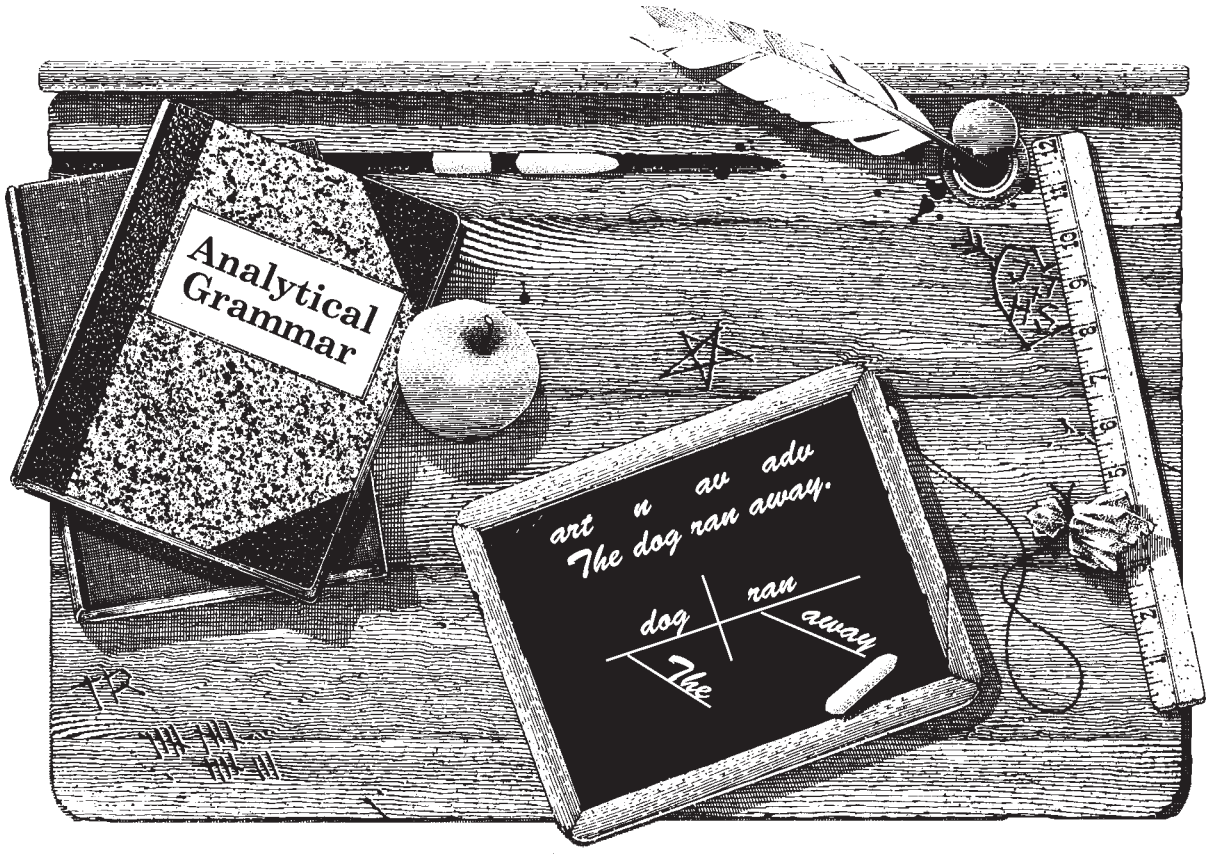
Analytical Grammar:

a systematic approach to language mastery

Sample Unit



Created by R. Robin Finley

Analytical Grammar
R. Robin Finley
7615 Vista Del Rey Lane
Raleigh, North Carolina 27613
Telephone : (919) 783-0795
Fax: (919) 783-5094
email: orders@analyticalgrammar.com
www.analyticalgrammar.com

PREPOSITIONAL PHRASES

DEFINITION: A preposition is a word used to show the relationship between two nouns.

EXAMPLES: The package under the tree is mine. (under is the preposition)
The package in the tree is mine. (in is the preposition)
The package near the tree is mine. (near is the preposition)

NOTICE HOW THE RELATIONSHIP BETWEEN THE PACKAGE AND THE TREE CHANGES WHEN THE PREPOSITION CHANGES.

HOW TO FIND A PREPOSITION:

Almost all prepositions will fit into the following little sentence (it's very handy; memorize it!).

"THE MOUSE GOES _____THE BOX (OR BOXES)."

Try it out with the prepositions underlined in the three sentences used for examples. They fit, don't they?

PREPOSITIONS ARE LABELED "PP."

There are, however, some prepositions that won't fit into the "mouse-box" sentence. There are nine very common ones, which may seem like a lot to remember. Here's a little memory aid: you may not be able to remember them, BUT AL DOES!

B = but (but me)
U = until (until lunch)
T = than (than the others)
A = as (as a wink)
L = like (like a dog)
D = during (during recess)
O = of (of the homework)
E = except (except Bob)
S = since (since breakfast)

A word may fit into the "mouse-box" sentence and look like a preposition, but IT ISN'T A PREPOSITION UNLESS IT'S IN A PREPOSITIONAL PHRASE. To find a prepositional phrase, you say the preposition and ask, "What?" The answer you are looking for is a noun or pronoun that answers that question. That noun or pronoun is called the OBJECT OF THE PREPOSITION. Each prepositional phrase will -

begin with a preposition, and
end with a noun or pronoun.
If there are any words between the preposition and its object, they are modifiers for the object.

In the three sentences above, the prepositional phrases are "under the tree," "in the tree," and "near the tree" and "tree" is the object of the preposition in all three phrases.

PREPOSITIONAL PHRASES HAVE A JOB TO DO; THEY ARE ALWAYS **MODIFIERS**.

