one clause, so the sentence is simple.
2. Step two, the subject: who had been working? *Mole*. Put *Mole | had been working* on the baseline.
3. Step three, the complements: *had been working* takes no direct object, so the baseline ends with the verb.
4. Step four, the modifiers: *The* modifies *Mole*. *Hard* tells how and modifies the verb; *very* modifies *hard*, so it goes on a slanted line joined to *hard*. *Morning* tells when. A noun used this way, to tell when, where, how long, or how much, is called an adverbial noun; it modifies the verb like an adverb. Draw it like a prepositional phrase with no preposition: an empty slanted line under the verb, with *morning* on the horizontal line below it and *all* and *the* under *morning*. *Spring-cleaning his little home* describes the Mole, so the participle goes on a bent line under *Mole*, with *home* as its direct object and *his* and *little* under *home*.
5. Step five, the clauses: there is only one, so the diagram is finished. Check: all fourteen words are placed once.

Answer: Subject: Mole (The; participial phrase spring-cleaning his little home under it, with home as the participle's direct object, modified by his and little); verb: had been working, with hard (modified by very) and the adverbial noun morning (all, the) on a horizontal line below an empty slant under it.



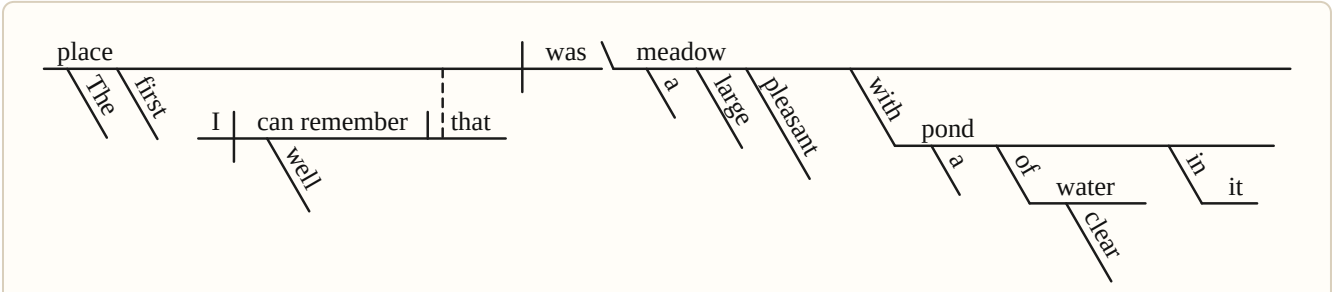
WORKED EXAMPLE 2

Diagram the sentence.

> *The first place that I can well remember was a large pleasant meadow with a pond of clear water in it.* (Anna Sewell, Black Beauty, My Early Home)

1. Step one, the verbs: *can remember* and *was*. Two verbs mean two clauses. (*Well* stands inside the verb phrase but is an adverb, not a helping verb.)
2. Step two, the subjects: who can remember? *I*. What was? *place*. *The first place … was a large pleasant meadow* can stand alone; *that I can well remember* cannot.
3. Step three, the complements: *was* is a linking verb, and *meadow* renames *place*, so *meadow* is the predicate nominative. In the dependent clause, can remember what? *that*, the relative pronoun, which is the direct object.
4. Step four, the modifiers: *The* and *first* under *place*; *a*, *large*, and *pleasant* under *meadow*. *With a pond* tells what kind of meadow, so it goes under *meadow*. *Of clear water* tells what kind of pond, and *in it* tells where the pond is, so both phrases go under *pond*, with *clear* under *water*. *Well* goes under *can remember*.
5. Step five, the clauses: *that I can well remember* tells which place, so it is an adjective clause. Draw *I* | *can remember* | *that* on a baseline below, and join *place* to *that* with a dashed line.
6. Check: all twenty-one words are placed once. One independent and one dependent clause make the sentence complex.

Answer: Independent clause: place (The, first) | was \ meadow (a, large, pleasant; with a pond under meadow, and of clear water and in it under pond). Adjective clause below place: I | can remember | that, with well under can remember and a dashed line from place to that.



PRACTICE

DAY 2

1. EASY Write the two verbs (simple predicates) in order.

> *The Miller children picked apples all afternoon, and by evening their baskets were full.*

2. EASY Write the simple subject.

> *Across the frozen pond and over the snowy hill came the children with their sleds.*

3. EASY Diagram the sentence.

> *Some shady trees leaned over it, and rushes and water-lilies grew at the deep end.* (Anna Sewell, Black Beauty, My Early Home)

4. EASY What kind of dependent clause is in this sentence?

> *On the first warm morning of spring, Grandfather showed us the place where the wild violets bloom beside the creek.*

DAY 3

5. EASY Is the sentence simple, compound, complex, or compound-complex?

> *A friend loveth at all times, and a brother is born for adversity.* (Proverbs 17:17, KJV)

6. MEDIUM What is the job of the word *each* in this sentence?

> *Grandmother gave each of the children a warm loaf of bread that she had baked that morning.*

7. MEDIUM Diagram the sentence.

> *In all thy ways acknowledge him, and he shall direct thy paths.* (Proverbs 3:6, KJV)

8. MEDIUM Write the simple subject of the independent clause.

> *Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the way of sinners, nor sitteth in the seat of the scornful.* (Psalms 1:1, KJV)

DAY 4

9. MEDIUM Is the sentence simple, compound, complex, or compound-complex?

> *When it was hot we used to stand by the pond in the shade of the trees, and when it was cold we had a nice warm shed near the grove.* (Anna Sewell, Black Beauty, My Early Home)

10. MEDIUM Diagram the sentence.

> *Ye are my friends, if ye do whatsoever I command you.* (John 15:14, KJV)

11. HARD Diagram the sentence.

> *When the snow melted in March, Grandfather tapped the old maple trees, and the children who helped him carried the heavy buckets of sap to the sugarhouse.*

12. HARD Write a sentence of at least twenty words that has two independent clauses and at least one dependent clause. Then do the first two steps of the method: list each verb with its subject.

COMMON MISTAKES

- Watch for treating a participle, gerund, or infinitive as the verb of a clause. Only a verb with its own subject makes a clause; verbals go on their own bent lines or stilts.
- Watch for inverted order. When a sentence begins with a phrase, a predicate adjective, or a direct object, ask who or what does the action, and put the subject first on the baseline.
- Watch for leaving out or repeating a word. When the diagram is finished, check it against the sentence word by word.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

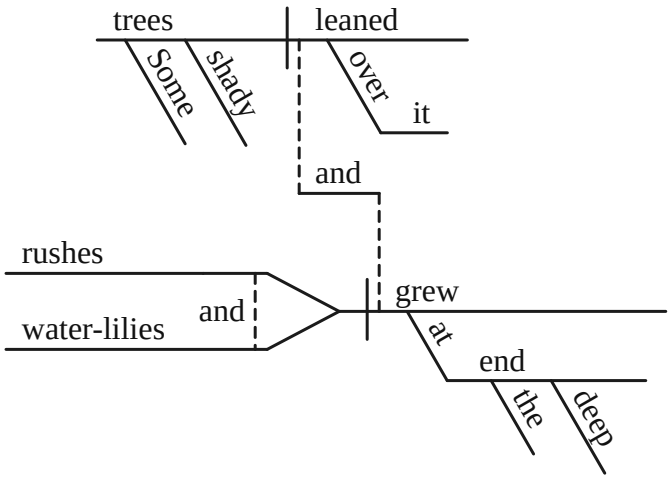
> *When the long day's work was done, Grandfather sat by the fire, and the children listened quietly while he read a chapter from the old family Bible.*

Then review the common mistakes and redo any missed practice items.

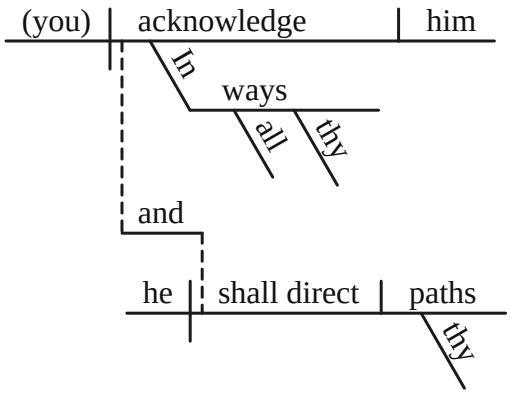
ANSWERS: LESSON 19.4

1. picked, were

2. children (the order is inverted: *the children came*)
3. Two baselines joined by and. First: trees (Some, shady) | leaned, with over it under leaned. Second: compound subject rushes and water-lilies | grew, with at the deep end under grew (the, deep under end).

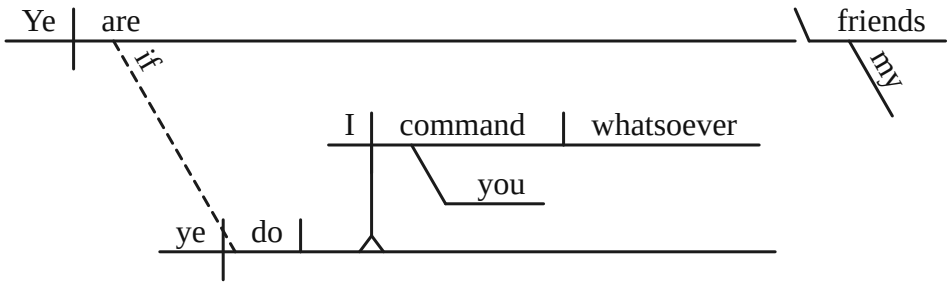


4. adjective clause (*where the wild violets bloom beside the creek* tells which place)
5. compound (two independent clauses joined by *and*: *friend loveth*; *brother is born*)
6. indirect object (*Grandmother gave a loaf to each*; *of the children* is a phrase modifying *each*)
7. Two baselines joined by and. First: (you) | acknowledge | him, with In all thy ways under acknowledge (all, thy under ways). Second: he | shall direct | paths (thy).

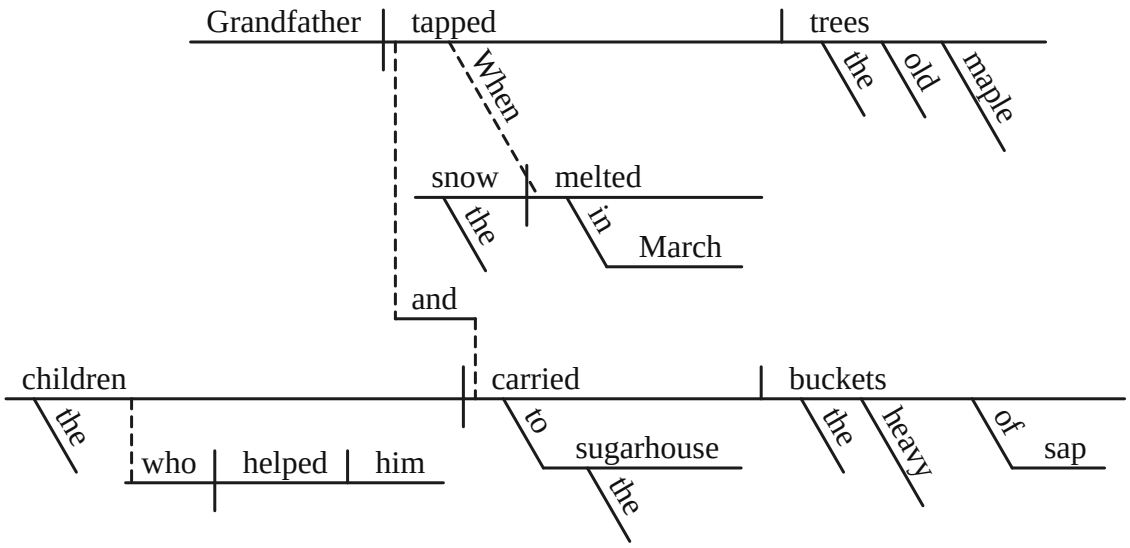


8. man (the order is inverted: *the man is blessed*; *Blessed* is a predicate adjective)
9. compound-complex (independent: *we used to stand by the pond in the shade of the trees*; *we had a nice warm shed near the grove*; dependent: *When it was hot*; *when it was cold*)

10. Independent clause: Ye | are \ friends (my). Adverb clause below are, joined by if: ye | do, with a noun clause on a stilt as the direct object: I | command | whatsoever, with the indirect object you under command.



11. Two baselines joined by and. First: Grandfather | tapped | trees (the, old, maple), with the adverb clause snow (the) | melted (in March) joined to tapped by When. Second: children (the) | carried | buckets (the, heavy; of sap), with to the sugarhouse under carried and the adjective clause who | helped | him below children.



12. Answers will vary. Example: After the long winter ended, Father plowed the field beside the creek, and Lydia planted the beans that Grandmother had saved from last year's garden. (Verbs and subjects: *winter ended*; *Father plowed*; *Lydia planted*; *Grandmother had saved*.)

Unit 19 Test

Allow about 30 minutes. Work with the book closed. Draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, reread the lesson named beside it and redo its practice items.

1. 19.1 Is the sentence simple or compound?

   > *The old mare and her foal grazed together beside the stone wall.*

2. 19.1 Is the sentence simple or compound?

   > *The kettle whistled on the stove, so Martha poured the tea.*

3. 19.1 Fix the comma splice by adding the conjunction *but* after the comma.

   > *The path up the mountain was steep, the view from the top was worth the climb.*

4. 19.2 Write the dependent clause.

   > *The saddle that Father oiled hangs in the tack room.*

5. 19.2 What kind of dependent clause is in this sentence?

   > *Unless the rain stops soon, the creek will rise over the low bridge.*

6. 19.2 What kind of dependent clause is in this sentence?

   > *Blessed is the nation whose God is the LORD.* (Psalms 33:12, KJV)

7. 19.3 Is the sentence simple, compound, complex, or compound-complex?

   > *Before the guests arrived, Mother lit the candles, and Father carried in more wood for the fire.*

8. 19.3 Is the sentence simple, compound, complex, or compound-complex?

   > *Thomas, who had sanded the boards and oiled the hinges, proudly showed us the birdhouse.*

9. 19.4 Write the simple subject.

   > *The tall windows of the old stone chapel glowed in the evening light, welcoming the travelers on the road.*

10. 19.2 Diagram the sentence.

> *Because the wind was cold, Anna wore the scarf that her aunt had knitted.*

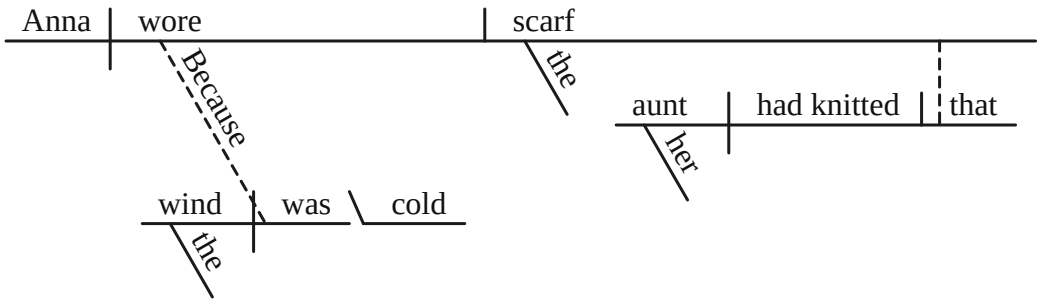
11. 19.4 Diagram the sentence.

> *He that walketh with wise men shall be wise: but a companion of fools shall be destroyed.* (Proverbs 13:20, KJV)

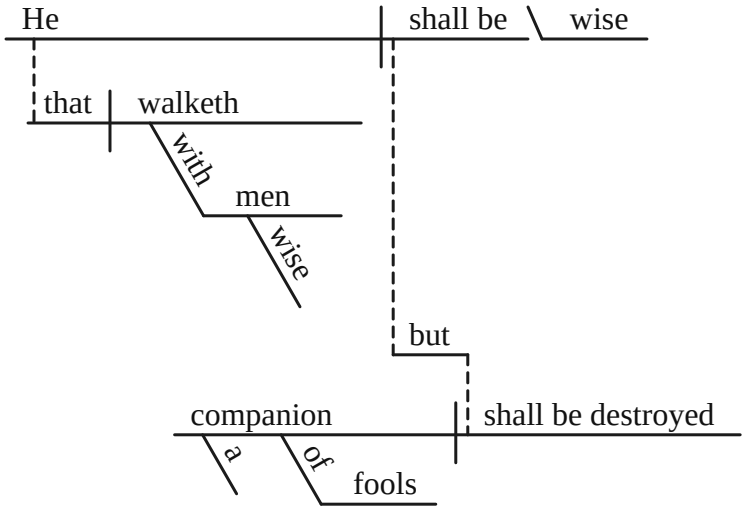
12. 19.3 Write a compound-complex sentence about work on a farm. Punctuate it correctly, and write out each clause labeled independent or dependent.

ANSWERS: UNIT 19 TEST

1. simple (one compound subject, *mare and foal*, and one verb, *grazed*)
2. compound (two independent clauses joined by a comma and *so*)
3. The path up the mountain was steep, but the view from the top was worth the climb.
4. that Father oiled
5. adverb clause (*Unless the rain stops soon* tells under what condition the creek will rise)
6. adjective clause (*whose God is the LORD* tells which nation)
7. compound-complex (independent: *Mother lit the candles*; *Father carried in more wood for the fire*; dependent: *Before the guests arrived*)
8. complex (one independent clause, *Thomas proudly showed us the birdhouse*, and one dependent clause with a compound verb, *who had sanded the boards and oiled the hinges*)
9. windows (*of the old stone chapel* is a phrase; the subject is never in a prepositional phrase)
10. Independent clause: Anna | wore | scarf (the). Adjective clause below scarf: aunt (her) | had knitted | that, with a dashed line from scarf to that. Adverb clause below wore: wind (the) | was \ cold, joined to wore by Because.



11. Two baselines joined by but. First: He | shall be \ wise, with the adjective clause that | walketh (with wise men) below He. Second: companion (a; of fools) | shall be destroyed.



12. Answers will vary. Example: When the hay was dry, Caleb raked it into rows, and Peter drove the wagon that carried it to the barn. (Independent: *Caleb raked it into rows*; *Peter drove the wagon*. Dependent: *When the hay was dry*; *that carried it to the barn*.)

LEVEL 3 · LEVEL 3, YEAR A, WEEKS 23–30

Unit 20. Verbs: Voice and Mood

This unit studies the verb more closely than ever before. You will sort verbs as transitive or intransitive and meet the objective complement, the word that completes a direct object. Then you will learn voice, which shows whether the subject acts or receives the action, and mood, which shows whether a verb states a fact, gives a command, or presents a wish or a condition contrary to fact. The unit ends by putting these together: keeping tense, voice and mood consistent in your own writing.

You already know the principal parts of verbs, the tenses, and the complements that follow verbs. This unit builds directly on that knowledge. Voice and mood explain choices that good writers make every day: when the passive voice is right and when it only blurs the sentence, why careful English says If I were you, and why the verbs of a well-told story stay steady from beginning to end. You will also see these forms at work in the King James Bible, where the subjunctive of blessings and prayers is still heard.

BEFORE THIS UNIT

- Find direct objects, indirect objects, predicate nominatives, and predicate adjectives (Unit 13).
- Know the principal parts of verbs and form the simple, perfect, and progressive tenses (Unit 11).
- Identify dependent clauses, including noun clauses and adverb clauses (Unit 18).
- Diagram compound and complex sentences with every piece taught through Unit 19.

MASTERY CHECKLIST

☐ I can tell whether a verb is transitive or intransitive, and I know that linking verbs are intransitive.

☐ I can find an objective complement and tell it apart from an indirect object.

☐ I can tell whether a verb is in the active or the passive voice and change a sentence from one voice to the other without changing the tense.

☐ I can explain when the passive voice is the right choice and why the active voice is usually better.

☐ I can name the mood of a verb as indicative, imperative, or subjunctive.

☐ I can use were in wishes and conditions contrary to fact, and the plain form of the verb in that clauses after verbs of asking and demanding.

☐ I can find and fix needless shifts in tense, voice and mood.

☐ I can diagram sentences with objective complements and passive verbs.

UNIT 20 · LESSON 20.1 · LEVEL 3

Transitive and Intransitive Verbs; Objective Complements

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell whether a verb is transitive or intransitive by looking for its direct object.
- Explain why linking verbs are intransitive and show that the same verb can be transitive in one sentence and intransitive in another.
- Find objective complements and tell them apart from indirect objects.
- Diagram a sentence that has an objective complement.

VIDEO

WATCH

Transitive Verbs and Intransitive Verbs | Grammar Lesson 🎯🏃

GrammarFlip · 2:22

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=NGByQDHfQ0E

BACKUP

What are objective complements?

GrammarRevolution · 4:47

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=UluiELDOKjk

> **Note:** Grammar Revolution says objective complement, as this book does.

KEY TERMS

transitive verb	A transitive verb is an action verb that has a direct object.
intransitive verb	An intransitive verb has no direct object.
objective complement	An objective complement is a noun or adjective that follows the direct object and renames or describes it.

TEACHING

You have long known that a verb shows action or links the subject to a word that renames or describes it, and that a direct object receives the action of the verb, answering *whom?* or *what?* after it. Grammarians sort verbs by one more question: does the action pass over to an object? A verb whose action passes to a direct object is a **transitive verb**. In *The farmer mended the fence*, the action of *mended* passes to *fence*, so *mended* is transitive. A verb with no direct object is an **intransitive verb**. In *The farmer worked until sunset*, nothing receives the working; *until sunset* is an adverb phrase telling when, and a direct object is never inside a prepositional phrase. So *worked* is intransitive.

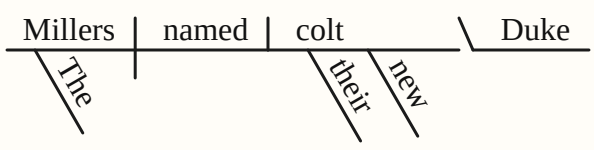
Linking verbs are always intransitive. In *Grandfather is a carpenter*, the word *carpenter* does not receive any action; it renames the subject. In *The soup smells good*, *good* describes the soup. A predicate nominative or predicate adjective points back to the subject, while a direct object receives the action of the verb, and only a verb with a direct object is transitive.

Do not try to memorize which verbs are transitive, for most verbs can be used either way. *The choir sang a hymn*: *sang* is transitive, because *hymn* is its direct object. *The choir sang sweetly*: *sang* is intransitive, because *sweetly* is an adverb telling how. You must look at each sentence and ask what the verb is doing there. Scripture's shortest verse has an intransitive verb and nothing more: “Jesus wept.” (John 11:35, KJV) Its first verse has a transitive verb with a compound direct object: “In the beginning God created the heaven and the earth.” (Genesis 1:1, KJV)

Some transitive verbs need one more word after the direct object to finish their meaning. In *They named the colt Duke*, *colt* is the direct object, but *They named the colt* is not the whole thought; *Duke* completes it by renaming the colt. In *The rain made the road muddy*, *muddy* describes the road. A noun or adjective that follows the direct object and renames or describes it is an **objective complement**. It is called *objective* because it completes the object, just as a predicate nominative or predicate adjective completes the subject. Verbs that often take objective complements are *make*, *name*, *call*, *elect*, *appoint*, *choose*, *consider*, *think*, *find*, *keep*, and *paint*.

Here is a simple test. Put the direct object and the word after it into a little sentence with *is*. *They named the colt Duke* gives *The colt is Duke*, which is true, so *Duke* is an objective complement. *The rain made the road muddy* gives *The road is muddy*, again true. Now try *Father made Peter a sled*. *Peter is a sled* is plainly false: *Peter* is the indirect object (for whom Father made it), and *sled* is the direct object. An indirect object comes before the direct object; an objective complement comes after it.

In a diagram, the objective complement sits on the baseline after the direct object. Between them goes a short line that slants back toward the object, like the backslash before a predicate nominative, which slants back toward the subject. The slant shows that the complement belongs to the object. Study the diagram of *The Millers named their new colt Duke*.



The Millers named their new colt Duke.

Why does English need these terms? Knowing whether a verb is transitive will help you in the next lesson, where you will see that only a transitive verb can be turned around so that its object becomes the subject. Knowing the objective complement keeps you from mistaking it for a second object, and it explains the meaning of sentences such as *The people made Samuel their judge*, where *Samuel* and *judge* are one and the same person.

Latin link. *Transitive* comes from the Latin *transire*, "to go across": the action of a transitive verb goes across from the subject to the object. *Intransitive* adds the Latin *in-*, "not": the action does not go across.

WORKED EXAMPLE 1

Is the verb transitive or intransitive?

> *The wild geese flew over the pond at dawn.*

1. Find the verb: *flew*. It is an action verb.
2. Ask *flew whom?* or *flew what?* Nothing answers. *Over the pond* tells where, and *at dawn* tells when; both are prepositional phrases, and a direct object is never inside a prepositional phrase.
3. The verb has no direct object, so it is intransitive.

Answer: intransitive (*flew* has no direct object; *over the pond* and *at dawn* are adverb phrases)

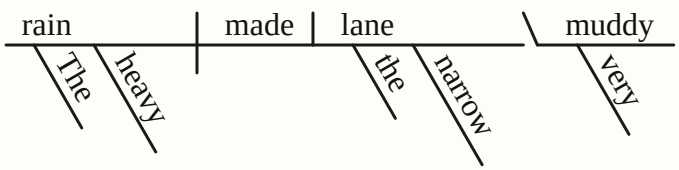
WORKED EXAMPLE 2

Diagram the sentence.

> *The heavy rain made the narrow lane very muddy.*

1. Find the verb: *made*. Ask who or what made: *rain* is the simple subject, with *The* and *heavy* under it.
2. Ask *made what?* The answer is *lane*, the direct object, with *the* and *narrow* under it.
3. *The rain made the lane* does not finish the thought. *Muddy* completes it: try the test sentence *The lane is muddy*. It is true, so *muddy* is an objective complement, an adjective describing the object.
4. Put *muddy* on the baseline after *lane*, with a line slanting back toward *lane*. *Very* tells how *muddy*, so it hangs under *muddy*.

Answer: Subject: rain (The, heavy); verb: made; direct object: lane (the, narrow); objective complement: muddy, with very under it



PRACTICE

DAY 2

1. EASY Is the verb transitive or intransitive?

   > *Caleb split the logs for the kitchen stove.*

2. EASY Write the objective complement.

   > *The children named the gray kitten Pepper.*

3. EASY Is the verb transitive or intransitive?

   > *The fresh bread smells wonderful.*

4. EASY Diagram the sentence.

   > *Mother keeps the kitchen clean.*

DAY 3

5. EASY What is the job of the word *captain*?

   > *The boys chose Thomas captain.*

6. MEDIUM Tell whether each verb is transitive or intransitive, in order: first the verb *sang*, then the verb *sang* again.

   > *Ruth sang softly to the baby, and then she sang a lullaby.*

7. MEDIUM Write the one transitive verb.

   > *The cows wandered into the orchard and ate the fallen apples.*

8. MEDIUM Diagram the sentence.

   > *The farmers of the valley elected Mr. Miller their president.*

DAY 4

9. MEDIUM What is the job of the word *Peter*?

   > *Father made Peter a wooden sled.*

10. MEDIUM Write the direct object and then the objective complement.

    > *And God called the light Day.* (Genesis 1:5, KJV)

11. HARD Diagram the sentence.

    > *He made him lord of his house.* (Psalms 105:21, KJV)

12. HARD Write two sentences with the verb *painted*: in the first, make *painted* transitive with an objective complement; in the second, make it intransitive. Explain how you can tell the difference.

COMMON MISTAKES

- Watch for calling a verb transitive just because words follow it. A word in a prepositional phrase or an adverb such as *home* or *outside* is never a direct object; ask *whom?* or *what?* and check that the answer receives the action.
- Watch for mixing up an indirect object and an objective complement. Make a little sentence with *is* from the two words after the verb: if it is true (*The colt is Duke*), the second word is an objective complement; if it is false (*Peter is a sled*), the first word is an indirect object.

- Watch for calling a predicate nominative or predicate adjective a direct object. After a linking verb nothing receives an action, so the verb is intransitive and the word after it points back to the subject.

DAY 5

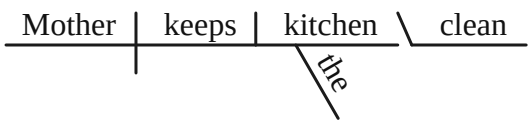
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Every autumn the members of our church elect Grandfather the leader of the harvest supper, for they consider his plans wise and generous.*

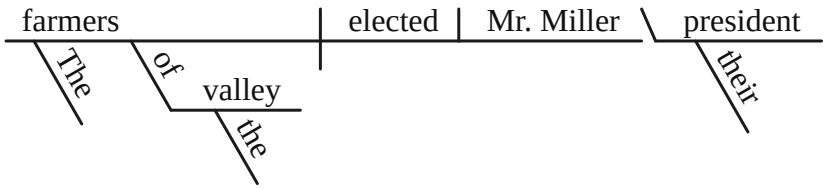
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 20.1

1. transitive (*logs* is the direct object of *split*)
2. Pepper (it renames the direct object, *kitten*)
3. intransitive (*smells* is a linking verb here; *wonderful* is a predicate adjective describing the bread)
4. Subject: Mother; verb: keeps; direct object: kitchen (the); objective complement: clean

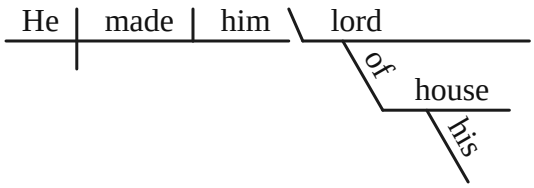


5. objective complement (it renames the direct object, *Thomas*: *Thomas is captain*)
6. intransitive (the first *sang* has no direct object); transitive (*lullaby* is the direct object of the second *sang*)
7. ate (*apples* is its direct object; *wandered* has none)
8. Subject: farmers (The; phrase of valley, with the under valley); verb: elected; direct object: Mr. Miller; objective complement: president (their)



9. indirect object (*Peter is a sled* is false, so *sled* is the direct object, and *Peter* tells for whom the sled was made)
10. light (direct object); Day (objective complement)

11. Subject: He; verb: made; direct object: him; objective complement: lord, with the phrase of house (his) under it



12. Answers will vary. Example: Henry painted the old shed red. Clara painted by the window all afternoon. (In the first, *shed* is the direct object and *red* describes it, so *painted* is transitive and *red* is an objective complement. In the second, nothing receives the action; *by the window* and *all afternoon* tell where and when, so *painted* is intransitive.)

UNIT 20 · LESSON 20.2 · LEVEL 3

Active and Passive Voice

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell whether a verb is in the active voice or the passive voice.
- Form the passive voice with a form of be and a past participle, and change sentences from one voice to the other without changing the tense.
- Explain when the passive voice is the right choice and why careful writers usually prefer the active voice.
- Diagram sentences that have passive verbs.

VIDEO

WATCH

ACTIVE & PASSIVE VOICE | English Lesson

Kevin Spaans · 6:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=UmomRNhWcw4

BACKUP

What are passive verbs (passive voice)?

GrammarRevolution · 4:16

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=tQAM9xLEyIQ

KEY TERMS

voice	Voice is the form of a verb that shows whether the subject does the action or receives it.
active voice	A verb is in the active voice when its subject does the action.
passive voice	A verb is in the passive voice when its subject receives the action; it is made of a form of *be* and a past participle.

TEACHING

In the last lesson you learned that the action of a transitive verb passes from the subject to a direct object: *Henry painted the barn*. English can turn such a sentence around and make the receiver of the action the subject: *The barn was painted by Henry*. Both sentences report the same event, but in the first the subject does the action, and in the

second the subject receives it. This difference is called **voice**. A verb whose subject does the action is in the **active voice**; a verb whose subject receives the action is in the **passive voice**.

The passive voice is always a verb phrase made of a form of *be* (*am*, *is*, *are*, *was*, *were*, *be*, *being*, *been*) and a past participle. The form of *be* carries the tense: *the bread is baked* (present), *was baked* (past), *will be baked* (future), *has been baked* (present perfect), *is being baked* (present progressive). The doer of the action may be named in a prepositional phrase beginning with *by* (*The bread was baked by Martha*), or it may be left out entirely (*The bread was baked early*).

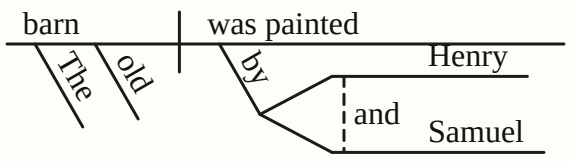
Only a transitive verb can be put in the passive voice, because the subject of a passive verb is the word that would have been the direct object of the active verb. *The geese flew south* has no object to turn into a subject, so it has no passive form. Be careful not to mistake every form of *be* for the passive. *The boys were painting the fence* is active: *were painting* is a past progressive verb made with the present participle, the boys do the painting, and *fence* is the direct object. A passive verb uses the past participle, and its subject receives the action.

Scripture often uses the passive voice. In "All things were made by him," the subject *things* receives the action, and the doer is named in the phrase *by him*. In "For unto us a child is born," no doer is named at all; the verse fixes our attention on the child, the one who receives the action.

When is the passive voice the right choice? Use it when the doer is unknown (*The gate was left open in the night*), when the doer is unimportant or plain to everyone (*The hay was stored in the loft*; *Wheat is grown on the plains*), or when the receiver of the action is the true subject of what you are saying (*Samuel was stung by a bee*, in a story about Samuel). In nearly every other case prefer the active voice. An active sentence names the doer first, uses fewer words and moves with more strength. Compare *A delicious pie was baked by Grandmother* with *Grandmother baked a delicious pie*. The second is shorter and clearer, and it gives Grandmother the credit at once.

To change a passive sentence to the active voice, make the object of *by* the new subject, make the old subject the direct object, and drop the form of *be* while keeping the tense. *The hymn was chosen by Pastor Hale* becomes *Pastor Hale chose the hymn*: *was chosen* is past, so *chose* is past. If the passive sentence names no doer, you must supply one yourself.

In a diagram, a passive verb goes on the verb line as one verb phrase, just as any verb with helping verbs does. The subject, which receives the action, stays in the subject place, and the *by* phrase is an adverb phrase under the verb. A passive verb in these sentences has no direct object, because the word that would have been the object is now the subject. Study the diagram of *The old barn was painted by Henry and Samuel*.



The old barn was painted by Henry and Samuel.

Latin link. *Voice* comes from the Latin *vox*, "voice" or "sound." Latin shows the passive by changing the ending of the verb (*amo*, "I love"; *amor*, "I am loved"), while English builds it from a helping verb and a past participle.

WORKED EXAMPLE 1

Is the verb active or passive?

> *The loaves were baked by Martha before sunrise.*

1. Find the verb: *were baked*. It is a form of *be* (*were*) with a past participle (*baked*).
2. Ask whether the subject, *loaves*, does the action or receives it. The loaves did not bake anything; Martha baked them. The subject receives the action.
3. The doer, Martha, is named in a *by* phrase. The verb is passive.

Answer: passive (the subject, *loaves*, receives the action; Martha is the doer)

WORKED EXAMPLE 2

Rewrite the sentence in the active voice, keeping the same tense.

> *The lost lamb was found by the shepherd.*

1. Find the doer in the *by* phrase: *the shepherd*. He becomes the new subject.
2. The old subject, *the lost lamb*, becomes the direct object.
3. *Was found* is past tense, so use the past tense of *find*: *found*.
4. Put the parts together: subject, verb, direct object.

Answer: The shepherd found the lost lamb.

PRACTICE

DAY 2

1. EASY Is the verb active or passive?

   > *The geese were fed by Grace every morning.*

2. EASY Is the verb active or passive?

   > *Thomas carried the heavy bucket to the barn.*

3. EASY Write the passive verb phrase.

> *The pea seeds were planted in neat rows by the children.*

4. EASY Diagram the sentence.

> *The broken fence was mended by Grandfather.*

DAY 3

5. EASY Is the verb active or passive?

> *But he was wounded for our transgressions.* (Isaiah 53:5, KJV)

6. MEDIUM Rewrite the sentence in the active voice, keeping the same tense.

> *The hymn was chosen by Pastor Hale.*

7. MEDIUM Is the verb active or passive?

> *The boys were painting the fence all afternoon.*

8. MEDIUM Diagram the sentence.

> *A new bell was given to the church by the Miller family.*

DAY 4

9. MEDIUM Rewrite the sentence in the passive voice, keeping the same tense and naming the doer in a *by* phrase.

> *Grandmother knitted these mittens.*

10. MEDIUM Which verb correctly completes the sentence in the passive voice?

> *The letter from Uncle John ____ yesterday by the postman.*

Choose: delivered · was delivered · was delivering

11. HARD Diagram the sentence.

> *Every Sunday the hymns for the service are chosen carefully by Pastor Hale's wife.*

12. HARD Write one sentence in which the passive voice is the better choice, and explain why. Then write an active sentence about something else and explain why the active voice is better there.

COMMON MISTAKES

- Watch for calling every verb with *was* or *were* passive. A passive verb is a form of *be* with a past participle, and its subject receives the action; *was singing* or *were painting* is an active progressive verb.
- Watch for changing the tense when you change the voice. Look at the form of *be*: *was chosen* is past, so the active verb must be past (*chose*), and *will be chosen* becomes *will choose*.
- Watch for using the passive voice out of habit. If you know the doer and the doer matters, make the doer the subject and use the active voice.

