

PREFACE

INTRODUCTORY ELEMENTS

“Grammar is a tool allowing the children to be more perfectly nourished by the beautiful texts of the literature program.”

Before proceeding read (or reread) the following:

1. from *SSPX Language Arts Program Elements* - “Using Grammar to Sharpen Analysis and Clarify Expression”
2. from the *Language Arts Teacher’s Guide for 2nd Grade* - “Purpose and Contents of the Guide” and “Suggested 30-Week Lesson Plan Detail 2nd Grade.”

The thorough presentation of true, good and beautiful ideas lays the foundation for composition (personal expression) - the summit of the language arts curriculum. The beautiful ideas presented through dictation, poetry and reading in connection with the weekly theme are **reinforced** through the grammar lesson. THEREFORE, the *Language Arts Teacher’s Guide for 2nd Grade* is the **primary source** from which grammar lessons and composition topics should be formed. **Student exercises and directed work must originate from the weekly dictations and /or current reading book.**

Classical Grammar Book 1 introduces the grammar concepts and contains definitions for memorizations. Do not use it as a grammar workbook. The exercises in *Classical Grammar Book 1* should only be used minimally for reinforcement.

This supplement to the *Language Arts Teacher’s Guide for 2nd Grade* will present example lessons based on the dictations found in the weekly lesson plans. Take from each lesson what is useable in your classroom. The supplement is not a grammar workbook, but rather an aid **guiding the instructor to build his/her own lessons from dictations and reading.** It is when the teacher creates the lessons that grammar truly becomes a tool in his/her hands.

Language arts is foundational in education; hence a significant amount of classtime (1 1/2-2 hours per day) should be given to its elements (reading, dictation, composition, grammar, poetry, phonics, penmanship, spelling). However, many teachers have multiple grades within one classroom and cannot give the suggested time to language arts. Rather than squeeze the weekly lesson into less time, take more time to teach one week of the guide. Make it the goal to teach each lesson well in the method and spirit of the program.

Please contact us with any questions regarding the example lessons, grammar questions, or assistance with your own lesson-making at sspxgrammar@gmail.com.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** choose for examples a paragraph relating to the weekly theme or current reading selection.

Definition for memory: **A sentence is a group of words telling a thought.** (test on Tuesday)

Teacher-led Exercises: Copy each sentence on the board. Have the students point out that a capital letter should begin it and a period end it. Ask what thought each sentence tells. Two or three sentences should be sufficient for today's lesson. Example sentences:

1. The ox-cart man sold his ox and kissed him good-bye on the nose. **(It is a thought about an ox-cart man.)**
2. To Josefina, the rancho was the most beautiful place in the world. **(thought: about the rancho)**
3. Sarah looked and looked at the beautiful valley. **(thought: about Sarah)**

Afternoon

Review morning's lesson with one more sentence on the board.

LESSON 1 : THE SENTENCE

Grammar Exercises (to be done orally with teacher or written in notebook)

Review lesson. Check for memorization of **sentence**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. [see "sample notebook pages" on the *portal*] Choose only those sentences formed from dictations given to the class. One to three sentences are sufficient for a lesson as the program is progressive and the students will see the concepts again and again.

Notebook Exercises: Copy the sentences beginning each with a capital letter and ending each with a period.

1. the rancho belonged to Papa's family
2. the ox-cart man walked home
3. his wife and children were waiting at home
4. we love our country
5. over the fire hung a new iron kettle
6. josefina loved the rancho
7. the beauty of the valley filled Sarah's mind

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Directed Work

Review definitions of **sentence**.

Directed work prepares the students for the Grammar Test. Students do work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.)

1. Copy, capitalize and punctuate the sentence: a new school year is beginnning
2. What do you like most about “a new school year”?

Directed Work Key

1. A new school year is beginning.
2. Answers will vary. Evaluate the following:
 - Did the student use proper sentence structure (capital and period)?
 - Did the student stay on topic (favorite of new school year)?
 - Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
 - If the sentence has numerous errors, correct the entire sentence, and have the student rewrite it completely.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Grammar Test

The *Grammar Test* generally consists of four parts:

1. sentence analysis
2. parsing
3. grammar concept (usually a verb)
4. composition sentence

Grammar Tests should be written in a special test notebook. Teacher writes the grammar test on the board. Children copy (some of the) direction(s) and write answer. The set-up for both is modeled below. If the test sentence is not from a class dictation, the teacher may choose to write a similar test using a dictation-derived sentence. However, the tests here given will still be a good evaluation of concept mastery even if the student has not seen the sentence previously.

If the teacher would like a self-created test evaluated or needs assistance with a particular step in creating a test please email sspxgrammar@gmail.com. (Write 2nd grade supplement assistance in the subject bar.)

Grammar Test

(Structure atypical until Week 6)

1. Copy, capitalize and punctuate the sentence: : the ox-cart man walked home to his family
2. Write a sentence about your father or mother coming home, not using the word "walked."

Grammar Test Key

1. The ox-cart man walked home to his family.
2. Answers will vary. Evaluate the following:
 - Did the student use proper sentence structure (capital and period)?
 - Did the student stay on topic (mom or dad, arrival home)?
 - Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
 - If the sentence has numerous errors, correct the entire sentence, and have the student rewrite it.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : THE NOUN

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Day 1: Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange the sentences for two of the example sentences, or your own, choosing those from the weekly dictations or the current reading book.

Definition for memory: **A noun is a name. A noun may name a person, place or thing.**

Teacher-led Exercises: Write sentence on the board. Ask students to name the noun words. Reinforce that the word is a noun because it *names* a person or thing or place. And at the same time review the sentence.

- noun** **noun**
1. The daughter stitched with a needle. (**“daughter” names a person, “needle” names a thing**)
- noun** **noun** **noun**
2. The family cooked dinner in their new kettle. (**“family” names a group of persons, “dinner” and “kettle” name things**)
- noun** **noun** **noun**
3. In March Father tapped the maple trees. (**“March” and “trees” name things, “Father” names a person**)
- noun** **noun** **noun** **noun**
4. The ox-cart man stitched a new harness for the young ox in the barn. (**“man” names a person, “harness” and “ox” name things, “barn” names a place or thing**)
- noun** **noun**
5. The sheep were sheared and the yarn spun and wove and knitted. (**“sheep” and “yarn” name things**)
- noun** **noun**
6. Daddy is coming home! (**“Daddy” names a person, “home” names a place**)
- noun** **noun** **noun** **noun**
7. Caroline watched her father’s firm yet gentle hands as he milked Bessie. (**“Caroline” and “father’s” name persons, “hands” and “Bessie” name things**)

Afternoon

Review definition of **noun** and morning’s lesson with one more sentence on the board.

- noun** **noun** **noun**
1. Josefina’s papa had kind eyes. (**“Josefina’s” and “papa” name persons, “eyes” names things**)

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : THE NOUN

Day 2: Grammar Lesson, Grammar Exercises (in notebook)

Review lesson. Check for memorization of **noun**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. [see “sample notebook pages” on the *portal*] Choose only those sentences formed from dictations given to the class. One to three sentences are sufficient for a lesson as the program is progressive and the students will see the concepts again and again.

Notebook Exercises: Copy sentences. Label all nouns. (answers are in bold)

noun **noun**

1. The son whittled with his knife.

noun **noun** **noun**

2. Papa told a story to his little daughter.

noun **noun** **noun**

3. Papa would play his fiddle at night.

LESSON 2 : THE NOUN

Directed Work

Review definitions of **sentence** and **noun**.

Directed work prepares the students for the Grammar Test. Students do work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.)

1. Copy, capitalize and punctuate the sentence. Label all nouns: after supper, Pa told Laura and Mary little jokes and stories
2. Tell which nouns name persons. Tell which nouns name things.
3. What do you enjoy doing with your father when he is home?

Directed Work Key

noun **noun** **noun** **noun** **noun** **noun**

1. After supper, Pa told Laura and Mary little jokes and stories.
2. “Pa,” “Laura,” and “Mary” are persons. “Jokes” and “stories” are things.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : THE NOUN

Directed Work Key continued

3. Answers will vary. Evaluate the following:
Did the student use proper sentence structure (capital and period)?
Did the student stay on topic (favorite of new school year)?
Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
If the sentence has numerous errors, correct the entire sentence, and have the student rewrite it.

LESSON 2 : THE NOUN

Grammar Test

(See Week 2, Grammar Test for explanation)

1. Copy, capitalize and punctuate the sentence. Label all nouns :
Father was the best storyteller around.
2. What is a noun?
3. Write the names of two **persons** in your class, two **things** in your desk and one **place** in your school. Use two of these words in one sentence.
4. What does your father do best? Tell us about it in a sentence.

Grammar Test Key

1. noun noun
Father was the best storyteller around.
2. A noun is a name. A noun names a person, thing, or place.
3. Answers will vary. Sentence needs proper structure and inclusion of two nouns.
4. Answers will vary. Evaluate the following:
Did the student use proper sentence structure (capital and period)?
Did the student stay on topic? (father, best quality, activity, etc.)
Do not grade spelling yet. Simply underline the misspelling and write its correct spelling above.
If the sentence has numerous errors, correctly write the entire sentence, and have the student rewrite it completely.

WEEK 4 SUGGESTED GRAMMAR EXERCISES

LESSON 2: COMMON AND PROPER NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Two classes of nouns are common and proper. A proper noun is the name of a certain person, place or thing.** (test on Tuesday)

Teacher-led Exercises : Write sentence on board. Locate and label the nouns, reinforcing the definition of noun. Determine if the class noun is proper by its definition. Point out that proper nouns begin with a capital letter. Labels and proper nouns are in bold print. (Emphasize that proper is a **class** of nouns.)

- noun noun noun
1. High, strong, walls called dikes keep **Holland** safe and dry. (**"Holland" is a proper noun because it names a particular country/place.**)
- noun noun noun noun noun
2. **Peter** saw a small stream of water trickling through a hole in the strong dike. (**"Peter" is a proper noun that names a particular boy/person.**)
- noun noun noun noun noun
3. **Mama** set two braided loaves of white bread on **Papa's** plate. (**"Mama" & "Papa" are proper nouns that name a particular mother and father/person. *They are names like Sue or Tom.**)
- noun noun noun noun
4. With **Josephine** beside her, **Mama** had tended the flowers in the back courtyard. (**"Josephine" is a proper noun that names a particular girl; "Mama" see sent 3 answer.**)
- noun noun noun noun
5. **John** could not take his eyes from his mother's hands. (**John is a proper noun that names a particular boy/person.**)

*A capital letter shows that "Mama" and "Papa" are proper nouns. The students will learn capitalization rule for kinship names later. Just an FYI: If a kinship name is preceeded by an article (a, an, the) or can be replaced with a proper name, it shows that the kinship name is proper - *Susan helped **Mom** in the kitchen.* vs *Susan helped her **mom** in kitchen.* or *Susan helped a **mom** in the kitchen.* In the first sentence "Mom" can be replaced with a proper name - *Susan helped **Jane** in the kitchen.* In the next to it cannot - *Susan helped her **Jane** in kitchen.* *Susan helped a **Jane** in the kitchen.*)

Afternoon

Review morning's lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed.

LESSON 2: COMMON AND PROPER NOUNS

Review the lesson. Check for memorization of **noun class, proper noun.**

noun noun noun

- *“Mama” is a proper noun.**

“Mother” is a proper noun.

“Holland” is a proper noun.

"Peter" is a proper noun.

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns: with Mama's care, the seeds grew into beautiful, colorful flowers
2. Tell whether the nouns in sentence 1 are common or proper.
3. What does your mother help to become beautiful or colorful?

LESSON 2 : COMMON AND PROPER NOUNS

1. With Mama's care, the seeds grew into beautiful, colorful flowers.

2. "Mama's" is a proper noun. "Care" is a common noun. "Seeds" is a common noun. "Flowers" is a common noun.

3. Answers will vary. Evaluate as usual for sentence structure and topic.

Day 4 or 5: Grammar Test (See week 2)

1. Copy, capitalize and punctuate the sentence. Label all nouns: John lovingly watched Mother's hands peel apples.
2. What are the two classes of nouns?
3. Which are the proper nouns in the sentence?
4. What do you enjoy watching your mother do with her hands?

1. *noun noun noun noun*
John watched Mother's hands peel apples.
2. The two classes of nouns are common and proper.
3. "John" is a proper noun. "Mother's" is a proper noun.
4. Answers will vary. Evaluate as usual for sentence structure and topic (Mother's hands working).

WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 3: COMMON AND PROPER NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **A common noun is the name of any person, place or thing.**

Teacher-led Exercises : Write sentence on board. Locate and label the nouns, reinforcing the definition of noun. Determine if the class of the noun is common by its definition. Labels and common nouns are in bold print. (Emphasize that common is a *class* of nouns.)

noun

noun

1. The milk **cart** rumbled down the **road**. (**“Cart”** is a common noun as it names any cart; **“road”** is a common noun as it names any road.)

noun

noun

noun

2. The **milkman** was surprised to hear a **shout** so early in the **morning**. (**“Milkman”** is a common noun as it names any milkman; **“shout”** is a common noun as it names any shout; **“morning”** is common as it names any morning.)

noun

noun

noun

3. The **leaves** on the **maples** and **oaks** were red and gold. (**“Leaves”** is a common noun as it names any leaves; **“maples”** is a common noun as it names any maples; **“oaks”** is common as it names any oaks.) (“maple” or “oak” is not the name of one particular tree, but of a type of tree.)

noun

noun

noun

4. In the **fall** of the **year** the **house** was almost finished. (**“fall”** is a common noun*; **“year”** is a common noun as it names any year; **“house”** is common as it names any house.)

* The seasons of the year: spring, summer, autumn or fall, winter, are not proper nouns. Their commonness may be because they are natural phenomena. Teach the students to write them in lowercase.

Afternoon

Review morning’s lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed.

WEEK 4 SUGGESTED GRAMMAR EXERCISES

LESSON 2: COMMON AND PROPER NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **common noun**.

Notebook Exercises: Copy sentence. Label all nouns. Identify the common nouns in a sentence as shown. Enclose sentence words in quotation marks when used in an answer.

noun

1. The wild **geese** were flying south.

"Geese" is a common noun.

noun

noun

noun

noun

2. Early Saturday, Michael and his **sister** picked **berries**.

"Sister" is a common noun; "berries" is a common noun. (Days of the week are proper - each names a particular day.)

noun

3. The big harvest **moon** had come and gone.

"Moon" is a common noun.

For quicker students, an independent work sentence could be prepared each week.

Put extra sentence on board. Take two or three minutes at end of class to analyze sentence on board for students to correct. Explain any student errors. These are not graded. One sentence daily limit!

Example:

Peter hopped off his bike. Write the sentence. Analyze for nouns. Write a sentence telling the class of the first noun.

Answer:

noun

noun

Peter hopped off his bike.

"Peter" is a proper noun.

LESSON 2 : COMMON AND PROPER NOUNS

Directed Work

Review definitions of **sentence, noun, noun class, proper noun common noun**.

Directed work prepares the students for the Grammar Test. Students do work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.)

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns: the sky was deep blue and the trees glowed in rich autumn colors

2. Tell whether the nouns in sentence 1 are common or proper. Use a complete sentence.

3. What is your favorite sight in autumn? Describe it in a colorful sentence.

WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : COMMON AND PROPER NOUNS

Directed Work key

- noun noun noun
1. The sky was deep blue and the trees glowed in rich autumn colors.
 2. "Sky" is a common noun. "Trees" is a common noun. "Colors" is a common noun.
 3. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 2: COMMON AND PROPER NOUNS

Grammar Test (See week 2)

1. Copy, capitalize and punctuate the sentence. Label all nouns :
peter stayed with his finger in the dike until the men from the village came
2. Which are the common nouns in the sentence?
3. What is the proper name of your village or town or city? (Help the students with spelling but not capitalization.)
4. Was Peter a brave boy? Why?

Grammar Test Key

1. *noun* *noun* *noun* *noun* *noun*
Peter stayed with his finger in the dike until the men from the village came.
2. "Finger," "dike," "men," and "village" are common nouns.
3. Answers will vary; make sure the noun is capitalized.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definition for memory: **Parsing order for nouns : noun, class, gender.** (Test Tuesday.)

NOTE FOR THE TEACHER: IMPORTANT GENDER CLARIFICATIONS

CG1 writes: *"Sometimes a noun names a living being but we do not know if it is a male or female, such as "horses" or "doctor" in the sentences above. We say that those nouns are of **either gender**. They name living things that may be male or female."*

Disregard the term *either* for gender. Use *neuter* instead. The term "neuter" as applied to nouns does not imply that the thing named has in reality no gender, but that the author did not choose to indicate the gender of the person or animal in the sentence by the form of the word or by the context.

Remember that a noun's gender may in fact be determined by other words in the sentence or by the larger context, e.g. *The children wore fancy dresses to the party.* "children" in this sentence is clearly *feminine gender* - as girls wear "dresses." or *The rabbit hid her babies under the porch.* "Rabbit" is *feminine gender* as the bunnies are "**her** babies."

***Masculine and feminine gender* are distinctions applied to grammatical beings, namely, **nouns**; *male and female gender (or sex)* are distinctions applied to **living beings**.**

Teacher-led Exercises : Teacher writes the sentence on the board. Label nouns. (May teach/use abbreviation **n** for **noun**.) Parse each noun for class and gender. Follow format in CG1, but underline the noun being parsed with a blue pen/pencil. (No quotation marks needed.)

As the noun is parsed remind students why each noun is proper or common, why each noun is masculine, feminine or neuter. Use language of the definitions they have learned.

n

n

n

n

1. Little Sal went with her mother to Blueberry Hill to pick blueberries.

Little Sal is a noun. It is a proper noun. It is feminine gender.

mother is a noun. It is a common noun. It is feminine gender.

Blueberry Hill is a noun. It is a proper noun. It is neuter gender.

blueberries is a noun. It is a common noun. It is neuter gender.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

2. Laura lay awake listening to Pa's fiddle.

Laura is a noun. It is a proper noun. It is feminine gender.

Pa's is a noun. It is a proper noun. It is masculine gender.

fiddle is a noun. It is a proper noun. It is neuter gender.

3. The family sang together, and their happy voices tumbled down the hills.

family is a noun. It is a common noun. It is neuter gender.

voices is a noun. It is a common noun. It is neuter gender.

hills is a noun. It is a common noun. It is neuter gender.

Afternoon

Review morning's lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed. See Helpful Hints Week 6 of the guide.

LESSON 4: GENDER OF NOUNS WITH PARSING

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **noun parsing order**.

Notebook Exercises: Copy sentence. Label all nouns. Parse the nouns for class and gender.

n **n** **n** **n**
1. Pa was sitting on the bench by the hearth while Ma was gently rocking and knitting.

Pa is a noun. It is a proper noun. It is masculine gender.

bench is a noun. It is a common noun. It is neuter gender.

hearth is a noun. It is a common noun. It is neuter gender.

Ma is a noun. It is a proper noun. It is feminine gender.

2. Early Saturday morning, Michael and his sister searched for blackberries.

morning is a noun. It is a common noun. It is neuter gender.

Michael is a noun. It is a proper noun. It is masculine gender.

sister is a noun. It is a common noun. It is feminine gender.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

Grammar Exercises cont.

3. Little Bear came with his mother to eat blueberries, too.

Little Bear is a noun. It is a proper noun. It is masculine gender.

mother is a noun. It is a common noun. It is feminine gender.

blueberries is a noun. It is a proper noun. It is neuter gender.

LESSON 4: GENDER OF NOUNS WITH PARSING

Directed Work

Review definitions of **sentence, noun, noun class, proper noun common noun.**

Directed Work: (see previous weeks for directions)

1. Copy, capitalize, and punctuate the sentence. Label all nouns: in the evening, Father, Mother and the children once more gathered around the table

2. Parse: Father, children, table

3. What do you do in the evening with your family?

LESSON 4: GENDER OF NOUNS WITH PARSING

Directed Work key

1. In the evening, Father, Mother and the children once more gathered around the table.

2. Parse:

Father is a noun. It is a proper noun. It is masculine gender.

children is a noun. It is a common noun. It is neuter gender.

table is a noun. It is a common noun. It is neuter gender.

3. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 4: GENDER OF NOUNS WITH PARSING

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
little Sal and her mother drove home with food to can for next winter
2. Parse: Little Sal, home
3. How do you enjoy helping your mother (or grandmother...)?

Grammar Test Key

1. *n* *n* *n* *n* *n*
Little Sal and her mother drove home with food to can for next winter.
2. Parse:
Little Sal is a noun. It is a proper noun. It is feminine gender.
home is a noun. It is a common noun. It is neuter gender.
3. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **An adjective is a word used to modify a noun.** Learn the parsing order: **Identify the word as an adjective. Tell what class of adjective** (descriptive). **Tell what word it modifies.** Read the *Helpful Hints* section of Week 7.

Abbreviations: teach the abbreviation for adjective - adj; noun - n ; these abbreviations begins with lower case letters because the words “abbreviation” and “noun” are common nouns.

When a proper noun or adjective is abbreviated it begins with a capital letter: Doctor Jones - Dr. Jones . Titles given to a person are **only capitalized or abbreviated when used with a name**: *Dr. Jones visited the cottage.* But: *The doctor visited the cottage.* Similarly, the abbreviations of states (Lesson 39) are only abbreviated when used with the name of a city: *The capital of Missouri is Jefferson City.* But: *The governor works in Jefferson City, MO.* Integrate abbreviations throughout the curriculum as needed. [Those using SWR might add them to the abbreviations page in the primary log].

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns and adjectives. Parse the adjectives for class and noun(s) modified. **Use the word *modifies* rather than *describes*.** (Use the article *an* before the word *adjective* in parsing.)

n adj adj n n

1. The city lay in a **wide sunny** valley in Italy.

wide is an adjective. It is descriptive. It modifies the noun “valley.”

sunny is an adjective. It is descriptive. It modifies the noun “valley.”

adj adj n adj n

2. The green and gold glen smiled with glittering lakes.

green is an adjective. It is descriptive. It modifies the noun “glen.”

gold is an adjective. It is descriptive. It modifies the noun “glen.”

glittering is an adjective. It is descriptive. It modifies the noun “lakes.”

adj n adj adj n adj n

3. A beautiful cloth covered the elegant feastday table and held the family’s best dishes.

beautiful is an adjective. It is descriptive. It modifies the noun “cloth.”

elegant is an adjective. It is descriptive. It modifies the noun “table.”

feastday is an adjective. It is descriptive. It modifies the noun “table.”

best is an adjective. It is descriptive. It modifies the noun “dishes.”

2ND GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **adjective and parsing order**.

Notebook Exercises: Copy sentence. Label all nouns and adjectives. Parse the adjectives.

- n n n adj n adj n
1. On St. Joseph's Day, Juan and his friends acted little plays of olden days.

little is an adjective. It is descriptive. It modifies the noun "plays."

olden is an adjective. It is descriptive. It modifies the noun "days."

- n adj n adj n adj
2. Jonathan's small cousin was being christened, and a fine supper was planned for the gray stone farmhouse.

small is an adjective. It is descriptive. It modifies the noun "cousin."

fine is an adjective. It is descriptive. It modifies the noun "supper."

gray is an adjective. It is descriptive. It modifies the noun "farmhouse."

stone is an adjective. It is descriptive. It modifies the noun "farmhouse."

- n adj adj n n n
3. Along the roads, from behind high garden walls, peeped the tops of villas.

high is an adjective. It is descriptive. It modifies the noun "walls."

garden is an adjective. It is descriptive. It modifies the noun "walls."

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Directed Work

Review definitions of **sentence, noun, noun class, proper noun common noun, adjective**.

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns and adjectives:
the mountain wind ruffled the children's hair
2. Parse: mountain, wind
3. Rewrite the sentence using a different word for "ruffled."
3. What beautiful sight did the children see from the mountain top?

2ND GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Directed Work key

- adj n n n
1. The mountain wind ruffled the children's hair.
 2. Parse:
mountain is an adjective. It is descriptive. It modifies the noun "wind."
wind is a noun. It is a common noun. It is neuter gender.
 3. Accept any reasonable replacement of "ruffled" : blew, tossed, tossed, whipped, etc.
 4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 5: ABBREVIATIONS & LESSON 6 : ADJECTIVES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
thomas and grandmother went every sunday to the church in the little village.
2. Parse: Sunday, little
3. Rewrite the sentence changing "church" to a proper noun. (remind them to capitalize "church" if it is part of the name.)
4. Tell us the most beautiful thing about your church.

Grammar Test Key

- n n n n adj n
1. Thomas and Grandmother went every Sunday to the church in the little village.
 2. Parse:
Sunday is a noun. It is a proper noun. It is neuter gender.
little is an adjective. It is descriptive. It modifies the noun "village."
 3. Answers will vary; make sure the proper noun is capitalized.
 4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 6 : ADJECTIVES CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Reinforce definition and parsing order: **An adjective is a word used to modify a noun. Identify the word as an adjective. Tell what class of adjective** (descriptive). **Tell what word it modifies.** See the “Helpful Hints” for Week 8.

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns and adjectives. Parse the adjectives for class and noun(s) modified. **Use the word *modifies* rather than *describes*.** (use the article *an* before the word *adjective* in parsing.)

- n adj adj n n
1. The soldiers dropped large and small stones into the pot.

large is an adjective. It is descriptive. It modifies the noun “stones.”

small is an adjective. It is descriptive. It modifies the noun “stones.”

- n adj n adj n adj n
2. The soldiers stirred the yellow barley and white milk into the steamy broth.

yellow is an adjective. It is descriptive. It modifies the noun “barley.”

white is an adjective. It is descriptive. It modifies the noun “milk.”

steamy is an adjective. It is descriptive. It modifies the noun “broth.”

- n adj n adj n
3. The smell of fresh-baked bread filled the warm kitchen.

fresh-baked is an adjective. It is descriptive. It modifies the noun “bread.”

warm is an adjective. It is descriptive. It modifies the noun “kitchen.”

2ND GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 6 : ADJECTIVES CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **adjective and parsing order**.

Notebook Exercises: Copy sentence. Label nouns and adjectives. Parse as below.

adj n n n adj n n

1. The neat rows of fruits and vegetables made colorful stripes in the garden.

neat is an adjective. It is descriptive. It modifies the noun "rows."

fruits is a noun. It is common noun. It is neuter gender.

colorful is an adjective. It is descriptive. It modifies the noun "stripes."

stripes is a noun. It is a common noun. It is neuter gender.

n adj n adj n

2. Anne liked the small packages of tiny seeds.

Anne is a noun. It is a proper noun. It is feminine gender.

small is an adjective. It is descriptive. It modifies the noun "packages."

tiny is an adjective. It is descriptive. It modifies the noun "seeds."

adj n n n n adj n

3. A stick fence like a blanket's fringe surrounded the garden and kept hungry animals out.

stick is an adjective. It is descriptive. It modifies the noun "fence."

blankets is a noun. It is a common noun. It is a neuter noun.

hungry is an adjective. It is descriptive. It modifies the noun "animals."

LESSON 6 : ADJECTIVES CONTINUED

Directed Work

Review definitions of **sentence, noun, noun class, proper noun, common noun, adjective**.

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label all nouns and adjectives:

the peasants brought their barley from the barn lofts and their milk from the wells

2. Parse: peasants, barn

3. Tell what you would bring for the stone soup, using one descriptive adjective in your sentence.

2ND GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 6 : ADJECTIVES

Directed Work key

1. The peasants brought their barley from the barn lofts and their milk from the wells.

2. Parse:

wind is a noun. It is a common noun. It is neuter gender.

barn is an adjective. It is descriptive. It modifies the noun "lofts."

3. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 6 : ADJECTIVES CONTINUED

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :

mama set two braided loaves of white bread at papa's place

2. Parse: braided, white

3. Rewrite the sentence replacing "set" with another word.

4. What special food might Mother or Grandmother put "at Papa's place" to make him happy?

Grammar Test Key

1. Mama set two braided loaves of white bread at Papa's place.

2. Parse:

braided is an adjective. It is descriptive. It modifies the noun "loaves."

white is an adjective. It is descriptive. It modifies the noun "bread."

3. Answers will vary. Some possibilities: placed, put, laid...

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 7: ARTICLES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Learn by heart the parsing order for articles: **Identify the word as an article. Tell to what noun the article belongs.**

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns, adjectives and articles. Parse the articles for office (belongs to the noun...).

art adj adj n **art** n **art** n

1. **The** biggest and most important building in **the** village was **the** church.

The is an article. It belongs to the noun "building."

the is an article. It belongs to the noun "village."

the is an article. It belongs to the noun "church."

n **art** adj adj n n n n **art** adj **art**

2. Guilford was a busy little town of stone and brick and timber clinging to the steep sides of a hill.

a is an article. It belongs to the noun "town."

the is an article. It belongs to the noun "sides."

a is an article. It belongs to the noun "hill."

art n **art** n **art** n n **art** n n **art** n

3. The village sat on the slope of a mountain with its head in the clouds and its feet in the river.

The is an article. It belongs to the noun "village."

the is an article. It belongs to the noun "slope."

a is an article. It belongs to the noun "mountain."

the is an article. It belongs to the noun "clouds."

the is an article. It belongs to the noun "river."

2ND GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 7: ARTICLES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **parsing order of articles**.

Notebook Exercises: Copy sentence. Label nouns, adjectives and articles. Parse as below.

n n art adj adj n art n art n

1. Thomas lived with his grandmother in a small white house at the head of the village.

Thomas is a noun. It is proper. It is masculine gender.

a is an article. It belongs to the noun "house."

white is an adjective. It is descriptive. It modifies the noun "house."

the is an article. It belongs to the noun "head." (or "village")

n adj n art n adj n n

2. Guilford had three churches, an inn, and many shops and houses.

three is an adjective. It is quantitative. It modifies the noun "churches."

churches is a noun. It is a common noun. It is neuter gender.

an is an article. It belongs to the noun "inn."

n art adj n art n

3. Josefina knew the twelve families who lived in the village.

the is an article. It belongs to the noun "families."

twelve is an adjective. It is quantitative. It modifies the noun "families."

families is a noun. It is a common noun. It is a neuter noun.

the is an article. It belongs to the noun "village."

LESSON 7: ARTICLES

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:

the houses leaned toward each other like old friends

2. Parse: the, old

3. Imagine these houses speaking to each other. What might they say about their village?

2ND GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 7: ARTICLES

Directed Work key

art n

adj n

1. The houses leaned toward each other like old friends.

- ## 2. Parse:

the is an article. It belongs to the noun “houses.”

old is an adjective. It is descriptive. It modifies the noun “friends.”

3. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 7: ARTICLES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :

the heart of the village was the church where thomas and Grandmother went every sunday

2. Parse: the (any one of them), Sunday,

3. Imagine Thomas's village church. Describe a bit of its beauty on the outside or the inside.

Grammar Test Key

art n

art n

art n

n

n

adj n

1. The heart of the village was the church where Thomas and Grandmother went every Sunday.

- ## 2. Parse:

the is an article. It belongs to the noun “heart.” (or “village” or “church”)

Sunday is a noun. It is proper. It is neuter gender.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 8: VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Teach Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Learn by heart the definition: **A verb is a word that asserts action or being.**

*Prepare the children for sentence analysis and the idea of subject and predicate by speaking always of the verb as saying something about a noun.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence underlining the verb twice and labeling the different parts of speech which they know. Parse nouns, adjectives and articles.

n art n art n
1. My father **played** the piano all the time.

the is an article. It belongs to the noun "piano." (or "time")

piano is a noun. It is common. It is neuter gender.

n art adj n
2. Father and I **travelled** the piano keyboard together.

the is an article. It belongs to the noun "keyboard."

piano is an adjective. It is descriptive. It modifies the noun "keyboard."

keyboard is a noun. It is common. It is neuter gender.

art adj n n art n n
3. A little spray of flowers **fell** onto the piano's keys.

A is an article. It belongs to the noun "spray."

little is an adjective. It is descriptive. It modifies the noun "spray."

spray is a noun. It is common. It is neuter gender.

Afternoon

Review morning's lesson with one more sentence on the board. Choose one from the current reading. Adapt a sentence as needed.

2ND GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review the lesson. Check for memorization of **verb**.

Notebook Exercises: Copy sentence. Analyze : underline verb twice, label nouns, adjectives and articles. Parse as below.

n **art** **adj** **n** **art** **n** **n**

1. Josefina plays a fine tune just like a bird's whistle.

a is an article. It belongs to the noun "tune." (or "whistle")

fine is an adjective. It is descriptive. It modifies the noun "tune"

bird's is a noun. It is common. It is neuter gender.

n **n** **art** **n** **adj** **adj** **n**

2. At night in bed I heard the music faintly through my open bedroom door.

music is a noun. It is a common noun. It is neuter gender.

bedroom is an adjective. It is descriptive. It modifies the noun "door."

n **n** **art** **adj** **n** **art** **n** **art** **n**

3. Uncle George and Laura did a little dance in the corner of the room.

Uncle George is a noun. It is proper. It is masculine gender.

a is an article. It belongs to the noun "dance."

little is an adjective. It is descriptive. It modifies the noun "dance."

dance is a noun. It is a common noun. It is a neuter noun.

LESSON 8 : VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:
pa played his violin and laura's feet danced
2. Parse: Pa, Laura's
3. Rewrite the sentence. Add a descriptive adjective before "violin" or "feet."
4. In the dictation, why do you think Laura could not "keep her feet still" when Pa played?

2ND GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 8:VERBS

Directed Work key

1. Pa ⁿ played his violin and Laura's ⁿ feet danced.
2. Parse: Pa, Laura's
Pa is a noun. It is proper. It is masculine gender.
Laura is a noun. It is proper. It is feminine gender.
3. Accept any reasonable descriptive adjectives.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8 : VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
josefina piled the wood in time to the rhythm of the tune
2. Parse: the, wood.
3. What is your favorite tune to hum or sing and when do you like to sing it?

Grammar Test Key

1. Josefina ⁿ piled ^{art} the ⁿ wood ^{art} in ⁿ time ^{art} to ⁿ the ^{art} rhythm ⁿ of ⁿ the ⁿ tune.
2. Parse:
the is an article. It belongs to the noun "wood." (or "rhythm" or "tune")
wood is a noun. It is common. It is neuter gender.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8: VERBS CONTINUED

Review Lesson

sunlight is an noun. It is common. It is neuter gender.

2ND GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Parse all nouns, adjectives and articles.

art n art n n n

1. The swallows circled the mission above Juan's head.

The is an article. It belongs to the noun "swallows."

swallows is a noun. It is common. It is neuter gender.

the is an article. It belongs to the noun "mission."

mission is a noun. It is common. It is neuter gender.

Juan's is a noun. It is proper. It is masculine gender.

head is a noun. It is common. It is neuter gender.

n n art adj n art n

2. Stephen and Lucia saw a strange cloud over the bay.

Stephen is a noun. It is a proper noun. It is masculine gender.

Lucia is a noun. It is a proper noun. It is feminine gender.

a is an article. It belongs to the noun "cloud."

strange is an adjective. It is descriptive. It modifies the noun "cloud."

cloud is a noun. It is common. It is neuter gender.

the is an article. It belongs to the noun "bay."

bay is a noun. It is common. It is neuter gender.

LESSON 8 : VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:
jonathan fed the birds and the squirrels and the rabbits during the cold winter
2. Parse: the (1st one), squirrels, cold
3. Rewrite the sentence. Add a descriptive adjective before each animal name.
4. Why did Jonathon feed the animals "during the cold winter"?

2ND GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

LESSON 8:VERBS

Directed Work key

n art n art n art n art adj n
1. Jonathan fed the birds and the squirrels and the rabbits during the cold winter.

2. Parse:

the is an article. It belongs to the noun “birds.”

cold is an adjective. It is descriptive. It modifies the noun “winter.”

winter is a noun. It is common. It is neuter gender.

3. Accept any reasonable descriptive adjectives.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8 : VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
miss rumphius made a beautiful world with her lupines

2. Parse: Miss Rumphius, a, lupines

3. Why would you plant flowers to make “a more beautiful world”?

Grammar Test Key

n art adj n n
1. Miss Rumphius had made a more beautiful world with her lupines.

2. Parse:

Miss Rumphius is a noun. It is proper. It is feminine gender.

a is an article. It belongs to the noun “world.”

lupines is a noun. It is common. It is neuter gender.

3. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 9 : CONTRACTED WORDS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Continue reviewing definitions and parsing orders.

Written contracted words should generally be used only in dialogue as they are colloquial. Students should not use them outside dialogue except for teaching purposes.

Teacher-led Exercises : Teacher writes the sentence on the board. Change the bold word(s) : if a contraction make it two words; if two words, make them a contraction. Analyze both sentences; pointing out that contracted words do not change the analysis. Parse some nouns, adjectives and articles.

- adj adj n
1. **She** will wear her new silk dress.

adj adj n
She'll wear her new silk dress.

- n art n
2. He would not stay in his room but tiptoed to the stairs.

n art n
He wouldn't stay in his room but tiptoed to the stairs.

- art n
3. **You** are a rascal!

art n
You're a rascal!

- n n
4. **He'd** learned so much about gardening from Julian.

n n
He had learned so much about gardening from Julian.

- art n art adj n
5. **That's** the village peeping through the green woods.

art n art adj n
That is the village peeping through the green woods.

2ND GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 9 : CONTRACTED WORDS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Rewrite sentence eliminating or making a contracted word. Parse the nouns, adjectives and articles suggested.

art n

1. They'd left the woods behind.

They had left the woods behind.

Parse: the, woods

n art adj n art adj n

2. Did not water from a mountain stream feed the thirsty fields?

n art adj n art adj n

Didn't water from a mountain stream feed the thirsty fields?

Parse: a, thirsty, fields

n art adj n

3. It' s Mother on the tiny chair.

n art adj n

It is Mother on the tiny chair.

Parse: Mother, the, tiny

LESSON 8 : VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Label nouns, adjectives and articles:
a pencil stub flashed across a paper on Mother's lap
2. Parse: a (1st), pencil, lap
3. Write a sentence using the contraction for *I will*.
4. What is Mother drawing on the paper?

2ND GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 8:VERBS

Directed Work key

art adj n art n n n

1. A pencil stub flashed across a paper on Mother's lap.

2. Parse:

a is an article. It belongs to the noun "stub."

pencil is an adjective. It is descriptive. It modifies the noun "stub."

lap is a noun. It is common. It is neuter gender.

3. Accept any reasonable sentence with the contraction *I'll*.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 8 : VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label all nouns :
my heart beat quickly as a little bird's heart

2. Parse: heart, little

3. Write a sentence using the contraction for *did not* or *does not*.

4. What has caused your heart to "beat quickly as a little bird's"?

Grammar Test Key

n art adj n

1. My heart beat quickly as a little bird's heart.

2. Parse:

heart is a noun. It is common. It is neuter gender.

little is an adjective. It is descriptive. It modifies the noun "heart."

3. Accept any reasonable sentence with the contraction *doesn't* or *didn't*

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **A declarative sentence makes a statement. An interrogative sentence asks a question. An imperative sentence gives a command.**

Second graders learn the names of the sentence types - **declarative, interrogative, imperative** - rather than merely *statement, question, command*. (A question may arise regarding sentences ending in an exclamation. This is not a fourth type of sentence but rather a declarative, interrogative or imperative sentence expressing more emotion, hence the exclamation point.)

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze as usual. Write a sentence statement. Point out the punctuation used.

art adj n

1. Were the wild geese flying south?

This is an interrogative sentence.

art adj adj n

2. The big harvest moon had come and gone.

This is a declarative sentence.

art adj adj n adj n

3. Blow the red and gold leaves, cold wind.

This is an imperative sentence.

art adj n *adj *adj n

4. Are the lily bulbs alive or dead, Father? (*These are predicate adjectives; just label as adj.)

This is an interrogative sentence.

art n art n art n

5. Plant the bulbs in the ground in the spring.

This is an imperative sentence.

art n art n art n

6. The flowers will grow in the sun and the rain.

This is a declarative sentence.

2ND GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse the nouns, adjectives and articles suggested.

art adj n art n

1. The cold wind blew from the north.

This is a declarative sentence.

Parse: cold, wind

art adj n art n

2. What will help the lily bulbs in the spring?

This is an interrogative sentence.

Parse: the, bulbs

n art adj n

3. Fly south quickly, wild geese.

This is an imperative sentence.

Parse: wild, geese

LESSON 10: THREE KINDS OF SENTENCES

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
a maple and an oak lost their colorful leaves in the cold wind
2. Parse: an, oak
3. Write this sentence as a question - make it interrogative.
4. In a sentence or two tell us about the wind where you live.

2ND GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Directed Work key

art n art n adj n art adj n
1. A maple and an oak lost their colorful leaves in the cold wind.

This is a declarative sentence.

2. Parse:

an is an article. It belongs to the noun “oak.”

colorful is an adjective. It is descriptive. It modifies the noun “leaves.”

3. Accept any reasonable question. Check for proper punctuation.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 10: THREE KINDS OF SENTENCES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
will the lilies bloom all in white

2. Parse: lilies, the

3. Command the lilies to bloom in an imperative sentence.

4. Tell us of your favorite flower and what color it blooms.

Grammar Test Key

art n
1. Will the lilies bloom all in white? (If a student labels “white” as a noun or adjective, accept it.)

2. Parse:

lilies is a noun. It is common. It is neuter gender.

3. Bloom all in white, lilies. Accept any reasonable command with “bloom” as the verb.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Review definitions: **A declarative sentence makes a statement. An interrogative sentence asks a question. An imperative sentence gives a command.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze as usual. Write a sentence statement. Point out the punctuation used. Change the interrogative sentences into declarative by answering the questions.

- art n adj n
1. What bathed the hillside in silvery light?

This is an interrogative sentence.

Declarative: The round winter moon bathed the hillside in silvery light.

- art adj n art n
2. A beautiful snowflake fell through the air.

This is a declarative sentence.

- adj n art adj n
3. Look at the vigil lights flickering in their blue and red glass.

This is an imperative sentence.

- art n n adj n
4. The bells of which church were ringing on that early morning?

This is an interrogative sentence.

Declarative: The bells of the Mission church were ringing on that early morning.

- art n art n art adj n
5. Will the mice and the rabbits dance and frolic in the silvery light?

This is an interrogative sentence.

Declarative: The mice and rabbits will dance and frolic in the silvery light.

- art n art n art adj n art n
6. The children tiptoed down the aisle to the front pew and knelt there in a row.

This is a declarative sentence.

2ND GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse the nouns, adjectives and articles suggested. Change the sentence to the type indicated.

n n art adj adj n

1. Anne showed Marta the great strong church.

This is a declarative sentence.

Parse: Marta, great

Imperative: Look at the great strong church, Marta.

n art n art adj n art n

2. Juan ran down the road to a little school near the Mission.

This is a declarative sentence.

Parse: a, Mission

Interrogative: Who ran down the road to a little school near the Mission? or
Where did Juan run? (Accept any reasonable question.)

art adj n adj adj n

3. What did the vigil lights do in their blue and red glasses?

This is an interrogative sentence.

Parse: lights, glasses

Declarative: The vigil lights flickered and twinkled in their blue and red glasses.

LESSON 10: THREE KINDS OF SENTENCES

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
millions of snowflakes fell from the sky
2. Parse: snowflakes, the (first one)
3. Write an interrogative sentence about the snowflakes.
4. Describe the first snowfall of the year (in one or two sentences).

2ND GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Directed Work key

- n n art n
1. Millions of snowflakes fell from the sky.

This is a declarative sentence.

2. Parse:

snowflakes is a noun. It is common. It is neuter gender.

the is an article. It belongs to the noun “sky”

3. How many snowflakes fell from the sky?

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 10: THREE KINDS OF SENTENCES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :

the soft evening light came through the round stained-glass window

2. Parse: round, window

3. Use the verb *come* in an imperative sentence.

4. Describe a stained-glass window in your church or a church you have visited.

(If a child has not seen a stained-glass window, have him describe a station of the cross or a statue.)

Grammar Test Key

- art adj adj n art adj adj n
1. The soft evening light came through the round stained-glass window.

2. Parse:

round is an adjective. It is descriptive. It modifies the noun “window.”

window is a noun. It is common. It is neuter gender.

3. Accept any reasonable command with *come* as the verb.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 11: SUBJECT AND PREDICATE

Grammar Lesson

Definitions for memory: **The subject of a sentence names the person or thing about which something is said. The simple predicate is the verb in the sentence. The complete predicate is the verb with its modifiers. A simple sentence is one that has one statement, question, or command.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. (The subject will no longer be labeled *n*.)

- This is a declarative sentence.**

- This is a declarative sentence.**

This is a declarative sentence.

- This is a declarative sentence.**

- This is an interrogative sentence.**

- This is a declarative sentence.**

2ND GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse the nouns, adjectives and articles suggested.

1. Mother | put flour and dough on the table.

This is a declarative sentence.

Parse: Mother, flour

2. Did Joan | roll the cookie dough out?

This is an interrogative sentence.

Parse: the, cookie

3. In the manger were | a live ox and a live donkey.

This is a declarative sentence.

Parse: a, live

This sentence may be written in natural order if too difficult:

A live ox and a live donkey were in the manger.

LESSON 11: SUBJECT AND PREDICATE

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
did the small creatures find enough food
2. Parse: small, creatures
3. Write a declarative sentence that answers the question.
4. What will you do to help "the small creatures" during the cold winter?

2ND GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

Directed Work Key

1. Did the small creatures | find enough food?
art adj | adj n
2. Parse:
small is an adjective. It is descriptive. It modifies the noun “creatures.”
creatures is a noun. It is common. It is neuter gender.
3. The small creatures did not find enough food. (without “not” is fine.)
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 11: SUBJECT AND PREDICATE

Grammar Test

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
brother francis prepared a surprise for the people
2. Parse: the, people
3. Write an interrogative sentence about Brother Francis’s surprise.
4. What would your favorite part of Brother Francis’s nativity be?

LESSON 11: SUBJECT AND PREDICATE

Grammar Test Key

1. Brother Francis | prepared a surprise for the people.
art n | art n
- This is a declarative sentence.
2. Parse:
a is an article. It belongs to the noun “surprise”
surprise is a noun. It is common. It is neuter gender.
3. Accept any reasonable question. Evaluate for punctuation and spelling.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: New parsing order for noun: **noun, class, gender, office.** **A simple sentence is one that has one statement, question, or command.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: Identify the type of sentence adding simple, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. (The subject will no longer be labeled *n*.) Parse the subject noun.

1. Jonathon | looked at the raccoon with an apple in its front paws.

This is a simple, declarative sentence.

Jonathon is a noun. It is proper. It is masculine gender. It is the subject of "looked."

2. The children | sat at the glowing fireside.

This is a simple, declarative sentence.

children is a noun. It is common. It is neuter gender. It is the subject of "sat."

3. A large and bright star | appeared where?

This is a simple, interrogative sentence.

star is a noun. It is common. It is neuter gender. It is the subject of "appeared."

4. Once Jonathon | went down to the brook.

This is a simple, declarative sentence.

Jonathon is a noun. It is common. It is masculine gender. It is the subject of "went."

2ND GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings

Notebook Exercises: Copy sentence. Analyze. Write a sentence statement. Parse any subject noun and the nouns, adjectives and articles suggested.

- art n | art adj n art n
1. The star's light | shone like a silver thread on the sand.

This is a simple, declarative sentence.

light is a noun. It is common. It is neuter gender. It is the subject of "shone."

Parse: a, silver

- art | art n n
2. The Three Kings | leave what in the children's shoes?

This is an simple, interrogative sentence.

Three Kings is a noun. It is proper. It is masculine gender. It is the subject of "leave."

Parse: The

- art | art n art n
3. The stars | lie at the feet of the Child.

This is a simple, declarative sentence.

stars is a noun. It is common. It is neuter gender. It is the subject of "lie."

(Do not parse "the Child" as it refers to God. Nouns naming God are never parsed.)

LESSON 11: SUBJECT AND PREDICATE

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the three kings gazed long at the stars
2. Parse: Kings, the
3. Write an interrogative sentence about Melchior, Caspar or Balthazar, the three Kings.
4. Why did the three kings gaze "long at the stars?"

2ND GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE

Directed Work Key

- art adj art n
1. The three kings | gazed long at the stars.

This is a declarative sentence.

2. Parse:

The is an article. It belongs to the noun “kings.” (or “stars”)

kings is a noun. It is proper. It is masculine gender. It is the subject of “gazed.”

3. Accept any reasonable question. Evaluate for punctuation and spelling.
4. Answers will vary. Evaluate as usual for sentence structure and adherence to topic.

LESSON 11: SUBJECT AND PREDICATE

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
the raccoon dipped his apple in the brook
2. Parse: raccoon, apple
3. Write a declarative sentence that tells why the raccoon dipped his apple in the brook.
4. What interesting action have you seen a wild creature perform?

Grammar Test Key

- art n art n
1. The raccoon | dipped his apple in the brook?

2. Parse:

raccoon is a noun. It is common. It is masculine gender. It is the subject of “dipped.”

apple is a noun. It is common. It is neuter gender.

3. The raccoon dipped his apple in the brook to get it wet [*or to wash it*].
Answers will vary. Accept any reasonable answer. Evaluate as usual for sentence structure and topic.
4. Answers will vary. Evaluate as usual for sentence structure and adherence to topic.

2ND GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Tense is the form of a verb that expresses the time of an action or event. The present tense expresses present time. The past tense expresses past time. The future tense expresses future time.**

Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the verb.

1. Jonathan | ⁿ wore ⁿ his coat and his muffler.

This is a simple, declarative sentence.

wore is a verb. It is past tense. Its subject is "Jonathan."

2. Jonathan | ^{adj} pulls ⁿ his warm cap down over his ears.

This is a simple, declarative sentence.

pulls is a verb. It is present tense. Its subject is "Jonathan."

3. The ^{art} squirrels | ^{art} will eat ⁿ the nuts from Jonathan.

This is a simple, interrogative sentence.

will eat is a verb. It is future tense. Its subject is "squirrels."