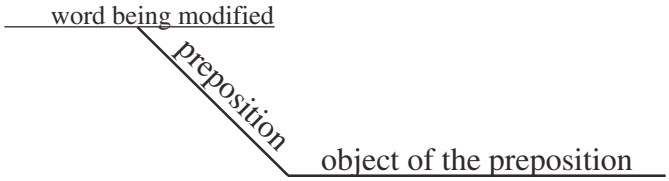
Look at the following three sentences:

I ate my lunch before recess. **(the prepositional phrase is "before recess")**
I ate my lunch before. **("before" isn't a preposition because there's no object.)**
I ate my lunch before I saw you. **("before" isn't a preposition because if you ask, "before what?", the answer would be "before I saw you." That's not a prepositional phrase because you won't have a verb in a prepositional phrase.)**

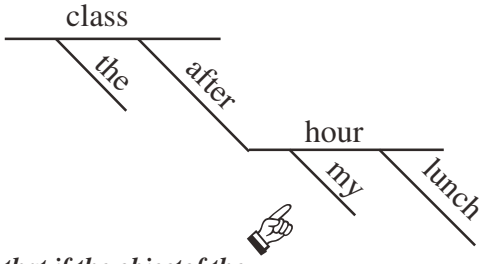
(over)

DIAGRAMING: Sentence diagraming is a tool we use much like drawing a picture. We use diagrams to make it easier to understand concepts which might be hard to understand. Diagrams consist of three types of lines: horizontal (——), vertical (|), and diagonal (\ ).

The basic diagram of a prepositional phrase looks like this:



EXAMPLE: art n prep adj adj n
the class (after my lunch hour)



Note that if the objectof the prepositionhasany modifiers(articles and adjetives) they go on diagonal lines attached to the object.

NOTE: A few prepositions consist of more than one word. They are *because of, on account of, in spite of, according to, instead of*, *contrary to* and *out of*. If you find one of these prepositions, label it "pp" with "wings" (as you do with proper nouns of more than one word).

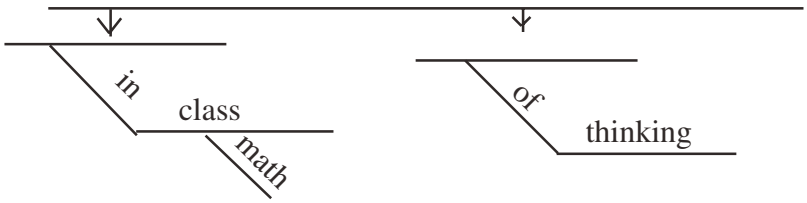
PREPOSITIONAL PHRASES: EXERCISE #1

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper (and as neatly as you can), diagram the prepositional phrases in each sentence. Sentence #1 has been done for you as an example. Notice that some of the words below are underlined. That will be explained to you on the other side of this page.*

pp adj n pro art adj n pp n

1. (In math class) we use a certain method (of thinking).



(For now, we're not going to worry about what word goes on this line. Just diagram the prepositional phrases and leave that line blank.)

2. A person with a mind for math has the advantage over other people.

3. Such people learn concepts about mathematical principles easily.

4. They solve problems in math quickly.

5. Emotional blocks in your mind prevent success in math.

6. A belief in your ability as a mathematician gives you a better chance at success.

7. The "gift" of mathematical ability exists in all people.

(over)

8. A lack of success with certain problems seldom indicates a lack of ability.

9. In school we look for the key to success in mathematics.

10. Instead of "special" brains with ability in math, we need more hard work!

All the underlined words in this exercise are doing the same job. Look at your notes and write what that job is.

_____

PREPOSITIONAL PHRASES: EXERCISE #2

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. Look on the back of this paper for additional work having to do with the underlined words below.*

1. Johnny counts on his fingers in math class!

2. Counting on his fingers helps him with some math problems.

3. Early in many students' educations, teachers prohibit counting on fingers.

4. Counting on their fingers in public embarrasses some people.

5. Do your math in your head!

6. In an emergency, finger-count under the table!

7. In many cases, finger counting indicates an understanding of arithmetic.

(over)

8. In ancient China, they used a sophisticated finger-counting machine called an abacus.

9. The Chinese still use the abacus in their everyday lives.

10. Clever, imaginative finger-counting schemes work effectively for many people.

DIRECTIONS: *The underlined words in these sentences are doing one of two jobs. Choosing your answer from the jobs below, write what job each underlined word is doing.*

MODIFIER *OBJECT OF THE PREPOSITION*

SENTENCE #	WORD	JOB
1	class	_____
2	math	_____
4	public	_____
7	many	_____
9	lives	_____
10	finger-counting	_____

PREPOSITIONAL PHRASES: EXERCISE #3

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. The underlined words have to do with additional work on the other side of this page.*

1. Contrary to popular belief, you use your imagination in math class.

2. Early in the history of mathematics, the imagination of mathematicians led to the discovery of each new mathematical theorem.

3. The act of mathematical creation involves the use of all one's abilities.

4. In most cases, the gift of logic plays only a part in the mathematical process.

5. In your classes at school, success in mathematics requires an intuitive sense of the rightness of things.

6. You often give the solution to the problem an "educated" guess.

7. Sometimes you find the answer without conscious awareness of the creative process.

8. In your mind you instinctively know the answer to the problem.

(over)

9. Creativity exists in all aspects of math.

10. The logical part of your mind is not the only intellectual tool in use.

DIRECTIONS: *Write what job the underlined words are doing. Choose your answer from among the following:*

OBJECT OF THE PREPOSITION *MODIFIER*

SENTENCE #	WORD	JOB
2	mathematicians	_____
3	one's	_____
5	intuitive	_____
5	rightness	_____
10	logical	_____

SKILLS SUPPORT

DIRECTIONS: *Mark all the words in the passage below that you know. Put parentheses around the prepositional phrases. Diagram the prepositional phrases. Then paraphrase the entire paragraph.*

Research has failed to show any difference between the sexes in mathematical ability. The perception of math as a masculine domain stems from other myths about the subject. Math is seen as the epitome of cool, impersonal logic - nonintuitive and abstract.