DAY 5

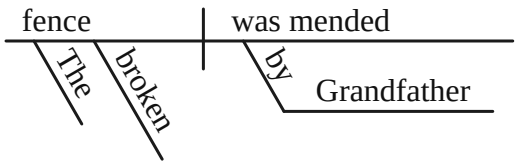
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The old stone church was built by the first families of the valley, and their grandchildren still worship there every Sunday.*

Then review the common mistakes and redo any missed practice items.

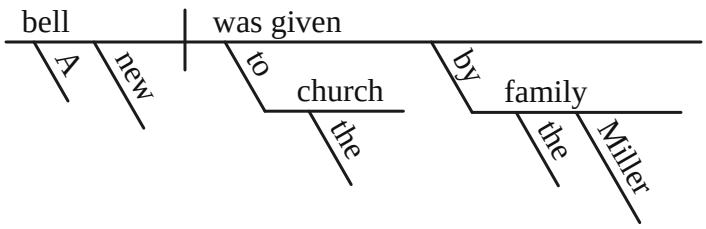
ANSWERS: LESSON 20.2

1. passive (the geese receive the action; Grace does it)
2. active (the subject, *Thomas*, does the carrying)
3. were planted
4. Subject: fence (The, broken); verb: was mended; phrase by Grandfather under the verb

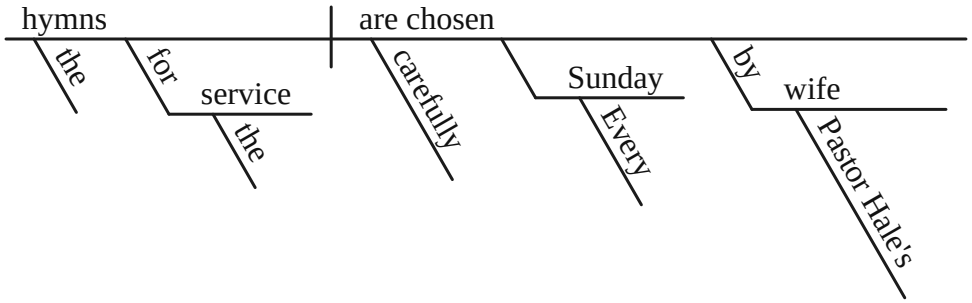


5. passive (*was wounded*: the subject, *he*, receives the action)
6. Pastor Hale chose the hymn.
7. active (*were painting* is made with the present participle; the boys do the painting, and *fence* is the direct object)

8. Subject: bell (A, new); verb: was given; phrases to church (the) and by family (the, Miller) under the verb



9. These mittens were knitted by Grandmother.
10. was delivered (a form of *be* with the past participle; the letter receives the action)
11. Subject: hymns (the; phrase for service, with the under service); verb: are chosen; under the verb: Sunday (with Every), carefully, and the phrase by wife (Pastor Hale's)



12. Answers will vary. Example: The church windows were broken during the night. (The passive is better because no one knows who broke them.) Peter rang the bell for the evening service. (The active is better because the doer, Peter, is known and important, and the sentence is short and direct.)

UNIT 20 · LESSON 20.3 · LEVEL 3

Mood

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Name the three moods of English verbs and tell the mood of a verb in a sentence.
- Use were in wishes and in conditions contrary to fact, and the plain form of the verb in that clauses after verbs of asking, demanding, and requiring.
- Recognize the subjunctive in fixed expressions and in the King James Bible.
- Diagram sentences that contain verbs in the subjunctive mood.

VIDEO

WATCH

Verb Mood: Indicative, Imperative, and Subjunctive | Properties of Verbs

The Learning Depot · 9:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=dM0ZsC7PQbo

BACKUP

The Mood of a Verb

Ms. Norris's YouTube Channel · 7:05

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=3YN1F9xk9SQ

KEY TERMS

mood	Mood is the form of a verb that shows the manner in which the speaker presents the action or condition.
indicative mood	The indicative mood states a fact or asks a question.
imperative mood	The imperative mood gives a command or makes a request.
subjunctive mood	The subjunctive mood expresses a wish, a condition contrary to fact, or a request or demand in a *that* clause.

TEACHING

Tense tells when an action happens, and voice tells whether the subject acts or receives the action. **Mood** tells the manner in which the speaker presents the action: as a fact, as a command, or as something wished for, imagined or required. English verbs have three moods.

The **indicative mood** states a fact or asks a question: *The wheat is ripe*. *Is the wheat ripe? Grandfather will harvest it on Monday*. Nearly every verb you read is indicative, and every tense and both voices that you have studied can be used in it.

The **imperative mood** gives a command or makes a request: *Close the gate*. *Please pass the bread*. Its subject, *you*, is usually understood, and the verb is the plain form. You learned this as the imperative sentence; the imperative mood is the name for the form of its verb. In the King James Bible the subject is sometimes written out: “Praise ye the LORD.” (Psalms 150:6, KJV)

The **subjunctive mood** presents something that is not a fact: a wish, a condition contrary to fact, or a thing asked for or demanded that has not yet happened. It has two forms that differ from the indicative. The first is *were*, used with every subject, even *I*, *he*, *she*, and *it*, in wishes and in conditions that are untrue or imagined: *I wish Grandfather were here*. *If I were you, I would apologize*. *If the pond were frozen, we could skate*. The same *were* follows *as if* and *as though*: *The puppy acts as if it were the master of the house*. Indicative *was* would treat the thing as a fact or a real possibility; subjunctive *were* tells the reader at once that the speaker knows the thing is not so.

The second form is the plain form of the verb (*be*, *go*, *finish*, with no *-s*), used in a *that* clause after verbs of asking, demanding, recommending, and requiring: *I ask that he be present*. *Mother insists that Samuel finish his chores before supper*. *The doctor recommended that Grandmother rest*. The plain form is used because the thing requested has not happened yet; it is asked for, not reported. Notice *finish*, not *finishes*, and *be*, not *is*.

Be careful to use the subjunctive only for what is not fact. If a condition may really be true, use the indicative: *If Henry was in the barn this morning, he fed the calves*. The speaker does not know whether Henry was there, so the condition is a real possibility, not a contrary-to-fact one. In casual speech you will hear *If I was you*, but careful writing uses *were* in an untrue condition.

The subjunctive also lives on in old fixed expressions and prayers: *God save the King*; *Long live the King*; *Be that as it may*; *Heaven forbid*. The Lord's Prayer is full of it: “Hallowed be thy name.” (Matthew 6:9, KJV) “Thy kingdom come.” (Luke 11:2, KJV) These are not statements of fact but wishes and prayers, and the verbs show it: the indicative would be *comes*, not *come*.

A verb in the subjunctive mood is diagrammed in the same way as any other verb; mood changes the form of the verb, not its place in the sentence. Study the diagram of *Mother asked that Ruth be home before dark*, worked out in the second example below. The noun clause stands on a stilt as the direct object of *asked*, and its verb, *be*, is in the subjunctive.

Latin link. *Mood* comes from the Latin *modus*, "manner." *Subjunctive* comes from *subiungere*, "to join under," because in Latin this mood appears most often in clauses joined under a main clause, much as the English subjunctive *be* stands in the clause joined under *I ask* in *I ask that he be present*.

From history. When the King James Bible was published in 1611, English used the subjunctive far more often than it does now, even for conditions that might well be true: "If God be for us, who can be against us?" It also appears after *though*: "Though he slay me, yet will I trust in him." Over the following centuries most of these uses gave way to the indicative, and today the subjunctive survives chiefly in wishes, contrary-to-fact conditions, *that* clauses after verbs of asking and demanding, and old fixed expressions.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *If I ____ you, I would thank Grandmother for the scarf.*

Choose: was · were

1. Ask whether the condition is true. The speaker is not the listener, so *If I ____ you* is contrary to fact.
2. A condition contrary to fact takes the subjunctive.
3. The subjunctive form of *be* is *were* for every subject, even *I*.

Answer: were (the condition is contrary to fact, so the verb is subjunctive)

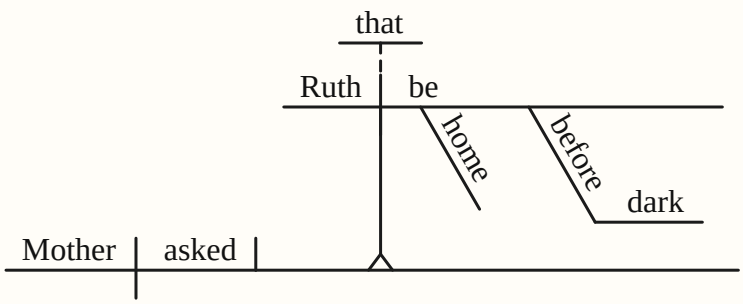
WORKED EXAMPLE 2

Diagram the sentence.

> *Mother asked that Ruth be home before dark.*

1. Find the main verb and subject: *Mother asked*. Ask *asked what?* The answer is the whole clause *that Ruth be home before dark*, so the noun clause is the direct object and stands on a stilt in the direct object's place.
2. *That* only introduces the clause, so it goes on its own line above the clause, joined by a dashed line.
3. Inside the clause, *Ruth* is the subject and *be* is the verb, in the subjunctive because the thing asked for has not yet happened.
4. *Home* tells where, so it is an adverb under *be*; the phrase *before dark* tells when, so it also goes under *be*.

Answer: Subject: Mother; verb: asked; direct object: the noun clause on a stilt (that above it; subject Ruth; verb be; home and the phrase before dark under be)



PRACTICE

DAY 2

1. EASY What is the mood of the verb *close*?

   > *Close the gate behind you.*

2. EASY What is the mood of the verb phrase *did lay*?

   > *Did the hens lay many eggs today?*

3. EASY Which word correctly completes the sentence?

   > *I wish Grandfather ____ here for the harvest.*

   Choose: was · were

4. EASY Diagram the sentence.

> *God save the king.* (1 Samuel 10:24, KJV)

DAY 3

5. EASY What is the mood of the verb *bless*?

> *The LORD bless thee, and keep thee.* (Numbers 6:24, KJV)

6. MEDIUM Which word correctly completes the sentence?

> *The teacher requires that each student ____ his own Bible to class.*

Choose: bring · brings

7. MEDIUM The condition is contrary to fact. Fix the verb so that it is in the subjunctive mood.

> *If the creek was deeper, we could go fishing.*

8. MEDIUM Diagram the sentence.

> *Father insisted that Peter feed the horses first.*

DAY 4

9. MEDIUM What is the mood of the verb *were*?

> *Caleb talks about the old ship as if he were its captain.*

10. MEDIUM Write the two verbs that are in the subjunctive mood, in sentence order.

> *Grandmother wishes that the rain were over and asks that the children be patient.*

11. HARD Diagram the sentence.

> *If the river were higher, we would cross it by boat.*

12. HARD What is the mood of the verb *was*?

> *If Henry was in the barn this morning, he fed the calves.*

COMMON MISTAKES

- Watch for *If I was* or *I wish he was* when the thing is untrue or only wished for. Use *were* with every subject in wishes and in conditions contrary to fact.

- Watch for an *-s* verb or *is* in a *that* clause after *ask*, *insist*, *require*, *recommend*, or *demand* (*that he brings*, *that she is present*). Use the plain form: *that he bring*, *that she be present*.
- Watch for using *were* when a condition may really be true. If the speaker does not know whether it is so, the verb states a possible fact and stays indicative: *If Henry was in the barn, he fed the calves*.

DAY 5

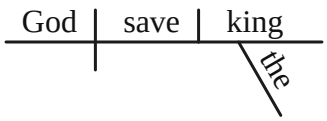
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Pastor Hale asked that every family be present on Thanksgiving morning, and he wished that Grandfather were well enough to come.*

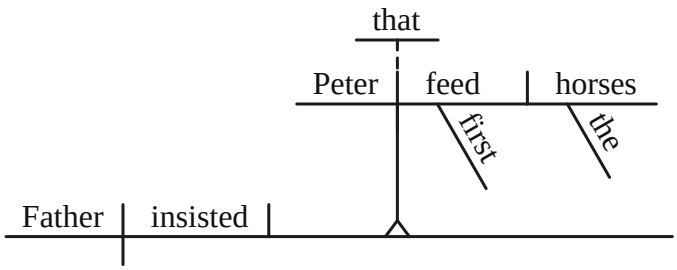
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 20.3

1. imperative mood (it gives a command; the subject *you* is understood)
2. indicative (it asks a question)
3. were (a wish for what is not so takes the subjunctive)
4. Subject: God; verb: save; direct object: king (the)

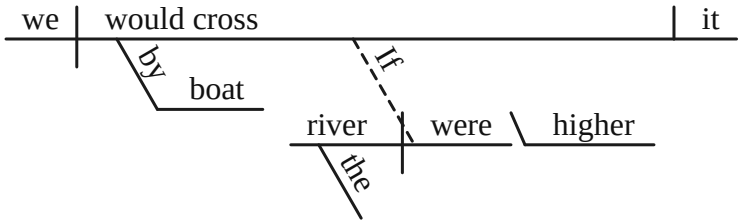


5. subjunctive (it is a wish or blessing, not a statement; the indicative would be *blesses*)
6. bring (a *that* clause after *requires* takes the plain form of the verb)
7. If the creek were deeper, we could go fishing.
8. Subject: Father; verb: insisted; direct object: the noun clause on a stilt (that above it; subject Peter; verb feed; direct object horses, with the; first under feed)



9. subjunctive (after *as if*, it presents something that is not true)
10. were (a wish); be (a *that* clause after *asks*)

11. Subject: we; verb: would cross; direct object: it; under the verb: the phrase by boat and the adverb clause joined by If (subject river, with the; verb were; predicate adjective higher)



12. indicative (the speaker does not know whether Henry was in the barn; the condition may be true, so it is not contrary to fact)

UNIT 20 · LESSON 20.4 · LEVEL 3

Shifts in Tense, Voice and Mood

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Recognize needless shifts in tense, voice and mood within a sentence or a paragraph.
- Revise sentences and short passages so that their verbs are consistent.
- Tell a change of tense that the meaning requires from a needless shift.
- Diagram sentences with compound verbs and compound sentences whose verbs agree in tense and voice.

VIDEO

WATCH

4.10 Shifts in Verb Tense

Grammar Wired! · 2:23

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=PH1Aocpo4k4

BACKUP

12.3 Shifts in Active and Passive Voice

Grammar Wired! · 2:09

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=PDjh-W93ZT0

> **Note:** Grammar Wired!'s main video covers needless shifts in tense, and its backup covers shifts in voice. Neither covers shifts in mood; use the book for that part.

KEY TERMS

shift	A shift is a needless change in tense, voice or mood within a sentence or passage.
consistent verbs	Verbs are consistent when they keep the same tense, voice and mood unless the meaning requires a change.

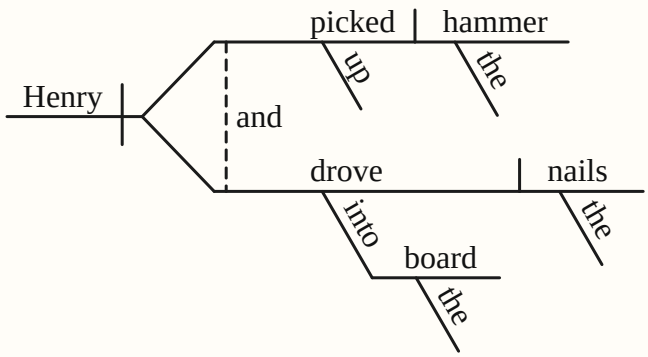
TEACHING

In Lesson 11.4 you learned to keep the tense consistent in a passage. Now that you know voice and mood as well, the same rule reaches further: keep the tense, the voice and the mood of your verbs the same unless the meaning requires a

change. A needless change is called a **shift**. The reason for the rule is clarity. The verbs tell the reader when things happen, who is acting and whether you are reporting a fact or giving a direction; when they change for no reason, the reader stumbles and must work out what you meant.

A shift in tense is the most common. *Ruth opened the gate, and the lambs run into the meadow* begins in the past and slips into the present for no reason. Revised: *Ruth opened the gate, and the lambs ran into the meadow*. When you tell a story, choose the past or the present and keep to it. A change of tense is right, however, when the time really changes: *Grandfather planted this oak when he was a boy, and it shades the whole yard now*. The planting is past, and the shading is present, so the verbs must differ.

A shift in voice usually changes the subject as well. *Henry picked up the hammer, and the nails were driven into the board by him* starts with Henry acting and ends with the nails receiving the action, so the reader loses sight of the doer. Revised: *Henry picked up the hammer and drove the nails into the board*. Keep the same subject and the active voice, and the sentence becomes shorter and stronger. The diagram shows the result: one subject with two active verbs, both in the past tense.



Henry picked up the hammer and drove the nails into the board.

A shift in mood happens most often in directions. *First wash your hands, and then you should set the table* begins with a command in the imperative mood and changes to a statement in the indicative. Revised: *First wash your hands, and then set the table*. Make every step of a set of directions a command. A shift can also happen inside a condition contrary to fact: *If Peter were here and was helping us, the work would go faster*. Both verbs describe what is not so, so both must be subjunctive: *were here* and *were helping*.

Shifts can hide across several sentences, so read a whole paragraph with an eye on its verbs. Here is a passage with shifts: *Last Saturday Lydia baked bread. First she mixes the flour and the yeast. Then the dough was kneaded by her for ten minutes*. Here is the same passage revised: *Last Saturday Lydia baked bread. First she mixed the flour and the yeast. Then she kneaded the dough for ten minutes*. Every verb is now past tense, active voice and indicative mood, and Lydia stays at the center.

The narratives of Scripture show how steady verbs carry a reader along. In “And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger,” one subject, *she*, has three verbs, all past tense, active voice and indicative mood. Nothing distracts from the events themselves.

WORKED EXAMPLE 1

Fix the needless shift in tense by changing the verb that does not match the first verb.

> *Caleb climbed the ladder and picks the ripest apples.*

1. Find the verbs: *climbed* and *picks*.
2. *Climbed* is past tense; *picks* is present. Both actions belong to the same past event, one right after the other, so nothing in the meaning calls for a change.
3. Change *picks* to the past tense to match *climbed*: *picked*.

Answer: Caleb climbed the ladder and picked the ripest apples.

WORKED EXAMPLE 2

Which revision removes the needless shift in voice?

> *Mary swept the porch, and then the windows were washed by her.*

Choose: Mary swept the porch, and then she washed the windows. · The porch was swept by Mary, and then she washed the windows. · Mary swept the porch, and then the windows had been washed by her.

1. Find the verbs: *swept* is active, and *were washed* is passive. The subject changes from *Mary* to *windows*.
2. The second choice still shifts voice, from passive to active. The third keeps the passive and changes the tense as well.
3. Only the first keeps Mary as the doer and both verbs active and past.

Answer: Mary swept the porch, and then she washed the windows.

PRACTICE

DAY 2

1. EASY Fix the needless shift in tense by changing the verb that does not match the first verb.

   > *Abigail kneaded the dough, and then she shapes it into loaves.*

2. EASY What kind of needless shift does the sentence contain?

   > *Grandfather opened his Bible, and the psalm was read aloud by him.*

   Choose: tense · voice · mood

3. EASY Does the sentence contain a needless shift in tense, voice or mood? Answer yes or no.

> *A soft answer turneth away wrath: but grievous words stir up anger.* (Proverbs 15:1, KJV)

4. EASY Diagram the sentence.

> *Clara watered the garden and pulled the weeds.*

DAY 3

5. EASY What kind of needless shift does the sentence contain?

> *Take your boots off at the door, and you should hang up your coat.*

Choose: tense · voice · mood

6. MEDIUM Fix the needless shift in mood by making the second part a command like the first.

> *Feed the chickens first, and then you can gather the eggs.*

7. MEDIUM Which revision removes the needless shift in voice?

> *The boys built a raft, and it was launched on the pond by them.*

Choose: The boys built a raft and launched it on the pond. · A raft was built by the boys, and they launch it on the pond. · The boys built a raft, and it is launched on the pond.

8. MEDIUM Diagram the sentence.

> *Samuel saddled the horse, rode to the village, and bought flour for his mother.*

DAY 4

9. MEDIUM Does the sentence contain a needless shift in tense? Answer yes or no.

> *Grandfather planted this oak when he was a boy, and it shades the whole yard now.*

10. MEDIUM The condition is contrary to fact. Fix the needless shift in mood by changing only the verb *was*.

> *If Peter were here and was helping us, the work would go faster.*

11. HARD Diagram the sentence.

> *The long rain made the lane muddy, so the boys cleaned their boots and hung them by the stove.*

12. HARD Rewrite the passage so that every verb is past tense, active voice and indicative mood. Then explain each change you made.

> *On Christmas Eve the Miller children trimmed the tree. Anna hangs the glass angels. The candles were set on the branches by Thomas. Then put the star on the top.*

COMMON MISTAKES

- Watch for slipping into the present tense in the middle of a story. After you write, read the passage again and check every verb against the tense you chose at the start.
- Watch for a passive verb in the second half of a sentence (*and the windows were washed by her*). Keep the same subject and make both verbs active.
- Watch for mixing commands and statements in directions (*Wash your hands, and then you should set the table*). Make every step a command. But do not change a tense that the meaning requires, as when one action is past and another is present.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

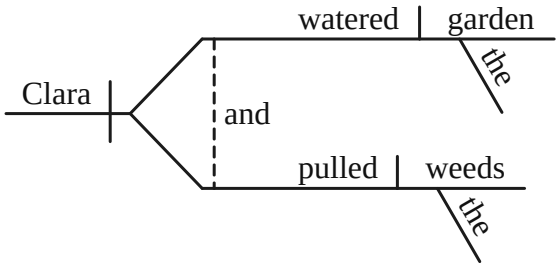
> *Grandfather hitched the horses, drove them to the mill, and brought home six sacks of flour before the snow began.*

Then review the common mistakes and redo any missed practice items.

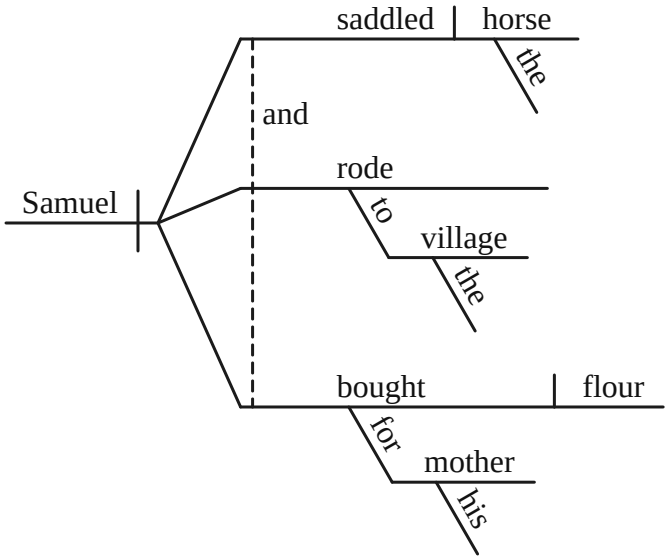
ANSWERS: LESSON 20.4

1. Abigail kneaded the dough, and then she shaped it into loaves.
2. voice (*opened* is active; *was read* is passive)
3. no (both verbs, *turneth* and *stir*, are present tense, active voice and indicative mood)

4. Subject: Clara; compound verb: watered and pulled; direct object of watered: garden (the); direct object of pulled: weeds (the)

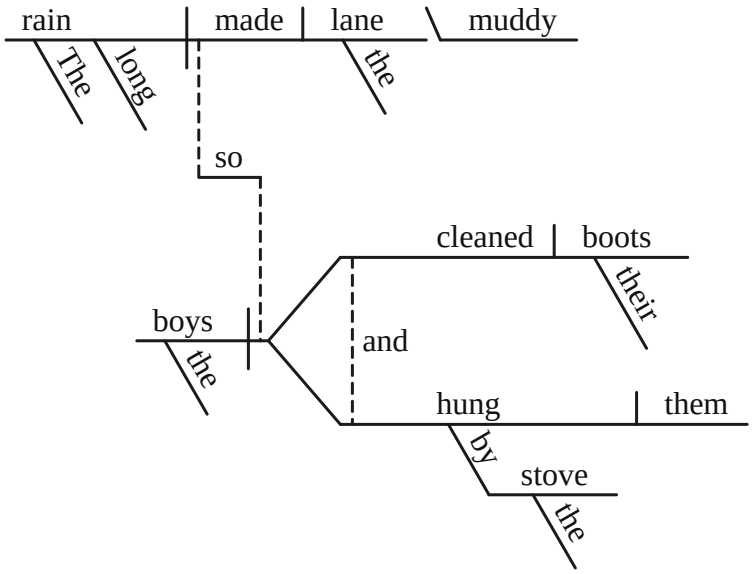


5. mood (*Take* is imperative; *you should hang* is indicative)
6. Feed the chickens first, and then gather the eggs.
7. The boys built a raft and launched it on the pond. (one subject, both verbs active and past)
8. Subject: Samuel; compound verb: saddled, rode and bought; direct object of saddled: horse (the); phrase to village (the) under rode; direct object of bought: flour, with the phrase for mother (his) under bought



9. no (the planting happened long ago and the shading happens now, so the change of tense is required by the meaning)
10. If Peter were here and were helping us, the work would go faster.

11. Compound sentence joined by so. First clause: subject rain (The, long); verb made; direct object lane (the); objective complement muddy. Second clause: subject boys (the); compound verb cleaned and hung; direct object of cleaned: boots (their); direct object of hung: them, with the phrase by stove (the) under hung



12. Answers will vary. Example: On Christmas Eve the Miller children trimmed the tree. Anna hung the glass angels. Thomas set the candles on the branches. Then James put the star on the top. (*Hangs* became *hung* to keep the past tense; *were set by Thomas* became *Thomas set* to keep the active voice; the command *put* became a statement with a named subject to keep the indicative mood.)

Unit 20 Test

Take about 30 minutes for this test. Work with your book closed, and draw the diagrams on paper. Mastery is about 10 of 12 correct. If you miss an item, go back to the lesson named beside it, reread the core teaching and worked examples, and redo the practice items you missed.

1. 20.1 Is the verb transitive or intransitive?

   > *The old mare trotted down the lane.*

2. 20.1 Write the objective complement.

   > *Our neighbors call their farm Willow Creek.*

3. 20.1 Diagram the sentence.

   > *The heavens declare the glory of God.* (Psalms 19:1, KJV)

4. 20.1 What is the job of the word *James*?

   > *The choir chose James its leader.*

5. 20.2 Is the verb active or passive?

   > *The sabbath was made for man.* (Mark 2:27, KJV)

6. 20.2 Rewrite the sentence in the active voice, keeping the same tense.

   > *The cradle was carved by Uncle John.*

7. 20.3 Which word correctly completes the sentence?

   > *If the apple tree ____ shorter, we could reach the top branches.*

   Choose: was · were

8. 20.3 What is the mood of the verb *be*?

   > *God be merciful to me a sinner.* (Luke 18:13, KJV)

9. 20.3 Which word correctly completes the sentence?

   > *Pastor Hale recommends that every child ____ a verse each week.*

   Choose: memorize · memorizes

10. 20.4 Fix the needless shift in tense by changing the verb that does not match the first verb.

> *Martha lit the lamp and opens her book of poems.*

11. 20.4 What kind of needless shift does the sentence contain?

> *Stir the soup slowly, and you must add the salt last.*

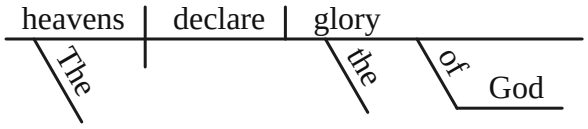
Choose: tense · voice · mood

12. 20.2 Diagram the sentence.

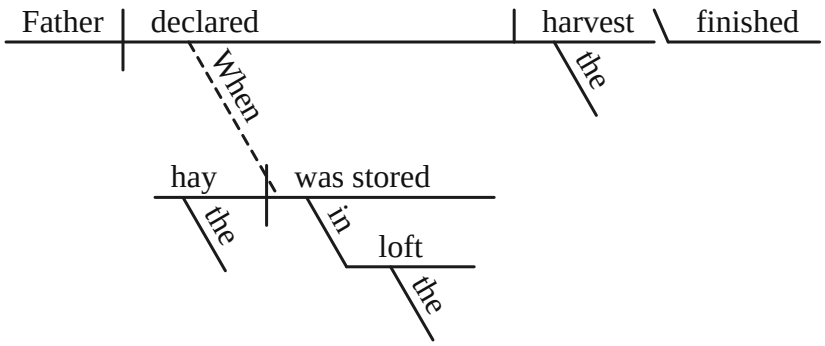
> *When the hay was stored in the loft, Father declared the harvest finished.*

ANSWERS: UNIT 20 TEST

1. intransitive (*trotted* has no direct object; *down the lane* is an adverb phrase)
2. Willow Creek (it renames the direct object, *farm*)
3. Subject: heavens (The); verb: declare; direct object: glory, with the and the phrase of God under it



4. direct object (*James* receives the choosing; *leader* is the objective complement that renames him)
5. passive (*was made*: the subject, *sabbath*, receives the action)
6. Uncle John carved the cradle.
7. were (the condition is contrary to fact, so the verb is subjunctive)
8. subjunctive (it is a prayer and a wish, not a statement of fact)
9. memorize (a *that* clause after *recommends* takes the plain form of the verb)
10. Martha lit the lamp and opened her book of poems.
11. mood (*Stir* is imperative; *you must add* is indicative)
12. Subject: Father; verb: declared; direct object: harvest (the); objective complement: finished; adverb clause joined by When under declared (subject hay, with the; passive verb was stored; phrase in loft, with the, under was stored)



UNITS 17–20 · 3 DAYS, ABOUT 30 MINUTES A DAY

Level 3, Year A Review

This review gathers up the whole year: phrases and verbals, clauses, the four sentence structures, and voice and mood. Do one day's ten items each day, closed book, and draw the diagrams on paper. When you finish, check your work with your parent, mark any mistakes, and reread the lesson named in the item's topic before you correct it. This is a review, not a test; its purpose is to show what you know well and what needs one more look before Year B.

Day 1

1. 17.1 Is the word group “after the snow had melted” a prepositional phrase or a dependent clause?

   > *The geese returned to the pond after the snow had melted.*

2. 17.2 Write the participial phrase.

   > *The spider's web, sparkling with dew, hung between the fence posts.*

3. 17.3 What kind of verbal phrase is the subject of this sentence?

   > *Splitting the oak logs took Henry most of the morning.*

4. 17.4 The infinitive phrase “to find a book about bees” is used as which part of speech?

   > *Abigail went to the library to find a book about bees.*

   Choose: noun · adjective · adverb

5. 17.2 Diagram the sentence.

   > *The farmer, tired from the harvest, rested beneath the old elm.*

6. 17.3 Diagram the sentence.

   > *Mary enjoys baking bread for her neighbors.*

7. 18.1 Write the dependent clause.

   > *Although the wind was cold, the children skated on the frozen pond until supper.*

8. 18.2 What job does the relative pronoun *that* do inside its own clause?

   > *The lamb that Caleb found in the ditch was safe by evening.*

9. 18.2 Diagram the sentence.

> *Thomas thanked the neighbor whose dog had found the little lamb.*

10. 18.3 Add the missing comma.

> *Because the road was muddy Father left the wagon in the barn.*

Day 2

11. 18.3 Write the one word that the adverb clause “than Peter did” modifies.

> *Henry finished his chores sooner than Peter did.*

12. 18.3 Diagram the sentence.

> *We will plant the beans after the last frost has passed.*

13. 18.4 What job does the noun clause “Whoever finishes the weeding first” do in the sentence?

> *Whoever finishes the weeding first may choose the hymn.*

14. 18.4 Diagram the sentence.

> *Father said that the storm would pass by morning.*

15. 17.4 Diagram the sentence.

> *Caleb hopes to build a sturdy boat with his father.*

16. 19.1 Is the sentence simple or compound?

> *Ruth swept the porch and shook out the rugs.*

17. 19.1 Correct the comma splice by replacing the comma with a semicolon.

> *The rain stopped at noon, the boys went out to the orchard.*

18. 19.2 Name the structure of the sentence: simple, compound, complex or compound-complex.

> *Although the sermon was long, the children listened carefully.*

19. 19.3 Name the structure of the sentence: simple, compound, complex or compound-complex.

> *The children sang while Mother played the piano, and Father turned the pages for her.*

20. 19.2 Write the two dependent clauses.

> *When the snow melts, the brook that runs past our house rises quickly.*

Day 3

21. 19.4 Diagram the sentence.

> *The cows that had wandered into the woods came home at dusk, and Peter counted them in the barn.*

22. 19.3 What is the structure of the sentence?

> *Before the guests arrived, Martha set the table and lit the candles.*

Choose: simple · compound · complex · compound-complex

23. 20.1 Write the objective complement.

> *The children called the new puppy Biscuit.*

24. 20.1 Diagram the sentence.

> *Mother considered the quilt a fine gift for Aunt Martha.*

25. 20.2 Is the verb *was found* in the active or the passive voice?

> *The old hymnbook was found in the attic.*

26. 20.2 Rewrite the sentence in the active voice, keeping the same tense.

> *The fence was mended by Henry and his father.*

27. 20.3 In this short prayer, what is the mood of the verb *bless*?

> *God bless our home.*

28. 20.3 Which verb form correctly completes the sentence?

> *Pastor Hale asked that each boy ____ his Bible to class.*

Choose: bring · brings · brought

29. 20.4 Correct the needless shift in tense by changing the second verb to match the first.

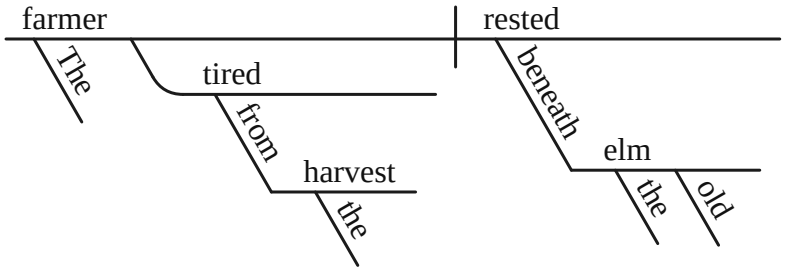
> *Henry opened the gate and walks into the pasture.*

30. 20.4 The sentence shifts needlessly from the active to the passive voice. Rewrite it in the active voice throughout, and explain why your version is better.