4. Pablo's ⁿ mother | ^{art} worked ⁿ with the lump of clay and ^{art} formed ^{art} a bowl ^{art} with a fluted edge ^{adj} ⁿ.

This is a simple, declarative sentence.

worked is a verb. It is past tense. Its subject is "mother."

formed is a verb. It is past tense. Its subject is "mother."

2ND GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the verbs and the nouns, adjectives and articles suggested.

- art adj n
1. The missions | were like little villages.

This is a simple, declarative sentence.

were is a verb. It is past tense. Its subject is “missions.”

Parse: missions, little

- art n art n
2. The blacksmiths' hammers | ring down in the village.

This is a simple, declarative sentence.

ring is a verb. It is present tense. Its subject is “hammers.”

Parse: The, hammers

- n art n
3. Jonathan's boots | tramped and crunched to the gate

This is a simple, declarative sentence.

tramped is a verb. It is past tense. Its subject is “Jonathan.”

crunched is a verb. It is past tense. Its subject is “Jonathan.”

Parse: boots

LESSON 12 : TENSE OF VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
what will change into a beautiful object before pablo's eyes
2. Parse: changed, Pablo's
3. Write a declarative sentence answering the question. (Tell the students the answer if needed.)
4. What beautiful thing have you watched your mother make? Tell us about it in a sentence.

2ND GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Directed Work key

1. What | will change into a beautiful object before Pablo's eyes?

This is a simple, interrogative sentence.

2. Parse:

will change is a verb. It is future tense. Its subject is "What."

Pablo's is a noun. It is proper. It is masculine gender.

3. The lump of clay will change into a beautiful object before Pablo's eyes.
The subject may vary slightly. Evaluate for punctuation and spelling.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 12 : TENSE OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
jonathan sees his big footprints in the snow
2. Parse: sees, big
3. Write an interrogative sentence using the word "footprints."
4. Describe something that you have seen when out in the snow.

Grammar Test Key

1. Jonathan | sees his big footprints in the snow.

This is a simple, declarative sentence.

2. Parse:

sees is a verb. It is present tense. Its subject is "Jonathan."

big is an adjective. It is descriptive. It modifies the noun "footprints."

3. Accept any reasonable sentence. Evaluate as usual for sentence structure and topic.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 13: PERSON OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **We say that a verb is first person if it tells what the speaker is or does. A verb is in the second person if it tells what the one spoken to is or does. A verb is third person if it tells what the one spoken about is or does.**

(A verb with a noun subject is usually third person. Verbs of first and second person usually have pronoun subjects. Hence, the verbs in this lesson will be third person.)

Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject. Tell its person.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the verb. You may also have the children put these sentences into first or second person, for practice.

1. Jonathan ^{art adj adj n} heard a strange, small sound.

This is a simple, declarative sentence.

heard is a verb. It is past tense. Its subject is "Jonathan." It is third person.

2. The ^{art} sound ^{art adj adj n} makes a drip, drip, drip noise.

This is a simple, declarative sentence.

makes is a verb. It is present tense. Its subject is "sound." It is third person.

3. ^{n adj n} Grandfather sat and mended toys all day.

This is a simple, declarative sentence.

sat is a verb. It is past tense. Its subject is "Grandfather." It is third person.

mended is a verb. It is past tense. Its subject is "Grandfather." It is third person.

4. James ^{art adj n n n} made the loveliest cradle for Anne's dolls.

This is a simple, declarative sentence.

made is a verb. It is past tense. Its subject is "James." It is third person.

2ND GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 13: PERSON OF VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the verbs and the nouns, adjectives, articles suggested.

1. The sun | melts the snow on the south side of the mountain.

This is a simple, declarative sentence.

melts is a verb. It is present tense. Its subject is “sun.” It is third person.

Parse: snow, south

2. Angelo | will bring the weathered sculpture back to life .

This is an simple, declarative sentence.

will bring is a verb. It is future tense. Its subject is “Angelo.” It is third person.

Parse: Angelo, weathered

3. Henry | throws a round net over a school of small fish in the shallows.

This is a simple, declarative sentence.

throws is a verb. It is present tense. Its subject is “Henry.” It is third person.

Parse: a, round, shallows

LESSON 12 : TENSE OF VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the brass knocker made a cozy, comfortable sound
2. Parse: made, cozy
3. Write an interrogative sentence about the house with this brass knocker.
4. What thing makes a “cozy, comfortable sound” when you hear or use it? Tell us about it.

2ND GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 13: PERSON OF VERBS

Directed Work key

- art adj art adj adj n
1. The brass knocker | made a cozy, comfortable sound.

This is a simple, declarative sentence.

2. Parse:

made is a verb. It is past tense. Its subject is “knocker.” It is third person.

cozy is an adjective. It is descriptive. It modifies the noun “sound.”

3. Answers will vary. Accept any reasonable sentence. Evaluate for punctuation and spelling.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 12 : TENSE OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
mr. shaw was the best shoemaker in town
2. Parse: Mr. Shaw, was
3. Rewrite the sentence replacing the common noun “town” with a proper noun.
4. Whom do you know that is very good at what he does?

Grammar Test Key

- art adj n n
1. Mr. Shaw | was the best shoemaker in town.

This is a simple, declarative sentence.

2. Parse:

Mr. Shaw is a noun. It is proper. It is masculine gender. It is the subject of “was.”

was is a verb. It is past tense. Its subject is “Mr. Shaw.” It is 3rd person.

3. Check for capitalization of the proper noun. Evaluate as usual for sentence structure and topic.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 14: NUMBER OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: The verb is **singular number** if the subject is only one person or thing. The verb is **plural number** if the subject is more than one person or thing.

Parsing chart for verbs: **Identify as a verb. Tell its tense. Tell its subject. Tell its person. Tell its number.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the verb.

1. Jonathan ^{art n} | shook ⁿ the snow carefully off his boots.

This is a simple, declarative sentence.

shook is a verb. It is past tense. Its subject is "Jonathan." It is third person. It is singular number.

2. The ^{art} windowpanes | ^{art n} sparkle with the frost.

This is a simple, declarative sentence.

sparkle is a verb. It is present tense. Its subject is "windowpanes." It is third person. It is plural number.

3. The ^{art} snow | ⁿ came down and drifted ^{art n} against the house.

This is a simple, declarative sentence.

came is a verb. It is past tense. Its subject is "snow." It is third person. It is singular person.

drifted is a verb. It is past tense. Its subject is "snow." It is third person. It is singular number.

4. ^{adj} Laura and ⁿ Mary | ⁿ made ^{art n} pretty patterns of circles in the ^{art n} frost on the ^{art n} glass.

This is a simple, declarative sentence.

made is a verb. It is past tense. Its subjects are "Laura" and "Mary." It is third person. It is plural number.

2ND GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 14: NUMBER OF VERBS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the verbs and the nouns, adjectives, articles suggested.

1. Soft gray clouds | filled the sky and blotted out the sun.

This is a simple, declarative sentence.

filled is a verb. It is past tense. Its subject is “clouds.” It is third person. It is plural number. (The parsing of “blotted” is the same.)

Parse: Soft, clouds

2. Thick snow | covers the branches of the trees.

This is an simple, declarative sentence.

covers is a verb. It is present tense. Its subject is “snow.” It is third person. It is singular person.

Parse: Thick, branches

3. The family | will stay in their cozy, comfortable house of logs.

This is a simple, declarative sentence.

will stay is a verb. It is future tense. Its subject is “family.” It is third person. It is singular number.

Parse: The, comfortable

LESSON 14: NUMBER OF VERBS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the good smell of cookies fills the air
2. Parse: good, fills
3. Write the sentence changing the verb to the future tense.
4. What “good smell” from Mother’s or an aunt’s kitchen do you like best?

2ND GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 14: NUMBER OF VERBS

Directed Work key

1. The good smell of cookies | fills the air.

This is a simple, declarative sentence.

2. Parse:

good is an adjective. It is descriptive. It modifies the noun “smell.”

fills is a verb. It is present tense. Its subject is “smell.” It is third person. It is singular number.

3. The good smell of cookies will fill the air.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 14: NUMBER OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :

jack frost painted the pictures in the night

2. Parse: Jack Frost, painted

3. Write the sentence with a present tense verb.

4. Describe one of the pictures that Jack Frost paints on the windows at night.

Grammar Test Key

1. Jack Frost | painted the pictures in the night.

This is a simple, declarative sentence.

2. Parse:

Jack Frost is a noun. It is proper. It is masculine gender. It is the subject of “painted”

painted is a verb. It is past tense. Its subject is “Jack Frost.” It is third person. It is singular number.

3. Jack Frost paints the pictures in the night.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parentheses.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **The direct object names the person or thing that the subject does something to.** The office of the noun parsing is ***It is the direct object of the verb “___.”***

The direct object *receives* the action of the verb. A being verb (am, is, are, was, were, being, been) will not have a direct object as existence (the act of being) *remains* with the subject.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the direct object.

1. Jonathan | carried the heavy iron **pot**.
art adj adj **do**

This is a simple, declarative sentence.

pot is a noun. It is common. It is neuter. It is the direct object of the verb “carried.”

2. The people’s loud voices | shook the **walls** of the church.
art n adj art **do** art n

This is a simple, declarative sentence.

walls is a noun. It is common. It is neuter. It is the direct object of the verb “shook.”

3. Little Pedro, do you | feel the trembling **earth**, too?
n art adj **do**

This is a simple, interrogative sentence.

earth is a noun. It is common. It is neuter. It is the direct object of the verb “do feel.”

4. The great church | was a wonderful place at night.
art adj art adj n n

This is a simple, declarative sentence.

This sentence has no direct object as the action of the verb “was” remains in the subject “church.” “place” is a noun that completes the subject by renaming it.

2ND GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the direct objects and/or words suggested.

adj n

1. Jonathan | stepped in his own big foot-prints.

This is a simple, declarative sentence.

No direct object

Parse: stepped, big

art art do

2. The organ | played a hymn.

This is a simple, declarative sentence.

hymn is a noun. It is common. It is neuter gender. It is the direct object of “played.”

Parse: The, a

adj do

3. Hemlock Mountain | has no bears.

This is a simple, declarative sentence.

bears is a noun. It is common. It is neuter gender. It is the direct object of “has.”

Parse: Hemlock Mountain, has

LESSON 16: DIRECT OBJECT

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
jonathan kept up his courage on the path down hemlock mountain
2. Parse: kept, courage
3. Write the sentence as an interrogative sentence beginning with *Did*.
4. Tell of a time you or someone you know had to “keep up his courage.”

2ND GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT

Directed Work Key

1. Jonathan | kept up his courage on the path down Hemlock Mountain.
- do art n n

This is a simple, declarative sentence.

2. Parse:

kept is a verb. It is past tense. Its subject is "Jonathan." It is third person. It is singular number.

courage is a noun. It is common. It is neuter gender. It is the direct object of "kept."

3. Did Jonathan keep up his courage on the path down Hemlock Mountain?
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 16: DIRECT OBJECT

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
why does the church look so bright and beautiful
2. Parse: the, church
3. Answer the question with a declarative sentence. Do **not** begin the sentence with *because*.
4. Use the words "bright" and "beautiful" in a sentence to describe something that you have seen.

Grammar Test Key

1. Why does the church | look so bright and beautiful?
- art adj adj
- (If needed guide children to label these adjectives.)

This is a simple, declarative sentence.

2. Parse:

the is an article. It limits the noun "church."

Jack Frost is a noun. It is proper. It is masculine gender. It is the subject of "painted."

3. Accept any reasonable answer. Evaluate as usual for sentence structure, spelling and punctuation.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: Review the definitions and parsing order for **direct object**.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the direct object.

1. Jonathan | ^{art do n (adv) n do}
heard the **crunch** of boots and then father's **voice**.

This is a simple, declarative sentence.

crunch is a noun. It is common. It is neuter. It is the direct object of the verb "heard."

voice is a noun. It is common. It is neuter. It is the direct object of the verb "heard."

2. Sal and Jane and Father | ^{(adv) art n art do}
went down to the shore and boarded the **boat**.

This is a simple, declarative sentence.

boat is a noun. It is common. It is neuter. It is the direct object of the verb "boarded."

3. Tom | ^{art do art do art do n n}
roamed the **sea**, the **land**, the **air** through his book of travel.

This is a simple, declarative sentence.

sea is a noun. It is common. It is neuter. It is the direct object of the verb "roamed."

land is a noun. It is common. It is neuter. It is the direct object of the verb "roamed."

air is a noun. It is common. It is neuter. It is the direct object of the verb "roamed."

4. Soon the driver | ^{(adv) art art do}
blew a whistle.

This is a simple, declarative sentence.

whistle is a noun. It is common. It is neuter. It is the direct object of the verb "blew."

WEEK 2ND GRADE 21 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the direct objects and the words suggested.

1. Why did I | wait so long at Aunt Emma's house?
(adv) n n

This is a simple, interrogative sentence.

Parse: Aunt Emma's

2. Father | rowed the boat across the bay to Buck's Harbor.
art do art n n

This is an simple, declarative sentence.

boat is a noun. It is common. It is neuter. It is the direct object of the verb "rowed."

Parse: Father, rowed

3. White sails | rose against a bright blue sky,
adj art adj adj n

This is a simple, declarative sentence.

Parse: White, rose

LESSON 16: DIRECT OBJECT CONTINUED

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
those bright red tulips traveled far to america
2. Parse: traveled, America
("America" is the object of a preposition; instruct the students simply to leave office blank.)
3. Write the sentence in the future tense.
4. Where did those tulips come from? What did they see in their travels?

2ND GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

Directed Work Key

- *adj adj adj (adv) n
1. Those bright red tulips | traveled far to America.
(* label this adjective for the students.)

This is a simple, declarative sentence.

- ## 2. Parse:

traveled is a verb. It is past tense. Its subject is "tulips." It is third person. It is plural number.

America is a noun. It is proper. It is neuter gender.

3. Those bright red tulips will travel far to America.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Test

1. Copy, capitalize, and punctuate the sentence. Analyze:
the great red bus waited at the foot of the hill

2. Parse: red, waited

3. Write the sentence in the present tense.

4. Where will “the great red bus” take you? Tell us about your adventure.
[or]

4. Who is “the great red bus” waiting for?

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Test Key

- art adj adj art n art n
1. The great red bus waited at the foot of the hill.

This is a simple, declarative sentence.

- ## 2. Parse:

red is an adjective. It is descriptive. It modifies the noun “bus.”

waited is a verb. It is past tense. Its subject is "bus." It is third person. It is singular number.

3. The great red bus waits at the foot of the hill.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: Review the definitions and parsing order for **direct object**.

****The students need no longer mark the articles.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. Parse the direct object.

1. Julian | carried ^{do} ^{adj} ⁿ ⁿ ⁿ **crumbs** of hard bread in his pockets for the birds.

This is a simple, declarative sentence.

crumbs is a noun. It is common. It is neuter. It is the direct object of the verb “carried.”

2. Soon the creatures | ^{do} surrounded **Francie**.

This is a simple, declarative sentence.

Francie is a noun. It is proper. It is masculine. It is the direct object of the verb “surrounded.”

3. They | ⁿ flew happily among the trees and ^{adj} ^{do} ^{adj} ⁿ drank the fresh **water** of the old fountain.

This is a simple, declarative sentence.

water is a noun. It is common. It is neuter. It is the direct object of the verb “drank.”

2ND GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the direct objects and the words suggested.

1. Hummingbirds and white pigeons and sparrows | nested safely in the garden?

This is a simple, interrogative sentence.

Parse: Hummingbirds, white

2. Birds | hopped over Francie's feet for the biggest bits.

This is an simple, declarative sentence.

Parse: hopped, biggest

3. Brave starlings | even pecked the crumbs right from his hands.

This is a simple, declarative sentence.

crumbs is a noun. It is common. It is neuter gender. It is the direct object of the verb "pecked."

Parse: starlings, pecked

LESSON 16: DIRECT OBJECT CONTINUED

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
the pigeons came and perched on Francie's shoulders and hands
2. Parse: pigeons, perched
3. Write the sentence in the future tense.
4. Why were the birds not afraid of Francie?

2ND GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 16: DIRECT OBJECT CONTINUED

Directed Work Key

1. The pigeons ⁿ came and perched ⁿ on Francie's shoulders and hands.

This is a simple, declarative sentence.

- ## 2. Parse:

pigeons is a noun. It is common. It is neuter gender. It is the subject of “came” and “perched”

perched is a verb. It is past tense. Its subject is "pigeons" It is third person. It is plural number.

3. The pigeons will come and will perch on his shoulders and his hands.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 16: DIRECT OBJECT CONTINUED

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :

francie offered his bread to the birds

2. Parse: offered, bread

3. Change the sentence to an interrogative sentence.

4. Write a descriptive sentence about feeding an animal other than a bird.

Grammar Test Key

1. Francie offered his bread to the birds.

This is a simple, declarative sentence.

- ## 2. Parse:

offered is a verb. It is past tense. Its subject is "Francie." It is third person. It is singular number.

bread is a noun. It is common. It is neuter gender. It is the direct object of the verb “offered.”

3. Answers will vary. Evaluate for punctuation and sentence structure.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Quotation is using the words of someone else.**

Punctuation rules for quotation marks: [from SSPX portal site]

1. Use quotation marks to enclose a direct quotation.
2. If the quotation is a complete sentence, put a comma at every break between it and the encompassing sentence.

Or from CG1: *A comma is used to separate a direct quotation from the rest of the sentence.*

3. Commas and periods **always** go inside the closing quotation marks.

(4. If the quotation is a question or an exclamatory sentence, put the question mark or exclamation mark inside the closing quotes, even if it is in the middle of the encompassing sentence.)

(5. If the quotation is not a question, but the encompassing sentence is, use a question mark to end the encompassing sentence, and place it outside the closing quotes.)

6. Capitalize the first word of a quoted sentence.

Teacher-led Exercises : Teacher writes the sentence on the board. Add quotation marks and proper punctuation.

1. thank you, young lady said a gruff voice behind her

"Thank you, young lady," said a gruff voice behind her.

2. i'll take good care of Jane Sal promised

"I'll take good care of Jane," Sal promised.

3. Jo said decidedly I'm sure now that I shouldn't be afraid of him, for he's got kind eyes

Jo said decidedly, "I'm sure now that I shouldn't be afraid of him, for he's got kind eyes."

2ND GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse words from each sentence. Practice changing the tenses of the verbs. Practice changing the sentence type to interrogative.

1. Jo | studied the fine portrait of the old gentleman.

This is a simple, declarative sentence.

2. Sal and Jane and their father | went down to the shore and got aboard their boat.

This is a simple, declarative sentence.

3. Armed knights in flashing armor and red plumes | followed the lord of the castle.

This is a simple, declarative sentence.

4. The castle walls | were white marble with splendid columns on all sides.

This is a simple, declarative sentence.

LESSON 18: QUOTATION

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
the bugle of the lord of the castle blew loudly to sir roland
2. Parse: bugle, blew
3. Put the sentence in the present tense.
4. What is the bugle saying to Sir Roland? Use quotation marks to make the bugle say the words.

2ND GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION

Grammar Test

1. Copy, capitalize, and punctuate the sentence. Analyze:
i will watch jane in the boat
2. Parse: will watch, Jane
3. Use quotation marks and punctuation correctly in this sentence:
I will watch Jane in the boat Sal promised her mother
4. Tell us of a time you have kept a young child safe.

Directed Work Key

1. The ⁿ bugle of the lord of the castle | ⁿ blew loudly to Sir Roland.
This is a simple, declarative sentence.
2. Parse:
bugle is a noun. It is common. It is neuter gender. It is the subject of the verb "blew."
blew is a verb. It is past tense. Its subject is "bugle." It is third person. It is singular number.
3. The bugle of the lord of the castle blows loudly to Sir Roland.
4. Answers will vary. Check for proper use of quotation marks. Evaluate as usual for sentence structure and topic.

LESSON 18: QUOTATION

Grammar Test Key

1. I | ^{do} will watch ⁿ Jane in the boat.
This is a simple, declarative sentence.
2. Parse:
will watch is a verb. It is future tense. Its subject is "Jane." It is third person. It is singular number.
Jane is a noun. It is proper. It is feminine gender. It is the direct object of "will watch."
3. "I will watch Jane in the boat," Sal promised her mother.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 19 :PRONOUN

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Pronouns are words that stand for nouns. Parsing order: Pronoun. Class. Gender. Number.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the pronoun. Name the noun for which it stands.

1. n **pro** n adj n n
1. Juan | ran down the road on **his** way to the little school near the Mission.

This is a simple, declarative sentence.

his: It is a pronoun. It is personal. It is masculine gender. It is singular number.

“his” stands for the noun “Juan.”

2. n adj adj **pro** adj n
2. In the pew sat | the entire Sarto family in **their** best clothes.

This is a simple, declarative sentence.

their is a pronoun. It is personal. It is neuter gender. It is plural number.

“their” stands for the (collective) noun “family.”

3. **pro** adj do n n
3. **I** | lined the lily bulbs in a row along the sill.

(“I” is marked as the subject by an underline. Also label it **pro** for this week.)

This is a simple, declarative sentence.

I is a pronoun. It is personal. It is neuter gender. It is singular number.

“I” stands for an unknown noun. [You may say “feminine gender,” if you explain that the sentence comes from Michael Bedard’s *Emily*, in which the narrator is a little girl.]

4. **pro** do
4. **She** | loved spring.

This is a simple, declarative sentence.

she is a pronoun. It is personal. It is feminine gender. It is singular number.

“She” stands for the noun “Josefina.”

2ND GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 19 :PRONOUN

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse all pronouns.

1. He ran through the gardens of flowers to the patio of the “sacred gardens.”

This is a simple, declarative sentence.

He is a pronoun. It is personal. It is masculine gender. It is singular number.

2. The young **adj** priest | **pro n** came to his home on the following day for his first Mass. **adj** **n** **pro adj** **n**

This is an simple, declarative sentence.

his is a pronoun. It is personal. It is masculine gender. It is singular number.

3. Mama **pro** **adj** **do** **n**
took her seed packets and went out to the garden.

This is a simple, declarative sentence.

her is a pronoun. It is personal. It is feminine gender. It is singular number.

4. The people filed out of their pews and joined the procession.

This is a simple, declarative sentence.

their is a pronoun. It is personal. It is neuter gender. It is plural number.

LESSON 19 :PRONOUN

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:

anna will plant the tiny seeds with her

2. Parse: will plant, her

3. Write the sentence in the present tense.

4. How have you helped plant something?

2ND GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 19 :PRONOUN

Directed Work Key

1. Anna | will plant the tiny seeds with her.

This is a simple, declarative sentence.

2. Parse:

will plant is a verb. It is future tense. Its subject is "Anna." It is third person. It is singular number.

her is a pronoun. It is personal. It is feminine gender. It is singular number.

3. Present tense: Anna plants the tiny seeds with her.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 19 :PRONOUN

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
relatives and friends filled the old cathedral

2. Parse: relatives, old

3. Change the sentence to the future tense.

4. What event is happening in "the old cathedral"?

Grammar Test Key

1. Relatives and friends | filled the old cathedral.

This is a simple, declarative sentence.

2. Parse:

relatives is a noun. It is common. It is neuter gender. It is the subject of the verb "filled."

old is an adjective. It is descriptive. It modifies the noun "cathedral."

3. Relatives and friends will fill the old cathedral.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 21: EXCLAMATION &
LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

Grammar Lesson

“They” stands for the noun children.

LESSON 21: EXCLAMATION &
LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

LESSON 21: EXCLAMATION &
LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

1. Copy, capitalize, and punctuate the sentence. Analyze:
ting-a-ling-a-ling the bells in the church tower chimed
2. Parse: bells, began
3. Write the sentence in the present tense.
4. Tell us why the bells are chiming.

LESSON 21: EXCLAMATION & LESSONS 22-23: NOMINATIVE AND OBJECTIVE PRONOUNS

4. Answers will vary. Evaluate as usual for sentence structure and topic.

4. In a creative sentence tell us what might make a “warm, golden path”?

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **Memorize the Possessive Pronouns chart.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the pronoun. Name the noun for which it stands.

- pro** n | n
1. **Her** collection of shells | sat on the windowsill.

This is a simple, declarative sentence.

Her is a pronoun. It is personal. It is feminine gender. It is singular number. It is possessive case.

“Her” stands for the noun Sarah.

- do **pro** n
2. Will Mother | put the shell to **his** ear?

This is a simple, declarative sentence.

His is a pronoun. It is personal. It is masculine gender. It is singular number. It is possessive case.

“His” stands for the noun Caleb.

- pro** do **pro** do adj n
3. The dogs | lifted **their** heads and thumped **their** tails against the wood floor.

This is a simple, declarative sentence.

Their is a pronoun. It is personal. It is neuter gender. It is plural number. It is possessive case.

“Their” stands for the noun dogs.

2ND GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse all pronouns. Parse the words suggested.

1. The children | trimmed the white birch tree with their painted eggs and plain dyed eggs.

This is a simple, declarative sentence.

their is a pronoun. It is personal. It is neuter gender. It is plural number. It is possessive case.

Parse: trimmed, tree

2. On Easter morning our church bells | rang and sounded full of joy. (*label for the students)

This is an simple, declarative sentence.

our is a pronoun. It is personal. It is neuter gender. It is plural number. It is possessive case.

Parse: Easter, bells

3. Shall I | paint an egg with the Horn-blowing Rooster?

This is a simple, interrogative sentence.

I is a pronoun. It is personal. It is feminine gender [known from context]. It is singular number. It is the subject of the verb "Shall paint." It is nominative case.

Parse: Shall paint, an

LESSON 24 : POSSESSIVE PRONOUNS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze :
her cat sat on the kitchen chair and watched us with yellow eyes
2. Parse: her, us
3. Replace the pronouns in the sentence with proper nouns, naming people.
4. Write a descriptive sentence about any pet.

2ND GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

Directed Work Key

- pro adj n do adj n
1. Her cat | sat on the kitchen chair and watched us with yellow eyes.

This is a simple, declarative sentence.

2. Parse:

her is a pronoun. It is personal. It is feminine gender. It is singular. It is possessive case.

us is a pronoun. It is personal. It is neuter gender. It is plural. It is the direct object of "watched."
It is objective case.

3. Sarah's cat sat on the kitchen chair and watched Caleb and Papa with yellow eyes.
(Accept any proper names, check for apostrophe and capitalization.)
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Test

1. Copy, capitalize, and punctuate the sentence. Analyze:
the children paint pictures on the eggs
2. Parse: children, paint
3. Rewrite the sentence making all the nouns singular (the verb must be singular, too).
4. Tell us of your favorite preparation for Easter at your home.

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Test Key

1. The children | paint pictures on the eggs.

This is a simple, declarative sentence.

2. Parse:

children is a noun. It is common. It is neuter gender. It is the subject of the verb "paint."

paint is a verb. It is present tense. Its subject is "children." It is third person. It is plural number.

3. The child paints a picture on the egg.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 27 SUGGESTED GRAMMAR EXERCISES

LESSON 26: CONJUNCTIONS; LESSON 28: KINDS OF ADJECTIVES

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze - mark conjunctions with a +. Parse all conjunctions, quantitative or demonstrative adjectives. Parse the words suggested.

- adj adj adj do adj do n
1. Those blossoming trees | make lovely patterns and fill the clear air with fragrance.
- +

This is a simple, declarative sentence.

those is an adjective. It is demonstrative. It modifies the noun "trees."

and is a conjunction. It connects the verbs "make" and "fill."

Parse: make, lovely

- n adj adj adj do adj n
2. The surroundings of the cathedral | supplied many wonderful hiding places for a quick boy.

This is an simple, declarative sentence.

many is an adjective. It is quantitative. It modifies the noun "places."

Parse: surroundings, quick

LESSON 26: CONJUNCTIONS; LESSON 28 : KINDS OF ADJECTIVES

Directed Work

1. Copy, capitalize, and punctuate the sentence. Analyze:
at lunchtime or recess we often played "Fox and Geese" in the snow
2. Parse: or, we
3. Put this sentence in the singular.
4. Tell of a favorite game that you play "at lunchtime or recess."

2ND GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **A noun that names one person, place or thing is said to be in the singular number. A noun that names more than one person, place or thing is said to be in the plural number. Parsing order: Noun. Class. Gender. Number. Use. Case. (These last two are named only when the use is subject or direct object.)**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze - place a + under conjunctions. Parse the nouns.

1. ^{pro} ^{adj} Josephina and her four ^{adj} ^{adj} ⁿ sisters | worked on the damaged altar cloth.
+

This is a simple, declarative sentence.

Josephina is a noun. It is proper. It is feminine gender. It is singular number. It is the subject of "worked." It is nominative case.

sisters is a noun. It is common. It is feminine gender. It is plural number. It is the subject of "worked." It is nominative case.

cloth is a noun. It is common. It is neuter gender. It is singular number.

2. The bubbling ⁿ ^{adj} ⁿ colors of the liquid glass | ^{do} fascinate the boys.

This is a simple, declarative sentence.

colors is a noun. It is common. It is neuter gender. It is plural number. It is the subject of "fascinated." It is nominative case.

glass is a noun. It is common. It is neuter gender. It is singular number.

boys is a noun. It is common. It is masculine gender. It is plural number. It is the direct object of "fascinate." It is objective case.

2ND GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings.

Notebook Exercises: Copy sentence. Analyze. Parse the words suggested.

1. Peter | ^{pro} ⁿ sat next to his sister and ^{pro} ^{do} ⁿ dropped his line into the water.
+

This is a simple, declarative sentence.

Parse: his, and, line

2. ^{pro} ⁿ Sal and Jane and their father | ^{pro} ^{do} ⁿ went to the shore and boarded their boat.

This is a simple, declarative sentence.

Parse: Jane, and, their, went, shore

LESSON 30: NUMBER OF NOUNS

Directed Work

1. Copy, capitalize, and punctuate the sentence. Analyze:
the boy explored paths to the north and the south
2. Parse: boy, and
3. Write the sentence in the future tense.
4. What did the boy find in his exploration?

2ND GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Directed Work key

1. The boy | explored paths to the north and the south.
- do n n
+

This is a simple, declarative sentence.

2. Parse:

boy is a noun. It is common. It is masculine gender. It is singular number. It is the subject of "explored." It is nominative case.

or is a conjunction. It connects the nouns "north" and "south."

3. The boy will explore paths to the south and the north.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 30: NUMBER OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
his sister knitted and watched the boats on the canal
2. Parse: knitted, boats
3. Write the sentence in the present tense.
4. Where is one of these boats on the canal travelling? Why?

Grammar Test Key

1. His sister | knitted and watched the boats on the canal.
- pro do n
+

This is a simple, declarative sentence.

2. Parse:

knitted is a verb. It is past tense. Its subject is "sister." It is third person. It is singular number.

boats is a noun. It is common. It is neuter gender. It is plural number. It is the direct object of "watched." It is objective case.

3. His sister knits and watches the boats on the canal.
4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Lesson

My *grandmothers'* portraits hang in our living room.

2ND GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings. Practice formation of plurals and possessives.

Notebook Exercises: Copy sentence. Analyze. Parse possessive nouns and words suggested.

1. Father's ⁿ stories ^{adj} about the brave ⁿ missionaries | ^{do} interested little Frances.

This is a simple, declarative sentence.

Father's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

Parse: brave, interested

2. Father Junipero Serra's ⁿ statue | ⁿ stood in the garden.

This is an simple, declarative sentence.

Father Junipero Serra's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

Parse: statue, stood

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
during the winter evenings, the Cabrini family listened to father's stories
2. Parse: listened, Father's
3. Write the plural number and the plural possessive of "father."
4. What activity does your family do "during the winter evenings."

2ND GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work Key

1. During the winter evenings, the Cabrini family | listened to Father's stories.

This is a simple, declarative sentence.

2. Parse:

listened is a verb. It is intransitive. It is past tense. It's subject is "family." It is third person.
It is singular number.

Father's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

3. fathers, fathers'

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :
old julian proudly rang the bell of the Mission ("Old Julian" is one noun.)
2. Parse: Old Julian, bell
3. Write the sentence in the present tense.
4. What is the bell telling all those who hear it?

Grammar Test Key

1. Old Julian | proudly rang the bell of the Mission.

This is a simple, declarative sentence.

2. Parse:

Old Julian is a noun. It is proper. It is masculine gender. It is singular number. It is the subject of
"rang." It is nominative case.

bell is a noun. It is common. It is neuter gender. It is singular number. It is the direct object of "rang."
It is objective case.

3. Old Julian proudly rings the bell of the Mission.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

2ND GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Reinforce the lesson according to Classical Grammar One (CG1) **except** exchange these sentences for two of the example sentences, or your own, choosing them from the weekly dictations or the current reading book.

Definitions for memory: **The form of a noun used to show possession is called the possessive case. An apostrophe is used to make a noun possessive. The possessive form of a singular noun is made by adding the apostrophe and s ('s). The possessive form of a plural noun is formed by adding the apostrophe if the plural noun ends in s; however, if the plural noun does not end in s, add the apostrophe and s.**

Teacher-led Exercises: Teacher writes the sentence on the board. Analyze Parse the possessive nouns. Practice making common nouns possessive singular and possessive plural.

1. Will you | hear the watchmen's footfalls?

This is a simple, interrogative sentence.

watchmen's is a noun. It is common. It is masculine gender. It is plural number.
It is possessive case.

Rewrite the sentence making the possessive noun singular.

Will you hear the watchman's footfall?

2. The Fathers' mission hospital | helped sick Indians.

This is a simple, declarative sentence.

Fathers' is a noun. It is proper. It is masculine gender. It is plural number. It is possessive case.

Rewrite the sentence making the possessive noun singular.

The Father's mission hospital helped sick Indians.

3. In the Mission were also | soldiers' barracks.

This is a simple, declarative sentence.

soldiers' is a noun. It is common. It is masculine gender. It is plural number. It is possessive case.

Write a sentence with possessive singular of "soldier."

2ND GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Exercises (to be done orally with teacher or written in notebook)

Review all definitions and parsings. Practice formation of plurals and possessives.

Notebook Exercises: Copy sentence. Analyze. Parse possessive nouns and the words suggested.

1. ⁿ Juan's ^{adj} ^{adj} ⁿ ^{do} ^{pro} fingers | run over the big old millstone and like the feel of it.

This is a simple, declarative sentence.

Juan's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

Parse: run, and

2. ⁿ ^{adj} ^{do} Father | plucked the flowers' wilted petals.

This is an simple, declarative sentence.

flowers' is a noun. It is common. It is neuter gender. It is plural number. It is possessive case.

Parse: plucked, petals

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work

Directed Work:

1. Copy, capitalize, and punctuate the sentence. Analyze:
paddy's skillful hands whittled the doll out of cherry wood
2. Parse: Paddy's, doll
3. Write the sentence in the present and future tenses.
4. What would you whittle if you had "skillful hands" like Paddy? Why?

2ND GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Directed Work Key

1. Paddy's skillful hands | whittled the doll out of cherry wood

This is a simple, declarative sentence.

2. Parse:

Paddy's is a noun. It is proper. It is masculine gender. It is singular number. It is possessive case.

doll is a noun. It is common. It is neuter gender. It is singular number. It is the direct object of “whittled.” It is objective case.

3. Present tense: Paddy's skillful hands whittle the doll out of cherry wood.

Future tense : Paddy's skillful hands will whittle the doll out of cherry wood.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

LESSON 31A: POSSESSIVE CASE OF NOUNS & 31B: POSSESSIVE PLURAL OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze :

the sun comes up over the highest mountain and shines on josefina's rancho

- ## 2. Parse: and, Josefina's

3. Rewrite the sentence, replacing Josefina's with a pronoun.

4. Describe your home when “the sun comes up,” using a possessive noun in one sentence.

Grammar Test Key

1. The sun comes up over the highest mountain and shines on Josefina's rancho.

This is a simple, declarative sentence.

2. Parse:

and is a conjunction. It connects the verbs “comes” and “shines.”

Iosefina's is a noun. It is proper. It is feminine gender. It is singular number. It is possessive case.

3. The sun comes up over the highest mountain and shines on her rancho.

4. Answers will vary. Evaluate as usual for sentence structure and topic.

PREFACE

INTRODUCTORY ELEMENTS

“Grammar is a tool allowing the children to be more perfectly nourished by the beautiful texts of the literature program.”

Before proceeding read (or reread) the following:

1. from *SSPX Language Arts Program Elements* - “Using Grammar to Sharpen Analysis and Clarify Expression”
2. from the *Language Arts Teacher’s Guide for 3rd Grade* - “Purpose and Contents of the Guide” and “Suggested 30-Week Lesson Plan Detail 3rd Grade.”

The thorough presentation of true, good and beautiful ideas lays the foundation for composition (personal expression) - the summit of the language arts curriculum. The beautiful ideas presented through dictation, poetry and reading in connection with the weekly theme are **reinforced** through the grammar lesson. THEREFORE, the ***Language Arts Teacher’s Guide for 3rd Grade*** is the **primary source** from which grammar lessons and composition topics should be formed. **Student exercises and directed work must originate from the weekly dictations and /or current reading book.**

Classical Grammar Book 1 introduces the grammar concepts and contains definitions for memorizations. Do not use it as a grammar workbook. The exercises in ***Classical Grammar Book 1*** should only be used minimally for reinforcement.

This supplement to the ***Language Arts Teacher’s Guide for 3rd Grade*** will present example lessons based on the dictations found in the weekly lesson plans. Take from each lesson what is usable in your classroom. The supplement is not a grammar workbook, but rather an aid **guiding the instructor to build his own lessons from dictations and reading.** It is when the teacher creates the lessons that grammar truly becomes a tool in his hands.

Language arts is foundational in education; hence a significant amount of class time (1 1/2-2 hours per day) should be given to its elements (reading, dictation, composition, grammar, poetry, phonics, penmanship, spelling). However, many teachers have multiple grades within one classroom and cannot give the suggested time to language arts. Rather than squeeze the weekly lesson into less time, take more time to teach one week of the guide. Make it the goal to teach each lesson well in the method and spirit of the program.

Please contact us with any questions regarding the example lessons, grammar questions, or assistance with your own lesson-making at sspxgrammar@gmail.com.

WEEK 1 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Always choose sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in bold print or parenthesis.

Grammar Lesson

Teach the lesson according to Classical Grammar One (CG1) **except** choose a paragraph relating to the weekly theme or current reading selection. No writing is done by students on Day 1.

Definition for memory: ***syllable, sentence** *For schools using Spell to Write to Read (SWR) , the **syllable** and “helpful hints” section are covered in that program.

Teacher-led Exercises : Copy each sentence on the board pointing out the capital letter beginning it and the period ending it. Ask what thought each sentence tells. Two to five sentences should be sufficient for today’s lesson. Example sentences:

1. Rufus liked the smell of the shiny printed pages. **(It is a thought about Rufus.)**
2. The Pacific Ocean astonished my Grandfather. **(thought: about the Pacific Ocean)**
3. The September days were clear and beautiful. **(thought: about September days)**
4. The teacher was writing the letters of the alphabet on the chalkboard. **(thought: about the teacher)**
5. Grandfather began his journey on a steamboat. **(thought: about Grandfather)**

Afternoon (5-10 minutes)

Review morning’s lesson with *one* more sentence on the board.

LESSON 1 : THE SENTENCE

Grammar Exercises (to be done orally with the teacher or in notebook)

Review lesson. Check for memorization of **sentence, syllable** (if no SWR) .

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. [see “sample notebook pages” on the *portal*] Choose only those sentences formed from *weekly dictations given to the class*. One to three sentences are sufficient for a lesson as the program is progressive and the students will see the concepts again and again.

Notebook Exercises: Copy the sentences, beginning each with a capital letter and ending each with a period.

1. rufus opened his reader
2. when he left Japan, Grandfather was a young man
3. grandfather arrived in the new world
4. the harvest moon was round and golden
5. the sun can hardly bear to leave the world in September

Sentences from the current reading book should replace sentences given above which are not from dictations used in class. Merely write them on the board using a lowercase letter and no period. Use only declarative sentences for this lesson.

WEEK 1 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Directed Work

Review the sentence concepts taught in Lesson 1. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : This type of lesson involves sentence analysis and concept review. Directed work reinforces the current concept and reviews previous concepts. Directed work also prepares the students for the Grammar Test. Students complete work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects, with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.) Third graders learned many grammar concepts in second grade, but only expect answers to include those reviewed in class this year.

1. Copy, capitalize and punctuate the sentence: what Rufus really wanted was to read the words in his book
2. Tell us why you are glad to “read the words” in a good book.

Directed Work Key

1. **What** Rufus really wanted was to read the words in his book .
2. Answers will vary. Evaluate the following:
Did the student stay **on topic** (reason for being glad he/she is literate)? [Key point!]
Did the student use proper sentence structure (capital and period)?
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.
If a sentence has numerous errors, correctly copy the student’s sentence, and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)

WEEK 1 SUGGESTED GRAMMAR EXERCISES

LESSON 1 : THE SENTENCE

Grammar Test

The *Grammar Test* generally consists of four parts:

1. sentence analysis
2. parsing
3. grammar concept (usually a verb)
4. composition question referencing indirectly the sentence.

Grammar Tests should be written in a special test notebook. Teacher writes the grammar test on the board. Children copy (some of the) direction(s) and write answer. The set-up for both is modeled below. If the test sentence is not from a class dictation, the teacher may choose to write a similar test using a dictation-derived sentence. However, the tests here given will still be a good evaluation of concept mastery even if the student has not seen the sentence previously.

If the teacher would like a self-created test evaluated or needs assistance with a particular step in creating a test please email sspxgrammar@gmail.com. (Write 3rd grade supplement assistance in the subject bar.)

Grammar Test

(Structure atypical until Week 3)

1. Copy, capitalize and punctuate the sentence :
grandfather left his home in Japan and went to see the world
2. What is a sentence?
3. Where would you travel and what would you see if you left home “to see the world”? Describe it for us in a sentence.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence :
Grandfather left his home in Japan and went to see the world.
2. A sentence is a group of words telling a thought.
4. Answers will vary. Evaluate the following:
Did the student stay **on topic** (described a sight at a particular destination)? [Key point! The description need not be accurate.]
Did the student use proper sentence structure (capital letter and period)?
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.
If a sentence has numerous errors, correctly copy the student’s sentence, and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : NOUNS & LESSON 3: COMMON AND PROPER NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students on Day 1.

Definition for memory: (1) **A noun is a name. A noun may name a person, place or thing.**

(2) **Two classes of nouns are common and proper. A proper noun is the name of a particular person place or thing. A common noun is the name of any person place or thing.** (Test one definition a day.)

Lesson 2: Nouns

Teacher-led Exercises : Teacher writes the sentence on the board. Ask students to name the noun words. Teacher labels nouns. Reinforce: a noun because it *names* a person or thing or place.

noun noun noun noun

1. **Deserts** with **rocks** like enormous **sculptures** amazed **Grandfather**. (**"Deserts" names a place; "Rocks" name things; "Sculptures" name things; "Grandfather" names a person.**)

noun

2. The settlement **houses** were brown and homelike. (**"Houses" name things or places**)

noun

noun

noun

3. The endless farm **fields** reminded **Grandfather** of the **ocean**. (**"Fields" name things; "Grandfather" names a person; "Ocean" names a thing.**) [Point out that "farm" is not a noun here. It does not name a thing, but rather tells what kind of "fields."

noun

noun

noun

noun

4. **Sarah Noble** and her **father** came at **sundown** to a **settlement**. (**"Sarah Noble" names a person. "Father" names a person. "Sundown" names a thing. "Settlement" names a place.**)

[Explain the compound nouns: "Sarah Noble" names one person, so one noun; "sundown" names one thing, so one noun.]

Lesson 3 : Common and Proper Nouns

Teacher-led Exercises : Use the same sentences as above. Classify each noun as a common or proper noun in a complete sentence. Point out capitalization of proper nouns in the sentences. Orally tell what a proper noun names. *Enclose sentence words in quotation marks when used in an answer.

1. **"Deserts" is a common noun. "Rocks" is a common noun. "Sculptures" is a common noun. "Grandfather" is a proper noun. "Grandfather" names a particular person.**

2. **"Houses" is a common noun.**

3. **"Fields" is a common noun. "Grandfather" is a proper noun. "Grandfather" names a particular person. "Ocean" is a common noun.**

4. **"Sarah Noble" is a proper noun. "Sarah Noble" names a particular person.**

"Father" is a common noun. "Sundown" is a common noun. "Settlement" is a common noun.

Afternoon

Review the morning's lesson with one more sentence on the board.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : NOUNS & LESSON 3 : COMMON AND PROPER NOUNS

Grammar Lesson, Grammar Exercises (in notebook)

Review lesson. Check for memorization of **noun**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One to three sentences is sufficient for a lesson as the program is progressive.

Label each sentence for nouns. In a sentence, classify each noun as common or proper.

[Teachers: remind students to place sentence words within quotation marks.]

- noun** **noun** **noun**
1. The windows shone out at Sarah with a warm golden light. **"Windows" is a common noun. "Sarah" is a proper noun. "Light" is a common noun.**
- noun** **noun** **noun**
2. The candles were made of the sticks of pines. **"Candles" is a common noun. "Sticks" is a common noun. "Pines" is a common noun.**
- noun** **noun** **noun** **noun**
3. Grandfather loved the strong sunlight and the lonely sea coast of California. (May also accept "sea coast" as one noun; but not "sea" and "coast" as separate nouns.)
"Grandfather" is a proper noun. "Sunlight" is a common noun. "Sea" is a common noun. "California" is a proper noun.
- noun** **noun** **noun** **noun**
4. Grandfather explored North America by train and riverboat. **"Grandfather" is a proper noun. "North America" is a proper noun. "Train" is a common noun. "Riverboat" is a common noun.**

For the early finishers, a few independent work sentences could be prepared each week.

Put a sentence and directions on the board. Student copies sentence and follows directions. At end of class take a minute or two to correct together, with students supplying the answers. Students correct as needed. These sentences are not graded. One sentence daily limit! (Individual student white- or chalkboards help make this exercise a bonus.)

Example work sentence:

Front: Peter hopped off his bike.

Directions: Write the sentence. Analyze for nouns. Circle the proper noun.

Write a sentence telling an adventure on your bike.

(Answer) *noun* *noun*
Peter got off his bike.
"Peter" is a proper noun.

Share your sentence with the teacher.

(Might give child the choice to share bike adventure sentence with the class.)

A teacher can be quite creative in supplying "early-finishers" work.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : NOUN & LESSON 3: COMMON AND PROPER NOUNS

Directed Work

Review the noun concepts taught in Lessons 2 and 3. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : This type of lesson involves sentence analysis and concept review. Directed work reinforces current and reviews previous concepts. Directed work also prepares the students for the Grammar Test. Students complete work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects, with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.) Third graders learned many grammar concepts in second grade, but only expect answers to include those reviewed in class this year.

1. Copy, capitalize and punctuate the sentence Label all nouns: the candles shone through the windows with a warm golden light and welcomed Sarah and Father

2. Identify the nouns as common or proper.

3. What does it mean that the candles “shone with a warm golden light”?

or:

3. Write a beautiful sentence about a welcome home of someone you love.

Directed Work Key

noun

noun

noun

noun

1. The candles shone through the windows with a warm golden light and welcomed Sarah
noun
and Father.

2. “Candles,” “windows,” and “light” are common nouns. “Sarah,” and “Father” are proper nouns.

3. Answers will vary. Evaluate the following:

Did the student stay **on topic** (explained a “warm golden light”)? [Key point!]

Did the student use proper sentence structure (capital and period)?

Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.

If a sentence has numerous errors, correctly copy the student’s sentence, and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)

WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 2 : NOUN & LESSON 3 : COMMON AND PROPER NOUN

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label the nouns : in North America, Grandfather marveled at the towering mountains
2. In a sentence, classify each noun as proper or common
3. Write a sentence containing a proper noun for a body of water (lake, river, ocean).
Allow the students to use a map if necessary.
4. What natural sight have you marveled at? Describe it for us.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Label the nouns: In North America, Grandfather marveled at the towering mountains.

noun noun noun
2. "North America" is a proper noun. "Grandfather" is a proper noun. "Mountains" is a common noun.
3. Check for proper capitalization of the proper noun.
4. Answers will vary. Evaluate the following:
Did the student stay **on topic** (described a natural sight)? [Key point!]
Did the student use proper sentence structure (capital and period)?
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.
If a sentence has numerous errors, correct the entire sentence and have the student rewrite it. (Poor spelling should not result in a failing grammar grade.)

LESSON 4 : GENDER OF NOUNS WITH PARSING OF NOUNS

Day 1: Grammar Lesson

Definition for memory: **Parsing order for nouns : noun, class, gender.** (Test Tuesday.)

Review the morning's lesson with one more sentence on the board.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **parsing order of nouns**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient in this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Label nouns (n = noun). Parse each noun.

n n n n
1. Josephina sat next to Grandfather, her arms wrapped around her knees.

Josephina is a noun. It is a proper noun. It is feminine gender.

Grandfather is a noun. It is a proper noun. It is masculine gender.

arms is a noun. It is a common noun. It is neuter gender.

knees is a noun. It is a common noun. It is neuter gender.

n n n n
2. My favorite weekend was a visit to Grandfather's house.

weekend is a noun. It is a common noun. It is neuter gender.

visit is a noun. It is a common noun. It is neuter gender.

Grandfather's is a noun. It is a proper noun. It is masculine gender.

house is a noun. It is a common noun. It is neuter gender.

GRAMMAR LESSON EXTENSION

Have the students create their own sentences about the theme of the week or the current reading lesson. Each sentence needs to contain a proper and a common noun. When done have them label the nouns and identify each as proper or common (might be done by circling the common nouns in one color and the proper in another as directed by the teacher.) Call on a few students to share their sentences, call on others to help label each noun and identify the class. Insist on proper capitalization and punctuation.

example sentence:

noun noun noun noun
Grandfather told my sister and me about the old barn he played in as a boy.

Orally, have students name proper nouns for the common nouns "sister" and "boy."