PREPOSITIONAL PHRASES: TEST

NAME:_____DATE:_____

(RAW SCORE: _____*/279*_ GRADE:_____ POINTS:_____*/20*_____)

;

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases.*

1. Men really have no advantage over women in mathematical ability.

2. The perception of math as a masculine domain stems from other myths about the subject.

3. Ability in math is seen as the triumph of cool, impersonal logic.

4. This perhaps fits with the stereotypical image of men.

5. In many cases men will not readily admit to difficulty with math.

6. Women, early in their schooling, will often admit too readily to personal inadequacy as a reason for failure.

7. Both sexes may be expressing the same fears about math in different ways.

8. Do female experts in mathematics have the same degree of femininity as women in other fields?

9. According to studies at U.C.L.A., women in math-related professions actually exhibit more feminine characteristics than non-mathematics majors.

10. In light of these studies, both sexes can give themselves high marks in natural math ability.

DEFINITIONS:

1. The noun or pronoun at the end of the prepositional phrase is called the _____.
2. Pronouns are words that_____.
3. A proper noun begins with a _____.
4. A common noun ( ) can ( ) cannot consist of more than one word.

DIRECTIONS: *Write what job the underlined words are doing. Choose your answers from among the following:*

OBJECT OF THE PREPOSITION *MODIFIER*

SENTENCE #	WORD	JOB
1	ability	_____
2	subject	_____
3	cool	_____
4	men	_____
5	many	_____
6	inadequacy	_____
7	different	_____
8	female	_____
9	feminine	_____
10	ability	_____

PREPOSITIONAL PHRASES

DEFINITION: A preposition is a word used to show the relationship between two nouns.

EXAMPLES: The package under the tree is mine. (under is the preposition)
The package in the tree is mine. (in is the preposition)
The package near the tree is mine. (near is the preposition)

NOTICE HOW THE RELATIONSHIP BETWEEN THE PACKAGE AND THE TREE CHANGES WHEN THE PREPOSITION CHANGES.

HOW TO FIND A PREPOSITION:

Almost all prepositions will fit into the following little sentence (it's very handy; memorize it!).

"THE MOUSE GOES _____THE BOX (OR BOXES)."

Try it out with the prepositions underlined in the three sentences used for examples. They fit, don't they?

PREPOSITIONS ARE LABELED "PP."

There are, however, some prepositions that won't fit into the "mouse-box" sentence. There are nine very common ones, which may seem like a lot to remember. Here's a little memory aid: you may not be able to remember them, BUT AL DOES!

B = but (but me)
U = until (until lunch)
T = than (than the others)
A = as (as a wink)
L = like (like a dog)
D = during (during recess)
O = of (of the homework)
E = except (except Bob)
S = since (since breakfast)

A word may fit into the "mouse-box" sentence and look like a preposition, but IT ISN'T A PREPOSITION UNLESS IT'S IN A PREPOSITIONAL PHRASE. To find a prepositional phrase, you say the preposition and ask, "What?" The answer you are looking for is a noun or pronoun that answers that question. That noun or pronoun is called the OBJECT OF THE PREPOSITION. Each prepositional phrase will -

begin with a preposition, and
end with a noun or pronoun.
If there are any words between the preposition and its object, they are modifiers for the object.

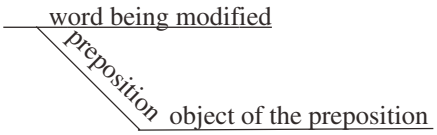
In the three sentences above, the prepositional phrases are "under the tree," "in the tree," and "near the tree" and "tree" is the object of the preposition in all three phrases.

PREPOSITIONAL PHRASES HAVE A JOB TO DO; THEY ARE ALWAYS **MODIFIERS**.

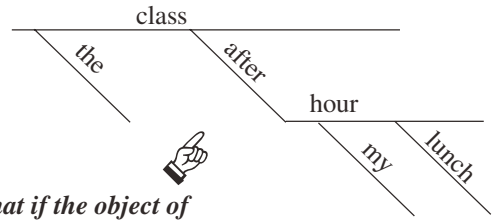
Look at the following three sentences:

I ate my lunch before recess. **(the prepositional phrase is "before recess")**
I ate my lunch before. **("before" isn't a preposition because there's no object.)**
I ate my lunch before I saw you. **("before" isn't a preposition because if you ask, "before what?", the answer would be "before I saw you." That's not a prepositional phrase because you won't have a verb in a prepositional phrase.)**

DIAGRAMING: Sentence diagraming is a tool we use much like drawing pictures. We use diagrams to make it easier to understand concepts which might be hard to understand. Diagrams consist of three types of lines: horizontal (—), vertical (|), and diagonal (\ ).
The basic diagram of a prepositional phrase looks like this:



EXAMPLE: art n prep adj adj n
the class (after my lunch hour)



Note that if the object of the preposition has any modifiers (articles and adjectives) they go on diagonal lines attached to the object.

NOTE: A few prepositions consist of more than one word. They are *because of, on account of, in spite of, according to, instead of*, *contrary to* and *out of*. If you find one of these prepositions, label it "pp" with "wings" (as you do with proper nouns of more than one word).