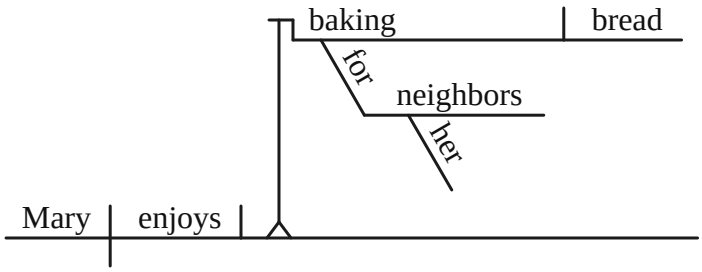
> *Clara picked the apples, and the pie was baked by her that evening.*

ANSWERS: LEVEL 3, YEAR A REVIEW

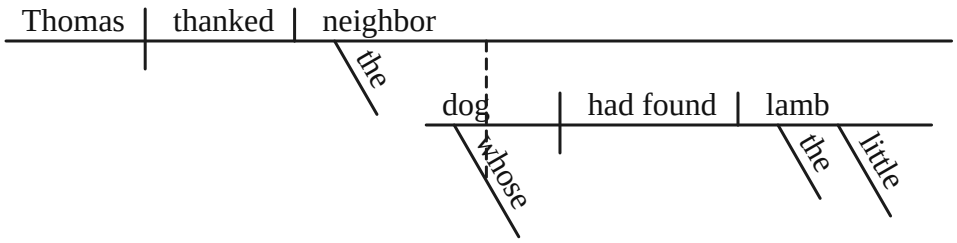
1. dependent clause (it has a subject and verb of its own, *snow had melted*)
2. sparkling with dew (it modifies *web*)
3. gerund phrase (*Splitting the oak logs* is used as a noun, the subject of *took*)
4. adverb (it tells why Abigail went and modifies the verb *went*)
5. Subject: farmer (The); participle: tired, on a bent line under farmer, with the phrase from the harvest; verb: rested; adverb phrase: beneath the old elm



6. Subject: Mary; verb: enjoys; direct object: the gerund phrase on a stilt, baking with its direct object bread and the phrase for her neighbors

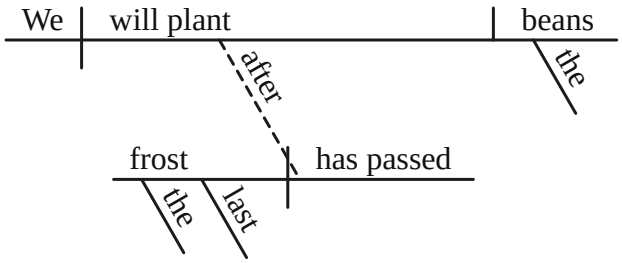


7. Although the wind was cold (*until supper* is a prepositional phrase, not a clause)
8. direct object (*Caleb found that*)
9. Subject: Thomas; verb: thanked; direct object: neighbor (the); adjective clause below: subject dog (whose), verb had found, direct object lamb (the, little), with a dashed line from neighbor to whose

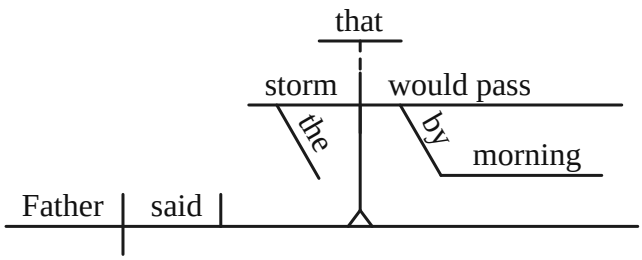


10. Because the road was muddy, Father left the wagon in the barn. (A comma follows an introductory adverb clause.)

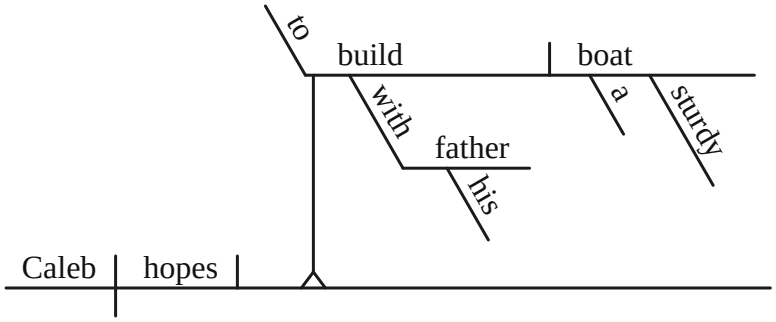
11. sooner (the clause tells how much sooner; an adverb clause may modify an adverb)
12. Subject: We; verb: will plant; direct object: beans (the); adverb clause below: subject frost (the, last), verb has passed, joined to will plant by after on a dashed slanted line



13. subject (the whole clause is the subject of *may choose*)
14. Subject: Father; verb: said; direct object: the noun clause on a stilt (subject storm with the, verb would pass, phrase by morning), with that on its own line above, joined by a dashed line

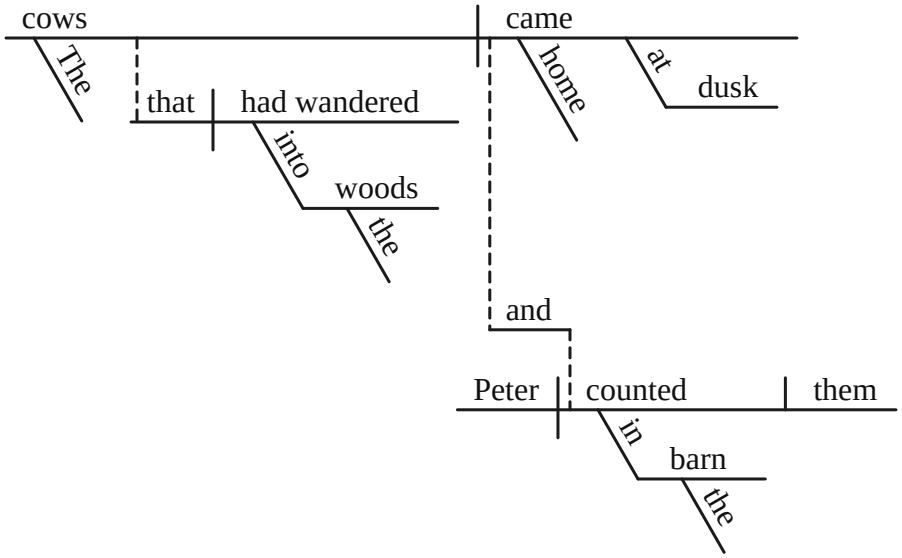


15. Subject: Caleb; verb: hopes; direct object: the infinitive phrase on a stilt, to build with its direct object boat (a, sturdy) and the phrase with his father under build

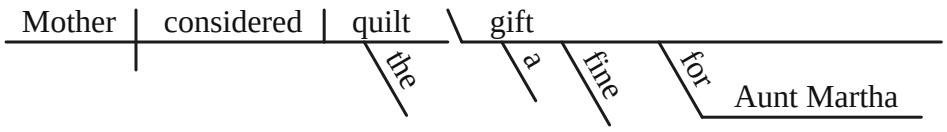


16. simple (one subject, *Ruth*, with a compound verb; there is only one clause)
17. The rain stopped at noon; the boys went out to the orchard.
18. complex (one independent clause and one dependent clause, *Although the sermon was long*)
19. compound-complex (two independent clauses, *The children sang* and *Father turned the pages for her*, with the dependent clause *while Mother played the piano*)
20. When the snow melts (adverb clause); that runs past our house (adjective clause)

21. First clause: subject cows (The) with the adjective clause that had wandered into the woods below it; verb came with home and at dusk. Second clause: subject Peter; verb counted; direct object them; phrase in the barn. The clauses are joined by and.



22. complex (one independent clause with a compound verb, and one dependent clause, *Before the guests arrived*)
23. Biscuit (it follows the direct object, *puppy*, and renames it)
24. Subject: Mother; verb: considered; direct object: quilt (the); objective complement: gift (a, fine, with the phrase for Aunt Martha), after a backslash slanting toward quilt



25. passive (the subject, *hymnbook*, receives the action; *was* + the past participle *found*)
26. Henry and his father mended the fence.
27. subjunctive (it expresses a wish or prayer; the indicative would be *blesses*)
28. bring (a request introduced by *that* takes the subjunctive)
29. Henry opened the gate and walked into the pasture.
30. Answers will vary. Example: Clara picked the apples, and she baked the pie that evening. Both clauses now keep the doer, Clara, as the subject, so the reader follows her actions without a jolt, and the sentence is shorter and stronger.

Level 3, Year B (Grade 8): Units 21–24

LEVEL 3 · LEVEL 3, YEAR B, WEEKS 1–8

Unit 21. Pronouns in Depth

This unit takes the pronoun work of Levels 1 and 2 to the level of a careful writer. It teaches who and whom (and whoever and whomever) by the pronoun's job in its own clause, the case of pronouns after than and as, in compounds, before a noun (we boys, us girls) and in appositives, agreement with indefinite and collective antecedents, and clear pronoun reference.

These lessons build directly on pronoun case (10.3), antecedents (10.2), indefinite pronouns (12.3) and the clauses of Unit 18. Pronouns are small words, but a wrong case or an unclear antecedent can change a sentence's meaning or leave the reader guessing. A writer who handles pronouns well writes sentences that are both correct and clear.

BEFORE THIS UNIT

- Know the nominative, objective and possessive cases of the personal pronouns (10.3).
- Find a pronoun's antecedent and make the pronoun agree with it in number and gender (10.2).
- Know which indefinite pronouns are singular, which are plural and which can be either (12.3).
- Recognize and diagram adjective, adverb and noun clauses (Unit 18).

MASTERY CHECKLIST

☐ I can choose who or whom, and whoever or whomever, by the pronoun's job in its own clause.
☐ I can put a question in statement order and test who or whom with he or him.
☐ I can finish a comparison after than or as and choose the right pronoun case.
☐ I can use the right case in compound subjects and objects, before a noun (we boys, us girls) and in appositives.
☐ I can make a pronoun agree with a singular indefinite antecedent such as each or everyone.
☐ I can use its or their correctly with a collective noun, depending on whether the group acts as one or as separate members.
☐ I can find and revise ambiguous and vague pronoun reference, the indefinite they and the general you.
☐ I can diagram sentences containing who, whom, whoever and pronouns in compounds.

UNIT 21 · LESSON 21.1 · LEVEL 3

Who and Whom

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use who and whoever as subjects and predicate nominatives, and whom and whomever as objects.
- Decide the case of who or whom by its job in its own clause, not by the words outside the clause.
- Test a choice between who and whom by putting the clause in statement order and trying he or him.
- Diagram questions and clauses that contain who, whom, or whoever.

VIDEO

WATCH

Who vs. Whom | Grammar Lesson 👤❓

GrammarFlip · 1:54

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=XerSb_7Zz0g

BACKUP

18."Halt! Whom Goes There?" Pronoun Case, Continued. English Grammar Lesson

mrthoth · 10:54

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=Fv11hmGtKRk

> **Note:** mrthoth uses the words subjective and objective for the cases. This book says nominative case and objective case.

KEY TERMS

who	*Who* is the nominative form, used as a subject or a predicate nominative.
whom	*Whom* is the objective form, used as a direct object, an indirect object, or the object of a preposition.
whoever and whomever	*Whoever* is nominative and *whomever* is objective; each takes its case from its job in its own clause.

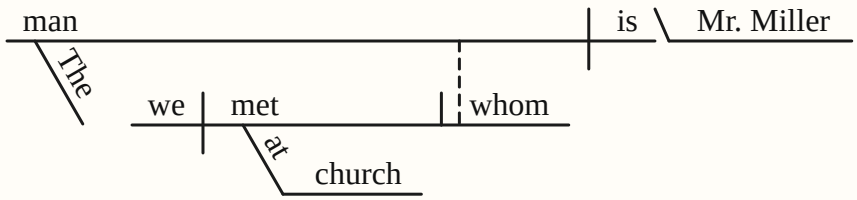
TEACHING

The pronoun *who* changes its form for case, just as *he* does. *Who* is nominative, like *he*; *whom* is objective, like *him*; *whose* is possessive, like *his*. English lost most of its old case endings on nouns, but pronouns kept theirs, and *who* is one of the pronouns that still shows its job by its form. Careful writers keep the difference because it tells the reader exactly what the word is doing.

Use **who** wherever *he* or *she* would fit: as the subject of a verb (*Who rang the bell?*) or as a predicate nominative (*Who was that man?*). Use **whom** wherever *him* or *her* would fit: as a direct object (*Whom did you see?*), an indirect object (*Whom did Father give the knife?*) or the object of a preposition (*To whom did you write?*). After a preposition the form is always *whom*: *with whom*, *for whom*, *to whom*.

Questions are where most mistakes happen, because the pronoun comes first, ahead of its verb. Put the question in statement order and try *he* or *him*. *Whom did you see?* becomes *You did see him*, so *whom* is right. Isaiah heard both forms in one question: “Whom shall I send, and who will go for us?” (Isaiah 6:8, KJV) *I shall send him*, so the first pronoun is *whom*, the object of *send*; *he will go*, so the second is *who*, the subject of *will go*.

In an adjective clause or a noun clause, the pronoun takes its case from its job inside its own clause. Nothing outside the clause can change it. In *The man who mended our fence is Mr. Miller*, *who* is the subject of *mended*. In *The man whom we met at church is Mr. Miller*, the clause has its own subject, *we*, and *whom* is the direct object of *met*: *we met him*. The diagram shows the pronoun on its own clause's baseline, doing its own job.



The man whom we met at church is Mr. Miller.

Whoever and **whomever** follow the same rule. In *Give the bread to whoever is hungry*, the preposition *to* stands just before the pronoun, and many writers wrongly choose *whomever*. But the object of *to* is the whole clause *whoever is hungry*, and inside that clause the pronoun is the subject of *is*: *he is hungry*. So *whoever* is right. In *We will welcome whomever you bring*, the pronoun is the object of *bring* (*you bring him*), so *whomever* is right.

Watch for words such as *I think*, *we believe* or *they said* placed inside the clause. They do not change the pronoun's job. In *Henry is the boy who I think will win*, lift out *I think*, and the clause reads *who will win*; *who* is the subject. The same test works on Joshua's charge to Israel: “choose you this day whom ye will serve.” (Joshua 24:15, KJV) *Ye will serve him*, so *whom* is the object of *will serve*.

In casual speech many people use *who* everywhere (*Who did you call?*). In formal writing, use *whom* for every object. The test is always the same: find the pronoun's own clause, put it in statement order, and try *he* or *him*. If *him* fits, write *whom*; both end in *m*.

Latin link. Latin also changes its pronoun for case: *qui*, "who," is the subject form, and *quem*, "whom," is the object form. Notice that, like English *him* and *whom*, the Latin object form ends in *m*.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> ____ *did Grandfather invite to supper?*

Choose: Who · Whom

1. Put the question in statement order: *Grandfather did invite* ____ *to supper*.
2. The subject is *Grandfather* and the verb is *did invite*, so the pronoun is not the subject. It answers the question "invite whom?" so it is the direct object.
3. Try *he* and *him*: *Grandfather did invite him*. *Him* fits, so the objective form is right.

Answer: Whom (the direct object of *did invite*: *Grandfather did invite him*)

WORKED EXAMPLE 2

Which word correctly completes the sentence?

> *Mother will give the last apple to* ____ *finishes his chores first.*

Choose: whoever · whomever

1. The preposition *to* comes just before the blank, but do not stop there. Look for the pronoun's own clause: ____ *finishes his chores first*.
2. That clause has the verb *finishes* and no other subject, so the pronoun must be its subject. Try *he*: *he finishes his chores first*.
3. The whole clause, not the pronoun alone, is the object of *to*. Inside its clause the pronoun is a subject, so it takes the nominative form.

Answer: whoever (the subject of *finishes* in its own clause; the whole clause is the object of *to*)

DAY 2

1. EASY Which word correctly completes the sentence?

   > ____ *planted the roses by the church door?*

   Choose: Who · Whom

2. EASY What case is the pronoun *whom*?

   > *The LORD is my light and my salvation; whom shall I fear?* (Psalms 27:1, KJV)

3. EASY Write the pronoun that is the direct object of *helped*.

   > *The neighbor whom Father helped sent us a basket of pears.*

4. EASY Diagram the sentence.

   > *Whom did you see at the market?*

DAY 3

5. EASY Which word correctly completes the sentence?

   > *Pastor Hale is the man ____ baptized my little brother.*

   Choose: who · whom

6. MEDIUM Which word correctly completes the sentence?

   > *The girl ____ you saw in the choir is my cousin Lydia.*

   Choose: who · whom

7. MEDIUM What job does *whom* do in its own clause?

   > *Clara is the friend with whom I share my books.*

8. MEDIUM Fix the error in pronoun case for formal writing.

   > *Who did the teacher choose for the spelling bee?*

DAY 4

9. MEDIUM Diagram the sentence.

   > *The farmer whom we visited raises sheep.*

10. MEDIUM Which word correctly completes the sentence?

> *Henry is the boy ____ I believe will carry the banner.*

Choose: who · whom

11. HARD Diagram the sentence.

> *Give the bread to whoever is hungry.*

12. HARD Write a sentence that uses *whom* as the object of a preposition, and explain why *whom* is right.

COMMON MISTAKES

- Watch for *who* used as an object at the start of a question (*Who did you call?*). Put the question in statement order (*You did call him*) and write *whom* whenever *him* fits.
- Watch for *whomever* chosen just because a preposition comes before it (*to whomever needs it*). Look inside the pronoun's own clause; if the pronoun is the subject of the clause's verb, write *whoever*.
- Watch for words such as *I think* or *we believe* inside the clause. Lift them out and test the clause that remains: *the boy who (I think) will win*.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

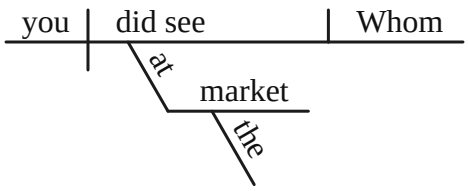
> *The neighbor whom we visited on Sunday is the man who taught Grandfather to carve, and he will teach whoever wishes to learn.*

Then review the common mistakes and redo any missed practice items.

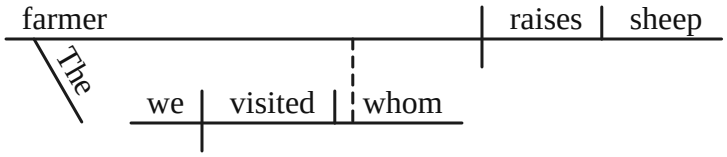
ANSWERS: LESSON 21.1

1. Who (the subject of *planted*: *he planted the roses*)
2. objective (the direct object of *shall fear*: *I shall fear him*)
3. whom (*Father helped him*)

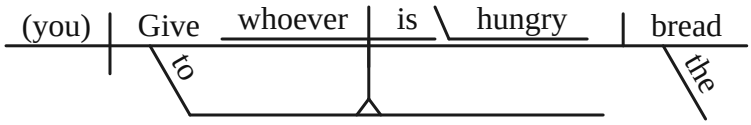
4. Subject: you; verb: did see; direct object: Whom; phrase at market (the) under did see



5. who (the subject of *baptized* in the adjective clause)
6. whom (the direct object of *saw*: *you saw her*)
7. object of the preposition (*with whom*)
8. Whom did the teacher choose for the spelling bee? (*The teacher did choose him*, so the pronoun is a direct object.)
9. Subject: farmer (The); verb: raises; direct object: sheep. Adjective clause below farmer: subject we, verb visited, direct object whom, with a dashed line from farmer to whom.



10. who (lift out *I believe*: *who will carry the banner*; the pronoun is the subject of *will carry*)
11. Subject: (you); verb: Give; direct object: bread (the). Phrase under Give: preposition to, with the noun clause on a stilt as its object: subject whoever, linking verb is, predicate adjective hungry.



12. Answers will vary. Example: Grandfather told us about the friend with whom he fished as a boy. Whom is right because it is the object of the preposition with, and objects take the objective case.

UNIT 21 · LESSON 21.2 · LEVEL 3

Pronouns in Comparisons and Compounds

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Choose the pronoun after than or as by finishing the comparison in your mind.
- Use the right case for pronouns in compound subjects and compound objects.
- Use we and us correctly before a noun, and give an appositive pronoun the case of the word it renames.
- Diagram sentences with compound objects, pronouns followed by appositives, and comparisons written out in full.

VIDEO

WATCH

Elliptical Clauses | Grammar Lesson 🧩🗣️

GrammarFlip · 1:58

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=_NlybTesxbA

BACKUP

When to Use I or Me | 3 Tips to Identify These Tricky Pronouns

The Learning Depot · 7:50

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=JS_50ojpdv4

KEY TERMS

elliptical clause An elliptical clause is a clause from which words are left out because the reader understands them.

appositive pronoun An appositive pronoun renames a noun beside it and takes the same case as that noun.

TEACHING

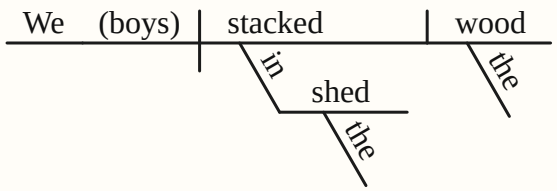
After *than* and *as* in a comparison, a writer often leaves words out. *Ruth is taller than I* means *Ruth is taller than I am*. A clause with words left out because the reader supplies them is an **elliptical clause**. The pronoun's case is set by its job in that clause, even though part of the clause is missing. Here *I* is the subject of the understood verb *am*, so it is nominative. Our Lord spoke this way: “for my Father is greater than I.” (John 14:28, KJV) The full thought is *than I am*, so the nominative *I* is right.

To choose the pronoun, finish the comparison in your mind. *Samuel works as hard as he (works)*. *Clara is not so tall as she (is)*. If you finish the sentence and it sounds right, you have the right case. Saying *than me* in such sentences is common in casual speech, but formal writing uses the nominative wherever the pronoun is the subject of the understood clause.

Sometimes the case changes the meaning. *Father trusts you more than I* means *more than I trust you*. *Father trusts you more than me* means *more than he trusts me*. In the first, the pronoun is a subject; in the second, it is a direct object. Both are correct, but they say different things, so choose the one you mean. If a reader could be confused, write the whole clause.

In compound subjects and objects, try each pronoun alone. *Grace and (she, her) swept the porch*: *she swept the porch*, so *Grace and she*. *Mother sent Peter and (I, me) to the mill*: *Mother sent me*, so *Peter and me*. After a preposition, every pronoun in the compound is objective: *between you and me*, *for Henry and him*. Joshua shows both cases in one sentence: “but as for me and my house, we will serve the LORD.” (Joshua 24:15, KJV) *Me* is an object of the preposition *for*, and *we* is the subject of *will serve*.

When *we* or *us* comes right before a noun (*we boys*, *us girls*), drop the noun and test the pronoun alone. *We boys stacked the wood in the shed*: *we stacked the wood*, so *we*. *The teacher gave us girls a hymnbook*: *the teacher gave us a hymnbook*, so *us*. In a diagram the pronoun goes in its own place in the sentence (subject, object, or indirect object), and the noun after it is drawn as an appositive in parentheses beside it.



We boys stacked the wood in the shed.

A pronoun used as an appositive takes the same case as the noun it renames, because it stands in the same place in the sentence. *Two helpers, Samuel and I, carried the hymnals*: the appositive renames the subject, *helpers*, so it is nominative. *Pastor Hale thanked the two helpers, Samuel and me*: the appositive renames the direct object, so it is objective. Test it by dropping the noun: *Pastor Hale thanked me*.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *Peter reads faster than ____.*

Choose: I · me

1. *Than* begins a comparison with words left out. Finish it: *Peter reads faster than ____ read*.
2. Try each pronoun: *than I read* sounds right; *than me read* does not.
3. The pronoun is the subject of the understood verb *read*, so it takes the nominative case.

Answer: I (*than I read*: the pronoun is the subject of the understood verb)

WORKED EXAMPLE 2

Which word correctly completes the sentence?

> *The prize went to the two best spellers, Lydia and ____.*

Choose: she · her

1. *Lydia and ____* is an appositive: it renames *spellers*.
2. *Spellers* is the object of the preposition *to*, so the appositive takes the same case, the objective.
3. Test by dropping *spellers* and *Lydia*: *The prize went to her*.

Answer: her (the appositive renames *spellers*, the object of *to*, so it is objective)

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *My brother Caleb is two years older than ____.*

   Choose: I · me

2. EASY Which word correctly completes the sentence?

   > *Grandmother baked a pie for Henry and ____.*

   Choose: he · him

3. EASY Fix the error in pronoun case.

   > *Us boys carried the canoe to the river.*

4. EASY Diagram the sentence.

   > *Mother sent Peter and me to the mill.*

DAY 3

5. EASY What case is the pronoun *us*?

   > *Pastor Hale shook hands with us choir members after the service.*

6. MEDIUM Which word correctly completes the sentence?

   > *Samuel can carry as much hay as ____.*

   Choose: he · him

7. MEDIUM Write the pronoun in the appositive.

   > *The two youngest children, Abigail and she, set the table for supper.*

8. MEDIUM Fix the error in pronoun case.

   > *Father chose two helpers, Thomas and I, for the harvest.*

DAY 4

9. MEDIUM Diagram the sentence.

   > *Grace is older than he is.*

10. MEDIUM Which word completes the sentence so that it means “more often than he writes to me”?

    > *Grandfather writes to Anna more often than ____.*

    Choose: I · me

11. HARD Diagram the sentence.

    > *The teacher gave us girls a new hymnbook.*

12. HARD Write two sentences, one ending in *than I* and one ending in *than me*, and explain how their meanings differ.

COMMON MISTAKES

- Watch for *me*, *him*, *her*, *us*, or *them* after *than* or *as* when the pronoun is really a subject (*taller than him*). Finish the comparison in your mind (*taller than he is*) and use the nominative.
- Watch for *us* before a noun used as a subject (*Us girls baked the bread*). Drop the noun and test the pronoun alone: *we baked the bread*.
- Watch for *I* in a compound object or after a preposition (*between you and I*, *for Thomas and I*). Try each pronoun alone; after a preposition always use the objective case.

DAY 5

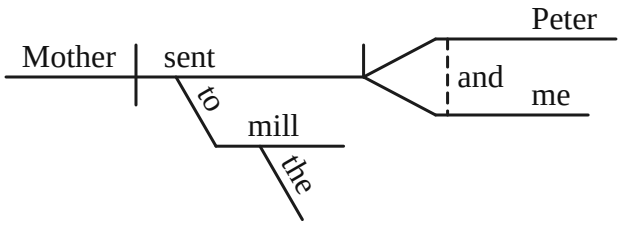
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Grandfather is older than she, but he walked with us boys all the way to the mill and back.*

Then review the common mistakes and redo any missed practice items.

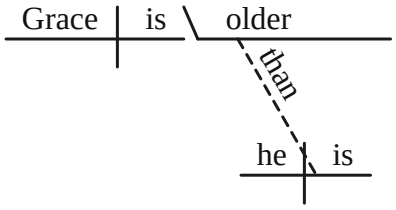
ANSWERS: LESSON 21.2

1. I (*than I am*)
2. him (an object of the preposition *for*: *for him*)
3. We boys carried the canoe to the river. (Drop *boys*: *we carried the canoe*.)
4. Subject: Mother; verb: sent; compound direct object: Peter and me; phrase to mill (the) under sent

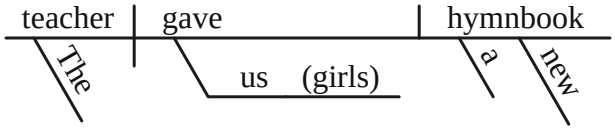


5. objective (drop *choir members*: *with us*; it is the object of the preposition *with*)
6. he (*as he can carry*: the pronoun is the subject of the understood verb)
7. she (the appositive renames *children*, the subject, so it is nominative)
8. Father chose two helpers, Thomas and me, for the harvest. (The appositive renames *helpers*, the direct object, so it is objective.)

9. Subject: Grace; linking verb: is; predicate adjective: older. Adverb clause below older, joined by than on a dashed line: subject he, verb is.



10. me (*than he writes to me*: the pronoun is the object of the understood preposition *to*)
11. Subject: teacher (The); verb: gave; indirect object: us, with the appositive girls in parentheses; direct object: hymnbook (a, new)



12. Answers will vary. Example: Mother trusts Ruth more than I. Mother trusts Ruth more than me. The first means more than I trust Ruth, so I is the subject of an understood clause; the second means more than she trusts me, so me is the direct object of an understood clause.

UNIT 21 · LESSON 21.3 · LEVEL 3

Agreement with Indefinite and Collective Antecedents

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use a singular pronoun with a singular indefinite antecedent such as each, everyone, or neither.
- Use his for a mixed group, or his or her, in careful formal writing.
- Choose the pronoun for all, any, most, none, and some by the noun they refer to.
- Use it and its for a collective noun acting as one, and they and their for one whose members act separately.

VIDEO

WATCH

Pronoun Antecedent Agreement

grammarcloud · 4:11

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=MzTrtMR4n44

BACKUP

Indefinite Pronouns as Antecedents

Ms. Norris's YouTube Channel · 4:01

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=sShQrzWG8Tw

> **Note:** grammarcloud uses his for each of the boys and his or her when the gender is not known, as this book does. One example, 'John nor Dave could find his jacket,' is missing a word: it should be Neither John nor Dave. Ms. Norris's backup covers all, any, most, none and some.

KEY TERMS

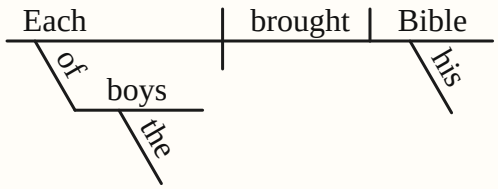
indefinite antecedent An indefinite antecedent is an indefinite pronoun, such as *each* or *everyone*, that a later pronoun stands for.

collective antecedent A collective antecedent is a collective noun, such as *family* or *choir*, that a later pronoun stands for.

TEACHING

A pronoun agrees with its antecedent in number and gender. That rule is easy when the antecedent is *Ruth* or *the barn*. It needs more care when the antecedent is an indefinite pronoun or a collective noun, because those words can seem to mean many people while being singular in form.

The indefinite pronouns *each*, *either*, *neither*, *one*, *everyone*, *everybody*, *no one*, *nobody*, *anyone*, *anybody*, *someone*, and *somebody* are singular, so a pronoun that refers to one of them is singular too. *Each of the boys brought his Bible*. The antecedent is *Each*, not *boys*; a prepositional phrase never changes the antecedent, just as it never changes the subject. Paul wrote, “So then every one of us shall give account of himself to God.” (Romans 14:12, KJV) The antecedent is the singular *one*, so the pronoun is *himself*.



Each of the boys brought his Bible.

When the group includes both men and women, traditional English uses *his*: *Everyone must do his best*. This use of *his* is very old, and it means every person, man or woman. The King James Bible speaks the same way: “For every man shall bear his own burden.” (Galatians 6:5, KJV) You may also write *his or her* when you wish to name both (*Each student should bring his or her slate*), but it grows clumsy when repeated. Often the best cure is to make the antecedent plural: *All the students should bring their slates*. In casual speech many people say *Everyone did their best*, but careful writing keeps the singular pronoun. When the group is all girls or all boys, the choice is simple: *Each of the girls brought her lantern*.

Both, *few*, *many*, and *several* are always plural: *Both of the boys forgot their coats*. Five indefinite pronouns, *all*, *any*, *most*, *none*, and *some*, are singular or plural according to the noun they refer to, usually the object in the phrase that follows. *Some of the cream has lost its sweetness*: *cream* is a single mass, so *its*. *Some of the hens have left their nests*: *hens* is plural, so *their*.

A **collective noun** (*family*, *flock*, *choir*, *class*, *congregation*) names a group. When the group acts as one unit, use *it* and *its*: *The choir sang its last hymn*. When the members act separately, each on his own, use *they* and *their*: *After supper the family went to their rooms*. Decide which the sentence means, and then keep to it; do not write *The flock lost its way, and they scattered*. If the plural sounds awkward, add a plural word: *The members of the family went to their rooms*.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *Each of the boys packed ____ own lunch.*

Choose: his · their

1. Find the antecedent. It is *Each*, the subject; *boys* is only the object of the preposition *of*.
2. *Each* is a singular indefinite pronoun, so the pronoun that refers to it must be singular.
3. The group is boys, so the singular pronoun is *his*.

Answer: his (the antecedent is *Each*, which is singular)

WORKED EXAMPLE 2

Which word correctly completes the sentence?

> *After supper the family went to ____ rooms to read.*

Choose: its · their

1. The antecedent is *family*, a collective noun.
2. Ask whether the family acts as one unit or as separate members. Each person goes to a different room, so the members act separately.
3. Members acting separately take the plural pronoun *their*.

Answer: their (the members of the family act separately, each going to his own room)

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence in careful formal writing?

   > *Everyone in the choir must bring ____ own hymnal.*

   Choose: his · their

2. EASY Write the antecedent of the pronoun *her*.

   > *Neither of the girls had finished her sampler.*

3. EASY Is the antecedent of the pronoun *his* singular or plural?

> *For every man shall bear his own burden.* (Galatians 6:5, KJV)

4. EASY Diagram the sentence.

> *One of the boys lost his cap in the creek.*

DAY 3

5. EASY Which word correctly completes the sentence?

> *The choir sang ____ final hymn with great joy.*

Choose: its · their

6. MEDIUM Fix the error in pronoun agreement.

> *Every one of the brothers sold their corn at the market.*

7. MEDIUM Which word correctly completes the sentence?

> *Some of the hens have left ____ nests.*

Choose: its · their

8. MEDIUM Is the collective noun *class* used here as singular or plural?

> *The class opened their books to different pages.*

DAY 4

9. MEDIUM Diagram the sentence.

> *Every boy in the class must learn his part by Friday.*

10. MEDIUM Which word correctly completes the sentence?

> *Most of the bread has lost ____ freshness.*

Choose: its · their

11. HARD Diagram the sentence.

> *The family gathered around the table and bowed their heads.*

12. HARD Revise the sentence for careful formal writing in two ways: first keep *Everyone* and change the pronoun; then make the antecedent plural. Explain why each is correct.

> *Everyone should hang their coat on the hook.*

COMMON MISTAKES

- Watch for *their* after *each*, *everyone*, *everybody*, *neither*, or *one* in formal writing. Use *his* (or *his or her*), or rewrite with a plural antecedent such as *all the students*.
- Watch for the noun in a prepositional phrase pulling the pronoun into the plural (*Each of the girls lost their mittens*). Find the true antecedent, *Each*, and make the pronoun agree with it.
- Watch for a collective noun treated as both singular and plural in the same sentence (*The flock lost its way, and they scattered*). Decide whether the group acts as one or as separate members, and keep to that choice.

DAY 5

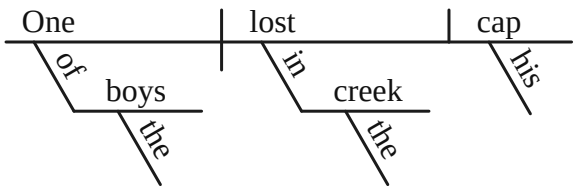
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Each of the children carried his own basket, and the whole family sang its favorite hymn on the walk home.*

Then review the common mistakes and redo any missed practice items.

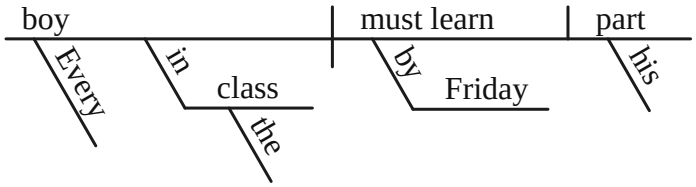
ANSWERS: LESSON 21.3

1. his (*Everyone* is singular; traditional English uses *his* for a mixed group)
2. Neither (*girls* is the object of the preposition *of*)
3. singular (the antecedent is *man*, modified by *every*)
4. Subject: One, with the phrase of boys (the) under it; verb: lost; direct object: cap (his); phrase in creek (the) under lost

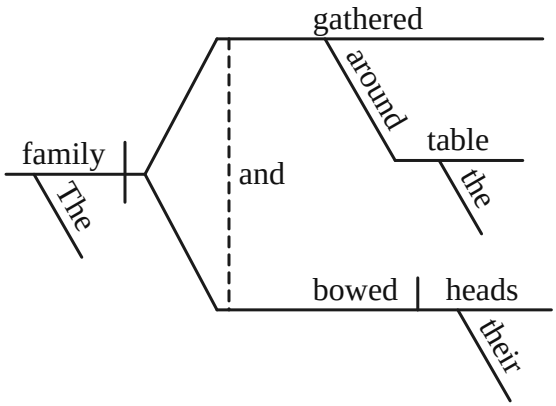


5. its (the choir sings as one unit)
6. Every one of the brothers sold his corn at the market. (The antecedent is *one*, which is singular.)
7. their (*Some* refers to *hens*, which is plural)
8. plural (the members act separately, each opening his own book)

9. Subject: boy (Every), with the phrase in class (the) under it; verb: must learn; direct object: part (his); phrase by Friday under must learn



10. its (*Most* refers to *bread*, which is singular)
11. Subject: family (The); compound verb: gathered and bowed. Under gathered: phrase around table (the). Direct object of bowed: heads (their).



12. Answers will vary. Example: Everyone should hang his coat on the hook. (*Everyone* is singular, so it takes the singular *his*.) All the guests should hang their coats on the hooks. (*Guests* is plural, so *their* is correct.)

UNIT 21 · LESSON 21.4 · LEVEL 3

Clear Pronoun Reference

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Recognize ambiguous reference, where a pronoun could stand for either of two nouns.
- Recognize vague this, that, which, and it that refer to a whole idea instead of a noun.
- Replace the indefinite they and the general you with a clear noun in formal writing.
- Revise sentences so that every pronoun points clearly to one antecedent.

VIDEO

WATCH

PRONOUN CLARITY | English Lesson

Kevin Spaans · 5:22

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=ls3r234MkjY

BACKUP

Pronoun Reference Problems

Ms. Norris's YouTube Channel · 6:20

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=bO1uwMqzpP8

KEY TERMS

ambiguous reference	Ambiguous reference happens when a pronoun could refer to either of two antecedents.
vague reference	Vague reference happens when a pronoun refers to a whole idea, or to no noun at all, instead of to one clear antecedent.

TEACHING

A pronoun is a shortcut: it lets the writer avoid repeating a noun. But the shortcut works only if the reader knows at once which noun the pronoun stands for. A pronoun may be in the right case and agree in number and still fail, because the reader cannot tell what it means. Good writers check each pronoun and make sure it points to one clear antecedent.

Notice how plainly Solomon's pronouns point back to their nouns: “Train up a child in the way he should go: and when he is old, he will not depart from it.” (Proverbs 22:6, KJV) Each *he* can only mean the child, and *it* can only mean the way. Nothing is left for the reader to guess.

Ambiguous reference happens when a pronoun could stand for either of two nouns. *Henry told Samuel that he had won the prize*. Who won, Henry or Samuel? *When Father set the lamp on the shelf, it broke*. Did the lamp break or the shelf? To revise, repeat the noun (*the lamp broke*), rearrange the sentence (*The lamp broke when Father set it on the shelf*), or give the speaker's exact words (Henry told Samuel, “You have won the prize.”).

Vague reference happens when *this*, *that*, *which*, or *it* points to a whole idea instead of to a noun. *The rain fell for three days, and this flooded the lower pasture*. This what? The rain? The three days? *Caleb forgot to latch the gate, which let the goats out*. In careful writing, a pronoun should stand for a noun, not for a whole clause. Revise by naming the thing: *The rain fell for three days, and the high water flooded the lower pasture*. *Caleb forgot to latch the gate, and the goats got out*.

In formal writing, avoid the indefinite *they*, and avoid *it* used for an unnamed source, as in *It says in the paper*. *In the almanac they say a cold winter is coming*. Who are *they*? Write *The almanac says that a cold winter is coming*. *At the county fair they give a ribbon for the best pie* becomes *At the county fair the judges give a ribbon for the best pie*. In the same way, *It says in the paper* becomes *The paper says*.

Avoid *you* meaning people in general in formal writing. *In the old days you had to draw every bucket of water from the well*. The reader did not live in the old days; write *people* or *one* instead: *In the old days people had to draw every bucket of water from the well*. *You* is right, of course, when you speak to the reader directly, as in directions and in this book.

To check your own writing, find each pronoun and point to its antecedent. If you can point to two nouns, or to none, revise. Usually the simplest cure is best: repeat the noun, or turn the sentence around so that the right noun stands nearest the pronoun.