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns :
grandfather could not forget the mountains and rivers of california
2. Parse : rivers, California
3. In a sentence, tell the common noun for the proper noun "California."
4. Tell something about the mountains or the rivers that made them something Grandfather "could not forget"?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns :
noun noun noun noun
Grandfather could not forget the mountains and rivers of California.
2. Parse:
rivers is a noun. It is a common noun. It is neuter gender.
California is a noun. It is a proper noun. It is neuter gender.
3. State is the common noun for the proper noun "California."
4. Answers will vary. Evaluate the following:
Did the student stay **on topic** (something unforgettable about a mountain or river)? [Key point!]
Did the student use proper sentence structure (capital and period)?
Evaluate spelling according to ability. Underline the misspelling, write its correct spelling above.
If a sentence has numerous errors, correctly write the entire sentence and have the student rewrite it completely. (Poor spelling should not result in a failing grammar grade.)

WEEK 4 SUGGESTED GRAMMAR EXERCISES

LESSON 5 : ABBREVIATIONS & LESSON 6 : ADJECTIVES & PARSING OF ADJECTIVES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. It is good to have one written exercise every day.

Definition for memory: **An adjective is a word used to modify a noun.**

Abbreviations: teach the abbreviation for adjective - adj; this abbreviation begins with a lower case letter because the word "abbreviation" is a common noun. When a proper noun or adjective is abbreviated it begins with a capital letter - Captain Burgess - Capt. Burgess. Titles given to a person are **only capitalized or abbreviated when used with a name**: *Capt. Burgess jumped into the boat.* But: *The captain jumped into the boat.* Similarly, the abbreviations of states (Lesson 39) are only abbreviated when used with the name of a city.: *The capital of Missouri is Jefferson City.* But: *The governor works in Jefferson City, MO.* Integrate abbreviations throughout the curriculum as needed.

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns and adjectives. Parse the adjectives for class and noun(s) modified. Use the word *modifies* rather than *describes*. Be sure the students use the article *an* (not *a*) before the word *adjective*.

adj n

adj n

1. Their **little** boat, Puffin, pulled on its **strong** rope.

Little is an adjective. It is descriptive. It modifies the noun "boat."

Strong is an adjective. It is descriptive. It modifies the noun "rope."

adj n n

adj n

adj adj n

2. Up a **winding** stair the children climbed, into a **sunny** room with a **deep window** seat and a **far** view out across the plain.

Winding is an adjective. It is descriptive. It modifies the noun "stair."

Sunny is an adjective. It is descriptive. It modifies the noun "room."

Deep is an adjective. It is descriptive. It modifies the noun "seat."

Window is an adjective. It is descriptive. It modifies the noun "seat."

Far is an adjective. It is descriptive. It modifies the noun "view."

Afternoon

Review the morning's lesson with one more sentence on the board.

WEEK 4 SUGGESTED GRAMMAR EXERCISES

LESSON 5 : ABBREVIATIONS & LESSON 6 : ADJECTIVES & PARSING OF ADJECTIVES

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **adjectives and parsing of adjectives**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Label nouns (n = noun) and adjectives (adj = adjective) Parse the nouns and adjectives.

adj adj n n adj n

1. Framed in that long narrow window was Jean's great cathedral.

Long is an adjective. It is descriptive. It modifies the noun "window."

Narrow is an adjective. It is descriptive. It modifies the noun "window."

Window is a noun. It is a common noun. It is neuter gender.

Great is an adjective. It is descriptive. It modifies the noun "cathedral."

Jean's is a noun. It is a proper noun. It is masculine gender.

Cathedral is a noun. It is a common noun. It is neuter gender.

n adj n adj n

2. Abbie trims the oil wicks and cleans the lighthouse lamps .

Abbie is a noun. It is a proper noun. It is feminine gender.

Oil is an adjective. It is descriptive. It modifies the noun "wicks."

Wicks is a noun. It is a common noun. It is neuter gender.

Lighthouse is an adjective. It is descriptive. It modifies the noun "lamps."

Lamps is a noun. It is a common noun. It is neuter gender.

WEEK 4 SUGGESTED GRAMMAR EXERCISES

LESSON 5 : ABBREVIATIONS & LESSON 6 : ADJECTIVES & PARSING OF ADJECTIVES

Directed Work

Review the abbreviation, adjective and parsing concepts taught in Lessons 5 & 6. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : This type of lesson involves sentence analysis and concept review. Directed work reinforces current and reviews previous concepts. Directed work also prepares the students for the Grammar Test. Students complete work in notebook. Teacher collects and corrects work, underlining any errors. The following class, the teacher corrects, with the students supplying the answers. Students correct their errors. When correcting, the students should put a line through the error and write the correction above it. (Do not have the student erase and write in the correction, as an underline means an error.) Third graders learned many grammar concepts in second grade, but only expect answers to include those reviewed in class this year.

1. Copy, capitalize and punctuate the sentence Label all nouns and adjectives: captain Burgess jumped into his trusty sailboat
2. Parse: trusty, sailboat
3. Rewrite the sentence with “captain” as an abbreviation.
4. Where might Captain Burgess be sailing in his trusty ship? Why?

Directed Work

n

adj n

1. Captain Burgess jumped into his trusty sailboat.
2. trusty is an adjective. It is descriptive. It modifies the noun “sailboat.”
sailboat is a noun. It is a common noun. It is neuter gender.
3. Capt. Burgess jumped into his trusty sailboat.
4. Answers will vary. Evaluate as usual for proper sentence structure and on topic.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns and adjectives :
from the high window, Jean stared at his own perfect cathedral
2. Parse : Jean, perfect
3. What is the common noun for “Jean”?
4. Tell us of a beautiful sight you have seen from a window, using adjectives to describe it.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence and the proper nouns. Label nouns :
 adj n adj n.
From the high window, Jean stared at his own perfect cathedral.
2. Parse:
Jean is a noun. It is a proper noun. It is masculine gender.
perfect is an adjective. It is descriptive. It modifies the noun “cathedral.”
3. “Boy” is the common noun for “Jean.”
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students today.

Definition for memory: **A descriptive adjective modifies a noun by telling a quality of it.**

A quantitative adjective modifies a noun by telling how many or how much.

A demonstrative adjective modifies a noun by pointing out which one.

Lesson 28 will be introduced in this lesson. 3rd graders learn quantitative and demonstrative adjectives per the grammatical progression. The lesson may be kept for later, but this is the only week it will be introduced in the guide or supplement. See “Helpful Hint” in Week 5 of the guide. Lesson 7 articles will have its own lesson in this week.

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns and adjectives. Parse the adjectives for descriptive, quantitative or demonstrative class and noun(s) modified. Use the word *modifies* for all classes of nouns.

1. To Abbie the **two lighthouse** towers reached as high as the sky. (“high” is an adverb.)

two is an adjective. It is quantitative. It modifies the noun “towers.”

lighthouse is an adjective. It is descriptive. It modifies the noun "towers."

2. The **sleepy** Hare awoke from his **long** nap and wondered where **that** Tortoise could be.

sleepy is an adjective. It is descriptive. It modifies the noun “Hare”

long is an adjective. It is descriptive. It modifies the noun "nap."

that is an adjective. It is demonstrative. It modifies the noun "Tortoise."

3. Out at sea, a ship saw **those bright** lamps and steered away from the **dangerous** rocks.

those is an adjective. It is demonstrative. It modifies the noun "lamps."

bright is an adjective. It is descriptive. It modifies the noun “lamps.”

dangerous is an adjective. It is descriptive. It modifies the noun “rocks.”

Afternoon

Review the morning's lesson with one more sentence on the board.

3RD GRADE WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **descriptive, quantitative and demonstrative adjectives**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Label nouns (n = noun) and adjectives (adj = adjective) Parse the nouns and adjectives.

adj n adj n

1. The speedy Hare raced to the finish line too late. ("finish line" might be a compound noun.)
speedy is an adjective. It is descriptive. It modifies the noun "Hare."
Hare is a noun. It is a common noun. It is masculine gender. (Some may argue for proper.)
finish is an adjective. It is descriptive. It modifies the noun "line."
line is a noun. It is a common noun. It is neuter gender.

adj n n n adj adj n

2. These waves will be too high for Father, therefore Abbie must be one brave girl.
These is an adjective. It is demonstrative. It modifies the noun "waves."
waves is a noun. It is a common noun. It is neuter gender.
Father is a noun. It is a proper noun. It is masculine.
Abbie is a noun. It is a proper noun. It is feminine.
one is an adjective. It is quantitative. It modifies the noun "girl."
brave is an adjective. It is descriptive. It modifies the noun "girl."
girl is a noun. It is a common noun. It is feminine gender.

LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

Grammar Lesson - Articles

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students today.

Definition for memory: **parsing order for articles** Please use the word "limit" rather than "belongs to" when parsing articles. Remind the students that **a** is used before a consonant sound while **an** is used before a vowel sound.

Teacher-led Exercises : Teacher writes the sentence on the board. Label the sentence for nouns, adjectives and articles (art). Parse the articles. Use the word *limits* for all articles.

n n art adj n

1. Abbie knew Papa was a fine sailor.

a is an article. It is definite. It limits the noun "sailor."

3RD GRADE WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

Grammar Lesson - Articles cont.

art n art n art n n

2. The Tortoise waited for the Hare with a smile on his face.

The is an article. It is definite. It limits the noun "Tortoise."

the is an article. It is definite. It limits the noun "Hare."

a is an article. It is indefinite. It limits the noun "smile."

If extra practice is needed, parse the articles in the sentences from the previous grammar lesson.

LESSON 28: ADJECTIVES AND LESSON 7: ARTICLES

Directed Work

Review the adjective, article and parsing concepts taught in Lessons 28 & 7. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Label all nouns and adjectives: one slow and steady Tortoise won the race with a Hare.

2. Parse: one, steady, a

3. Rewrite the sentence changing the indefinite article to a definite article.

4. Why did "slow and steady" win the race?

Directed Work

adj adj adj n art n art n

1. One slow and steady Tortoise won the race with a Hare.

2. One is an adjective. It is quantitative. It modifies the noun "Tortoise."

steady is an adjective. It is descriptive. It modifies the noun "Tortoise."

a is an article. It is indefinite. It limits the noun "Hare."

3. One slow and steady Tortoise won the race with the Hare.

4. Answers will vary. Evaluate as usual for proper sentence structure and on topic.

3RD GRADE WEEK 5 SUGGESTED GRAMMAR EXERCISES

LESSON 4 : GENDER OF NOUNS, WITH PARSING OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Label nouns and adjectives:

abby lit one lamp after another until the lamps were all burning brightly

2. Parse : one, the, lamps
3. Rewrite the sentence using another word for “lamps.”
4. Imagine you are the captain of that boat which saw the lamps “all burning brightly.” What might you say to Abby?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Label nouns:

n adj n art n
Abby lit one lamp after another until the lamps were all burning brightly.

2. Parse:

one is an adjective. It is quantitative. It modifies the noun “lamp.”

the is an article. It is definite. It limits the noun “lamps.”

lamps is a noun. It is a common noun. It is neuter gender.

3. Replace lamps with “lights,” “reflectors,” “ bulbs,” etc.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definition for memory: **A verb is a word that asserts action or being**

Emphasize that the verb is the most important part of speech, that to assert something about a person, place, or thing, a verb is necessary, and that a verb by its very nature must have a subject.

Prepare the children for sentence analysis and the idea of subject and simple predicate by speaking always of the verb as saying something about a noun, or as the action of some noun.

Please see the bold print under *Helpful Hints* week 6

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: underline the verb twice and label the nouns, articles, and adjectives. Parse the noun, article or adjective as given.

- n art adj n
1. Abbie ran up the lighthouse steps.

lighthouse is an adjective. It is descriptive. It modifies the noun "steps."

steps is a noun. It is a common noun. It is neuter gender.

- adj n art n art n
2. In a few minutes, the children were in the classroom.

a few is an adjective. It is quantitative. It modifies the noun "minutes." (the whole adjective is "a few" as "a" cannot limit the plural noun "minutes.")

Children is a noun. It is a common noun. It is neuter gender.

- art n n art n art n
3. The wave crashed over Matinicus Rock, and the girls quickly shut the door.

Matinicus Rock is a noun. It is a proper noun. It is neuter gender.

The is an article. It is definite. It limits the noun "wave." (or "girls," "door")

- adj adj n n n art adj n n
4. Every weekday morning, Olaf and Anne went down the zigzag road to school.

Olaf is a noun. It is a proper noun. It is masculine gender.

zigzag is an adjective. It is descriptive. It modifies the noun "road."

Afternoon

Review the morning's lesson with one more sentence on the board.

3RD GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **verb**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze: underline verb twice, label nouns (n = noun) and adjectives (adj = adjective) Parse nouns, articles and adjectives. (Choose a few to parse.)

art adj n n art n

1. The strong wind blew rain at the windows.

The is an article. It is definite. It limits the noun "wind."

strong is an adjective. It is descriptive. It modifies the noun "wind."

wind is a noun. It is a common noun. It is neuter gender.

rain is a noun. It is a common noun. It is neuter gender.

the is an article. It is definite. It limits the noun "windows."

windows is a noun. It is a common noun. It is neuter gender.

n art n

2. What if Abbie could not light the lamps?

Abbie is a noun. It is a proper noun. It is feminine.

the is an article. It is definite. It limits the noun "lamps."

lamps is a noun. It is a common noun. It is neuter gender.

adj adj adj n art n art adj adj n

3. In those early autumn mornings, the sun rose late over a still and beautiful mountain.

those is an adjective. It is demonstrative. It modifies the noun "mornings."

early is an adjective. It is descriptive. It modifies the noun "mornings."

autumn is an adjective. It is descriptive. It modifies the noun "mornings."

mornings is a noun. It is a common noun. It is neuter gender.

the is an article. It is definite. It limits the noun "sun."

sun is a noun. It is a common noun. It is neuter gender.

a is an article. It is indefinite. It limits the noun "mountain."

still is an adjective. It is descriptive. It modifies the noun "mountains."

beautiful is an adjective. It is descriptive. It modifies the noun "mountains."

mountains is a noun. It is a common noun. It is neuter gender.

3RD GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS

Directed Work

Review the verb concept taught in Lesson 8. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label all nouns, articles and adjectives: how those school hours flew!

2. Parse: those, hours

4. What does it mean that the “school hours flew”?

Directed Work Key

adj adj n

1. How those school hours flew!

2. those is an adjective. It is demonstrative. It modifies the noun “hours.”

hours is a noun. It is a common noun. It is neuter gender.

4. Answers will vary. Evaluate as usual for proper sentence structure and on topic.

3RD GRADE WEEK 6 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

In early morning, olaf and anne left the farmhouse with their book bags on their backs

2. Parse : early, Anne, the
3. Rewrite the sentence using one common noun to replace “Olaf and Anne.”
4. Tell of one sight or sound that Olaf and Anne saw or heard on their early morning walk to school.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

adj n n n art n n n
In early morning, Olaf and Anne left the farmhouse with their book bags on their backs .
(accept “book” as an adjective)

2. Parse: early, Anne, the

Early is an adjective. It is descriptive. It modifies the noun “morning.”

Anne is a noun. It is proper. It is feminine gender.

The is an article. It is definite. It limits the noun “farmhouse.”

3. In early morning, the children left the farmhouse with their book bags on their backs
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definition for memory: **A verb is a word that asserts action or being**

Emphasize that the verb is the most important part of speech, that to assert something about a person, place, or thing, a verb is necessary, and that a verb by its very nature must have a subject.

Prepare the children for sentence analysis and the idea of subject and simple predicate by speaking always of the verb as saying something about a noun, or as the action of some noun.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: underline the verb twice and label the nouns, articles, and adjectives. Parse the noun, article or adjective as given.

- n art adj n n
1. Father Vianney was the beloved shepherd of his flock.

Father Vianney is a noun. It is a proper noun. It is masculine gender.

the is an article. It is definite. It limits the noun "shepherd."

beloved is an adjective. It is descriptive. It modifies the noun "shepherd."

- adj adj n adj adj n adj n n
2. That lovely garden had soft green grass and beautiful flowers like stars.

That is an adjective. It is demonstrative. It modifies the noun "garden."

grass is a noun. It is a common noun. It is neuter gender.

- adj n adj adj adj n art n
3. Twelve peach-trees broke out in delicate pink and pearl blossoms in the springtime.

Twelve is an adjective. It is quantitative. It modifies the noun "peach-trees."

springtime is a noun. It is a common noun. It is neuter gender.

the is an article. It is definite. It limits the noun "springtime."

- adj n art adj adj n n
4. Every home had a warm friendly welcome for Father Vianney.

a is an article. It is indefinite. It limits the noun "welcome."

friendly is an adjective. It is descriptive. It modifies the noun "welcome."

3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **verb**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze: underline verb twice, label nouns (n = noun) and adjectives (adj = adjective) Parse as below or choose other nouns, adjectives or articles to parse.

art n art n

1. The birds sat on the trees and sang sweetly.

The is an article. It is definite. It limits the noun "birds."

trees is a noun. It is a common noun. It is neuter gender.

art n art n adj n adj n

2. The Spring came and all over the country there were little blossoms and little birds.

Spring is a noun. It is a proper noun. It is neuter. ("Spring" in this sentence is personified, hence it is capitalized. Otherwise the seasons of the year are lowercase.)

The is an article. It is definite. It limits the noun "country."

little is an adjective. It is descriptive. It modifies the noun "blossoms" (or "birds").

n n art n n

3. Father Vianney shows children the way to heaven.

the is an article. It is definite. It limits the noun "way."

children is a noun. It is a common noun. It is neuter gender.

LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

Contracted Words

Teach the lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. Please see the bold print under *Helpful Hints* week 7. (Those schools using Sanseri phonics might teach this lesson in conjunction with Step 28.)

Example sentences:

1. Spring **can't** come into the Selfish Giant's garden.

1. Spring **cannot** come into the Selfish Giant's garden.

2. **They'll** add barley and milk to the steaming soup.

2. **They will** add barley and milk to the steaming soup.

3. **That's** a beautiful braided loaf of bread for Papa.

3. **That is** a beautiful braided loaf of bread for Papa.

3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

Directed Work

Review the verb concept taught in Lesson 8. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label all nouns, articles and adjectives:

the children had an unfailing friend in father vianney

2. Parse: an, unfailing, friend

3. What does it mean they had “an unfailing friend in Father Vianney”?

Directed Work Key

art n art adj n n

1. The children had an unfailing friend in Father Vianney.

2. an is an article. It is indefinite. It limits the noun “friend.”

unfailing is an adjective. It is descriptive. It modifies the noun “friend.”

friend is a noun. It is a common noun. It is neuter gender.

3. Answers will vary. Evaluate as usual for proper sentence structure and on topic.

3RD GRADE WEEK 7 SUGGESTED GRAMMAR EXERCISES

LESSON 8 : VERBS CONTINUED & LESSON 9: CONTRACTED WORDS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

those happy children listened to the sweet song of the birds

2. Parse : those, sweet, song

3. Use the adjectives “happy” and “sweet” in a sentence of your own.

4. What beautiful sound would make you stop and listen? Describe its beauty for us.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze: underline verb twice, label nouns, articles and adjectives :

adj adj n art adj n art n
Those happy children listened to the sweet song of the birds.

2. Parse: those, sweet, song

Those is an adjective. It is demonstrative. It modifies the noun “children.”

sweet is an adjective. It is descriptive. It modifies the noun “song.”

song is a noun. It is a common noun. It is neuter gender.

3. Accept any reasonable sentence. Evaluate as usual for proper sentence structure.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **declarative, interrogative and imperative sentence**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze. Parse the word indicated. Change the sentence into the type noted. Analyze again.

- n n n
1. Bran ran around Michael and his sister, barking his delight.

This is a declarative sentence.

Bran is a noun. It is a proper noun. It is masculine gender.

Change the sentence to an interrogative sentence using “who” to replace “Bran.” Analyze again.

- n n n
1. Who ran around Michael and his sister, barking his delight?

This is an interrogative sentence.

- adj adj n n art n
2. Laura and Mary made little acorn cups and saucers for the playhouse.

This is a declarative sentence.

little is an adjective. It is descriptive. It modifies the noun “cups.”

Change the sentence to an imperative sentence.

- adj adj n n art n
2. Laura and Mary, (you) make little acorn cups and saucers for the playhouse.

- art n adj adj n
3. The Giant heard some lovely music outside.

This is a declarative sentence.

some is an adjective. It is quantitative. It modifies the noun “music.”

Change the sentence to an interrogative sentence using “When.”

- art n adj adj n
3. Where did the Giant hear some lovely music?

Second option: Change the sentence to an imperative using the verb “listen.”

- art adj n n
3. (you) Listen to the lovely music, Giant.

This is an imperative sentence.

the is an article. It is definite. It limits the noun “music.”

3RD GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Directed Work

Review the sentence concept taught in Lesson 10. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the leaves on the trees glowed in rich autumn colors

2. Parse: the (1st), leaves, rich
3. Change the sentence to an interrogative sentence.
4. Write a beautiful sentence of your own about the “rich autumn colors.”

Directed Work Key

art art n adj adj n

1. The leaves on the trees glowed in rich autumn colors.

This is a declarative sentence.

2. Parse:

the is an article. It is definite. It limits the noun “leaves.”

leaves is a noun. It is a common noun. It is neuter gender.

rich is an adjective. It is descriptive. It modifies the noun “colors.”

3. Answers will vary. Check for proper capitalization and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 8 SUGGESTED GRAMMAR EXERCISES

LESSON 10: THREE KINDS OF SENTENCES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully:

what sang the beautiful music outside the Giant's window
2. Parse : beautiful, the (2nd) Giant's
3. Rewrite the sentence as a declarative sentence. (If necessary, tell the children that *a linnet* is what was singing.)
4. What in nature makes "beautiful music" for you? Tell us of its song in a sentence.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze fully:

art adj n art n n
What sang the beautiful music outside the Giant's window?

This is an interrogative sentence.
2. Parse:

beautiful is an adjective. It is descriptive. It modifies the noun "music."
the is an article. It is definite. It limits the noun "music."
Giant's is a noun. It is a proper noun. It is neuter masculine.
3. A linnet sang the most beautiful music in the world outside the Giant's window.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

Grammar Lesson

Review the morning's lesson with one more sentence on the board.

3RD GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **subject, simple predicate, complete predicate, simple sentence and new parsing order.**

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the subject.

adj n n art n art n
1. Every afternoon after school, the children | came and played with the Giant.
This is a simple, declarative sentence.

children is a noun. It is a common noun. It is neuter gender. It is the subject of the verbs "came" and "played."

art n art n n adj n
2. The Giant | watched the children at their games in his delightful garden.
This is a simple, declarative sentence.

Giant is a noun. It is a proper noun. It is masculine gender. It is the subject of the verb "watched."

art n art adj n
3. The flowers | peeped through the green grass and laughed.
This is a simple, declarative sentence.

flowers is a noun. It is a common noun. It is neuter gender. It is the subject of the verbs "peeped" and "laughed."

3RD GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

Directed Work

Review the sentence concept taught in Lesson 10. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the trees had covered themselves with snowy blossoms

2. Parse: the (1st), trees, snowy
3. Write an interrogative sentence about a tree in the Giant's garden.
4. In the dictation, what does it mean that the trees "waved their arms"?

Directed Work Key

- | | | | | |
|--------|--------------|--|--------------------|---------------------------------|
| art | n | | adj | n |
| 1. The | <u>trees</u> | | <u>had covered</u> | themselves with snowy blossoms. |

This is a simple, declarative sentence.

2. Parse:

the is an article. It is indefinite. It limits the noun "trees."

trees is a noun. It is a common noun. It is neuter gender. It is the subject of the verb "had covered."

snowy is an adjective. It is descriptive. It modifies the noun "blossoms."

3. Answers will vary. Check for proper capitalization and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 9 SUGGESTED GRAMMAR EXERCISES

LESSON 11: SUBJECT AND PREDICATE; SUPPLEMENT LESSON 29: ANALYSIS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully:

the happy children were the most beautiful flowers in the Giant's garden

2. Parse : the (1st), happy, children
3. Rewrite the sentence replacing the word "happy" with a synonym. [*The children should know this term, or the teacher should introduce it during the week*]
4. Describe for us the beauty of your favorite flower.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze fully:

art adj n art adj n art n n
the happy children | were the most beautiful flowers in the Giant's garden.

This is a simple, declarative sentence.

2. Parse:

the is an article. It is definite. It limits the noun "children."

happy is an adjective. It is descriptive. It modifies the noun "children."

children is a noun. It is a common noun. It is neuter gender. It is the subject of the verb "were."

3. Possible synonyms: joyful, laughing, playful, cheery, cheerful, smiling, etc.
Check for proper capitalization and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for being on topic.

3RD GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory, to be learned over the course of the week: **Tense is the form of a verb that express the time of an action or event. The present tense shows present time. The past tense shows past time. The future tense shows future time.** Learn the parsing chart for verbs:
Identify as a verb. Tell its tense. Tell its subject.

*Read **Helpful Hints** for this week.*

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the verb. Rewrite the sentence in the other tenses.

art n | art n art adj n
1. The candlelight | **catches** the tracery on the matchlock gun.

This is a simple, declarative sentence.

catches is a verb. It is present tense. Its subject is "candlelight."

Past tense: The candlelight **caught** the tracery on the matchlock gun.

Future tense: The candlelight **will catch** the tracery of the matchlock gun.

n | adj n n
2. Jasiek | **will visit** other lands by ship.

This is a simple, declarative sentence.

will visit is a verb. It is future tense. Its subject is "Jasiek."

Present tense: Jasiek **visits** other lands by ship.

Past tense: Jasiek **visited** other lands by ship.

n n | art n n adj n
3. Jasiek and Hanka | **talked** about the houses and farms of other lands.

This is a simple, declarative sentence.

talked is a verb. It is past tense. Its subject are "Jasiek" and "Hanka."

Present tense: Jasiek and Hanka **talk** about the houses and farms of other lands.

Past tense: Jasiek and Hanka **will talk** about the houses and farms of other lands.

Afternoon

Review the morning's lesson with one more sentence on the board.

3RD GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **tense, present tense, past tense, future tense, and parsing order of verbs.**

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the subject and verb. Write sentence in the other tenses. (parse other words as needed.)

art n | art n
1. The gun | hung over the fireplace.

This is a simple, declarative sentence.

gun is a noun. It is a common noun. It is neuter gender. It is the subject of the verb "hung."

hung is a verb. It is past tense. Its subject is "gun."

Present tense: The gun hangs over the fireplace.

Past tense: The gun will hang over the fireplace.

n | adj n art n
2. Will Jasiek | visit many lands as a man?

This is a simple, interrogative sentence.

Jasiek is a noun. It is a proper noun. It is masculine gender. It is the subject of the verb "will visit."

Will visit is a verb. It is future tense. Its subject is "Jasiek."

n | art n art n
3. Father | replaced the gun over the fireplace.

This is a simple, declarative sentence.

Father is a noun. It is a proper noun. It is masculine gender. It is the subject of the verb "replaced."

replaced is a verb. It is past tense. Its subject is "Father."

Present tense: Father replaces the gun over the fireplace.

Future tense: Father will replace the gun over the fireplace.

3RD GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Directed Work

Review the sentence concept taught in Lesson 10. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.
mother stuffed a loaf and some sausage in father's pouch.
2. Parse: Mother, stuffed, some
3. Write the sentence in the present tense and the future tense.
4. Where is Father going?

Directed Work Key

1. Mother | stuffed a loaf and some sausage in father's pouch .
This is a simple, declarative sentence.

2. Parse:

Mother is a noun. It is a proper noun. It is feminine gender. It is the subject of the verb "stuffed."

stuffed is a verb. It is past tense. Its subject is "Mother."

some is an adjective. It is quantitative. It modifies the noun "sausage."

3. Present tense: Mother stuffs a loaf and some sausage in Father's pouch.
Future tense: Mother will stuff a loaf and some sausage in Father's pouch.
4. Answers will vary. Evaluate as usual for proper sentence structure and for being on topic.

3RD GRADE WEEK 10 SUGGESTED GRAMMAR EXERCISES

LESSON 12 : TENSE OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully:
 adj adj
father looks manly and brave in his blue coat and red facings
(Label “manly” and “brave” for the students.)
2. Parse : looks, blue, coat
3. Write the sentence in the other two tenses.
4. Describe your father when he “looks manly and brave.”

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze fully:
 n adj adj adj n adj n
Father | looks manly and brave in his blue coat and red facings.
This is a simple, declarative sentence.
2. Parse:
looks is a verb. It is present tense. Its subject is “Father.”
blue is an adjective. It is descriptive. It modifies the noun “coat.”
coat is a noun. It is a common noun. It is neuter gender.
3. Past tense: Father looked manly and brave in his blue coat and red facings.
Future tense: Father will look manly and brave in his blue coat and red facings.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

Review the morning's lesson with one more sentence on the board.

3RD GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

LESSON 13 : PERSON OF VERBS & LESSON 14 : NUMBER OF VERBS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **tense, present tense, past tense, future tense, and parsing order of verbs.**

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the verb. Write sentence in the other person indicated.

adj adj art adj n n art n
1. Bright and early the next morning, we | began work in the bakery.

This is a simple, declarative sentence.

began is a verb. It is past tense. Its subject is "we." It is in the first person. It is plural number.

Second person: Next morning, bright and early, you began work in the bakery.

n adj n adj n
2. Nightingale | sings all sorts of funny songs.

This is a simple, declarative sentence.

sings is a verb. It is present tense. Its subject is "Nightingale." It is in the third person. It is singular number.

First person: I sing all sorts of funny songs.

 adj n
3. People | are still asleep all over town.
(Label "asleep" for the students.)

This is a simple, declarative sentence.

are is a verb. It is present tense. Its subject is "People." It is in the third person. It is plural number.

First person: We are still asleep all over town.

Second person: People, you are still asleep all over town.

3RD GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

LESSON 13 : PERSON OF VERBS & LESSON 14 : NUMBER OF VERBS

Directed Work

Review the sentence concept taught in Lessons 12 & 13. Write a simple sentence to illustrate the concepts. Move quickly to the directed work.

Directed Work : See previous weeks for description.

1. Copy, capitalize and punctuate the sentence. Analyze fully.

adj adj

mother looked back toward the bed, brown-eyed and tender.

(Label “brown-eyed” and “tender” for the students.)

2. Parse: Mother, looked.
3. Write the sentence in the first person.
4. Why did Mother look “back toward the bed”?

Directed Work Key

1. Mother | looked back toward the bed, brown-eyed and tender.

This is a simple, declarative sentence.

2. Parse:

Mother is a noun. It is a proper noun. It is feminine gender. It is the subject of the verb “looked.”

looked is a verb. It is past tense. Its subject is “Mother.” It is in the third person. It is singular number.

3. First person: I stopped and looked back toward the bed.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 11 SUGGESTED GRAMMAR EXERCISES

LESSON 13 : PERSON OF VERBS & LESSON 14 : NUMBER OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully:

in the bakery of joseph of egypt things hum

2. Parse : the, Egypt, hum
3. Make this an interrogative sentence.
4. Tell us in a lively sentence what “hum” in this bakery.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze fully:

art n n n n
In the bakery of Joseph of Egypt things | hum.
This is a simple, declarative sentence.

2. Parse:

the is an article. It is definite. It limits the noun “bakery.”

Egypt is a noun. It is a proper noun. It is neuter gender.

hum is a verb. It is present tense. Its subject is “things.” It is in the third person. It is plural number.

3. Answers will vary. Evaluate for proper sentence structure. Here are some possible answers;

What (things) hum in the bakery of Joseph of Egypt?

Are things humming in the bakery of Joseph of Egypt?

Do things hum in the bakery of Joseph of Egypt?

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **When we conjugate a verb, we list its tense, person and number in an orderly way.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the verb. Rewrite the sentence changing the number of the verb when applicable. Conjugate the verb in the three tense.

- art n | art n art n
1. The wind snatches the smoke from the chimney.

This is a simple, declarative sentence.

snatches is a verb. It is present tense. Its subject is "wind." It is in the third person. **It is singular number.**

With plural number: The winds snatch the smoke from the chimney.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I snatch	we snatch
<i>Second Person</i>	you snatch	you snatch
<i>Third Person</i>	he, she, it snatches	they snatch

Past Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I snatched	we snatched
<i>Second Person</i>	you snatched	you snatched
<i>Third Person</i>	he, she, it snatched	they snatched

Future Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall snatch	we shall snatch
<i>Second Person</i>	you will snatch	you will snatch
<i>Third Person</i>	he, she, it will snatch	they will snatch

- n | art adj n art adj adj n art adj n
2. Carolina saw, between the green hills, a small white village with a church spire.

This is a simple, declarative sentence.

saw is a verb. It is past tense. Its subject is "Carolina." It is in the third person. **It is singular number.**

3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS CONTINUED

With plural number: not possible as Carolina is a proper noun.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I see	we see
<i>Second Person</i>	you see	you see
<i>Third Person</i>	he, she, it sees	they see

Past Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I saw	we saw
<i>Second Person</i>	you saw	you saw
<i>Third Person</i>	he, she, it saw	they saw

Future Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall see	we shall see
<i>Second Person</i>	you will see	you will see
<i>Third Person</i>	he, she, it will see	they will see

LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **conjugation of verbs**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence: Identify the type of sentence, draw the predicate bar and underline subject once, verb twice, and label all the parts of speech the children know. Parse the verb. Parse an article, adjective or noun. Write sentence in the other number. Conjugate the verb.

art n

1. The villagers | **love** and **respect** Mama.

This is a simple, declarative sentence.

love is a verb. It is present tense. Its subject is “villagers.” It is in the third person. **It is plural number.**

respect is a verb. It is present tense. Its subject is “villagers.” It is in the third person. **It is plural number.**

With singular number: The villager loves and respects Mama.

3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS CONTINUED

(Both verbs are conjugated in the same chart; chart them separately for the students.)

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I love; I respect	we love; we respect
<i>Second Person</i>	you love; you respect	your love; you respect
<i>Third Person</i>	he, she, it loves; he, she it respects	they love; they respect

Past Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I loved; I respected	we loved; we respected
<i>Second Person</i>	you loved; you respected	you loved; you respected
<i>Third Person</i>	he, she, it loved; he, she, it respected	they loved; they respected

Future Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall love; I shall respect	we shall love; we shall respect
<i>Second Person</i>	you will love; you will respect	you will love; you will respect
<i>Third Person</i>	he, she, it will love; he, she, it will respect	they will love; they will respect

1. The church spire will welcome those wanderers from far distances.

This is a simple, declarative sentence.

will welcome is a verb. It is future tense. Its subject is “spire.” It is in the third person. **It is plural number.**

With plural number: The church spires will welcome those wanderers from far distances.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I welcome	we welcome
<i>Second Person</i>	you welcome	you welcome
<i>Third Person</i>	he, she, it welcomes	they welcome

Past Tense	Singular Number	Plural Number
First Person	I welcomed	we welcomed
Second Person	you welcomed	you welcomed
Third Person	he, she, it welcomed	they welcomed

3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS CONTINUED

Future Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall welcome	we shall welcome
<i>Second Person</i>	you will welcome	you will welcome
<i>Third Person</i>	he, she, it will welcome	they will welcome

LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.
mother remembered the name of every villager.
2. Parse: remembered, name
3. Conjugate “remember” in the future tense.
4. Tell us of something special that your mother always remembers.

Directed Work Key

1. ⁿ Mother | ^{art} remembered ⁿ the ^{adj} name ⁿ of every villager.

This is a simple, declarative sentence.

- ## 2. Parse:

remembered is a verb. It is past tense. Its subject is “Mother.” It is in the third person. It is singular number.

name is a noun. It is a common noun. It is neuter gender. It is the object of the verb “remembered.”

- 3.

Future Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall remember	we shall remember
<i>Second Person</i>	you will remember	you will remember
<i>Third Person</i>	he, she, it will remember	they will remember

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 12 SUGGESTED GRAMMAR EXERCISES

LESSON 14 : NUMBER OF VERBS, WITH CONJUGATION OF VERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully:

edward will freshen the fire for mother

2. Parse : Edward, will freshen, the
3. Conjugate “freshen” in the present tense.
4. How might you help Mother, as Edward did, “in the morning”?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze fully:

n art n n
Edward | will freshen the fire for Mother.

This is a simple, declarative sentence.

2. Parse:

Edward is a noun. It is a proper noun. It is masculine gender. It is the subject of “will freshen.”

will freshen is a verb. It is future tense. Its subject is “Edward.” It is in the third person. It is singular number.

the is an article. It is definite. It limits the noun “fire.”

- 3.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I freshen	we freshen
<i>Second Person</i>	you freshen	you freshen
<i>Third Person</i>	he, she, it freshens	they freshen

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

There is no direct object in the sentence as the subject is not doing anything to a noun. The subject is merely being - it "is." Direct objects will not follow the state of being verbs: am, is, are, was, were, be, being, been. It may be helpful to have a list of the state of being verbs visible in the classroom as a reference/reminder for the students.

3RD GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 16 : THE DIRECT OBJECT

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **conjugation of verbs**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the direct object and the verb. Parse an article, adjective or subject noun.

1. Who | will remember Grandfather's hard work in the minster?

This is a simple, interrogative sentence.

will remember is a verb. It is future tense. Its subject is “Who.” It is third person. It is singular (or plural) number.

work is a noun. It is a common noun. It is neuter gender. It is the direct object of “will remember.”

2. Renz brings in wood and water and kindling every evening.

This is a simple, declarative sentence.

brings in is a verb. It is present tense. Its subject is "Renz." It is third person. It is singular number.

wood is a noun. It is a common noun. It is neuter gender. It is the direct object of “brings in.”

water is a noun. It is a common noun. It is neuter gender. It is the direct object of “brings in.”

kindling is a noun. It is a common noun. It is neuter gender. It is the direct object of “brings in.”

3. Will the treasure of good work | be here for others, Grandfather?

This is a simple, interrogative sentence.

Will be is a verb. It is future tense. Its subject is “treasure.” It is third person. It is singular number.

3RD GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 16 : THE DIRECT OBJECT

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.
the farmer's wife heard renz's whistle often
2. Parse: heard, whistle
3. Conjugate "heard" in the present tense.
4. What cheery tune might you whistle or sing all day? Tell us why?

Directed Work Key

- art n n do
1. The farmer's wife | heard Renz's whistle often.

This is a simple, declarative sentence.

- ## 2. Parse:

heard is a verb. It is past tense. Its subject is “wife.” It is in the third person. It is singular number.

whistle is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "heard."

- 3.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I hear	we hear
<i>Second Person</i>	you hear	you hear
<i>Third Person</i>	he, she, it hears	they hear

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 13 SUGGESTED GRAMMAR EXERCISES

LESSON 16 : THE DIRECT OBJECT

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully:

good, honest workers of the minster see her treasure more each day

2. Parse : see, treasure
3. Write this sentence in the past and future tenses.
4. What work do you do (or might you do) for your church? **or**
Tell of the work that someone you admire does for your church?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze fully:

art n adj n do adj n
The minster's honest workers | see her treasures more each day.

This is a simple, declarative sentence.

2. Parse:

see is a verb. It is present tense. Its subject is "workers." It is in the third person. It is plural number.

treasures is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "see."

- 3.

Past tense: The minster's honest workers *saw* her treasures more each day.

Future tense: The minster's honest workers *will see* her treasures more each day.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 16 : THE DIRECT OBJECT;

LESSON 17: TRANSITIVE & INTRANSITIVE VERBS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **Transitive verbs express an action done to an object. Intransitive verbs express an action which stays in the subject.**

Add to the parsing of verbs: **Verb. Use. Tense. Subject. Person. Number.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze the sentence. (Articles need no longer be labeled.) Parse the verb, and direct object where applicable.

1. Hanka | missed her **brother** sorely.

This is a simple, declarative sentence.

missed is a verb. **It is transitive.** It is past tense. Its subject is "Hanka." It is third person. It is singular number.

brother is a noun. It is a common noun. It is masculine gender. **It is the direct object of the verb "missed."**

2. Mother | walked up the garden path, across the wind.

This is a simple, declarative sentence.

walked is a verb. **It is intransitive.** It is past tense. Its subject is "Mother." It is third person. It is singular number.

3. Jasiek | drives the **cows** and the **sheep** high up and up into the mountain pastures.

This is a simple, declarative sentence.

walked is a verb. **It is transitive.** It is present tense. Its subject is "Jasiek." It is third person. It is singular number.

cows is a noun. It is a common noun. It is neuter gender. **It is the direct object of the verb "drives."**

sheep is a noun. It is a common noun. It is neuter gender. **It is the direct object of the verb "drives."**

3RD GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 16: THE DIRECT OBJECT; LESSON 17: TRANSITIVE & INTRANSITIVE VERBS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **conjugation of verbs**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the verbs and direct objects. Parse an article, adjective or subject noun. Conjugate the verb in the tense in the sentence.

1. Jasiek | ⁿ ^{adj} ^{do} ⁿ
hears Mother's brave whistle across the wind.

This is a simple, declarative sentence.

hears is a verb. It is transitive. It is present tense. Its subject is "Jasiek." It is third person. It is singular number.

whistle is a noun. It is a common noun. It is neuter gender. It is the direct object of "hears."

Present Tense	Singular Number	Plural Number
First Person	I hear	we hear
Second Person	you hear	you hear
Third Person	he, she, it hears	they hear

2. Burek | ⁿ ⁿ ⁿ ⁿ
will go into the mountains with Jasiek and the cows and sheep.

This is a simple, declarative sentence.

will go is a verb. It is intransitive. It is future tense. Its subject is "Burek." It is third person. It is singular.

Future Tense	Singular Number	Plural Number
First Person	I shall go	we shall go
Second Person	you will go	you will go
Third Person	he, she, it will go	they will go

3. During the summer the ⁿ flocks | ⁿ ⁿ ⁿ ⁿ
stayed in the mountains with Jasiek and Burek.

This is a simple, interrogative sentence.

stayed is a verb. It is intransitive. It is past tense. Its subjects are "flocks" and "herds." It is third person. It is plural number.

3RD GRADE WEEK 14 SUGGESTED GRAMMAR EXERCISES

LESSON 16 : THE DIRECT OBJECT; LESSON 17: TRANSITIVE & INTRANSITIVE VERBS CONTINUED

Past Tense	Singular Number	Plural Number
First Person	I stayed	we stayed
Second Person	you stayed	you stayed
Third Person	he, she, it stayed	they stayed

LESSON 16 : THE DIRECT OBJECT; LESSON 17: TRANSITIVE & INTRANSITIVE VERBS *Directed Work*

1. Copy, capitalize and punctuate the sentence. Analyze fully.
mother whistled a song for edward
2. Parse: whistled, song
3. Write the sentence in the other two tenses.
4. Why did Mother sing now and then for Edward?

Directed Work Key

1. Mother | whistled ^{do} ⁿ a song for Edward.
This is a simple, declarative sentence.
2. Parse:
whistled is a verb. It is transitive. It is past tense. Its subject is "Mother." It is in the third person. It is singular number.
song is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "whistled."
3. Present tense: Mother whistles a song for Edward.
Future tense: Mother will whistle a song for Edward.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

LESSON 16 : THE DIRECT OBJECT;
LESSON 17: TRANSITIVE & INTRANSITIVE VERBS
Grammar Test

- ## Grammar Test Key

- Children of the mountain villages stay in the mountains for the whole summer.

3.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION MARKS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **Quotation is using the words of someone else.**

Punctuation rules for quotation marks: (from SSPX portal site)

1. Use quotation marks to enclose a direct quotation.
2. If the quotation is a complete sentence, put a comma at every break between it and the encompassing sentence.
3. Commas and periods **always** go inside the closing quotation marks.
4. If the quotation is a question or an exclamatory sentence, put the question mark or exclamation point inside the closing quotes, even if it is in the middle of the encompassing sentence.
(5. If the quotation is not a question, but the encompassing sentence is, use a question mark to end the encompassing sentence, and place it outside the closing quotes.)
6. Capitalize the first word of a quoted sentence.

Teacher-led Exercises : Teacher writes the sentence on the board. Add quotation marks and proper punctuation.

1. Papa is the strongest man at Versailles said Therese

“Papa is the strongest man at Versailles,” said Therese.

2. Papa asked do you know the answer to the riddle Therese

Papa asked, “Do you know the answer to the riddle, Therese?”

3. Therese and her brothers begged Papa Papa please tell us a story of the great Kings of France

Therese and her brothers begged, “Papa, Papa, please tell us a story of the great Kings of France!”

(This quote can also end .”)

4. Therese whispered to Papa I love God and you very much

Therese whispered to Papa, “I love God and you very much.”

3RD GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION MARKS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **quotation**

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated. Conjugate the verb in the tense indicated.

1. Therese and her brothers | climb onto Papa's lap and listen to stories.

This is a simple, declarative sentence.

climb is a verb. It is intransitive. It is present tense. Its subjects are "Therese" and "brothers." It is third person. It is plural number.

lap is a noun. It is a common noun. It is neuter gender.

Present Tense	Singular Number	Plural Number
First Person	I listen	we listen
Second Person	you listen	you listen
Third Person	he, she, it listens	they listen

2. Therese | always understood her Papa.

This is a simple, declarative sentence.

understood is a verb. It is transitive. It is past tense. Its subject is "Therese." It is third person. It is singular

Papa is a noun. It is a common noun. It is masculine gender. It is the direct object of "understood."

Past Tense	Singular Number	Plural Number
First Person	I understood	we understood
Second Person	you understood	you understood
Third Person	he, she, it understood	they understood

3RD GRADE WEEK 15 SUGGESTED GRAMMAR EXERCISES

LESSON 18: QUOTATION MARKS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

papa had a little window into therese's heart

2. Parse: a, window
3. Conjugate "had" in the past tense.
4. What do you enjoy doing with your father or mother?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Papa | ^{adj} ^{do} ⁿ ⁿ
had a little window into Therese's heart.

This is a simple, declarative sentence.

2. Parse:

a is an article. It is indefinite. It limits the noun "window."

window is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb "had."

- 3.

Past Tense	Singular Number	Plural Number
First Person	I had	we had
Second Person	you had	you had
Third Person	he, she, it had	they had

4. Answers will vary. Evaluate as usual for proper sentence structure and for being on topic.

3RD GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 19: PRONOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **Pronouns are words that stand for nouns. The noun which a pronoun stands for is called its antecedent.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Label all pronoun(s). Name the antecedent of the pronoun. (If the antecedent is known through a dictation, write it down without quotation marks.)

1. ^{pro} do
ⁿ Maribelle | ^{pro} loved ⁿ her mountains.

The pronoun “her” stands for “Maribelle.” “Maribelle” is the antecedent.

2. In school ⁿ she | ^{pro} had heard of places in the world without mountains; ⁿ she | ^{pro} could not imagine
ⁿ them.

The pronoun “she” stands for Maribelle; the pronoun “them” stands for “places.” Maribelle “places” are the antecedents.

3. ^{pro} You | never walked straight on but were always climbing up or down.

The pronoun “You” stands for the person being spoken to. The antecedent is unknown.

4. The ^{art} mountains and ⁿ I | ^{pro} are ^{adj} good ⁿ friends.

The antecedent of “I” is Maribelle (or the person speaking). The antecedent is either “Maribelle” (or unknown).

3RD GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 19: PRONOUNS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **pronoun**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated. Conjugate the verb in the tense indicated. State the antecedent of pronouns where applicable.

n adj art n art n
1. Maribelle's country | is high in the peaks of the Pyrenees Mountains.

This is a simple, declarative sentence.

the is an article. It is definite. It limits the noun "peak." (or "Pyrenees Mountains)

Pyrenees Mountains is a noun. It is a proper noun. It is neuter gender. It is third person. It is plural number.

Present Tense	Singular Number	Plural Number
First Person	I am	we are
Second Person	you are	you are
Third Person	he, she, it is	they are

pro adj art adj n
2. Their snow-covered peaks | sparkle in the morning sun.

This is a simple, declarative sentence.

sparkled is a verb. It is intransitive. It is present tense. Its subject is "peaks" It is third person. It is plural.

morning is an adjective. It is descriptive. It modifies the noun "sun."

Past Tense	Singular Number	Plural Number
First Person	I sparkled	we sparkled
Second Person	you sparkled	you sparkled
Third Person	he, she, it sparkled	they sparkled

The pronoun "their" stands for Pyrenees Mountains (or just mountains.)

Pyrenees Mountains (mountains) is the antecedent of "their."

3RD GRADEWEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 19: PRONOUNS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.
the mountains seemed to Mirabelle like good friends
2. Parse: seemed, good
3. Write the sentence replacing Maribelle with a pronoun.
4. Why did the mountains seem “like good friends” to Maribelle?

Directed Work Key

art

n

adj

n

1. The mountains seemed to Mirabelle like good friends.

This is a simple, declarative sentence.

- ## 2. Parse:

seemed is a verb. It is intransitive. It is past tense. Its subject is “mountains.” It is third person. It is plural.

good is an adjective. It is descriptive. It modifies the noun "friends."

3. The mountains seemed to her like good friends.
4. Answers will vary. Evaluate as usual for proper sentence structure and for adherence to topic.

3RD GRADE WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 19: PRONOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

she could not imagine a place without mountains
2. Parse: a, place
3. Write the sentence making a contraction for “could not” and a name for “she.”
(If two changes is too much the children, choose one.)
4. Why were the mountains so important to Maribelle?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

pro		art	do		n
She		<u>could</u>	not	<u>imagine</u>	a place without mountains.

This is a simple, declarative sentence.
2. Parse:

a is an article. It is indefinite. It limits the noun “place.”

place is a noun. It is a common noun. It is neuter gender. It is the direct object of the verb “could imagine.”
3. Mirabelle couldn’t imagine a place without mountains. (Any girl’s name is acceptable.)
4. Answers will vary. Evaluate as usual for proper sentence structure and for adherence to topic.

3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 20: PERSON OF PRONOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: Parsing order of pronouns: **Pronoun. Class. Antecedent. Gender. Person. Number.** (Use this order of parsing to correspond to the order used in higher grades.)

