

JENSEN'S

# GRAMMAR



MASTERBOOKS  
SECOND EDITION

Your one stop source for learning grammar.

FRODE JENSEN

# JENSEN'S GRAMMAR



First printing: October 2017

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For information write:

Master Books®, P.O. Box 726, Green Forest, AR 72638

Master Books® is a division of the New Leaf Publishing Group, Inc.

ISBN: 978-0-89051-993-6

ISBN: 978-1-61458-563-3 (digital)

**Printed in the United States of America**

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## Dedication

Dedicated to all my former students who graciously endured working through these exercises in their many trial forms, to those teachers, parents, and children who have chosen to stand against the tide and make a difference in education, and to those great folks who in the beginning encouraged me to get my books finished and brought into print.

— Frode Jensen

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— CURRICULUM —

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**Note:** There are additional exercises available online as a free download: [www.masterbooks.com/free-downloads](http://www.masterbooks.com/free-downloads).

These are noted in the schedule once a section has been completed. Though they provide helpful practice on various topic, they are not necessary in order to complete the course.

## Dear Student

The rationale for this book is to teach grammar as a means, not an end. The idea is for you, the student, to practice writing the various constructions in a correct manner so that familiarity with such constructions will be achieved. After familiarity follows use; in other words, after you master the relative clause or the infinitive phrase, you will naturally utilize such constructions in your own writing. No one uses unfamiliar tools with ease; it only comes with practice. Writing your own sentences to satisfy the formulas found at the end of most exercises will give you that practice.

The lessons and exercises were built with three concepts in mind. First, spaced repetition is the key to learning; hence, there is review in every lesson. This concept is found in many good textbooks. Second, the information is given incrementally; that is, the material comes in a natural progression of detail and concept interwoven so as to move you along with something new each lesson while fitting it in with the material previously learned and practiced. Third, the sentences in the exercises will generally set a scene or describe an action. Thus, they are usually more interesting reading in themselves instead of the random sentences in exercises found in most grammar texts. Hopefully you will enjoy the little scenarios; I think it makes the lessons much more enjoyable. In fact, some students have continued or expanded on the scenarios when writing their own sentences on the formula writing section of the exercises.

You or your teacher should remove the charts, especially the first two. You should refer to them on every lesson and even on tests. Removing them will make them readily accessible instead of having to flip back and forth in your book to use them. You may want to copy them onto colored paper and/or encase them in plastic. Learn to use those charts. They have all the essential information from which you can derive many answers. Of course, in the process you will learn much grammar as well.

This book and the others I have written are the products of over twenty-five years of experience and testing in both traditional classroom and homeschool settings. Others have worked through the materials independently as well and everyone has been the richer for the experience. My prayer is that the same will be true for you.

Sincerely,

Frode Jensen

Author

# Using This Workbook

**Features:** The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

**Lesson Scheduling:** Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



**Approximately 30 to 45 minutes per lesson, five days a week**



**Includes answer keys for worksheets and tests**



**Worksheets for each chapter**



**Tests are included to help reinforce learning and provide assessment opportunities**



**Designed for grades 9 to 12 in a one-year course**

## Course Description

*Jensen's Grammar* teaches students how to write correct, effective sentences. Correct grammar is an important part of communicating effectively. Students will definitely learn principles of grammar as well as how to apply it to his or her own writing. This well-respected course provides simple, direct lessons that introduce new ideas incrementally and relies on regular review. It also stresses application in the student's own personal writing. The course will teach students

- how to create, place, and punctuate relative clauses in order to write more sophisticated sentences.
- how a simple procedure to reduce the number of words in a sentence can help them search for subjects and verbs.
- how to use a simple chart that unlocks the mystery of differentiating the major parts of speech.
- how to actually use the words and structures they are being taught in their own sentences.

# Grading Criteria

## Answers on the various lessons fall into three basic types

1. There are some questions for which there is only one right answer. When that is the case, the answer given will be the correct one.
2. There are some questions for which a variety of answers may be correct. Understand that some correct answers in that instance will not actually appear in the answer key.
3. Finally, there are some questions for which a wide variety of answers will be correct. The answer key will give no examples in such cases but may at times remind you to look for certain things in the answer. Generally, the key will simply say that answers vary.

## Scoring the lessons

1. Each numbered item counts as one point even if there are multiple answers within it. For example, question 1 may require a single response while question 9 may require four words, and question 22 asks for a complete sentence created according to a pattern. Each question would count for one point.
2. All parts of a numbered item must be correct in order to get the point for that number. If the student gets three of the four parts of a verb correct, the number is marked wrong.
3. As an offset to the rigidity of the two criteria above, the students should have full access to their notes at all times excepting tests. On the tests, however, the two charts on word classes may be used.

## Grading the lessons and tests

1. First, take the number right and divide by the total possible. This yields the percentage correct on the given lesson and applies to lessons with any number of problems.
2. Next, simply adopt a scale that converts percentages to a grade. The scale adopted should be used for both the lessons and the tests. We recommend this scale:

90-100 = A

80-89 = B

70-79 = C

51-69 = D

50 and lower = F

3. Finally, at the end of the grading period, simply average the recorded grades for the single reporting grade.

## Alternate Tests

There are two forms of each test provided, an A and B form. The A form should be given first. The B form is used when the performance on the A form falls below a certain level, probably 75-80%. If the student does poorly on the A form, the teacher and student should carefully review the problem areas and perhaps do another lesson or two or some of the additional exercises if they apply. Then the B form can be taken by the student and may replace the lower grade if the teacher allows this.