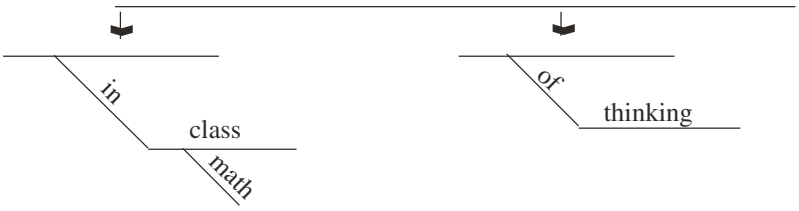
PREPOSITIONAL PHRASES: EXERCISE #1

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper (and as neatly as you can), diagram the prepositional phrases in each sentence. Sentence #1 has been done for you as an example. Notice that some of the words below are underlined. That will be explained to you on the other side of this page.*

pp adj n pro art adj n pp n

1. (In math class) we use a certain method (of thinking).



(For now, we're not going to worry about what word goes on this line. Just diagram the prepositional phrases and leave that line blank.)

art n pp art n pp n art n pp adj n

2. A person (with a mind)(for math) has the advantage (over other people).

adj n n pp adj n

3. Such people learn concepts (about mathematical principles) easily.

pro n pp n

4. They solve problems(in math)quickly.

adj n pp adj n n pp n

5. Emotional blocks (in your mind) prevent success(in math).

art n pp adj n pp art n pro art adj n pp n

6. A belief (in your ability)(as a mathematician) gives you a better chance (at success).

art n pp adj n pp adj n

7. The "gift" (of mathematical ability) exists (in all people).

(over)

art n pp n pp adj n art n pp n
8. A lack (of success)(with certain problems) seldom indicates a lack (of ability).

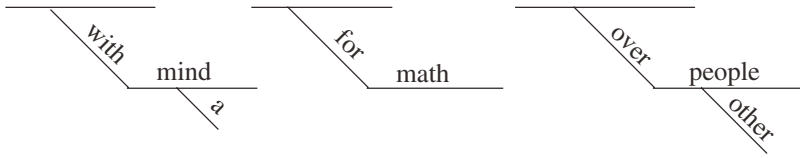
pp n pro pp art n pp n pp n
9. (In school) we look (for the key)(to success)(in mathematics).

— pp — adj n pp n pp n pro adj adj n
10.(Instead of "special" brains)(with ability)(in math), we need more hard work!

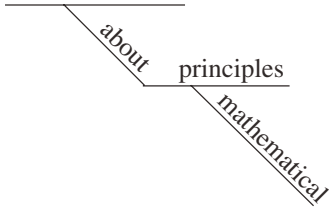
All the underlined words in this exercise are doing the same job. Look at your notes and write what that job is.

object of the preposition

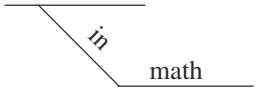
2.


with
mind
a
for
math
over
people
other

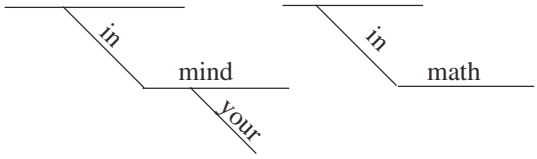
3.


about
principles
mathematical

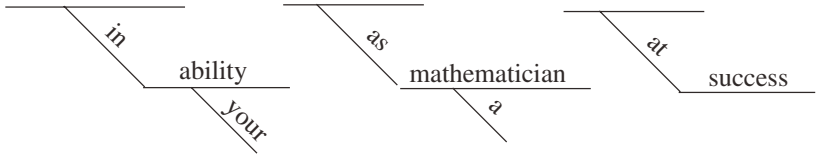
4.


in
math

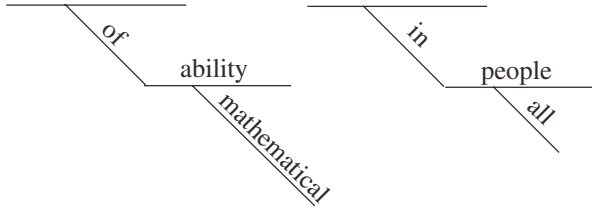
5.


in
mind
your
in
math

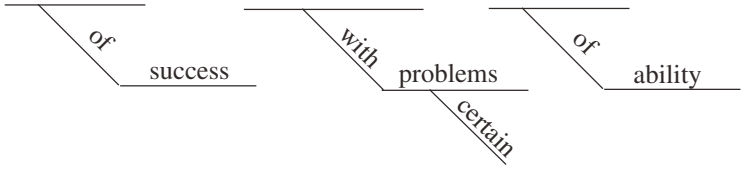
6.


in
ability
your
as
mathematician
a
at
success

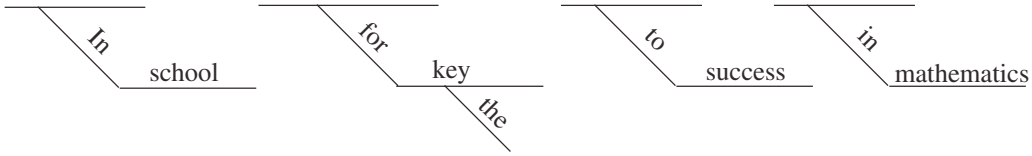
7.


of
ability
mathematical
in
people
all

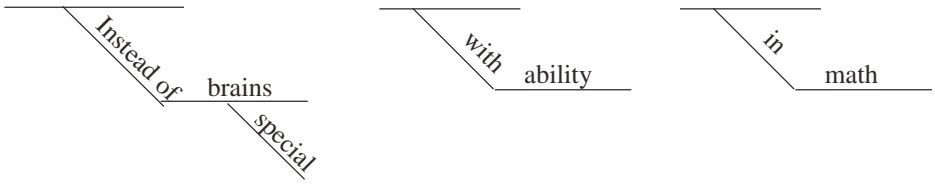
8.


of
success
with
problems
certain
of
ability

9.