> **Latin link.** *Antecedent* comes from the Latin *antecedere*, “to go before” (*ante*, “before,” and *cedere*, “to go”). The antecedent usually goes before its pronoun, so the reader should be able to look back and find it at once.

WORKED EXAMPLE 1

Write the antecedent of the pronoun *his*.

> *Grandmother asked Samuel to bring his Bible to the table.*

1. Find the nouns before the pronoun that could own the Bible: *Grandmother* and *Samuel*.
2. *His* is used for a man or boy, so it cannot refer to *Grandmother*.
3. Only one noun fits, so the reference is clear: *his* stands for *Samuel*.

Answer: Samuel

WORKED EXAMPLE 2

Which sentence has clear pronoun reference?

Choose: The cows broke through the fence, which upset Father. · The cows broke through the fence, and the damage upset Father.

1. In the first sentence, ask what *which* stands for. It seems to point to *fence*, but the fence did not upset Father; the whole event did. *Which* points to a whole idea, so the reference is vague.
2. In the second sentence, the pronoun is gone, and a noun, *damage*, names exactly what upset Father.
3. The second sentence leaves the reader nothing to guess.

Answer: The cows broke through the fence, and the damage upset Father. (The first uses *which* for a whole idea.)

PRACTICE

DAY 2

1. EASY Write the antecedent of the pronoun *it*.

   > *Clara found a robin's nest and showed it to Mother.*

2. EASY Is the pronoun reference clear? Answer yes or no.

   > *Peter told Henry that he needed a haircut.*

3. EASY Which sentence has clear pronoun reference?

   Choose: When Abigail set the pitcher on the tray, it cracked. · The pitcher cracked when Abigail set it on the tray.

4. EASY Diagram the sentence.

> *The almanac says that a cold winter is coming.*

DAY 3

5. EASY Write the antecedent of the pronoun *it*.

> *Train up a child in the way he should go: and when he is old, he will not depart from it.*
>
> (Proverbs 22:6, KJV)

6. MEDIUM Which sentence avoids the indefinite *they*?

Choose: At the county fair they give a ribbon for the best pie. · At the county fair the judges give a ribbon for the best pie.

7. MEDIUM Does the pronoun *this* refer clearly to a single noun? Answer yes or no.

> *The rain fell for three days, and this flooded the lower pasture.*

8. MEDIUM Fix the vague reference by replacing *you* with *people*.

> *In the old days you had to draw every bucket of water from the well.*

DAY 4

9. MEDIUM Diagram the sentence.

> *The lamb that Ruth found followed her home.*

10. MEDIUM Which revision makes it clear that Samuel won the prize?

> *Henry told Samuel that he had won the prize.*

Choose: Henry told Samuel, “You have won the prize.” · Henry told Samuel, “I have won the prize.”

11. HARD Diagram the sentence.

> *When Father hung the new lantern in the barn, the lantern lit every stall.*

12. HARD The second pronoun *her* in this sentence is ambiguous. Revise the sentence in two different ways so that each revision has only one meaning, and say what each means.

> *Mary told her sister that her bonnet was torn.*

COMMON MISTAKES

- Watch for *he*, *she*, *it*, or *they* when two nouns before it could be the antecedent. Repeat the noun, rearrange the sentence, or quote the speaker's exact words.
- Watch for *this*, *that*, *which*, or *it* pointing to a whole idea (*The creek rose, which kept us home*). Name the thing with a noun: *The high water kept us home*.
- Watch for *they say*, *it says* and *you* meaning people in general in formal writing. Name the real source or doer: *The almanac says*; *the judges give*; *people had to*.

DAY 5

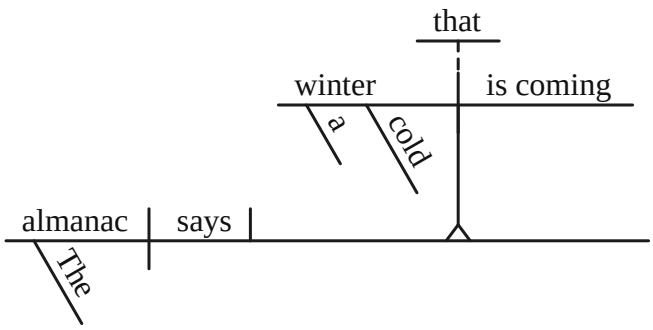
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *When Mother gave Clara the new quilt, Clara thanked her and spread the quilt on the bed in the guest room.*

Then review the common mistakes and redo any missed practice items.

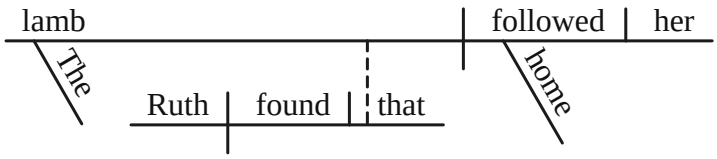
ANSWERS: LESSON 21.4

1. nest
2. no (*he* could mean Peter or Henry)
3. The pitcher cracked when Abigail set it on the tray. (In the first, *it* could mean the pitcher or the tray.)
4. Subject: almanac (The); verb: says; direct object: a noun clause on a stilt, with that on its own line above: subject winter (a, cold), verb is coming

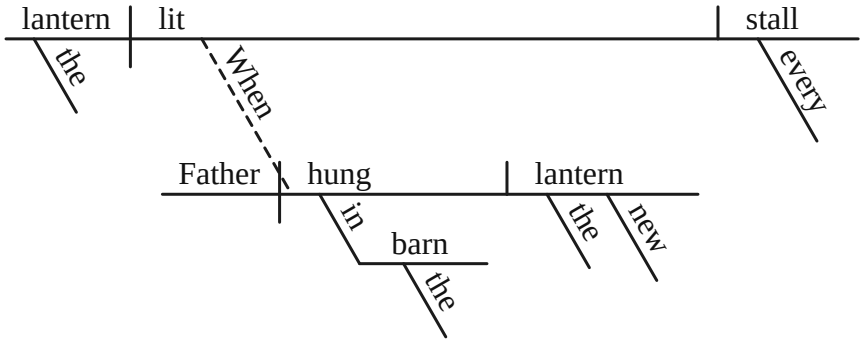


5. way
6. At the county fair the judges give a ribbon for the best pie. (*The judges* names who gives the ribbon.)
7. no (*this* points to the whole idea of the first clause, not to one noun)
8. In the old days people had to draw every bucket of water from the well.

9. Subject: lamb (The); verb: followed; direct object: her; adverb: home. Adjective clause below lamb: subject Ruth, verb found, direct object that, with a dashed line from lamb to that.



10. Henry told Samuel, “You have won the prize.” (Henry is speaking to Samuel, so *you* means Samuel.)
11. Subject: lantern (the); verb: lit; direct object: stall (every). Adverb clause below lit, joined by When on a dashed line: subject Father, verb hung, direct object lantern (the, new), phrase in barn (the) under hung.



12. Answers will vary. Example: Mary told her sister, “My bonnet is torn.” (Mary's bonnet is torn.) Mary told her sister, “Your bonnet is torn.” (The sister's bonnet is torn.)

Unit 21 Test

Take about 30 minutes. Work closed book, without looking back at the lessons. Write your answers on paper, and draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, reread the lesson named beside it and redo its practice items before going on.

1. 21.1 Which word correctly completes the sentence?

   > *____ will lead the singing on Sunday?*

   Choose: Who · Whom

2. 21.2 Which word correctly completes the sentence?

   > *____ girls picked three baskets of blackberries.*

   Choose: We · Us

3. 21.3 Which word correctly completes the sentence?

   > *Neither of the brothers remembered ____ lantern.*

   Choose: his · their

4. 21.3 Which word correctly completes the sentence?

   > *The flock followed ____ shepherd over the hill.*

   Choose: its · their

5. 21.4 Is the pronoun reference clear? Answer yes or no.

   > *Thomas reminded James that his calf was loose.*

6. 21.1 Which word correctly completes the sentence?

   > *The carpenter ____ Father hired built a sturdy porch.*

   Choose: who · whom

7. 21.2 Which word correctly completes the sentence?

   > *Lydia sews more neatly than ____.*

   Choose: she · her

8. 21.2 Fix the error in pronoun case.

   > *The pastor invited Anna and I to the harvest supper.*

9. 21.1 What case is the pronoun *whosoever* each time it appears?

> *For whosoever will save his life shall lose it: and whosoever will lose his life for my sake shall find it.* (Matthew 16:25, KJV)

10. 21.2 Diagram the sentence.

> *Samuel and he split the logs for Mother.*

11. 21.1 Diagram the sentence.

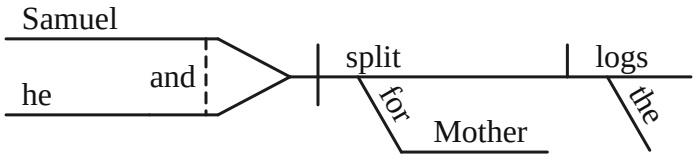
> *The woman whom we greeted is the new teacher.*

12. 21.4 The pronoun *it* in this sentence is ambiguous. Revise the sentence so that the reader knows the jar cracked, and explain your revision.

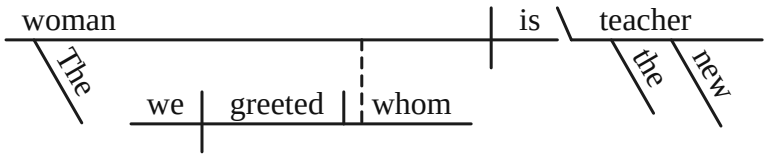
> *When Henry dropped the jar on the step, it cracked.*

ANSWERS: UNIT 21 TEST

1. Who (the subject of *will lead*: *he will lead*)
2. We (drop *girls*: *we picked the blackberries*)
3. his (the antecedent is *Neither*, which is singular)
4. its (the flock moves as one unit)
5. no (*his* could mean Thomas's or James's)
6. whom (the direct object of *hired*: *Father hired him*)
7. she (*than she sews*: the pronoun is the subject of the understood verb)
8. The pastor invited Anna and me to the harvest supper. (*me* is part of the direct object)
9. nominative (each time it is the subject of its own clause: *will save*, *will lose*)
10. Compound subject: Samuel and he; verb: split; direct object: logs (the); phrase for Mother under split



11. Subject: woman (The); linking verb: is; predicate nominative: teacher (the, new). Adjective clause below woman: subject we, verb greeted, direct object whom, with a dashed line from woman to whom.



12. Answers will vary. Example: The jar cracked when Henry dropped it on the step. Now it comes after jar and can only mean the jar, because the jar is what Henry dropped.

LEVEL 3 · LEVEL 3, YEAR B, WEEKS 8–15

Unit 22. Modifiers

This unit teaches you to use modifiers so that every one of them is clear, complete, and logical. You will place limiting words, phrases, and clauses beside the words they modify; mend dangling participial and infinitive phrases by naming the doer; build comparisons that compare like things and finish what they begin; and use commas, that and which to show whether a clause, phrase or appositive is restrictive or nonrestrictive.

In earlier units you learned what adjectives, adverbs, phrases, and clauses are and how to diagram them. Now you will learn to use them well. A modifier in the wrong place, or one with nothing to modify, can make a sentence say something foolish or leave the reader unsure of its meaning. Careful placement and punctuation of modifiers is one of the surest marks of a clear and thoughtful writer.

BEFORE THIS UNIT

- Recognize adjectives, adverbs, and prepositional phrases and tell which word each one modifies (Units 14 and 17).
- Identify and diagram participial and infinitive phrases (Lessons 17.2 and 17.4).
- Identify and diagram adjective clauses and appositives (Lessons 18.2 and 15.1).
- Tell active from passive voice (Lesson 20.2).

MASTERY CHECKLIST

☐ I can place only, almost, nearly, and just directly before the words they limit.
☐ I can find misplaced and squinting modifiers and move them next to the words they modify.
☐ I can tell when an introductory participial or infinitive phrase dangles and revise it by naming the doer.
☐ I can compare like things with like things, using a possessive or that of.
☐ I can use other or else when comparing one member of a group with the rest of the group, and I can complete a two-part comparison.
☐ I can avoid double comparisons and the comparison of absolute words such as unique and perfect.
☐ I can tell restrictive from nonrestrictive clauses, phrases and appositives and punctuate each correctly.
☐ I can use that for restrictive clauses and which with commas for nonrestrictive clauses, and I can diagram both.

UNIT 22 · LESSON 22.1 · LEVEL 3

Misplaced Modifiers

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Explain why a modifier should stand as close as possible to the word it modifies.
- Place limiting words such as only, almost, nearly, and just directly before the words they limit.
- Find misplaced phrases and clauses and revise sentences by moving them next to the words they modify.
- Diagram sentences to show which word each modifier belongs to.

VIDEO

WATCH

Misplaced Modifiers in Phrases | Advanced Grammar & Tricky Usage 🔍🏃

GrammarFlip · 2:02

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=pb2Tq4Q6kgg

BACKUP

Misplaced Modifiers in Clauses | Grammar Lesson 🔍🏃

GrammarFlip · 1:47

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=87XOfX-CPX0

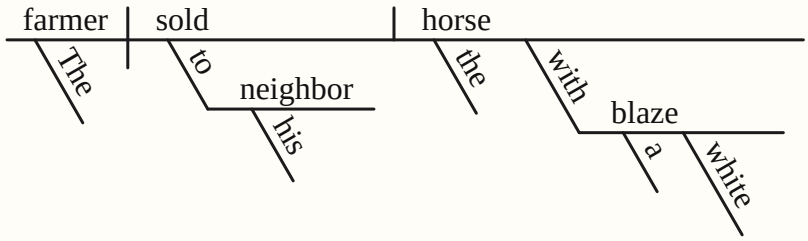
KEY TERMS

modifier	A modifier is a word, phrase, or clause that describes or limits the meaning of another word.
misplaced modifier	A misplaced modifier is a modifier placed so that it seems to modify the wrong word.
squinting modifier	A squinting modifier stands between two words so that it could modify either one.

TEACHING

Since Level 1 you have been learning modifiers one kind at a time: adjectives and adverbs, prepositional phrases, participial and infinitive phrases, and adjective and adverb clauses. A **modifier** is any word, phrase, or clause that describes or limits the meaning of another word. In this unit you will learn to use modifiers so that the reader can never mistake which word each one belongs to.

In English, position is the chief signal of meaning. A reader naturally attaches a modifier to the nearest word it could sensibly modify. When a modifier stands next to the wrong word, the sentence says something the writer did not intend, and sometimes something absurd: *The farmer sold the horse to his neighbor with a white blaze*. A neighbor does not have a white blaze; the horse does. A **misplaced modifier** is one placed so that it seems to modify the wrong word. The cure is to move the modifier next to the word it truly modifies: *The farmer sold the horse with a white blaze to his neighbor*.



The farmer sold the horse with a white blaze to his neighbor.

The diagram shows plainly what the words mean. *With a white blaze* hangs under *horse*, and *to his neighbor* hangs under *sold*. Whenever you are unsure which word a modifier belongs to, ask where it would go in a diagram; then put it beside that word in the sentence.

Take special care with the limiting words *only*, *almost*, *nearly*, *just*, *even*, *hardly*, *scarcely*, and *merely*. Each one limits the word or phrase that comes right after it, so moving it changes the meaning. *Only Ruth fed the calves* means that no one else fed them. *Ruth fed only the calves* means that she fed nothing else. *Henry almost picked all the beans* leaves the reader unsure whether he picked any at all; *Henry picked almost all the beans* plainly says that he picked most of them. In casual speech people often put *only* before the verb no matter what they mean, but careful writing puts it directly before the word it limits. The limiting word *alone* is the exception: it follows the word it limits. The King James translators placed it exactly: “Man shall not live by bread alone.” (Matthew 4:4, KJV) *Alone* stands right after *bread*, the word it limits.

Phrases and clauses can be misplaced too. In *The pie was cooling on the windowsill that Martha baked*, the adjective clause seems to say that Martha baked the windowsill. An adjective clause belongs right after the noun it modifies: *The pie that Martha baked was cooling on the windowsill*. A participial phrase needs the same care. *We saw a fox carrying the milk pails to the barn* puts the pails in the fox's mouth; *Carrying the milk pails to the barn, we saw a fox* puts them where they belong.

A **squinting modifier** stands between two words and could modify either one, as if it were looking both ways. In *Children who read often grow wise*, does *often* tell how often they read or how often they grow wise? Move it so that only one meaning is possible: *Children who often read grow wise*. Revising a misplaced modifier almost always means moving it, not adding words. Read each sentence you write as a stranger would, and ask of every modifier, Which word does this belong to, and is it standing beside that word?

Latin link. In Latin an adjective agrees with its noun in gender, number, and case, so a Latin poet could set an adjective far from its noun and the endings would still show which word it belonged to. English has lost most of those endings, so the place of a modifier must do the work that endings once did.

WORKED EXAMPLE 1

The sentence should say that Caleb milked the cows and no other animals. Move the word *only* so that it comes right before the words it limits.

> *Caleb only milked the cows this morning.*

1. Decide what *only* should limit. The writer means the cows and no other animals, so *only* must limit *the cows*.
2. As written, *only* stands before *milked*, so it limits the action: Caleb milked the cows but did nothing else to them.
3. Move *only* so that it stands directly before *the cows*. Nothing else in the sentence changes.

Answer: Caleb milked only the cows this morning.

WORKED EXAMPLE 2

Move the adjective clause so that it comes right after the noun it modifies.

> *The pie was cooling on the windowsill that Martha baked.*

1. Find the adjective clause: *that Martha baked*. Its relative pronoun, *that*, is the direct object of *baked* inside the clause.
2. Ask what Martha baked. She baked the pie, not the windowsill, so the clause modifies *pie*.
3. As written, the clause follows *windowsill*, the nearest noun, and seems to modify it.
4. Move the clause so that it stands right after *pie*: *The pie that Martha baked was cooling on the windowsill.*

Answer: The pie that Martha baked was cooling on the windowsill.

PRACTICE

DAY 2

1. EASY Write the one word that the limiting word *Only* limits.

   > *Only Abigail heard the owl in the night.*

2. EASY Is the prepositional phrase *with blue patches* correct or misplaced?

   > *Grandmother gave a quilt to the baby with blue patches.*

3. EASY Which sentence plainly and clearly says that Henry picked most of the beans?

   Choose: Henry almost picked all the beans. · Henry picked almost all the beans.

4. EASY Diagram the sentence.

   > *The boy with the lantern led the cows into the barn.*

DAY 3

5. EASY The sentence should say that the hens laid two eggs and no more. Move the word *only* so that it comes right before the word it limits.

   > *The hens only laid two eggs today.*

6. MEDIUM What part of speech is the word *only* in this sentence?

   > *Be not afraid, only believe.* (Mark 5:36, KJV)

7. MEDIUM Move the prepositional phrase *with silver buckles* so that it comes right after the noun it modifies.

   > *Father bought a saddle for the mare with silver buckles.*

8. MEDIUM Diagram the sentence.

   > *Clara read only the first chapter of the book.*

DAY 4

9. MEDIUM Move the participial phrase to the beginning of the sentence, where it will stand next to the word it modifies, and add the comma it needs.

   > *We saw a fox carrying the milk pails to the barn.*

10. MEDIUM Which sentence has no squinting modifier and makes clear that the studying happens often?

    Choose: Students who study the Scriptures often grow in wisdom. · Students who often study the Scriptures grow in wisdom.

11. HARD Diagram the sentence.

> *The colt that Grandfather bought at the fair nearly jumped the fence.*

12. HARD Write two sentences that use the same words but place *only* in different spots. Explain how the meaning changes.

COMMON MISTAKES

- Watch for *only*, *almost*, *nearly*, and *just* placed before the verb out of habit. Put each limiting word directly before the word or phrase it limits.
- Watch for a phrase or clause that follows the nearest noun instead of the noun it describes, as in *a quilt to the baby with blue patches*. Move it next to the noun it modifies.
- Watch for a modifier squeezed between two words it could describe, as in *who read often grow*. Move it so that it can belong to only one word.

DAY 5

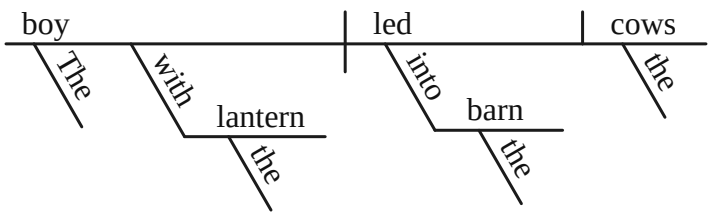
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Grandfather sold only the brown colt with the white blaze, and the old mare that Henry loved stayed with us on the farm.*

Then review the common mistakes and redo any missed practice items.

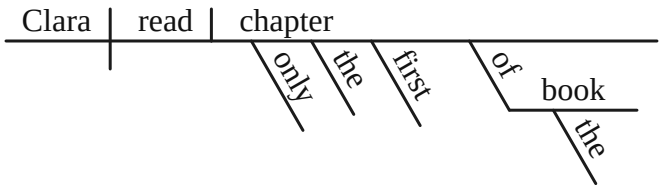
ANSWERS: LESSON 22.1

1. Abigail (no one else heard the owl)
2. misplaced (the patches belong to the quilt, not the baby; the phrase should follow *quilt*)
3. Henry picked almost all the beans. (*Almost* limits *all*, not *picked*.)
4. Subject: boy (The; phrase with lantern, with the, under boy); verb: led; direct object: cows (the); phrase into barn (the) under led

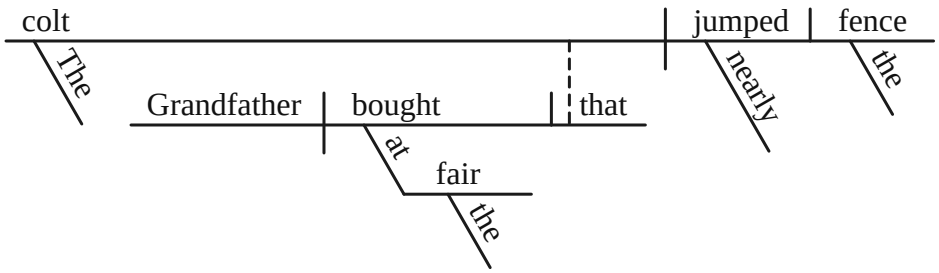


5. The hens laid only two eggs today.
6. adverb (it modifies the verb *believe*)

7. Father bought a saddle with silver buckles for the mare.
8. Subject: Clara; verb: read; direct object: chapter, with only, the, first and the phrase of book (the) under it



9. Carrying the milk pails to the barn, we saw a fox.
10. Students who often study the Scriptures grow in wisdom. (In the first sentence, *often* could modify *study* or *grow*.)
11. Subject: colt (The); adjective clause below, joined by a dashed line from colt to that: subject Grandfather, verb bought, direct object that, phrase at fair (the) under bought; main verb: jumped (nearly); direct object: fence (the)



12. Answers will vary. Example: Only Peter read the psalm aloud. Peter read only the psalm aloud. (In the first, no one else read it; in the second, Peter read nothing else.)

UNIT 22 · LESSON 22.2 · LEVEL 3

Dangling Modifiers

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Explain why an introductory participial or infinitive phrase must modify the subject that follows it.
- Tell a correct introductory phrase from a dangling modifier.
- Revise dangling modifiers by naming the doer as the subject or by turning the phrase into a clause.
- Diagram sentences that begin with participial and infinitive phrases.

VIDEO

WATCH

What is a dangling participle?

GrammarRevolution · 4:43

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=48tAgfbJOrM

BACKUP

DANGLING & MISPLACED MODIFIERS | English Lesson

Kevin Spaans · 7:04

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=M6AzQ99bYO8

KEY TERMS

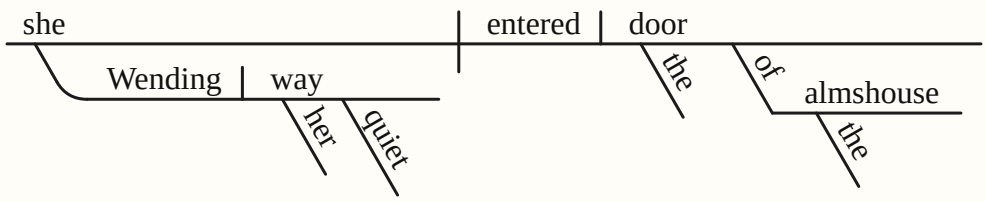
dangling modifier A dangling modifier is a phrase that has no word in the sentence that it can sensibly modify.

doer The doer of a verbal is the person or thing that performs the action the verbal names.

TEACHING

A participle or an infinitive names an action, but it has no subject of its own. When a participial or infinitive phrase opens a sentence, the reader takes the subject of the main clause to be the one who does that action. In *Hearing the dinner bell, the boys ran from the field,* the boys did the hearing. The phrase modifies *boys*, and *boys* stands right after the comma, just where the reader looks for it.

Longfellow follows this rule in a line of *Evangeline*: “Wending her quiet way, she entered the door of the almshouse.” (Henry Wadsworth Longfellow, “Evangeline”) The participial phrase *Wending her quiet way* is followed at once by *she*, the one who wended her way. The diagram shows the phrase hanging under the subject it modifies.



Wending her quiet way, she entered the door of the almshouse.

A **dangling modifier** is a phrase that has no word in the sentence that it can sensibly modify. *Climbing the tall ladder, the apples were picked by Henry* seems to say that the apples climbed the ladder, because *apples* is the subject after the comma. The doer, Henry, is in the sentence, but only as the object of a preposition, so the phrase has nothing to hold on to; it dangles. Dangling modifiers often come from the passive voice, which moves the doer out of the subject place. They also come from main clauses that never name the doer at all: *Walking to church, the bells rang for the morning service*. The bells did not walk, and the people who walked are not mentioned.

An introductory infinitive phrase follows the same rule. In *To reach the barn before dark, Henry crossed the meadow quickly*, the infinitive phrase tells why Henry crossed, and Henry is the one who wished to reach the barn. Write *To reach the barn before dark, the meadow had to be crossed quickly*, and the sentence seems to say that the meadow wanted to reach the barn.

Be careful with possessives. In *Opening the oven door, Martha's bread smelled wonderful*, the subject is *bread*; *Martha's* is only a possessive modifying *bread*. The phrase therefore seems to say that the bread opened the oven door. A possessive cannot serve as the word an introductory phrase modifies.

There are two good ways to mend a dangling modifier. First, keep the phrase and make the doer the subject of the main clause: *Climbing the tall ladder, Henry picked the apples*. This often means changing a passive verb to the active voice. Second, turn the phrase into an adverb clause with its own subject and verb: *As we walked to church, the bells rang for the morning service*. Either way, the reader now knows who did what. (A few fixed expressions, such as *generally speaking* and *considering the weather*, are accepted at the start of a sentence because they comment on the whole statement rather than on one word.)

WORKED EXAMPLE 1

Is the introductory phrase correct or dangling?

> *Walking to church, the bells rang for the morning service.*

1. Find the introductory phrase: *Walking to church*. It is a participial phrase.
2. Find the subject that follows the comma: *bells*. The phrase must modify this word.
3. Ask whether the bells could walk to church. They could not, and no one who walked is named anywhere in the sentence.
4. The phrase has no word it can sensibly modify, so it dangles.

Answer: dangling (bells cannot walk to church, and the walkers are never named)

WORKED EXAMPLE 2

Fix the dangling modifier by rewriting the main clause in the active voice, with the doer as its subject.

> *Climbing the tall ladder, the apples were picked by Henry.*

1. Find the introductory phrase, *Climbing the tall ladder*, and the subject after it, *apples*. The apples did not climb, so the phrase dangles.
2. Find the doer. Henry climbed the ladder; he appears only in the phrase *by Henry* because the verb *were picked* is passive.
3. Rewrite the main clause in the active voice: *Henry picked the apples*. Now Henry, the doer, is the subject.
4. Keep the introductory phrase and its comma before the new main clause.

Answer: Climbing the tall ladder, Henry picked the apples.

PRACTICE

DAY 2

1. EASY Write the one word that the introductory participial phrase modifies.

   > *Hearing the dinner bell, the boys ran from the field.*

2. EASY Is the introductory phrase correct or dangling?

   > *Running to the window, he opened it, and put out his head.* (Charles Dickens, A Christmas Carol, Stave V, The End of It)

3. EASY Is the introductory phrase correct or dangling?

> *Driving down the lane, a deer leaped across the road.*

4. EASY Diagram the sentence.

> *Rounding the bend, Samuel saw the church steeple.*

DAY 3

5. EASY Which sentence is written correctly, with no dangling modifier?

Choose: Kneading the dough, the bread rose high in the pans. · Kneading the dough, Martha hummed a hymn.

6. MEDIUM Is the introductory phrase a participial phrase or an infinitive phrase?

> *To finish the quilt by Christmas, Grandmother sewed every evening.*

7. MEDIUM Fix the dangling modifier by rewriting the main clause in the active voice, with the doer as its subject.

> *To win the spelling bee, every word on the list was studied by Anna.*

8. MEDIUM Diagram the sentence.

> *To reach the barn before dark, Henry crossed the meadow quickly.*

DAY 4

9. MEDIUM Which sentence is written correctly, with no dangling modifier?

Choose: Walking home from church, the snow began to fall. · As we walked home from church, the snow began to fall. · Walking home from church, snow began to fall on the road.

10. MEDIUM Is the introductory phrase correct or dangling?

> *Opening the oven door, Martha's bread smelled wonderful.*

11. HARD Diagram the sentence.

> *Arriving within sight of his old home, he rested on his oars and surveyed the land cautiously.* (Kenneth Grahame, The Wind in the Willows, Like Summer Tempests Came His Tears)

12. HARD The sentence *Shoveling the walk, my fingers grew numb* has a dangling modifier. Revise it in two ways: first by making the doer the subject of the main clause, then by turning the phrase into an adverb clause. Explain why each revision works.

COMMON MISTAKES

- Watch for a passive main clause after an introductory phrase, as in *Climbing the ladder, the apples were picked*. Change the main clause to the active voice so that the doer becomes the subject.
- Watch for a possessive that seems to name the doer, as in *Opening the oven door, Martha's bread*. A possessive is a modifier, not the subject; make the person who did the action the subject: *Opening the oven door, Martha smelled her bread*.
- Watch for main clauses that never name the doer at all. Either name the doer as the subject or turn the phrase into a clause with its own subject.

DAY 5

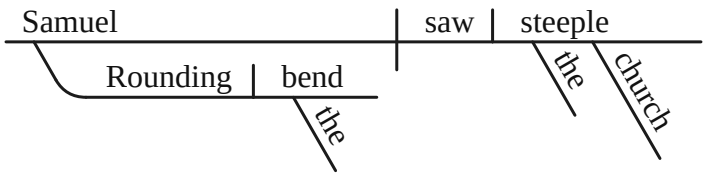
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Hearing the geese overhead, Caleb set down his pail and watched them. To remember the sight, he wrote a few lines in his journal that evening.*

Then review the common mistakes and redo any missed practice items.

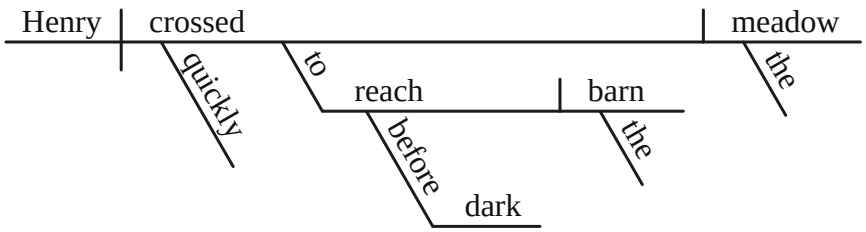
ANSWERS: LESSON 22.2

1. boys (the boys heard the bell)
2. correct (*he*, the subject, is the one who ran to the window)
3. dangling (a deer cannot drive, and the driver is never named)
4. Subject: Samuel, with the participial phrase Rounding the bend under it (bend is the direct object of Rounding; the under bend); verb: saw; direct object: steeple (the, church)

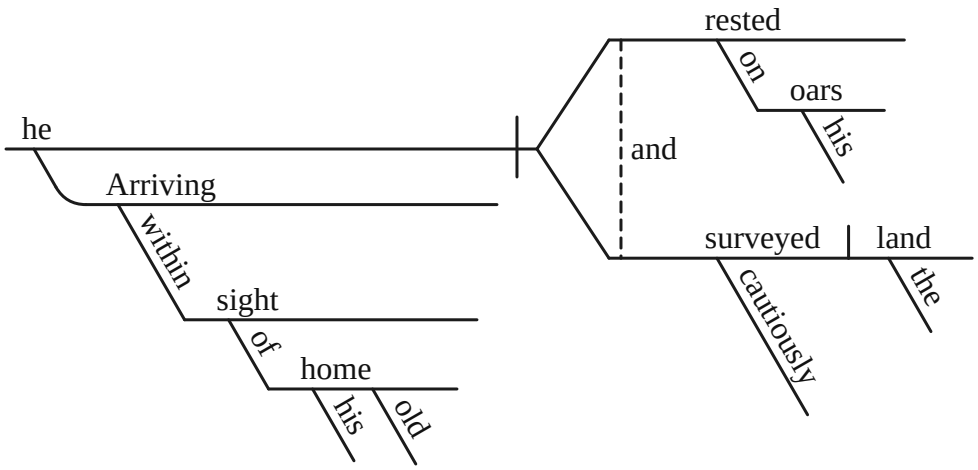


5. Kneading the dough, Martha hummed a hymn. (In the other sentence, the bread seems to knead the dough.)
6. infinitive phrase (it begins with *to* and a verb, *finish*)

7. To win the spelling bee, Anna studied every word on the list.
8. Subject: Henry; verb: crossed; direct object: meadow (the); under crossed: the infinitive phrase (to reach, with direct object barn (the) and the phrase before dark under reach) and the adverb quickly



9. As we walked home from church, the snow began to fall. (The phrase has become a clause with its own subject, *we*.)
10. dangling (the subject is *bread*; *Martha's* is only a possessive, so the bread seems to open the oven door)
11. Subject: he, with the participial phrase under it (Arriving, with the phrase within sight under it and the phrase of home (his, old) under sight); compound verb: rested and surveyed; phrase on oars (his) under rested; direct object of surveyed: land (the); cautiously under surveyed



12. Answers will vary. Example: Shoveling the walk, I felt my fingers grow numb. (Now *I*, the one shoveling, is the subject.) While I was shoveling the walk, my fingers grew numb. (Now the clause names its own doer, *I*.)

UNIT 22 · LESSON 22.3 · LEVEL 3

Complete and Logical Comparisons

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Compare like things with like things, using a possessive or that of where needed.
- Use other or else when comparing one member of a group with the rest of the group.
- Complete a two-part comparison such as as tall as, if not taller than.
- Avoid double comparisons and the comparison of absolute words such as unique and perfect.

VIDEO

WATCH

Uncomparable Modifiers | Absolute Modifiers Incapable of Comparison

The Learning Depot · 6:17

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=W8VxTQhiyto

BACKUP

Problems with Comparisons

Ms. Norris's YouTube Channel · 3:02

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=wpy-1gwd1Nw

> **Note:** The Learning Depot says uncomparable or absolute modifiers. This book says absolute adjectives. Ms. Norris's backup covers double comparisons and using other or else.

KEY TERMS

logical comparison A logical comparison compares things of the same kind and makes clear what is compared with what.

absolute adjective An absolute adjective names a quality that cannot be greater or less, such as *unique*, *perfect*, or *complete*.

TEACHING

In Unit 14 you learned the three degrees of comparison: positive (*tall*), comparative (*taller*) and superlative (*tallest*). You use the comparative for two things and the superlative for three or more. A comparison does its work only when it is complete and logical, so that the reader knows exactly what is being compared with what, and the two things are of the same kind.

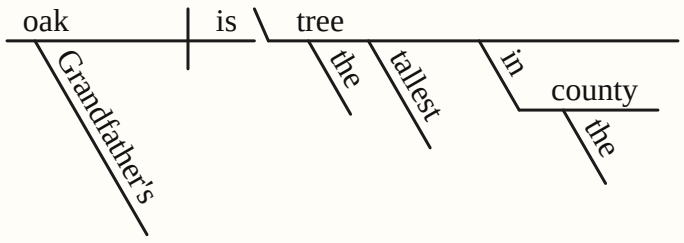
Compare like things with like things. *Ruth's garden is larger than Clara* seems to compare a garden with a girl. The writer means Clara's garden, so write *Ruth's garden is larger than Clara's*. When a possessive will not serve, use *that of* or *those of*: *The climate of Vermont is colder than that of Virginia*. Scripture compares things of one kind, two treasures: "A good name is better than precious ointment." (Ecclesiastes 7:1, KJV) A name and an ointment are both things a man may possess and prize.

When you compare one member of a group with the rest of the same group, add *other* or *else*. *Samuel runs faster than any boy on his team* is illogical, because Samuel is himself a boy on his team, and he cannot run faster than himself. Write *Samuel runs faster than any other boy on his team*, or *Samuel runs faster than anyone else on his team*. If the thing compared is not part of the group, *other* is not needed: *The old oak is taller than any pine in the woods*, because an oak is not a pine.

A two-part comparison joins an *as…as* comparison with a comparative one. Each part must be complete in itself. *Henry is as strong, if not stronger than, his brother* is wrong, because the first comparison needs its closing *as*: *as strong as his brother*. Write *Henry is as strong as, if not stronger than, his brother*, with commas around the second comparison. A smoother way is to finish the first comparison and add the second at the end: *Henry is as strong as his brother, if not stronger*. Also finish every comparison you begin. *The new barn is so much bigger* leaves the reader asking, bigger than what?