The form (spelling) of a personal pronoun tells us what person it is. The person of the pronoun is the same as the person of its antecedent. It is imperative that third graders memorize the first, second and third person pronouns.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all pronouns.

1. Widow Poblado | ^{pro} ^{adj} ^{do}
weeds **her** vegetable patch.

her is a pronoun. It is personal. Its antecedent is "Widow Poblado." It is feminine gender. It is third person. It is singular.

2. Uncle Antonio | ^{pro} ^{adj} ⁿ ^{pro} ^{adj} ⁿ
plowed **his** tobacco patch with **his** black oxen.

his is a pronoun. It is personal. Its antecedent is "Uncle Antonio." It is masculine gender. It is third person. It is singular.

his is a pronoun. It is personal. Its antecedent is "Uncle Antonio." It is masculine gender. It is third person. It is singular.

3. ^{pro} ^{adj} ⁿ
I | have never seen that car before. (said Cisco)

I is a pronoun. It is personal. Its antecedent is "Cisco." It is masculine gender. It is first person. It is singular.

4. ^{adj} ^{pro} ⁿ
That car | has not been in **our** village before.

our is a pronoun. It is personal. Its antecedent is "Maribelle" and "Cisco." It is neuter gender. It is first person. It is plural.

3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 20: PERSON OF PRONOUNS

Grammar Exercises (to be done orally with teacher, or in notebook).

Review lesson. Check for memorization of parsing order of a **pronoun**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated. Conjugate the verb in the tense indicated.

art adj art n art adj do
1. The twisty ribbon of a road followed the rushing river.

This is a simple, declarative sentence.

twisty is an adjective. It is descriptive. It modifies the noun “ribbon.”

followed is a verb. It is transitive. It is past tense. Its subject is “ribbon.” It is third person. It is plural.

Present Tense	Singular Number	Plural Number
First Person	I follow	we follow
Second Person	you follow	you follow
Third Person	he, she, it follows	they follow

pro n n n adj adj adj n
2. Around it were mountains with pines, oaks, chestnuts, and tall, pointed cypress trees.

This is a simple, declarative sentence.

it is a pronoun. It is personal. Its antecedent is “city” (or unknown). It is neuter gender. It is third person. It is singular.

were is a verb. It is intransitive. It is past tense. Its subject is “mountains” It is third person. It is plural.

tall is an adjective. It is descriptive. It modifies the noun “trees.”

Past Tense	Singular Number	Plural Number
First Person	I was	we were
Second Person	you were	you were
Third Person	he, she, it was	they were

3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 20: PERSON OF PRONOUNS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.
far, far below, in the valley of the mountain, Maribelle and Cisco saw a cloud of dust
2. Parse: Cisco, saw
3. Write the sentence changing “Maribelle and Cisco” to one pronoun. (*or* Write out the third person pronouns.)
4. In a lively sentence, imagine what could be in the “cloud of dust.”

Directed Work Key

1. Far, far below, in the valley of the mountain, Maribelle and Cisco | saw a cloud of dust.

This is a simple, declarative sentence.

2. Parse:

Cisco is a noun. It is proper. It is masculine gender. It is the subject of “saw.”

saw is a verb. It is transitive. It is past tense. Its subject are “Maribelle” and “Cisco.”
It is third person. It is plural.

3. Far, far below, in the valley of the mountain, they saw a cloud of dust.
4. Answers will vary. Evaluate as usual for proper sentence structure and for adherence to topic.

3RD GRADE WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 20: PERSON OF PRONOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

white farm houses nestled among olive groves and vineyards on the lower hills

2. Parse: farm, nestled
3. Write the sentence in the other two tenses that you know.
4. Write a beautiful sentence using in it the verb “nestled.”

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

adj adj adj n n art adj n
White farm houses | nestled among olive groves and vineyards on the lower hills.

This is a simple, declarative sentence.

2. Parse:

farm is an adjective. It is descriptive. It modifies the noun “houses.”

nestled is a verb. It is intransitive. It is past tense. Its subject is “houses.” It is third person. It is plural.

3. Present tense: White farm houses nestle among olive groves and vineyards on the lower hills.

Future tense: White farm houses will nestle among olive groves and vineyards on the lower hills.

4. Answers will vary. Evaluate as usual for proper sentence structure and for adherence to topic.

3RD GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 21: EXCLAMATIONS; LESSON 23: NOMINATIVE AND OBJECTIVE PRONOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **An exclamation is a word or an expression used to express sudden or strong feeling. Pronouns used as subjects are in the nominative case.**

Pronouns used as objects are in the objective case. Learn the subject and object pronoun chart on page 97. Parsing order of pronouns: **Pronoun. Class. Antecedent. Gender. Person. Number. Office. Case.**

Important note: Exclamatory is NOT another kind of sentence. All sentences are declarative, interrogative or imperative. One of these expressed in an exclamatory manner is punctuated with an exclamation point. A sentence would then be stated as exclamatory declarative, exclamatory interrogative or exclamatory imperative.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse pronouns.

1. She | skipped and sang on the way to church!

This is a simple, exclamatory declarative sentence.

she is a pronoun. It is personal. Its antecedent is Hanka. It is feminine gender. It is third person. It is singular. It is the subject of "skipped" and "sang." It is nominative case.

2. Hanka's Mother | walked her over the hills to the great, strong church.

This is a simple, declarative sentence.

her is a pronoun. It is personal. Its antecedent is "Hanka." It is feminine gender. It is third person. It is singular. It is the direct object of "walked." It is objective case.

3. The highland men | built it of pine trees.

This is a simple, declarative sentence.

it is a pronoun. It is personal. Its antecedent is church. It is neuter gender. It is third person. It is singular. It is the direct object of "built." It is objective case.

3RD GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 21: EXCLAMATIONS; LESSON 22: NOMINATIVE AND OBJECTIVE PRONOUNS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of **exclamation**, parsing order of a **pronoun** and the **pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated. Change the sentence as indicated.

adj n adj n do
1. The soft chorus of cowbells from the various pastures | greeted them.

This is a simple, declarative sentence.

soft is an adjective. It is descriptive. It modifies the noun "chorus."

greeted is a verb. It is transitive. It is past tense. Its subject is "chorus." It is third person. It is plural.

them is a pronoun. It is personal. Its antecedent is unknown. It is neuter gender. It is third person. It is plural. It is the direct object of "greeted." It is objective case.

**Interrogative: Whom did the soft chorus of cowbells from the various pastures greet?
or What greeted them from the various pastures?**

adj n
2. They | could look over the last hill and down to the valley below.

This is a simple, declarative sentence.

They is a pronoun. It is personal. Its antecedent is unknown (or Hanka and Mother). It is neuter gender. It is plural. It is third person. It is the subject of "could look." It is nominative case.

the is a definite article. It limits "hill." (or "valley")

last is an adjective. It is descriptive. It modifies the noun "hills."

Exclamatory, imperative: Look over the last hill and down into the valley below!

LESSON 21: EXCLAMATIONS; LESSON 22: NOMINATIVE AND OBJECTIVE PRONOUNS

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 18 SUGGESTED GRAMMAR EXERCISES

LESSON 21: EXCLAMATIONS; LESSON 22: NOMINATIVE AND OBJECTIVE PRONOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

they built the great strong church at the edge of the forest!

(Include the exclamation point when writing the sentence for the students to copy.)

2. Parse: they, church
3. Conjugate the verb build in the future tense.
4. Describe where your church is built, using at least two descriptive adjectives in your sentence.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

They ^{adj} ^{adj} ^{do} ⁿ ⁿ built the great strong church at the edge of the forest!

This is a simple, exclamatory declarative sentence.

2. Parse:

They is a pronoun. It is personal. Its antecedent is "men." It is masculine gender. It is third person. It is plural. It is the subject of "built." It is nominative case.

church is a noun. It is common. It is neuter. It is the direct object of "built."

- 3.

Future Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I shall build	we shall build
<i>Second Person</i>	you will build	you will build
<i>Third Person</i>	he, she, it will build	they will build

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: Learn the possessive pronoun chart on page 101. Parsing order of pronouns: **Pronoun. Class. Antecedent. Gender. Person. Number. Office. Case.** *Read the Helpful Hints section for week 19.*

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the pronouns.

1. Perro | ^{pro n} always looked after **his** people.

This is a simple, declarative sentence.

his is a pronoun. It is personal. Its antecedent is "Perro." It is masculine gender. It is third person. It is singular. It is the subject of "looked." It shows possession of the noun "people." It is possessive case.

2. Maribelle, ⁿ **your** ^{pro} fields | ^{adj} are ⁿ blue with forget-me-nots.

This is a simple, declarative sentence.

your is a pronoun. It is personal. Its antecedent is "Mirabelle." It is feminine gender. It is second person. It is singular. It shows possession of "fields." It is possessive case.

3. That wise shepherd ^{adj adj adj} dog | ^{pro n} is **their** master.

This is a simple, declarative sentence.

their is a pronoun. It is personal. Its antecedent is cows and sheep. It is neuter gender. It is third person. It is plural. It shows possession of "master." It is possessive case.

3RD GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated.

1. Butterflies | dance in the afternoon sunlight around her.

This is a simple, declarative sentence.

Butterflies is a noun. It is common. It is neuter gender. It is the subject of “danced.”

dance is a verb. It is intransitive. It is present tense. Its subject is “butterflies.” It is third person. It is plural.

her is a pronoun. It is personal. Its antecedent is Maribelle. It is feminine gender. It is third person. It is singular. It is objective case.

(“her” is objective here. *Her* before a noun would be possessive case.)

2. He | was old now and did little work. (label the * adjective, modifies “He.”)

This is a simple, declarative sentence.

He is a pronoun. It is personal. Its antecedent is Perro. It is masculine gender. It is third person. It is singular. It is the subject of “was” and “did.” It is nominative case.

did is a verb. It is transitive. It is past tense. Its subject is “He.” It is third person. It is singular.

work is a noun. It is common. It is neuter gender. It is the direct object of “did.” It is objective case.

3. Perro | will know the safe paths up his mountain.

This is a simple, declarative sentence.

Perro is a noun. It is proper. It is masculine. It is the subject of “will know.”

will know is a verb. It is transitive. It is future tense. Its subject is “Perro.” It is third person. It is singular.

his is a pronoun. It is personal. Its antecedent is “Perro.” It is masculine gender. It is third person. It is singular number. It shows possession of the noun “mountain.” It is possessive case.

3RD GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.
you will see blue forget-me-nots on the mountain
2. Parse: you, forget-me-nots
3. Write the sentence in the other two tenses you know.
4. Tell us about a favorite flower and where it grows.

Directed Work Key

1. You | will see blue forget-me-nots on the mountain.
This is a simple, declarative sentence.

- ## 2. Parse:

you is a pronoun. It is personal. Its antecedent is unknown. It is neuter gender. It is second person. It is singular or plural. It is the subject of “will see.” It is nominative case.

forget-me-nots is a noun. It is common. It is neuter gender. It is the direct object of “will see.”

3. Present tense: You see blue forget-me-nots on the mountain.

Past tense: You saw blue forget-me-nots on the mountain.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

maribelle made a long climb up the mountain and then closed her eyes

2. Parse: made, her
3. Use the word “climb” as a verb in a declarative or interrogative sentence.
4. Tell us why Maribelle “closed her eyes” after her long climb.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Maribelle | ^{art} ^{adj} ^{do} ^{art} ⁿ ^{pro} ^{do}
made a long climb up the mountain and then closed her eyes.

This is a simple, declarative sentence.

2. Parse:

made is a verb. It is transitive. It is past tense. Its subject is “Maribelle.” It is third person. It is singular.

her is a pronoun. It is personal. Its antecedent is “Maribelle.” It is feminine gender. It is third person. It is singular. It shows possession of “eyes.” It is possessive case.

3. Accept any reasonable sentence. Evaluate for spelling, punctuation and sentence structure.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

and is a conjunction. It connects the nouns “hope” and “cheer.”

3RD GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 26: CONJUNCTIONS; LESSON 27: ADVERBS

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In ***Notebook Exercises*** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the words indicated.

1. Music | poured into the bright air but drifted into the chamber.

This is a simple, declarative sentence.

Music is a noun. It is common. It is neuter gender. It is the subject of “poured” and “drifted.”

poured is a verb. It is intransitive. It is past tense. Its subject is “Music.” It is third person. It is singular.

but is a conjunction. It connects the verbs “poured” and “drifted.”

n	adj	pro n
2. Before the boy <u>stands</u>		the great <u>church</u> of Our Lady.

This is a simple, declarative sentence.

stands is a verb. It is intransitive. It is present tense. Its subject is “church.” It is third person. It is singular.

the is a definite article. It limits “church.” (or “boy”)

church is a noun. It is common. It is neuter gender. It is the subject of “stands.”

3. The sunlight | gushed brilliantly from the choir window.

This is a simple, declarative sentence.

sunlight is a noun. It is common. It is neuter. It is the subject of “gushed”

gushed is a verb. It is intransitive. It is past tense. Its subject is “sunlight.” It is third person. It is singular.

choir is an adjective. It is descriptive. It modifies the noun “window.”

“brilliantly” tells the manner of the verb “gushed.”

3RD GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 26: CONJUNCTIONS; LESSON 27: ADVERBS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.
the air on those mountains tastes like a drink of cold water
2. Parse: air, those, tastes
3. Write this sentence as an interrogative sentence using the question word *what*.
4. "The air on those mountains feels like..." Finish the sentence in a beautiful way.

Directed Work Key

1. The ^{adj}air on those mountains | ⁿ tastes ^{adj} like a drink of cold ⁿ water.
This is a simple, declarative sentence.

- ## 2. Parse:

air is a noun. It is common. It is neuter gender. It is the subject of “tastes.”

those is an adjective. It is demonstrative. It modifies the noun “mountains.”

tastes is a verb. It is intransitive. It is present tense. Its subject is "air." It is third person. It is singular.

3. What tastes like a drink of cold water? or The air on those mountains tastes like what?

Evaluate for proper sentence structure and punctuation.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 20 SUGGESTED GRAMMAR EXERCISES

LESSON 26: CONJUNCTIONS; LESSON 27: ADVERBS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
maribelle drew in a long breath and looked below on her home hamlet
2. Parse: long, and, her
3. Conjugate “looked” in the present tense.
4. “Drew” in this sentence means to take in. Write a beautiful sentence using “drew” in another way.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Maribelle | drew in a long breath and looked below on her home hamlet.
+
This is a simple, declarative sentence.

2. Parse:

long is an adjective. It is descriptive. It modifies “breath.”

and is a conjunction. It connects the verbs “drew” and “looked.”

her is a pronoun. It is personal. Its antecedent is “Maribelle.” It is feminine gender. It is third person. It is singular. It shows possession of “hamlet.” It is possessive case.

- 3.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I look	we look
<i>Second Person</i>	you look	you look
<i>Third Person</i>	he, she, it looks	they look

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.
On Topic meaning - “drew” needs the denotation *to produce a picture by making lines or marks* (or for that unique student, *to pull or drag something behind*).

3RD GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **A noun that names one person, place or thing is said to be in the singular number. One that names more than one person, place or thing is said to be in the plural number.** Parsing order of nouns: **Noun. Class. Gender. Number. Office. Case.**

***Important Parsing Change: From this point forward, the students will not write sentences for the elements in any parsing order. An example of each parsing order will be given in this week as a model. (If questions arise in subsequent weeks' parsings please inquire through email at sspxgrammar@gmail.com.)**

****Some sentences this week have been taken from *retelling the story*.**

*****Those schools using Sanseri phonics: this is an excellent week to teach or reteach the plural reference page.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all nouns.

1. Gerrit | ^{do} asked ⁿ questions of ⁿ Grandfather about friendship.

This is a simple, declarative sentence.

Gerrit: noun, proper, masculine gender, singular, subject of the verb "asked,"
nominative case

questions: noun, common, neuter gender, plural, direct object of the verb "asked,"
objective case

Grandfather: noun, proper, masculine gender, singular

friendship: noun, common, neuter gender, singular

2. Money | ^{adj do} cannot make ⁿ one ray of ^{adj do} sunshine nor one flower!
+

This is a simple, exclamatory declarative sentence.

Money: noun, common, neuter gender, singular, subject of the verb "cannot make,"
nominative case

ray: noun, common, neuter gender, singular, direct object of the verb "cannot make,"
objective case

sunshine: noun, common, neuter gender, singular

flower: noun, common, neuter gender, singular, direct object of the verb "cannot make,"
objective case

LESSON 30: NUMBER OF NOUNS

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

1. Bubbling caldrons and iron pots | hung on hooks above the fire on the floor.

2. Gerrit | thought of his friend kindly and did one good turn for him.

3. The greater gift is friendship.

is: verb, intransitive, present tense, subject is “gift,” third person, singular

3RD GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.

no drop of love is ever wasted on a friend

2. Parse: no, drop, a
3. Write this sentence as an interrogative sentence.
4. Why is a friend greater than money?

Directed Work Key

- adj n (adv) n
1. No drop of love | is ever wasted on a friend.

This is a simple, declarative sentence.

2. Parse:

no: adjective, quantitative, modifies the noun “drop”

drop: noun, common, neuter gender, singular, subject of the verb “is wasted,” nominative case

a: indefinite article, limits the noun “friend”

3. Evaluate for proper sentence structure and punctuation.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 21 SUGGESTED GRAMMAR EXERCISES

LESSON 30: NUMBER OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
when will the sweet smell of fresh hay drift in the fresh breeze
2. Parse: sweet, smell, drift
3. Rewrite as a declarative sentence and answer it at the end.
4. Tell us of a favorite “sweet smell” that drifts “in the fresh breeze” of spring.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

	adj		(adv)	adj	n		adj	n						
When	<u>will</u>	the	sweet	<u>smell</u>	of	freshly	cut	hay		<u>drift</u>	in	the	fresh	breeze?

This is a simple, interrogative sentence.
2. Parse:

sweet: adjective, descriptive, modifies the noun “smell”

smell: noun, common, neuter gender, singular, subject of the verb “drifted,” nominative case

will drift: verb, intransitive, future tense, subject is “smell,” third person, singular
3. The sweet smell of freshly cut hay will drift in the fresh breeze _____.

Accept any reasonable answer. Evaluate for punctuation and sentence structure.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **The form of a noun used to show possession is called the possessive case. An apostrophe is used to make a noun possessive. The possessive form of a singular noun is made by adding the apostrophe and s ('s). The possessive form of a plural noun is formed by adding the apostrophe if the plural noun ends in s; however, if the plural noun does not end in s, add the apostrophe and s.**

Declining of nouns is good practice for forming plurals.

***** Third graders need not label adjectives anymore.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all possessive nouns. Decline the noun suggested.

n (adv) n
1. **Grandfather's** animals | were finally safe in the barn.

This is a simple, declarative sentence.

Grandfather's: noun, proper, masculine gender, singular, shows possession of "animals,"
possessive case

Decline grandfather

case	singular	plural
nominative or objective:	grandfather	grandfathers
possessive:	grandfather's	grandfathers'

n do do do n pro
2. The **children's** grandfather | bought bread, chocolate and mugs of milk for them.
+

This is a simple, declarative sentence.

children's: noun, common, neuter gender, plural, shows possession of "grandfather,"
possessive case

Decline children and mugs

case	singular	plural
nominative or objective:	child	children
possessive:	child's	children's
nominative or objective:	mug	mugs
possessive:	mug's	mugs'

3RD GRADE WEEK 22 SUGGESTED GRAMMAR EXERCISES

LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.

from the shadows of the trees, the deer's eyes peeked at Laura and Mary

2. Parse: deer's, eyes, peeked
3. Write this sentence in the present and future tenses.
4. Write a sentence about animals, using a possessive noun in your sentence.

Directed Work Key

1. From the shadows of the trees, the deer's eyes | peeked at Laura and Mary.
n n n n n
+
This is a simple, declarative sentence.

2. Parse:

deer's: noun, common, neuter gender, singular (*or plural), shows possession of "eyes,"
possessive case

*"deer" has the same form for singular and plural

eyes: noun, common, neuter gender, plural, subject of "peeked," nominative case

peeked: verb, intransitive, past tense, subject is "eyes," third person, plural

3. Present tense: From the shadows of the trees, the deer's eyes peek at Laura and Mary.

Future tense: From the shadows of the trees, the deer's eyes will peek at Laura and Mary.

4. Answers will vary. Check for a possessive noun and its proper formation.
Evaluate as usual for proper sentence structure and for on topic.

LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
pa, ma, and the girls drove happily through the springtime woods
2. Parse: and, girls, drove
3. Decline “girls”
4. Tell us of a springtime outing with your family.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Pa, Ma, and the girls | drove happily through the springtime woods.

This is a simple, declarative sentence.

- ## 2. Parse:

and: conjunction, connects the subjects “Ma” and “girls”

girls: noun, common, neuter gender, plural, subject of the verb “drove” nominative case

drove: verb, intransitive, past tense, subjects are "Pa," "Ma" and "girls," third person, plural

- ### 3. Decline: girls

case	singular	plural
nominative or objective:	girl	girls
possessive:	girl's	girls'

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **The form of a noun used to show possession is called the possessive case. An apostrophe is used to make a noun possessive. The possessive form of a singular noun is made by adding the apostrophe and s ('s). The possessive form of a plural noun is formed by adding the apostrophe if the plural noun ends in s; however, if the plural noun does not end in s, add the apostrophe and s.**

Declining of nouns is good practice for forming plurals.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse all possessive nouns. Decline the noun suggested.

1. Hansl Hofbauer | ⁿ ^{do} (adv) answered all the **teacher's** questions quickly.

This is a simple, declarative sentence.

teacher's: noun, common, masculine gender, singular, shows possession of the noun "questions," possessive case

Decline teacher

case	singular	plural
nominative or objective:	teacher	teachers
possessive	teacher's	teachers'

2. Through ⁿ ⁿ ⁿ **Tom's** book of travel, ^{do} ^{do} ^{do} he | roamed the sea, the land and the air.
+

This is a simple, declarative sentence.

Tom's: noun, proper, masculine gender, singular, shows possession of the noun "book," possessive case

Decline Tom

case	singular	plural
nominative or objective:	Tom	-----
possessive:	Tom's	-----

3RD GRADE WEEK 2 SUGGESTED GRAMMAR EXERCISES

LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS CONTINUED

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse possessive nouns and the words indicated. Decline the nouns indicated (see Grammar Lesson for chart set-up; key contains the noun forms only.)

1. It | ⁿ was like a ballgame between Hansl ⁿ Hofbauer and the schoolmaster. ⁿ
+

This is a simple, declarative sentence.

Parse: It, a

2. Down the aisle the ⁿ teacher | ^{do} pegged a problem.

This is a simple, declarative sentence.

Parse: teacher, pegged

3. Sometimes ^(adv) he | ^{do} pitched it with a tricky ⁿ curve.

This is a simple, declarative sentence.

Parse: he, pitched, tricky

"Sometimes" tells the manner or time of the verb "pitched."

4. Hansl | ^{do} would catch it in midair and ⁿ whip the answer ^{do (adv)} back to the front of the room with a grin. ⁿ ⁿ ⁿ
+

This is a simple, declarative sentence.

Parse: it, answer

"back" tells the place of the verb "whipped."

3RD GRADE WEEK 23 SUGGESTED GRAMMAR EXERCISES

LESSON 31A & 31B: POSSESSIVE CASE AND POSSESSIVE PLURAL OF NOUNS CONTINUED *Grammar Test*

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
tom never traveled outside his state except through a travel book
2. Parse: his, a, travel
3. Decline "book."
4. How can anyone travel through a book?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

Tom | (adv) pro n n
never traveled outside his state except through a travel book.

This is a simple, declarative sentence.

2. Parse:

his: pronoun, personal, antecedent: "Tom," masculine gender, third person, singular number, shows possession of the noun "state," possessive case

a: indefinite article, limits the noun "book"

travel: adjective, descriptive, modifies the noun "book"

3. **Decline: book**

case	singular	plural
nominative or objective:	book	books
possessive:	book's	books'

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 33 : PHRASES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **A phrase is a group of words having no subject or predicate, but used as a modifier.** (A modifier is either an adjective or an adverb. It may be beneficial to begin pointing out the noun or verb the phrase is modifying.)

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Put all phrases in parentheses.

1. The snowy peaks (of the Alps) | ^{do} cut a pink lace pattern (in the morning light).

This is a simple, declarative sentence.

"of the Alps" modifies the noun "peaks."

"in the morning light" modifies the verb "cut."

2. The ^(adv) valley below | looked (like a checkerboard).

This is a simple, declarative sentence.

"like a checkerboard" modifies the verb "looked."

3. A crowd (of boys) | stood (around the smith's assistant).

This is a simple, declarative sentence.

"of boys" modifies the noun "crowd."

"around the smith's assistant" modifies the verb "stood."

4. ^{do} Who | held a piece (of white-hot iron) (with a pair) (of tongs)?

This is a simple, interrogative sentence.

"of white-hot iron" modifies the noun "piece."

"with a pair" modifies the verb "held."

"of tongs" modifies the noun "pair."

5. The cows | ^{do} smelled the fresh new tender green grass (of the meadow).

This is a simple, declarative sentence.

"of the meadow" modifies the noun "grass."

3RD GRADE WEEK 24 : SUGGESTED GRAMMAR EXERCISES

LESSON 33 : PHRASES

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization of parsing order of a **pronoun** and the **possessive pronoun chart**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence including phrases. Parse the words indicated.

1. The smith | do put the iron (on the anvil) and hammered it (into shape).
+
n do n

This is a simple, declarative sentence.

Parse: put, and, it

2. The sparks | (adv) flew around (like red stars).
n

This is a simple, declarative sentence.

Parse: sparks, flew, red

“around” tells the place of the verb “flew.”

3. (you) | do Sharpen our skates, please.
do

This is a simple, imperative sentence.

Parse: our, skates

3RD GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 33 : PHRASES

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
the crowd of boys watches the smith at the anvil
2. Parse: the (first), crowd, watches
3. Write the sentence in the other two tenses.
4. What is the smith fashioning at his anvil that so interests the boys?

Directed Work Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

The ⁿcrowd (of boys) | ^{do}watches ⁿthe smith (at the anvil)

This is a simple, declarative sentence.

2. Parse:

the: definite article, limits the noun “crowd”

crowd: noun, common, neuter gender, singular number, subject of the verb “watches”

watches: verb, transitive, present tense, subject is “crowd,” third person, singular number

- 3.

Past tense: The crowd of boys watched the smith at the anvil.

Future tense: The crowd of boys will watch the smith at the anvil.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 24 SUGGESTED GRAMMAR EXERCISES

LESSON 33 : PHRASES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully.

marcel led the cows up the mountain to the meadow

2. Parse: Marcel, led, cows
3. Write a sentence using the phrase “up the mountain.”
4. What might Marcel have seen in the meadow when he arrived with the cows?

Grammar Test Key

1. Marcel | ^{do} led ⁿ the cows (ⁿ up the mountain) (to the meadow).

This is a simple, declarative sentence.

2. Parse:

Marcel: noun, common, masculine gender, singular, subject of “led,” nominative case

led: verb, transitive, past tense, subject is “Marcel,” third person, singular number

cows: noun, common, feminine gender [or neuter], plural, direct object of “led.”

3. Answers will vary. Evaluate as usual for proper sentence structure. (The sentence should also be pleasant and realistic.)
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 25 SUGGESTED GRAMMAR EXERCISES

LESSON 34 : PREPOSITIONS

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **A preposition is a word that introduces a phrase and shows the relation between its object and the word modified.**

Helpful Hints: This week and next practice identifying prepositional phrases. Identify the object of the preposition (always the last word in the phrase). Draw an arrow from the phrase to the word it modifies, to prepare the children for the idea of adjectival (or adjective) and adverbial phrases.

Teacher-led Exercises: Teacher writes the sentence on the board. Analyze. Label the object of the preposition - **op**. Put all phrases in parenthesis. Draw an arrow from the phrase to the word it modifies. (The arrows are not shown; please see the relationship sentence, in each analysis below.)

1. Mother | ^{do} handed ^{op} a basket (to Maribelle).

This is a simple, declarative sentence.

The preposition “to” shows the relationship between the object of the preposition “Maribelle” and the verb “handed.”

2. She | ^{do} wrapped ⁿ a thick scarf (around Mirabelle’s neck) ^{op} and ^{do} fetches ⁺ the umbrella.

This is a simple, declarative sentence.

The preposition “around” shows the relationship between the object of the preposition “neck” and the verb “wrapped.”

3. Carolina | ^{do} watched ^{op} the streams (of milk) .

This is a simple, declarative sentence.

The preposition “of” shows the relationship between the object of the preposition “milk” and the noun “streams.”

4. Who | ^{do} told ^{op} stories (to Carolina) ?

This is a simple, interrogative sentence.

The preposition “to” shows the relationship between the object of the preposition “Carolina” and the verb “told.”

The preposition “under” shows the relationship between the object of the preposition “tree” and the verb “lay” (you may also say that the preposition “under” shows the relationship between the object of the preposition “tree” and the noun “quilt.”

3RD GRADE WEEK 25 SUGGESTED GRAMMAR EXERCISES

LESSON 34 : PREPOSITIONS

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
john putnam told many stories to carolina
2. Parse: John Putnam, many
3. Write the sentence in the other two tenses.
4. What do you like best when your father tells a story?

Directed Work Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

John Putnam | ^{do} ^{op} told many stories (to Carolina).

This is a simple, declarative sentence. (An arrow should be drawn from the phrase to “told.”)

2. Parse:

John Putnam: noun, common, masculine gender, singular number, subject of the verb “told”

many: adjective, quantitative, modifies “stories”

- 3.

Present tense: John Putnam tells many stories to Carolina.

Future tense: John Putnam will tell many stories to Carolina.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 25 SUGGESTED GRAMMAR EXERCISES

LESSON 34: PREPOSITIONS

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze fully.

carolina and father enjoyed this best time together

2. Parse: and, enjoyed, this
3. Conjugate “enjoy” in the present tense.
4. What “best time” do you enjoy with Father?

Grammar Test Key

1. Carolina and Father | enjoyed this best time together.
do (adv)
+

This is a simple, declarative sentence.

2. Parse:

and: conjunction, connects the subjects “Carolina” and “Father”

enjoyed: verb, transitive, past tense, subject are “Carolina” and “Father,” third person, plural number

this: adjective, demonstrative, modifies “time”

- 3.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I enjoy	we enjoy
<i>Second Person</i>	you enjoy	you enjoy
<i>Third Person</i>	he, she, it enjoys	they enjoy

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

LESSON 34 : PREPOSITIONS CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definitions for memory: **A preposition is a word that introduces a phrase and shows the relation between its object and the word modified.**

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze, including an arrow from the phrase to the word it modifies. (The arrows are not shown. Please reference the relationship sentence.) Remember: prepositional phrases are new and may still be difficult for the students, and will be studied more thoroughly in 4th grade. You need not emphasize the idea of “relationship,” but simply make sure the students notice which word is being modified by the phrase.

1. ^{op} (On Sundays) the ^{op} families (of the parish) | ^{adv} came together.

This is a simple, declarative sentence.

The preposition “On” shows the relationship between its object “Sundays” and the verb “came.”

The preposition “of” shows the relationship between its object “parish” and the noun “families.”

2. The children | ^{do} had spent a happy week ^{op} (in Rome), the capital city ⁿ ^{op} (of Italy).

This is a simple, declarative sentence.

The preposition “in” shows the relationship between its object “Rome” and the verb “had spent.”

The preposition “of” shows the relationship between its object “Italy” and the noun “city.”

3. Had artists | ^{do} planned the Church (of St. Peter) ^{op} (for many years)?

This is a simple, interrogative sentence.

The preposition “for” shows the relationship between its object “years” and the verb “had planned.”

The “Church of St. Peter” could be considered one proper noun, but here we have analyzed the prepositional phrase within the name. Thus, the preposition “of” shows the relationship between its object, “St. Peter,” and the noun “Church.”

The preposition “like” shows the relationship between its object “island” and the verb “lives.”

3RD GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

LESSON 34 : PREPOSITIONS CONTINUED

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.

in the sunny square they fed the hungry pigeons

2. Parse: sunny, they, fed
3. Rewrite this sentence as an interrogative sentence.
4. Imagine you are feeding the pigeons “in the sunny square.”

Directed Work Key

1. (In the sunny square) ^{op} they | ^{do} fed the hungry pigeons. (Draw an arrow from phrase to “fed.”)

This is a simple, declarative sentence.

2. Parse:

sunny: adjective, descriptive, modifies “square”

they: pronoun, personal, antecedent: children, neuter, third person, plural number,
subject of the verb “fed,” nominative case

fed: verb, transitive, past tense, subject is “they,” third person, plural number

3. Answers will vary. Evaluate for punctuation and capitalization.

Possible answers: Did they feed the hungry pigeons in the sunny square?

Where did they feed the hungry pigeons?

Who fed the hungry pigeons in the sunny square?

What did they feed in the sunny square?

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 26 SUGGESTED GRAMMAR EXERCISES

LESSON 34 : PREPOSITIONS CONTINUED

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
the Church is like a watchful mother
2. Parse: a, watchful
3. Conjugate “is” in the present tense.
4. Use the phrase “like a watchful mother” in a sentence of your own.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

The Church ^{op} is (like a watchful mother).

This is a simple, declarative sentence. (An arrow should be drawn from the phrase to “is.”)

2. Parse:

a: indefinite article, limits the noun “mother.”

watchful: adjective, descriptive, modifies “mother”

- 3.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I am	we are
<i>Second Person</i>	you are	you are
<i>Third Person</i>	he, she, it is	they are

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

victorious: adjective, descriptive, modifies (or predicated of) the noun “knights.”

3RD GRADE WEEK 27 SUGGESTED GRAMMAR EXERCISES

LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization and parsing order of **predicate noun and predicate adjective**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse all predicate nouns and adjectives. Parse the verbs. Parse suggested words.

1. The Maid of Orleans | ^{pro} was : ^{pn} their Angel of Deliverance.

This is a simple, declarative sentence.

Angel of Deliverance: noun, proper, feminine gender, singular number, predicated of the noun "Maid of Orleans," nominative case.

was : verb, intransitive, past tense, subject is "Maid of Orleans," third person, singular number

Parse: their

2. The ^{op} castle (in the forest) | ^{pa} is : ^{op} splendid (with great stone walls and a high gateway and tall turrets).
+ +

(first phrase modifies "castle"; second phrase modifies "splendid")

This is a simple, declarative sentence.

splendid: adjective, descriptive, modifies (predicated of) the noun "castle."

is : verb, intransitive, present tense, subject is "castle," third person, singular number

Parse: walls, and

3RD GRADE WEEK 27 SUGGESTED GRAMMAR EXERCISES

LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.

joan was the heroine of the people of orleans

2. Parse: Joan, was, heroine
3. Rewrite this sentence as an interrogative sentence.
4. Tell of another heroine or hero that you know.

Directed Work Key

1. Joan | was : the heroine (of the people) (of orleans)
(arrow from first phrase to "heroine"; from second phrase to "people")

This is a simple, declarative sentence.

2. Parse:

Joan: noun, proper, feminine gender, singular number, subject of the verb "was," nominative case

was: verb, intransitive, past tense, subject is "Joan" third person, singular number

heroine : noun, common, feminine gender, singular number, predicated of the noun "Joan,"
nominative case

3. Answers will vary. Evaluate for punctuation and capitalization.

Possible answers:

Who was the heroine of the people of Orleans?

Joan was the heroine of whom?

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

WEEK 27 SUGGESTED GRAMMAR EXERCISES

LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
the knights' homecoming was gloriously happy because of the victory
("because of" is the preposition)
2. Parse: knights', was, happy
3. Conjugate "was" in the past tense.
4. Describe a scene at this "gloriously happy" homecoming of the knights.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

n (adv) pn op
The knights' homecoming | was : gloriously happy (because of the victory).

This is a simple, declarative sentence. (the phrase modifies "happy")

2. Parse:

knights' : noun, common, masculine gender, plural number, shows possession of "homecoming," possessive case

was: verb, intransitive, past tense, subject is "homecoming," third person, singular number

happy: adjective, descriptive, modifies (predicated of) the noun "homecoming"

- 3.

Past Tense	Singular Number	Plural Number
First Person	I was	we were
Second Person	you were	you were
Third Person	he, she, it was	they were

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES CONTINUED

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Review definitions for memory: **A predicate noun is one that completes the predicate and refers to the same person or thing as the subject. A predicate adjective is one that completes the predicate and tells a quality of the subject.**

Parsing:

Parsing of predicate noun: [as a noun], office - predicated of the noun "...," nominative case

Parsing of predicate adjective: adjective, class, modifies (or predicated of) the subject "..."

Only verbs which express in some way the being of a subject may take predicate nominatives or predicate adjectives. In the sentence, "The stormclouds drift low," for example, low is an adverb. Do not confuse adverbs with predicate adjectives.

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse predicate nouns and predicate adjectives. Parse the verbs.

1. (On sultry summer days) (at my grandma's farm) (in Michigan) the air | gets : **damp** and **heavy**.
op pro op op pa
+
pa

This is a simple, declarative sentence.

gets: verb, intransitive, present tense, subject is "air," third person, singular

damp (and **heavy**): predicate adjective, descriptive, modifies (predicated of) the noun "air"

2. The clouds | look : **white** (for an instant) (with a sharp, crackling light.)
pa op op

This is a simple, declarative sentence.

look: verb, intransitive, present tense, subject is "clouds," third person, plural

white: predicate adjective, descriptive, modifies (predicated of) the noun "clouds."

3RD GRADE WEEK 28: SUGGESTED GRAMMAR EXERCISES

LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES CONTINUED

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization and parsing order of **predicate nominative and predicate adjective**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse all predicate nouns and predicate adjectives. Parse the verbs. Parse suggested words.

1. (In the vegetable garden,) the onions and beets and carrots and beans | grew well .

This is a simple, declarative sentence. (phrase modifies "grew")

grew : verb, intransitive, past tense, subject is "onions," "beets," "carrots" and "beans," third person, plural number

Parse: garden, and

* *Well* is an adverb telling how.

2. The men | were : busy (among the long straight rows) (of vegetables) or (in the fields.)

(first and third phrases modify "busy"; second phrase modifies "rows")

This is a simple, declarative sentence.

busy: adjective, descriptive, modifies (predicated of) the noun "men."

were : verb, intransitive, past tense, subject is "men," third person, plural number

Parse: men, (Advanced students may parse "or")

3RD GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES CONTINUED

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.

a roaring, low, tumbling thunder rattles the windows in their panes

2. Parse: thunder, rattles, their
3. Rewrite this sentence in the other two tenses.
4. "The windows rattle in their panes." Give a synonym for "rattle" and use it in a sentence of your own.

Directed Work Key

1. A roaring, low, tumbling thunder | rattles the windows (in their panes).
(arrow from phrase to "rattles")

This is a simple, declarative sentence.

2. Parse:

thunder: noun, common, neuter gender, singular number, subject of the verb "rattles,"
nominative case

rattles: verb, transitive, present tense, subject is "thunder," third person, singular number

their : pronoun, personal, antecedent: "windows," neuter gender, third person, plural number,
possessive case

3. Past tense: A roaring, low, tumbling thunder rattled the windows in their panes.
Future tense: A roaring, low, tumbling thunder will rattle the windows in their panes.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 28 SUGGESTED GRAMMAR EXERCISES

LESSON 36: PREDICATE NOUNS AND PREDICATE ADJECTIVES CONTINUED

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
my grandma helped me through my fear of thunderstorms
2. Parse: grandma, helped, me
3. Rewrite the sentence replacing the 1st person pronouns with 3rd person pronouns.
4. Write a few lively sentences about a summer storm.

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
My grandma | helped me (through my fear) (of thunderstorms).
do pro op op
This is a simple, declarative sentence. (The first phrase modifies “helped”; the second, “fear.”)
2. Parse:
grandma : noun, common, feminine gender, singular number, subject of “helped,” nominative case
helped: verb, transitive, past tense, subject is “grandma,” third person, singular number
me: pronoun, personal, antecedent: unknown, neuter gender, first person, singular number, direct object of “helped,” objective case
3. His(Her) grandma helped him(her) through his(her) fear of thunderstorms.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 37: COMPOUND SENTENCES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Review definitions for memory (in bold): **A compound sentence is one made up of two or more simple statements of equal importance.** The conjunctions *and, but, or, nor, and therefore* are often used to join such statements. The two statements in one sentence are called clauses. **A clause is a division of a sentence containing a subject and its predicate.**

Punctuation: **Place a comma before a conjunction that connects two simple statements of equal importance** (independent clauses).

Teacher-led Exercises : Teacher writes the sentence on the board. Analyze. Parse the conjunction connecting the clauses.

1. Mother Brigid | ^{do} worked (on the Book of Kildare), ^{op} **and** (on every page) ^{do} she | ^{op} painted Irish letters.
+

This is a compound, declarative sentence. (Phrase in 1st clause modifies “worked,” phrase in 2nd clause modifies “painted.”)

and: conjunction, connects the two independent clauses

2. They | ^{do} sang their good-night hymn (to Our Lady), ^{op} **for** the first evening ^{do} star | ^{op} had appeared.
+

This is a compound, declarative sentence. (Phrase in 1st clause modifies “hymn.”)

for: compound, connects the two independent clauses.

3. Adam | ^{pa} was : awake (during the night), ^{op} **therefore** ^{do} he | ^{op} heard the monks' prayers (at midnight).
+

This is a compound, declarative sentence. (Phrase in 1st clause modifies “awake,” phrase in 2nd clause modifies “heard.”)

therefore: conjunction, connects the two independent clauses.

3RD GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 37: COMPOUND SENTENCES

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization and parsing order of **predicate nominative and predicate adjective**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the conjunctions. Parse suggested words.

1. Mother Brigid | painted ^{do} small figures (of flowers ^{op} **and** ^{op} animals) (in the loveliest colors).
+

This is a simple, declarative sentence. (First phrase modifies “figures,” second modifies “painted.”)

and: conjunction, connects the objects of the preposition “flowers” and “animals.”

Parse: Mother Brigid, painted

2. The letters and figures | glowed ^{op} (like gems), but the gold | gleamed ^{op} (like the sunshine) (on the
+
^{op} water) (of a lake).
+

This is a compound, declarative sentence.

(Phrase in 1st clause modifies “glowed;” phrases in 2nd clause modify “gleamed,” “sunshine,” and “water,” respectively.)

and: conjunction, connects the subjects “letters” and “figures”

but : conjunction, connects the two independent clauses

Parse: gems, a

3RD GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 37 : COMPOUND SENTENCES

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the monks sang their office together and they walked until evening

2. Parse: sang, and, they
3. Conjugate the verb “sang” in the present tense.
4. Tell us of a long walk with family or friends.

Directed Work Key

1. The monks | ^{do (adv)} sang their office together, and ^{pro} they | ^{op} walked (until evening.)
+

This is a compound, declarative sentence. (Phrase modifies “walked”)

2. Parse:

sang: verb, transitive, past tense, subject is “monks,” third person, plural number

and : conjunction, connects the two independent clauses

they: pronoun, personal, antecedent: monks, masculine gender, plural number, subject of the verb “walked,” nominative case

- 3.

Present Tense	<i>Singular Number</i>	<i>Plural Number</i>
<i>First Person</i>	I sing	we sing
<i>Second Person</i>	you sing	you sing
<i>Third Person</i>	he, she, it sings	they sing

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 29 SUGGESTED GRAMMAR EXERCISES

LESSON 36 : PREDICATE NOUNS AND PREDICATE ADJECTIVES CONTINUED

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
the travelers rolled themselves into their cloaks and slept under the stars
2. Parse: their, and, slept
3. Rewrite the sentence in the other two tenses.
4. What was it like sleeping “under the stars”?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

The travelers | rolled themselves (into their cloaks) and slept (under the stars).

do pro op op
+
+ +

This is a simple, declarative sentence. (the first phrase modifies “rolled”; the second, “slept”)

2. Parse:

their : noun, personal, antecedent: “travelers,” masculine gender (known from dictation text), plural number, possessive case

and: conjunction, connects the verbs “rolled” and “slept”

slept: verb, intransitive, past tense, subject is “travelers,” third person, plural number

3. Present tense: They roll themselves into their cloaks and sleep under the stars.

Future tense: They will roll themselves into their cloaks and will sleep under the stars.

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 38: ANALYSIS OF COMPOUND SENTENCES

Always choose or form sentences which reinforce the beautiful ideas of the dictation and the weekly theme. In example sentences, the concepts of the lesson will be in **bold** print or (parenthesis).

Grammar Lesson

Teach each lesson according to Classical Grammar One (CG1) **except** choose for examples sentences from dictations or current reading book. No writing is done by students.

Definition for memory: the order of analysis of compound sentences:

1. Kind of sentence.
2. The two clauses of which it is made.
3. The word connecting them (if any).
4. Analysis of each clause.

Teacher-led Exercises: Teacher writes the sentence on the board. (bold numbers correspond to those above.) **(1)** Identify the kind of sentence. Perform an analysis of the compound sentence: **(2)** identify the two independent clauses and place brackets around each, **(3)** identify the conjunction uniting them and mark with a +, **(4)** analyze each clause separately. Have the students perform the analysis orally as well.

1. [Albert | slowed Roland (to a traveler's pace)], **and** [they | rode steadily (toward the mountain.)]

This is a compound, declarative sentence. (Phrase in 1st clause modifies “slowed,” phrase in 2nd clause modifies “rode.”)

and: conjunction, connects the two independent clauses

2. [The hider | will dodge (from the cathedral corner) (to a pile) (of stone) quickly], **or** [the seeker | will catch him.]

This is a compound, declarative sentence. (First two phrases modify “will dodge,” the last modifies “pile.”)

or: conjunction, connects the two independent clauses.

3. [The lowlands | basked (in spring sunshine)], **yet** [snow | still blocked the high trails.]

This is a compound, declarative sentence. (Phrase in 1st clause modifies “basked”)

yet: conjunction, connects the two independent clauses.

3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 38: ANALYSIS OF COMPOUND SENTENCES

Grammar Exercises (to be done orally with teacher or in notebook)

Review lesson. Check for memorization and parsing order of **conjunction, compound sentence**.

In **Notebook Exercises** the teacher writes the sentence(s) on the board for students to copy into their grammar notebooks. Choose those sentences formed from dictations given to the class. One sentence is sufficient this lesson as the program is progressive.

Notebook Exercises: Copy the sentence. Analyze the sentence. Parse the conjunctions. Parse suggested words.

1. [His route | lies (through the high passes) (of the Alps)], and [there the snow | is : deep
 (in the winter).]

This is a compound, declarative sentence. (The first phrase modifies “lies,” the second modifies “passes,” and the third modifies “is.”)

and : conjunction, connects the two independent clauses

Parse: lies, deep

2. The minster's stone yard (with its worksheds and piles) (of stones) | made : the finest place
(for a game) (of hide-and-seek).

This is a compound, declarative sentence.

(phrases modify “stoneyard,” “piles,” “place,” and “game” respectively)

and: conjunction, connects the objects of the preposition “worksheds” and “piles”

Parse: minster's, made, place

3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 38: ANALYSIS OF COMPOUND SENTENCES

Directed Work

1. Copy, capitalize and punctuate the sentence. Analyze fully.

the seeker explored a path along the cross arms of the cathedral so the boy quickly darted behind a stone pile

2. Parse: path, so, stone
3. Rewrite the sentence in the present and future tenses.
4. Describe in a sentence or two your favorite place to play a hiding game.

Directed Work Key

1. [The seeker | explored a path (along the cross arms) (of the cathedral)], so [the boy | quickly darted (behind a stone pile).]
do op op
(adv) op +

This is a compound, declarative sentence. (Phrases modify “path,” “cross arms,” and “darted” respectively.)

2. Parse:

path: noun, common, neuter gender, singular number, direct object of the verb “explored,” objective case

so : conjunction, connects the two independent clauses

stone : adjective, descriptive, modifies the noun “pile”

3. Present tense: The seeker explores a path along the cross arms of the cathedral, so the boy quickly darts behind a pile of stone.

Future tense : The seeker will explore a path along the cross arms of the cathedral, so the boy will quickly dart behind a pile of stone.

(Also accept “...quickly will dart...” and “...will dart quickly...”)

4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

3RD GRADE WEEK 30 SUGGESTED GRAMMAR EXERCISES

LESSON 38 : ANALYSIS OF COMPOUND SENTENCES

Grammar Test

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:
roland and albert waited until spring for then the lowlands basked in sunshine
2. Parse: and, waited, for
3. Rewrite the sentence replacing “Roland and Albert” with a personal pronoun.
4. What do you most look forward to about spring?

Grammar Test Key

1. Copy, capitalize and punctuate the sentence. Analyze the sentence:

[Roland and Albert | waited (until spring)]^{op}, for [then the lowlands | basked (in sunshine).]^{op}
+
[lowlands | basked (in sunshine).]^{op}

This is a compound, declarative sentence. (phrases modify “waited” and “basked”)

- ## 2. Parse:

and: conjunction, connects the subjects “Roland” and “Albert”

waited: verb, intransitive, past tense, subjects are "Roland" and "Albert," third person, plural number

for: conjunction, connects the two simple clauses

3. They waited until spring, for then the lowlands basked in sunshine.
4. Answers will vary. Evaluate as usual for proper sentence structure and for on topic.

WEEK 1 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 1: THE SENTENCE

Grammar should be given a 15-20 minute class period each morning and a 10 minute exercise practice in the afternoon. A typical week might be as follows:

Monday: a.m.- teach new lesson/concept, p.m.-work analysis example(s) on board with student interaction

Tuesday: a.m. - Directed Work in notebook. p.m.- review previous concepts and definitions (board/orally)

Wednesday: a.m. - teach new lesson/concept or review previous, p.m.- analysis sentence(s) in notebook
(Students work at own pace. Faster ones will do more.)

Thursday: a.m. - Directed Work in notebook, review definitions, p.m. analysis sentence(s) in notebook

Friday: a.m. - Grammar Assignment (may need more time - might use p.m. also)

Directed Work (Begin each sentence with a capital letter and end each with a period.)