In
school
for
key
the
to
success
in
mathematics

10.


Instead of
brains
special
with
ability
in
math

PREPOSITIONAL PHRASES: EXERCISE #2

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. Look on the back of this paper for additional work having to do with the underlined words below.*

pn pp adj n pp adj n

1. Johnny counts (on his fingers)(in math class)!

n pp adj n pro pp adj adj n

2. Counting (on his fingers) helps him (with some math problems).

pp * adj n n n pp n

3. Early (in many students' educations), teachers prohibit counting(on fingers).

> * Students want to call this word an adjective which modifies "educations," but in this sentence "many" modifies "students," doesn't it? This wouldn't count against them on the test (see teacher notes), but it's something they should just be aware of at this point.

n pp adj n pp n adj n

4. Counting (on their fingers)(in public) embarrasses some people.

adj n pp adj n

5. Do your math (in your head)!

pp art n pp art n

6. (In an emergency), finger-count (under the table)!

pp adj n adj n art n pp n

7. (In many cases), finger counting indicates an understanding (of arithmetic).

(over)

pp adj pn pro art adj adj n
8. (In ancient China), they used a sophisticated finger-counting machine called
art n
an abacus.

art pn art n pp adj adj n
9. The Chinese still use the abacus (in their everyday lives).

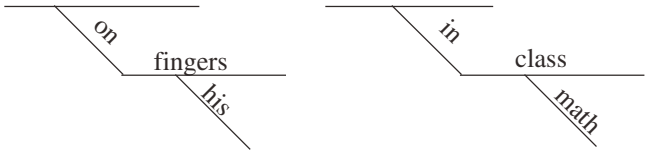
adj adj adj n pp adj n
10. Clever, imaginative finger-counting schemes work effectively (for many people).

DIRECTIONS: *The underlined words in these sentences are doing one of two jobs. Choosing your answer from the jobs below, write what job each underlined word is doing.*

MODIFIER *OBJECT OF THE PREPOSITION*

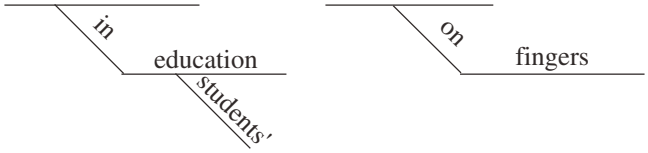
SENTENCE #	WORD	JOB
1	class	***object of the preposition***
2	math	***modifier***
4	public	***object of the preposition***
7	many	***modifier***
9	lives	***object of the preposition***
10	finger-counting	***modifier***

1.



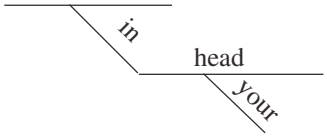
2.

3.



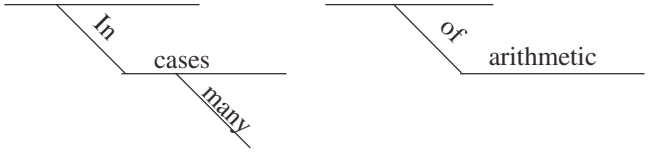
4.

5.

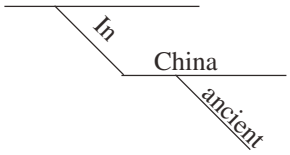


6.

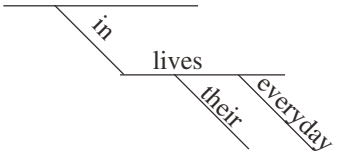
7.



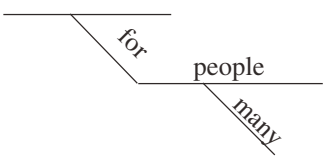
8.



9.



10.



PREPOSITIONAL PHRASES: EXERCISE #3

NAME:_____DATE:_____

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases in each sentence. The underlined words have to do with additional work on the other wide of this page.*

— pp—— adj n pro adj n pp adj n

1. (Contrary to popular belief), you use your imagination (in math class).

pp art n pp n art n pp n pp

2. Early (in the history)(of mathematics), the imagination (of <u>mathematicians)</u> led (to
art n pp adj adj adj n
the discovery)(of each new mathematical theorem).

art n pp adj n art n pp adj adj n

3. The act (of mathematical creation) involves the use (of all <u>one's</u> abilities).

pp adj n art n pp n art n pp art adj n

4. (In most cases), the gift (of logic) plays only a part (in the mathematical process).

pp adj n pp n n pp n art adj n pp

5. (In your classes)(at school), success (in mathematics) requires an <u>intuitive</u> sense (of
art n pp n
the <u>rightness)(</u>of things).

pro art n pp art n art adj n

6. You often give the solution (to the problem) an "educated" guess.

pro art n pp adj n pp art adj
n

7. Sometimes you find the answer (without conscious awareness)(of the creative
process).

pp adj n pro art n pp art n

8. (In your mind) you instinctively know the answer (to the problem).

(over)

n pp adj n pp n
9. Creativity exists (in all aspects)(of math).

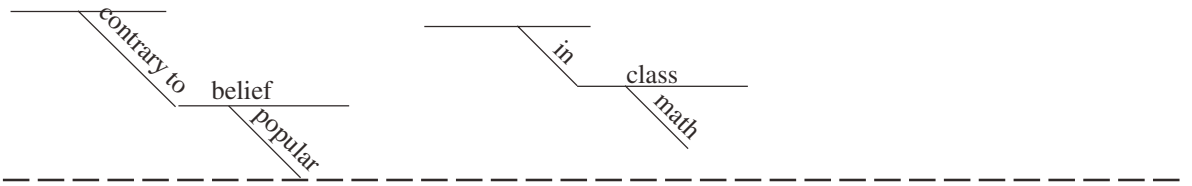
art adj n pp adj n art adj adj n pp n
10. The logical part (of your mind) is not the only intellectual tool (in use).