Two other errors spoil comparisons. A double comparison uses both *more* and *-er*, or *most* and *-est*: *more sweeter*, *most kindest*. Use one or the other, never both: *sweeter*, *kindest*. And some adjectives are **absolute**: they name a quality that cannot be greater or less. *Unique*, *perfect*, *complete*, *round*, *square*, *empty*, *eternal*, and *infinite* are such words. A thing is either perfect or not perfect; it cannot be more perfect. Careful writers say *more nearly perfect* or *more nearly complete*, or they choose a word that can be compared, such as *rarer* or *finer*.

A superlative compares one thing with all the others in its group, and the group is often named in a prepositional phrase. In the diagram below, *tallest* and the phrase *in the county* both hang under *tree*, the predicate nominative.



Grandfather's oak is the tallest tree in the county.

Latin link. *Unique* comes from the Latin *unicus*, from *unus*, "one." A unique thing is the only one of its kind, so one thing cannot be more unique than another.

WORKED EXAMPLE 1

Fix the illogical comparison by making the last word a possessive, so that two houses are compared.

> *The Millers' house is older than Pastor Hale.*

1. Ask what is being compared. The first item is a house, the Millers' house.
2. As written, the second item is Pastor Hale, a man. A house cannot sensibly be compared with a man.
3. The writer means Pastor Hale's house. Make the last word possessive, and *house* is understood: *than Pastor Hale's*.

Answer: The Millers' house is older than Pastor Hale's.

WORKED EXAMPLE 2

Fix the illogical comparison by adding one word.

> *Samuel runs faster than any boy on his team.*

1. Ask whether Samuel belongs to the group he is compared with. He is a boy on his team.
2. As written, the sentence compares Samuel with every boy on his team, including Samuel himself, and no one can run faster than himself.
3. Add *other* after *any*, so that Samuel is compared only with the rest of the group.

Answer: Samuel runs faster than any other boy on his team.

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *Of the two calves, the brown one is the ____.*

   Choose: stronger · strongest

2. EASY Is the comparison correct or incorrect?

   > *This loaf is more perfect than the first one.*

3. EASY Which word correctly completes the sentence so that two kites are compared?

> *Peter's kite flew higher than ____.*

Choose: Henry · Henry's

4. EASY Diagram the sentence.

> *The taller of the two boys carried the heavier basket.*

DAY 3

5. EASY Fix the double comparison.

> *The second pie was more sweeter than the first.*

6. MEDIUM What degree of comparison is *more precious*?

> *She is more precious than rubies.* (Proverbs 3:15, KJV)

7. MEDIUM Fix the illogical comparison by adding one word.

> *Our church bell is louder than any bell in town.*

8. MEDIUM Which sentence is written correctly?

Choose: Henry is as strong, if not stronger than, his older brother. · Henry is as strong as, if not stronger than, his older brother.

DAY 4

9. MEDIUM Is the comparison correct or incorrect?

> *The old oak is taller than any pine in the woods.*

10. MEDIUM Fix the illogical comparison by adding the words *that of* after *than*.

> *The climate of Maine is colder than Georgia.*

11. HARD Diagram the sentence.

> *The finest quilt that Grandmother ever made hangs in the parlor.*

12. HARD Write a sentence that compares one member of a group with the rest of the same group. Use *than any other* or *than anyone else*, and explain why the extra word is needed.

COMMON MISTAKES

- Watch for comparisons of unlike things, as in *Ruth's garden is larger than Clara*. Ask what the first item is, and make the second item the same kind of thing with a possessive or *that of*.
- Watch for *any* without *other* when the thing compared belongs to the group. Add *other* or *else* so that nothing is compared with itself.
- Watch for *more* or *most* with absolute words such as *unique*, *perfect*, and *complete*, and for double forms such as *more sweeter*. Use *more nearly perfect*, or choose a word that can be compared.

DAY 5

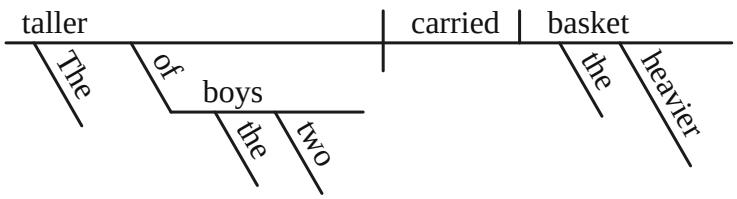
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Abigail's roses were as lovely as, if not lovelier than, her mother's, and they bloomed longer than any other flowers in the garden.*

Then review the common mistakes and redo any missed practice items.

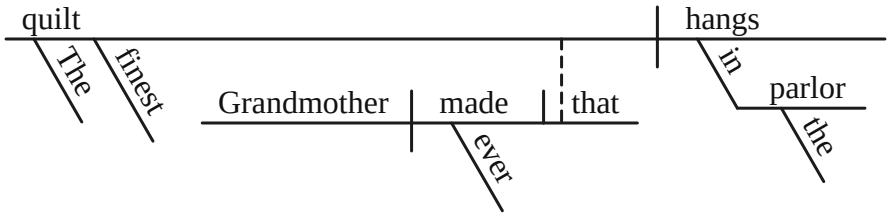
ANSWERS: LESSON 22.3

1. stronger (only two calves are compared)
2. incorrect (*perfect* is an absolute adjective; write *more nearly perfect*)
3. Henry's (*kite* is understood: *Peter's kite flew higher than Henry's kite*)
4. Subject: taller (The; phrase of boys, with the and two, under taller); verb: carried; direct object: basket (the, heavier)



5. The second pie was sweeter than the first. (Use *-er* or *more*, never both.)
6. comparative (two things are compared: wisdom and rubies)
7. Our church bell is louder than any other bell in town. (Our bell is itself a bell in town.)
8. Henry is as strong as, if not stronger than, his older brother. (Each comparison is complete: *as strong as*, *stronger than*.)
9. correct (the oak is not a pine, so *other* is not needed)
10. The climate of Maine is colder than that of Georgia. (Now one climate is compared with another.)

11. Subject: quilt (The, finest); adjective clause below, joined by a dashed line from quilt to that: subject Grandmother, verb made (ever), direct object that; verb: hangs; phrase in parlor (the) under hangs



12. Answers will vary. Example: Abigail sings more sweetly than anyone else in the choir. (Abigail is in the choir, so *else* keeps her from being compared with herself.)

UNIT 22 · LESSON 22.4 · LEVEL 3

Restrictive and Nonrestrictive Elements

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Tell restrictive (essential) clauses, phrases, and appositives from nonrestrictive (nonessential) ones.
- Set off nonrestrictive elements with commas and leave restrictive elements without commas.
- Use that for restrictive clauses and which with commas for nonrestrictive clauses, as careful American writers do.
- Diagram sentences with restrictive and nonrestrictive clauses and phrases.

VIDEO

WATCH

Commas with Essential and Non-Essential Elements | How to Use Commas Grammar Lesson 🛑💡

GrammarFlip · 2:27

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=CvH2ddyGzV0

BACKUP

20. Punctuation Basics. Restrictive and Non-Restrictive.

mrthoth · 7:15

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=61Npt30AI1A

> **Note:** GrammarFlip says essential and non-essential; mrthoth says restrictive and non-restrictive. This book uses both pairs. mrthoth also uses serial comma loosely for any comma that works alone; this book uses serial comma only for the comma before and in a series.

KEY TERMS

restrictive element	A restrictive (essential) element is a clause, phrase or appositive needed to identify the word it modifies; it takes no commas.
nonrestrictive element	A nonrestrictive (nonessential) element adds information about a word already identified; it is set off with commas.

TEACHING

Adjective clauses, participial phrases, and appositives all add something to a noun. Sometimes what they add is needed to tell the reader which person or thing is meant; sometimes it is only extra information about a person or thing the reader already knows. English marks the difference with commas, and the commas change the meaning.

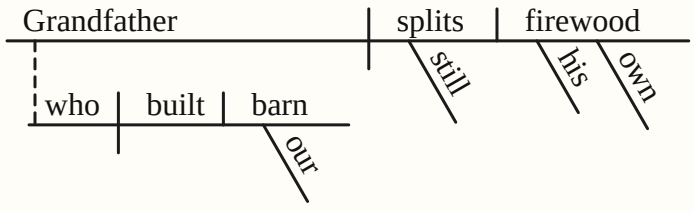
A **restrictive element** (also called essential) restricts, or narrows, the meaning of the noun to the particular person, thing, or group meant. Without it the reader would not know which one is meant, so it takes no commas: *The boy who found the lamb carried it home*. Which boy? The one who found the lamb. Solomon writes in the same way: "He that is slow to anger is better than the mighty." (Proverbs 16:32, KJV) The clause *that is slow to anger* tells which man is meant; remove it, and the proverb loses its point.

A **nonrestrictive element** (also called nonessential) adds information about a noun that is already identified, often by a proper name. It is set off with commas, which work like a pair of handles: the reader can lift the element out and the sentence still names the same person or thing. *Grandfather, who built our barn, still splits his own firewood*. The clause tells us something about Grandfather, but we knew who he was without it. To test any element, read the sentence without it. If the sentence still points to the same person or thing, the element is nonrestrictive and needs commas.

Because the commas carry meaning, a sentence can say two different things with and without them. *The hens that were in the barn stayed dry* tells of only some of the hens: the rest were out in the rain. *The hens, which were in the barn, stayed dry* tells of all the hens and adds where they all were. In careful American usage, *that* introduces restrictive clauses and *which*, set off by commas, introduces nonrestrictive ones. *Who* serves for persons in both kinds. Older writers, including the King James translators, often used *which* in restrictive clauses, and many British writers still do; but keeping *that* and *which* apart helps your reader see at a glance which kind of clause you mean.

Phrases and appositives follow the same rule. *The man reading the Scripture is Pastor Hale* has a restrictive participial phrase that tells which man; *Pastor Hale, reading the Scripture, paused at the end of the chapter* has a nonrestrictive one. *Mr. Miller, our neighbor*, has a nonrestrictive appositive, but in *the prophet Samuel* the appositive *Samuel* tells which prophet and takes no commas. Notice the difference between *My brother Samuel plays the organ*, which suggests that I have more than one brother, and *My brother, Samuel, plays the organ*, which tells the reader that I have only one.

A diagram does not show commas, so a restrictive clause and a nonrestrictive clause are diagrammed in the same way: the clause stands on its own baseline below, joined by a dashed line from the noun to the relative pronoun.



Grandfather, who built our barn, still splits his own firewood.

WORKED EXAMPLE 1

Is the adjective clause restrictive or nonrestrictive?

> *The cow that gives the most milk is called Daisy.*

1. Find the adjective clause: *that gives the most milk*. It modifies *cow*.
2. Read the sentence without the clause: *The cow is called Daisy*. Now the reader cannot tell which cow is meant, for a farm usually has several.
3. The clause is needed to identify the cow, so it is restrictive. It begins with *that* and takes no commas.

Answer: restrictive (it tells which cow is meant)

WORKED EXAMPLE 2

Add the commas needed around the nonrestrictive clause.

> *Pastor Hale who has served our church for twenty years will preach on Easter morning.*

1. Find the adjective clause: *who has served our church for twenty years*. It modifies *Pastor Hale*.
2. Read the sentence without it: *Pastor Hale will preach on Easter morning*. The proper name already tells exactly who will preach.
3. The clause only adds information, so it is nonrestrictive. Put one comma before *who* and one after *years*, so that the clause can be lifted out.

Answer: Pastor Hale, who has served our church for twenty years, will preach on Easter morning.

PRACTICE

DAY 2

1. EASY Is the adjective clause *who was fast asleep* restrictive or nonrestrictive?

   > *A LION came across a Hare, who was fast asleep.* (Aesop's Fables (tr. Townsend), “The Lion and the Hare”)

2. EASY Which word correctly completes the sentence in careful American usage?

   > *The fence ____ Father mended last spring has held well.*

   Choose: that · which

3. EASY Add the commas needed around the nonrestrictive appositive.

> *Dr. Brooks the town doctor visited Grandmother on Tuesday.*

4. EASY Diagram the sentence.

> *The man reading the Scripture is Pastor Hale.*

DAY 3

5. EASY Is the appositive *Samuel* restrictive or nonrestrictive?

> *The prophet Samuel anointed David.*

6. MEDIUM Which word correctly completes the sentence in careful American usage?

> *The old mill, ____ stands beside the creek, grinds wheat every autumn.*

Choose: that · which

7. MEDIUM Remove the commas that wrongly set off the restrictive clause.

> *The hymns, that we sang this morning, were written by Isaac Watts.*

8. MEDIUM Diagram the sentence.

> *Our cat, which sleeps in the hayloft, caught three mice.*

DAY 4

9. MEDIUM Is the participial phrase restrictive or nonrestrictive?

> *The Jordan River, flowing south from the Sea of Galilee, empties into the Dead Sea.*

10. MEDIUM Clara has only one brother. Add the commas that show this.

> *Clara's brother Thomas carved the nativity set.*

11. HARD Diagram the sentence.

> *The Hare, scared by the noise, awoke and scudded away.* (Aesop's Fables (tr. Townsend), “The Lion and the Hare”)

12. HARD Write one sentence with a restrictive adjective clause and one with a nonrestrictive adjective clause. Explain how the punctuation shows the difference in meaning.

COMMON MISTAKES

- Watch for commas around a clause that identifies its noun, as in *The hymns, that we sang, were*. Read the sentence without the clause; if the reader can no longer tell which one is meant, take the commas out.
- Watch for a missing second comma. A nonrestrictive element in the middle of a sentence needs a comma on both sides.
- Watch for *which* in a restrictive clause and *that* in a nonrestrictive one. In careful writing use *that* with no commas for restrictive clauses and *which* with commas for nonrestrictive ones.

DAY 5

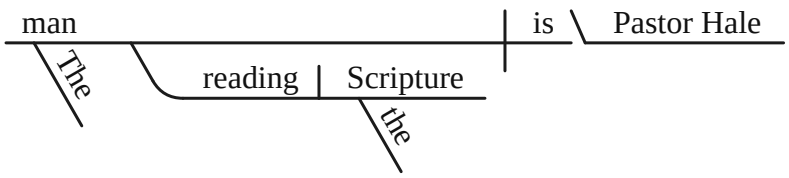
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Grandmother's Bible, which she received as a girl, lies on the table that Grandfather built, and the verses that she loves best are marked in pencil.*

Then review the common mistakes and redo any missed practice items.

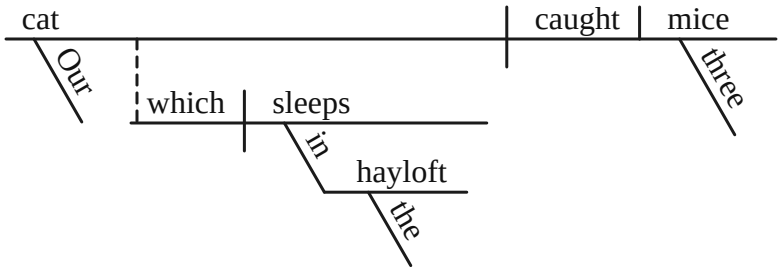
ANSWERS: LESSON 22.4

1. nonrestrictive (it adds information about the Hare and is set off by a comma)
2. that (the clause tells which fence, so it is restrictive and takes no commas)
3. Dr. Brooks, the town doctor, visited Grandmother on Tuesday.
4. Subject: man (The), with the participle reading under it and Scripture (the) as its direct object; verb: is; predicate nominative: Pastor Hale

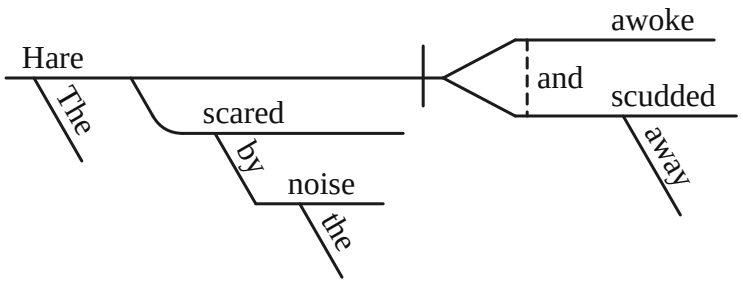


5. restrictive (it tells which prophet is meant, so it takes no commas)
6. which (the clause is nonrestrictive, set off by commas)
7. The hymns that we sang this morning were written by Isaac Watts. (A clause beginning with *that* is restrictive and takes no commas.)

8. Subject: cat (Our); adjective clause below, joined by a dashed line from cat to which: subject which, verb sleeps, phrase in hayloft (the) under sleeps; verb: caught; direct object: mice (three)



9. nonrestrictive (the name already identifies the river; the phrase only adds information)
10. Clara's brother, Thomas, carved the nativity set. (Her only brother is already identified, so the appositive is nonrestrictive.)
11. Subject: Hare (The), with the participial phrase under it (scared, with the phrase by noise (the) under scared); compound verb: awoke and scudded; away under scudded



12. Answers will vary. Example: The apples that grew by the fence were sour. The apples, which grew by the fence, were sour. (The first speaks only of the apples by the fence; the commas in the second tell the reader that all the apples grew there and were sour.)

Unit 22 Test

Take about 30 minutes for this test. Work with your book closed, and draw the diagrams on paper. Mastery is about 10 of 12 correct. If you miss an item, go back to the lesson named beside it, reread the core teaching and worked examples, and redo the practice items you missed.

1. 22.1 The sentence should say that Anna spent no more than a nickel. Move the word *only* so that it comes right before the words it limits.

   > *Anna only spent a nickel at the fair.*

2. 22.1 Which sentence places the adjective clause correctly?

   Choose: The bread sat on the counter that James had sliced. · The bread that James had sliced sat on the counter.

3. 22.1 Is the participial phrase *walking along the creek* correct or misplaced?

   > *Thomas found a mitten walking along the creek.*

4. 22.2 Is the introductory phrase correct or dangling?

   > *Peeling the potatoes, the kitchen filled with steam.*

5. 22.2 Fix the dangling modifier by rewriting the main clause in the active voice, with the doer as its subject.

   > *Sweeping the chapel steps, a lost glove was found by John.*

6. 22.3 What degree of comparison is the adjective *Better*?

   > *Better is little with the fear of the LORD than great treasure and trouble therewith.*
   >
   > (Proverbs 15:16, KJV)

7. 22.3 Fix the illogical comparison by adding one word.

   > *Mary sings more clearly than any girl in the choir.*

8. 22.3 Which sentence is written correctly?

   Choose: The circle Caleb drew was more round than mine. · The circle Caleb drew was more nearly round than mine.

9. 22.4 Add the commas needed around the nonrestrictive clause.

> *Mount Sinai where Moses received the Law rises from the desert.*

10. 22.4 Which word correctly completes the sentence in careful American usage?

> *The lantern ____ stands by the barn door belonged to Grandfather.*

Choose: that · which

11. 22.2 Diagram the sentence.

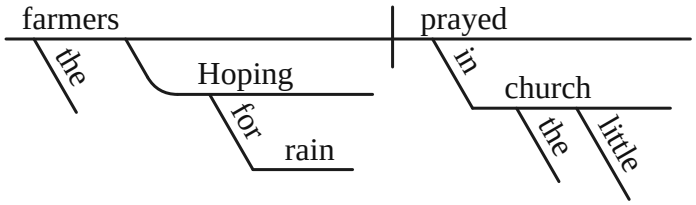
> *Hoping for rain, the farmers prayed in the little church.*

12. 22.4 Diagram the sentence.

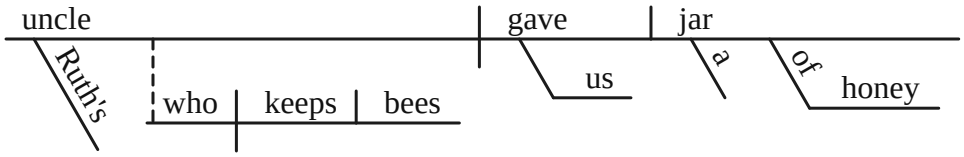
> *Ruth's uncle, who keeps bees, gave us a jar of honey.*

ANSWERS: UNIT 22 TEST

1. Anna spent only a nickel at the fair.
2. The bread that James had sliced sat on the counter. (The clause stands right after *bread*, the noun it modifies.)
3. misplaced (Thomas was walking, not the mitten; write *Walking along the creek, Thomas found a mitten*.)
4. dangling (the kitchen cannot peel potatoes, and the one peeling is never named)
5. Sweeping the chapel steps, John found a lost glove.
6. comparative (two things are compared: little with the fear of the LORD, and great treasure with trouble)
7. Mary sings more clearly than any other girl in the choir. (Mary is herself a girl in the choir.)
8. The circle Caleb drew was more nearly round than mine. (*Round* is an absolute adjective.)
9. Mount Sinai, where Moses received the Law, rises from the desert.
10. that (the clause tells which lantern, so it is restrictive and takes no commas)
11. Subject: farmers (the), with the participial phrase under it (Hoping, with the phrase for rain under it); verb: prayed; phrase in church (the, little) under prayed



12. Subject: uncle (Ruth's); adjective clause below, joined by a dashed line from uncle to who: subject who, verb keeps, direct object bees; verb: gave; indirect object: us; direct object: jar (a; phrase of honey under jar)



Unit 23. Punctuation Mastery

This unit gathers every punctuation rule of the course into one place. Lesson 23.1 reviews all the comma rules together and the two most common comma errors; Lesson 23.2 treats the semicolon (with conjunctive adverbs and in series) and the colon; Lesson 23.3 teaches the dash, parentheses, and the hyphen; and Lesson 23.4 teaches quotations within quotations, the ellipsis, and brackets, block quotations, and quoting Scripture with its reference.

Punctuation is not decoration. Each mark shows the reader how the parts of a sentence fit together, and nearly every rule rests on grammar the student already knows: independent and dependent clauses, phrases, appositives, and nonessential elements. Because the student can now name those parts, he can see why each mark belongs where it does, and he can punctuate his own writing with confidence instead of by guesswork.

BEFORE THIS UNIT

- Tell an independent clause from a dependent clause, and a phrase from a clause (Units 17–19).
- Recognize appositives, nouns of direct address, and restrictive and nonrestrictive elements (Lessons 15.1 and 22.4).
- Punctuate direct quotations and dialogue with double quotation marks (Lesson 15.2).
- Diagram compound sentences, appositives, noun clauses, and indirect objects.

MASTERY CHECKLIST

☐ I can use commas in a series, between coordinate adjectives, in compound sentences, and after introductory elements.
☐ I can set off nonessential elements, appositives, and nouns of direct address with commas, and I avoid a comma between subject and verb and the comma splice.
☐ I can join independent clauses with a semicolon, and I punctuate a conjunctive adverb with a semicolon before it and a comma after it.
☐ I can use semicolons in a series whose items contain commas, and a colon after a complete sentence.
☐ I can use dashes for a sudden break or emphasis and parentheses for an aside.
☐ I can hyphenate compound adjectives before a noun, compound numbers, and words with self-, ex- and all-.
☐ I can punctuate a quotation within a quotation and use an ellipsis and brackets correctly.
☐ I can quote Scripture exactly, with its reference in parentheses.

UNIT 23 · LESSON 23.1 · LEVEL 3

Comma Rules Reviewed

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use commas correctly in a series, between coordinate adjectives, in compound sentences, and after introductory elements.
- Set off nonessential elements, nouns of direct address, and nonessential appositives with a pair of commas.
- Place commas correctly in dates, addresses, quotations, and letters.
- Correct the two most common comma errors: a comma between subject and verb, and the comma splice.

VIDEO

WATCH

When do you need a comma between adjectives?

GrammarRevolution · 4:07

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=yIxXQqfjkK0

BACKUP

What is a comma splice? I'll show you!

GrammarRevolution · 5:30

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=Z45urSqatuc

> **Note:** The book always uses the serial comma. If a video calls it optional, follow the book.

KEY TERMS

coordinate adjectives	Coordinate adjectives are two or more adjectives that modify the same noun equally and are separated by a comma.
comma splice	A comma splice is the error of joining two independent clauses with only a comma.

TEACHING

You have learned the comma rules one at a time since Level 1. This lesson gathers them into one place. Notice that every rule follows from grammar you already know: words in a series, independent clauses, introductory phrases and

clauses, nonessential elements, appositives. A comma is not a mark for every place you would pause in speaking; it is a signal that shows the reader how the parts of a sentence fit together. Use a comma only when you can name the rule that calls for it.

Series. Use commas to separate three or more words, phrases, or clauses in a series, including the comma before the conjunction (the serial comma): *Grace packed bread, cheese, and apples*. The last comma prevents confusion; without it, the last two items can seem to be one item.

Coordinate adjectives. Put a comma between two adjectives that modify the same noun equally: *a cold, dark night*. To test, reverse the adjectives or put *and* between them. If the sentence still sounds right (*a dark, cold night*; *a cold and dark night*), the adjectives are coordinate and need a comma. In *three gray geese* or *a tall oak tree*, the adjectives cannot be reversed or joined by *and*, so no comma is used. Anna Sewell wrote of a kind farmer, “Our master was a good, kind man.” (Anna Sewell, Black Beauty, My Early Home)

Compound sentences and introductory elements. Put a comma before a coordinating conjunction that joins two independent clauses: *The rain stopped, and the children ran outside*. Do not use that comma when the conjunction joins only a compound verb: *The children finished their chores and ran outside*. Put a comma after an introductory word (*Yes, Well*), an introductory participial phrase, two or more introductory prepositional phrases, and an introductory adverb clause: *When the bell rang, the family walked to church*. After one short prepositional phrase the comma may be left out (*In winter we feed the birds*).

Interrupters. Set off with commas any element that could be lifted out without changing the meaning of the sentence: a nonessential clause or phrase, a nonessential appositive, and a noun of direct address. *Pastor Hale, who has served our church for twenty years, preached on the Good Shepherd. Mr. Miller, our neighbor, lent us his plow. Peter, please bring the lantern.* When the interrupter is in the middle of the sentence, the commas come in a pair, like the two hands that lift it out. Leaving off the second comma is a common error.

Conventional uses. Custom, not grammar, governs a few comma rules, but careful writers keep them all. Put commas between the parts of a date and an address, and after the year or the state when the sentence goes on: *On May 4, 2026, the lambs were born. Lancaster, Pennsylvania, has many farms*. Put a comma between a speaker tag and a quotation: Mother said, “Supper is ready.” Put a comma after the greeting and the closing of a friendly letter: *Dear Grandmother*, and *Your loving grandson*,

Two errors to avoid. First, never put a single comma between a subject and its verb, however long the subject is. “The tall man in the gray coat, is our pastor” is wrong; the subject *man* and the verb *is* belong together. Second, never join two independent clauses with a comma alone: “The cows came home, Henry milked them” is a comma splice. Correct it with a period, with a semicolon, or with a comma and a coordinating conjunction: *The cows came home, and Henry milked them*.

> **Latin link.** The word *comma* came into English through Latin from the Greek *komma*, “a piece cut off.” A comma marks off a small piece of a sentence so that the reader can see where it begins and ends.

WORKED EXAMPLE 1

Add the two missing commas.

> *Lydia our neighbor's daughter sings in the choir.*

1. Find the subject and verb: *Lydia sings*.
2. The words *our neighbor's daughter* rename *Lydia*, so they are an appositive phrase.
3. *Lydia* is a proper noun that already names one person, so the appositive is nonessential. It could be lifted out: *Lydia sings in the choir*.
4. A nonessential appositive in the middle of a sentence takes a pair of commas, one before it and one after it.

Answer: Lydia, our neighbor's daughter, sings in the choir.

WORKED EXAMPLE 2

Correct the comma errors: remove the one wrong comma and add the two missing commas.

> *When the harvest was finished the Miller family, held a supper and Pastor Hale gave thanks.*

1. *When the harvest was finished* is an introductory adverb clause, so a comma follows it: *finished, the Miller family*.
2. *The Miller family* is the subject and *held* is its verb. A single comma never stands between a subject and its verb, so remove the comma after *family*.
3. *Pastor Hale gave thanks* has its own subject and verb, so the sentence has two independent clauses joined by *and*. Put a comma before *and*.

Answer: When the harvest was finished, the Miller family held a supper, and Pastor Hale gave thanks.

PRACTICE

DAY 2

1. EASY Add the missing commas in the series.

   > *Martha gathered eggs milk and butter for the cake.*

2. EASY Is the comma in this sentence correct or incorrect?

   > *The kind old shepherd, carried the lamb home.*

3. EASY Diagram the sentence.

> *Our master was a good, kind man.* (Anna Sewell, Black Beauty, My Early Home)

4. EASY Which sentence is punctuated correctly?

Choose: Yes Mother, I fed the chickens. · Yes, Mother, I fed the chickens. · Yes, Mother I fed the chickens.

DAY 3

5. EASY Which phrase is punctuated correctly?

Choose: three, gray geese · three gray geese

6. MEDIUM Add the missing comma after the introductory element.

> *After the long service on Easter morning the family ate breakfast together.*

7. MEDIUM Is this word group a sentence or a run-on?

> *The cows came in from the pasture, Henry milked them before supper.*

8. MEDIUM Diagram the sentence.

> *Abigail, our cousin from Ohio, baked bread, rolls, and pies.*

DAY 4

9. MEDIUM Write the appositive phrase that the comma sets off.

> *God is our refuge and strength, a very present help in trouble.* (Psalms 46:1, KJV)

10. MEDIUM Add the two missing commas.

> *On December 24, 1818 the carol "Silent Night" was first sung in Oberndorf Austria.*

11. HARD Add the commas needed to set off the nonessential clause.

> *The Jordan River where John baptized Jesus flows into the Dead Sea.*

12. HARD Diagram the sentence.

> *When the snow melted, Samuel and his father mended the fence, and Ruth planted peas.*

COMMON MISTAKES

- Putting a comma between a long subject and its verb. Find the simple subject and the verb and read them together; no single comma may come between them.

- Writing a comma splice. Whenever a comma comes before a word group with its own subject and verb, check for a coordinating conjunction; if there is none, use a period or a semicolon, or add the conjunction.
- Leaving off the second comma around a nonessential element or appositive. Lift the element out; there must be a comma at each place you cut, unless the element ends the sentence.

DAY 5

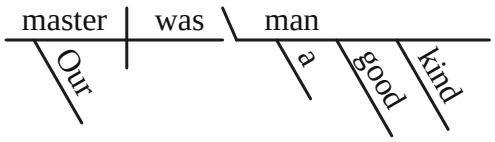
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *On Thanksgiving Day, Grandfather, the oldest man in our family, read a psalm aloud, and we sang the Doxology together.*

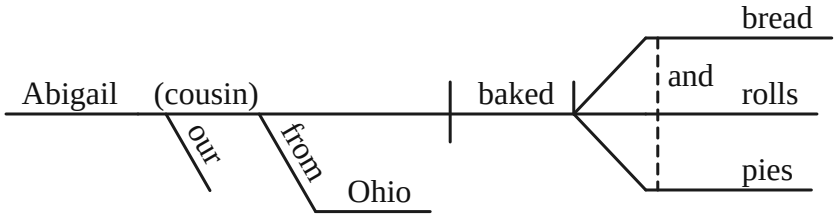
Then review the common mistakes and redo any missed practice items.

ANSWERS: LESSON 23.1

1. Martha gathered eggs, milk, and butter for the cake.
2. incorrect (the comma stands between the subject *shepherd* and the verb *carried*)
3. Subject: master (Our); linking verb: was; predicate nominative: man, modified by a, good and kind on separate slanted lines

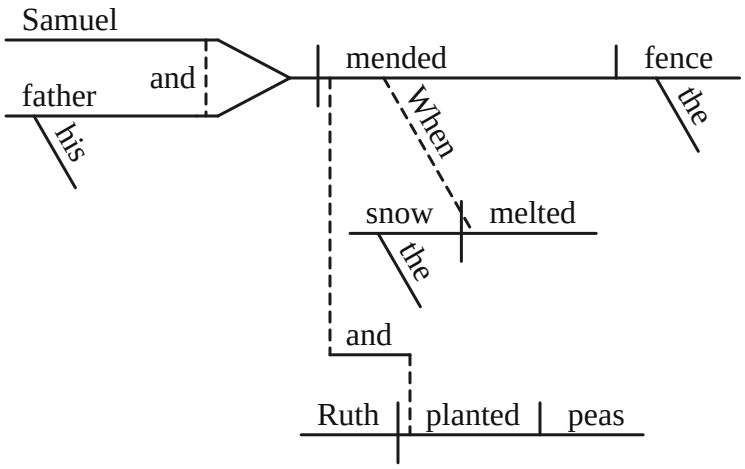


4. Yes, Mother, I fed the chickens. (a comma after the introductory *Yes* and after the noun of direct address)
5. three gray geese (the adjectives cannot be reversed or joined by *and*, so they are not coordinate)
6. After the long service on Easter morning, the family ate breakfast together. (two introductory prepositional phrases)
7. run-on (a comma splice: two independent clauses joined by a comma alone)
8. Subject: Abigail with the appositive cousin (our, from Ohio) in parentheses; verb: baked; compound direct object: bread, rolls, and pies



9. a very present help in trouble (it renames *refuge and strength*)

10. On December 24, 1818, the carol “Silent Night” was first sung in Oberndorf, Austria.
11. The Jordan River, where John baptized Jesus, flows into the Dead Sea. (the river is already named, so the clause is nonessential)
12. Two independent clauses joined by and. First: compound subject Samuel and father (his); verb: mended; direct object: fence (the); the adverb clause When the snow melted below, joined to mended by When on a dashed line. Second: subject Ruth; verb: planted; direct object: peas



UNIT 23 · LESSON 23.2 · LEVEL 3

Semicolons and Colons

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use a semicolon to join two closely related independent clauses.
- Punctuate a conjunctive adverb that joins two clauses with a semicolon before it and a comma after it.
- Use semicolons to separate items in a series when the items contain commas.
- Use a colon after a complete sentence to introduce a list, a long quotation, or an explanation.

VIDEO

WATCH

How to Use Semicolons | Sentence Structure & Punctuation Lesson 🏛️✍️

GrammarFlip · 1:38

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=wu0qpFLU2yw

BACKUP

One Simple Tip For Using Colons

GrammarRevolution · 3:36

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=DR19UHTEXSI

KEY TERMS

semicolon	A semicolon (;) joins two closely related independent clauses or separates items in a series that already contain commas.
conjunctive adverb	A conjunctive adverb is an adverb, such as *however*, *therefore*, *moreover*, or *nevertheless*, that shows how one independent clause is related to another.
colon	A colon (:) follows a complete sentence and introduces a list, a long quotation, or an explanation.

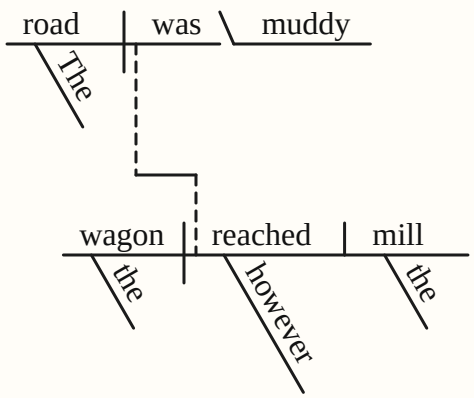
TEACHING

A **semicolon** is stronger than a comma and weaker than a period. Use it to join two independent clauses that are so closely related that you want the reader to take them together: *The rain fell all night; by morning the creek had risen*.

Each side of the semicolon must be able to stand alone as a sentence. The psalmist joins two such clauses: “The LORD is my shepherd; I shall not want.” (Psalms 23:1, KJV)

Words such as *however*, *therefore*, *moreover*, *nevertheless*, *consequently*, *furthermore*, and *otherwise* are **conjunctive adverbs**. They show how two thoughts are related (contrast, result, addition), but they are adverbs, not conjunctions, so they cannot join two clauses by themselves. When a conjunctive adverb begins the second of two independent clauses, put a semicolon before it and a comma after it: *The road was muddy; however, the wagon reached the mill*. A comma alone before *however* makes a comma splice.

In a diagram, the two clauses stand on two baselines joined by a dashed line with no word on it, as you learned for semicolons in Level 2. The conjunctive adverb is drawn as an adverb modifying the verb of its own clause, because that is its job.



The road was muddy; however, the wagon reached the mill.

A conjunctive adverb may also interrupt a single clause. Then it is set off with commas only, since no second clause is being joined: *The wagon, however, reached the mill*. Before you choose the mark, look on both sides of the word. If an independent clause stands on each side, use a semicolon before the conjunctive adverb; if not, use commas.

Use semicolons between items in a series when the items themselves contain commas. The semicolons show the large breaks, and the commas show the small ones: *We visited Dover, Delaware; Trenton, New Jersey; and Albany, New York.* Without semicolons the reader could not tell whether the list has three places or six.

A **colon** says, “Here is what I promised.” Use it after a complete sentence to introduce a list (*Grandmother planted three herbs: mint, sage, and thyme*), a long or formal quotation (Pastor Hale closed with these words: “Be still, and know that I am God.” (Psalms 46:10, KJV)), or an explanation (*Henry had one reason for rising early: the cows needed milking*). The words before the colon must be a complete sentence. Never put a colon right after a verb or a preposition: write “Her herbs were mint, sage, and thyme,” with no colon. You already know the colon's other uses: between hour and minute (6:30), between chapter and verse (John 3:16), and after the greeting of a business letter.