1. mother missed her babies
2. the greatest excitement was the arrival of new books
3. jocelyn and Felicity helped Grandfather with the books
4. other children put the books in their places
5. grandfather would read some of each book

If more sentences are needed, prepare sentences from the current reading book.

ANALYSIS – LESSON 1: THE SENTENCE

For examples of how to set up notebooks - refer to the *spxusa portal - education - language arts - grammar material for teachers - student notebook model pages grades 2-5*. This is not as complicated as it seems.

The sentences from the exercises in first section will be analyzed. Analysis includes subject underlined once; verb underlined twice; predicate bar inserted between complete subject and complete predicate; DO, PN, PA, labelled. (If too difficult, wait to label the DO,PN,PA for a few weeks.) All other nouns labelled n.

1. Mother | missed her babies.
do
2. The greatest excitement | was the arrival of new books.
pn n
3. Jocelyn and Felicity | helped Grandfather with the books.
do n
4. Other children | put the books in their places.
do n
5. Grandfather | would read some of each book.
do n

WEEK 1 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR “TEST”)

A *Grammar Assignment* contains five concepts. (1) a sentence to analyze; (2) a sentence to analyze and diagram; (3) three words to parse; (4) a verb exercise; (5) a composition exercise (purpose: to have student think more deeply about the *idea* in the dictation or analysis sentence.)

(This week there will be no sentence to analyze and diagram.)

Notebook form: Students write out any directions that are underlined. The analysis sentence and parsing are written below the directions. For those numbers without underlined directions, the answer is written immediately after the number.

1. Analyze the sentence: Grandfather loved the books.
(Refer to analysis instructions in the analysis section.)
2. Parse: Grandfather, loved, the
3. Rewrite the sentence in the present tense.
4. Write a beautiful sentence about books.

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze the sentence: Grandfather loved the books.

	do
<u>Grandfather</u>	<u>loved</u> the books.

2. Parse: Grandfather, loved, the

<i>Grandfather:</i>	<i>noun, proper, masculine, singular</i>
<i>loved:</i>	<i>verb, past tense, subject is Grandfather, 3rd person, singular</i>
<i>the:</i>	<i>definite article, limits the noun “books”</i>

3. Rewrite the sentence in the present tense.

Grandfather loves the books.

4. Write a beautiful sentence about a book or books.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 2: NOUNS

Review the definition of noun.

IMPORTANT NOTE ON GRAMMAR EXERCISES:

The various Exercises between Lessons in Classical Grammar Book 1 are optional and are meant above all to help reinforce the grammar concepts. Ideally, use a variety of examples from reading and dictation to illustrate and practice the grammar lessons throughout the week and verify the children's understanding. (*LA Teachers Guide Gr. 4, Week 3*) Below is an example of how this is done.

Directed Work:

Sentence 1 is taken verbatim from “The One Room Schoolhouse.” It is simple enough for the students to locate and label the nouns.

1. The schoolroom was wide and low, with a few pictures on the wall, some flowerpots in the window, and many dark, stained and scratched benches.

Sentences 3 and 4 are formed from a sentence which is long and has an advanced construction:

“The children were divided into a group of big ones, who were able to do work all by themselves if the teacher wrote an exercise for them on the board, and small ones, who had to be minded and taught all the time, some saying the alphabet and others reading out of a book.”

2. The teacher wrote an exercise on the board for the older students.

3. Small children recited the alphabet or read out of a book.

Try forming your own sentences. We hope you too will discover that this method really allows the teacher (not the book) to control the lesson from start to finish.

EXERCISE SENTENCES – ANALYSIS SENTENCES

From sentence 1 above, use

1. The schoolroom | was : wide and low. (A colon is placed between the verb and a complement.)
pa pa
+
2. The teacher | wrote an exercise on the board for the older students.
do n n
3. Small children | recited the alphabet or read out of a book.
do n
+

Sentence 1 has two predicate adjectives connected by “and;” sentence 3 two verbs connected by “or.” A + sign is placed underneath a coordinating conjunction. This is another step of analysis if you wish to include it at this point. The location and marking of conjunctions aids the student in locating compound elements in a sentence.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 3: COMMON AND PROPER NOUNS

The part of speech taught in the lesson will be in bold. During the lesson or directed work, these words should be labelled and parsed.

Review the definition of common noun and proper noun.

Throughout the the week, have the children find proper nouns in reading or dictation if convenient. Have the students tell why the noun is proper and give a common noun for it.

Monday names a certain **day** of the week.

George Washington was a certain **president**.

The **United States** is a certain **country**.

St. John is a certain **apostle**.

Directed Work:

Locate the proper nouns in “School in Far-Away Lands.”

Anton, Lucerne, Trina, Bern, English

Have the students name the common noun for each of the above.

boy, city, girl, city, language

The students will continually work with common and proper nouns as the year progresses. Do not be concerned that the exercise here is limited.

GRAMMAR ASSIGNMENT (OR TEST)

Fourth graders begin diagraming this year. If you choose to wait until next week to begin diagraming, ignore #2.

1. Analyze the sentence: The teacher wrote an exercise on the board.
2. Analyze and diagram the sentence: The little children read.
3. Parse: teacher, wrote, an
4. Rewrite the first sentence using a proper noun for “teacher” and changing the verb to present tense.
5. Tell us something about your classroom in a beautiful sentence or two.

WEEK 2 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze the sentence:

The teacher | ^{do} wrote ⁿ an exercise on the board.

2. Analyze and diagram the sentence:

The little children | read. children | read

3. Parse:

<i>teacher:</i>		<i>noun, common, neuter, singular</i>
<i>wrote:</i>		<i>verb, past tense, subject is "teacher," 3rd person, singular</i>
<i>an:</i>		<i>indefinite article, limits the noun "exercise"</i>

4. _____ writes an exercise on the board.
5. Tell us something about your classroom in a beautiful sentence or two.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 4: GENDER OF NOUNS WITH PARSING OF NOUNS; LESSON 5: ABBREVIATIONS

Review the definition of noun and noun class.

Introduce gender.

Nouns which name a person or animal (living things) have gender.

Males are masculine gender; females are feminine gender. When the gender of a person or an animal is unknown it is given the gender neuter.

Nouns which name things (non-living) have no gender. They are neuter gender.

Directed Work Identify the noun and give the gender.

1. **Assisi** lies far across the **sea** in beautiful **Italy**.
Assisi - neuter, sea - neuter, Italy - neuter
2. **Girls** and **boys** play on the stone **steps**.
(“children” was changed to “girls and boys” for practice in gender.)
Girls - feminine, boys - feminine, steps - neuter
3. Patient **donkeys** carry heavy **loads** of **faggots** or **charcoal**.
donkeys - neuter (do not know if donkeys are masculine or feminine), **loads - neuter, faggots - neuter, charcoal - neuter**

Parsing nouns for class and gender.

(Use the following form for parsing nouns rather than that used in CG1.)

<u>Assisi</u>	<i>noun, proper, neuter</i>
<u>sea:</u>	<i>noun, common, neuter</i>
<u>Italy:</u>	<i>noun, proper, neuter</i>
<u>Girls:</u>	<i>noun, common, feminine</i>
<u>boys:</u>	<i>noun, common, masculine</i>
<u>steps:</u>	<i>noun, common, neuter</i>
<u>donkeys:</u>	<i>noun, common, neuter</i>
<u>loads:</u>	<i>noun, common, neuter</i>
<u>faggots:</u>	<i>noun, common, neuter</i>
<u>charcoal:</u>	<i>noun, common, neuter</i>

Discuss abbreviations of names and titles.

Persons' names are proper class nouns; when abbreviated they keep the capital letter.

A title before a name is capitalized; when abbreviated it retains the capital. (Titles used alone, without a name, should never be abbreviated and are usually not capitalized.)

The period is added to an abbreviation because the name or title has been shortened (abbreviated).

Exercise ideas:

Have the students abbreviate their names.

Ask the students if they know anyone with a title before his/her name; write it on the board in full length; have students tell why it may be abbreviated and how to abbreviate it.

EXERCISE SENTENCES – ANALYSIS SENTENCES

- *A compound element is diagrammed on a tag. The conjunction is written on a broken line. At first this may be a difficult diagram for the students to draw. (Draw the element lines first, connect these lines with the broken vertical line and then draw the two diagonals.)

4. What you would do on a visit to Assisi or Canada? Tell us in a beautiful sentence or two.

WEEK 3 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence:

n
pa

The borders (of the Northwest Territory) | are far-flung. borders | are

Analyze the sentence:

do
do
do

Market-gardeners | sell ripe grapes and plums and figs.

+
+

2. Parse:

<u>Northwest Territory:</u>	noun, proper, neuter, singular
<u>market-gardeners:</u>	noun, common, neuter, plural
<u>sell:</u>	verb, present tense, subject is “market-gardeners,” 3rd person, plural

3.

Present Tense	<i><u>Singular Number</u></i>	<i><u>Plural Number</u></i>
<i>First Person</i>	I am	We are
<i>Second Person</i>	You are	You are
<i>Third Person</i>	He, she, it is	They are

4. What would you do on a visit to Assisi or Canada? Tell us in a beautiful sentence or two..

WEEK 4 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 6 ADJECTIVES; LESSON 28 KINDS OF ADJECTIVES

Fourth grade has already been introduced to the three classes of adjectives. Quickly review lesson 6 and the definition of an adjective. **An adjective is a word that modifies a noun.** Teach Lesson 28. Remind them of the classes of adjectives: **descriptive** tell **what kind**, **quantitative** tell **how many** or **how much**, and **demonstrative** **point out**. (The most common demonstrative are *this, that, these, those* - as other demonstrative adjectives come up, they will be pointed out.)

1. Scot's hooves | clattered (on the ^{adj} cobbled ⁿ road). hooves | clattered
2. Signposts | creaked (in the ^{adj} fresh ⁿ wind) (from the ⁿ river). Signposts | creaked
3. ^{adj} Many ⁿ sheaves (of wheat) | ^{adj} gleamed ^{adj} gold (in the ⁿ late ⁿ sunlight). sheaves | gleamed
Many
4. ^{adj} This ^{adj} lonely ⁿ road | ^{do} holds ^{adj} new and ^{adj} old. road | holds
lonely
This

An adjective is diagrammed on a shelf under the noun it modifies. If two or more adjectives modify the same noun, the shelf becomes a double shelf (or triple, etc.) The first adjective in order of the sentence will always be lowest on the shelf. If one reads from the bottom up to the noun, it will read as the sentence reads. In sentence four, “new” and “old” modify the direct object “treasures.” These adjectives are in the appositive position. Students need to be aware that an adjective does not always precede the noun it modifies.

Parsing of adjectives from sentences above.

<u>cobbled</u>	adjective, descriptive, modifies the noun “road”
<u>fresh</u>	adjective, descriptive, modifies the noun “wind”
<u>Many</u>	adjective, quantitative, modifies the noun “sheaves”
<u>gold</u>	adjective, descriptive, modifies the noun “sheaves”
<u>late</u>	adjective, descriptive, modifies the noun “sunlight”
<u>This</u>	adjective, demonstrative, modifies the noun “road”
<u>lonely</u>	adjective, descriptive, modifies the noun “road”
<u>new</u>	adjective, descriptive, modifies the noun “treasures”
<u>old</u>	adjective, descriptive, modifies the noun “treasures”

Continue to have the students parse nouns from some of the sentences above or in the next section.

WEEK 4 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 7: ARTICLES

Articles are “noun indicators.” Where there is an **a**, **an**, or **the**, a noun will follow.

A and **an** are **indefinite articles**. They point to **one** of several persons, places or things. They can only be used to indicate nouns **singular** in number. **A** and **an** are inflected: they change spelling according to the word following them. **A** precedes a word beginning with consonant (sound), **an** precedes a word beginning with a vowel (sound). (When “h” begins the next word, but is silent, use **an** - **an honorable judge**, but **a hero**.) You might call **a** and **an** partners that “share” the alphabet.

The is a **definite article**. It points to a **particular** person(s), place(s), or thing(s). It can indicate a noun singular or plural in number. It has only one spelling (inflection).

Directed Work with Analysis

1. Bells | rang out (from the little sharp spires) (of a nunnery). Bells | rang out
- art adj adj n art n
2. A Londoner | could (in *a few moments) be (outside their city) and (in the fresh, sweet air.)
- art adj n n art adj adj n
- +
Londoner | could be
- A

*The “a” before “few” is not an article. One can tell because the noun “moments” is plural. Indefinite articles cannot limit plural nouns. “a few” is a compound adjective. If this might confuse your students, omit the phrase and replace it with the adverb “quickly.”

Articles are diagrammed the same as adjectives. For more practice label and diagram the articles in the sentences from the first section of this week.

Parsing of articles.

<u>the</u>	definite article, limits the noun “spires”
<u>a</u>	indefinite article, limits the noun “nunnery”
<u>A</u>	indefinite article, limits the noun “Londoner”
<u>the</u>	definite article, limits the noun “air”

GRAMMAR ASSIGNMENT (OR TEST)

- Analyze the sentence: Distant mountains lifted their purple peaks against the sky.
(Add labeling of articles and adjectives to analyzing.)
- Analyze and diagram the sentence: On the cobbled road Scot’s hooves clattered.
- Parse: (1st sentence) Distant, mountains, lifted
- Find a synonym of the verb “lifted.” Rewrite the sentence with this verb, keeping the same tense.
- In an interesting sentence or two describe the setting for your home (or apartment, etc.).

WEEK 4 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze the sentence.

	adj			adj	do		art	n
Distant	<u>mountains</u>		<u>lifted</u>	their	purple	peaks	(against the sky).	

2. Analyze and diagram the sentence.

	adj					
(On the cobbled road)	Scot's	<u>hooves</u>		<u>clattered</u> .		
<u>hooves</u>				<u>clattered</u>		

3. Parse:

<u>Distant</u>		adjective, descriptive, modifies "mountains"
<u>mountains</u>		noun, common, neuter, 3rd person, plural, subject of "rang out," nominative case
<u>lifted</u>		verb, weak, transitive, past tense, subject is "mountains," 3rd person, plural

4. (raised, hoisted, elevated) Allow any reasonable synonym but be sure verb is in past tense.

Distant mountains **hoisted** their purple peaks against the sky.

5. In an interesting sentence or two describe the setting for your home (or apartment, etc.).

Be sure the sentence describes the **setting** of the home.

WEEK 5 SUGGESTED GRAMMAR EXERCISES

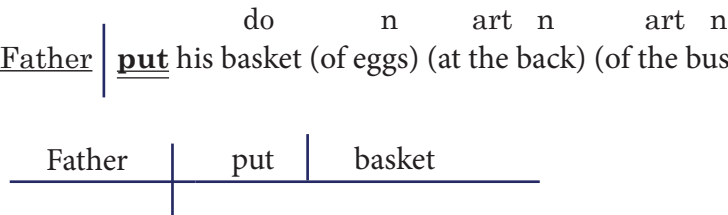
EXERCISE SENTENCES – LESSON 8 : VERBS

A **verb** is a word that asserts (demonstrates or shows the existence of) action or being.

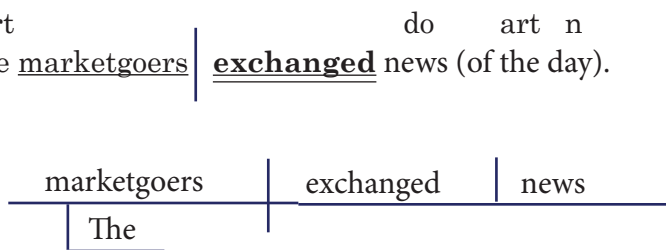
Students must clearly understand that it is ***the very nature of a verb to have a subject***. Also that a verb is essential to a sentence. Therefore it follows that every sentence must have a subject and verb.

Directed Work: Mark the subject and verb and then parse the verbs. Use the analysis and diagramming of sentence 1 and 2 for analysis exercises this week.

1. Father | put his basket (of eggs) (at the back) (of the bus).



2. The marketgoers | exchanged news (of the day).



The students can begin diagramming direct objects. Remind them that a direct object receives the action of the verb. It is diagrammed on the same line as the verb and separated from it by a vertical line which does not break the verb line.

3. [Brigid and Michael | were thrilled], for [they | did not ride] (on a bus) often.]

4. [The busdriver | blew a whistle] and [the bus | was set] (in motion).]

(Sentences 3 and 4 are compound sentences; each statement should be enclosed in brackets. This will prepare the students for a latter step of analysis as well as situate each clause of the compound sentence. You may separate each sentence into 2 simple sentences if compound sentences have not yet been taught.)

Parse each verb from above for its subject.

<u>put</u>	verb, subject is “ Father”
<u>exchanged</u>	verb, subject is “ marketgoers”
<u>were thrilled</u>	verb, subjects are “ Brigid” and “Michael”
<u>did not ride</u>	verb, subject is “they”
<u>blew</u>	verb, subject is “ busdriver”
<u>was set</u>	verb, subject is “ bus”

WEEK 5 SUGGESTED GRAMMAR EXERCISES

EXERCISE REVIEW – NOUNS AND ADJECTIVES AND ARTICLES

Review the definitions of adjective, noun and article. Work with the students in locating these parts of speech in sentences. Practice with them the classes of nouns, adjectives and articles.

Directed Work: Locate and label the adjectives, articles and nouns (subjects and verbs should always be analyzed. Subjects may be labelled **n** if needed. Remind students that not all subjects are nouns.) Parse the nouns, adjectives and articles.

adj adj

1. Soon, **bare**, **rocky**, **ridges** towered above them.

bare

adjective, descriptive, modifies “ridges”

rocky

adjective, descriptive, modifies “ridges”

ridges

noun, common, neuter, 3rd person, plural, subject of “towered,” nominative case

art adj

adj n

2. A **merry** **crowd** was on **this** train.

A

indefinite article, limits the noun “crowd”

merry

adjective, descriptive, modifies “crowd”

crowd

noun, common, neuter, 3rd person, singular, subject of “was,” nominative case

this

adjective, demonstrative, modifies “train”

train

noun, common, neuter, 3rd person, singular, (stop here)

art

adj

n

art

adj

n

3. **The** train stopped at **many** **stations** and ran across **a** **quiet** **valley**.

The

definite article, limits the noun “train”

train

noun, common, neuter, 3rd person, singular, subject of “stopped” and “ran,” nominative case

many

adjective, quantitative, modifies “stations”

stations

noun, common, neuter, 3rd person, plural (object of the preposition “at”)

a

indefinite article, limits the noun “valley”

quiet

adjective, descriptive, modifies “valley”

valley

noun, common, neuter 3rd person, singular (object of the preposition “across”)

EXERCISE SENTENCES – ANALYSIS

Use the sentences 1 and 2 in the first section, on verbs, for analysis.

WEEK 5 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST)

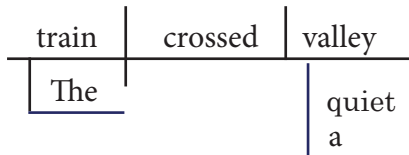
1. Analyze the sentence: The children pressed eager faces against the windows of the train.
2. Analyze and diagram the sentence: The train crossed a quiet valley.
3. Parse: children, pressed, eager
4. Change the sentence to make it an interrogative sentence beginning with Who....
5. In a colorful sentence tell us what the children saw from the train window.

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze the sentence: The children pressed eager faces against the windows of the train.

art adj do art n art n
The children | pressed eager faces (against the windows) (of the train).

2. Analyze and diagram the sentence: The train | crossed a quiet valley.



3. Parse: children, pressed, eager

<u>children</u>	noun, common, neuter, 3rd person, plural , subject of “pressed,” nominative case
<u>pressed</u>	verb, past tense, subject is “children,” 3rd person, plural
<u>eager</u>	adjective, descriptive, modifies “faces”

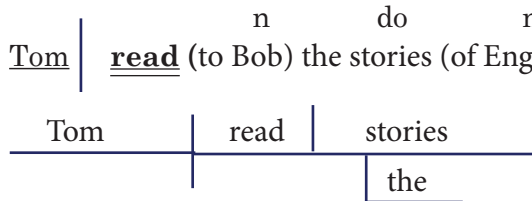
4. Who pressed eager faces against the windows of the train?
5. In a colorful sentence tell us what the children saw from the train window.

The sentence should contain **adjectives** that bring out the beauty of the scene.

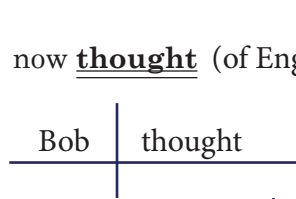
EXERCISE SENTENCES – LESSON 8 : VERBS

Students must clearly understand that it is *the very nature of a verb to have a subject*. Also that a verb is essential to a sentence. Therefore it follows that every sentence must have a subject and verb.

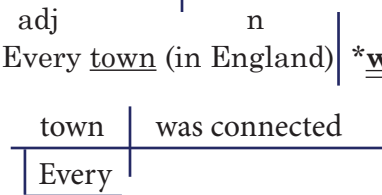
1. Tom | read (to Bob) the stories (of England's many wars).




2. Bob now thought (of England) (as a storybook city).



3. Every town (in England) ***was connected** (with the name) (of some great author),



4. The tall ship | carrried Debby and her family (to this new country).

ship | carried |  Debby
tall | family
The | her

<u>read</u>	verb, strong, transitive, past tense, subject is “ Tom, ” 3rd person, singular
<u>thought</u>	verb, irregular weak, intransitive, past tense, subject is “ Bob,” 3rd person singular
<u>was connected</u>	verb, weak, *transitive (the action is passed to the subject - passive voice), past tense, subject is “ town,” 3rd person, singular
<u>carried</u>	verb, weak, transitive, past tense, subject is “ship,” 3rd person, singular

Some of the adjectives and nouns will be parsed on the next page under the analysis and parsing section of the key.

WEEK 6 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 9 CONTRACTED WORDS

Teach students that a **contracted word** is two words that have been **shortened** into one word. The **apostrophe (')** is used to show that part of the word that has been left out. **Read the Helpful Hints in Week 6 of the Binder.**

The following sentences may be oral exercises, or you may choose **one** as Directed Work.

Change the words in bold into contracted words.

1. **He would** like to visit England. (**He'd** like to visit England.)
2. **Here is** the birthplace of William Shakespeare and **there is** the Globe Theater. (**Here's** the birthplace of William Shakespeare and **there's** the Globe Theater.)
3. Debby **could not** remember very much of the English farm. (Debby **couldn't** remember very much of the English farm.)

Change the contractions into non-contracted words.

4. **England's** a land filled with history. (**England is** a land filled with history.)
5. Tom, **you'll** read me another story, **won't** you? (Tom, **you will** read me another story, **will** you **not**?) (*Will not contracting to won't is from an earlier English spelling of will - woll.*)
6. **They're** sailing to America on a tall sailing ship. (**They are/were** sailing to America on a tall sailing ship.)

EXERCISE SENTENCES – ANALYSIS AND PARSING REVIEW

Use the sentences 1-4 in the first section, on verbs, for analysis.

Parsing of nouns (subjects and direct objects) and adjectives from sentences 1,3 and 4 in verb section.

<u>Tom</u>	noun, proper, masculine, 3rd person, singular, subject of "read," nominative case
<u>stories</u>	noun, common, neuter, 3rd person, plural, direct object of "read," objective case
<u>many</u>	adjective, quantitative, modifies "wars"
<u>bloody</u>	adjective, descriptive, modifies "wars"
<u>Every</u>	adjective, demonstrative, modifies "town"
<u>town</u>	noun, common, neuter, 3rd person, singular, subject of "was connected," nominative case
<u>some</u>	adjective, quantitative, modifies "author"
<u>great</u>	adjective, descriptive, modifies "author"
<u>tall</u>	adjective, descriptive, modifies "ship"
<u>ship</u>	noun, common, neuter, 3rd person, singular, subject of "carried," nominative case
<u>Debby</u>	noun, proper, feminine, 3rd person, singular, direct object of "carried," objective case
<u>family</u>	noun, common, neuter, 3rd person, singular, direct object of "carried," objective case
<u>this</u>	adjective, demonstrative, modifies "country"
<u>new</u>	adjective, descriptive, modifies "country"

WEEK 6 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST)

Only one sentence will be given for analysis and diagramming from this point on. (The students should diagram only what they know. If necessary write the bold part of the sentence on the board and tell them to diagram it.)

1. Analyze and diagram the sentence: **Elizabeth Moreland** bravely **travelled** to a new land.
2. Parse: Elizabeth Moreland, a, new
3. Rewrite the sentence changing the verb to future tense and changing “a new land” to a proper noun.
4. In a strong sentence tell why Elizabeth Moreland was a brave woman.

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: **Elizabeth Moreland** bravely travelled (to a new land.)
art adj n



2. Parse: Elizabeth Moreland, a, new

<u>Elizabeth Moreland:</u>	noun, proper, feminine, 3rd person, singular, subject of “travelled,” nominative case
<u>a</u>	indefinite article, limits “land”
<u>new</u>	adjective, descriptive, modifies “land”

4. Elizabeth Moreland will travel to America. (Accept the proper name of any country or state.)
5. In a strong sentence tell why Elizabeth Moreland was a brave woman.

The sentence must express **why** she was **brave** to travel. This might be because she travelled with only her children; because it was a new country to which she was travelling; because they had to travel a long time on the ocean, etc. Accept any reasonable sentence.

WEEK 7 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 10 : KINDS OF SENTENCES

Review definition of a sentence - *A sentence is a group of words telling a thought.* Teach or review the three kinds of sentences :

A declarative sentence makes a statement.

An interrogative sentence asks a question.

An imperative sentence gives a command.

Remind students that sentences are also analyzed according to their structure. A sentence with one clause is a simple sentence. A sentence with two clauses connected by a coordinating conjunction is a compound sentence.

The students will be writing an analysis sentence according to structure and type. (This will become a part of the analysis of a sentence.)

Exercise 1: Write a statement telling the type of sentence as well as its structure. (The subject and verb of each clause are labeled to determine structure.) These sentences may be used for Directed Work - simply analyse and choose a few words to parse; or add some parsings to the Analysis section sentences.

1. The boys could see the towers and battlements of the chateau plainly now.

This is a simple, declarative sentence.

2. Johanna sat at her window and viewed the loveliest place in the world.

This is a simple, declarative sentence.

3. The next village had a pleasant well, opposite the old church, with a deep trough around it and the women were beating their washing with flat wooden paddles.

This is a compound, declarative sentence.

4. Was anyplace fairer than the Butler farm?

This is a simple, interrogative sentence.

5. Has the old lighthouse been standing long?

This is a simple, interrogative sentence.

6. Walking is a thirsty business, so may we have a cup of water, please?

This is a compound, interrogative sentence.

7. Watch for the twinkling message of the lighthouse.

This is a simple, imperative sentence.

(The subject of an imperative sentence is always the second person "you.")

8. Beat the clothes with this wooden paddle.

This is a simple, imperative sentence.

WEEK 7 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – KINDS OF SENTENCES CONTINUED

Students should practice writing the kinds of sentence to show understanding of what each type means and the punctuation used.

(NOTE: Any of the three kinds of sentences can become exclamatory by adding an exclamation point. However, this does **not** create a new type of sentence, but rather merely adds emotion or strength to the sentence. The sentence would be called an exclamatory declarative, an exclamatory interrogative or an exclamatory imperative.)

Exercise 2: Change each sentence to the type in bold. Words may be added to or left out of the original sentences. These may be done orally as well (Examples are given but accept any good sentence.)

1. The distant mountains protected the valley like stalwart walls. **interrogative**

What protected the valley like stalwart walls?

Did the distant mountains really protect the valley like stalwart walls?

2. Has the old lighthouse been standing long? **declarative**

The old lighthouse has been standing for hundreds of years.

3. Watch the sun rise in lovely splendor. **interrogative**

Will you watch the sun rise in lovely splendor with me?

4. Jean dreamed of one day becoming a master-builder of a great cathedral. **imperative**

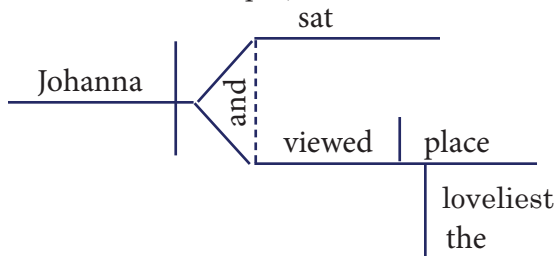
Work hard, Jean, and build a great cathedral. (This might be one for an !)

EXERCISE SENTENCES – ANALYSIS

Sentences 2 and 7 from the first section will be analyzed and diagrammed. The verb of sentence 7 will be parsed - have the students be careful of the person of the verb.

1. Johanna | sat (at her window) and viewed the loveliest place (in the world).
do
+

This is a simple, declarative sentence.



WEEK 7 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - ANALYSIS

2. (You) | Watch (for the twinkling message) (of the lighthouse).

This is a simple, imperative sentence.



The understood subject *you* is placed in parenthesis to show that it is not in the sentence but is still the subject. It is the subject because a command is always made to the person (animal, thing) spoken to - the second person - hence *you*.

GRAMMAR ASSIGNMENT (OR TEST)

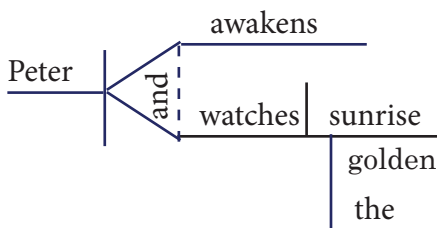
Only one sentence will be given for analysis and diagramming from this point on.

1. Analyze and diagram the sentence: Peter awakens and watches the golden sunrise.
2. Parse : watch, the, golden
3. Rewrite the sentence in the interrogative form using the future tense of the verbs.
4. Imagine another beautiful scene that you would “awaken and watch”?

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: Peter | awakens and watches ^{art} ^{adj} ^{do} the golden sunrise.
+

This is a simple, declarative sentence.



2. Parse: watch, the, golden

<u>watches</u>	verb, weak, transitive, present tense, subject is Peter, 2nd person, singular or plural
<u>the</u>	definite article, limits “sunrise”
<u>golden</u>	adjective, descriptive, modifies “sunrise”

3. Will you awaken and watch the golden sunrise? (Sentences may vary slightly.)
4. Imagine another beautiful scene that you would “awaken and watch”?

WEEK 8 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 11 : SUBJECT AND PREDICATE

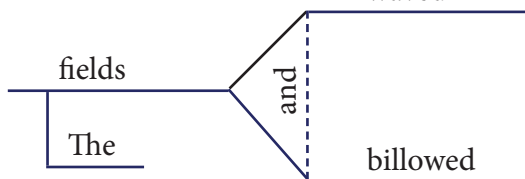
Memorize the definitions for **subject**, **simple predicate**, **complete predicate** and **simple sentence** (see week 8 of guide, second page).

Please read the “Helpful Hints” section of week 8, second page. Fourth graders should be able to locate the simple subject and predicate easily by this point. Focus on their understanding and identifying the complete subject and the complete predicate. In analysis and diagramming the predicate bar shows the division between the complete subject and complete predicate. Fourth graders will need to be presented with sentences other than those in which the complete subject is followed by the complete predicate (a mixed or inverted sentence). Interrogative sentences are wonderful for this.

Exercise 1: (oral or written) Underline the simple subject and predicate as usual. Place a predicate bar between the complete subject and the complete predicate. **(These sentences will be analyzed completely and diagrammed to be used with Lesson 29, Analysis of Sentences)**

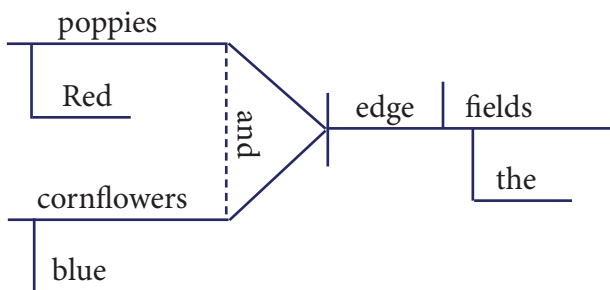
1. The fields (of ripening wheat and rye) | waved and billowed (in the wind).

This is a simple, declarative sentence.
waved



2. Red poppies and blue cornflowers | edge the fields.

This is a simple, declarative sentence.



3. [The ^{art} hired ^{adj} men _n | stand _n (on the high-piled ^{art} carts) ^{adj}] and [they _n ₊ | throw ₊ big ^{adj} forkfuls (of sweet, ^{adj} dry ^{adj} hay) (into the loft).]

This is a compound, declarative sentence.

(Each clause has a complete subject and a complete predicate.) (This sentence will be diagrammed in the analysis section as it is a new diagram form.)

Parsing : subject nouns (and pronoun) and verbs:

WEEK 8 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 11: SUBJECT AND PREDICATE CONT.

Sentence 1:

<u>fields</u>	noun, common, neuter, 3rd person, plural, subject of “waved” and “billed,” nominative case
<u>waved</u>	verb, weak, intransitive, past tense, subjects is “fields,” 3rd person, plural
<u>billed</u>	verb, weak, intransitive, past tense, subjects is “fields,” 3rd person, plural

Sentence 2:

<u>poppies</u>	noun, common, neuter, 3rd person, plural, subject of “edge,” nominative case
<u>cornflowers</u>	noun, common, neuter, 3rd person, plural, subject of “edge,” nominative case
<u>edge</u>	verb, weak, transitive, present tense, subjects are “poppies” and “cornflowers,” 3rd person, plural

Sentence 3:

<u>men</u>	noun, common, masculine, 3rd person, plural, subject of “stood,” nominative case
<u>stand</u>	verb, weak, intransitive, present tense, subjects is “men” 3rd person, plural
* <u>they</u>	pronoun, personal, antecedent: men, masculine, 3rd person, plural, subject of “throw,” nominative case
<u>throw</u>	verb, irregular weak, transitive, present tense, subjects is “they” 3rd person, plural

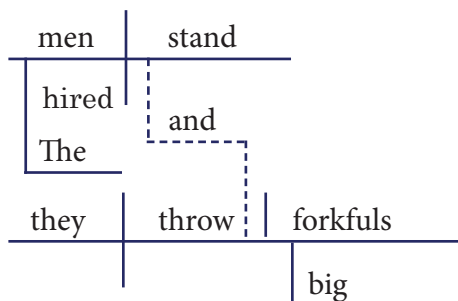
*Parse only as much as the students know or not at all, your call.

EXERCISE SENTENCES – LESSON 29: ANALYSIS OF SENTENCE

Analysis of a sentence will be continued as in the previous lessons.

1. [The ^{art} hired ^{adj} men | ^{art} stand (on the high-piled carts)] and [^{adj} they | ^{do} throw ^{adj} big forkfuls (of sweet, dry hay) (into the loft).]

This is a compound, declarative sentence.



See parsing for *men*, *stand*, *they*, *throw* in the section above.

Diagram each clause of the compound sentence as a simple sentence. The conjunction is the connector. The broken line begins below the verb of the first clause and connects to the verb of the second clause. The conjunction is written on the horizontal section of the broken line.

WEEK 7 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST)

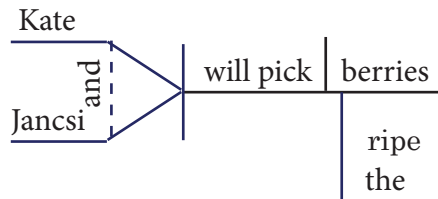
Only one sentence will be given for analysis and diagramming from this point on.

1. Analyze and diagram the sentence: Kate and Jancsi will pick the ripe berries for Mother.
2. Parse : will pick, ripe, berries
3. Write this sentence in the two other tenses you know.
4. What helpful task will you do for Mother?

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: Kate and Jancsi | will pick the ripe berries (for Mother).
+ art adj do n

This is a simple, declarative sentence.



2. Parse:

<u>will pick</u>	verb, weak, transitive, future tense, subject are “Kate” and “Jancsi,” 3rd person, plural
<u>ripe</u>	adjective, descriptive, modifies “berries”
<u>berries</u>	noun, common, neuter, 3rd person, plural, direct object of “will pick,” objective case

3. Present tense: Kate and Jancsi pick the ripe berries for Mother.

Past tense: Kate and Jancsi picked the ripe berries for Mother

4. What helpful task will you do for Mother?

The sentence should be a task done for Mother. (Not just a gift or a surprise, etc.)

EXERCISE SENTENCES – LESSON 12, 13, 14 :
TENSE, PERSON & NUMBER OF VERBS

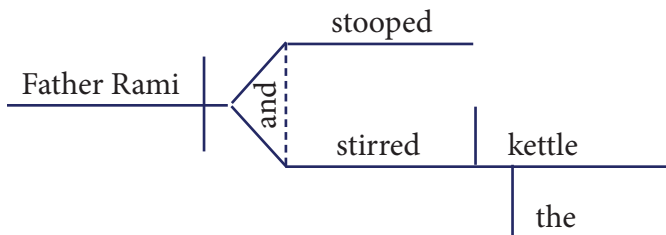
<u>stirred</u>	verb, weak, transitive, past tense , subject is “Father Rami” 3rd person, singular
----------------	--

WEEK 9 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 12, 13, 14: TENSE, PERSON & NUMBER OF VERBS CONT.

conjugate:	Past tense of “stoop”	
	<u>singular</u>	<u>plural</u>
1st person:	I stooped	we stooped
2nd person:	you stooped	you stooped
3rd person:	he, she, it stooped	they stooped

conjugate:	Past tense of “stir”	
	<u>singular</u>	<u>plural</u>
1st person:	I stirred	we stirred
2nd person:	you stirred	you stirred
3rd person:	he, she, it stirred	they stirred



3. [The little creatures | looked (at Kate) (with their shiny black eyes)], for [they |
 pa art art art adj
were : safe (on the land) (of a good master.)]

This is a compound, declarative sentence.

<u>looked</u>	verb, weak, intransitive, past tense , subject is “creatures” 3rd person, plural
<u>were</u>	verb, irregular weak, intransitive, past tense , subject is “they” 3rd person, plural

conjugate:	Future tense of “look”	
	<u>singular</u>	<u>plural</u>
1st person:	I shall look	we shall look
2nd person:	you will look	you will look
3rd person:	he, she, it will look	they will look

conjugate:	Present tense of “be”	
	<u>singular</u>	<u>plural</u>
1st person:	I am	we are
2nd person:	you are	you are
3rd person:	he, she, it is	they are

WEEK 9 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST)

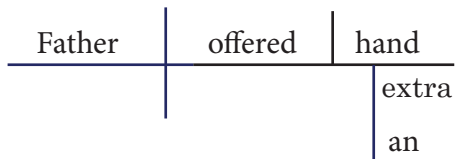
Only one sentence will be given for analysis and diagramming from this point on.

1. Analyze and diagram the sentence: Father offered an extra hand to the harvesters.
2. Parse : offered, an, hand
3. Conjugate “offered” in the present tense.
4. In a sentence or two tell of someone you know who has “offered an extra hand.”

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: Father art adj do art n
offered an extra hand (to the harvesters).

This is a simple, declarative sentence.



2. Parse:

<u>offered</u>	verb, weak, transitive, past tense, subject is “Father,” 3rd person, singular
<u>an</u>	
<u>hand</u>	
	indefinite article, limits the noun “hand”
	noun, common, neuter, 3rd person, singular, direct object of “offered,” objective case

3. conjugate: Present tense of “offered”

	singular	plural
1st person:	I offer	we offer
2nd person:	you offer	you offer
3rd person:	he, she, it offers	they offer

4. In a sentence or two tell of someone you know who has “offered an extra hand.”

EXERCISE SENTENCES - LESSON 15 : STRONG AND WEAK VERBS

For the teacher: The following information is taken from CG2 pgs. 154 - 159 which gives a deeper understanding of verb form. *Verbs are divide into **strong** and **weak**. They can be distinguished by their manner of forming the past tense.*

Strong verbs from the past tense by changing the vowel sound of the present tense form, but adding no ending, such as: choose, chose; blow, blew; fling, flung.

Weak verbs always form the past tense by adding an ending –d, -ed, -t – to the present form of the verb and sometimes changing the vowel, flee, fled; tan, tanned; buy, bought. Weak verbs are more common and are called “regular” in many grammar books.

(Note: Weak verbs also include some words that neither change the vowel nor add an ending, because the ending is already -t. There are also those that drop -d for -t)

There are many weak verbs which are called **irregular weak verbs** because they do not follow the simple rule of adding -d, -ed, or -t and maintaining the rest of the verb form the same. They are of two classes:

I. Those that add a -d or -t in the past tense and past participle with in addition some other change of form: bring - brought, have - had; lose, lost

II. Those whose present tense ends in -d or -t but have lost the ending which was once added to form the past tense and past participle: bleed, bled; cost, cost; lead, led

Memorize the definitions for **weak**, **strong** and **auxiliary verbs**. Form will be added to the parsing chart. This is new for the fourth grade. Stress that form is determined by the formation of the verb from the **present tense to the past tense**.

Strong: a change in **vowel sound** occurs from the present tense to the past tense.

grow - grew, fall - fell, (see list in CG1 pg. 61)

Weak: **-ed, -d, or -t** is added to the present tense to make the past tense.

jump - **jumped**, hop - **hopped**, like - **liked**,

Irregular Weak: (Have the students write **irregular weak** as it is an extension of weak and is written as such in the later grades.) Does not just add -d, -ed, or -t; or just change follow sound.

buy - bought; hide, hid; quit, quit; bend, bent; think, thought

Directed Work: Analyze the sentence, write the present and past tense of the verb, parse the verb. (Use diagrams as you will.)

art adj adj | n

1. The first light flakes | **fell** (before bedtime).

This is a simple, declarative sentence.

Present tense: **fall** Past tense: **fell** (“**fall**” is strong form as just the vowel sound changes)

<u>fell</u>	verb, strong , intransitive, past tense, subject is “flakes,” 3rd person, plural
-------------	---

flakes	fell
light	
first	
The	

EXERCISE SENTENCES – LESSON 15: STRONG & WEAK VERBS CONT.

2. Deep drifts | pile up (against the wall.)

This is a simple, declarative sentence.

Present tense: **pile** Past tense: **piled** (“**Pile**” is weak as it adds -ed to form the past.)

pile | verb, **weak**, intransitive, present tense, subject is “drifts” 3rd person, plural

drifts	pile
Deep	

3. An icy wind | will howl (around the house.)

This is a simple, declarative sentence.

Present tense: **howl** Past tense: **howled** (“**Howled**” is weak as it adds -ed to form the past.)

will howl | verb, **weak**, intransitive, future tense, subject is “wind” 3rd person, singular

wind	will howl
icy an	

4. The house | was : warm and bright (with candlelight.)

This is a simple, declarative sentence.

Present tense: **is** Past tense: **was** (“**was**” is irregular weak. The “be” verb has an odd form which is not of the irregular weak categories, but we call it irregular weak as it is not strong nor weak.)

was | verb, **irregular weak**, intransitive, past tense, subject is “house” 3rd person, singular

house	was:	warm
The	and	bright

WEEK 10 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 15: STRONG & WEAK VERBS CONT.

Auxiliary or helping verbs are irregular in form but are not parsed separately from the complete verb. In parsing, the form is that of the main verb (in bold italics below).

Exercise: Identify the complete verb. Tell its form.

1. November ***had come***. come - came = strong form.
2. Barn, bin, and buttery ***were overflowing*** with the harvest. overflow - overflowed = weak
3. Seven other babies ***had been rocked*** in the old blue cradle. rock - rocked = weak
4. A white headed baby ***does sleep*** in the cradle now. sleep - slept = irregular weak

GRAMMAR ASSIGNMENT (OR TEST)

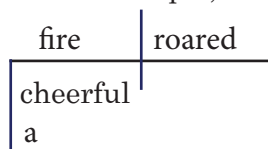
Only one sentence will be given for analysis and diagramming from this point on.

1. Analyze and diagram the sentence: In the great fireplace roared a cheerful fire.
2. Parse : roared, cheerful, fire
3. Rewrite the sentence as an interrogative sentence.
4. What makes a fire “cheerful”? Tell us in a descriptive sentence.

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: (In the great fireplace) roared | a cheerful fire.
art adj n art adj

This is a simple, declarative sentence.



2. Parse:

<u>roared</u>	verb, weak, intransitive, past tense, subject is “fire.” 3rd person, singular
<u>cheerful</u>	adjective, descriptive, modifies “fireplace”
<u>fire</u>	noun, common, neuter, 3rd person, singular, subject of “roared,” nominative case

3. Here are a few examples of interrogative sentences. Accept any appropriate question relating to the sentence. The sentence must end with a question mark.

What roared in the great fireplace?

Where did a cheerful fire roar?

Did a cheerful fire roar in the great fireplace?

4. What makes a fire “cheerful”? Tell us in a descriptive sentence.

WEEK 11 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 15 : STRONG AND WEAK VERBS

For the teacher: The following information is taken from CG2 pgs. 154 - 159 which gives a deeper understanding of verb form. *Verbs are divide into **strong** and **weak**. They can be distinguished by their manner of forming the past tense.*

Strong verbs from the past tense by changing the vowel sound of the present tense form, but adding no ending, such as: choose, chose; blow, blew; fling, flung.

Weak verbs always form the past tense by adding an ending – -d, -ed, -t – to the present form of the verb and sometimes changing the vowel, flee, fled; tan, tanned; buy, bought. Weak verbs are more common and are called “regular” in many grammar books.

(Note: Weak verbs also include some words that neither change the vowel nor add an ending, because the ending is already -t. There are also those that drop -d for -t)

There are many weak verbs which are called **irregular weak verbs** because they do not follow the simple rule of adding -d, -ed, or -t and maintaining the rest of the verb form the same. They are of two classes:

I. Those that add a -d or -t in the past tense and past participle with in addition some other change of form. bring - brought, have - had; lose, lost

II. Those whose present tense ends in -d or -t but have lost the ending which was once added to form the past tense and past participle. bleed, bled; cost, cost; lead, led

Memorize the definitions for **weak**, **strong** and **auxiliary verbs**. Form will be added to the parsing chart. This is new for the fourth grade. Stress that form is determined by the formation of the verb from the **present tense to the past tense**.

Strong: a change in **vowel sound** occurs from the present tense to the past tense.

grow - grew, fall -fell, (see list in CG1 pg. 61)

Weak: **-ed, -d, or -t** is added to the present tense to make the past tense.

jump - jumped, hop - hopped, like - liked,

Irregular Weak: (Have the students write **irregular weak** as it is an extension of weak and is written as such in the later grades.) Does not just add -d, -ed, or -t; or just change follow sound.

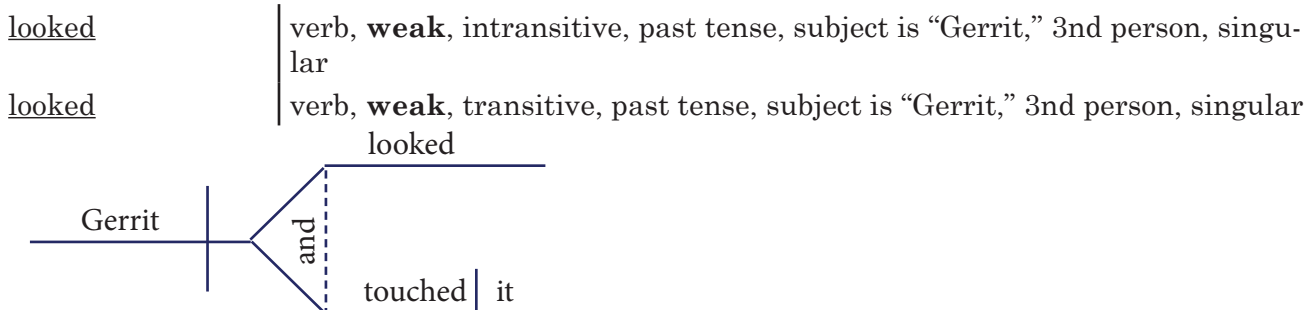
buy - bought; hide, hid; quit, quit; bend, bent; think, thought

Directed Work: Analyze the sentence, write the present and past tense of the verb, parse the verb. (Use diagrams as you will.)

1. Gerrit | looked (at the organ) and touched it.

This is a simple, declarative sentence.

Present tense: **look, touch** Past tense: **looked, touched** (“looked” and “touched” are weak form as only -ed was added.)



WEEK 11 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 15: STRONG & WEAK VERBS CONT.

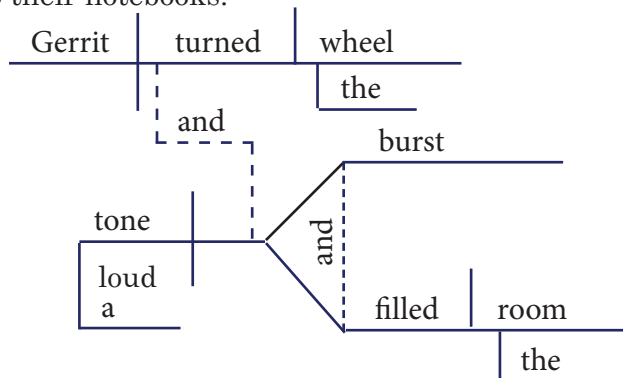
2. [Gerrit ^{adj} | turned ⁿ | ^{art} the wheel more rapidly] and [a loud ^{adj} | tone | ^{art} burst forth and ^{do} | filled the shed (with familiar music).]

This is a compound, declarative sentence.

Present tense: **turn, burst, fill** Past tense: **turned, burst, filled** (“**Turned**” and “**filled**” are weak as they add -ed to form the past; “**burst**” is irregular weak as it has no change.)

<u>turned</u>	verb, weak , transitive, past tense, subject is “Gerrit” 3rd person, singular
<u>burst</u>	verb, irregular weak , intransitive, past tense, subject is “tone” 3rd person, singular
<u>filled</u>	verb, weak , transitive, past tense, subject is “tone” 3rd person, singular

This is a more difficult diagram. Diagram it together on the board and have the children copy it into their notebooks.