DIRECTIONS: *Write what job the underlined words are doing. Choose your answer from among the following:*

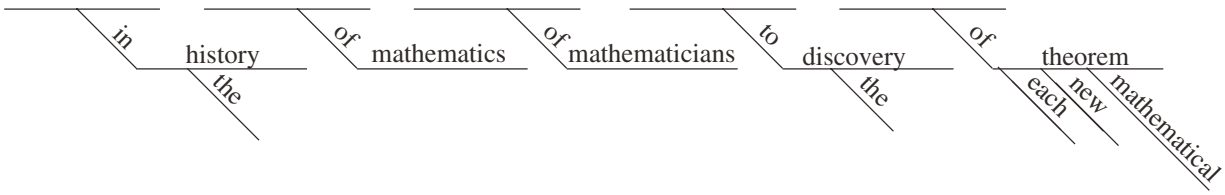
OBJECT OF THE PREPOSITION *MODIFIER*

SENTENCE #	WORD	JOB
2	mathematicians	***object of the preposition***
3	one's	***modifier***
5	intuitive	***modifier***
5	rightness	***object of the preposition***
10	logical	***modifier***

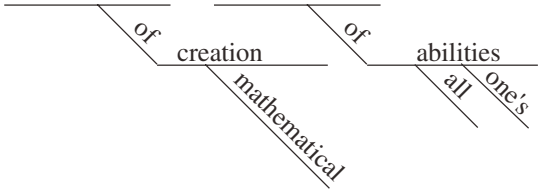
1.



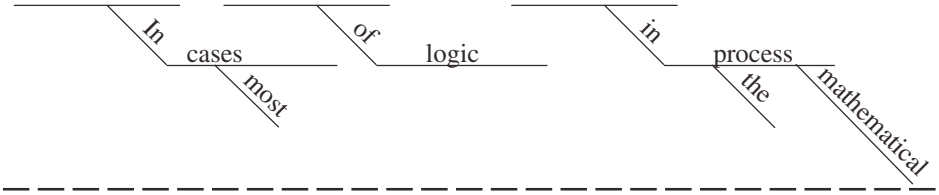
2.



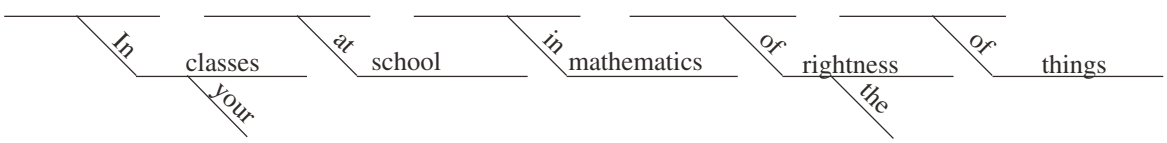
3.



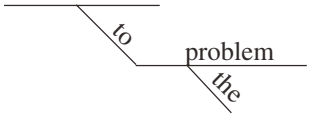
4.



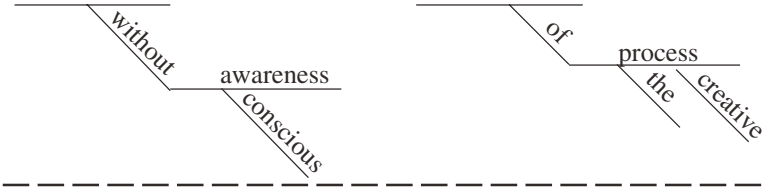
5.



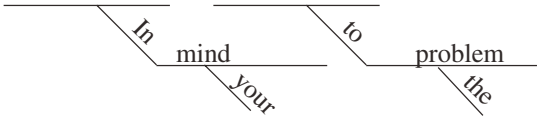
6.



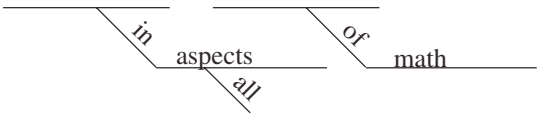
7.



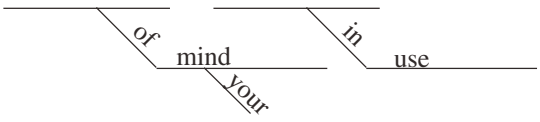
8.



9.



10.



SKILLS SUPPORT

DIRECTIONS: *Mark all the words in the passage below that you know. Put parentheses around the prepositional phrases. Diagram the prepositional phrases. Then paraphrase the entire paragraph.*

n adj n pp art n

Research has failed to show any difference (between the sexes)