# Form Words

Word Type or Class	Miscellaneous	Function	Test Frame	Form	
				Inflectional	Derivational
N Noun	it names — often marked by a NM	S - subject O - object OP - object of preposition IO - indirect object SC - subject complement MOD - modifier	(The) ____ is/are good.	Plural (E)S  Possessive '(S)	-ment, -ness, -er/or, -ist -tion/sion, -ity, -ism, -hood, -dom
V Verb	ACTIVE shows action ----- LINKING (LV) state of being both types show 2 tenses: past & present	tells what the subject is doing ----- links the subject to the subject complement	Let's ____ (it). ----- be, become, remain, look, appear, taste, smell, sound, feel, act, grow, seem	“Today I ____.” <i>simple form</i> “Today he ____.” <i>-s form</i> “I am ____.” <i>-ing form</i> “Yesterday I ____.” <i>-ed form</i> “I have ____.” <i>-en form</i>	-ate -ify -ize -en
A Adjective	it limits (describes)	usually describes a noun	He/it seems ____.	DEGREE positive/simple comparative/ -er(more) superlative/ -est(most)	-ish, -ous, -ful, -less, -al, -like -able/ible
B Adverb	tells where, when, or how moveable	usually tells about a verb			-ly



## Function Words

Type/Class	Function	Test Frame	Listings
<b>NM</b> noun marker	marks a noun tells a noun is coming up	in _____ box(es)	<b>a, an, the</b> , my, our, your, her, his, its, their, that, these, every, each, any, both, some, many, much, few, several, all, most, more, either, neither
<b>P</b> preposition	shows a space or time relationship between two nouns	The kite flew _____ the clouds. _____ the game she slept.	usually found in a phrase with a noun (to the store) in, by, for, of, with, at, before, after, during, near, down, to, from, until
<b>I</b> intensifier	intensifies the meaning of adjectives and adverbs	The ____ big dog ran _____ quickly	<b>very</b> , rather, somewhat, slightly, tremendously
<b>M</b> modal	helping verb, which shows probability always comes before other verbs in a cluster		can, could, shall, should, will, would, may, might, must
<b>Sub</b> subordinating conjunction	introduces dependent clauses; shows a causal relationship I sub I   Sub I, I		if, as, when, where, because, since, before, after, while, until, unless, although, though, as if, whereas, so that
<b>c/c</b> coordinating conjunction	connects two equal grammatical units I, c/c I		<b>FANBOYS</b> for, and, nor, but, or, yet, so
<b>c/a</b> conjunctive adverb	weak connector of two ideas I; c/a, I		however, nevertheless, therefore, in fact, thus, moreover, consequently, hence, furthermore
<b>Rel</b> relative	introduces a relative clause; shows relation (refers back) to a prior noun		who, whom, whose, which, that

NOTE: not all lists are complete; some words that occur on two different lists may be determined by substitution.

# Basic Sentence Patterns Information Sheet

## (Lesson 31 Supplement)

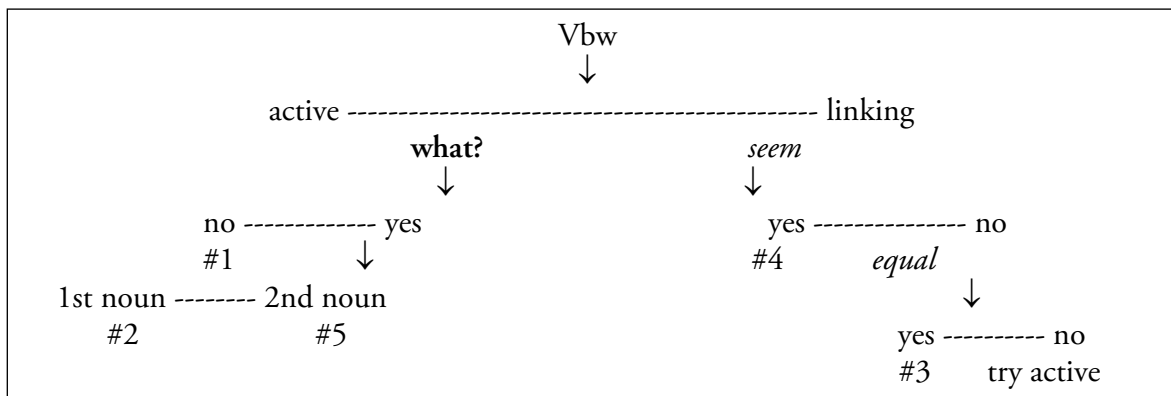
TERMINOLOGY: S = subject      O = object      IO = indirect object  
 V = verb      LV = linking verb  
 Nsc = noun subject complement (PN)    Asc = adjective subject complement (PA)  
 B = adverbial constructions (includes most Pp's)  
 Vbw = verb baseword, the main verb of the clause; it is **always the last verb** in a string of verbs: + may have been eating      eating = Vbw  
 + NOTE: In the patterns only the Vbw is listed; helpers do not affect the pattern