3. Words ⁿ | are (like music.)

This is a simple, declarative sentence.

Present tense: **is** Past tense: **are** (“**are**” is irregular weak as it has many changes of form.)

<u>are</u>	verb, irregular weak , intransitive, present tense, subject is “Words” 3rd person, plural
------------	--

Conjugate the verb “are” in the three tenses. (The infinitive form is “be”)

	Present Tense	
	Singular	Plural
1st person	I am	we are
2nd person	you are	you are
3rd person	he, she, it is	they are

WEEK 11 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 15: STRONG & WEAK VERBS CONT.

Past Tense			Future Tense		
	Singular	Plural		Singular	Plural
1st person	I was	we were	1st person	I shall be	we shall be
2nd person	you were	you were	2nd person	you will be	you will be
3rd person	he, she, it was	they were	3rd person	he, she, it will be	they will be

GRAMMAR ASSIGNMENT (OR TEST)

Only one sentence will be given for analysis and diagramming from this point on.

1. Analyze and diagram the sentence: Gerrit's hands released the music from its white prison.
2. Parse : released, music, white
3. Conjugate the verb "released" in the present tense.
4. In a colorful and lively way, tell what the music did when Gerrit released it "from its white prison." *or*: Explain the meaning of this sentence.

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: Gerrit's ⁿhands | ^{art} ⁿreleased the music (from its white prison.) ^{adj} ⁿ

This is a simple, declarative sentence.

hands	released	music
		the

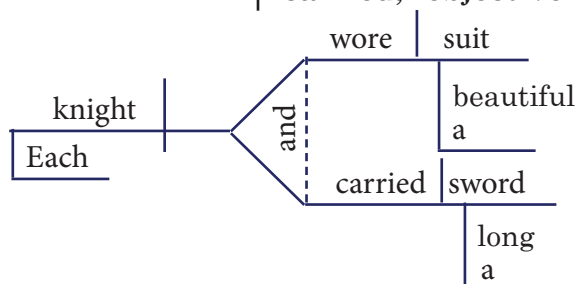
2. Parse:

<u>released</u>	verb, weak, transitive, past tense, subject is "hands" 3rd person, plural
<u>music</u>	noun, common, neuter, 3rd person, singular, direct object of "released," objective case
<u>white</u>	adjective, descriptive, modifies "prison"

3. Conjugate the verb "released" in the present tense.

Present Tense		
	Singular	Plural
1st person	I release	we release
2nd person	you release	you release
3rd person	he, she, it releases	they release

4. In a colorful and lively sentence, tell what the music did when Gerrit released it "from its white prison."



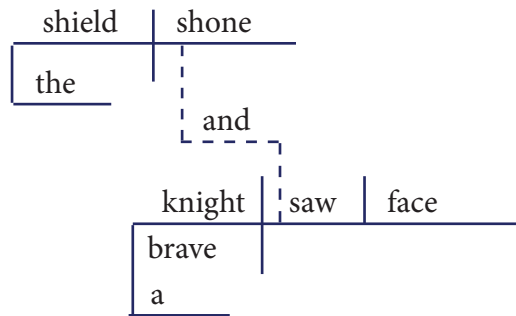
WEEK 12 SUGGESTED GRAMMAR EXERCISES

ANALYSIS SENTENCES – LESSON 16 : THE DIRECT OBJECT

As direct objects are review for fourth graders, parsing and other concepts will accompany the analysis sentence. Use those parsings and concepts with which your students need re-enforcement.

1. [Sometimes the ^{art}shield | ^{art adj.}shone brightly] and [a brave ^{do}knight ⁿsaw his face (on its surface).]
+

This is a compound, declarative sentence.



Parsing of the parts of speech covered so far.

<u>the</u>	definite article, limits "shield"
<u>shield</u>	noun, common, neuter, 3rd person, singular, subject of "shone," nominative case
<u>shone</u>	verb, strong, intransitive, past tense, subject is "shield," 3rd person, singular
<u>a</u>	indefinite article, limits "knight"
<u>brave</u>	adjective, descriptive, modifies "knight"
<u>knight</u>	noun, common, masculine, 3rd person, singular, subject of "saw," nominative case
<u>saw</u>	verb, strong, transitive, past tense, subject is "knight," 3rd person, singular
<u>face</u>	noun, common, neuter, 3rd person, singular, direct object of "saw," objective case

Change the sentence into the other two tenses.

Present Tense: Sometimes the shield shines brightly and a brave knight sees his face on its surface.

Future Tense: Sometimes the shield will shine brightly and a brave knight will see his face on its surface.

Conjugate the verb "shone" in the past tense.

	singular	plural
1st person	I shone	we shone
2nd person	you shone	you shone
3rd person	he, she, it shone	they shone

WEEK 12 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT (OR TEST)

Only one sentence will be given for analysis and diagramming from this point on.

1. Analyze and diagram the sentence: The knights helped travelers safely through the forest.
2. Parse : The (*first one*), helped, travelers
3. Write this sentence in the other two tenses that you know.
4. How could you be like one of these knights?

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: The ^{art}knights | ^{do}helped ^{art} ⁿtravelers safely (through the forest.)

This is a simple, declarative sentence.

knights	helped	travelers
The		

2. Parse:

<u>The</u>	definite article, limits the noun “knights”
<u>helped</u>	verb, weak, transitive, past tense, subject is “knights,” 3rd person, plural
<u>travelers</u>	noun, common, neuter, 3rd person, plural, direct object of the verb “helped,” objective case

3. Write this sentence in the other two tenses that you know.

present tense: The knights help travelers safely through the forest.

future tense: The knights will help travelers safely through the forest.

4. How could you be like one of these knights?

EXERCISE SENTENCES – LESSON 17:
TRANSITIVE & INTRANSITIVE VERBS

Directed Work: Analyze the sentence to determine if the verb is transitive or intransitive, parse the verb as well as any direct objects, predicate adjectives or predicate nouns. (Use diagrams as you will.)

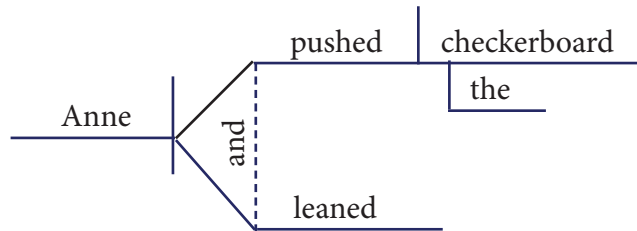
<u>feared</u>	verb, weak, transitive , past tense, subjects are “Mother” and “Father,” 3rd person, plural
<u>thunderstorm</u>	noun, common, neuter, 3rd person, singular, direct object of the verb “ feared ,” objective case

WEEK 13 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES – LESSON 17 : TRANSITIVE & INTRANSITIVE VERBS CONTINUED

3. Anne | ^{art} pushed the checkerboard away and ^{do} leaned ⁿ (against Father Olafson's knee).
+

This is a simple, declarative sentence.



pushed

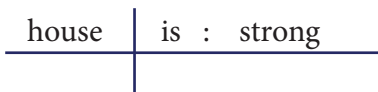
checkerboard

leaned

verb, weak, **transitive**, past tense, subject is “Anne,” 3rd person, singular
noun, common, neuter, 3rd person, singular, direct object of the verb
“**pushed**,” objective case
verb, weak, **intransitive**, past tense, subject is “Anne,” 3rd person, singular

4. Anton's house | ^{pa} is : strong.

This is a simple, declarative sentence.



was

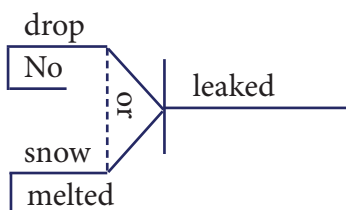
strong

verb, irregular weak, **intransitive**, present tense, subject is “house,” 3rd person, singular
predicate adjective, descriptive, modifies “house”

ANALYSIS SENTENCES

1. No ^{adj} drop (of water) or ⁿ melted ^{adj} snow | ever leaked ^{adj} (into their snug ⁿ home).
+

This is a simple, declarative sentence



WEEK 13 SUGGESTED GRAMMAR EXERCISES

ANALYSIS SENTENCES

1. [Anne | moved a checker], and [Mother | knitted a red mitten.]
- This is a compound, declarative sentence.
-

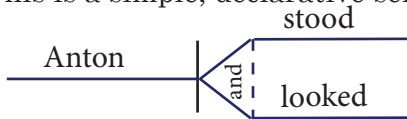
GRAMMAR ASSIGNMENT (OR TEST)

1. Analyze and diagram the sentence: Anton stood and looked with pride at their home.
2. Parse : Anton, stood, looked
3. Write the sentence in the present and future tenses.
4. What makes you look “with pride at [your] home”?

GRAMMAR ASSIGNMENT (OR TEST) KEY

1. Analyze and diagram the sentence: Anton | stood and looked (with pride) (at their home.)

This is a simple, declarative sentence.



2. Parse: Anton, stood, looked

<u>Anton</u>	noun, proper, masculine, 3rd person, singular, subject of “stood” and “looked,” nominative case
<u>stood</u>	verb, irregular weak, intransitive, past tense, subject is “Anton,” 3rd, singular
<u>looked</u>	verb, weak, intransitive, past tense, subject is “Anton,” 3rd, singular

3. Write the sentence in the present and future tenses.
 present tense: Anton stands and looks with pride at their home.
 future tense: Anton will stand and will look with pride at their home.
4. What makes you “look with pride” at your home? Tell us in a delightful sentence.

WEEK 14 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 18 : QUOTATION MARKS

Teach and have the students memorize the definition of quotation.

If the students are new to quotations, use the examples in Lesson 18 to introduce their use. If quotations have been introduced in previous grades, use the examples from “Jacques Cathelineau” and the “Brave Irish Poets” (see the exercises below) to teach the lesson. Some rules for quotations are as follows:

1. The exact words of the speaker are enclosed in quotation marks - “...”
2. The first word of a quoted sentence is capitalized.
3. The quoted material is separated from the non-quoted material by some form of punctuation:
 - by a comma if the non-quoted material comes first or if the quoted sentence is not interrogative or exclamatory in nature
 - by an exclamation point or question mark if the quoted material is interrogative or exclamatory in nature
4. Commas and periods always go inside closing quotation marks.
5. Question marks and exclamation points go inside closing quotation marks if the quoted sentence is interrogative or exclamatory in nature. (For fourth grade, do not confuse them with marks that go outside the closing quotation marks.)
6. If more than one sentence is quoted, the quotation marks are placed at the beginning and end of the entire direct quotation.

Exercise 1: Sentences that begin with the quote.

Put quotation marks around the exact words of the speaker. Put a comma, question mark, or exclamation point between the quoted and non-quoted words (place the mark before the end quotation mark). Capitalize the first word of the quoted sentence. Add end punctuation.

1. do not be afraid Jacques Cathelineau assured his wife
“Do not be afraid,” Jacques Cathelineau assured his wife.
2. god, for Whom I shall fight, will protect you he said
“God, for Whom I shall fight, will protect you,” he said.
3. my friends, never forget that we are fighting for our holy religion he exclaimed
“My friends, never forget that we are fighting for our holy religion!” he exclaimed.

Exercise 2: Sentences that begin with the non-quoted material.

Put quotations around the exact words of the speaker. Put a comma after the non-quoted material to separate it from the quote. Capitalize the first word of the sentence and the first word of the quoted sentence. Put a comma, question mark or exclamation point inside the closing quotation mark.

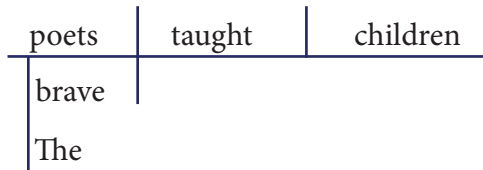
1. michael asked were poets cleverer than other people in those days
Michael asked, “Were poets cleverer than other people in those days?”
2. paddy answered they were, son. They were scholars
Paddy answered, “They were, son. They were scholars.”
3. then Paddy told Michael queen Elizabeth forbade the teaching of poetry but the bards couldn’t be silenced
Then Paddy told Michael, “Queen Elizabeth forbade the teaching of poetry but the bards couldn’t be silenced.”

WEEK 14 SUGGESTED GRAMMAR EXERCISES

ANALYSIS SENTENCES

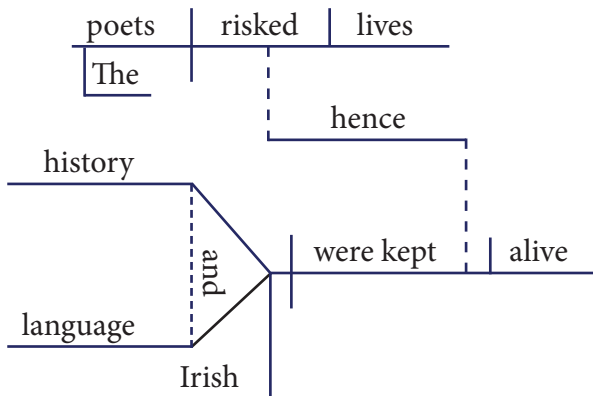
1. The brave poets | taught their children (in hedges and ditches.)

This is a simple, declarative sentence.



2. [The ^{art} poets | ^{do} risked their lives], hence [Irish ^{adj} history and language | ^{pa} were kept alive.]*

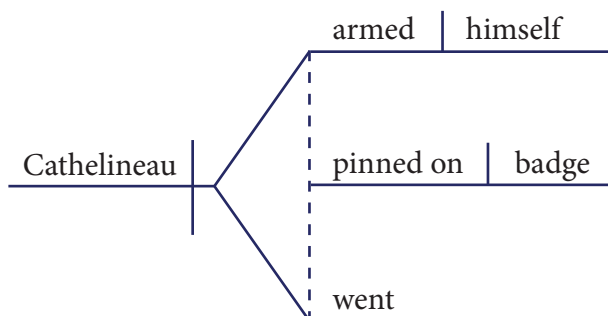
This is a compound, declarative sentence.



***Note:** Be sure students have seen and worked through this sentence before they do the Grammar Assignment, so they will recognize “kept” as an intransitive verb and “warm” as a predicate adjective.

3. Cathelineau | armed himself (with his rosary, a pistol and a saber,) pinned on the badge (of the Sacred Heart), and went (into the village square.)

This is a simple, declarative sentence.



WEEK 14 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : The bards kept the love of Ireland warm in the hearts of her people.
2. Parse : The, bards, kept
3. Rewrite the sentence in the future tense and make the subject singular.
4. What does “kept the love of Ireland warm” mean?

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: The ^{art}bards | ^{art}kept ^{do}the love ⁿ(of Ireland) ^{art}warm ⁿ(in the hearts
 (of her people.)

This is a simple, declarative sentence.

bards	kept	love
The		the

2. Parse: The, bards, kept

<u>The</u>	definite article, limits “bards”
<u>bards</u>	noun, common, masculine (accept neuter), 3rd person, plural, subject of “kept,” nominative case
<u>kept</u>	verb, irregular weak, transitive, past tense, subject is “bards,” 3rd, plural

3. Rewrite the sentence in the future tense and make the subject singular.

The bard will keep the love of Ireland warm in the hearts of her people.

4. What does “keep the love of Ireland warm” mean?

WEEK 15 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 19: PRONOUNS, LESSON 20: PERSON OF PRONOUNS & LESSON 21: EXCLAMATIONS

Fourth graders should be comfortable with pronouns, but take time to review the definitions of **pronoun** and **antecedent**. **Personal pronouns distinguish the person (1st, 2nd, 3rd) by their form** (spelling). Unlike a noun, which has the same form whether representing persons and things spoken to or spoken of, personal pronouns change form if the one named by the person is speaking (1st person), being spoken of (2nd), or being spoken to (3rd). Teach this: Pronouns naturally are of three persons:

- (1) **First person**, representing the person speaking.
- (2) **Second person**, representing the person spoken to.
- (3) **Third person**, representing the person spoken about.

Fourth graders have learned the 1st, 2nd and 3rd person pronouns in the singular and plural, but it is good to write them on the board during grammar classes.

	First Person	Second Person Singular	Third Person		
			<i>masc.</i>	<i>fem.</i>	<i>neut.</i>
nom.	I	you	he	she	it
poss.	my, mine	your, yours	his	her, hers	its
obj.	me	you	him	her	it
		Plural			
nom.	we	you		they	
poss.	our, ours	your, yours		their, theirs	
obj.	us	you		them	

The parsing order of pronouns: pronoun, class, antecedent, gender, person, number. Have the children copy this order in their notebooks. (This order is different from CGI, but coordinates with CG2 and fifth grade. It is more logical to locate first the antecedent which determines the gender. If you prefer to keep antecedent after person that is fine.)

Exercise: Label the pronoun (pro). Locate the antecedent (in italics for teacher). Parse the pronoun.

1. At the top of the church tower was a chime of Christmas *bells* and *they* had hung there ever since the church had been built.

they | pronoun, personal, antecedent: bells, neuter, 3rd person, plural

2. Some people described *them* as sounding like angels far up in the sky.

them | pronoun, personal, antecedent: bells, neuter, 3rd person, plural

WEEK 15 SUGGESTED GRAMMAR EXERCISES

LESSON 19 & 20 EXERCISE CONTINUED

3. Led by the *father* of the house, the two youngest girls clinging to ^{pro}**his** hands, the family went down the curved stair way.

his | pronoun, personal, antecedent: father, masculine, 3rd person, singular

4. After a few steps, ^{pro}**we** all stopped, gazing in wonder at the Christmas tree.

we | pronoun, personal, antecedent: unknown (or family), neuter, 1st person, plural

5. ^{pro}**It** must be that through all the centuries the *light* on Christmas borrows ^{pro}**its** shine from the Star of Bethlehem.

("light" is the antecedent of "its." Except in a rare case, an antecedent comes before its pronoun, hence its name...)

It | pronoun, personal, antecedent: unknown, neuter, 3rd person, singular
its | pronoun, personal, antecedent: light, neuter, 3rd person, singular

LESSON 21: EXCLAMATIONS

Have students memorize the definition for **exclamation** and **interjection**. Remind them that exclamations are followed by an **exclamation point - !**. If an interjection is followed by an exclamation point the next word in the sentence is capitalized. A sentence stated in an exclamatory manner, does NOT make it an exclamatory sentence. There are three types of sentences: declarative, imperative and interrogative. These may express sudden or strong feeling and hence end in an exclamation point. The sentence still maintains its nature of stating, commanding or questioning. When writing the analysis sentence, the word *exclamatory* is placed before *declarative*, *imperative* or *interrogative*.

Parsing of interjections: interjection (Yes, that is it!)

An interjection is diagrammed on a line before and separated from the main diagram.

Directed Work: Place an exclamation point where necessary. (To teachers: for this exercise, sentences with no interjections are exclamatory in manner.) Analyze and diagram the sentence. Parse the interjection.

1. ^{intj} **Alas!** ^{adj} (For many long years) ^{adj} the ⁿ chimes ^{art} | had not been heard.

This is a simple, declarative sentence.

Alas	chimes	had not been heard
	the	

Alas | interjection

WEEK 15 SUGGESTED GRAMMAR EXERCISES

LESSON 21: EXCLAMATIONS CONTINUED

- art art n art n pa
2. Wasn't the star (on the top) (of the tree) : so real-looking!
 (A predicate bar cannot be used if word-order is mixed. Predicate bars should be slowly dropped in 4th grade.)

This is a simple, exclamatory interrogative sentence.

star	Wasn't : real-looking
the	

3. Oh! How (like angels) the chimes sound!
 (For clarity, as the verb is not “split,” one might put a predicate bar between “chimes” and “sound.” However, “How like angels” is a part of the complete predicate, not the complete subject. The predicate bar therefore cannot be truly placed.)

This is a simple, exclamatory declarative sentence.

Oh	chimes	sound
	the	

Oh | **interjection**

SENTENCE ANALYSIS

- art n pro do art n
1. The light (of Christmas) | still borrows its shine (from the *Star of Bethlehem). *considered one noun

This is a simple, declarative sentence.

light	borrows	shine
The		

Parsing:

<u>The</u>	definite article, limits “light”
<u>light</u>	noun, common, neuter, 3rd person, singular, subject of “borrows,” nominative case
<u>borrows</u>	verb, weak, transitive, subject is “light,” 3rd person, singular
<u>its</u>	pronoun, personal, antecedent: “light,” neuter, 3rd person, singular
<u>shine</u>	noun, common, neuter, 3rd person, singular, direct object of “borrows,” objective case

WEEK 15 SUGGESTED GRAMMAR EXERCISES

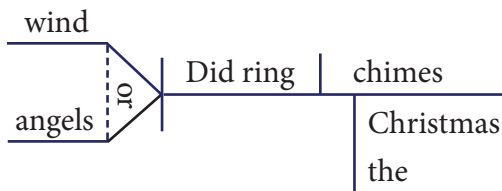
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Did wind or angels ring the Christmas chimes?
2. Parse: angels, the, Christmas
3. Rewrite the sentence in the present and future tenses.
4. Which do you think rang “the Christmas chimes” - wind or angels? Tell us why.

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: Did wind or angels ring the Christmas chimes?
art adj do
+

This is a simple, interrogative sentence.



2. Parse: angels, the, Christmas

<u>angels</u>	noun, common, neuter, 3rd person, plural, subject of “Did ring,” nominative case
<u>the</u>	definite article, limits “chimes”
<u>Christmas</u>	adjective, descriptive, modifies “chimes”

3. Rewrite the sentence in the present and future tenses.

Present tense: Does wind or angels ring the Christmas chimes?

Future tense: Will wind or angels ring the Christmas chimes?

4. Which do you think rang “the Christmas chimes” - wind or angels? Tell us why.

Accept any reasonable answer that ties in somehow with the dictation.

WEEK 16 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 19: PRONOUNS, LESSON 22: SUBJECT AND OBJECT PRONOUNS & LESSON 23: NOMINATIVE AND OBJECTIVE FORMS OF PRONOUNS

Lesson 22 can be combined with Lesson 23. Personal pronoun forms not only identify the person but also the case. Again, a simple list or chart (see below) may be helpful to display in class until they are very familiar with pronouns by person, number and case. They may also refer to a list written in their notebooks. Personal pronouns in the nominative case are used as subjects and predicate nominatives. Personal pronouns in the objective case are used as direct objects (and objects of the preposition - keep this in mind for a later lesson.) Point out that the pronoun used as a subject will differ from that used as the direct object in the same person and number e.g. I, subject; me, direct object. The first exercise below works with this concept.

	First Person	Second Person Singular	Third Person		
			masc.	fem.	neut.
nom.	I	you	he	she	it
poss.	my, mine	your, yours	his	her, hers	its
obj.	me	you	him	her	it
		Plural			
nom.	we	you		they	
poss.	our, ours	your, yours		their, theirs	
obj.	us	you		them	

The parsing order of pronouns: pronoun, class, antecedent, gender, person, number, office, case. (This order is different from CGI, but coordinates with CG2 and fifth grade. It is more logical to locate first the antecedent which affects the gender. If you want to keep antecedent after person that is fine.)

Options for exercises: Identify the pronoun in each sentence. Underline it as the subject or label it as the direct object. Parse each pronoun (include office and case). Notice that the person and number stay the same, but the office and case change.

- do**
1. As a young knight, he was given a new shield. Other people could see him reflected in the shield sometimes.
- | | |
|------------|---|
| <u>he</u> | pronoun, personal, antecedent: "knight," masculine, 3rd person, singular, subject of "was given," nominative case |
| <u>him</u> | pronoun, personal, antecedent: "knight," masculine, 3rd person, singular, direct object of "could see," objective case |
- do**
2. They marched away into the forest and Sir Roland watched them.
- | | |
|-------------|--|
| <u>they</u> | pronoun, personal, antecedent: knights, masculine, 3rd person, plural, subject of "marched," nominative case |
| <u>them</u> | pronoun, personal, antecedent: knights, masculine, 3rd person, plural, direct object of "watched," objective case |

WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 22 & 23 EXERCISE CONTINUED

do

3. "I am hurt. Let me through the gate," said the cowardly knight.

<u>I</u>	pronoun, personal, antecedent: "knight," masculine, 1st person, singular, subject of "am," nominative case
<u>me</u>	pronoun, personal, antecedent: "knight," masculine, 1st person, singular, direct object of "Let," objective case

do

4. You may not enter the gate. Roland may not allow even you through.

<u>you</u>	pronoun, personal, antecedent: knight, masculine, 2nd person, singular, subject of "may enter," nominative case
<u>you</u>	pronoun, personal, antecedent: knight, masculine, 2nd person, singular, direct object of "may allow," objective case

do

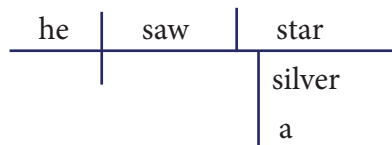
5. It shown in the heart of the shield. Often an old and tried soldier won it.

<u>It</u>	pronoun, personal, antecedent: "star," neuter, 3rd person, singular, subject of "shown," nominative case
<u>it</u>	pronoun, personal, antecedent: "star," neuter, 3rd person, singular, direct object of "won," objective case

Directed Work: [Choose one to give to the children, not both.] The children should mark the sentence (predicate bar, underlining, labelling as shown below), diagram the simplified sentence, and parse the words of the simplified sentence.

1. Sometimes he saw a silver star (in the center) (of the shield).

This is a simple, declarative sentence.



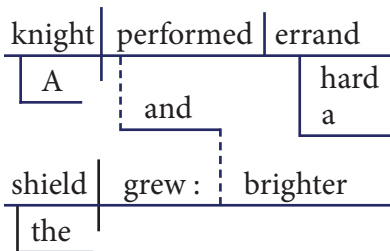
<u>he</u>	pronoun, personal, antecedent: knight, masculine, 3rd person, singular, subject of "saw," nominative case
<u>saw</u>	verb, strong, transitive, past tense, subject is "he," 3rd person, singular
<u>a</u>	indefinite article, limits "star"
<u>silver</u>	adjective, descriptive, modifies 'star
<u>star</u>	noun, common, neuter, 3rd person, singular, direct object of "saw," objective case

WEEK 16 SUGGESTED GRAMMAR EXERCISES

LESSON 22 & 23 CONTINUED

2. A ^{art n.} knight | ^{art adj} performed a hard errand, and the ^{art n} shield | ^{pa} grew brighter. [You may wish to give only one clause.]

This is a compound, declarative sentence.

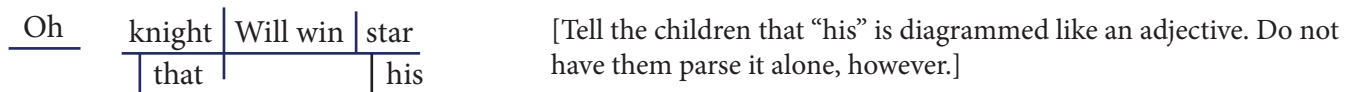


<u>knight</u>	noun, common, masculine, 3rd, singular, subject is “performed,” nominative case
<u>performed</u>	verb, weak, transitive, subject is “knight,” 3rd, singular
<u>a</u>	indefinite article, limits “knight” [or “errand”]
<u>hard</u>	adjective, descriptive, modifies “errand”
<u>errand</u>	noun, common, neuter, 3rd, singular, direct object of “performed,” objective case
<u>the</u>	definite article, limits “shield”
<u>brighter</u>	predicate adjective, descriptive, modifies the subject “shield”

SENTENCE ANALYSIS

- int adj n pro n
1. Oh! Will that knight win his star? [Point out that you put no predicate bar in such a sentence.]

This is a simple, interrogative sentence.



Parsing:

<u>Oh</u>	interjection
<u>that</u>	adjective, demonstrative, modifies “knight”
<u>knight</u>	noun, common, masculine, 3rd, singular, subject of “Will win,” nominative case
<u>will win</u>	verb, strong, transitive, subject is “knight,” 3rd, singular
<u>his</u>	pronoun, personal, antecedent: “knight,” masculine, 3rd, singular
<u>star</u>	noun, common, neuter, 3rd person, singular, direct object of “Will win,” objective case

WEEK 15 SUGGESTED GRAMMAR EXERCISES

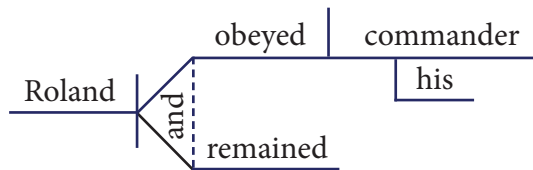
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Roland obeyed his commander and remained at the gate.
2. Parse: Roland, remained, the
3. Rewrite the sentence changing “Roland” to a pronoun.
4. What reward might Roland receive for “remaining at the gate” when he really wanted to go fight?

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: ⁿ Roland ^{do} obeyed his commander and ^{art n} remained (at the gate).
+

This is a simple, interrogative sentence.



2. Parse: Roland, remained, the

<u>Roland</u>	noun, proper, masculine, 3rd person, singular, subject of “obeyed” and “remained,” nominative case
<u>remained</u>	verb, weak, intransitive, subject is “Roland,” 3rd, singular
<u>the</u>	definite article, limits “gate”

3. Rewrite the sentence changing “Roland” to a pronoun.

He obeyed his commander and remained at the gate.

4. What reward might Roland get for “remaining at the gate” when he really wanted to go fight?

Accept any reasonable answer; hopefully it ties in with the dictation.

WEEK 17 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 24 : POSSESSIVE PRONOUNS

Personal pronoun forms not only identify the person but also the case. **Possessive pronouns do not use an apostrophe to form possession, but show possession of a noun by their very form.**

Possessive pronouns normally stand before nouns, as though they were adjectives, and replace the possessor: *my, our, your, her, his, its, their*; others, the absolute personal pronouns, stand alone and replace both the possessor and the thing possessed: *mine, ours, yours, his, hers, its, theirs*. Point out that the forms *his* and *its* (or *its own*) are the same, whether they are used normally or as absolute possessive pronouns. You may wish to explain that absolute possessive pronouns are always possessive case, but they are not possessive use; their use is often subject or object of a verb, depending on the use of the thing possessed. **However, avoid too much detail in explaining, and avoid analyzing or parsing absolute possessive pronouns for now.**

	First Person	Second Person	Third Person		
		Singular			
			masc.	fem.	neut.
nom.	I	you	he	she	it
poss.	my, mine	your, yours	his	her, hers	its
obj.	me	you	him	her	it
		Plural			
nom.	we	you		they	
poss.	our, ours	your, yours		their, theirs	
obj.	us	you		them	

The parsing order of pronouns: pronoun, class, antecedent, gender, person, number office, case. (This order is different from CGI, but coordinates with CG2 and fifth grade. It is more logical to locate first the antecedent which affects the gender. If you want to keep antecedent after person that is fine.) The office of possessive pronouns is stated thus: **shows possession of the noun “___”**

Diagram a possessive pronoun on a shelf under the noun it possesses. If an article or adjective limit or modify the same noun, diagram on a multi-level shelf below the noun.

Directed Work: Analyze the sentence. Parse the possessive pronoun. (The extra sentences show the use of the absolute possessive pronouns. Identify, but do not have fourth graders parse absolute personal pronouns.)

- art adj do pro adj n
1. The pulpit | had angel figures (on **its** wooden canopy).

This is a simple, declarative sentence.

pulpit	had	figures
The		angel

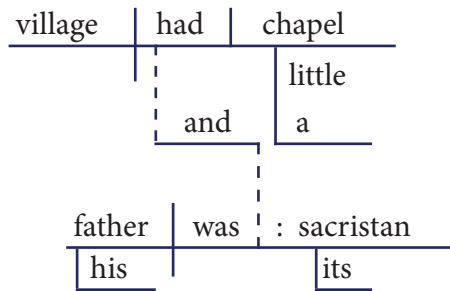
its | pronoun, personal, antecedent: “pulpit,” neuter, 3rd person, singular, **shows possession of the noun “canopy,” possessive case**

WEEK 17 SUGGESTED GRAMMAR EXERCISES

LESSON 24 : POSSESSIVE PRONOUNS CONTINUED

2. [Karl's village | had a little chapel] and [his father | was its sacristan.]

This is a compound, declarative sentence.



his

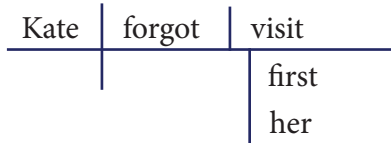
pronoun, personal, antecedent: "Karl," masculine, 3rd person, singular, **shows possession of the noun "father," possessive case**

its

pronoun, personal, antecedent: "chapel," neuter, 3rd person, singular, **shows possession of the noun "sacristan," possessive case**

3. Kate | never forgot her first visit (to the cathedral).

This is a simple, declarative sentence.



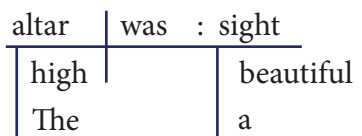
her

pronoun, personal, antecedent: "Kate" feminine, 3rd person, singular, **shows possession of "visit," possessive case**

SENTENCE ANALYSIS

1. The high altar (in its rich purple drapery) | was a beautiful sight (to Kate).

This is a simple, declarative sentence.



WEEK 17 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Its stained-glass windows shimmered with saints and angels.
2. Parse: Its, windows, shimmered
3. Conjugate “shimmered” in the future tense.
4. In a beautiful sentence tell about what shimmers in the windows of your chapel, or in the windows of another beautiful church you know.

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: Its ^{pro} stained-glass ^{adj} windows ⁿ | shimmered ⁿ (with saints and angels). ⁿ
+

This is a simple, declarative sentence.

windows	shimmered
stained-glass	
Its	

2. Parse: Its, windows, shimmered

<u>Its</u>	pronoun, personal, antecedent: “chapel,” neuter, 3rd person, singular, shows possession of “windows,” possessive case
<u>windows</u>	noun, common, neuter, 3rd person, plural, subject of “shimmered,” nominative case
<u>shimmered</u>	verb, weak, intransitive, subject is “windows,” 3rd, plural

3. Conjugate “shimmered” in the future tense.

	singular	plural
1st	I will shimmer	we will shimmer
2nd	you will shimmer	you will shimmer
3rd	he, she, it will shimmer	they will shimmer

4. In a beautiful sentence tell about what shimmers in the windows of your chapel, or in the windows of another beautiful church you know.

Be sure the student stays on topic as well as writes a beautiful sentence.

EXERCISE SENTENCES - LESSON 25 : INTERROGATIVE PRONOUNS

Interrogative Pronouns as all pronouns, take the place of a noun, but are also used to ask a question. Students should learn by heart the chart of interrogative pronouns on page 104 of CG1. Fourth graders should know that **who, whom, whose** are used for people and are inflected for case, while **what** is used for things and animals.

If choosing sentences with **which**, be sure it is used as a pronoun, standing alone as subject, do, pn, object of preposition - **Which** of the dogs would you choose? Avoid sentences with **which** as an adjective: **Which** dog do you like best? The parsing order of interrogative pronouns **does not include "antecedent"**: pronoun, class, gender, person, number office, case. In fact, interrogative pronouns have no antecedent - the noun they replace does not "come before." The noun which the interrogative pronoun takes the place of is found in the answer to the question; hence this noun is called the subsequent as it "follows after." As far as the subsequent is known, it determines the gender and number. Remind the students that an interrogative pronoun is part of an interrogative sentence which ends in a question mark. Interrogative pronouns are diagrammed like nouns.

Directed Work: Analyze the sentence. Parse the interrogative pronoun.

1. Who | rocked Christian's cradle?

This is a simple, interrogative sentence.

Who	rocked	cradle
-----	--------	--------

<u>Who</u>	pronoun, interrogative , feminine, 3rd person, singular, subject of "rocked," nominative case
------------	---

2. Whom | did Mother rock (back to sleep)?

This is a simple, interrogative sentence.

Mother	did rock	whom
--------	----------	-------------

<u>whom</u>	pronoun, interrogative , masculine, 3rd person, singular, direct object of "did rock," objective case
-------------	---

3. What did the fire shed (throughout the room)?

This is a simple, interrogative sentence.

LESSON 25 : INTERROGATIVE PRONOUNS CONTINUED

fire	did shed	what
The		

whatpronoun, **interrogative**, neuter, 3rd person, singular, **direct object of “did shed,”**
objective case

3. What | struck ^{do} ten?

This is a simple, interrogative sentence.

What	struck	ten
------	--------	-----

Whatpronoun, **interrogative**, neuter, 3rd person, singular, **subject of “struck,”** **nominative case**

The following sentence will not be fully analyzed as it is complex. Mark only the last section so the interrogative pronoun might be parsed.

“Which” assumes a choice between two (or more) things.

Do not mistake it for the interrogative adjective “which.” Note the difference between pronoun and the adjective by comparing the two sentences below. (Basically, “which” before a noun is an interrogative adjective, “which” as subject or object is an interrogative pronoun.

4. Little Sam explored the attic and the stairways and the shop; which did he prefer?

Note that “which” is the object. The answer is one of the three choices mentioned in the sentence.

Whichpronoun, **interrogative**, neuter, 3rd person, singular, **direct object of “did prefer,”**
objective case

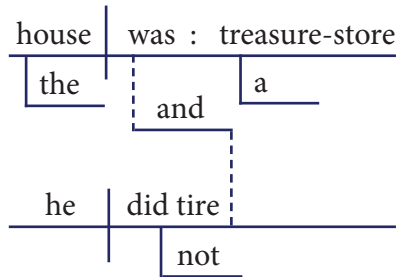
Note to the teacher: If it seems useful, you may point out that a sentence such as, *Which place did he prefer?* would not contain a pronoun but a kind of adjective. It is an interrogative pronominal adjective, a concept not encountered until 5th grade in CG2: *a word primarily a pronoun, but used adjectively sometimes in modifying a noun instead of standing for it.* For 4th grade, do no more than distinguish between the pronoun and adjective use, in order to avoid confusion; you may also prefer to leave “which” for fifth grade.

WEEK 18 SUGGESTED GRAMMAR EXERCISES

SENTENCE ANALYSIS

1. [(To Sam) the ⁿ ^{art} house (in Salisbury Court) | ^{art} ^{pn} was : a treasure-store (of interesting things)], and [he | ^{adj} ⁿ ⁺ did not tire (of exploring).]

This is a compound, declarative sentence.



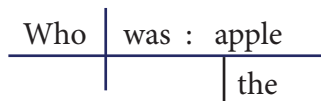
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Who was the apple of his father's eye?
2. Parse: Who, was, apple
3. Chart the possessive case pronouns. (If needed, set up the chart for the students.)
4. What does it mean that Sam was "the apple of his father's eye"?

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: ^{pro} ^{art} ^{pn} ^{pro} ⁿ ⁿ Who was : the apple (of his father's eye)?

This is a simple, interrogative sentence.



2. Parse: Who, was, apple

<u>Who</u>	pronoun, interrogative, masculine, 3rd, singular, subject of "was," nominative case
<u>was</u>	verb, irregular weak, intransitive, subject is "Who," 3rd, singular
<u>apple</u>	noun, common, neuter, 3rd, singular, predicate nominative of "was," nominative case

WEEK 18 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST KEY CONTINUED

3. Chart the possessive case personal pronouns. (If needed, set up the chart for the students.)

POSSESSIVE CASE PERSONAL PRONOUNS

	singular	plural
1st person	my, mine	our, ours
2nd person	your, yours	your, yours
3rd person	his, her, hers, its	their, theirs

4. What does it mean that Sam was “the apple of his father’s eye”?

EXERCISE SENTENCES - LESSON 26 : CONJUNCTIONS

Directed Work: Analyze the sentence. Parse the conjunction and, if the case, the words they connect.

- This is a simple, declarative sentence.

This is a simple, declarative sentence.

This is a simple, declarative sentence.

<u>Barbara</u>	noun, proper, feminine, 3rd, singular, subject of “came” nominative case
<u>Either...or</u>	conjunction, coordinate, connects the subjects “Barbara” and “Mary”
<u>Mary</u>	noun, proper, feminine, 3rd, singular, subject of “came,” nominative case

WEEK 19 SUGGESTED GRAMMAR EXERCISES

LESSON 26 : CONJUNCTIONS CONTINUED

4. [The girls | ^I
⁺ came quickly] ,**for** [Sam | ^{II}
⁺ yelled lustily.]

This is a compound, declarative sentence.

for | conjunction, coordinate, connects clause I and clause II

5. [The ^{art} ^{adj} ^{adj} ^I dusty ⁺ ^{art} ^{adj} ^{pn} ⁿ and ⁺ ^{art} ^{do} musty stairs | were : an endless source (of joy)] **therefore** [the ^{art} ^{do} boys | loved them.]

This is a compound, declarative sentence.

and | conjunction, coordinate, connects the adjectives “dusty” and “musty”

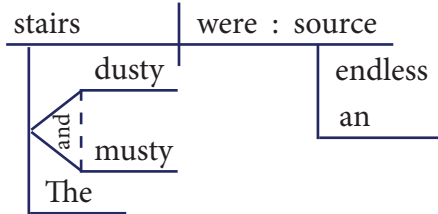
therefore | conjunction, coordinate, connects clause I and clause II

You may want your students to write sentences from “The Lee Children” dictation using conjunctions, or merely to point them out in the dictation and parse them orally.

SENTENCE ANALYSIS

1. Were | ^{art} ^{adj} ^{adj} ^{art} ^{adj} ^{pn} ⁿ ⁿ ⁿ
⁺ the dusty and musty stairs : an endless source (of joy) (for Sam and Tom)?
⁺

This is a simple, interrogative sentence.



WEEK 19 SUGGESTED GRAMMAR EXERCISES

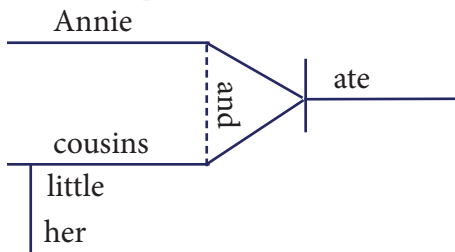
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Annie and her little cousins ate in the small dining room.
2. Parse: and, her, little
3. Conjugate the verb “ate” in the present tense
4. Why did Annie enjoy Grandpa’s “small dining room”?

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: Annie and her little cousins | ate (in the small dining room).

This is a simple, declarative sentence.



2. Parse: and, her, little

<u>and</u>	conjunction, coordinate, connects the subjects “Annie” and “cousins”
<u>her</u>	pronoun, personal, antecedent: “Annie,” feminine, 3rd, singular, shows possession of “cousins,” possessive case
<u>little</u>	adjective, descriptive, modifies “cousins”

3. Conjugate the verb “ate” in the present tense.

	singular	plural
1st	I eat	we eat
2nd	you eat	you eat
3rd	he, she, it eats	they eat

4. Why did Annie enjoy Grandpa's "small dining room"?

EXERCISE SENTENCES - LESSON 27 : ADVERBS

Adverbs are new to fourth graders. Use the lessons in the CG1 book to introduce them. Adverbs tell us more about the verb; they may express *when*, *where* or *how* an action is performed. When trying to determine if a word is an adverb, the students should ask if the word tells us more about the action. The adverb may be found anywhere in the sentence. **Adverbs modify verbs and express time, place or manner.** The parsing order for an adverb: **adverb, class as to meaning, office (verb it modifies)**. An adverb is abbreviated *adv*; it is diagrammed on a shelf under the verb.

Class Practice or Directed Work: Locate the adverb (What is the action? Which word tells us more about that action?) Analyze the sentence. Parse the verb and the adverb(s).

1. Sam's little heart | beat faster. The action is a *heart beating*. *Faster* tells us **the manner** Sam's little heart *beat*.

This is a simple, declarative sentence.

<u>beat</u>		verb, irregular weak, intransitive, past tense, subject is heart, 3rd, singular
<u>faster</u>		adverb, manner, modifies the verb "beat"

heart		beat
little		faster

2. Presently Anne | jumped down and made discoveries (with Debby).

The action is Anne *jumping* and *making discoveries*. *Presently* tells the **time when** she jumped; *down* tells the **place where**.

This is a simple, declarative sentence.

<u>Presently</u>		adverb, time, modifies the verb "jumped"
<u>jumped</u>		verb, weak, intransitive, past tense, subject is "Anne" 3rd, singular
<u>down</u>		adverb, place, modifies the verb "jumped"
<u>make</u>		verb, irregular weak, transitive, past tense, subject is "Anne" 3rd, singular

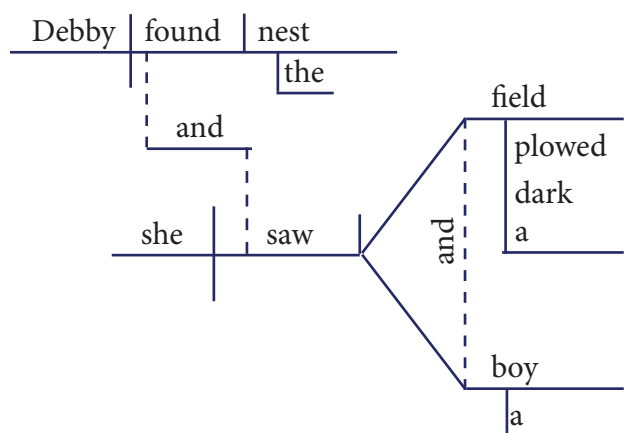
Anne		jumped
		Presently down
		and
		made discoveries

SENTENCE ANALYSIS

This is a long sentence, given as a challenge for class or individual work. Show the children which parts to analyze and diagram, omitting prepositional phrases. Parsing is given for the students who finish more quickly.

1. [Debby found the nest (of a song sparrow) (in a tuft) (of green grass)], and [(through the hedge) she
+
saw a dark, plowed field and a farmer's boy (in a big hat).]

This is a compound, declarative sentence.



<u>Debby</u>	noun, proper, feminine, 3rd, singular, subject of "found," nominative case
<u>found</u>	verb, strong, transitive, past tense, subject is "Debby," 3rd, singular
<u>a</u> (first one)	indefinite article, limits the noun "sparrow"
<u>song</u>	adjective, descriptive, modifies "sparrow"
<u>and</u> (first one)	conjunction, coordinating, connects clause I and clause II
<u>she</u>	pronoun, personal, antecedent: "Debby," feminine, 3rd, singular, subject of "saw," nominative case
<u>field</u>	noun, common, neuter, 3rd, singular, direct object of "saw," objective case
<u>and</u> (second one)	conjunction, coordinating, connects the direct objects "field" and "boy"

WEEK 20 SUGGESTED GRAMMAR EXERCISES

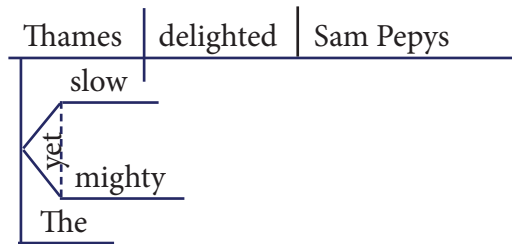
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : The slow yet mighty Thames delighted Sam Pepys.
2. Parse: slow, yet, Sam Pepys
3. Write the sentence in the present and the future tenses.
4. What would you find delightful about “a slow yet mighty” river? Tell us in a descriptive sentence.

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: The slow yet mighty Thames | delighted Sam Pepys.

This is a simple, declarative sentence.



2. Parse: slow, yet, Sam Pepys

<u>slow</u>	adjective, descriptive, modifies “Thames”
<u>yet</u>	conjunction, coordinate, connects the adjectives “slow” and “mighty”
<u>Sam Pepys</u>	noun, proper, masculine, 3rd, singular, direct object of “delighted,” objective case

3. Write the sentence in the present and future tenses.

Present tense: The slow yet mighty Thames delights Sam Pepys.

Future tense: The slow yet mighty Thames will delight Sam Pepys.

4. What would you find delightful about “a slow yet mighty” river? Tell us in a descriptive sentence.

WEEK 21 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 30 : NOUN NUMBER

Noun number - singular or plural should be very comfortable to fourth graders. This is a good time to review the rules for making nouns plural. Use the rules as expressed in the phonics program chosen for your school.

Remind the students that the verb must have the same number as the subject.

Verbs are inflected for number in certain forms only; in the third person, present tense, the singular verb takes an “s”: ***Eli works** on the fireplace bench. The **boys work** on the fireplace bench.* Review the forms of “to be” and “to have,” as necessary. These verbs should be memorized by now. “To do” is inflected rather than the notional verb, in interrogative sentences. Compound subjects connected by *and* require a plural number verb.: ***Eli works** on the fireplace bench. **Eli and Pop work** on the fireplace bench.*

In the case of compound subjects connected by *or/nor*:

if one subject is plural and the other singular - the verb number coincides with the nearer subject. ***Eli or the boys work** on the fireplace bench. **The boys or Eli works** on the fireplace bench.*

if both subjects singular - verb number is singular. ***Eli or Pop works** on the fireplace bench.*

if both plural - verb number is plural. ***The boys or the men work** on the fireplace bench.*

(Only point these out as they occur in a sentence.)

Work to be done orally as a class; if the children work on their own, it should be with step-by-step teacher guidance:

Analyze fully and then parse the subject and verb in the original sentence. (Point out that the subject and verb should be same number - *see compound exceptions above.*) List all common nouns, form them in the opposite number. Rewrite the sentence in the present tense (if not already). If the subject is proper, change it to the corresponding common noun. Rewrite this new sentence, changing the subject to the opposite number - note the verb change also. Parse the new subjects and verbs for person and number only.

Note: Choose one or two sentences only. Use others for individual practice during the week as needed.

1. Macock Ward | made clocks (under Ebenezer, the clock-maker).

This is a simple, declarative sentence.