The King James translators used colons and semicolons more freely than we do, often where a modern writer would use a comma: “A soft answer turneth away wrath: but grievous words stir up anger.” (Proverbs 15:1, KJV) When you quote Scripture, copy its marks exactly; in your own sentences, follow the modern rules in this lesson.

WORKED EXAMPLE 1

Add the missing semicolon and comma.

> *The creek had flooded the bridge however the boys crossed at the ford.*

1. Look for the subjects and verbs. *The creek had flooded the bridge* is an independent clause; *the boys crossed at the ford* is another.
2. The word *however* stands between them. It is a conjunctive adverb, not a conjunction, so it cannot join the clauses by itself.
3. Put a semicolon before *however* to join the clauses, and a comma after *however* to set it off from the second clause.

Answer: The creek had flooded the bridge; however, the boys crossed at the ford.

WORKED EXAMPLE 2

Which sentence uses the colon correctly?

Choose: For the picnic we packed: bread, cheese, and pears. · For the picnic we packed three things: bread, cheese, and pears.

1. A colon must follow a complete sentence.
2. In the first sentence, *For the picnic we packed* is not complete: the verb *packed* still needs its direct object. A colon may not come between a verb and its object.
3. In the second sentence, *For the picnic we packed three things* is complete. The colon then introduces the list that explains *three things*.

Answer: For the picnic we packed three things: bread, cheese, and pears.

PRACTICE

DAY 2

1. EASY Correct the comma splice by replacing the comma with a semicolon.

   > *The barn was quiet, the animals were asleep.*

2. EASY Which mark belongs in the blank?

> *Grandmother planted three herbs____ mint, sage, and thyme.*

Choose: : · ; · ,

3. EASY Is the colon in this sentence used correctly or incorrectly?

> *Our garden needs: water, sunlight, and weeding.*

4. EASY Diagram the sentence.

> *The hay was dry; therefore, Samuel and Henry stored it in the loft.*

DAY 3

5. EASY Write the conjunctive adverb.

> *The snow was deep; nevertheless, Pastor Hale walked to the church.*

6. MEDIUM Add a semicolon and a comma where the conjunctive adverb joins the two clauses.

> *Clara practiced the hymn every evening therefore she played it well on Sunday.*

7. MEDIUM The semicolon in this verse joins two independent clauses. Is the sentence simple, compound, complex, or compound-complex?

> *This is the day which the LORD hath made; we will rejoice and be glad in it.* (Psalms 118:24, KJV)

8. MEDIUM Diagram the sentence.

> *Mother sent Caleb to the barn; moreover, she gave him a lantern.*

DAY 4

9. MEDIUM Replace the two commas that separate the three items of the series with semicolons.

> *The choir sang on Sunday, May 3, Sunday, May 10, and Sunday, May 17.*

10. MEDIUM Which sentence is punctuated correctly?

Choose: The wagon, however, reached the mill before noon. · The wagon; however, reached the mill before noon. · The wagon; however reached the mill before noon.

11. HARD Diagram the sentence.

> *There was a great deal of coming and going; Ginger and I had full work.* (Anna Sewell, Black Beauty, The Parting)

12. HARD Write one sentence that uses a colon to introduce a list and one sentence that uses a semicolon before a conjunctive adverb. Explain why each mark is used.

COMMON MISTAKES

- Putting only a comma before *however* or *therefore* between two independent clauses. That is a comma splice; put a semicolon before the conjunctive adverb and a comma after it.
- Putting a colon right after a verb or a preposition (*We need: flour and salt*). Read the words before the colon by themselves; if they are not a complete sentence, leave the colon out.
- Using a semicolon before a phrase or a dependent clause. Except in a series with inner commas, a semicolon needs an independent clause on each side.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

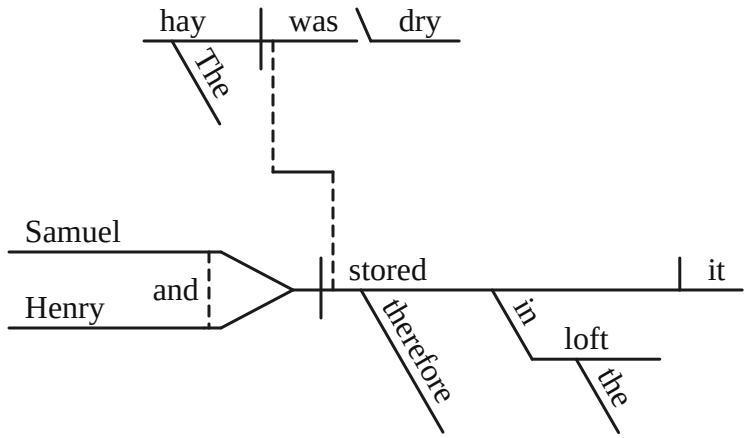
> *Grandfather gave us three rules for the woodshop: measure twice, cut once, and sweep the floor. We kept them; moreover, we taught them to Caleb.*

Then review the common mistakes and redo any missed practice items.

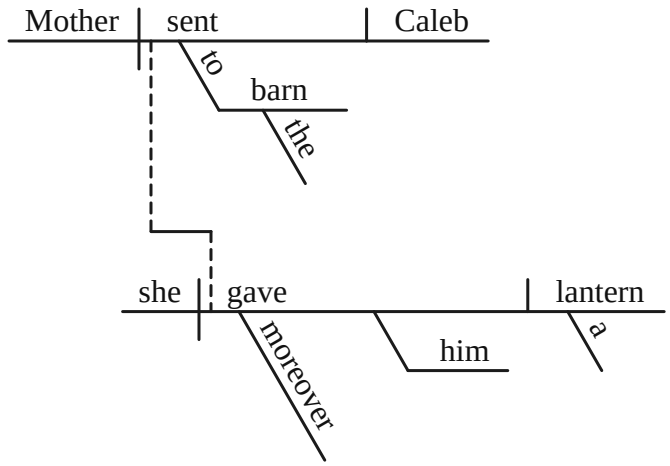
ANSWERS: LESSON 23.2

1. The barn was quiet; the animals were asleep.
2. : (a colon introduces a list after a complete sentence)
3. incorrect (*Our garden needs* is not a complete sentence; a colon may not come between a verb and its object)

4. Two baselines joined by a dashed line with no word. First: subject hay (The); linking verb: was; predicate adjective: dry. Second: compound subject Samuel and Henry; verb: stored, modified by therefore and in the loft; direct object: it

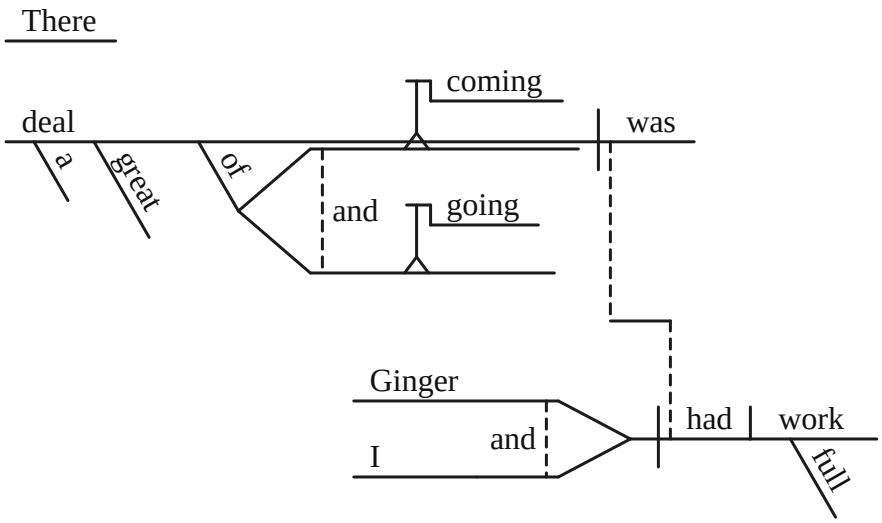


5. nevertheless
6. Clara practiced the hymn every evening; therefore, she played it well on Sunday.
7. compound-complex (two independent clauses joined by the semicolon, and the dependent adjective clause *which the LORD hath made*)
8. Two baselines joined by a dashed line with no word. First: subject Mother; verb: sent, modified by to the barn; direct object: Caleb. Second: subject she; verb: gave, modified by moreover; indirect object: him; direct object: lantern (a)



9. The choir sang on Sunday, May 3; Sunday, May 10; and Sunday, May 17.
10. The wagon, however, reached the mill before noon. (*however* interrupts a single clause, so commas set it off)

11. The expletive There on its own line above. First clause: subject deal (a, great, and the phrase of coming and going, with the gerunds coming and going as compound objects); verb: was. Second clause, joined by a dashed line with no word: compound subject Ginger and I; verb: had; direct object: work (full)



12. Answers will vary. Example: Father brought three tools: a saw, a hammer, and a plane. The board was warped; therefore, he planed it smooth. The colon follows a complete sentence and introduces the list. The semicolon joins two independent clauses, and the comma sets off the conjunctive adverb therefore.

UNIT 23 · LESSON 23.3 · LEVEL 3

Dashes, Parentheses and Hyphens

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use a dash to show a sudden break in thought or to set off words for emphasis.
- Use parentheses to set off an aside, with correct punctuation inside and outside them.
- Hyphenate compound adjectives before a noun, compound numbers, and words with the prefixes self-, ex- and all-.
- Divide a word correctly with a hyphen at the end of a line.

VIDEO

WATCH

DASHES | English Lesson

Kevin Spaans · 5:15

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=wiFvutL6iyo

BACKUP

HYPHENS | English Lesson

Kevin Spaans · 8:05

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=jI43rQtlOOk

KEY TERMS

dash	A dash (—) marks a sudden break in thought or sets off words for emphasis.
parentheses	Parentheses ( ) enclose an aside: words that add information but are less important than the rest of the sentence.
hyphen	A hyphen (-) joins words or parts of words so that they are read as one.
compound adjective	A compound adjective is two or more words joined to work as one adjective, such as *well-built* or *ten-year-old*.

TEACHING

Commas, dashes and parentheses can all set off words that interrupt a sentence. The difference is in how loudly they speak. Commas are the ordinary choice. Dashes call attention to the words they set off. Parentheses lower the voice, as

if the writer leaned over to whisper an aside. Choose the mark by how important you want the reader to think the words are.

The **dash** (—) is the long mark. Use one dash to show a sudden break or turn in thought, or to set apart words at the end of a sentence for emphasis: *We had packed everything for the picnic—except the bread*. Use a pair of dashes around words in the middle of a sentence: *The old clock—Grandfather wound it every Sunday—struck twelve*. Dashes are also useful when the words set off already contain commas: *The tools—a saw, a plane, and a chisel—hung on the wall*. Type the dash with no spaces on either side; in handwriting, make it clearly longer than a hyphen. Use dashes sparingly; a page full of them reads as if the writer were out of breath.

Parentheses ( ) enclose an aside, information the reader could skip: *Grandfather's farm (it lies three miles west of town) has a red barn*. When the words in parentheses come inside another sentence, they do not begin with a capital letter or end with a period, and any mark the main sentence needs goes outside the closing parenthesis: *We sang the hymn (all four verses), and then we prayed*. When a whole sentence stands alone in parentheses, its capital and its end mark go inside.

The **hyphen** (-) is the short mark, and its work is the opposite of the dash's: a dash separates, but a hyphen joins. Use a hyphen in a **compound adjective** that comes before a noun: *a well-built barn*, *a ten-year-old horse*, *a two-story house*. The hyphen tells the reader that the words work together as one adjective. When the same words come after the noun, they usually need no hyphen: *The barn is well built*. *The horse is ten years old*. Never put a hyphen after an adverb ending in *-ly*: *a freshly painted fence*. Anna Sewell describes a horse with two compound adjectives: “The cob was a strong, well-made, good-tempered horse.” (Anna Sewell, Black Beauty, A Fair Start)

Use a hyphen in compound numbers from *twenty-one* to *ninety-nine* and in fractions written as words (*one-half*, *two-thirds*). Use a hyphen after the prefixes *self-*, *ex-* (meaning “former”) and *all-*: *self-control*, *ex-sailor*, *the all-wise God*. Use one as well when a prefix comes before a capital letter: *mid-December*.

When a word will not fit at the end of a line, you may divide it with a hyphen. Divide only between syllables (*gar-den*, *har-vest*), never divide a word of one syllable (*barn*, *through*), and do not leave a single letter alone at the end or the start of a line. When you are unsure where the syllables break, look in a dictionary.

WORKED EXAMPLE 1

Add the hyphen where it is needed.

> *The Millers live in a two story farmhouse.*

1. Look at the words before the noun *farmhouse*: *two* and *story*.
2. Neither word describes the farmhouse alone. It is not a *two farmhouse* or a *story farmhouse*; the words work together to tell what kind.
3. Two or more words that work as one adjective before a noun form a compound adjective, so join them with a hyphen.

Answer: The Millers live in a two-story farmhouse.

WORKED EXAMPLE 2

Correct the punctuation: the parentheses should do the work of setting off the aside.

> *Grandfather's farm, (it lies three miles west of town), has a red barn.*

1. The words *it lies three miles west of town* are an aside, so the parentheses are right.
2. Parentheses already set the aside off. Commas beside them are not needed.
3. Without the parentheses, the main sentence reads *Grandfather's farm has a red barn*. It needs no comma anywhere, so no comma may stand outside the parentheses either. Remove both commas.

Answer: Grandfather's farm (it lies three miles west of town) has a red barn.

PRACTICE

DAY 2

1. EASY Which form correctly completes the sentence?

   > *Abigail is ____ years old today.*

   Choose: twenty one · twenty-one

2. EASY Add the hyphen to the compound adjective.

   > *Henry rode the well trained horse to the mill.*

3. EASY Diagram the sentence.

> *The well-built barn stood through the storm.*

4. EASY Is the hyphen in this sentence used correctly or incorrectly?

> *The freshly-painted fence gleamed in the sun.*

DAY 3

5. EASY Write the words that the pair of dashes sets off.

> *The new calf—Caleb named her Daisy—stood up within an hour.*

6. MEDIUM Correct the placement of the period.

> *We sang every verse of the hymn (there were five.)*

7. MEDIUM Write one sentence that uses a pair of dashes for emphasis and one that uses parentheses for an aside. Explain how the two marks differ.

8. MEDIUM Diagram the sentence.

> *Thomas carved forty-two wooden spoons for the church supper.*

DAY 4

9. MEDIUM Add the two missing hyphens.

> *Pastor Hale spoke of the all wise God for twenty five minutes.*

10. MEDIUM Write the one hyphenated compound adjective.

> *The boy was twelve years old, a tall, frank, good-tempered lad; and little Dorothy (Dolly they called her) was her mother over again, at eight years old.* (Anna Sewell, Black Beauty, A London Cab Horse)

11. HARD Add hyphens only where they are needed.

> *The two year old colt jumped the fence that was four feet high.*

12. HARD Diagram the sentence.

> *The twenty-two cows walked slowly to the barn.*

COMMON MISTAKES

- Using a hyphen where a dash belongs. A hyphen joins; a dash separates. Make the dash clearly longer, and never use a hyphen with spaces around it as a dash.
- Hyphenating a compound adjective that comes after the noun or that begins with an *-ly* adverb. Hyphenate *a ten-year-old horse*, but write *the horse is ten years old* and *a freshly painted fence*.
- Putting a comma before an opening parenthesis or a period inside a parenthesis that ends a sentence. Read the sentence without the parenthetical words; put only the marks that sentence needs, and put them after the closing parenthesis.

DAY 5

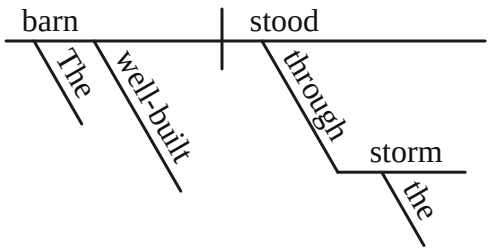
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *Our neighbor's barn—a well-built structure with twenty-two stalls—stood firm through the storm (the wind blew all night), and not one shingle fell.*

Then review the common mistakes and redo any missed practice items.

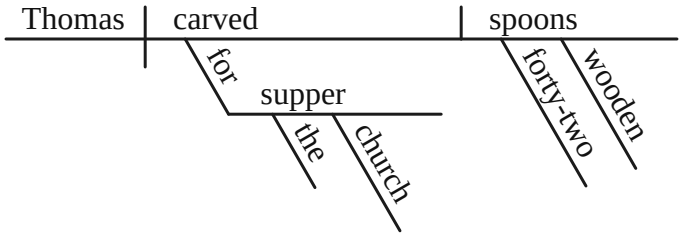
ANSWERS: LESSON 23.3

1. twenty-one (compound numbers from *twenty-one* to *ninety-nine* take a hyphen)
2. Henry rode the well-trained horse to the mill.
3. Subject: barn, modified by The and the compound adjective well-built (written as one word on one slanted line); verb: stood, modified by through the storm

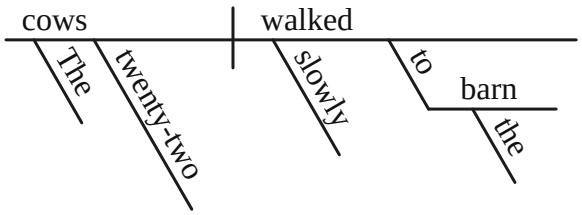


4. incorrect (no hyphen follows an adverb ending in *-ly*: *freshly painted*)
5. Caleb named her Daisy
6. We sang every verse of the hymn (there were five). (the period ends the whole sentence, so it goes outside the parenthesis)
7. Answers will vary. Example: The best gift—a new Bible—was saved for last. Uncle Henry (he drove all night) arrived in time for breakfast. The dashes call attention to the words they set off; the parentheses make the words a quiet aside.

8. Subject: Thomas; verb: carved, modified by for the church supper; direct object: spoons, modified by forty-two and wooden



9. Pastor Hale spoke of the all-wise God for twenty-five minutes.
10. good-tempered (*twelve years old* and *eight years old* have no hyphens because they do not come before a noun)
11. The two-year-old colt jumped the fence that was four feet high. (*four feet high* comes after the noun, so it needs no hyphens)
12. Subject: cows, modified by The and twenty-two (written as one word on one slanted line); verb: walked, modified by slowly and by the phrase to barn (the)



UNIT 23 · LESSON 23.4 · LEVEL 3

Quotations Within Quotations; Long Quotations

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Use single quotation marks for a quotation inside a quotation, with other marks placed correctly.
- Use an ellipsis to show words left out of a quotation and brackets to show words added to it.
- Set off a long quotation as a block quotation.
- Quote Scripture exactly, with the reference in parentheses.

VIDEO

WATCH

QUOTATION MARKS (PART 3) | English Lesson

Kevin Spaans · 4:58

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=wrzq5CzzdE8

BACKUP

11.10 Ellipsis Mark

Grammar Wired! · 3:22

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=40YUjDKMu_w

KEY TERMS

single quotation marks	Single quotation marks (‘ ’) enclose a quotation that stands inside another quotation.
ellipsis	An ellipsis (…) is a mark of three dots that shows where words have been left out of a quotation.
brackets	Brackets [ ] enclose words that the person quoting adds to a quotation.
block quotation	A block quotation is a long quotation set off on its own lines, indented, without quotation marks.

TEACHING

You learned in Level 2 to put double quotation marks around a speaker's exact words. Review the placement rules, which are the custom of American printers: commas and periods always go inside the closing quotation mark; colons and semicolons always go outside; question marks and exclamation points go inside when they belong to the quotation and outside when they belong to the whole sentence. Did Pastor Hale say, “The service begins at ten”? Here the whole sentence asks the question, so the question mark stands outside.

Sometimes a speaker quotes someone else. Then the inner quotation takes **single quotation marks** inside the double ones: Henry said, “Father always says, ‘Measure twice, cut once.’” The period goes inside both marks. If the inner quotation ends with a question mark or an exclamation point, that mark is enough to end the sentence: Mary said, “I heard Peter shout, ‘The calf is born!’” In American usage the order never changes: double marks outside, single marks inside.

A quotation must be exact, but you may leave out words that are not needed, as long as you do not change the writer's meaning. Mark the place with an **ellipsis** (…). Suppose Grandmother wrote, “The old apple tree, which your great-grandfather planted, gave us ten bushels this fall.” You may quote her this way: “The old apple tree … gave us ten bushels this fall.” When you leave out a nonessential clause, leave out the commas that set it off as well. Never use an ellipsis to make a writer seem to say what he did not mean.

If you must add a word to make a quotation clear, put it in **brackets** [ ]. Brackets tell the reader that the words are yours, not the writer's: “He [Grandfather] cleared the north field by hand.” Do not use parentheses for this; parentheses inside a quotation look as if the writer himself put them there.

A long quotation, more than about four lines of prose or three lines of poetry, is set off as a **block quotation**. Introduce it with a complete sentence and a colon, begin it on a new line, and indent the whole passage from the left margin. Use no quotation marks around a block quotation; the indenting already tells the reader that the words are quoted. Any quotation marks inside the passage are kept as they are.

When you quote Scripture, copy the words of your translation exactly, with its spelling and capitals (*LORD*, *hath*, *shew*), and give the book, chapter, and verse in parentheses after the closing quotation mark. The end mark of your sentence comes after the reference, because the reference belongs to your sentence: Our family's favorite verse reads, “For God so loved the world, that he gave his only begotten Son” (John 3:16). This is the one place where a period does not go inside the quotation marks. A colon separates the chapter from the verse, as you learned in Level 2.

> **Latin link.** *Quote* comes from the Medieval Latin *quotare*, “to mark with numbers,” from *quot*, “how many.” Scribes used it for numbering the chapters of a book and marking references in the margin; from pointing to a passage, the word came to mean repeating a writer's exact words.

WORKED EXAMPLE 1

Add the missing quotation marks: double marks around Peter's words and single marks around the words he quotes.

> *Peter said, Mother told me, Feed the calves before school.*

1. Peter's own words begin with *Mother* and run to the end of the sentence, so double marks go around *Mother told me, Feed the calves before school*.
2. Inside Peter's words, he quotes Mother: *Feed the calves before school*. A quotation inside a quotation takes single marks.
3. The period goes inside both closing marks, the single one first and then the double one.

Answer: Peter said, “Mother told me, ‘Feed the calves before school.’”

WORKED EXAMPLE 2

Add the quotation marks around the words of Scripture.

> *Pastor Hale read, Trust in the LORD with all thine heart (Proverbs 3:5).*

1. The words of Scripture are *Trust in the LORD with all thine heart*. Check them against the Bible: they are exact, including *LORD* and *thine*.
2. Put the opening mark before *Trust* and the closing mark after *heart*.
3. The reference (Proverbs 3:5) belongs to Pastor Hale's sentence, not to the verse, so it stays outside the quotation marks, and the period of the sentence follows the reference.

Answer: Pastor Hale read, “Trust in the LORD with all thine heart” (Proverbs 3:5).

PRACTICE

DAY 2

1. EASY Which sentence is punctuated correctly in American usage?

   Choose: Ruth said, “Grandmother always tells me, ‘Waste not, want not.’” · Ruth said, “Grandmother always tells me, “Waste not, want not.””

2. EASY Put the period in the correct place.

   > *Father said, “Close the gate behind you”.*

3. EASY Is the question mark placed correctly or incorrectly?

> *Did Samuel say, "The lambs are in the lower pasture"?*

4. EASY Diagram the sentence.

> *Grandfather said, "Honest work is good for a boy."*

DAY 3

5. EASY Which mark shows that words have been left out of a quotation?

Choose: brackets · an ellipsis · parentheses

6. MEDIUM Move the period to the correct place for a quotation followed by its reference.

> *Jesus said, "Ask, and it shall be given you." (Matthew 7:7)*

7. MEDIUM Add the single quotation marks around Tiny Tim's words, which Anna is quoting.

> *Anna said, "My favorite line in the story is God bless us every one!"*

8. MEDIUM Diagram the sentence.

> *Clara told us, "Mother said, 'Supper is ready.'"*

DAY 4

9. MEDIUM The name *Samuel* was added by the person quoting Grandfather's letter. Correct the marks around it.

> *Grandfather wrote, "He (Samuel) planted the orchard in 1952."*

10. MEDIUM Write a sentence that quotes a verse of Scripture you know by heart, with its reference in parentheses. Then explain where the end mark goes and why.

11. HARD Shorten the quotation by replacing the clause *which my father cleared by hand*, and the commas around it, with an ellipsis.

> *Grandfather wrote, "The north field, which my father cleared by hand, still gives the best wheat on the farm."*

12. HARD Diagram the sentence.

> *Henry wrote "Thy word is a lamp unto my feet" on the first page of his Bible.*

COMMON MISTAKES

- Putting a period or comma outside the closing quotation mark. In American usage they always go inside; only a Scripture reference in parentheses moves the period to the end.
- Using double marks for a quotation inside a quotation. Switch to single marks for the inner quotation, and close the single mark before the double one.
- Using an ellipsis or brackets to change what a writer meant. Leave out only words the meaning does not depend on, and add in brackets only what the writer plainly meant.

DAY 5

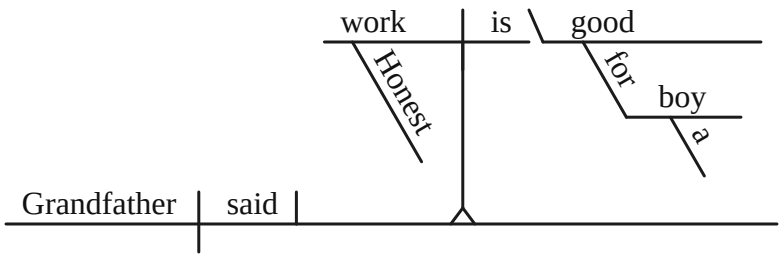
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *"Grandmother told us, 'Always give thanks before you eat,'" said Lydia, "and we still do."*

Then review the common mistakes and redo any missed practice items.

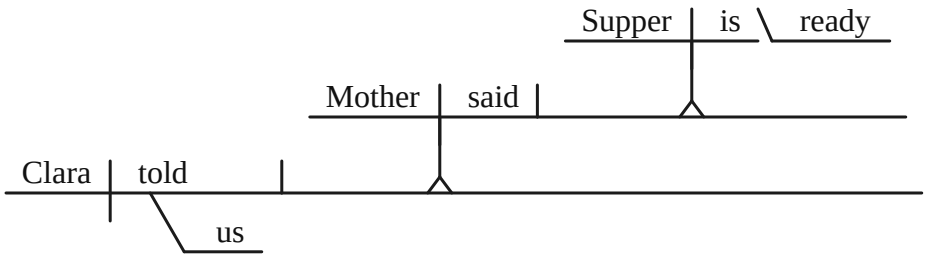
ANSWERS: LESSON 23.4

1. Ruth said, "Grandmother always tells me, 'Waste not, want not.'" (the inner quotation takes single marks)
2. Father said, "Close the gate behind you." (a period always goes inside the closing quotation mark)
3. correct (the whole sentence asks the question; Samuel's words are a statement, so the question mark goes outside)
4. Subject: Grandfather; verb: said; the quotation is a noun clause used as the direct object, on a stilt: subject work (Honest); linking verb: is; predicate adjective: good, modified by for a boy

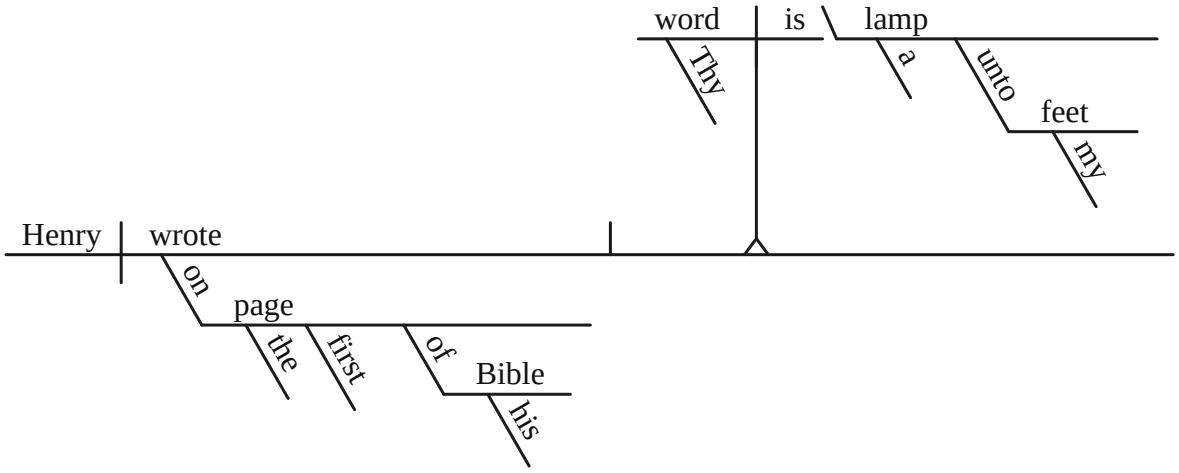


5. an ellipsis
6. Jesus said, "Ask, and it shall be given you" (Matthew 7:7). (the period ends the whole sentence, so it follows the reference)
7. Anna said, "My favorite line in the story is 'God bless us every one!'" (the exclamation point belongs to Tiny Tim's words, so it goes inside the single mark and also ends the sentence)

8. Subject: Clara; verb: told; indirect object: us; direct object: the noun clause Mother said … on a stilt. Inside it, subject Mother and verb said have their own direct object, the noun clause Supper is ready (subject Supper; linking verb is; predicate adjective ready) on a second stilt



9. Grandfather wrote, “He [Samuel] planted the orchard in 1952.” (words added to a quotation go in brackets)
10. Answers will vary. Example: Pastor Hale reminded us, “The LORD is my shepherd” (Psalm 23:1). The period comes after the reference, because the reference is part of my sentence, not part of the verse.
11. Grandfather wrote, “The north field … still gives the best wheat on the farm.”
12. Subject: Henry; verb: wrote, modified by on the first page, with of his Bible modifying page; direct object: the quoted clause on a stilt (subject word, modified by Thy; linking verb is; predicate nominative lamp, modified by a and unto my feet). No comma comes before the quotation because it is simply the object of wrote



Unit 23 Test

Allow about 30 minutes. Work closed book, without looking back at the lessons. Draw the diagrams on paper. Mastery is about 10 of 12 correct. For any item you miss, reread the lesson named with it and redo that lesson's practice items before going on.

1. 23.1 Add the missing commas in the series.

   > *Caleb fed the pigs the geese and the ducks before breakfast.*

2. 23.1 Is this word group a sentence or a run-on?

   > *The lamp flickered, Grandfather trimmed the wick.*

3. 23.2 Add a semicolon and a comma where the conjunctive adverb joins the two clauses.

   > *The pond froze early this year consequently the boys skated by Thanksgiving.*

4. 23.2 Which sentence uses the colon correctly?

   Choose: The hymns we sang were: “Abide with Me” and “Amazing Grace.” · We sang two hymns: “Abide with Me” and “Amazing Grace.”

5. 23.3 Which form correctly completes the sentence?

   > *Grandfather built a ____ fence around the garden.*

   Choose: six foot · six-foot

6. 23.3 Move the comma to its correct place.

   > *When Uncle Peter arrived, (he had driven all night) we served breakfast.*

7. 23.4 Add the missing quotation marks: double marks around Thomas's words and single marks around the words he quotes.

   > *Thomas said, The farmer shouted, Shut the barn door!*

8. 23.1 Diagram the sentence.

   > *Dr. Reed, our family's doctor, visited Grandmother and brought her a basket of pears.*

9. 23.4 Add the quotation marks around the words of Scripture.

   > *The angels praised God, saying, Glory to God in the highest (Luke 2:14).*

10. 23.2 Write the two independent clauses that the semicolon joins, in order.

> *He gave us good food, good lodging, and kind words; he spoke as kindly to us as he did to his little children.* (Anna Sewell, Black Beauty, My Early Home)

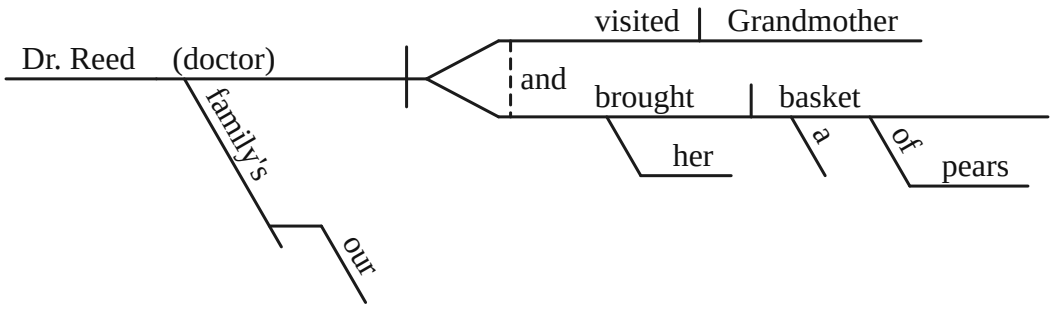
11. 23.2 Diagram the sentence.

> *The storm had passed; nevertheless, the river was still high, and the bridge stayed closed.*

12. 23.3 Write one sentence that contains both a quotation within a quotation and a hyphenated compound adjective. Then explain why each mark is used.

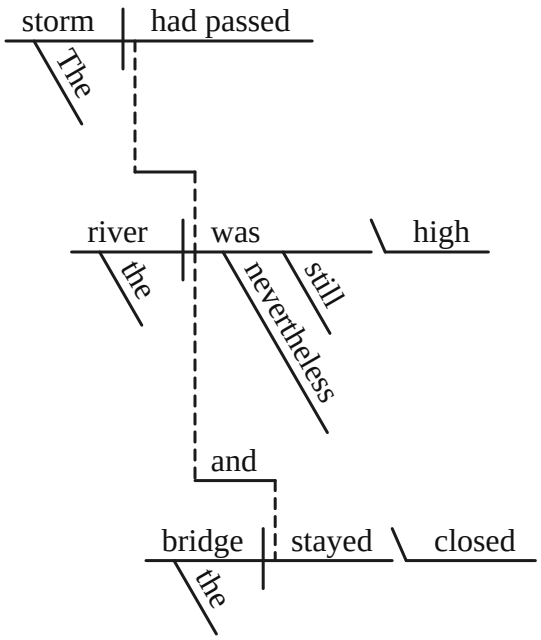
ANSWERS: UNIT 23 TEST

1. Caleb fed the pigs, the geese, and the ducks before breakfast.
2. run-on (a comma splice: two independent clauses joined by a comma alone)
3. The pond froze early this year; consequently, the boys skated by Thanksgiving.
4. We sang two hymns: “Abide with Me” and “Amazing Grace.” (a colon must follow a complete sentence, never a verb such as *were*)
5. six-foot (a compound adjective before a noun takes a hyphen)
6. When Uncle Peter arrived (he had driven all night), we served breakfast. (the comma after the introductory clause goes after the closing parenthesis)
7. Thomas said, “The farmer shouted, ‘Shut the barn door!’”
8. Subject: Dr. Reed with the appositive doctor (family's, which our modifies) in parentheses; compound verb visited and brought. Visited has the direct object Grandmother; brought has the indirect object her and the direct object basket (a, of pears)



9. The angels praised God, saying, “Glory to God in the highest” (Luke 2:14).
10. He gave us good food, good lodging, and kind words; he spoke as kindly to us as he did to his little children

11. Three baselines. First: subject storm (The); verb: had passed. A dashed line with no word joins it to the second: subject river (the); linking verb was, modified by nevertheless and still; predicate adjective high. A dashed line with and joins the third: subject bridge (the); linking verb stayed; predicate adjective closed



12. Answers will vary. Example: Ruth said, “Our ninety-year-old neighbor always tells us, ‘Count your blessings.’” The hyphens join ninety-year-old into one adjective before the noun neighbor. The single marks enclose the neighbor's words, which stand inside Ruth's words in double marks.

Unit 24. Usage and Style

This last unit of the course turns from naming the parts of a sentence to using them well. The first two lessons teach pairs of words that careful writers keep apart: some because their meanings lie close together (fewer and less, bring and take, like and as), and some because they sound alike (principal and principle, complement and compliment, capital and capitol). The third lesson teaches parallel structure, using the matched lines of the Psalms and Proverbs as a model, and the fourth shows how phrases, clauses, variety, and strong verbs make writing clear, concise, and plain.

The unit builds on everything that came before. Choosing like or as depends on knowing prepositions and clauses; parallel structure depends on knowing gerunds, infinitives, phrases, and correlative conjunctions; sentence combining draws on participial phrases, appositives, adjective clauses, and adverb clauses. The diagrams in this unit use nearly every piece learned since Lesson 1.4. Grammar here becomes what it was always meant to be: a servant of clear and truthful writing.

BEFORE THIS UNIT

- Identify prepositions, conjunctions, phrases, and dependent clauses (Units 6, 17 and 18).
- Recognize gerunds, infinitives and participles (Unit 17) and correlative conjunctions (Lesson 16.1).
- Identify the four sentence structures and diagram sentences with phrases and clauses (Unit 19).
- Recognize active and passive voice and dangling modifiers (Lessons 20.2 and 22.2).

MASTERY CHECKLIST

☐ I can choose correctly between fewer and less, farther and further, among and between, bring and take, and can and may.

☐ I can use good and well correctly, and I can use like as a preposition and as, as if or as though before a clause.

☐ I can tell imply from infer, principal from principle, complement from compliment, and stationary from stationery.

☐ I can tell allusion from illusion, emigrate from immigrate, and capital from capitol.