PATTERNS:

#1	S - V - (B)	One patterns quickly
#2	S - V - O	Two has an object
#3	S - LV - Nsc	Three is a noun
#4	S - LV - Asc	Four seems descriptive
#5	S - V - IO - O	Five gives the pattern another object

PROCEDURE:

1. Find the Vbw (main verb)
2. Determine if the Vbw is **active** or **linking**
  - A. if ACTIVE verb, ask the question *what?* and look to the right of the Vbw
    - no answer      = pattern #1
    - 1st noun      = pattern #2
    - 2nd noun      = pattern #5
  - B. if LINKING verb, try a matching form of *seem* in its place
    - if *seem* works      = pattern #4
    - if *seem* doesn't work, try a matching form of *equal*
    - if *equal* works      = pattern #3
    - if *equal* doesn't work, proceed as if the verb is active.



### MISCELLANEOUS INFORMATION:

Pattern #1    ends in a verb or B construction    (B) constructions tell **where, when, and how**  
 Pattern #2    answers the question **what?**  
 Pattern #3    equality pattern, S = Nsc, they name the same thing, reversible  
                  *be, become, & remain* the only LV's that fit      LV + NM is giveaway  
 Pattern #4    *seem* or one of its forms will always fit, Asc describes the subject  
 Pattern #5    two nouns follow the verb      verb is a *give* type  
                  can be rewritten as a Pattern #2 by putting the IO into a Pp as the OP  
 + NOTE:      all modifiers (Pp's, B's, Rp's, most A's) can be dropped to determine the basic pattern

# Keys to Formula Writing

**Formula writing is writing that follows a formula.** Commonly the formula will utilize abbreviations for the various words or word groups to be used in the sentence. At times the abbreviation will reflect a WORD CLASS. At other times it may represent a FUNCTION such as subject or object, or it may stand for a GROUP OF WORDS such as a prepositional phrase. A list of common abbreviations and their meanings follow.

N	noun	NM	noun marker	A	adjective
V	verb (usually active)	LV	linking verb	M	modal verb
B	adverb	I	intensifier	P	preposition
Pp	prepositional phrase	S	subject (simple)	OP	object preposition
O	direct object	IO	indirect object	APPOS	appositive
Rp	relative pattern (clause)	BE	a form of <i>BE</i> as an auxiliary verb		
HAVE	a form of <i>HAVE</i> as an auxiliary verb	Vbw	main verb, verb baseword		
Nsc/Asc	noun/adjective subject complement	Nbw	main noun, noun baseword		
c/c	the words <i>AND</i> , <i>OR</i> , and a few others	sub	subordinators: <i>IF</i> , <i>WHEN</i> , <i>BECAUSE</i> ...		
c/a	conjunctive adverbs: <i>HOWEVER</i> , <i>THEREFORE</i> ...				

Here are some practical suggestions for writing a five-sentence paragraph according to formulas. First, construct the basic parts of all five sentences. After the basic format is in place, you should then flesh out the sentence according to the complete formula given. Look at the example below.

1. Pp S BE V O Pp
2. NM A S Pp LV Asc Pp
3. S Pp Pp V I B Pp
4. S P OP c/c OP HAVE V O c/c O Pp
5. Pp NM A S V O P A OP

The first step is to decide on the subject to write about and then to put down the basic sentences.

- |   |           |
|---|-----------|
| 1. The boys eat ice cream.              | S V O     |
| 2. The ice cream is good.               | S LV Asc  |
| 3. The boys talk.                       | S V       |
| 4. The boys eat vanilla and blackberry. | S V O & O |
| 5. The coach paid the bill.             | S V O     |

The final step is to fill in the extras.

1. After the game the boys are eating ice cream with their coach.
2. The fresh ice cream in their bowls is good for their egos.
3. The boys in the shade of the awning talk very excitedly about the game.
4. The boys in uniforms and hats have eaten vanilla and blackberry with much conversation.
5. In the end their fine coach paid the bill with good humor.

It is wise not to use proper names in the basic sentences since many modifiers do not fit well with them. Proper names can replace general terms after the full paragraph is written should you think it desirable to do so. The basic sentences can be altered somewhat by changing nouns when creating the finished sentence, but be careful to keep the pattern intact. Pp's that begin sentences usually make some reference to time.

# Verbals

**INFINITIVE:** a *TO* + verb combination which either 1) substitutes for a noun, or  
2) modifies some part of the sentence

**GERUND:** an *-ING* form of a verb which substitutes for a noun

**PARTICIPLE:** an *-ING* or *-EN* form of a verb used as a modifier

*A VERBAL is a verb which retains some qualities of a verb but does the job of an adjective or a noun. It modifies or acts as a noun substitute. All of the above are verbals.*

TYPE	FORM	FUNCTION
infinitive	<i>to</i> + verb	modifier or noun substitute
gerund	<i>-ing</i>	noun substitute
participle	<i>-ing, -en</i>	modifier

## Major Punctuation

**I = Independent Clause**

**c/c = Coordinate Conjunction (FANBOYS)**

For, And, Nor, But, Or, Yet, So

**sub = Subordinators**

after\*    although    as    as if    because    before\*    if  
since    so that    till    though    unless    until\*    when  
whereas    where    while

\* = also prepositions

**c/a = Conjunctive Adverbs**

also    besides    consequently    for example    furthermore    hence    however  
instead    in addition    in fact    likewise    meanwhile    moreover    nevertheless  
similarly    therefore    thus

### Basic Rules

Rule 1: I, c/c I.