<u>Macock Ward</u>	noun, proper, masculine, 3rd, singular , subject of “made,” nominative case
<u>made</u>	verb, strong, transitive, past, subject is “Macock Ward,” 3rd, singular

Macock Ward	made	clocks
-------------	------	--------

“clocks” - **plural**, clock - **singular**; “clock-maker” - **singular**, clock-makers - **plural**

The **boy makes** clocks under Ebenezer, the clock-maker. “boy” - 3rd, singular; “makes” - 3rd, singular

The **boys make** clocks under Ebenezer, the clock-maker. “boys” - 3rd, plural; “make” - 3rd, plural

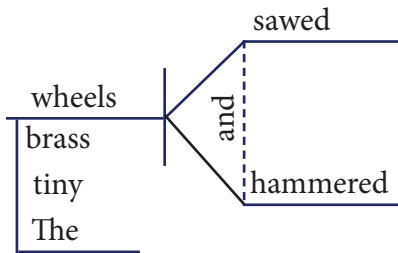
2. The tiny brass wheels | sawed and hammered (before his eyes).

This is a simple, declarative sentence.

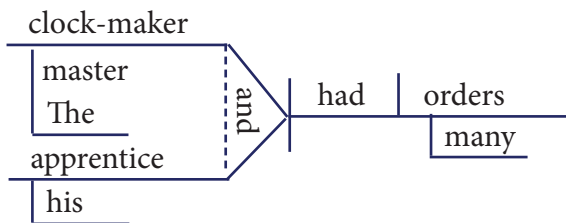
<u>wheels</u>	noun, common, neuter, 3rd, plural , subject of “sawed,” and “hammered,” nominative case
---------------	--

EXERCISE SENTENCES - LESSON 30 : NOUN NUMBER CONTINUED

verb, weak, intransitive, past, subject is “wheels,” 3rd, plural



verb, strong or irregular weak, transitive, subjects are “clock-maker” and “apprentice,”
3rd, **plural**



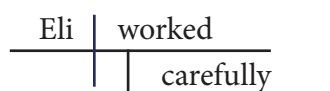
*Point out that sometimes other words in the sentence are affected by the change in number.

WEEK 21 SUGGESTED GRAMMAR EXERCISES

LESSON 30 : SENTENCE ANALYSIS

1. (At every spare minute) Eli worked carefully (on the fireplace bench).

This is a simple, declarative sentence.



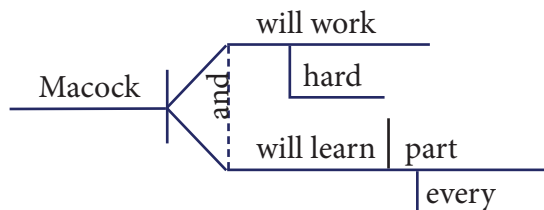
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Macock will work hard for many years and will learn every part of the trade.
2. Parse: will work, and, many
3. Conjugate the verb “learn” in the three tenses you know (*or*: in Present, Past and Future Tenses).
4. What trade would you “work many years” to learn? Tell us why? (See note in key.)

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: Macock will work hard (for many years) and will learn every part (of the trade).

This is a simple, declarative sentence.



2. Parse: will work, and, many

will work
and
many

verb, weak, intransitive, future tense, subject is “Macock,” 3rd, singular
conjunction, coordinate, connects the verbs “will work” and “will learn”
adjective, quantatative, modifies the noun “years”

WEEK 21 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST KEY CONTINUED

3. Conjugate the verb “learn” in the three tenses you know.

Present Tense

	Singular	Plural
1st	I learn	we learn
2nd	you learn	you learn
3rd	he, she, it learns	they learn

Past Tense

	Singular	Plural
1st	I learned	we learned
2nd	you learned	you learned
3rd	he, she, it learned	they learned

Future Tense

	Singular	Plural
1st	I shall learn	we shall learn
2nd	you will learn	you will learn
3rd	he, she, it will learn	they will learn

4. What trade would you “work many years” to learn? Tell us why?

The children should know what a “trade” is from class discussion, if this has been your weekly theme. They may choose a manual trade or a field such as medicine or law, etc.; but discourage their writing about a game or sport.

WEEK 22 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 31A : POSSESSIVE CASE OF NOUNS; LESSON 31B: POSSESSIVE PLURAL OF NOUNS

Have students memorize the definition of possessive case: The form of a noun used to show possession is called the **possessive case**.

When parsing a possessive noun, the use is written as: *shows possession of the noun "..."* (The noun possessed usually follows.) The case is **possessive**. When diagramming, a possessive noun is placed on a shelf under the noun of which it shows possession, as though it were an adjective.

Teach students how to form the possessive singular and plural of nouns. Singular possessive is formed by adding 's to the singular noun. The plural is formed by adding s' to a plural noun not ending in s, or merely adding ' to a plural noun ending in an s. Instill in the students that an apostrophe is the indication of a possessive noun.

(The other use of an apostrophe is a contraction- showing that a letter(s) has been omitted when the two words are put together - Jack's bouncing the ball. = Jack is bouncing the ball.)

Exercise: Form the singular and plural possessive of the noun. (proper nouns - form only the singular possessive.)

Singular noun	Singular Possessive	Plural noun	Plural Possessive
morning	morning's	mornings	mornings'
Nai-Nai	Nai-Nai's		
hand	hand's	hands	hands'
Jasmine	Jasmine's		
city	city's	cities	cities'
man	man's	men	men's
child	child's	children	children's

(Continue this exercise daily if your students are having difficulty.)

Directed Work: Analyze the sentence and parse the possessive nouns.

n pa n

1. Jasmine's eyes | were bright (with expectancy).

This is a simple, declarative sentence.

<u>Jasmine's</u>	noun, proper, feminine, 3rd, singular , shows possession of the noun "eyes" possessive case
------------------	---

eyes	were : bright
<u>Jasmine's</u>	

n do

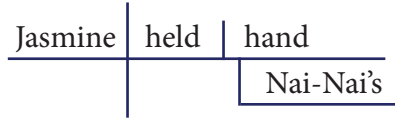
2. Jasmine | held Nai-Nai's hand.

This is a simple, declarative sentence.

<u>Nai-Nai's</u>	noun, proper, feminine, 3rd, singular , shows possession of the noun "hand," possessive case
------------------	--

WEEK 22 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 30 : NOUN NUMBER CONTINUED

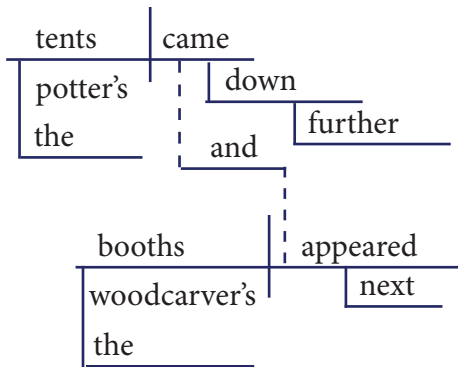


adv adv art n art n adv

3. [Further down came the **potters'** tents], and [the **woodcarvers'** booths appeared next].

This is a compound, declarative sentence.

<u>potters'</u>	noun, common, masculine, 3rd, plural, shows possession of "tents," possessive case
<u>woodcarvers'</u>	noun, common, masculine, 3rd, plural, shows possession of "booths," possessive case

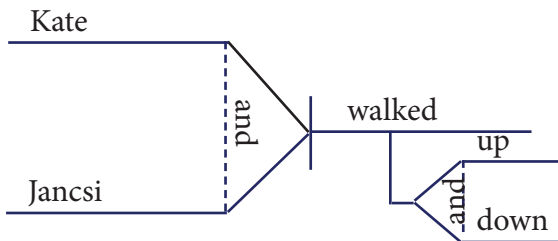


LESSON 30 : SENTENCE ANALYSIS

adv adv art adj n

1. Kate and Jancsi walked up and down (between the colorful booths).

This is a simple, declarative sentence.



WEEK 22 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : A whole city of tents and booths sprang up overnight.
2. Parse: whole, sprang up, overnight [You may prefer to give “sprang” only and consider “up” as an adverb.]
3. Write the sentence in the present and future tenses.
4. What does it mean that “a whole city...sprang up overnight”?

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: A whole city (of tents and booths) sprang up overnight.

This is a simple, declarative sentence. (You may ask the children to omit the predicate bar.)

city	sprang up
whole	overnight
a	

2. Parse: whole, sprang up, overnight

<u>whole</u>	adjective, quantitative, modifies the noun “city”
<u>sprang up</u>	verb, strong, intransitive, past tense, subject is “city,” 3rd person, singular
<u>overnight</u>	adverb, time, modifies the verb “sprang up”

3. Write the sentence in the past and future tenses.

Present tense: A whole city of tents and booths springs up overnight.

Future tense: A whole city of tents and booths will spring up overnight.

4. What does it mean that “a whole city...sprang up overnight”?

WEEK 23 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 32 POSSESSIVE CASE & POSSESSIVE PHRASES

Remind students of the definition of possessive case: The form of a noun used to show possession is called the **possessive case**.

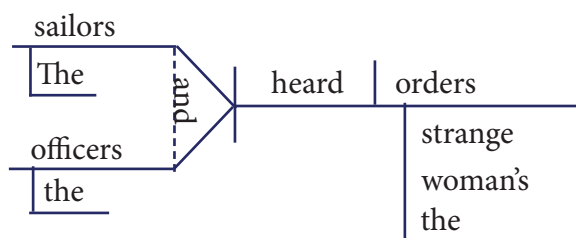
Have students learn by heart: **The possessive form means the same as a phrase consisting of *for* and *of* and the simple form of the noun.**

Directed Work: Analyze the sentence and parse the possessive noun. Change the possessive noun to a phrase beginning with *for* or *of*. Put the phrase in parenthesis.

1. The sailors and officers heard the **woman's** strange order.

This is a simple, declarative sentence.

<u>woman's</u>	noun, common, feminine, 3rd, singular , shows possession of the noun "order," possessive case
----------------	--



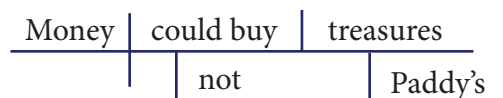
The sailors and the officers heard the strange orders **(of the woman)**.

Point out the noun form change from a possessive form to a simple form.

2. Money | could not buy **Paddy's** treasures.

This is a simple, declarative sentence.

<u>Paddy's</u>	noun, proper, masculine, 3rd, singular , shows possession of the noun “treasures,” possessive case
----------------	---



Money could not buy the treasures (of Paddy).

Point out the noun form change from a possessive form to a simple form.

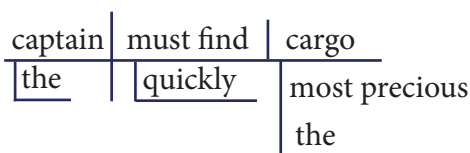
WEEK 23 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 32 : POSSESSIVE CASE & PHRASES CONTINUED

In sentences 3 and 4 change the sentence from one containing a possessive phrase to that with a possessive noun. The students must form the possessive from the simple form of the noun. Remind them of the construction of possessive nouns learned last week. Parse only the possessive form of the newly formed sentence.

3. The captain (of the largest ship) must quickly find the most precious cargo (in the world).

This is a simple, declarative sentence.

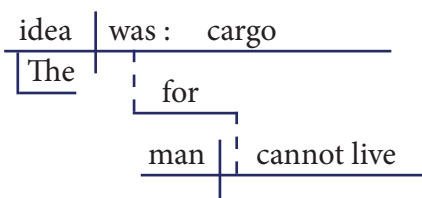


The largest **ship's** captain must quickly find the most precious cargo in the world.

ship's | noun, common, neuter, 3rd, **singular**, shows possession of "captain," possessive case

4. [The idea (of the blue-eyed sailor) was : a cargo (of wheat)] , for [man cannot live (without bread)].

This is a compound, declarative sentence.



The blue-eyed sailor's idea was a cargo *(of wheat), for man cannot live without bread.

sailor's | noun, common, masculine, 3rd, **singular**, shows possession of "idea," possessive case

*The phrase "of wheat" is not a possessive phrase. Wheat tells what kind of "cargo," not what possesses the "cargo." Fourth graders should begin to discern the difference between a possessive *of* or *for* phrase and a descriptive one. They will need much guidance until the idea of "possession" is understood.

LESSON 32 : SENTENCE ANALYSIS

- The largest ship's** captain must quickly find the most precious cargo in the world.

Note diagram of sentence 3 above. Add "ship's" under the noun "captain" above "the."

WEEK 23 SUGGESTED GRAMMAR EXERCISES

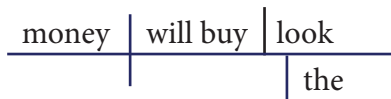
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Will money buy the look in a mother's eye?
2. Parse: will buy, look, mother's
3. Answer the question by writing a declarative sentence.
4. What does Paddy mean by the "look in a mother's eye"?

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: Will money | buy the look (in a mother's eye)?

This is a simple, interrogative sentence.



2. Parse: Will buy, look, mother's

<u>Will buy</u>	verb, irregular weak, transitive, future tense, subject is "money," 3rd, singular
<u>look</u>	noun, common, neuter, 3rd, singular, direct object of "will buy," objective case
<u>mother's</u>	noun, common, feminine, 3rd, singular, shows possession of "eye," possessive case

3. Answer the question by writing a declarative sentence.

Money will not buy the look in a mother's eye.

4. What does Paddy mean by the "look in a mother's eye"?

WEEK 24 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 33 PHRASES & LESSON 34 PREPOSITIONS

Students should memorize the definition of a phrase: **A phrase is a group of words having no subject or predicate, but used as a modifier.** “*Used as a modifier*” means the phrase as a whole is acting as an adjective or an adverb. Adverbial phrases may have functions other than time, place or manner; but use only these three with fourth graders. (A chart of the different classes of adverbs is available on the portal, for the teacher’s reference.) Fourth graders will label each phrase with a lowercase letter when they analyze the sentence. Only the prepositional phrase is studied in fourth grade. Do not use phrases that modify adjectives or adverbs.

A prepositional phrase is made up of a **preposition** followed by a noun or pronoun which is its **object**. Students should memorize the definition of a preposition: **A preposition is a word that introduces a phrase and shows the relation between its object and the word modified.**

Fourth graders will identify the phrase, the preposition, the object of the preposition, and the words between which the preposition shows a relationship. Both the preposition and the object of the preposition will be parsed, and the phrases will be diagrammed.

In the parsing of prepositions, identify the word as a preposition and name the two words between which it shows a relation. Objects of prepositions are parsed as nouns or pronouns, with “object of the preposition ____” as the use.

Directed Work: Analyze the sentence; label each phrase with a lowercase letter beginning with *a*. Identify the prepositional phrase as adverbial or adjectival. Tell the sentence type and describe the phrases as below. Parse the preposition and the object of the preposition. Diagram.

(Suggestion: Day 1 - analyze the sentence and label the elements. Day 2 or 3 - do parsing and diagram.

1. Master Dunbar | sat (at his desk) (in his comfortable office).

This is a simple, declarative sentence.

Phrase a is an adverbial phrase. (“at his desk” tells the **place** where Master Dunbar “sat”)

Phrase b is an adjectival phrase. (“in his comfortable office” tells which “desk”)

[*Note to teacher: Phrase b could also be considered **adverbial** (with “in his comfortable office” telling the place where he “sat”) - both are acceptable. It is always necessary to reflect on the meaning of the sentence in order to determine whether the phrase is adjectival or adverbial. You may draw this out with your students if they have a good grasp of the material, but examples should not be too subtle or nuanced.]

(Day 2 or 3)

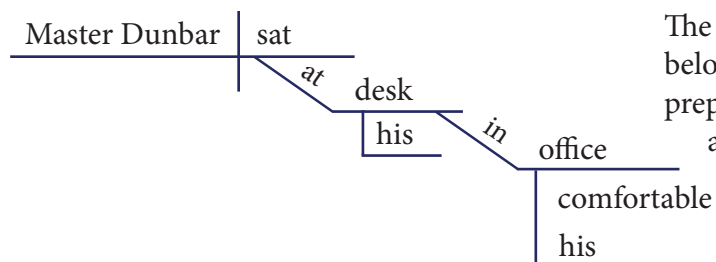
at
desk
in
office

preposition, shows the relation between “desk” and “sat”

noun, common, neuter, 3rd, singular, **object of the preposition “at,” objective case**

preposition, shows the relation between “office” and “desk”

noun, common, neuter, 3rd, singular, **object of the preposition “in,” objective case**



The preposition is diagrammed on a diagonal below the word it modifies. The object of the preposition on an attached horizontal line, and any modifiers as normal under the noun.

WEEK 24 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 33 PREP. AND 34 PREP. PHRASES CONTINUED

3. (**a** For weeks) Richard | experienced do **b** adj adventures (**in** wilderness **country**).

This is a simple, declarative sentence.

Phrase a is an adverbial phrase. (“For weeks” tells the **time** when Richard “experienced adventures.”)

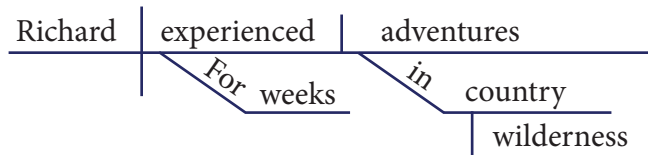
Phrase b is an adjectival phrase. (“in wilderness country” describes “adventures”)

*Note to teacher: Phrase b could also be considered adverbial, telling the place where the adventures were experienced.

(Day 2 or 3)

For	preposition, shows the relation between “weeks” and “experienced”
weeks	noun, common, neuter, 3rd, plural, object of the preposition “For,” objective case
in	preposition, shows the relation between “country” and “adventures” (or “experienced”)
country	noun, common, neuter, 3rd, singular, object of the preposition “in” objective case

(If **phrase b** is considered adverbial, diagram below “experienced.”)



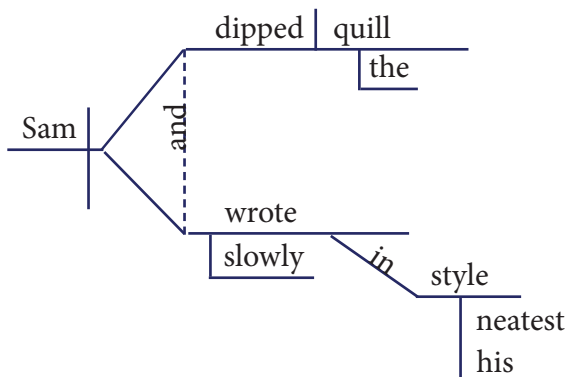
4. Sam art do dipped the quill and adv wrote **a** pro adj (**in** his neatest **style**).

This is a simple, declarative sentence.

Phrase a is an adverbial phrase. (“in his neatest style” tells the **manner** in which Sam “wrote”)

(Day 2 or 3)

in	preposition, shows the relation between “style” and “wrote”
style	noun, common, neuter, 3rd, singular, object of the preposition “in,” objective case



WEEK 24 SUGGESTED GRAMMAR EXERCISES

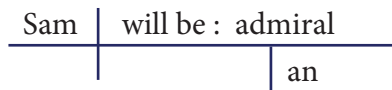
GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : Sam will be an admiral.
2. Parse: Sam, will be, an
3. Write the sentence in the present and the past tenses.
4. What would you like to be someday? Tell us why, in one or two beautiful sentences.

GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: Sam | will be ^{art} ^{pn} an admiral.

This is a simple, declarative sentence.



2. Parse: Sam, will be, an

<u>Sam</u>	noun, proper, masculine 3rd, singular, subject of “will be,” nominative case
<u>will be</u>	verb, irregular weak, intransitive, future tense, subject is “Sam,” 3rd singular
<u>an</u>	indefinite article, limits the noun “admiral”

3. Write the sentence in the present and the past tenses.

Present tense: Sam is an admiral.
Past tense: Sam was an admiral.

4. What would you like to be someday? Tell us why, in one or two beautiful sentences.

WEEK 25 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 35: ADJECTIVAL AND ADVERBIAL PHRASES

Week 24 introduced this lesson already; focus on the identification of phrases as adverbial or adjectival. As Week 25 suggests, adverbs and adjectives will be reviewed as well.

Students should be reminded of the definition of a phrase: **A phrase is a group of words having no subject or predicate, but used as a modifier.** “*Used as a modifier*” means the phrase as a whole is acting as an adjective or an adverb. Adverbial phrases may have functions other than time, place or manner; but use only these three with fourth graders. (A chart of the different classes of adverbs is available on the portal, for the teacher’s reference.) Fourth graders will label each phrase with a lowercase letter when they analyze the sentence. Only the prepositional phrase is studied in fourth grade. Do not use phrases that modify adjectives or adverbs.

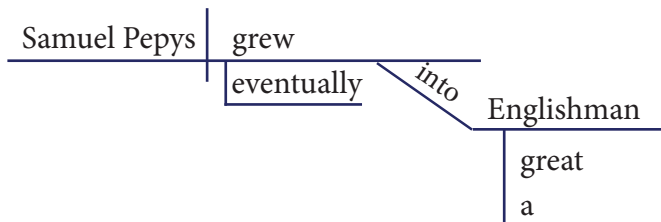
Directed Work: Analyze the sentence; label each phrase with a lowercase letter beginning with *a*. Identify the prepositional phrase as adverbial or adjectival. Tell the sentence type and describe the phrases as below. Parse the preposition and the object of the preposition. Diagram. (“op” may be written above objects of prepositions while students are learning to analyze prepositional phrases, but this labeling is not necessary.)

1. Samuel Pepys | ^{adv} eventually ^a grew (^{art} ^{adj} into a great Englishman). ^{op}

This is a simple, declarative sentence.

Phrase a is an adverbial phrase. (“into a very great Englishman” is a phrase of **manner**, telling **how** Samuel Pepys “grew”.)

<u>eventually</u>		adverb, time, modifies the verb “grew”
<u>great</u>		adjective, descriptive, modifies the noun “Englishman”



2. ^{adv} He ^{art} ^{do} always had ^a a love (^{art} ^{adj} ^{do} of writing) ^b and a sheer zest (^{art} ^{adj} ^{do} for life). ^{op}

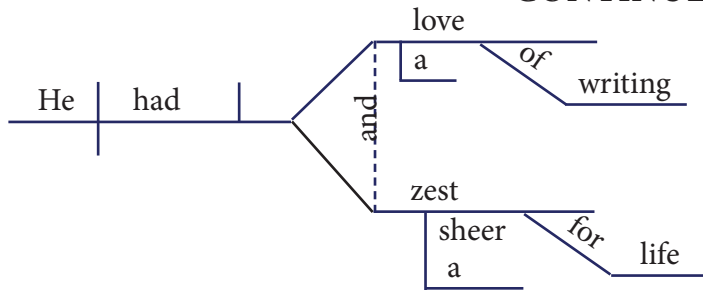
This is a simple, declarative sentence.

phrase a is an adjectival phrase. (“of writing” tells **what kind** of “love”).

phrase b is an adjectival phrase. (“for life” tells **what kind** of “zest”).

<u>always</u>		adverb, time, modifies the verb “had”
<u>sheer</u>		adjective, descriptive, modifies the noun “zest”

EXERCISE SENTENCES - LESSON 35: ADJECTIVAL AND ADVERBIAL PHRASES CONTINUED

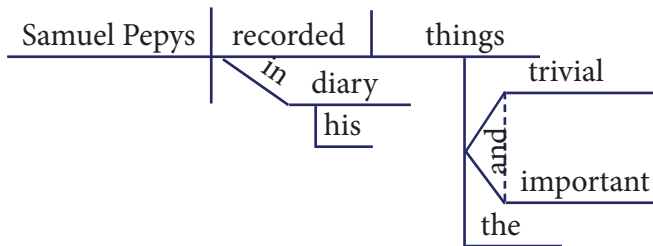


3. Samuel Pepys | recorded the trivial and important things (**in his diary**).
+ art adj adj do a pro op

This is a simple, declarative sentence.

Phrase a is an adverbial phrase. ("in his diary" is a phrase of **manner** telling **where** "recorded".)

<u>trivial</u>	adjective, descriptive, modifies the noun "things"
<u>important</u>	adjective, descriptive, modifies the noun "things"

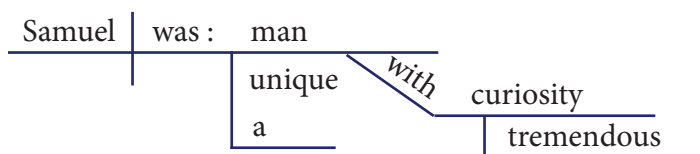


4. Samuel | was a unique man (**with tremendous curiosity**).
+ art adj pn a adj op

This is a simple, declarative sentence.

Phrase a is an adjectival phrase. ("with tremendous curiosity" tells **what kind** of "man".)

<u>unique</u>	adjective, descriptive, modifies the noun "man"
<u>tremendous</u>	adjective, descriptive, modifies the noun "curiosity"



WEEK 25 SUGGESTED GRAMMAR EXERCISES

LESSON 35 : SENTENCE ANALYSIS

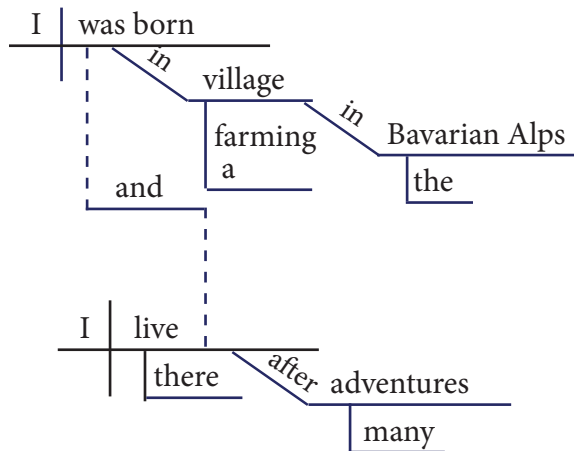
1. [I ^{a art} ^{adj} was born (in a farming village) (in the Bavarian Alps)] and [there I ^{b art} ^{op} ^{adv} live (after many adventures).] ₊

This is a compound, declarative sentence.

Phrase a is an adverbial phrase.

Phrase b is an adjectival phrase. (Phrase b could also be adverbial; if so, it would be diagrammed under “born.”)

Phrase c is an adverbial phrase.



GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : My friends and I play music at feasts in the village.
2. Parse: My, music, at
3. Change the sentence so the pronouns are in the second person.
4. Write a beautiful sentence describing these merry “feasts in the village.”

WEEK 25 SUGGESTED GRAMMAR EXERCISES

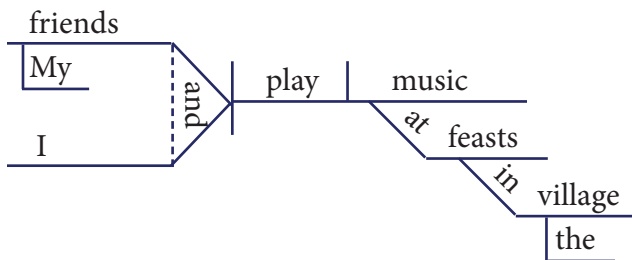
GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: My ^{pro}friends ^{do} ^aand ^{op} I ^b ^{art} ^{op} play music (at feasts) (in the village).

This is a simple, declarative sentence.

Phrase a is an adverbial phrase.

Phrase b is an adjectival phrase. (Phrase b could also be adverbial; if so, it would be diagrammed under “play.”)



2. Parse: My, music, at

My

pronoun, personal, antecedent: Willy Winkelbach (or person speaking), masculine, 1st, singular, shows possession of “friends,” possessive case

music

noun, common, neuter, 3rd, singular, direct object of “play,” objective case

at

preposition, shows the relationship between “feasts” and “play”

3. Change the sentence so the pronouns are in the second person.

You and your friends play music at feasts in the village.

4. Write a beautiful sentence describing these merry “feasts in the village.”

WEEK 26 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 35: ADJECTIVAL AND ADVERBIAL PHRASES

Week 26 continues the study of adjectival and adverbial phrases.

Students should be reminded of the definition of a phrase: **A phrase is a group of words having no subject or predicate, but used as a modifier.** “*Used as a modifier*” means the phrase as a whole is acting as an adjective or an adverb. Adverbial phrases may have functions other than time, place or manner; but use only these three with fourth graders. Note: the material in parenthesis after the phrase analysis is for teacher help; it should not be included in student work.

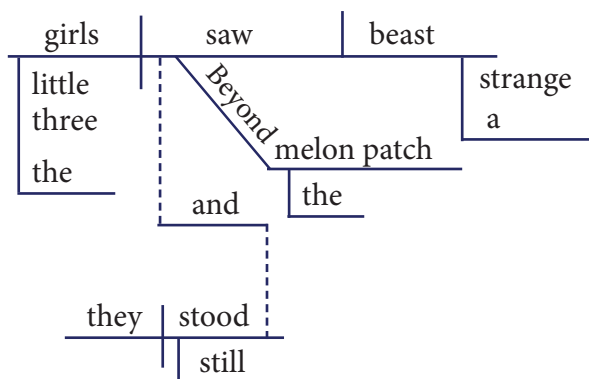
Directed Work: Analyze the sentence; label each phrase with a lowercase letter beginning with *a*. Identify the prepositional phrase as adverbial or adjectival. Tell the sentence type and describe the phrases as below. Parse the preposition and the object of the preposition. Diagram selected sentences.

- a* art op art adj adj
| art adj do
| adv
1. [(**Beyond the melon patch**) the three little girls] saw a strange beast] and [they | stood still.]

This is a compound, declarative sentence.

Phrase a is an adverbial phrase. (place, modifies “saw”)

<u>Beyond</u>	preposition, shows the relationship between “melon patch” and “saw”
<u>melon patch</u>	noun, common, neuter, 3rd, singular, object of the preposition “Beyond,” objective case



- adv adv art
| art do *a* art op
2. Just then the beast | let out a noise (**like a roar**).

This is a simple, declarative sentence.

Phrase b is an adjectival phrase. (what kind, modifies “roar”)

<u>like</u>	preposition, shows the relationship between “roar” and “noise”
<u>roar</u>	noun, common, neuter, 3rd, singular, object of the preposition “like,” objective case

WEEK 26 SUGGESTED GRAMMAR EXERCISES

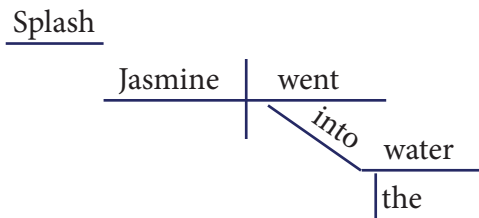
EXERCISE SENTENCES - LESSON 35: ADJECTIVAL AND ADVERBIAL PHRASES CONTINUED

inter
3. Splash! Jasmine | went (**into the water**)!

This is a simple declarative sentence.

Phrase a is an adverbial phrase. (place, modifies “went”)

<u>into</u>		preposition, shows the relationship between “water” and “went”
<u>water</u>		noun, common, neuter, 3rd, singular, object of the preposition “into,” objective case



pro **a** art op art do **b** art op adv
4. Her mother, (**in the farmhouse**), heard a splash, hurried (**to the door**), and there saw
+

n do **c** art op
Jasmine’s hat (**in the pond**).

This is a simple, declarative sentence.

Phrase a is an adjectival phrase. (which one, modifies “Mother”)

Phrase b is an adverbial phrase. (place, modifies “hurried”)

Phrase c is an adverbial phrase. (place, modifies “saw”)

<u>in</u>		preposition, shows the relationship between “farmhouse” and “mother”
<u>farmhouse</u>		noun, common, neuter, 3rd, singular, object of the preposition “in,” objective case
<u>to</u>		preposition, shows the relationship between “door” and “hurried”
<u>door</u>		noun, common, neuter, 3rd, singular, object of the preposition “to,” objective case
<u>in</u>		preposition, shows the relationship between “pond” and “saw”
<u>pond</u>		noun, common, neuter, 3rd, singular, object of the preposition “in,” objective case

WEEK 26 SUGGESTED GRAMMAR EXERCISES

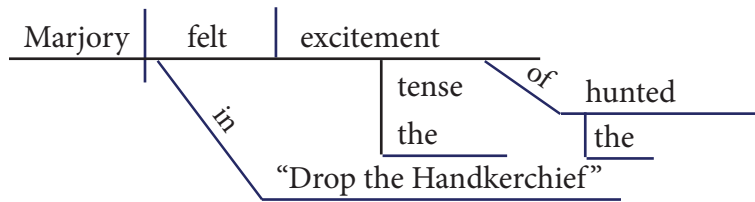
LESSON 35 : SENTENCE ANALYSIS

- a* *op* *art* *adj* *do* *b* *art* *op*
1. (In “Drop the Handkerchief,”) Marjory felt the tense excitement (of the hunted).

This is a simple, declarative sentence

Phrase a is an adverbial phrase.

Phrase b is an adjectival phrase.

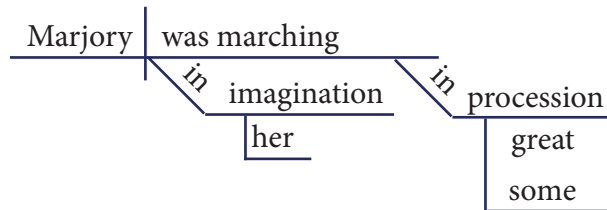


GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : In her imagination, Marjory was marching in some great procession.
2. Parse: Majory, some, procession
3. Conjugate the verb “march” in the three tenses.
4. Where have you marched in your imagination? Describe the adventure for us.

GRAMMAR ASSIGNMENT OR TEST KEY

- Phrase b is an adverbial phrase.



- | | |
|-------------------|---|
| <u>Marjory</u> | noun, proper, feminine, 3rd, singular, subject of the verb “was marching,”
nominative case |
| <u>some</u> | adjective, quantitative, modifies the noun “procession” |
| <u>procession</u> | noun, common, neuter, 3rd, singular, object of the preposition “in,” objective
case |

- ## Present Tense

	singular	plural
1st	I march	we march
2nd	you march	you march
3rd	he, she, it marches	they march

	singular	plural
1st	I marched	we marched
2nd	you marched	you marched
3rd	he, she, it marched	they marched

	singular	plural
1st	I shall march	we shall march
2nd	you will march	you will march
3rd	he, she, it will march	they will march

4. Where have you marched in your imagination? Describe the adventure for us.

WEEK 27 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 36: PREDICATE NOUNS AND ADJECTIVES

Learn these definitions:

A predicate noun is one that completes the simple predicate and refers to the same person or thing as the subject.

A predicate adjective is one that completes the predicate and tells a quality of the subject.

Teacher information: A **complement** is a word added to a verb of incomplete predication to complete its meaning. Predicate nouns and predicate adjectives complete **intransitive** verbs. If the predicate adjective or predicate noun were removed, the sentence would not be a complete thought. Review intransitive verbs with students, giving examples like the following: *Everything **was** golden. Everything **seemed** golden.*

Discuss with the students the fact that the predicate nominative and the subject refer to the same person or thing; the predicate adjective modifies the subject. The verb is always intransitive.

In marking, a colon (:) follows the verb. The complement is labeled pn or pa. The pa or pn is diagrammed on the horizontal line following the verb; a colon separates the verb and the complement.

Parsing: predicate noun- parsed as other nouns, with the office being “predicated of the noun (or pronoun) ____”

predicate adjective- parsed as other adjectives, with the office being “predicated of the noun (or pronoun) ____”

Directed Work: Analyze the sentence. Parse the predicate noun or predicate adjective and the verb. Diagram

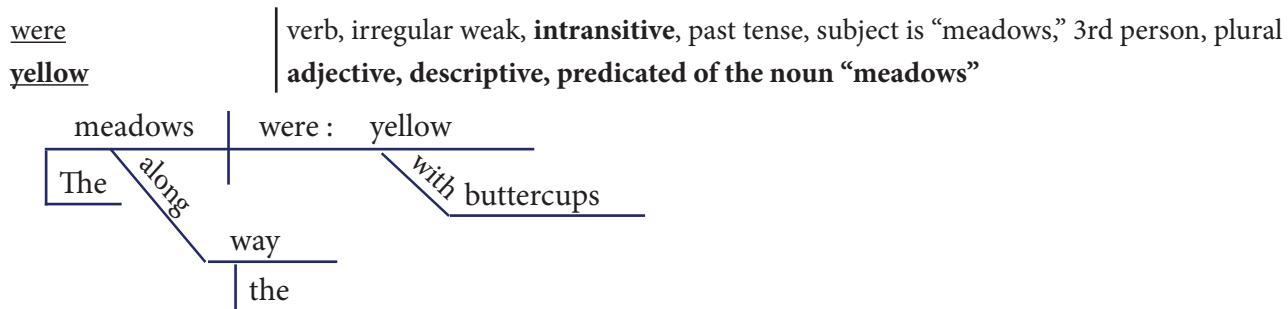
art a art op pa b op

1. The meadows (along the way) | were : **yellow** (with buttercups.)

This is a simple, declarative sentence.

a is an adjective phrase.

b is an adverb phrase. (This modifies the pa “yellow.” Remind the students that adverbs may modify adjectives.)



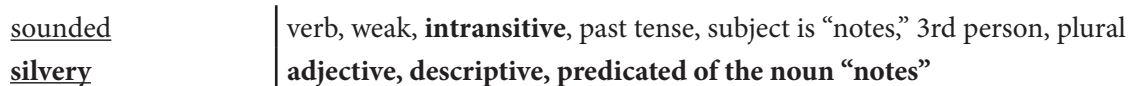
art a art adj op pa b art adj op

2. The notes (of the village bells) | sounded : **silvery** (in the quiet air).

This is a simple, declarative sentence.

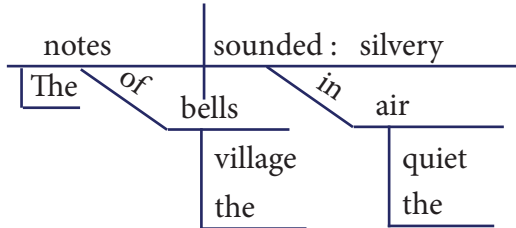
a is an adjectival phrase.

b is an adverbial phrase.



WEEK 27 SUGGESTED GRAMMAR EXERCISES

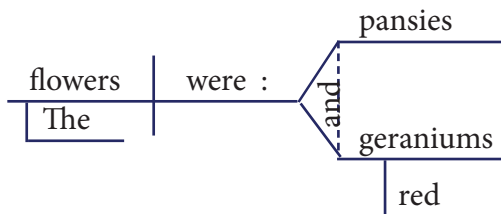
EXERCISE SENTENCES - LESSON 36: PREDICATE NOUNS AND ADJECTIVES
CONTINUED



3. The flowers (in the windows) were : **pansies** and red **geraniums**.
- +

This is a simple, declarative sentence.
a is an adjectival phrase.

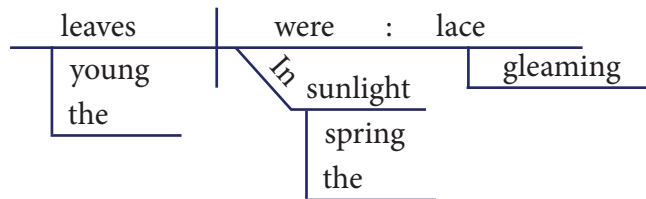
were verb, weak, **intransitive**, past tense, subject is "flowers," 3rd person, plural
pansies noun, common, neuter, 3rd, plural, **predicate noun of the noun "flowers," nominative case**



4. (In the spring sunlight), the young leaves were : gleaming **lace**.

This is a simple, declarative sentence.
a is an adverbial phrase.

were verb, irregular weak, **intransitive**, present tense, subject is "leaves," 3rd, plural
lace noun, common, neuter, 3rd, singular, **predicated of the noun "leaves," nominative case**



WEEK 27 SUGGESTED GRAMMAR EXERCISES

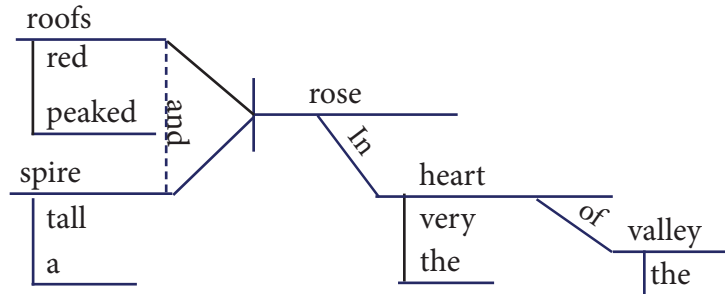
LESSON 35 : SENTENCE ANALYSIS

1. (In the very heart) rose | peaked red roofs and a tall spire.
+
a art adj op b art op adj adj art adj

This is a simple, declarative sentence

Phrase a is an adverbial phrase.

Phrase b is an adjectival phrase.

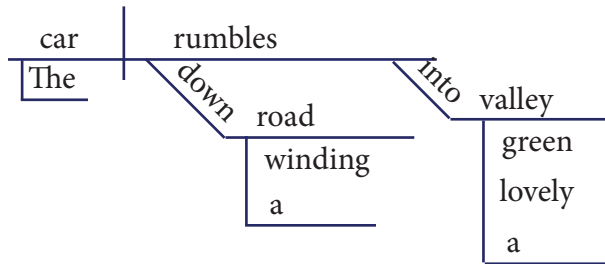


GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : The car rumbles down a winding road into a lovely green valley.
2. Parse: down, lovely, valley
3. Re-write the sentence, changing the nouns from singular to plural.
4. What does the family see in the valley? Tell us in a sentence or two.

GRAMMAR ASSIGNMENT OR TEST KEY

- Phrase b is an adverbial phrase.



- noun, common, neuter, 3rd, singular, object of the preposition “into,” objective case

- (Students may insert “the” for the “a” in both phrases.)

4. What does the family see in the valley? Tell us in a sentence or two.

WEEK 28 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 36: PREDICATE NOUNS & ADJECTIVES CONTINUED

This lesson gives more practice with predicate nouns and adjectives. Review these definitions:

A predicate noun is one that completes the simple predicate and refers to the same person or thing as the subject.

A predicate adjective is one that completes the predicate and tells a quality of the subject.

Teacher information: A **complement** is a word added to a verb of incomplete predication to complete its meaning. Predicate nouns and predicate adjectives complete **intransitive** verbs. If the predicate adjective or predicate noun were removed, the sentence would not be a complete thought. Review intransitive verbs with students, giving examples like the following: *Everything **was** golden. Everything **seemed** golden.*

Discuss with the students the fact that the predicate nominative and the subject refer to the same person or thing; the predicate adjective modifies the subject. The verb is always intransitive.

In marking, a colon (:) follows the verb. The complement is labeled pn or pa. The pa or pn is diagrammed on the horizontal line following the verb; a colon separates the verb and the complement.

Parsing: predicate noun- parsed as other nouns, with the office being “predicated of the noun (or pronoun) ____”

predicate adjective- parsed as other adjectives, with the office being “predicated of the noun (or pronoun) ____”

Directed Work: Analyze the sentence. Parse the predicate noun or predicate adjective and the verb. Diagram

1. Joan of Arc ^{art} is ^{pn} : the Maid of Orleans

This is a simple, declarative sentence.

<u>is</u> <u>Maid of Orleans</u>	verb, irregular weak, intransitive , present tense, subject is “Joan of Arc,” 3rd person, singular noun, proper, feminine, 3rd, singular, predicated of the noun of “Joan of Arc,” nominative case
-------------------------------------	---

Joan of Arc	is :	Maid of Orleans
	the	

2. ^{art} ^{adj} [The French populace ^{pa} ^a ^{op} ^{art} ⁿ became : wild (with joy)], for [the Maid’s troops ^{do} had saved Orleans.]
+

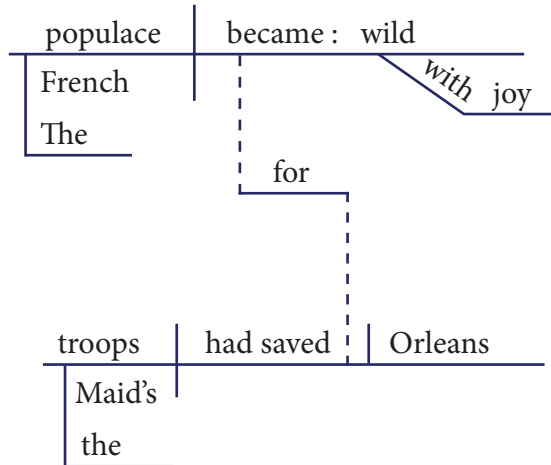
This is a compound, declarative sentence.

a is an adverbial phrase. (modifies “wild”)

<u>became</u> <u>wild</u>	verb, weak, intransitive , past tense, subject is “populace,” 3rd person, singular adjective, descriptive, predicated of the noun “populace”
------------------------------	---

WEEK 28 SUGGESTED GRAMMAR EXERCISES

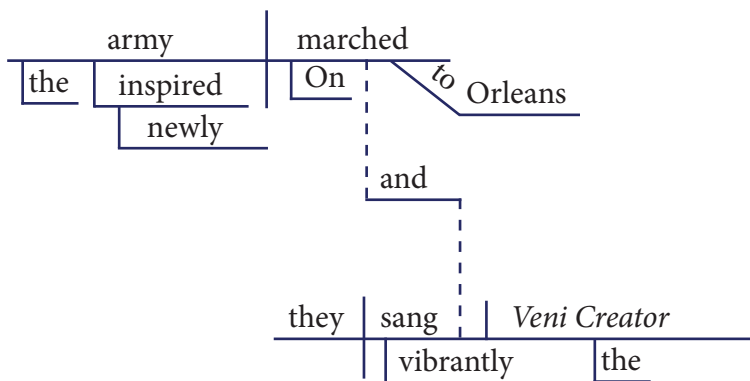
EXERCISE SENTENCES - LESSON 36: PREDICATE NOUNS AND ADJECTIVES CONTINUED



LESSON 35 : SENTENCE ANALYSIS

1. [On (to Orleans) marched the newly inspired army], and [they vibrantly sang the *Veni Creator*.]
+

This is a compound, declarative sentence
Phrase a is an adverbial phrase.



WEEK 28 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : At noon a shaft struck Joan in the shoulder.
2. Parse: struck, Joan, shoulder
3. Change the article limiting “shoulder” to a possessive pronoun.
4. Rewrite this sentence using synonyms for the noun “shaft” and the verb “struck.”

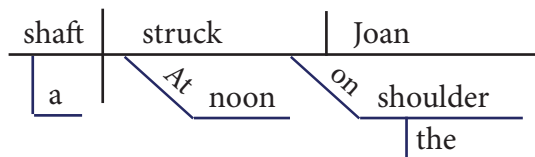
GRAMMAR ASSIGNMENT OR TEST KEY

1. Analyze and diagram the sentence: (At noon) a shaft struck Joan (in the shoulder).

This is a simple, declarative sentence.

Phrase a is an adverbial phrase.

Phrase b is an adverbial phrase.



2. Parse: struck, Joan, shoulder

struck

verb, strong, transitive, past tense, subject is “shaft,” 3rd, singular

Joan

noun, proper, feminine, 3rd, singular, direct object of “struck,” objective case

shoulder

noun, common, neuter, 3rd, singular, object of the preposition “on,” objective case

3. Change the article limiting “shoulder” to a possessive pronoun.

At noon a shaft struck Joan in **her** shoulder.

4. Rewrite this sentence using synonyms for the noun “shaft” and the verb “struck.”

synonyms of “shaft” : arrow, spear, javelin, sword ...

synonyms of “struck” : pierced, hit, wounded, grazed, lacerated,

Accept reasonable synonyms in which the sentence is true to original idea and sound in order.

WEEK 29 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 37: COMPOUND SENTENCES

Learn these definitions:

A compound sentence is one made up of two or more simple statements of equal importance.

A clause is a division of a sentence containing a subject and its predicate.

For a sentence to be compound it must contain at least two simple statements (clauses). Each clause must be **independent**, that is, each must contain a complete thought. The nature of each clause is **independent**. (Complex sentences contain clauses which are not of equal importance. This sentence structure will be introduced in the fifth grade.)

Compound sentences are made up of two (or more) **clauses**. *Be sure the students understand that a clause contains a SUBJECT and its PREDICATE.*

Compound sentences are often connected by a **conjunction**. The class of conjunctions which connect **compound sentences** is **coordinate**. Some of the most common **coordinate conjunctions** are: *and, or, for, but, nor, yet, therefore, and so*. A **compound sentence** may be connected by a semicolon (;) as well.

Punctuation rules for **compound sentences**:

1. Use commas to separate main clauses of a compound sentence when the clauses are separated by a conjunction. (rule 2b - Punctuation Rules - SSPX language arts)
2. Use semicolons to separate main clauses in a compound sentence when the clauses are not joined by a conjunction. (rule 3a - Punctuation Rules - SSPX language arts)

Sentence analysis - new and updated procedures:

1. Underline subject once and the verb twice. (*Predicate bar no longer inserted.*)
2. Put each clause within brackets [] and number it with a Roman numeral (I, II, etc) above the verb.
3. Identify the nature of each clause (the only clauses presented in fourth grade will be independent clauses).
3. Place a cross + under coordinate conjunctions.
4. Label complements with *pa, pn, do*. (*The students should no longer label articles, adverbs, adjectives, or objects of preposition - they have graduated from this labeling!*)
5. Put prepositional phrases within parentheses () and label each phrase with a lowercase letter.
6. Identify the nature of each phrase (adverbial, adjectival).

Directed Work: Analyze the sentence. Parse the conjunction connecting the clauses. (No diagramming this week.)

It must be clear to the students that each clause has its own subject and verb. The clauses are **independent** of each other; in other words, each could be its own simple sentence. If it helps to insert the predicate bar to show them this, do so. To have two clauses, two predicate bars are needed. Sometimes the visual helps the child grasp the concept. Separating the compound sentence into two simple sentences may also be useful.

- I do a II do b
1. [Father put dirt (in the box)], **and** [I arranged the moss (on the top)].
- +

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial phrase.

b is an adverbial phrase.

and

| conjunction, coordinate, connects clause I and clause II

Father put dirt in the box. I arranged the moss on the top.