☐ I can put items in a series, pairs joined by correlative conjunctions, and comparisons in parallel form.

☐ I can explain how the verses of the Psalms and Proverbs show parallel structure.

☐ I can combine short sentences with phrases and clauses, vary my sentence beginnings, and write concisely with strong verbs.

☐ I can diagram long sentences that contain phrases, clauses, and compound parts.

UNIT 24 · LESSON 24.1 · LEVEL 3

Words Often Confused I

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Choose correctly between fewer and less, farther and further, and among and between.
- Use bring and take according to direction, and can and may according to ability or permission.
- Use good as an adjective and well as an adverb (or as an adjective meaning healthy).
- Use like as a preposition and as, as if or as though as conjunctions.

VIDEO

WATCH

Countable Nouns & Uncountable Nouns (+ Fewer vs. Less)

GrammarRevolution · 3:41

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=9D7hYDWamjE

BACKUP

26. Count Nouns and Mass Nouns (Countable and Uncountable Nouns). English Grammar and Usage.

mrthoth · 6:56

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=ZWRg5oNYE-Q

> **Note:** Grammar Revolution's video teaches fewer with count nouns and less with mass nouns, as this book does.

KEY TERMS

usage Usage is the customary way careful writers and speakers use a word.

count noun A count noun names something that can be counted one by one, such as *eggs* or *chores*.

mass noun A mass noun names something measured as a whole amount rather than counted, such as *flour* or *snow*.

TEACHING

Some pairs of words are confused because their meanings lie close together. Careful writers keep them apart, because each word does its own job and the reader is told exactly what is meant. This lesson gathers seven such pairs. In each case, ask what the word must do in its sentence, and the right choice will follow from the grammar you already know.

Fewer and **less**. Use *fewer* with plural count nouns, things counted one by one: *fewer eggs*, *fewer chores*, *fewer mistakes*. Use *less* with mass nouns, things measured as a whole: *less flour*, *less snow*, *less patience*. *Fewer* answers "How many?"; *less* answers "How much?" A sum of money, time or distance thought of as a single amount also takes *less*: "The trip took less than three hours."

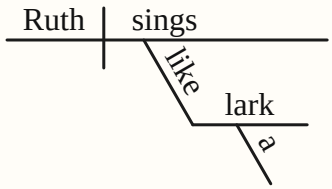
Farther and **further**. Use *farther* for physical distance, distance you could measure in feet or miles: "The lighthouse is farther from the village than the church is." Use *further* for degree, time or the sense of "additional": *further study*, *further questions*, "We will discuss this further tomorrow." A quick test: if you could measure it with a ruler or a map, write *farther*.

Between and **among**. Use *between* for two persons or things and *among* for three or more: "Ruth and Grace divided the apples between them"; "Mother divided the bread among the four children." (Careful writers also use *between* for more than two when each is related to each of the others one by one, as in "a treaty between three nations.") Remember that both are prepositions, so a pronoun after them is objective: *between you and me*.

Bring and **take**. These verbs show direction from the speaker's point of view. *Bring* means to carry toward the speaker; *take* means to carry away from him. "Bring me the hammer, please," says Father at the workbench; "Take this pie to Grandmother," says Mother as you leave. The past forms are *brought* and *took*; never write "brang."

Can and **may**. *Can* expresses ability; *may* expresses permission (and sometimes possibility). "Can Henry lift the bale?" asks whether he is strong enough; "May Henry ride the colt?" asks whether he is allowed. In casual speech *can* is often used for permission, but careful writing keeps *may*. **Good** and **well**, which you studied in Lesson 14.1, belong here as well: *good* is an adjective (it can also be a noun, as in "do good"), but never an adverb; *well* is an adverb, except when it is an adjective meaning "healthy." "The soup tastes good" (a predicate adjective after a linking verb); "The choir sang well" (an adverb telling how); "Grandfather is well again" (healthy).

Like and **as**. In careful writing *like* is a preposition: it is followed by a noun or pronoun as its object, not by a clause. Isaiah writes of the Lord, "He shall feed his flock like a shepherd." (Isaiah 40:11, KJV) *As*, *as if* and *as though* are subordinating conjunctions; they introduce a clause with its own subject and verb: "Do as Father says"; "The sky looks as if it will snow." The test is simple: if a subject and verb follow, use *as*, *as if* or *as though*; if only a noun or pronoun follows, *like* is correct. In the diagram of "Ruth sings like a lark," *like* stands on the slanted line of a prepositional phrase that modifies the verb, with *lark* as its object.



Ruth sings like a lark.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *Our garden has ____ weeds this summer because we mulched the rows.*

Choose: fewer · less

1. Look at the noun the word modifies: *weeds*.
2. *Weeds* is a plural count noun; you could count the weeds one by one.
3. Count nouns take *fewer*; *less* is for mass nouns such as *soil* or *water*.

Answer: fewer (weeds can be counted)

WORKED EXAMPLE 2

Which word correctly completes each blank? Give your answers in order.

> *Ruth sings ____ a lark, just ____ her mother did at her age.*

Choose: like · as

1. First blank: only a noun phrase follows (*a lark*), with no verb of its own. A preposition is needed, so write *like*.
2. Second blank: a subject and verb follow (*her mother did*). A clause needs a conjunction, so write *as*.
3. Check: *like a lark* is a prepositional phrase modifying *sings*; *as her mother did at her age* is an adverb clause, also modifying *sings*.

Answer: like, as (*like* before the noun *lark*; *as* before the clause *her mother did*)

DAY 2

1. EASY Which word correctly completes the sentence?

> *Henry, please ____ me the hammer from the workbench.*

Choose: bring · take

2. EASY Which word correctly completes the sentence?

> *There is ____ snow on the north hill this winter than there was last winter.*

Choose: fewer · less

3. EASY What part of speech is the word *like* in this sentence?

> *The new colt runs like the wind across the pasture.*

4. EASY Diagram the sentence.

> *Mother divided the bread among the four children.*

DAY 3

5. EASY Which word correctly completes the sentence?

> *____ I please be excused from the table, Father?*

Choose: Can · May

6. MEDIUM Diagram the sentence.

> *The choir sang well at the Christmas service.*

7. MEDIUM Fix the error in the use of *good* or *well*.

> *The bread dough rose good in the warm kitchen.*

8. MEDIUM What part of speech is the word *as* in this sentence?

> *Thy kingdom come. Thy will be done in earth, as it is in heaven.* (Matthew 6:10, KJV)

DAY 4

9. MEDIUM Which word correctly completes the sentence?

   > *The two brothers divided the evening chores fairly ____ themselves.*

   Choose: between · among

10. MEDIUM Write one sentence that uses *farther* correctly and one that uses *further* correctly. Then explain why each word fits its sentence.

11. HARD Fix the two usage errors, one with *fewer* or *less* and one with *good* or *well*.

    > *Grace has less chores than Henry, but she does them as good as he does.*

12. HARD Diagram the sentence.

    > *Peter may borrow my saw if he returns it before supper.*

COMMON MISTAKES

- Using *less* with a plural count noun (*less apples, less people*). Ask whether you could count the things one by one; if you could, write *fewer*.
- Using *like* before a clause (*It looks like it will rain*). If a subject and verb follow, write *as*, *as if* or *as though*: *It looks as if it will rain.*
- Using *bring* for every kind of carrying. Picture where the speaker stands: *bring* means toward him, *take* means away from him.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

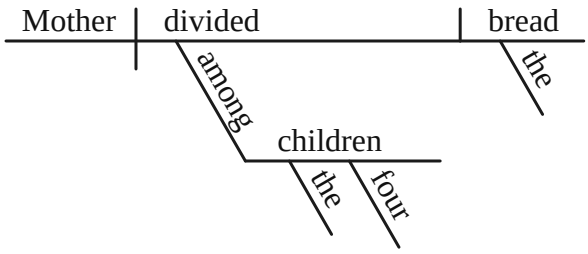
> *May we take fewer jars to the fair this year, Mother, since the dry summer gave us less fruit than usual?*

Then review the common mistakes and redo any missed practice items.

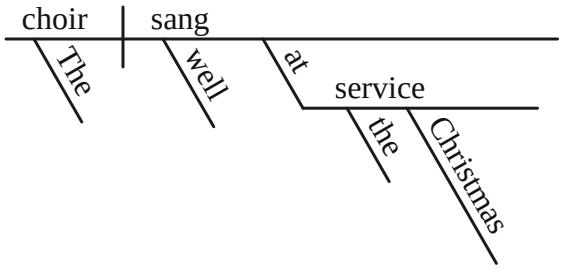
ANSWERS: LESSON 24.1

1. bring (the hammer comes toward the speaker)
2. less (*snow* is a mass noun, measured rather than counted)
3. preposition (its object is *wind*; no verb follows)

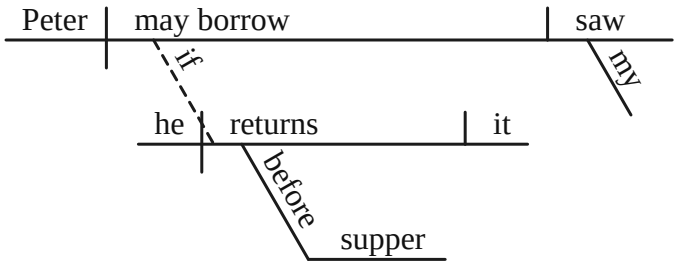
4. Subject: Mother; verb: divided; direct object: bread (the); adverb phrase: among the four children, modifying divided



5. May (the speaker asks permission)
6. Subject: choir (The); verb: sang; adverb: well; adverb phrase: at the Christmas service, modifying sang



7. The bread dough rose well in the warm kitchen. (An adverb is needed to tell how it rose.)
8. conjunction (it introduces the clause *it is in heaven*)
9. between (there are only two brothers)
10. Answers will vary. Example: The mill is farther down the river than the bridge. Pastor Hale asked whether we had any further questions. Farther fits the first sentence because it describes a distance that can be measured; further fits the second because it means additional.
11. Grace has fewer chores than Henry, but she does them as well as he does. (Chores can be counted; an adverb is needed to tell how she does them.)
12. Subject: Peter; verb: may borrow; direct object: saw (my); adverb clause: if he returns it before supper, modifying may borrow (subject: he; verb: returns; direct object: it; adverb phrase: before supper)



UNIT 24 · LESSON 24.2 · LEVEL 3

Words Often Confused II

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Distinguish imply from infer by asking who suggests and who concludes.
- Choose correctly among principal and principle, complement and compliment, and stationary and stationery.
- Choose correctly among allusion and illusion, emigrate and immigrate, and capital and capitol.
- Use a memory aid to spell each word of a confused pair correctly.

VIDEO

WATCH

Common Homophones | Tricky Words & Advanced Usage Lesson 👥🎯

GrammarFlip · 4:19

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=scY6THTQNyo

BACKUP

Commonly Confused Words | Tricky Usage & Advanced Grammar Lesson 🧠🥊

GrammarFlip · 2:27

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=oO_FbLL3uaA

KEY TERMS

homophones Homophones are words that sound alike but differ in spelling and meaning, such as *principal* and *principle*.

imply To imply is to suggest something without stating it outright.

infer To infer is to draw a conclusion from what one sees, hears or reads.

TEACHING

The pairs in Lesson 24.1 were confused because their meanings lie close together. Most of the pairs in this lesson are confused for a different reason: they sound alike, or nearly alike, but are spelled differently and mean different things. Words like these are called **homophones**. A spell checker will not catch them, because both words are real words; only a writer who knows the meanings can choose correctly. For each pair, learn the meaning and one memory aid.

Imply and **infer**. The speaker or writer implies; the listener or reader infers. To imply is to suggest without saying outright: “When Mother looked at the muddy boots, she implied that someone should clean them.” To infer is to draw a conclusion: “From the dark clouds, Father inferred that rain would come by noon.” The two are not the same act seen twice; they are the two ends of one exchange, as throwing and catching are.

Principal and **principle**. *Principal* means “chief” or “main” when it is an adjective: “Wisdom is the principal thing” (Proverbs 4:7). As a noun it means the head of a school, or a sum of money on which interest is paid. *Principle* is always a noun and means a rule, law, or basic truth: “Honesty is a principle Father taught us early.” Memory aid: a principle is a rule, and both words end in *-le*; the principal of your school is your pal.

Complement and **compliment**. A *complement* completes something or makes it whole. You already know the grammar meaning: in Unit 13 you learned that direct objects, indirect objects, predicate nominatives and predicate adjectives are complements, because they complete the meaning of the verb. A *compliment* is a word of praise: “Pastor Hale paid my father a kind compliment.” Memory aid: a complement completes; a compliment is what I like to receive. Both words may also be verbs (*Green curtains complement the room*; *Grandmother complimented the cook*).

Stationary and **stationery**. *Stationary* is an adjective meaning “standing still, not moving”: *a stationary wagon*. *Stationery* is a noun meaning writing paper and envelopes: “Clara wrote to her cousins on blue stationery.” Memory aid: stationery is for letters, and both have an *e*; stationary means standing still, and both have an *a*.

Allusion and **illusion**. An *allusion* is an indirect reference to something well known, often a story from the Bible or the classics: when Grandfather calls a helpful stranger “a good Samaritan,” he makes an allusion to the parable in Luke 10. An *illusion* is a false appearance or a mistaken idea: “The heat rising from the road gave the illusion of water.” Memory aid: an allusion alludes, or points to; an illusion is illusory, or false.

Emigrate and **immigrate**; **capital** and **capitol**. To *emigrate* is to leave one's country to live in another (*emigrate from*); to *immigrate* is to come into a new country to live (*immigrate to*). The same journey is emigration from the old land and immigration to the new one. A *capital* is a city that is the seat of government (*Boston is the capital of Massachusetts*); the word also means wealth used in business, an uppercase letter, or, as an adjective, “chief.” A *capitol* is only the building where a lawmaking body meets, and *Capitol* with a capital *C* names the building in Washington where Congress meets. Memory aid: the capitol has a dome, and *dome* has an *o*.

> **Latin link.** *Emigrate* comes from the Latin *e* (out of) and *migrare* (to move), and *immigrate* from *in* (into) and *migrare*. *Capital* comes from *caput*, “head,” and *principal* from *princeps*, “first” or “chief”; *principle* comes from *principium*, “beginning,” for a principle is the first truth from which other things follow.

WORKED EXAMPLE 1

Which word correctly completes the sentence?

> *From the dark clouds in the west, Father ____ that rain would come before noon.*

Choose: implied · inferred

1. Ask whether Father is suggesting something to someone else or drawing a conclusion himself.
2. The clouds gave the evidence, and Father reached a conclusion from it.
3. Drawing a conclusion is inferring; implying is what a speaker does when he hints.

Answer: inferred (Father drew a conclusion from what he saw)

WORKED EXAMPLE 2

Fix the two confused words.

> *The principle of our school wrote a letter on her best stationary.*

1. *Principle* means a rule or truth, but here the word names the head of a school. That is *principal*.
2. *Stationary* is an adjective meaning not moving, but here the word is a noun naming writing paper. That is *stationery*.
3. Check with the memory aids: the principal is your pal; stationery is for letters.

Answer: The principal of our school wrote a letter on her best stationery.

PRACTICE

DAY 2

1. EASY Which word correctly completes the sentence?

   > *Lydia thanked Grandmother for the kind ____ about her quilt.*

   Choose: complement · compliment

2. EASY Which word correctly completes the sentence?

   > *Honesty is a ____ that Father taught us when we were small.*

   Choose: principal · principle

3. EASY Which word correctly completes the sentence?

> *Boston is the ____ of Massachusetts.*

Choose: capital · capitol

4. EASY Diagram the sentence.

> *Pastor Hale paid my father a kind compliment.*

DAY 3

5. EASY Which word correctly completes the sentence?

> *Clara bought a box of blue ____ for her letters to her cousins.*

Choose: stationary · stationery

6. MEDIUM Which word correctly completes the sentence?

> *Our neighbor Mr. Lund ____ to this country as a young man and became a dairy farmer here.*

Choose: emigrated · immigrated

7. MEDIUM Fix the confused word.

> *Pastor Hale's sermon made an illusion to the story of David and Goliath.*

8. MEDIUM Diagram the sentence.

> *Wisdom is the principal thing.* (Proverbs 4:7, KJV)

DAY 4

9. MEDIUM What part of speech is the word *principal* in this sentence?

> *The principal greeted each student at the door on the first morning of school.*

10. MEDIUM Write one sentence that uses *complement* correctly and one that uses *compliment* correctly. Then explain how you chose each word.

11. HARD Which word correctly completes each blank? Give your answers in order.

> *When Mother said that the roads were icy, she ____ that we should stay home, and we ____ that the trip to town was off.*

Choose: implied · inferred

12. HARD Diagram the sentence.

> *The Miller family emigrated from Scotland in the spring and settled on a small farm.*

COMMON MISTAKES

- Using *infer* when you mean *imply* (*What are you inferring?*). Remember that the speaker implies and the listener infers; ask who is hinting and who is concluding.
- Writing *principle* for the head of a school or for the adjective meaning chief. *Principle* is always a noun meaning a rule; every other meaning is *principal*.
- Writing *capitol* for the city. Use *capitol* only for the building, and remember that the building has a dome with an *o*.

DAY 5

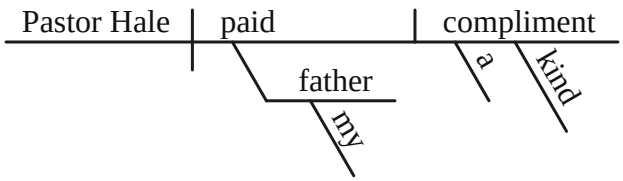
Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

> *The principal sent each family a letter on fine stationery, and Father inferred from its kind compliment that our class had worked well this year.*

Then review the common mistakes and redo any missed practice items.

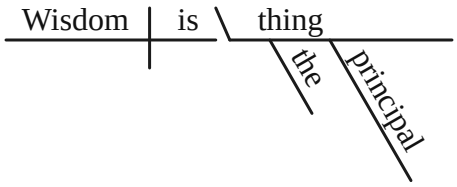
ANSWERS: LESSON 24.2

1. compliment (a word of praise)
2. principle (a rule or basic truth)
3. capital (the city that is the seat of government)
4. Subject: Pastor Hale; verb: paid; indirect object: father (my); direct object: compliment (a, kind)

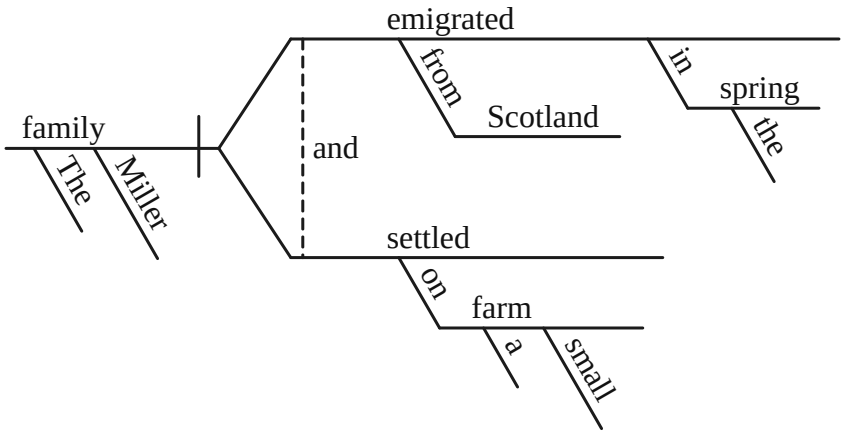


5. stationery (writing paper and envelopes)
6. immigrated (he came into this country to live)
7. Pastor Hale's sermon made an allusion to the story of David and Goliath. (An allusion is a reference to something well known.)

8. Subject: Wisdom; linking verb: is; predicate nominative: thing (the, principal)



9. noun (it names the head of the school and is the subject)
10. Answers will vary. Example: The fresh butter was a fine complement to Mother's bread. Mrs. Miller gave Anna a compliment on her singing. Complement fits the first sentence because the butter completes the bread; compliment fits the second because it is a word of praise.
11. implied, inferred (Mother suggested; the children concluded)
12. Subject: family (The, Miller); compound verb: emigrated and settled; adverb phrases from Scotland and in the spring modify emigrated; adverb phrase on a small farm modifies settled



UNIT 24 · LESSON 24.3 · LEVEL 3

Parallel Structure

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Define parallel structure and explain why it helps the reader.
- Revise items in a series so that all are in the same grammatical form.
- Place correlative conjunctions so that the same kind of word or group follows each part, and keep comparisons parallel.
- Recognize the parallelism of Hebrew poetry in the Psalms and Proverbs and diagram parallel parts.

VIDEO

WATCH

PARALLEL STRUCTURE | English Lesson

Kevin Spaans · 5:29

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=fojkyh3qfHI

BACKUP

Parallel Construction | Grammar Lesson ⚖️✍️

GrammarFlip · 1:45

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=davxM2EcVjs

KEY TERMS

parallel structure Parallel structure is the use of the same grammatical form for ideas of equal importance.

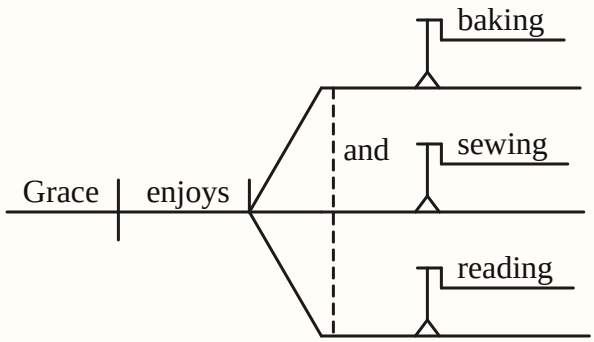
faulty parallelism Faulty parallelism is the joining of equal ideas in unequal grammatical forms.

TEACHING

When two or more ideas are equal in importance, careful writers put them in the same grammatical form: a noun with a noun, a gerund with a gerund, an infinitive with an infinitive, a phrase with a phrase, a clause with a clause. This is called **parallel structure**. It matters because form carries meaning. When the reader sees matching forms, he knows at once that the ideas stand side by side as equals; when the forms do not match, he stumbles, and the sentence sounds

lame even if every word is correct. A coordinating conjunction such as *and*, *but* or *or* is a promise that what it joins are equals, and parallel structure keeps that promise.

Items in a series. “Grace enjoys baking, sewing, and to read” breaks the pattern: two gerunds and then an infinitive. Revise it so that all three match: “Grace enjoys baking, sewing, and reading.” The same rule holds for phrases (*over the bridge*, *through the woods*, and *to Grandmother's house*) and for clauses (*that the hay was dry*, *that the sky was clear*, and *that the wagon was ready*). A diagram shows the matching forms plainly: the three gerunds stand on three equal prongs of one fork.



Grace enjoys baking, sewing, and reading.

Correlative conjunctions. You learned in Lesson 16.1 that correlatives come in pairs: *both…and*, *either…or*, *neither…nor*, *not only…but also*, *whether…or*. The word or group after the first part must match the word or group after the second. “Henry not only mended the fence but also painted the barn” is parallel: a verb follows each part. “Henry not only mended the fence but also the barn was painted” is faulty, for a verb follows the first part and a whole clause follows the second. Often the cure is simply to move the first correlative: “We will either leave at dawn or at noon” becomes “We will leave either at dawn or at noon,” so that a prepositional phrase follows each part.

Comparisons. When *than* or *as* joins two things being compared, put them in the same form. “Walking to church is more pleasant than to ride” mixes a gerund and an infinitive; write “Walking to church is more pleasant than riding.” Scripture gives a model of two matching infinitives: “It is more blessed to give than to receive” (Acts 20:35).

Repeating key words. Sometimes a writer repeats an article, a preposition, the word *to* or the word *that* at the head of each parallel part, so the reader can see where each one begins. The Preacher does this in Ecclesiastes 3:2: “A time to be born, and a time to die.” The repeated words are not wasted; they mark the beat of the sentence.

The parallelism of Hebrew poetry. The poetry of the Psalms and Proverbs does not rhyme in sounds; it rhymes in thoughts. Each verse is usually built of two halves, and the second answers the first. Sometimes it repeats the thought in new words: “The heavens declare the glory of God; and the firmament sheweth his handywork” (Psalms 19:1). Sometimes it sets a contrast beside it: “A soft answer turneth away wrath: but grievous words stir up anger” (Proverbs 15:1). Look at the grammar of each half: subject, verb, object, and then again subject, verb, object. Because this poetry rests on matching thoughts and forms rather than on rhyme, it survives translation into English with its beauty whole, and it is one of the best models of parallel structure a writer can study.

WORKED EXAMPLE 1

Fix the faulty parallelism by making the last item match the first two.

> *Grandfather enjoys fishing, whittling, and to tell stories.*

1. Name the form of each item: *fishing* is a gerund, *whittling* is a gerund, *to tell stories* is an infinitive phrase.
2. The first two items are gerunds and set the pattern, so the last must become a gerund too (here a gerund phrase, because it keeps its object, *stories*).
3. Change *to tell stories* to *telling stories*.

Answer: Grandfather enjoys fishing, whittling, and telling stories.

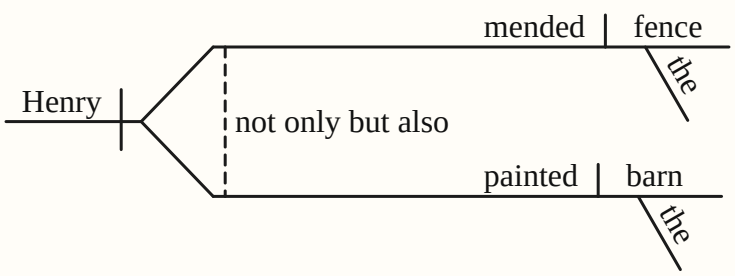
WORKED EXAMPLE 2

Diagram the sentence.

> *Henry not only mended the fence but also painted the barn.*

1. Find the verbs: *mended* and *painted*. A verb follows *not only*, and a verb follows *but also*, so the sentence is parallel.
2. Find the subject: *Henry* did both actions, so the sentence has one subject and a compound verb.
3. Find the complements: *fence* is the direct object of *mended*, and *barn* is the direct object of *painted*; each verb has its own object.
4. Draw a fork after the subject with *mended* on the upper prong and *painted* on the lower, and write *not only… but also* together on the dashed line between them.
5. Place each direct object after its own verb, and put each *the* under its noun.

Answer: Subject: Henry; compound verb: mended and painted, joined by not only…but also; direct objects: fence (the) after mended, barn (the) after painted



DAY 2

1. EASY Is the parallel structure in this sentence correct or incorrect?

> *On Saturday we raked the leaves, stacked the wood, and were picking apples.*

2. EASY Fix the faulty parallelism by making the last item match the first two.

> *Abigail likes to bake bread, to plant flowers, and singing hymns.*

3. EASY Write the two parallel word groups that tell what *Thy word* is, in sentence order.

> *Thy word is a lamp unto my feet, and a light unto my path.* (Psalms 119:105, KJV)

4. EASY Diagram the sentence.

> *Thomas fed the hens and milked the cows.*

DAY 3

5. EASY Which choice correctly completes the sentence?

> *Walking to church on a spring morning is more pleasant than ____ in the wagon.*

Choose: riding · to ride

6. MEDIUM Is the parallel structure in this sentence correct or incorrect?

> *Father taught us both how to plow a straight furrow and how to plant the corn.*

7. MEDIUM Fix the faulty parallelism by moving the word *either* so that a prepositional phrase follows both *either* and *or*.

> *We will either leave for the fair at dawn or at noon.*

8. MEDIUM Diagram the sentence.

> *Thy word is a lamp unto my feet, and a light unto my path.* (Psalms 119:105, KJV)

DAY 4

9. MEDIUM Which choice correctly completes the sentence?

> *The shepherd's work is to find good pasture, to guard the flock, and ____.*

Choose: to tend the lambs · tending the lambs · the lambs need tending

10. MEDIUM Write a sentence of your own that contains a series of three prepositional phrases in parallel form. Then explain what makes the series parallel.

11. HARD Diagram the sentence.

> *A soft answer turneth away wrath: but grievous words stir up anger.* (Proverbs 15:1, KJV)

12. HARD Fix the faulty parallelism so that a verb with its object follows both *not only* and *but also*. Keep the same words where you can.

> *Ruth not only washed the dishes but also the floor was swept.*

COMMON MISTAKES

- Changing form at the end of a series (*to bake, to plant,* and *singing*). Before you finish a list, name the form of the first item and make every item match it.
- Putting the first correlative too early (*either leave at dawn or at noon*). Place each part of the pair directly before the matching words it joins.
- Comparing a gerund with an infinitive (*Walking is better than to ride*). Look at both sides of *than* or *as* and give them the same form.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

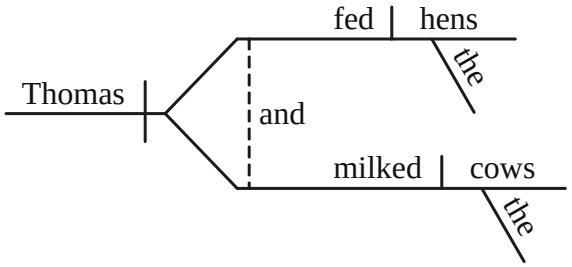
> *Trust in the LORD with all thine heart; and lean not unto thine own understanding.*
>
> (Proverbs 3:5, KJV)

Then review the common mistakes and redo any missed practice items.

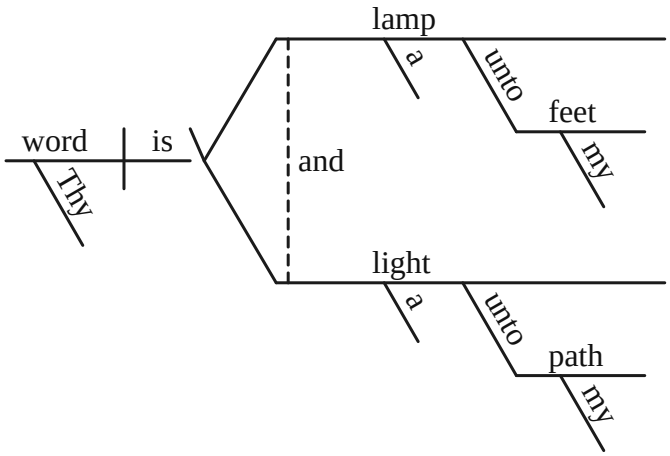
ANSWERS: LESSON 24.3

1. incorrect (two past-tense verbs are followed by a progressive verb phrase; write *picked apples*)
2. Abigail likes to bake bread, to plant flowers, and to sing hymns.
3. a lamp unto my feet, a light unto my path

4. Subject: Thomas; compound verb: fed and milked; direct objects: hens (the) after fed, cows (the) after milked

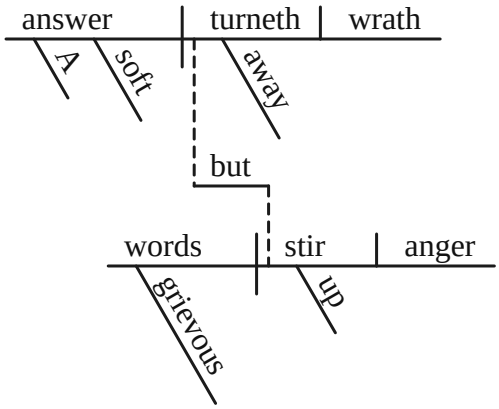


5. riding (a gerund to match the gerund *walking*)
6. correct (*how to plow…* follows *both*, and *how to plant…* follows *and*)
7. We will leave for the fair either at dawn or at noon.
8. Subject: word (Thy); linking verb: is; compound predicate nominative: lamp and light, each with a and an adjective phrase (unto my feet, unto my path)



9. to tend the lambs (an infinitive phrase to match the other two)
10. Answers will vary. Example: The deer ran across the meadow, through the creek, and into the woods. The series is parallel because each item is a prepositional phrase: a preposition followed by its object.

11. Compound sentence joined by but. First clause: subject answer (A, soft); verb turneth (adverb away); direct object wrath. Second clause: subject words (grievous); verb stir (adverb up); direct object anger.



12. Ruth not only washed the dishes but also swept the floor.

UNIT 24 · LESSON 24.4 · LEVEL 3

Grammar and Good Writing

5 days, about 20–30 minutes a day

DAY 1: LEARN IT

OBJECTIVES

- Combine short sentences by using phrases (prepositional, appositive, participial) and clauses (independent and dependent).
- Vary sentence beginnings and sentence structures in a passage.
- Revise sentences to be concise, with plain words and strong verbs.
- Diagram combined sentences that draw on skills from the whole course.

VIDEO

WATCH

Sent Combine: Group of Words

grammarcloud · 4:09

When to watch: Day 1, after reading the core ideas and before the worked examples.

https://www.youtube.com/watch?v=dU2cZusl-9A

BACKUP

Sent Comb Using Conjunctions

grammarcloud · 3:48

When to watch: Before the Day 2 practice, if the first video did not make it click.

https://www.youtube.com/watch?v=GVJw5vkGxBA

> **Note:** grammarcloud's two videos cover combining sentences with phrases and with connecting words. Neither covers varied sentence beginnings or strong verbs; use the book for those.

KEY TERMS

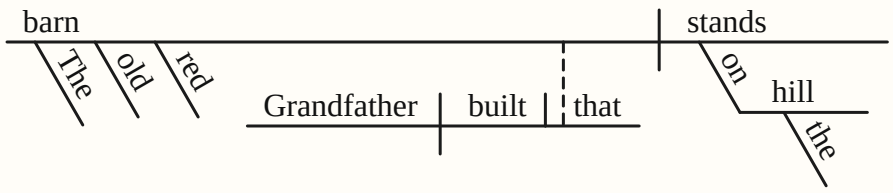
sentence combining	Sentence combining is joining two or more short sentences into one by turning some of them into phrases or clauses.
concise	A concise sentence says what it means in as few words as clearness allows.
strong verb	A strong verb names an action exactly, so that it needs no extra words to carry its meaning.

TEACHING

You have now named every part of the English sentence: the eight parts of speech, subjects and predicates, complements, phrases, clauses and the four sentence structures. Grammar is not an end in itself. A carpenter learns the names of his tools so that he can choose the right one; a writer learns the names of the parts of a sentence so that he can build and revise deliberately instead of by guesswork. This last lesson shows grammar at work in good writing.

Combining with phrases. A string of short sentences sounds choppy, and it hides which ideas matter most. Often one sentence can be folded into another as a single word or a phrase. “The barn stood on the hill. It was old. It was red” becomes “The old red barn stood on the hill.” “Pastor Hale visited us. He is our minister” becomes “Pastor Hale, our minister, visited us” (an appositive). “Samuel finished his chores. He ran to the creek” becomes “Having finished his chores, Samuel ran to the creek” (a participial phrase, followed by a comma). Remember Lesson 22.2: an introductory participial phrase must modify the subject that follows it.

Combining with clauses. When two ideas are equal, join them as independent clauses in a compound sentence. When one idea is less important, or explains the other, make it a dependent clause and keep the main idea in the independent clause: “The rain stopped. We went out to the garden” becomes “When the rain stopped, we went out to the garden.” Choose the subordinating conjunction that states the exact relation: *when* for time, *because* for cause, *although* for contrast, *if* for condition. An adjective clause can do the same work for a noun: “The old red barn that Grandfather built stands on the hill.”



The old red barn that Grandfather built stands on the hill.

Variety. If every sentence begins with its subject and runs the same length, the reader soon stops listening. Begin some sentences with an adverb (*Slowly, the fog lifted*), a prepositional phrase (*Before dawn, the rooster crowed*), a participial phrase, or an adverb clause. Mix simple, compound, complex, and compound-complex sentences, and mix long sentences with short ones. A short sentence after several long ones lands with special force. The shortest verse in the English Bible is two words long: “Jesus wept” (John 11:35). Nothing could be added to it without weakening it.

Concise, plain and strong. Cut every word that does no work. “Due to the fact that” means “because”; “at this point in time” means “now”; “return back” and “each and every” say the same thing twice. Prefer the plain word to the fancy one (*use*, not *utilize*). Let the verb carry the action: “Father made a decision to plant oats” becomes “Father decided to plant oats.” Prefer the active voice (Lesson 20.2), and do not open with “There were” when a real subject is waiting: “There were many birds singing in the hedge” becomes “Many birds sang in the hedge.” The King James Bible shows how much plain words can carry: “And God said, Let there be light: and there was light” (Genesis 1:3).

Pulling the course together. When you revise, use everything you have learned, in order. First find each verb and its subject, and check that they agree. Check each pronoun's case and its antecedent. Place each modifier next to the word

it modifies. Check the punctuation, the usage, and the parallel structure. Then read the passage aloud and ask whether it is clear, concise, and varied. Grammar exists to serve the reader: its rules are the shared agreements that let one mind speak plainly to another, and good writing is simply grammar used with care.

From history. In 1604 King James I approved a new English translation of the Bible, and about fifty scholars, working in six companies at Westminster, Oxford and Cambridge, completed it in 1611. They worked from the Hebrew and Greek and built on earlier English Bibles, above all William Tyndale's. Most of their words are short, plain words that come from Old English, set in strong verbs and balanced clauses. That plain style has shaped English prose for four centuries.

WORKED EXAMPLE 1

Which sentence combines the two sentences with an adverb clause and keeps the main idea, that the children hurried, in the independent clause?

> *The bell rang. The children hurried into the church.*

Choose: When the bell rang, the children hurried into the church. · The bell rang when the children hurried into the church. · The bell rang, and the children hurried into the church.