Rule 2: I sub I.

Rule 3: Sub I, I.

Rule 4: I; I.

Rule 5: I; c/a, I.

I; I, c/a.

I; xxx, c/a, xxx.

## Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester — First Quarter					
Week 1	Day 1	Dear Student • Read Pages 4-11 • Watch <i>Jensen's Grammar</i> DVD • Introduction			
	Day 2	Watch <i>Jensen's Grammar</i> DVD • Lecture 1: Charts 1 & 2 Lecture 2: Introduction • Lecture 1: Lesson 1			
	Day 3	Lesson 1 • Basic Sentences • Exercise 1 • Pages 19-22			
	Day 4	Watch DVD • Lecture 2: Lesson 2			
	Day 5	Lesson 2 • Nouns as Namers • Exercise 2 • Pages 23-26			
Week 2	Day 6	Watch DVD • Lecture 2: Lesson 3			
	Day 7	Lesson 3 • Noun Plurals • Exercise 3 • Pages 27-30			
	Day 8	Watch DVD • Lecture 2: Lesson 4			
	Day 9	Lesson 4 • Nouns: Possession • Exercise 4 • Pages 31-34			
	Day 10	Watch DVD • Lecture 2: Lesson 5			
Week 3	Day 11	Lesson 5 • Nouns: Derivational Suffixes • Exercise 5 • Pages 35-38			
	Day 12	Watch DVD • Lecture 2: Lesson 6			
	Day 13	Lesson 6 • Noun Functions • Exercise 6 • Pages 39-42			
	Day 14	Watch DVD • Lecture 2: Lesson 7			
	Day 15	Lesson 7 • Noun Markers • Exercise 7 • Pages 43-46			
Week 4	Day 16	Watch DVD • Lecture 3: Lesson 8			
	Day 17	Lesson 8 • Test Frames • Exercise 8 • Pages 47-50			
	Day 18	Study Day for Test 1A or Test 1B			
	Day 19	<b>Test 1A</b> • Pages 259-260 or Test 1B • Page 261-262 (Lessons 1-5)			
	Day 20	Watch DVD • Lecture 3: Lesson 9			
Week 5	Day 21	Lesson 9 • Pronouns • Exercise 9 • Pages 51-54			
	Day 22	Watch DVD • Lecture 3: Lesson 10			
	Day 23	Lesson 10 • Prepositions • Exercise 10 • Pages 55-57 Extra practice assignments available on free download			
	Day 24	Watch DVD • Lecture 3: Lesson 11			
	Day 25	Lesson 11 • Verb Types • Exercise 11 • Pages 59-62			
Week 6	Day 26	Watch DVD • Lecture 3: Lesson 12			
	Day 27	Lesson 12 • Verb Forms • Exercise 12 • Pages 63-66 Extra practice assignments available on free download			
	Day 28	Watch DVD • Lecture 3: Lesson 13			
	Day 29	Lesson 13 • Auxiliary Verbs • Exercise 13 • Pages 67-70			
	Day 30	Study Day for Test 2A or 2B			