pp adj n art n pp n pp art adj

(in mathematical ability). The perception (of math)(as a masculine

n pp adj n pp art n n

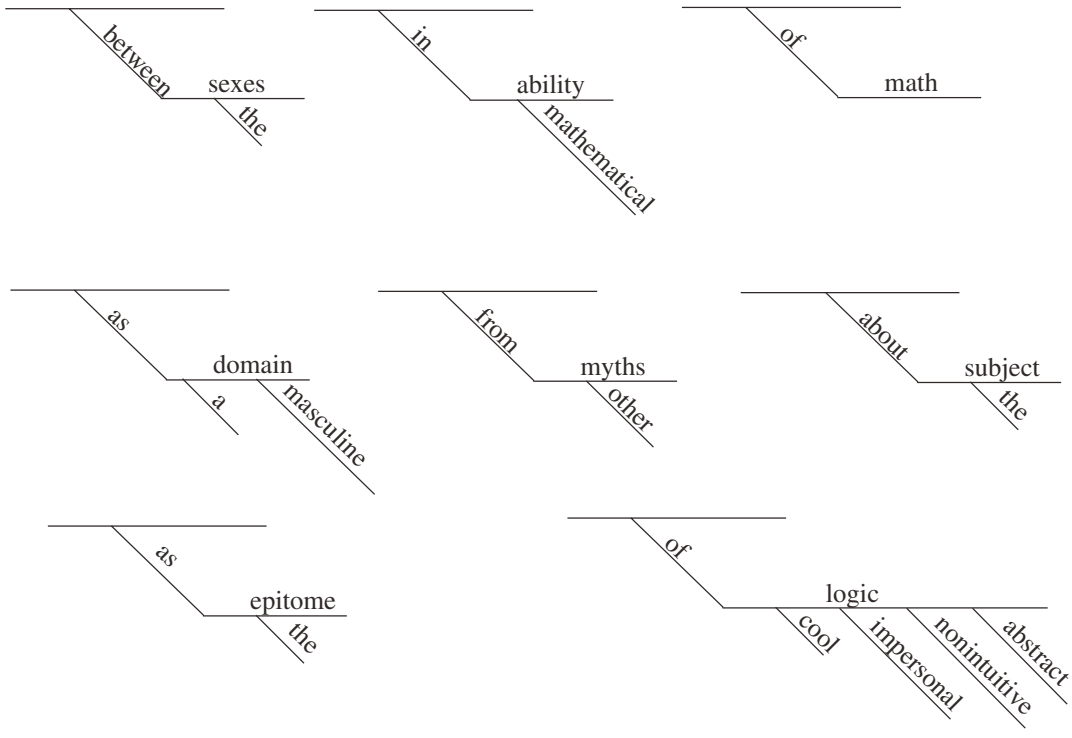
domain) stems (from other myths)(about the subject). Math is seen

pp art n pp adj adj n adj *

(as the epitome)(of cool, impersonal logic) - nonintuitive and

adj

abstract.



* ***These two adjectives modify the noun "logic" although they're not in their usual place. It's interesting to ask the student why he thinks the writer chose to take these adjectives out of their normal order. Ask the student which sentence is more dramatic and why:***

"We stared at the dark and deep ocean."

"We stared at the ocean - dark and deep."

PREPOSITIONAL PHRASES: TEST

NAME:_____DATE:_____

(RAW SCORE: _____*/279*_ GRADE:_____)

;

DIRECTIONS: *Mark all the nouns, proper nouns, articles, adjectives, pronouns, and prepositions in the sentences below and put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the prepositional phrases.*

n adj n pp n pp adj n

___ 1. Men really have no advantage (over women)(in mathematical ability).
10

art n pp n pp art adj n pp adj n pp art

___ 2. The perception (of math)(as a masculine domain) stems (from other myths)(about the
18 ***n***
subject).

n pp n pp art n pp adj adj n

___3. Ability (in math) is seen (as the triumph)(of cool, impersonal logic).
13

pro pp art adj n pp n

___4. This perhaps fits (with the stereotypical image)(of men).
9

From now on, each set of prepositional phrases will count as one point.

pp adj n n pp n pp n

___5. (In many cases) men will not readily admit (to difficulty)(with math).
11

n pp adj n pp adj

___6. Women, early (in their schooling), will often admit too readily (to personal
16 ***n pp art n pp n***
inadequacy)(as a reason)(for failure).

adj n art adj n pp n pp adj n

___7. Both sexes may be expressing the same fears (about math)(in different ways).
12

adj n pp n art adj n pp n pp n

___8. Do female experts (in mathematics) have the same degree (of femininity)(as women)
18 ***pp adj n***
(in other fields)?

(over)

pp — n pp — pn — n pp adj n

___ 9. (According to studies)(at U.C.L.A.), women (in math-related professions) actually
18 *adj adj n pp adj n*
exhibit more <u>feminine</u> characteristics (than non-mathematics majors).

pp n pp adj n adj n pro adj n pp adj

___ 10.(In light)(of these studies), both sexes can give themselves high marks(in natural
17 *adj n*
math <u>ability)</u>.

===
142

DEFINITIONS:

1. The noun or pronoun at the end of the prepositional phrase is called the

   object of the preposition.

2. Pronouns are words that ***take the place of one or more nouns.***

3. A proper noun begins with a ***capital letter.***

4. A common noun ( ) can (✔) cannot consist of more than one word.

===
4

DIRECTIONS: *Write what job the underlined words are doing. Choose your answers from among the following:*

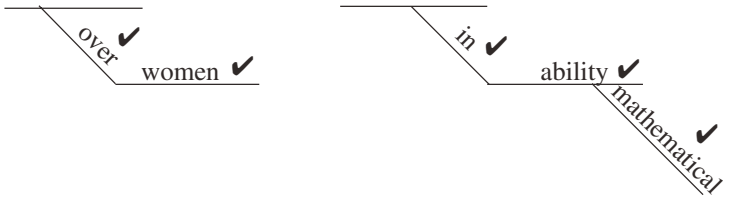
OBJECT OF THE PREPOSITION *MODIFIER*

(5 points each)

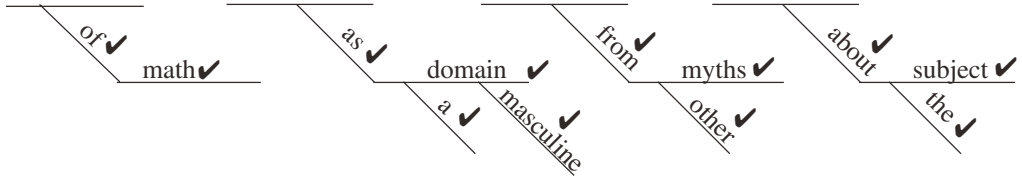
SENTENCE #	WORD	JOB
1	ability	***object of the preposition***
2	subject	***object of the preposition***
3	cool	***modifier***
4	men	***object of the preposition***
5	many	***modifier***
6	inadequacy	***object of the preposition***
7	different	***modifier***
8	female	***modifier***
9	feminine	***modifier***
10	ability	***object of the preposition***