1. Decide which idea is the main one: *the children hurried*. That idea belongs in the independent clause.
2. The bell's ringing tells when they hurried, so it becomes an adverb clause beginning with *when*.
3. The second choice puts the main idea in the dependent clause and changes the meaning; the third is a compound sentence with no dependent clause. Only the first fits, and its introductory adverb clause is followed by a comma.

Answer: When the bell rang, the children hurried into the church.

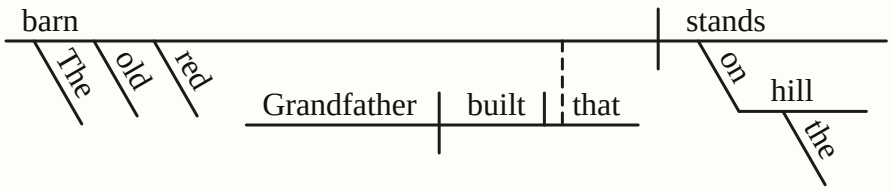
WORKED EXAMPLE 2

Diagram the sentence.

> *The old red barn that Grandfather built stands on the hill.*

1. Find the verbs: *stands* and *built*. *Built* belongs to the clause *that Grandfather built*, so *stands* is the verb of the independent clause.
2. Find the subjects: *barn stands*; *Grandfather built*. The independent clause is *The old red barn stands on the hill*.
3. Find the complements: *stands* has none; in the adjective clause, the relative pronoun *that* is the direct object of *built* (*Grandfather built that*).
4. Place the modifiers: *The*, *old* and *red* under *barn*; the adverb phrase *on the hill* under *stands*.
5. Draw the adjective clause on its own baseline below, with a dashed line from *barn* to *that*.

Answer: Subject: barn (The, old, red); verb: stands; adverb phrase: on the hill; adjective clause: that Grandfather built, modifying barn (subject Grandfather; verb built; direct object that)



PRACTICE

DAY 2

1. EASY What is the structure of this sentence: simple, compound, complex or compound-complex?

   > *After the harvest, the whole family gave thanks.*

2. EASY Which sentence is the most concise?

   Choose: Due to the fact that it was raining, we stayed inside. · Because it was raining, we stayed inside. · Because of the fact that it was raining outside, we stayed inside the house.

3. EASY Replace the words *made a decision* with a single strong verb, and change nothing else.

> *Father made a decision to plant oats in the north field.*

4. EASY Diagram the sentence.

> *When the rain stopped, we went out to the garden.*

DAY 3

5. EASY What kind of phrase begins this sentence?

> *Having finished his chores, Samuel ran to the creek.*

6. MEDIUM Which sentence correctly combines the two sentences with an introductory participial phrase?

> *The colt was frightened by the thunder. It ran to the far corner of the pasture.*

Choose: Frightened by the thunder, the colt ran to the far corner of the pasture. · Frightened by the thunder, the far corner of the pasture was where the colt ran. · The colt ran to the far corner of the pasture, and the thunder frightened it.

7. MEDIUM Revise the sentence so that it does not begin with *There were*: make *birds* the subject (keeping *many*) and *sang* the verb.

> *There were many birds singing in the hedge.*

8. MEDIUM Diagram the sentence.

> *Having finished his chores, Samuel ran to the creek.*

DAY 4

9. MEDIUM What is the structure of this sentence: simple, compound, complex or compound-complex?

> *The first place that I can well remember was a large pleasant meadow with a pond of clear water in it.* (Anna Sewell, Black Beauty, Chapter 1, My Early Home)

10. MEDIUM Combine these three short sentences into one good sentence, using at least one phrase or dependent clause. Then name the phrase or clause you used.

> *The creek was cold. Henry waded across it. He carried his little sister.*

11. HARD What is the structure of this sentence: simple, compound, complex or compound-complex?

> *The wind rose after sunset, and Grandfather, who knew the signs of a storm, brought the sheep into the fold.*

12. HARD Diagram the sentence.

> *Abigail, our youngest sister, picked the berries, and Mother baked a pie that we shared after supper.*

COMMON MISTAKES

- Combining sentences with an introductory phrase that dangles (*Frightened by the thunder, the far corner was where the colt ran*). Make sure the subject right after the phrase is the one the phrase describes.
- Burying the main idea in a dependent clause. Decide which idea matters most and give it the independent clause.
- Padding sentences with empty words (*due to the fact that*, *there were*, *made a decision*). Read each sentence and cut every word that does no work; let a strong verb carry the action.

DAY 5

Dictation. The parent reads this aloud slowly; write it, then check every capital and mark.

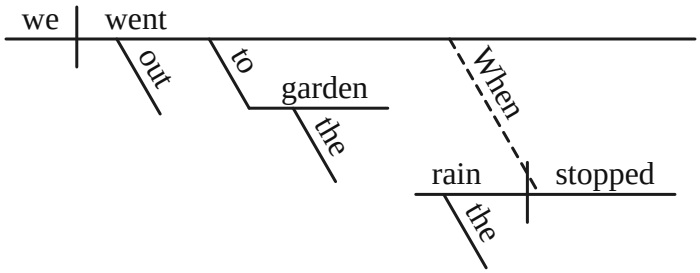
> *When the snow had melted from the hills, Grandfather, who had farmed this valley for fifty years, walked out to the pasture and counted the new lambs.*

Then review the common mistakes and redo any missed practice items.

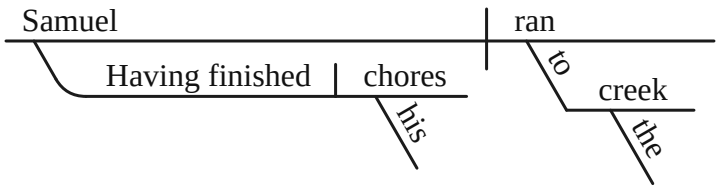
ANSWERS: LESSON 24.4

1. simple (*After the harvest* is a phrase, not a clause; there is one subject and one verb)
2. Because it was raining, we stayed inside.
3. Father decided to plant oats in the north field.

4. Subject: we; verb: went; adverb: out; adverb phrase: to the garden; adverb clause: When the rain stopped, modifying went (subject rain, with the; verb stopped)

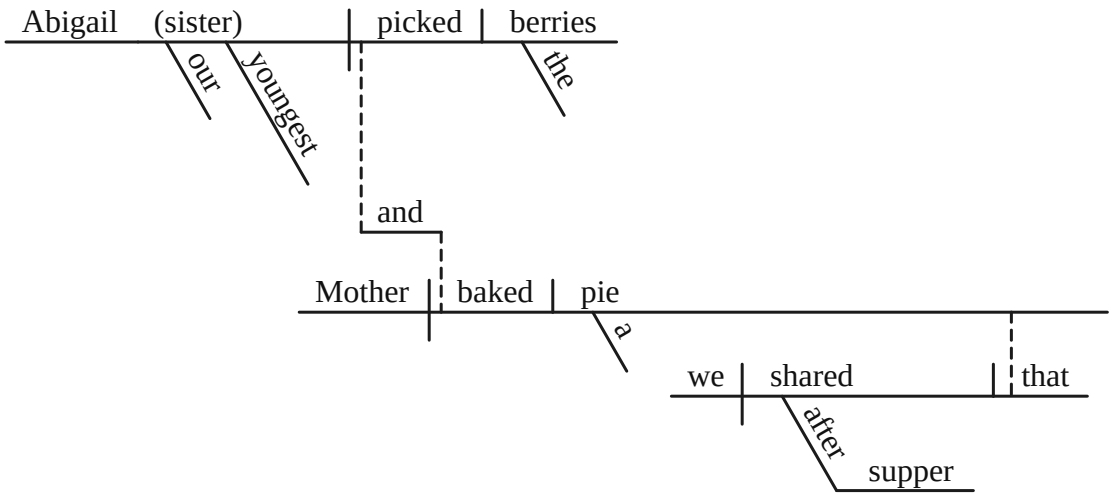


5. participial phrase (it modifies *Samuel*)
6. Frightened by the thunder, the colt ran to the far corner of the pasture. (The phrase modifies *colt*, the subject that follows it.)
7. Many birds sang in the hedge.
8. Subject: Samuel; verb: ran; adverb phrase: to the creek; participial phrase: Having finished his chores, modifying Samuel (direct object of the participle: chores, with his)



9. complex (one independent clause and the adjective clause *that I can well remember*)
10. Answers will vary. Example: Carrying his little sister, Henry waded across the cold creek. This sentence uses the participial phrase Carrying his little sister, which modifies Henry, and turns cold into an adjective before creek.
11. compound-complex (two independent clauses joined by *and*, and the adjective clause *who knew the signs of a storm*)

12. Compound-complex sentence joined by and. First clause: subject Abigail with the appositive sister (our, youngest); verb picked; direct object berries (the). Second clause: subject Mother; verb baked; direct object pie (a), modified by the adjective clause that we shared after supper (subject we; verb shared; direct object that; adverb phrase after supper).



Unit 24 Test

Allow about 30 minutes. Work with the book closed and without notes. Draw the diagrams on paper. Mastery is about 10 of 12 correct; for any item you miss, reread the lesson named beside it and redo its practice items.

1. 24.1 Which word correctly completes the sentence?

   > *We had ____ visitors at the farm stand this week than last week.*

   Choose: fewer · less

2. 24.1 What part of speech is the word *like* in this sentence?

   > *The frosted meadow sparkled like a field of diamonds.*

3. 24.1 Which word correctly completes the sentence?

   > *Please ____ these eggs to Mrs. Hale when you go to town this afternoon.*

   Choose: bring · take

4. 24.2 Which word correctly completes the sentence?

   > *The old millstone has lain ____ in the grass beside the creek for many years.*

   Choose: stationary · stationery

5. 24.2 Fix the confused word.

   > *The governor's office is on the second floor of the capital building.*

6. 24.2 Which word correctly completes the sentence?

   > *When Grandfather called the long winter “our forty years in the wilderness,” he was making an ____ to the story of Israel.*

   Choose: allusion · illusion

7. 24.3 Fix the faulty parallelism by making the last item match the first two.

   > *Caleb spent the morning splitting logs, stacking kindling, and he carried water.*

8. 24.3 Is the parallel structure in this sentence correct or incorrect?

   > *Clara would rather walk to the library than ride in the crowded wagon.*

9. 24.4 What is the structure of this sentence: simple, compound, complex or compound-complex?

> *For the LORD knoweth the way of the righteous: but the way of the ungodly shall perish.*
>
> (Psalms 1:6, KJV)

10. 23.2 Add the missing punctuation: a semicolon and a comma.

> *The hayloft was nearly full however there was still room for a few bales.*

11. 24.3 Diagram the sentence.

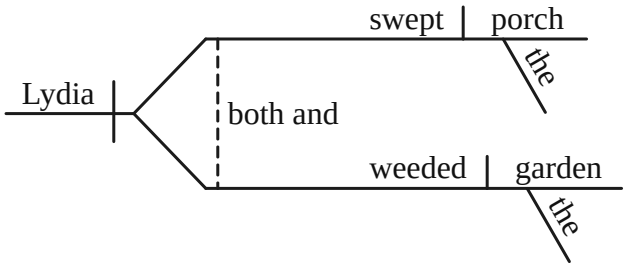
> *Lydia both swept the porch and weeded the garden.*

12. 24.4 Diagram the sentence.

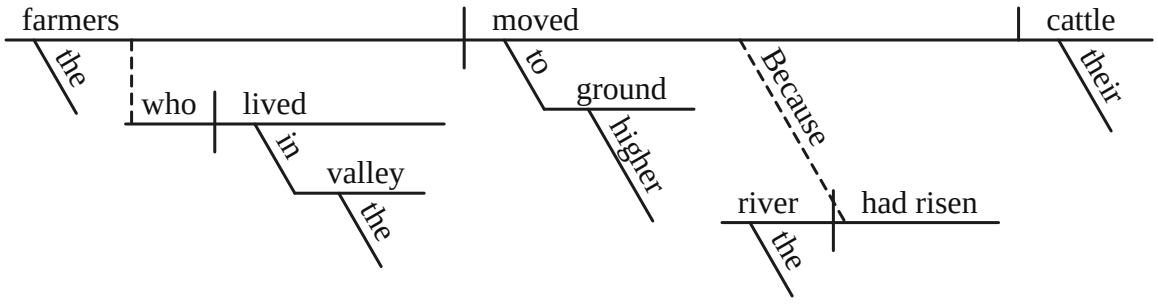
> *Because the river had risen, the farmers who lived in the valley moved their cattle to higher ground.*

ANSWERS: UNIT 24 TEST

1. fewer (visitors can be counted)
2. preposition (its object is *field*; no clause follows)
3. take (the eggs are carried away from the speaker)
4. stationary (not moving)
5. The governor's office is on the second floor of the capitol building. (A capitol is the building where lawmakers meet.)
6. allusion (an indirect reference to a well-known story)
7. Caleb spent the morning splitting logs, stacking kindling, and carrying water.
8. correct (*walk* and *ride* are the same verb form on each side of *than*)
9. compound (two independent clauses joined by *but*, set in parallel)
10. The hayloft was nearly full; however, there was still room for a few bales.
11. Subject: Lydia; compound verb: swept and weeded, joined by both…and; direct objects: porch (the) after swept, garden (the) after weeded



12. Subject: farmers (the), modified by the adjective clause who lived in the valley; verb: moved; direct object: cattle (their); adverb phrase: to higher ground; adverb clause: Because the river had risen, modifying moved (subject river, with the; verb had risen)



UNITS 21–24 · 3 DAYS, ABOUT 30 MINUTES A DAY

Level 3, Year B Review

This review gathers up the final year of the course: pronouns in depth, modifiers, punctuation, and usage and style, with a few diagrams from Year A to keep those skills sharp. Do one day's ten items each day, closed book, and draw the diagrams on paper. When you finish, check your work with your parent, mark any mistakes, and reread the lesson named in the item's topic before you correct it. This is a review, not a test; its purpose is to show what you have mastered and what deserves one more look.

Day 1

1. 21.1 What job does the pronoun *whom* do in its own clause?

   > *This is my beloved Son, in whom I am well pleased.* (Matthew 3:17, KJV)

2. 21.1 Diagram the sentence.

   > *Grandfather will give the colt to whoever trains it.*

3. 21.2 Which pronoun correctly completes the sentence?

   > *Martha can sew faster than ____.*

   Choose: I · me

4. 21.2 Correct the error in pronoun case.

   > *Father divided the work between Henry and I.*

5. 21.3 Which pronoun correctly completes the sentence in careful written English?

   > *Every member of the choir must bring ____ own hymnal.*

   Choose: his · their

6. 21.3 Which pronoun correctly completes the sentence?

   > *The committee has finished ____ report.*

   Choose: its · their

7. 21.4 Write the pronoun whose antecedent is unclear.

   > *Ruth told Clara that her bread had won the prize at the fair.*

8. 17.2 Diagram the sentence.

> *Running through the meadow, the colt kicked up its heels.*

9. 22.1 Which sentence correctly says that Henry ate one apple and nothing more?

Choose: Only Henry ate one apple. · Henry only ate one apple. · Henry ate only one apple.

10. 22.1 Correct the misplaced phrase by moving it next to the word it modifies.

> *The boy fed the calf in the blue coat.*

Day 2

11. 22.2 Is the introductory participial phrase used correctly, or is it dangling?

> *Having finished the chores, the hay was stacked neatly in the loft.*

12. 22.3 Which word makes the comparison logical?

> *Henry's handwriting is neater than ____.*

Choose: Peter · Peter's

13. 22.3 Correct the illogical comparison by adding one word.

> *Grandfather's oak is taller than any tree on the farm.*

14. 22.4 Diagram the sentence.

> *The church that stands on the hill has a new bell.*

15. 22.4 Add the two commas that set off the nonrestrictive clause.

> *Aunt Abigail who teaches at the village school will sing at the wedding.*

16. 18.3 Diagram the sentence.

> *Because the river had risen, the ferry waited until noon.*

17. 23.1 Add the three missing commas.

> *Yes Martha the long cold winter is finally over.*

18. 23.1 Is the sentence punctuated correctly or incorrectly?

> *The old farmhouse at the end of the lane, needs a new roof.*

19. 23.2 Add the colon that introduces the list.

> *Bring these tools to the barn a hammer, a saw, and a box of nails.*

20. 23.2 Write the conjunctive adverb.

> *The barn was old and drafty; nevertheless, the cows stayed warm in the straw.*

Day 3

21. 23.3 Add the missing hyphen.

> *The Millers live in a well built stone house.*

22. 23.4 Correct the quotation marks around the quotation inside the quotation.

> *Peter said, "Mother told us, "Wash your hands before supper.""*

23. 19.4 Diagram the sentence.

> *Anna sang the hymn that her grandmother loved, and the whole family joined in the chorus.*

24. 24.1 Which word correctly completes the sentence?

> *This year our hens laid ____ eggs than last year.*

Choose: fewer · less

25. 24.2 Which word correctly completes the sentence?

> *Mr. Miller, the ____ of our school, rang the bell at eight o'clock.*

Choose: principal · principle

26. 24.3 Make the series parallel by changing the last item to the same form as the first two.

> *Abigail likes reading, sewing, and to bake.*

27. 24.3 This verse is built in two parallel halves. Write the verb in the second half that matches *uttereth* in the first half.

> *Day unto day uttereth speech, and night unto night sheweth knowledge.* (Psalms 19:2, KJV)

28. 20.1 Diagram the sentence.

> *After the long summer, the farmers found the old well dry.*

29. 24.4 Diagram the sentence.

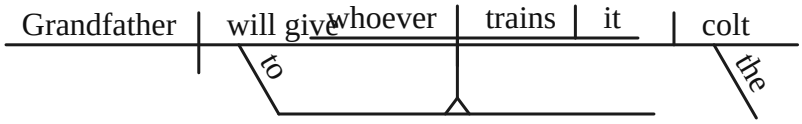
> *Grandfather, who built our barn, carved these wooden spoons for Mother.*

30. 24.4 Combine the three short sentences into one clear sentence, using a phrase or a clause, and explain why your version is better.

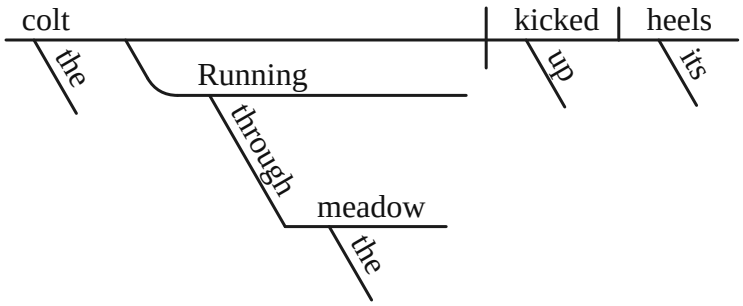
> *The Millers own a small farm. The farm lies beside the river. They raise sheep on it.*

ANSWERS: LEVEL 3, YEAR B REVIEW

1. object of the preposition (*in whom*; the clause in statement order is *I am well pleased in whom*)
2. Subject: Grandfather; verb: will give; direct object: colt (the); phrase: to, whose object is the noun clause on a stilt (subject whoever, verb trains, direct object it)

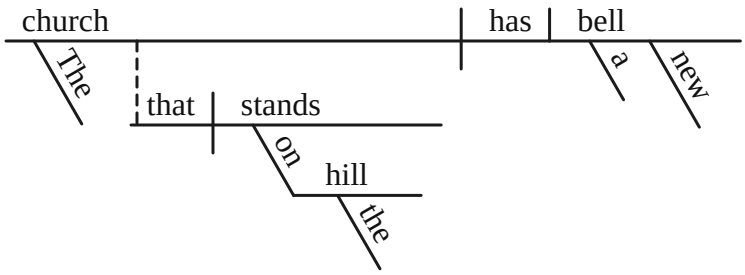


3. I (finish the comparison: *than I can sew*)
4. Father divided the work between Henry and me. (*Me* is an object of the preposition *between*.)
5. his (the antecedent, *member*, is singular; traditional English uses *his* for a mixed group)
6. its (the committee acts as one body, as the singular verb *has* shows)
7. her (it could mean Ruth or Clara)
8. Subject: colt (the), with the participle Running on a bent line beneath it and the phrase through the meadow; verb: kicked, with the adverb up; direct object: heels (its)

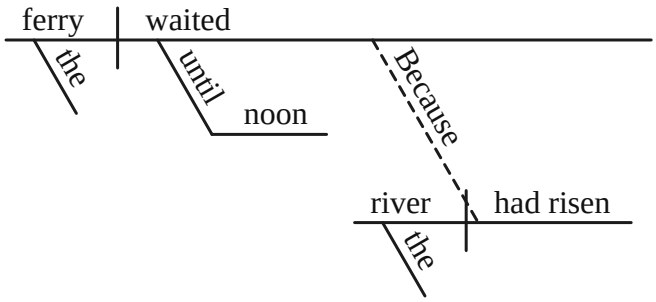


9. Henry ate only one apple. (*Only* belongs directly before the words it limits, *one apple*.)
10. The boy in the blue coat fed the calf.
11. dangling (the hay did not finish the chores; the sentence never names the doer)
12. Peter's (handwriting must be compared with handwriting, not with a person)
13. Grandfather's oak is taller than any other tree on the farm. (The oak is itself a tree on the farm, so it cannot be taller than itself.)

14. Subject: church (The), with the restrictive adjective clause below (subject that, verb stands, phrase on the hill) joined by a dashed line; verb: has; direct object: bell (a, new)

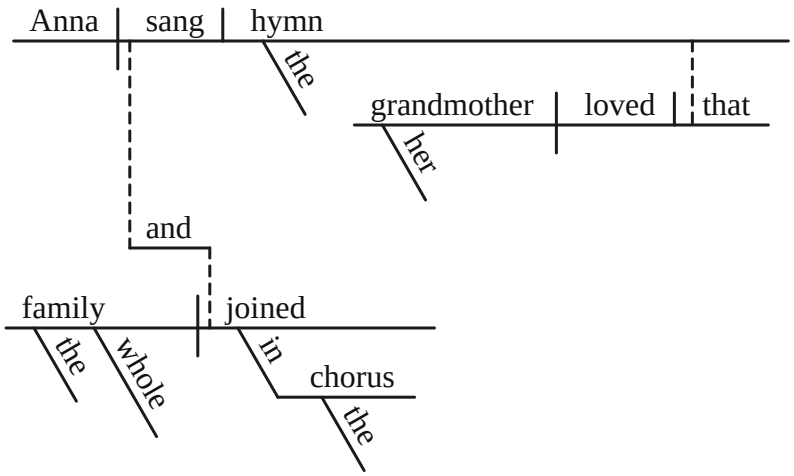


15. Aunt Abigail, who teaches at the village school, will sing at the wedding. (The name already tells which woman is meant, so the clause is nonessential.)
16. Subject: ferry (the); verb: waited, with the phrase until noon; adverb clause below (subject river with the, verb had risen), joined to waited by Because on a dashed slanted line

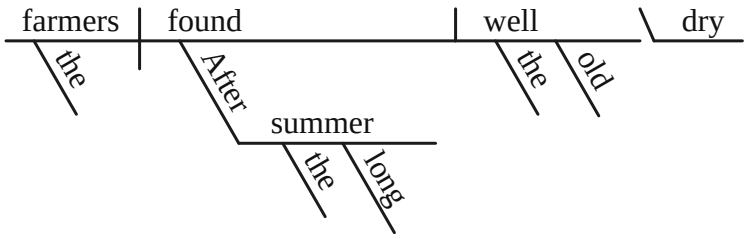


17. Yes, Martha, the long, cold winter is finally over. (introductory word, direct address, coordinate adjectives)
18. incorrect (a comma must not separate the subject, *farmhouse*, from its verb, *needs*)
19. Bring these tools to the barn: a hammer, a saw, and a box of nails.
20. nevertheless (it follows the semicolon and is followed by a comma)
21. The Millers live in a well-built stone house. (A compound adjective before a noun takes a hyphen.)
22. Peter said, “Mother told us, ‘Wash your hands before supper.’” (Single marks go inside double marks.)

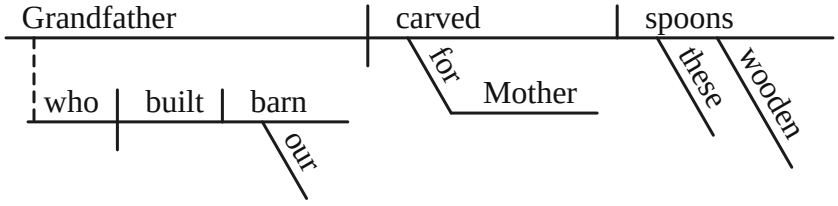
23. First clause: subject Anna; verb sang; direct object hymn (the), with the adjective clause below (subject grandmother with her, verb loved, direct object that). Second clause: subject family (the, whole); verb joined, with the phrase in the chorus. The clauses are joined by and.



24. fewer (eggs can be counted)
25. principal (the head of a school; a principle is a rule or truth)
26. Abigail likes reading, sewing, and baking.
27. sheweth (*Day unto day uttereth … night unto night sheweth*)
28. Subject: farmers (the); verb: found, with the phrase After the long summer; direct object: well (the, old); objective complement: dry, after a backslash slanting toward well



29. Subject: Grandfather, with the adjective clause below (subject who, verb built, direct object barn with our) joined by a dashed line; verb: carved, with the phrase for Mother; direct object: spoons (these, wooden)

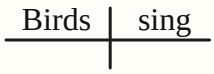


30. Answers will vary. Example: The Millers raise sheep on their small farm beside the river. The combined sentence says the same thing in fewer words, drops the repeated farm and the weak pronoun it, and puts the main action in one strong verb.

Diagram Guide

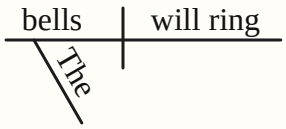
Every kind of Reed-Kellogg diagram used in this book, with the lesson that teaches it. Main parts of the sentence sit on the baseline: the subject, then the verb (the divider crosses the baseline), then a direct object (a short line standing on the baseline) or a predicate noun or adjective (a line slanting back toward the subject). Modifiers hang below the words they modify on slanted lines.

The subject and the verb (Lesson 1.4)



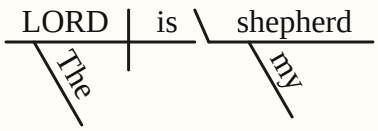
Birds sing.

A verb phrase (helping verb) (Lesson 3.2)



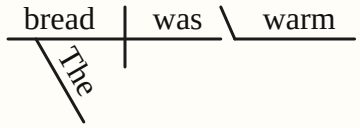
The bells will ring.

A predicate noun (Lesson 3.3)



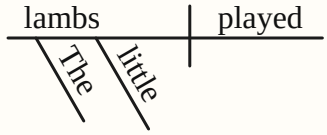
The LORD is my shepherd.

A predicate adjective (Lesson 3.3)



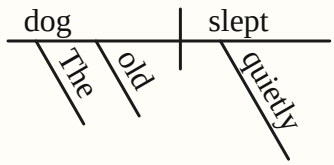
The bread was warm.

Adjectives and articles (Lesson 4.3)



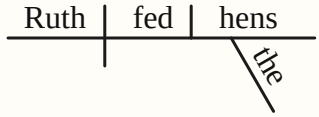
The little lambs played.

Adverbs (Lesson 5.1)



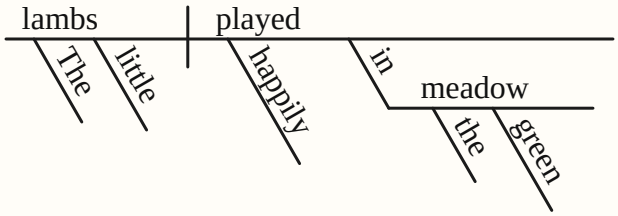
The old dog slept quietly.

A direct object (Lesson 5.2)



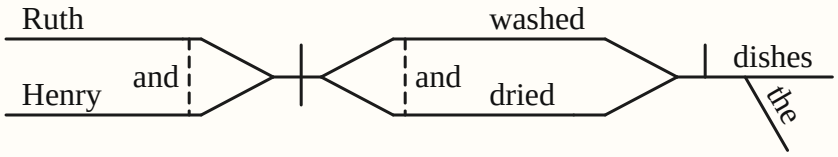
Ruth fed the hens.

Prepositional phrases (Lesson 6.4)



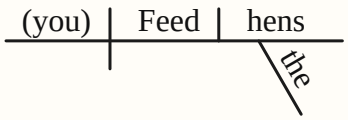
The little lambs played happily in the green meadow.

Compound subject and compound verb (Lesson 7.2)



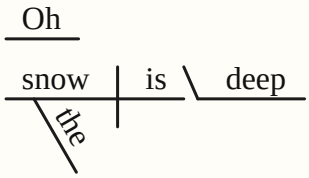
Ruth and Henry washed and dried the dishes.

Understood subject (you) (Lesson 7.3)



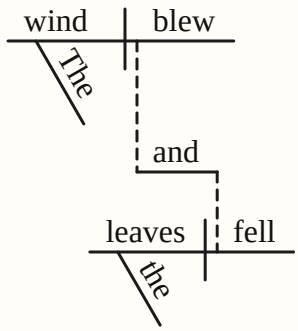
Feed the hens.

An interjection (Lesson 7.3)



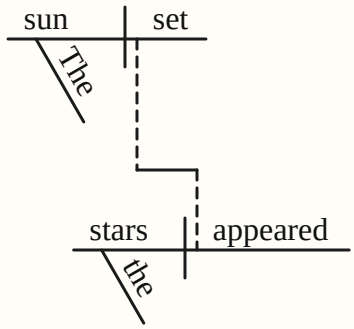
Oh, the snow is deep!

A compound sentence (Lesson 7.4)



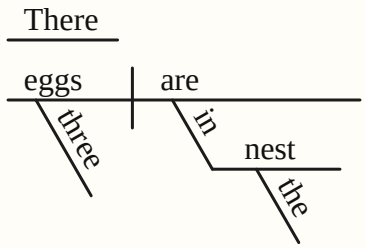
The wind blew, and the leaves fell.

A compound sentence joined by a semicolon (Lesson 9.4)



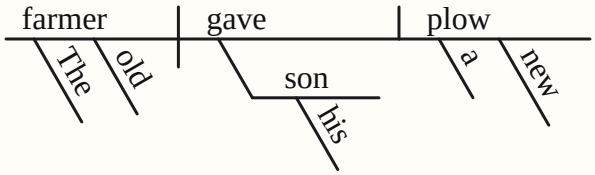
The sun set; the stars appeared.

The expletive there (Lesson 12.4)



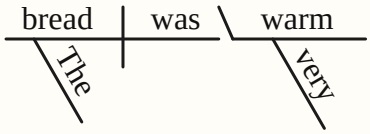
There are three eggs in the nest.

An indirect object (Lesson 13.2)



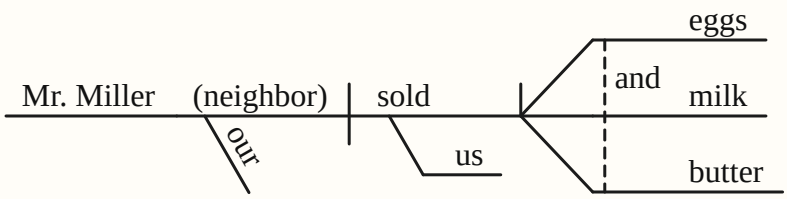
The old farmer gave his son a new plow.

An adverb modifying an adjective (Lesson 14.1)



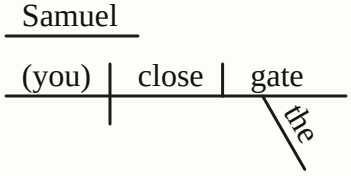
The bread was very warm.

An appositive (Lesson 15.1)



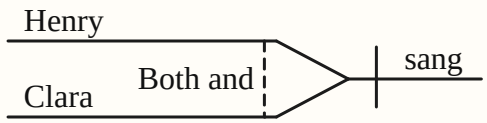
Mr. Miller, our neighbor, sold us eggs, milk, and butter.

A noun of direct address (Lesson 15.1)



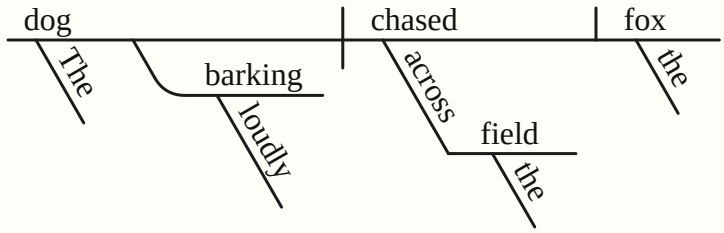
Samuel, close the gate.

Correlative conjunctions (Lesson 16.1)



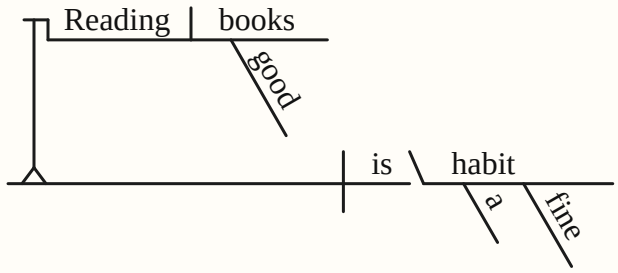
Both Henry and Clara sang.

A participial phrase (Lesson 17.2)



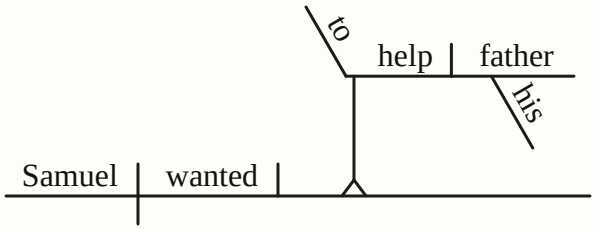
The dog, barking loudly, chased the fox across the field.

A gerund phrase (Lesson 17.3)



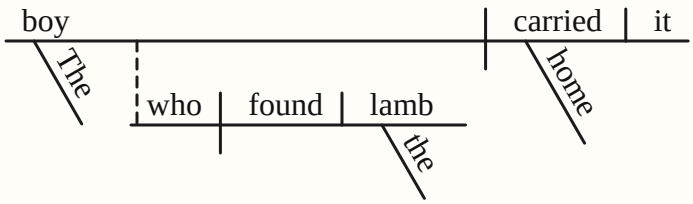
Reading good books is a fine habit.

An infinitive phrase (Lesson 17.4)



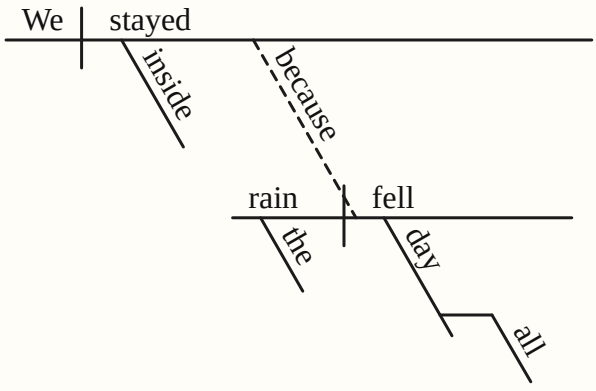
Samuel wanted to help his father.

An adjective clause (Lesson 18.2)



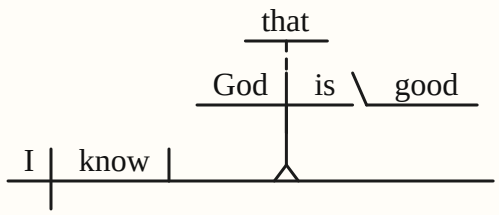
The boy who found the lamb carried it home.

An adverb clause (Lesson 18.3)



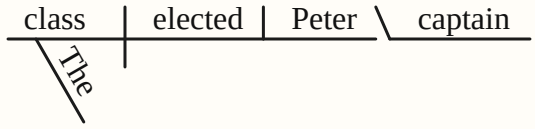
We stayed inside because the rain fell all day.

A noun clause (Lesson 18.4)



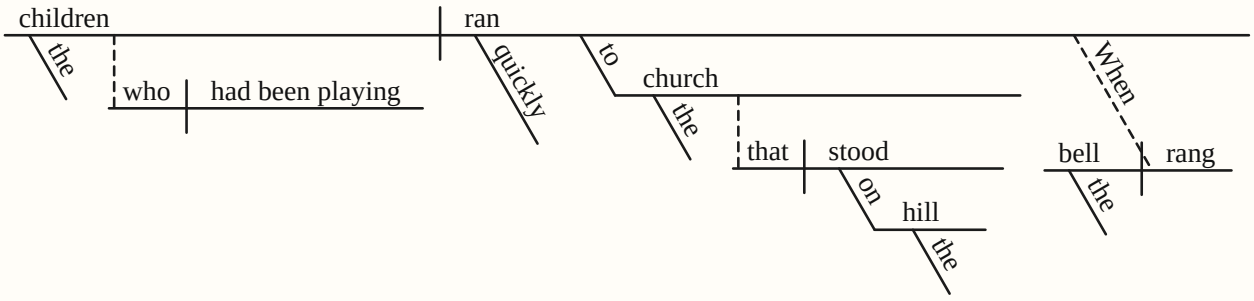
I know that God is good.

An objective complement (Lesson 20.1)



The class elected Peter captain.

A long complex sentence (Lesson 19.4)



When the bell rang, the children who had been playing ran quickly to the church that stood on the hill.