Date	Day	Assignment	Due Date	✓	Grade
Week 7	Day 31	<b>Test 2A</b> • Pages 263-264 or Test 2B Pages 265-266 (Lessons 1-10) Extra practice assignments available on free download			
	Day 32	Watch DVD • Lecture 3: Lesson 14			
	Day 33	Lesson 14 • Verb Cluster Syntax • Exercise 14 • Pages 71-74			
	Day 34	Watch DVD • Lecture 4: Lesson 15			
	Day 35	Lesson 15 • Derivational Suffixes • Exercise 15 • Pages 75-78			
Week 8	Day 36	Watch DVD • Lecture 4: Lesson 16			
	Day 37	Lesson 16 • Transitive & Intransitive Verbs • Exercise 16 • Pages 79-82			
	Day 38	Watch DVD • Lecture 4: Lesson 17			
	Day 39	Lesson 17 • Noun Subject & Verb Agreement • Exercise 17 • Pages 83-86 • Extra practice assignments available on free download			
	Day 40	Watch DVD • Lecture 4: Lesson 18			
Week 9	Day 41	Lesson 18 • Case in Pronominal Nouns • Exercise 18 • Pages 87-90			
	Day 42	Study Day for Test 3A or 3B			
	Day 43	<b>Test 3A</b> • Pages 267-268 or Test 3B • Pages 269-270 (Lessons 1-15)			
	Day 44	Watch DVD • Lecture 4: Lesson 19			
	Day 45	Lesson 19 • Adjectives: Function & Position • Exercise 19 Pages 91-94			
First Semester — Second Quarter					
Week 1	Day 46	Watch DVD • Lecture 4: Lesson 20			
	Day 47	Lesson 20 • Adjectives: Forms of Degree • Exercise 20 Pages 95-98			
	Day 48	Watch DVD • Lecture 4: Lesson 21			
	Day 49	Lesson 21 • Adjectives: Derivational Suffixes • Exercise 21 Pages 99-102			
	Day 50	Watch DVD • Lecture 5: Lesson 22			
Week 2	Day 51	Lesson 22 • Adverbs • Exercise 22 • Pages 103-106			
	Day 52	Watch DVD • Lecture 5: Lesson 23			
	Day 53	Lesson 23 • Intensifiers • Exercise 23 • Pages 107-110			
	Day 54	Study Day for Test 4A or 4B			
	Day 55	<b>Test 4A</b> • Pages 271-272 or Test 4B • Pages 273-274 (Lessons 1-20)			
Week 3	Day 56	Watch DVD • Lecture 5: Lesson 24			
	Day 57	Lesson 24 • Formula Writing • Exercise 24 • Pages 111-114			
	Day 58	Watch DVD • Lecture 5: Lesson 25			
	Day 59	Lesson 25 • Internal Punctuation 1 • Exercise 25 • Pages 115-118			
	Day 60	Watch DVD • Lecture 5: Lesson 26			
Week 4	Day 61	Lesson 26 • Noun Functions 2 • Exercise 26 • Pages 119-120			
	Day 62	Watch DVD • Lecture 5: Lesson 27			
	Day 63	Lesson 27 • Noun Functions 3 • Exercise 27 • Pages 121-122			
	Day 64	Watch DVD • Lecture 5: Lesson 28			
	Day 65	Lesson 28 • Noun Functions 4 • Exercise 28 • Pages 123-124			

Date	Day	Assignment	Due Date	✓	Grade
Week 5	Day 66	Study Day for Test 5A or 5B			
	Day 67	<b>Test 5A</b> • Pages 275-276 or Test 5B • Pages 277-278 (Lessons 1-25)			
	Day 68	Watch DVD • Lecture 5: Lesson 29			
	Day 69	Lesson 29 • Looking to the Left • Exercise 29 • Pages 125-128 Extra practice assignments available on free download			
	Day 70	Watch DVD • Lecture 6: Lesson 30			
Week 6	Day 71	Lesson 30 • Adjective Subject Complement • Exercise 30 Pages 129-130			
	Day 72	Watch DVD • Lecture 6: Lesson 31			
	Day 73	Lesson 31 • Basic Sentence Patterns • Exercise 31 • Pages 131-133 Extra practice assignments available on free download			
	Day 74	Watch DVD • Lecture 6: Lesson 32			
	Day 75	Lesson 32 • Prepositional Phrase Placement • Exercise 32 Pages 135-138			
Week 7	Day 76	Watch DVD • Lecture 6: Lesson 33			
	Day 77	Lesson 33 • Noun Cluster Structure • Exercise 33 • Pages 139-140			
	Day 78	Study Day for Test 6A or 6B			
	Day 79	<b>Test 6A</b> • Pages 279-280 or Test 6B • Pages 281-282 (Lessons 1-30)			
	Day 80	Review "Grammar Terms" in the back of the book. Circle the terms you know so far. • Pages 253-256			
Week 8	Day 81	Watch DVD • Lecture 6: Lesson 34			
	Day 82	Lesson 34 • Internal Punctuation 2 • Exercise 34 • Pages 141-142			
	Day 83	Watch DVD • Lecture 6: Lesson 35			
	Day 84	Lesson 35 • Usage: Lie/Lay, Sit/Set, Rise/Raise • Exercise 35 Pages 143-144 • (JG)			
	Day 85	Watch DVD • Lecture 6: Lesson 36			
Week 9	Day 86	Lesson 36 • Appositives • Exercise 36 • Pages 145-146			
	Day 87	Watch DVD • Lecture 6: Lesson 37			
	Day 88	Lesson 37 • Compound Pronoun Usage • Exercise 37 Pages 147-149			
	Day 89	Watch DVD • Lecture 7: Lesson 38			
	Day 90	Lesson 38 • Transformations 1: Yes/No & There • Exercise 38 Pages 151-154 • (JG)			
		Mid-Term Grade			

# Basic Sentences

## LESSON 1

A **basic simple sentence** generally conforms to **FOUR** conditions. Each condition is discussed separately below, but all four must be met in order for a group of words to be considered a basic sentence.

1. It expresses a complete thought.

The sentence is final in itself; it does not need to go on. The thought expressed is able to stand on its own.

- The boy skated across the ice.
- The baby cried.
- Some of our friends from Toledo arrived yesterday after dinner.

All of the above are complete in themselves.

**Note:** The length of the sentence does not have much to do with the completeness of thought.

2. Two grammatical parts are present.

The **two parts** of a **basic simple sentence** are the **SUBJECT** and the **PREDICATE**.

The **SUBJECT** is the **naming part** of the sentence. It comes **first** and **contains** either a **noun** or a word or phrase functioning as a noun.