===
50

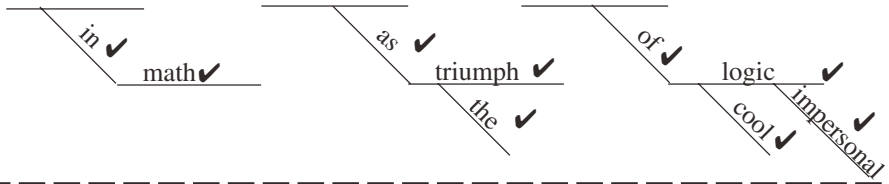
1. ___5___



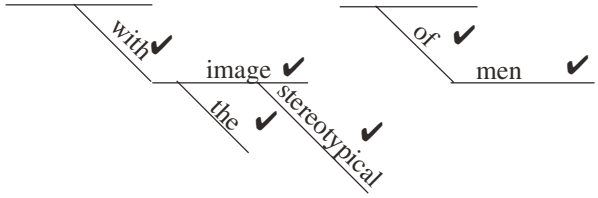
2. ___12___



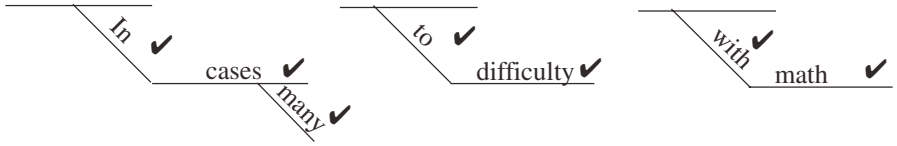
3. ___9___



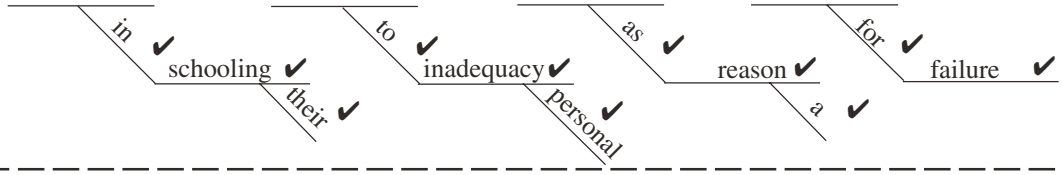
4. ___6___



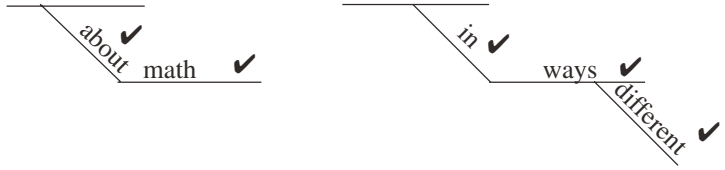
5. ___7___



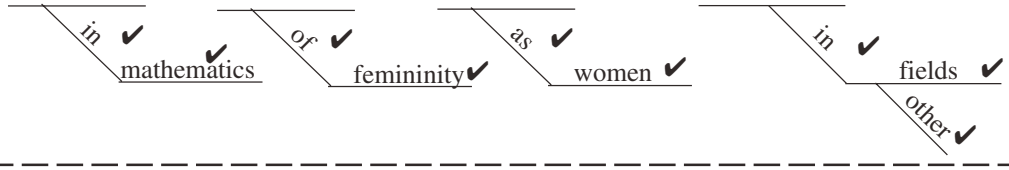
6. ___11___



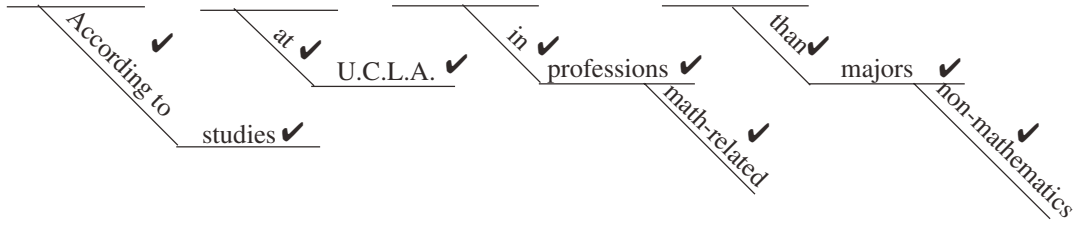
7. ___5___



8. ___9___



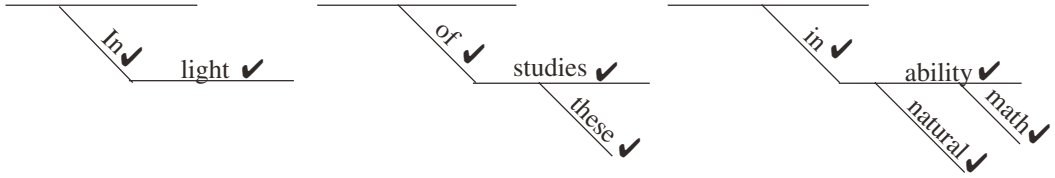
9. ___10___



(over)

10.

9



===

83

Raw		Score		Grade	%
279	-	273	=	A++	=98+
272	-	265	=	A+	= 95
264	-	251	=	A	= 90
250	-	237	=	B+	= 85
236	-	223	=	B	= 80
222	-	209	=	C+	= 75
208	-	195	=	C	= 70
194	-	181	=	D+	= 65
180	-	167	=	D	= 60