The **PREDICATE** comes **second** and is the **telling part**. It always **contains a verb**.

This book will use a double line (//) to separate the two parts. Remember that the subject is first while the predicate follows. It is a natural order since something (the subject) has to be identified so that an action or observation (the predicate) can take place.

- The boy // skated across the ice.
- Babies // cry.
- An old man from the center of town // fell yesterday.
- Eating tacos heaped with cheese // was his idea of fun.

You will note that the predicate almost always begins with a verb of some kind. The subject usually points out or names "who" or "what" while the predicate tells what was done or observed.



3. A sentence begins with a capital letter.

This rule is obvious to all and only needs to be stated to be recognized. The capital letter on the first word of any sentence is simply a device for the convenience of the reader so that he will know when a new thought is beginning.

4. A sentence ends with some type of end punctuation.

A basic simple sentence will end with a period almost all of the time. Other end punctuation marks are the exclamation point (!) and the question mark (?), but questions are not basic simple sentences, and true exclamatory sentences are relatively rare.



1. List the four conditions necessary for a simple basic sentence.
  - a.
  - b.
  - c.
  - d.
2. What type of word always occurs in a predicate?
3. Where in the predicate does this type of word usually occur?
4. What is the function of a predicate in a sentence?
5. What type of word normally occurs in a subject?
6. What is the function of a subject in a sentence?
7. What is the order of occurrence for a subject and a predicate?
8. Name the common end punctuation found at the end of a basic sentence.
9. What punctuation is used at the beginning of a sentence?
10. Which basic sentence part tells who or what the sentence is talking about?
11. Which basic sentence part tells what went on or what was observed?

Label each of the following as SUBJECT or PREDICATE depending on which they could function as.

12. my friend in the other room
13. some of the men at work
14. ate a whole chicken by himself
15. was a real drag
16. had been fighting for seven years
17. will want to go home afterwards
18. four horsemen
19. is playing in the street

Divide each of the following between the SUBJECT and PREDICATE with a double line (/).

20. The general looked toward his troops.
21. All of the men on the left side saluted.
22. On the right a different action was taking place.
23. A private was standing with his mouth open and eyes closed.
24. Others did not tell him what was going on.
25. The general and his officers did not laugh at the situation.

# Nouns as Namers

## LESSON 2

Nouns are a basic part of speech. In English they are the types of words that are used to give names to persons, places, and things. An easy way to remember what a **noun** does is to think of it as a **namer**.

Nouns are really quite arbitrary in the fact that new nouns can be made up for new things. The inventor or discoverer has a rather free choice of naming his new creation, much as parents naming their newborn child. Once an item has been named, the name must gain acceptance, which it usually does. After the name is in general usage, it is quite difficult to change. Think about it; when a person says DOG or CAT, others think of what is generally agreed upon as a dog or a cat. Continually changing names would be confusing.

**Nouns** are a basic part of speech and describe persons, places, and things.

Names often have histories. Some names are made up from first letters of other words put together. SONAR comes from SOund NAVigation Ranging. This type of word has its own name, ACRONYM. Some names are made by combining two or three other names; SONGBIRD and SISTER-IN-LAW are two examples. SOPHOMORE is similar in that it is made from two Greek words, SOPHOS and MOROS, and altered a bit to fit English. Some names are from people themselves; SILHOUETTE is the last name of a former French minister of finance who did profile drawings. Sometimes we just borrow the word from some other language and make it sayable in English; SQUASH and RACCOON came from American Indian tongues.

**NAMERS** can be generally grouped into two categories: **PROPER** and **COMMON**.

1. **Proper nouns** refer to a specific or particular individual or thing. They are always capitalized.

→ Mary, Shakespeare, Friday, Thanksgiving, Chicago, America

2. A **common noun** refers to any one of a class or group of beings or lifeless things or even the collection itself; also it can refer to a quality, action, condition, or general idea. They are only capitalized when beginning a sentence or when used as part of a title.

→ girl, author, day, holiday, city, country, herd, tea

A subset of common nouns is classed as ABSTRACT nouns since they do not point to a real or concrete person, place, or thing. They are **abstract** in that they are **not tangible**; that is, they name things that **cannot be touched**. They are the opposite of the real or concrete nouns, those that can be touched.

- hardness, singing, serfdom, grammar, music, beauty, discipline
- honesty, love, fear, freedom, strength, faith, velocity, ability



1. Give the primary function of a noun.
2. Explain how a proper noun can often be visually recognized from a common noun.
3. Give the subset or group of common nouns that refers to ideas and actions.
4. List the three general categories that nouns often name.
  - a.
  - b.
  - c.
5. Name the part of the sentence that usually contains a noun.
6. Name the two parts of a basic simple sentence.
  - a.
  - b.
7. Identify the common end punctuation for basic sentences.
8. Give three of your own examples of proper nouns.
  - a.
  - b.
  - c.

9. Give three of your own examples of abstract nouns.

a.

b.

c.

10. Give three of your own examples of concrete common nouns.

a.

b.

c.

Underline the nouns found in each of the following sentences.

11. Henry went to the show with Jack.

12. A friend from California is staying for a week at our cabin this summer.

13. My brother was fishing from the bank of the river.

14. Our dad and mom allow two fishing trips per month.

15. Jill, Mary, and Hazel are now vacationing in upper Maine.

16–20. Divide each of the above five sentences between the SUBJECT and PREDICATE with a double line (/ /).

Supply a subject of your own for each of the following predicates.

21. ran to the windmill in his bare feet. (use 1 word)

22. had a good time eating ice cream. (use 3 words)

23. threw the ball with great skill. (use 5 words)

24. chased the cat into the culvert. (use 7 words)

25. tried to read a book in silence. (use 2 words)

# Noun Plurals

## LESSON 3

**Nouns are always namers**, but they may exhibit other properties as well. Nouns can also show **NUMBER**.

That means the noun can show whether it represents one or more than one. The **singular form** of a noun represents **one**. Through inflection a noun can be changed to represent **more than one**; we call that **plural**.

→ singular = *boy* (one)      → plural = *boys* (more than one)

**Singular** – the form of a noun representing one

Some nouns are measurable by different means than counting. They are counted in terms of some unit of measurement and are usually found in the singular form.

→ *5 gallons of milk, 3 cups of water, 2 acres of corn*

**Plural** – the form of a noun representing more than one

1. **Plurals are normally formed by adding the suffix S to the singular noun.**

→ *boy-boys, hat-hats, barn-barns, dog-dogs, rivet-rivets*

**Suffix** – a syllable added to the end of a word

2. **A number of plurals are formed by adding the suffix ES under certain conditions.**

→ The singular noun ends in a **sibilant** (*s, sh, ch, x, z*)  
*church-churches, dress-dresses, dish-dishes, box-boxes*

→ The singular noun ends with a **consonant plus Y** (*Y* changes to *I*)  
*penny-pennies, lady-ladies, fly-flies*

→ The singular noun **ends in F or FE and changes to V**  
*wife-wives, wolf-wolves, dwarf-dwarves*  
However if no change from *F* to *V*, then just add *S*.  
*roof-roofs, gulf-gulfs, safe-safes*

→ The singular noun **ends in O preceded by a consonant**  
This rule works only about half the time.  
*potato-potatoes, echo-echoes, tomato-tomatoes*  
BUT NOT *solo-solos, piano-pianos, casino-casinos*

→ The singular noun **ends in O preceded by a vowel, just add S**  
*bamboo-bamboos, folio-folios, curio-curios*

3. **Some singular nouns form their plurals in an irregular manner.**

→ *goose-geese, mouse-mice, foot-feet, man-men, child-children*

4. **Some nouns have the same form for both singular and plural.**

→ *deer, sheep, fowl, trout, salmon*

**Sibilant** – letters making a hissing sound (*s, sh, ch, x, z*)

**Inflectional** – a change of form that alters meaning but not word type; shows some grammatical relationship: number, case, degree, etc.



5. Some foreign words keep their foreign plurals.  
→ *alumnus-alumni, phenomenon-phenomena*
6. The plurals of numbers, letters, signs, and words used as words out of context are formed by adding an apostrophe and an S.  
→ 1980's, G's, *m's, k's, + 's, - 's, and's, but's*

**When in doubt** about the formation of a plural, **consult a dictionary**; it gives irregular (non-*s*) forms.



1. How many does a plural form represent?
2. How many does a singular form represent?
3. Define *SUFFIX*.
4. Give the suffix most commonly used to form noun plurals.
5. Tell how the plurals of letters and numbers are formed.
6. Name the part of the sentence that usually contains a noun.
7. Name that part of the sentence that contains the main verb.
8. Tell what an inflected suffix does not change.
9. Give the term that means a letter standing for a hissing sound.

Form PLURALS for the following words.

- |              |             |            |
|--------------|-------------|------------|
| 10. hose     | 11. factory | 12. half   |
| 13. stallion | 14. fox     | 15. ditch  |
| 16. ablution | 17. if      | 18. domino |

Write the NOUNS found in each of the following sentences and label them S for SINGULAR or P for PLURAL.

19. Seven boys from the team charged on the field at one time.

20. Henry used the oxen to move a load of rocks across the river.

21. A friend of my father fished the stream behind our house.

22. One sheep did not follow the other sheep into the pasture.

23. Terminal illness precluded his participation in the extravaganzas.

24. The tawdry mercenary imbibed chilled ginger ale.

25–30. Divide each sentence above into SUBJECT and PREDICATE with a double line (/ /).

## GRAMMAR TESTS



Write the PLURALS of the following words.

- |               |                |            |          |
|---------------|----------------|------------|----------|
| 1. safe       | 2. wife        | 3. house   | 4. louse |
| 5. <i>and</i> | 6. plus        | 7. diamond | 8. 3     |
| 9. box        | 10. infraction |            |          |

Write the POSSESSIVES of each of the following words.

- |                  |           |           |
|------------------|-----------|-----------|
| 11. Fred Barnes  | 12. men   | 13. girls |
| 14. Jim and John | 15. child |           |

Make a NOUN by adding a DERIVATIONAL SUFFIX to each of the following words.

- |              |              |             |
|--------------|--------------|-------------|
| 16. contract | 17. kitchen  | 18. unhappy |
| 19. brother  | 20. clarinet |             |

A) Lord Aleric had some trouble finding his way through the dense forest.

B) The woods at this late time of day seemed especially dark and dreary.

C) No sign of the men in the lead remained visible.

D) The shadows and sunlight played tricks on his eyes.

E) An immense feeling of desolation covered the whole area.

Divide each sentence above into SUBJECT and PREDICATE with a double line (/ /).

- |     |     |     |
|-----|-----|-----|
| 21. | 22. | 23. |
| 24. | 25. |     |

Write/identify the NOUNS that appear in each sentence above.

- |     |     |     |
|-----|-----|-----|
| 26. | 27. | 28. |
| 29. | 30. |     |

Supply a SUBJECT of your own according to the parameters given.

31. \_\_\_\_\_ (5 words, use compound subject)
32. \_\_\_\_\_ (3 words, use a plural possessive)
33. \_\_\_\_\_ (4 words, use a singular  
possessive)
34. \_\_\_\_\_ (3 words, use only one noun)
35. \_\_\_\_\_ (7 words, use three nouns)

# Answers to Exercises

## Exercise 1

1. a) It expresses a complete thought.  
b) Two grammatical parts are present: subject and predicate.  
c) A sentence begins with a capital letter.  
d) A sentence ends with some type of end punctuation.
2. verb
3. first
4. tells what was done or observed
5. noun
6. names the subject
7. subject first, predicate second
8. period
9. capital letter on first word
10. subject
11. predicate
12. subject
13. subject
14. predicate
15. predicate
16. predicate
17. predicate
18. subject
19. predicate
20. general // looked
21. side // saluted
22. action // was
23. private // was
24. others // did
25. officers // did

## Exercise 2

1. Nouns name things.
2. Proper nouns are capitalized; common nouns generally aren't.
3. abstract
4. people, places, things
5. subject
6. subject & predicate
7. period
- 8–10. answers vary
11. Henry, show, Jack
12. friend, California, week, cabin, summer
13. brother, bank, river
14. dad, mom, trips, month

15. Jill, Mary, Hazel, Maine
16. Henry // went
17. California // is
18. brother // was
19. mom // allow
20. Hazel // are
- 21–25. answers vary

## Exercise 3

1. more than one
2. one
3. a syllable added to the end of a word
4. s
5. 's
6. subject
7. predicate
8. word class
9. sibilant
10. hoses
11. factories
12. halves
13. stallions
14. foxes
15. ditches
16. ablutions
17. *ifs*
- 18 dominoes
19. boys, p; team, s; field, s; time, s
20. Henry, s; oxen, p; load, s; rocks, p; river, s
21. friend, s; father, s; stream, s; house, s
22. sheep, s; sheep, p; pasture, s
23. illness, s; participation, s; extravaganzas, p
24. mercenary, s; ginger ale, s
25. team // charged
26. Henry // used
27. father // fished
28. sheep // did
29. illness // precluded
30. mercenary // imbibed

## Exercise 4

1. 's
2. ' (apostrophe)
3. of
4. 's
5. word order
6. letters making a hissing sound
7. a syllable added to the end of a word

# Answers to Tests

## TEST 1A

1. safes
2. wives
3. houses
4. lice
5. *and's*
6. pluses
7. diamonds
8. 3's
9. boxes
10. infractions
11. Fred Barnes's
12. men's
13. girls'
14. Jim and John's
15. child's
16. contractor
17. kitchenette
18. unhappiness
19. brotherhood
20. clarinetist
21. Aleric // had
22. day // seemed
23. lead // remained
24. sunlight // played
25. desolation // covered
26. Lord Aleric, trouble, way, forest
27. woods, time, day
28. sign, men, lead
29. shadows, sunlight, tricks, eyes
30. feeling, desolation, area
- 31–35. answers vary

## TEST 1B

1. blues
2. knives
3. dresses
4. pennies
5. *the's*
6. oxen
7. pearls
8. 5's
9. mice
10. deer
11. Al Jones's
12. women's

13. boys'
14. Jack and Jill's
15. friend's
16. wisdom
17. socialism
18. joyfulness
19. sisterhood
20. flutist
21. Cadiz // was
22. toughs // looked
23. stage // thought
24. stranger // would
25. experience // provide
26. man, Cadiz, fighter, reputation
27. back, room, toughs, man, disgust
28. rowdies, stage, prowess
29. minds, stranger, victim
30. life, experience, lessons, folks
- 31–35. answers vary

## TEST 2A

1. messes
2. knives
3. pigs
4. 9's
5. children
6. sheep
7. teeth
8. *but's*
9. Bill and Bob's
10. Doug Carnes's
11. frog's
12. toads'
13. establishment
14. trumpeter
15. fatherhood
16. courtship
17. girl // was
18. afternoon // would
19. she // would
20. father // depended
21. girl // thought
22. reflection // soon
23. girl, toys
24. afternoon, close, her
25. hour, dinner, she, chores
26. mother, father, daughter, help, time
27. girl, life, future
28. moments, solitude, reflection, end