WEEK 29 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 37: COMPOUND SENTENCES CONTINUED

2. [The mosses were bright green and velvety], and [they were made (of the tiniest fairy ferns)].
- I pa pa II a
- + +

This is a **compound**, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial phrase.

and (the second “and”) | conjunction, coordinate, **connects clause I and clause II**

3. [Sally was not an artist (in the accepted sense) (of the word)], yet [she was her father’s daughter].
- I pn a b II pn
- + +

This is a **compound**, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial phrase.

b is an adjectival phrase.

yet | conjunction, coordinate, **connects clause I and clause II**

4. [Sally wholeheartedly loved her father], but [he was quite untidy], so [she happily straightened the flat
a + +
(for him).]
- I do II pa III do

This is a **compound**, declarative sentence.

I is an independent clause.

II is an independent clause.

III is an independent clause.

a is an adverbial phrase.

but | conjunction, coordinate, **connects clause I and clause II**
so | conjunction, coordinate, **connects clause II and clause III**

The dictations this week have a number of sentences that are compound or could easily be made compound. When constructing a compound sentence, the two clauses should be closely related and therefore justify combining them into one sentence.

Encourage the students to locate compound sentences in their reading books this week as well as form one or two for their compositions.

WEEK 29 SUGGESTED GRAMMAR EXERCISES

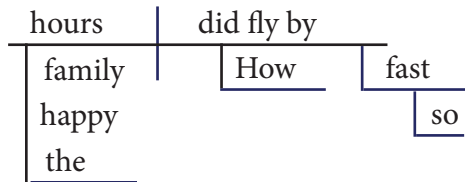
LESSON 35 : SENTENCE ANALYSIS

I

1. [How did the happy family hours fly by so fast?]

This is a simple, interrogative sentence

I is an independent clause. (The clause of a simple sentence is always independent.)



GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : The glass reflected the Indian Pipes and baby ferns.
2. Parse: and, baby
3. Put the objects in the singular number..
4. In a sentence or two describe something beautiful that you have built or arranged.

GRAMMAR ASSIGNMENT OR TEST KEY

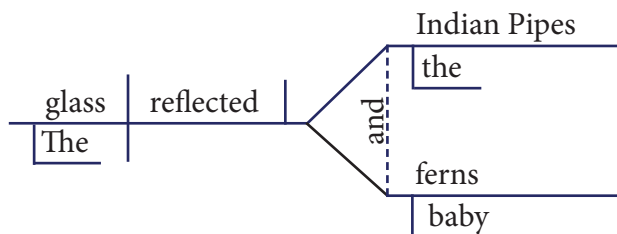
I

1. Analyze and diagram the sentence: [The glass reflected the Indian Pipes and baby ferns.]

+

This is a simple, declarative sentence.

I is an independent clause.



WEEK 29 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST KEY

2. Parse: and, baby, in

and

baby

conjunction, coordinate, connects the subjects “Indian Pipes” and “ferns”	
adjective, descriptive, modifies the noun “ferns”	

3. Put the objects in the singular number.

The glass reflected the Indian Pipe and the baby fern.

4. In a sentence or two describe something beautiful that you have built or arranged.

WEEK 30 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 38: ANALYSIS OF COMPOUND SENTENCES

Learn these definitions:

A compound sentence is one made up of two or more simple statements of equal importance.

A clause is a division of a sentence containing a subject and its predicate.

For a sentence to be compound it must contain at least two simple statements (clauses). Each clause must be **independent**, that is, each must contain a complete thought. The nature of each clause is **independent**. (Complex sentences contain clauses which are not of equal importance. This sentence structure will be introduced in the fifth grade.)

Compound sentences are made up of two (or more) **clauses**. *Be sure the students understand that a clause contains a SUBJECT and its PREDICATE.*

Compound sentences are often connected by a **conjunction**. The class of conjunctions which connect **compound sentences** is **coordinate**. Some of the most common **coordinate conjunctions** are: *and, or, for, but, nor, yet, therefore, and so*. A **compound sentence** may be connected by a semicolon (;) as well.

Punctuation rules for **compound sentences**:

1. Use commas to separate main clauses of a compound sentence when the clauses are separated by a conjunction. (rule 2b - Punctuation Rules - SSPX language arts)
2. Use semicolons to separate main clauses in a compound sentence when the clauses are not joined by a conjunction. (rule 3a - Punctuation Rules - SSPX language arts)

Sentence analysis - new and updated procedures:

1. Underline subject once and the verb twice. (*Predicate bar no longer inserted.*)
2. Put each clause within brackets [] and number it with a Roman numeral (I, II, etc) above the verb.
3. Identify the nature of each clause (the only clauses presented in fourth grade will be independent clauses).
3. Place a cross + under coordinate conjunctions.
4. Label complements with *pa, pn, do*. (*The students should no longer label articles, adverbs, adjectives, or objects of preposition - they have graduated from this labeling!*)
5. Put prepositional phrases within parentheses () and label each phrase with a lowercase letter.
6. Identify the nature of each phrase (adverbial, adjectival).

Directed Work: Analyze the sentence. Diagram. Parse the conjunction connecting the clauses.

- I do II a
1. [Gypsies played tunes], **and** [people sang (with them)].

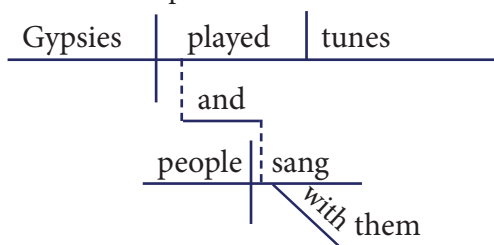
+

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial phrase.



and

| conjunction, coordinate, connects clause I and clause II

WEEK 30 SUGGESTED GRAMMAR EXERCISES

EXERCISE SENTENCES - LESSON 37: ANALYSIS OF COMPOUND SENTENCES CONTINUED

2. [The music settled (into a hornpipe tune)], and [Father and Mother jumped up and danced (like a lass and a lad)].

+

This is a **compound**, declarative sentence.

I is an independent clause.

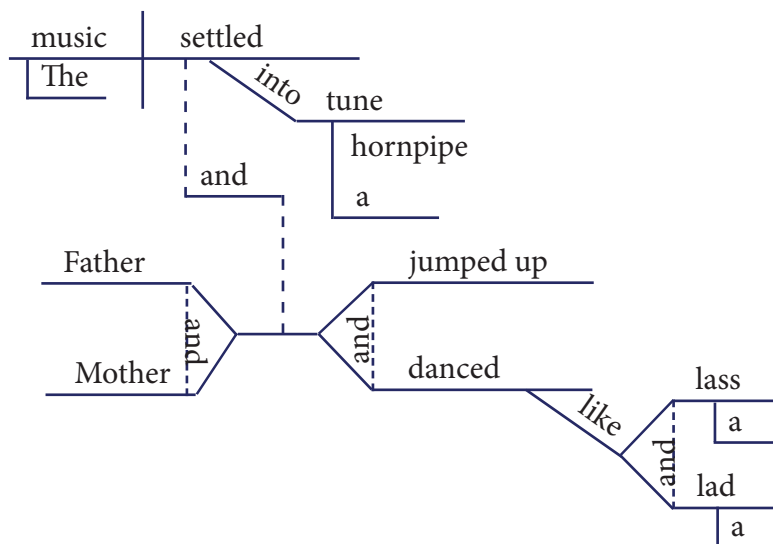
II is an independent clause.

a is an adverbial phrase.

b is an adverbial phrase

and (the first “and”) | conjunction, coordinate, **connects clause I and clause II**

(The other three “and” conjunctions connect the subjects, the verbs, and the objects of the preposition.)



Note: If the clauses of a compound sentence are separated by a semicolon, the line on which the conjunction would be written in the diagram would usually remain blank. Punctuation is not generally diagrammed unless it is part of the spelling of a word - such as a hyphen or an apostrophe.



WEEK 30 SUGGESTED GRAMMAR EXERCISES

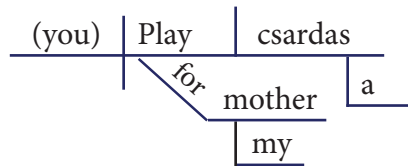
SENTENCE ANALYSIS

- I do a
1. [Play a csardas (for my mother).]

This is a simple, imperative sentence.

I is an independent clause.

a is an adverbial phrase.



GRAMMAR ASSIGNMENT OR TEST

1. Analyze and diagram the sentence : The notes rose in bunches like grapes and burst and scattered down.
2. Parse: grapes, burst, down
3. Write the sentence in the present tense.
4. In your own sentence describe how Paddy's notes sounded.

GRAMMAR ASSIGNMENT OR TEST KEY

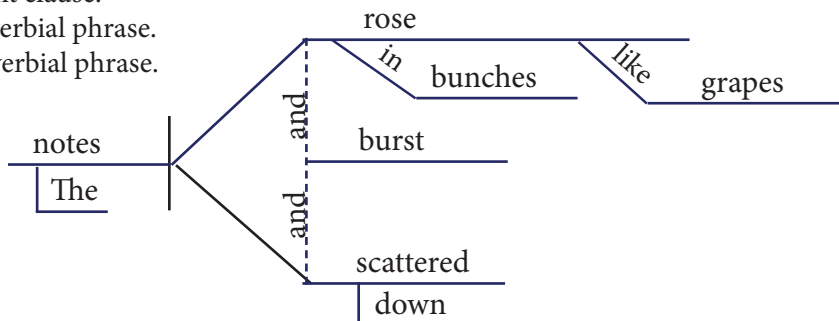
- I a b
1. Analyze and diagram the sentence: [The notes rose (in bunches) (like grapes) and burst and scattered down.]

This is a simple, declarative sentence.

I is an independent clause.

Phrase a is an adverbial phrase.

Phrase b is an adverbial phrase.



WEEK 30 SUGGESTED GRAMMAR EXERCISES

GRAMMAR ASSIGNMENT OR TEST KEY

2. Parse: grapes, burst, down

grapes

noun, common, neuter, 3rd, plural, object of the preposition “like,” objective case

burst

verb, irregular weak, intransitive, past tense, subject is “notes,” 3rd, plural

down

adverb, manner or place, modifies the verb “scattered”

3. Write the sentence in the present tense.

The notes rise in bunches like grapes and burst and scatter down.

4. In your own sentence describe how Paddy’s notes sounded.

Language Arts Teacher's Guide



5th Grade Binder - Key

GRAMMAR ASSIGNMENT

- | | | |
|-----------------|--------------|-----------------|
| <i>children</i> | <i>heard</i> | <i>voice</i> |
| <i>little</i> | | <i>musical</i> |
| <i>The</i> | | <i>Pegeen's</i> |

- | | |
|------------------|--|
| <u>musical</u> : | adjective, descriptive (simple), positive degree of comparison, modifies the noun "voice" (The children need not know subclass or degree of comparison.) |
| <u>voice</u> : | noun, common (class name), neuter, third person, singular, object of "heard," objective case (The children need not know subclass.) |

- (The student's sentence should make sense and stay on topic. Grade for clarity, interest and originality.)

Grammar Lessons Week 1

GRAMMAR REVIEW – PARTS OF SPEECH

Nouns : p.2, ex.1 : *house, rooms, tiger, man, pupils, books, desks, farmer, seed, ground*

Pronouns : p.4, ex.2 : *we, our, her, their, you, your*

Adjectives : p.4, ex. : *great, little, the, red, white, beautiful, large, broad*

GRAMMAR REVIEW – SENTENCE ANALYSIS

p. 10 exercise (no. 4 is more difficult because subject and predicate are reversed; skip, or simply point this out.)

1. [*A ragged boy^I | came into the room.*] 2. [*My best friend^I | came here with me.*]
4. [*Suddenly^I | came a loud shout.*] 5. [*The garden^I | has beautiful flowers.*]
6. [*That old gardener^I | is working diligently.*] 10. [*Every child^I | should walk lightly.*]

Example sentences from dictations analyzed

[*Pegeen^I | began to talk rapidly.*]

[*Ulagons^I | came jauntily in from the vineyard.*]

[*The oldest sister^I | went to school in Langres.*]

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 2

* All prepositional phrases will be identified in a sentence but only those modifying nouns or verbs will be marked and identified by nature and form. Please refer to the *Steps for Logical Analysis of Sentences* and the *Logical Analysis Chart* in the back of the guide binder for explanation of analysis.

Grammar Assignment

1. Analyze and diagram this sentence.

a *I* *b*

[*The rich sound (of the words) sang (in Geoffrey's head.)*]

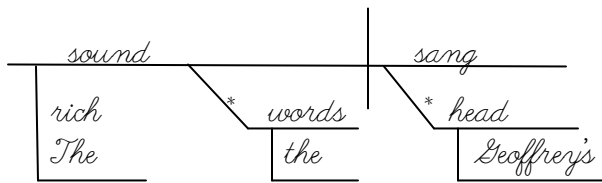
This is a simple, declarative sentence.

I is an independent clause.

a is a prepositional phrase.

b is a prepositional phrase.

(*The prepositions "of" and "in" respectively should be written on the diagonal lines below.)



2. Parse : the Geoffrey's and sang

the :

definite article, limits the nouns "sound" and "words"

Geoffrey's :

noun, proper, masculine, singular, third person, expresses ownership of "head," possessive case

sang :

verb, strong, intransitive, past tense, its subject is "sound," third person, singular

3. Write the above sentence in the tenses you have studied.

Present : *The rich sound of the words sing in Geoffrey's head.*

Past : *The rich sound of the words will sing in Geoffrey's head.*

4. What do the words "sang in Geoffrey's head" mean?

(The child should restate the question in his or her answer. Accept a reasonable answer, such as the one below.)

The words "sang in Geoffrey's head" mean the words he was reading were like music to him.

Grammar Lessons Week 2

GRAMMAR LESSONS – PARTS OF SPEECH

verbs : p.5, ex.: (simple subject, simple predicate,), *storm rattled; somebody wrote; teacher read Albert threw*. In sentences 1-4, everything left of the subject completes the subject; everything right of the subject completes the predicate.

Binder: *road lay; some had; seasons were*. In these sentences, everything to the left of the verb is the complete subject; the verb and everything to the right of it is the complete predicate.

adverbs : p.6, ex.: (a) *headlong, by* (b) *so, repeatedly* (d) *now, then* (e) *always, agreeably*
Binder: *delightfully, jauntily*

conjunctions : p.6, ex 1: (1) ("*As*" is a subordinate conjunction connecting two clauses; ignore it) "*and*" connects "*now*" to "*then*"
(2) "*either...or*" connects "*to drown evil thoughts*" to "*drive away evil spirits*"
(3) "*for*" connects the two clauses

prepositions : p.7, ex.: (1) "*among*" relates "*mine*" to "*lies*"; "*on*" relates "*shelf*" to "*lies*"; "*under*" relates "*desk*" to "*shelf*" The first two are adverbial phrases, the last is adjectival. It may be considered adverbial if you consider that "*under*" relates "*desk*" to "*lies*."
(2) "*from*" relates "*tower*" to "*saw*"; "*along*" relates "*water*" to "*saw*." Both are adverbial phrases. (One may prefer that "*along*" relates "*water*" to "*far*," an adverb.)
(3) "*of*" relates "*house*" to "*roof*" This is an adjective phrase. "*near*" relates "*edge*" to "*old*." This is an adverbial phrase.
(4) "*in*" relates "*distance*" to "*was loitering*" This is an adverbial phrase.
(Merely identify as prepositions: "*with*," "*against*." The children may be able to give the answers: "*with*" relates "*tide*" to "*dropping*"; "*against*" relates "*mast*" to "*hanging*."

GRAMMAR REVIEW – ANALYSIS

I DO a II

[I bought a stock (of books)] and [I set out.]

+

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adjectival prepositional phrase.

(For the following sentence the subject “he” should be added to the second clause in the guide.)

I a II b

[Geoffrey looked (at the vellum pages)] and [he spoke (to the old priest.)]

+

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase.

b is an adverbial prepositional phrase.

a I & II DO

[The rich sound (of the words) sang (in Geoffrey's head)] and [it made him feel (on tip-toe) (with excitement).]

+

(Do not analyze in great detail; “feel” is an infinitive used as a complement, which the children have not seen.)

This is a compound, declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adjectival prepositional phrase.

b is an adverbial prepositional phrase.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 3

Grammar Assignment

1. Analyze (and diagram) this sentence. (You need not ask the children diagram but diagram together when correcting; likewise, do not identify the nature of the phrases until week nine, but point it out orally.)

a *I* **PA* *b*

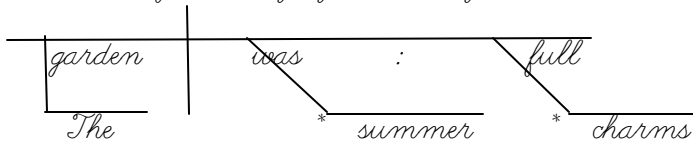
[The garden (in summer) was full (of charms).] (*The PA need not be labeled or diagrammed.)

This is a simple, declarative sentence.

I is an independent clause.

a is an (adjectival) prepositional phrase.

b is an (adjectival) prepositional phrase.



* Insert the prepositions “in” and “of ” on the appropriate diagonal lines.

2. Parse : garden, summer and charms.

<u>garden</u> :	noun, common (class name), neuter, third person, singular, subject of “was,” nominative case
<u>summer</u> :	noun, common (class name), neuter, third person, singular, object of the preposition “in,” objective case
<u>charms</u> :	noun, common (class name), neuter, third person, plural, object of the preposition “of,” objective case

3. What is the complete subject of this sentence? What is the complete predicate of this sentence?
Put the subject and the predicate into the plural. (You may ask the children to answer in a complete sentence rather than in a chart, as below.)

Complete subject : The garden in summer

Complete predicate : was full of charms

Plural subject and verb : gardens were

4. What are some of the charms of a garden near your home?
 (The student should stay on topic.)

Grammar Lessons Week 3

For all parsing: the word(s) and concept(s) being taught is in bold print. The teacher should use his or her discretion in choosing which other concepts the children will parse regarding a word.

For analysis of phrases: the nature (adverbial or adjectival) is given, but students need only identify the form (prepositional) for the first 9 weeks.

PARTS OF SPEECH – NOUN CLASS

ART

I

PN

1. [*A man's home is his palace.*] This is a simple, declarative sentence. **I** is an independent clause.

man's :

noun, **common (class name)**, masculine, 3rd person, singular, expresses ownership of "home," possessive case.

home :

noun, **common (class name)**, neuter, 3rd person, singular, subject of "is," nominative case.

palace :

noun, **common (class name)**, neuter, 3rd person, singular, predicate nominative of "is," nominative case.

I

a

ADJ

2. [*His thoughts wander (to his dear family).*] This is a simple, declarative sentence.

I is an independent clause. **a** is an adverbial prepositional phrase.

thoughts :

noun, **common (class name)**, neuter, 3rd person, plural, subject of "wander," nominative case.

family :

noun, **common (collective)**, neuter or unknown, 3rd person, singular, object of the preposition "to," objective case.

I

ADV ADV

a

3. [*He works so hard (for them.)*] This is a simple, declarative sentence.

I is an independent clause. **a** is an adverbial prepositional phrase.

ART

I

DO

DO

ART DO

a ART ADJ

b

4. [*The family read fairy tales and legends and the works (of the great masters) (of prose and poetry.)*]

This is a simple, declarative sentence. **I** is an independent clause.

a is an adverbial prepositional phrase. **b** is an adjectival prepositional phrase.

family :

noun, **common (collective)**, unknown, 3rd person, singular, subject of "read," nominative case

fairy tales :

noun, **common (class name)**, neuter, 3rd person, plural, direct object of "read," objective case

legends :

same as the word "tales"

works :

same as the word "tales"

<u>masters</u> :	noun, common (class name). masculine, 3 rd person, plural, object of the preposition "of," objective case
<u>prose</u> :	noun, common (class name) neuter, 3 rd person, singular, object of the preposition "of," objective case
<u>poetry</u> :	(same as the word "prose")

PARTS OF SPEECH – VERB AS PREDICATE

Merely point out that the verbs in these sentences are compound. The sentences are analyzed for teacher use.

Sentence 1: Present to *look* as part of the verb, though it may be considered a verbal of direct object use.

I DO b

1. [*Geoffrey had been allowed to look (at some) (of the books.)*] This is a simple, declarative sentence.

I is an independent clause. **a** is an adjectival prepositional phrase.

Sentence 2: This is a complex sentence. The quote is the direct object of the verb "said." If you choose to analyze with the children, write the quote out as a simple sentence and analyze as below.

2. "One day you *will read* all these, my son," *said* the old priest.

I DO

[*One day you will read all these, my son.*] This is a simple, declarative sentence.

I is an independent clause.

ANALYSIS – PRINCIPAL ELEMENTS OF A SENTENCE

I DO

1. [*The older girls brought their knitting.*] This is a simple, declarative sentence. **I** is an independent clause.

I a

2. [*The boys and their father usually worked (on wood.)*] This is a simple, declarative sentence. **I** is an independent clause. **a** is an adverbial prepositional phrase.

I PN

3. [*The farm was Louisa's joy.*] This is a simple, declarative sentence. **I** is an independent clause.

a I b c d

4. [*The family (in that plain stately house) was full (of a common spirit) (of delight) (in small things.)*] This is a simple, declarative sentence. **I** is an independent clause. **a** is an adjectival prepositional phrase. **b** is an adverbial prepositional phrase. (**c** and **d** need not be analyzed, but **c** is adjectival, modifying *spirit*, while **d** is adjectival, modifying *delight*.)

a b I PN

5. [*The big house (on the beautiful old farm) (of Uryck) was a peaceful place.*]

This is a simple, declarative sentence. **I** is an independent clause. **a** is an adjectival prepositional phrase. **b** is an adjectival prepositional phrase.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 4

Grammar Assignment

1. Analyze and (diagram):

I DO a &

[Anton put the pail (of fresh milk) (in the room.)]

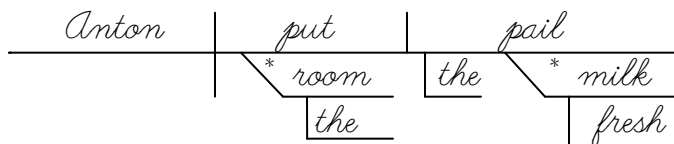
+

This is a simple, declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

& is an adverbial prepositional phrase.



Please note that “of” and “in” should be written on the diagonals respectively at the *.

2. Parse: *put, fresh*

<u>put</u> :	verb, irregular weak, transitive, active, indicative mood, past tense, its subject is “Anton,” third person, singular
<u>fresh</u> :	adjective, descriptive (simple), positive degree of comparison, modifies “milk”

3. Conjugate the verb *put* in the future tense.

Future Tense of put

	<u>Singular</u>	<u>Plural</u>
1 st person	I will put	we will put
2 nd person	you will put	you will put
3 rd person	he, she, it will put	they will put

4. Give a homonym for *pale* and use it in a sentence.

pale: (Count off for a silly sentence.)

Grammar Lessons Week 4

For all parsing: the word(s) and concept(s) being taught is in bold print. The teacher may wish to parse any word more fully, depending on the level of his students. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – ADJECTIVE CLASS

I

DO

1. [*Father Rami ruffled the boy's yellow curls.*]

*This is a simple declarative sentence. **I** is an independent clause.*

<i><u>yellow</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies the noun "curls"</i>
------------------------	--

"Have you eaten all my supper, to surprise my hungry stomach?"

<i><u>all</u> :</i>	<i>adjective, quantitative (bulk), modifies the noun "supper"</i>
<i><u>hungry</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies the noun "stomach"</i>

I

DO a

b

2. [*The boy tightened the grip (of his fat little hand) (on his father's.)*]

*This is a simple declarative sentence. **I** is an independent clause. **a** is an adjectival prepositional phrase.*

***b** is an adverbial prepositional phrase.*

<i><u>fat</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies the noun "hand"</i>
<i><u>little</u> :</i>	<i>see the word "fat"</i>

Sam longed to ask him a dogen questions.

<i><u>dogen</u> :</i>	<i>adjective, quantitative (cardinal number), modifies the noun "questions"</i>
-----------------------	---

PARTS OF SPEECH – VERB CLASS

Verbs are not parsed for voice or mood. Students should at least parse for use.

I

DO

1. [*Sam held his tongue.*]

*This is a simple declarative sentence. **I** is an independent clause.*

<i><u>held</u> :</i>	<i>verb, strong, transitive, past tense, its subject is "Sam," 3rd person, singular</i>
----------------------	--

VERBS continued

The verbs in sentences 2 and 3 are in *definite form*, which the children will not see until 6th grade. You may choose to skip them or change to *indefinite form* (*stood, fit*). Sentence 4 is complex; analysis is given for the teacher, but only parse the verbs in class.

I a b

2. [Soon he was standing (in a fine house) (with his father.)]

This is a simple declarative sentence. I is an independent clause. a is an adverbial prepositional phrase. b is an adverbial prepositional phrase.

<u>was standing</u> :	verb, irregular weak, <i>intransitive</i> , past tense, its subject is "he," 3 rd person, singular
-----------------------	---

I DO a

3. [His father was fitting the dark red suit (on a fine man).]

This is a simple declarative sentence. I is an independent clause. a is an adverbial prepositional phrase.

<u>was fitting</u> :	verb, irregular weak, <i>transitive</i> , past tense, its subject is "father," 3 rd person, singular
----------------------	---

I DO II DO a

- 4 [The children watched their father [as he told stories (of old Ireland).]]

This is a complex declarative sentence. I is a principal clause. II is a subordinate adverbial clause of time introduced by the subordinate conjunction "as." a is an adjectival prepositional phrase.

<u>watched</u> :	verb, weak, <i>transitive</i> , past tense, its subject is "children," 3 rd person, plural
<u>told</u> :	verb, irregular weak, <i>transitive</i> , its subject is "he," 3 rd person, singular

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE – DIRECT OBJECT

These are analyses for the sentences diagrammed in the guide.

I DO

2. [The children watched their father.] *This is a simple declarative sentence. I is an independent clause.*

I DO a

3. [He told stories (of old Ireland).] *This is a simple declarative sentence. I is an independent clause. a is an adjectival prepositional phrase.*

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 5 KEY
Week 5

Grammar Assignment

1. Analyze and diagram :

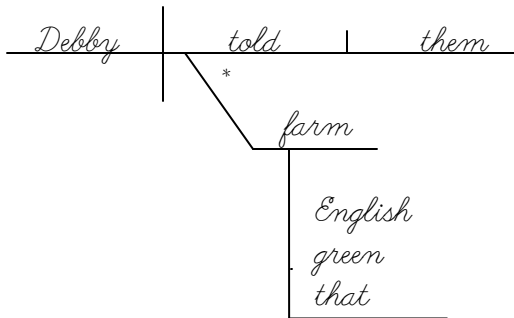
I IO a

[Debby told them (about that green English farm.)]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase.



*The preposition "about" is placed on the diagonal at the *.*

2. Parse: that, green

that : | adjective, demonstrative, singular, modifies "farm"

green : | adjective, descriptive (simple), positive degree of comparison, modifies "farm"

3. Write the above sentence in the present perfect and the past perfect tense.

Present perfect tense: Debby **has told** them about that green English farm.

Past perfect tense: Debby **had told** them about that green English farm.

4. What do you first remember from when you were a very small child?

Grammar Lessons Week 5

For all parsing: the object of the lesson is in bold print. The teacher may judge which other elements of parsing the children should provide. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – ADJECTIVE CLASS

All adjectives will be parsed in the sentences. The adjectives in bold print are demonstrative.

I *PN* *a*

1. [***That** kitchen was the cogiest room (in the house.)*]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

that : *adjective, demonstrative, singular, modifies the noun "kitchen"*

the : *definite article, limits "room"*

cogiest : *adjective, descriptive (simple), superlative degree of comparison, modifies "room"*

the : *definite article, limits "house"*

I *DO*

2. [***Mama** was doing a hundred things at once.*]

This is a simple, declarative sentence.

I is an independent clause.

a : *indefinite article, limits "hundred"*

hundred : *adjective, quantitative (cardinal number), modifies "things"*

3. *It took a very brave woman indeed, in **those** times, to gather up her little family and journey to a new land.*

a : *indefinite article, limits "woman"*

brave : *adjective, descriptive (simple), positive degree of comparison, modifies "woman"*

those : *adjective, demonstrative, plural, modifies "times"*

little : *adjective, descriptive (simple), positive degree of comparison, modifies "family"*

PARTS OF SPEECH – ADJECTIVE CLASS continued

<u>a</u> :	indefinite article, limits "land"
<u>new</u> :	adjective, descriptive (simple), positive degree of comparison, modifies "land"
4. Entertaining on the farm must have the same grace and dignity it had always had in the city.	
<u>the</u> :	definite article, limits "farm"
<u>the same</u> :	adjective, demonstrative, modifies "grace" and "dignity"
<u>the</u> :	definite article, limits "farm"

PARTS OF SPEECH – VERB TENSE

- I*
DO
II
a
2. [*Her mother had gathered up* her little family*] and [*they had all journeyed (to a new land.)*]]
+

This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase (of place).

**See section 139 (3) CG2*

<u>had gathered up</u> :	verb, weak, transitive, active, indicative, past perfect tense , subject is "mother," 3 rd person, singular
--------------------------	---

<u>had journeyed</u> :	verb, weak, intransitive, active, indicative, past perfect tense , subject is "they," 3 rd person, plural
------------------------	---

- I*
a
2. [*Debby, her brother and sister, had all set out* (on the tall sailing ship.)*]

This is a simple, declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase (of place or manner).

**see sections 139 (3) and 172 CG2*

<u>had set out</u> :	verb, weak, intransitive, active, indicative, past perfect tense , subjects are "Debby," "brother," and "sister," 3 rd person, plural
----------------------	---

PARTS OF SPEECH – VERB TENSE continued

I DO a

3. [*The ship brought them (to this country.)*]

I is an independent clause.

a is an adverbial prepositional phrase of place.

brought : | verb, irregular weak, transitive, *past tense*, subject is "ship," 3rd person, singular

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: DIRECT OBJECT AND INDIRECT OBJECT

I IO DO a

1. [*Mother smiled and cut me a piece (of cake.)*]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

I IO DO IO DO

2. [*Mother baked her friends a cake and offered them coffee.*]

This is a simple declarative sentence.

I is an independent clause.

I IO DO

3. [*Debby could not tell them the secret.*]

This is a simple declarative sentence.

I is an independent clause.

I IO DO

3. [*My brother taught me the alphabet.*]

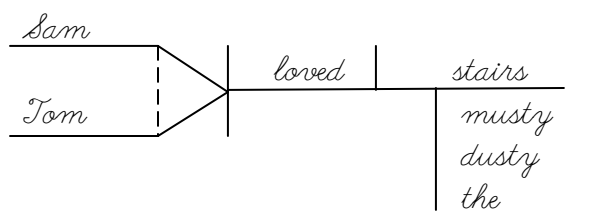
This is a simple declarative sentence.

I is an independent clause.

Grammar Assignment

I DO
[Sam and Tom loved the dusty, musty stairs.]

I is an independent clause.



2. Parse: Sam, dusty

<u>Sam</u> :	noun, proper, masculine, 3 rd person, singular, subject of "loved," nominative case
--------------	---

<u>dusty</u> :	adjective, descriptive (simple), positive degree of comparison, modifies "stairs"
----------------	---

3. Put the sentence in the six tenses you know.

Present tense: Sam and Tom love the dusty, musty stairs.

Past tense: Sam and Tom loved the dusty, musty stairs.

Future tense: Sam and Tom will love the dusty, musty stairs.

Present perfect tense: Sam and Tom have loved the dusty, musty stairs.

Past perfect tense: Sam and Tom had loved the dusty, musty stairs.

Future perfect tense: Sam and Tom will have loved the dusty, musty stairs.

4. Why do you think Sam and Tom loved the "dusty, musty stairs?"

Grammar Lessons Week 6

For all parsing: the object of the lesson is in bold print. The teacher may judge which other elements of parsing the children should provide. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – NOUN INFLECTION AND GENDER

Note: The Roman numeral indicating the clause is being placed over the verb. This helps the children to remember that every clause must contain a verb. It is fine to continue to place it over the first word of the clause if the children easily identify a clause as having a verb.

a I DO b

1. [*Always (in those **days**) I loved my **brother** (above all **others**).]*

This is a simple, declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of time.

b is an adverbial prepositional phrase of degree.

<i><u>days</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "in," objective case</i>
----------------------	--

<i><u>brother</u> :</i>	<i>noun, common (class name), masculine, 3rd person, singular, direct object of "loved," objective case</i>
-------------------------	---

<i><u>others</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "above," objective case</i>
------------------------	---

I a b c

2. [*Together we stooped (above the shallow **pools**) and looked (in the green **shadows**) (for our **goldfish**).]*

This is a simple, declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place.

b is an adverbial prepositional phrase of place.

c is an adverbial prepositional phrase of reference.

<i><u>pools</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "above," objective case</i>
-----------------------	---

<i><u>shadows</u> :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "in," objective case</i>
-------------------------	--

<i><u>goldfish</u> :</i>	<i>noun, common (class name), neuter, 3rd person, singular, object of the preposition "for," objective case</i>
--------------------------	---

PARTS OF SPEECH – NOUN INFLECTION AND GENDER continued

1. Grandpa Custis loved having his beautiful mansion full of grandchildren.

Grandpa Custis : noun, proper, masculine, 3rd person, singular, subject of "loved," nominative case.

<u>mansion</u> :	noun, common (class name), neuter , 3 rd person, singular, direct object of "having," objective case
------------------	--

grandchildren : noun, common (class name), **neuter**, 3rd person, plural, object of the preposition "of," objective case

$$I \quad PN \quad a$$

1. [Millie was a baby (in a long, white dress).]

This is a simple, declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

Millie : noun, proper, **feminine**, 3rd person, singular, subject of "was," nominative case.

baby : noun, common (class name), **feminine**, 3rd person, singular, predicate nominative of "was," nominative case

dress : noun, common (class name), **neuter**, 3rd person, singular, object of the preposition "in," objective case

PARTS OF SPEECH – VERB PERSON AND NUMBER

(See verb parsing from previous lessons)

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE:

DIRECT AND INDIRECT OBJECT AND COMPOUND ELEMENTS OF A SENTENCE

(Compound elements and conjunctions are in bold, and the conjunctions connecting them are marked by a plus sign below them.)

$$I \quad DO \quad DO \quad a$$

1. [Sam and Tom knew every inch and every nook (of the lofty house).]

$$+ \qquad \qquad \qquad +$$

This is a simple, declarative sentence.

<u>and</u> :	conjunction, coordinate, copulative, connects "Sam" and "Tom"
--------------	---

<u>and</u> :	conjunction, coordinate, copulative, connects "inch" and "nook"
--------------	---

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE:
DIRECT AND INDIRECT OBJECT AND COMPOUND ELEMENTS OF A SENTENCE
continued

2. [*Annie* *liked* the small *dining room*^{*I DO*} and the walnut *sideboard* (*DO* with its friendly blue dishes).]

This is a simple, declarative sentence.

and : conjunction, coordinate, copulative, connects "dining room" and "sideboard"

(* "dining" may also be considered an adjective.)

3. [Together *we* *collected* little stones (of varied colors) *and* *built* fairy courts.]

This is a simple, declarative sentence.

and : conjunction, coordinate, copulative, connects "collected" and "built"

4. [*Sam* was not hurt but yelled (for help).]

This is a simple, declarative sentence.

and : conjunction, coordinate, adversative, connects "was" and "yelled"

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 7

Grammar Assignment

1. Analyze and (diagram):

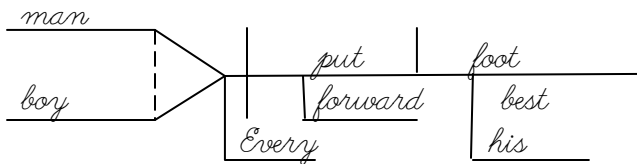
I DO

[*Every man and boy put his best foot forward.*]

+

This is a simple declarative sentence.

I is an independent clause.



The conjunction "and" goes on the vertical dotted line between the subjects.

2. Parse: *man, put, best*

<u>man</u> :	noun, common (class name), masculine, 3 rd person, singular, subject of "put," nominative case
<u>put</u> :	verb, irregular weak, transitive, active, indicative, past, subjects are "man" and "boy," 3 rd person, plural
<u>best</u> :	adjective, demonstrative, superlative degree of comparison, modifies "foot"

3. Give a synopsis of "put" in the 3rd person singular.

Present tense:	He, she, it puts
Past tense:	He, she, it put
Future tense:	He, she, it will put
Present perfect tense:	He, she, it has put
Past perfect tense:	He, she, it had put
Future perfect tense:	He, she, it will have put

4. Chart the phrases in this sentence : The men ^a (at the farm) were busy ^b (throughout the day).

Phrase	Nature	Form	Office / Function
a	Adjectival phrase	Prepositional	Modifies "men"
b	Adverbial phrase	Prepositional	Time, modifies "busy"

Grammar Lessons Week 7

For all parsing: the word or concept being taught is in bold print. The teacher should use his discretion in choosing which other elements of parsing the children will include. Some sentences have been shortened for analysis; others are too difficult for fifth grade and have not been analyzed.

PARTS OF SPEECH – NOUN NUMBER

The students will begin charting the clauses and phrases during analysis. See the supplement at the back of the teacher's guide for direction regarding the charting. Analyze the more difficult sentences as a class.

1. [(At the *farm*) the men were busy (with the *harvest*).]

This is a simple, declarative sentence.

<i>ClIPhr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Place, modifies "were"</i>
<i>b</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Manner, modifies "busy"</i>

form : noun, common (class name), neuter, 3rd person, *singular*, object of the preposition "At," objective case

<u>mem</u> :	noun, common (class name), masculine, 3rd person, plural, subject of "were," nominative case
--------------	--

<u>harvest</u> :	noun, common (class), neuter, 3rd person, singular, object of the preposition "with," objective case
------------------	--

2. $\begin{array}{ccccccc} & & I & & DO & & DO & & DO \\ & & & & & & & & \\ \text{2.} & [\textit{Mother} & \text{and the} & \textit{girls} & \textit{made} & \textit{pickles} & \text{and} & \textit{dried} & \textit{corn} & \text{and} & \textit{apples}.] \\ & & + & & & & + & & & & + \end{array}$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>

Mother : noun, proper, feminine, 3rd person, singular, subject of "made" and "dried," nominative case

girls : noun, common (class name), feminine, 3rd person, plural, subject of "made" and "dried," nominative case

pickles : noun, common (class name), neuter, 3rd person, plural, direct object of "made," objective case

PARTS OF SPEECH – NOUN NUMBER continued

corn : noun, material, neuter, 3rd person, singular, direct object of "dried," objective case.

apples : noun, common (class name), neuter, 3rd person, plural, direct object of "dried," objective case

a

I

1. [*All day and far (into the twilight) the yellow-and-blue painted *farm wagons passed and repassed (along the roads).]*

* "farm" is a descriptive adjective modifying "wagons."

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Time, modifies "far"</i>
<i>b</i>	<i>Adverbial phrase</i>	<i>Prepositional</i>	<i>Place, modifies "passed" and "repassed"</i>

day : noun, abstract, neuter, 3rd person, **singular**, *adverbial objective, *objective case
*see Section 30(5) – this is not a 5th grade concept

twilight : noun, common (class name), neuter, singular, object of the preposition "into," objective case

wagons : noun, common (class name), neuter, **plural**, subject of "passed" and "repassed," nominative case

roads : noun, common (class name), neuter, **plural**, object of the preposition "along," objective case

PARTS OF SPEECH – VERB CLASS REVIEW & RELATIONS SHOWN BY VERBS

Follow the instructions in the 5th Grade Guide.

The compound element is the verb – “but” connects “ate” and “saved.”

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 8

Grammar Assignment

1. Analyze and diagram:

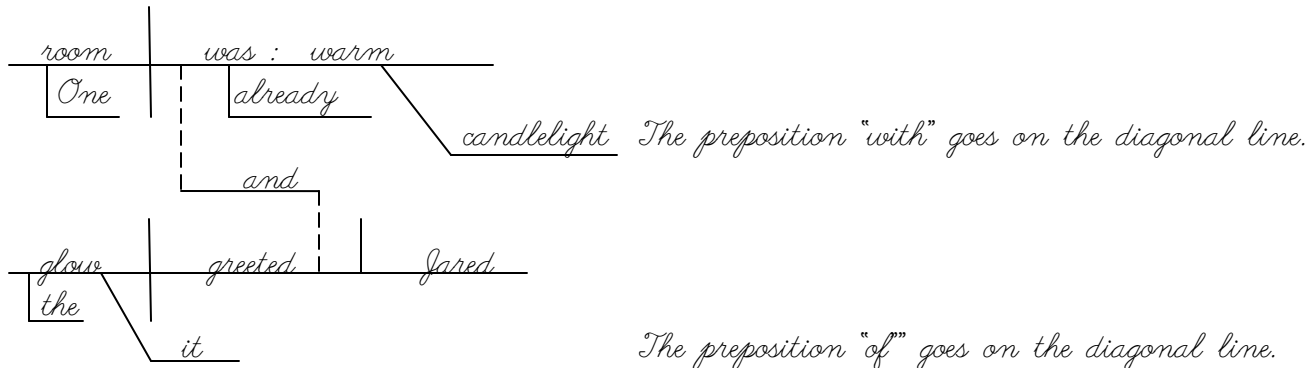
I
a
b
II
DO

[One room was already warm (with candlelight)] and [the glow (of it) greeted Jared.]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "warm"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "glow"</i>



2. Parse: room, warm, Jared

<u>room</u> :	noun, common (class name), neuter, third person, singular, subject of "was," nominative case
<u>warm</u> :	adjective, demonstrative, positive degree of comparison, modifies [or predicated of] "room"
<u>Jared</u> :	noun, proper, masculine, third person, singular, direct object of "greeted," objective case

3. Write a sentence about hospitality using the future tense of a verb.

The future tense uses the helper shall (1st person) or will (2nd and 3rd person) with the simple infinitive form of a verb.

4. How is the glow of a candle able to greet Jared?

PARTS OF SPEECH – NOUN CASE

This is a simple, declarative sentence.

PARTS OF SPEECH – NOUN NUMBER continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "warmth" and "light" and "fragrance"</i>

<i>warmth :</i>	<i>noun, common (class name), neuter, third person, singular, subject of "greeted," nominative case</i>
<i>light :</i>	<i>same as the noun "warmth" above</i>
<i>fragrance:</i>	<i>same as the noun "warmth" above</i>
<i>home :</i>	<i>noun, common (class name), neuter, singular, object of the preposition "of," objective case</i>
<i>Jared :</i>	<i>noun, proper, masculine, third person, singular, direct object of "greeted," objective case</i>

I PN

1. [*My house is your house.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

<i>house :</i>	<i>noun, common (class name), neuter, singular, subject of "is," nominative case</i>
<i>house :</i>	<i>noun, common (class name), neuter, singular, predicated of "is," nominative case</i>

PARTS OF SPEECH – VERB CLASS REVIEW

The verb will be identified as transitive or intransitive. If transitive, the direct object will also be identified.

Sentences 1-4 from Noun Case section:

- | | |
|--|--|
| 1. <i>kept</i> : transitive – direct object = "place" | 2. <i>welcomed</i> : transitive – direct object = "travelers" |
| 3. <i>greeted</i> : transitive – direct object = "Jared" | 4. <i>is</i> : intransitive ("house" is a predicate nominative.) |

Sentences from this section:

- | | |
|------------------------------|--------------------------------|
| 1. <i>was</i> : intransitive | 2. <i>moved</i> : intransitive |
|------------------------------|--------------------------------|

<i>That :</i>	<i>adjective, demonstrative, singular, modifies "autumn"</i>
---------------	--

ANALYSIS – COMPOUND SENTENCES

Conjunctions between clauses will be in bold as well as underscored by a plus sign.

I DO DO a

1. [*The neighbors had prepared a feast and filled Lucy's cupboard (for many days).*]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had prepared" and "filled"</i>

I DO II DO a

2. [*The neighbors had prepared a feast*], **and** [*it filled Lucy's cupboard (for many days).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had prepared" and "filled"</i>

I PN II

3. [*It was nearly winter*], **but** [*the days were warm.*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

I a II b

4. [*The fields were ruddy (with harvest)*], **and** [*red apples hung (on the trees).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "ruddy"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "hung"</i>

The conjunctions above are all coordinate class; "and" is copulative subclass; "but" is adversative subclass.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 9

Grammar Assignment

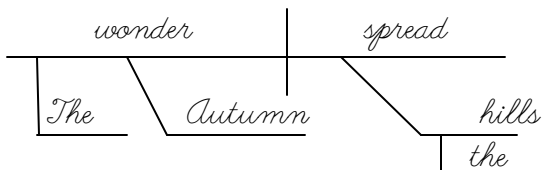
1. Analyze and (diagram):

a I b

[*The wonder (of Autumn) spread (over the hills).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wonder"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "spread"</i>



The preposition "of" is placed on the diagonal connecting to "Autumn"; the preposition "over" on the diagonal connecting to "hills."

2. Parse: *Autumn, spread*

<u><i>Autumn</i></u> :	<i>noun, proper, neuter, third person, singular, object of the preposition "of," objective case</i>
<u><i>spread</i></u> :	<i>verb, irregular weak, intransitive, past tense, subject is "wonder," third person, singular</i>

3. Give a synopsis of "spread" in the 2nd person singular in the tenses you know.

<i>Present tense:</i>	<i>you spread</i>
<i>Past tense:</i>	<i>you spread</i>
<i>Future tense:</i>	<i>you will spread</i>
<i>Present perfect tense:</i>	<i>you have spread</i>
<i>Past perfect tense:</i>	<i>you had spread</i>
<i>Future perfect tense:</i>	<i>you will have spread</i>

4. *What is the "wonder of Autumn"?*

Grammar Lessons Week 9

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other concepts the children will parse regarding a word.

PARTS OF SPEECH – NOUN CASE, DECLENSION & PERSON

I a

II b

c

1. [*Scot's hooves rang* (on the cobbled road) and *mixed* (with the sound (of other horseshoes))*.]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "rang"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies "mixed"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sound"</i>

**phrase b encompasses two phrases because phrase c is a modifier of the object of phrase b.*

Scot's : noun, proper, masculine, **third person**, singular, shows possession of "hooves," possessive case

hooves : noun, common (class name), neuter, **third person**, plural, subject of "rang," nominative case

road : noun, common (class name), neuter, **third person**, singular, object of the preposition "of," objective case

sound : noun, common (class name), neuter, **third person**, singular, object of the preposition "with," objective case

horseshoes : noun, common (class name), neuter, **third person**, plural, object of the preposition "of," objective case

I

a

II

b

2. [*The leaves did not rustle or crackle* (under *Dick Milton's* feet,] but [*they drifted* (into thick, soft

+

+

layers).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "did not rustle" and "crackle"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "drifted"</i>

PARTS OF SPEECH – NOUN CASE, DECLENTION & PERSON continued

<u>leaves</u> :	noun, common (class name), neuter, <i>third person</i> , plural, subject of "did not rustle" and "crackle," nominative case
<u>Dick Milton's</u> :	noun, proper, masculine <i>third person</i> , singular, shows possession of "feet," possessive case
<u>feet</u> :	noun, common (class name), neuter, <i>third person</i> , plural, object of the preposition "under," objective case
<u>layers</u> :	noun, common (class name), neuter, <i>third person</i> , plural, object of the preposition "into," objective case

Declension of Nouns

Case	singular	plural
Nominative and Objective	hoof	hooves (hoofs)
Possessive	hoof 's	hooves' (hoofs')
Nominative and Objective	road	roads
Possessive	road 's	roads'
Nominative and Objective	sound	sounds
Possessive	sound 's	sounds'
Nominative and Objective	horseshoe	horseshoes
Possessive	horseshoe's	horseshoes'
Nominative and Objective	leaf	leaves
Possessive	leaf 's	leaves'
Nominative and Objective	foot	feet
Possessive	foot 's	feet 's
Nominative and Objective	layer	layers
Possessive	layer's	layers'

PARTS OF SPEECH – VERB VOICE

The following sentences will be changed to sentences containing passive voice verbs where applicable. Only sentences containing transitive verbs in the active voice can be changed to passive voice. (Intransitive verbs are active voice and cannot be made passive as there is no receiver of the action.) Verbs, direct objects, subjects, and objects of agent will be parsed.

When changing a transitive verb from the active to the passive voice note the following:

1. the receiver of the action, the direct object, becomes the subject of the sentence;
2. the verb changes form but not tense : a passive verb is made up entirely of a verb phrase, some form of the verb *be* (Section 158) and the perfect participle of the transitive verb;
3. the doer of the action (the subject in the active voice) becomes the object of an adverbial phrase of agent (a “by” phrase). This step is not always done.

DO

1. Laura shook the plum tree after the first frost. All of the ripe plums fell.

<u>Laura</u> :	noun, proper, feminine, third person, singular, subject of “shook,” nominative case
<u>shook</u> :	verb, strong, transitive, active voice, past tense, subject is “Laura,” third person, singular
<u>tree</u> :	noun, common (class name), neuter, third person, singular, direct object of “shook,” objective case
<u>fell</u> :	verb, strong, intransitive, active voice, past tense, subject is “All,” third person, plural

The first sentence with a passive voice verb. (The second cannot be changed.):

The plum tree was shaken (by Laura) after the first frost.

<u>tree</u> :	noun, common (class name), neuter, third person, singular, subject of “was shaken,” nominative case
<u>was shaken</u> :	verb, strong, transitive, passive voice, past tense, subject is “tree,” third person, singular
<u>Laura</u> :	noun, proper, feminine, third person, singular, object of the preposition “by,” objective case

DO

2. Dick Milton stood at his window and watched the lights of the village.

<u>Dick Milton</u> :	noun, proper, masculine, third person, singular, subject of “stood” and “watched,” nominative case
<u>stood</u> :	verb, strong, intransitive, active voice, past tense, subject is “Dick Milton,” third person, singular

PARTS OF SPEECH – VERB VOICE continued

<u>watched</u> :	verb, weak, <i>transitive</i> , <i>active voice</i> , past tense, subject is "Dick Milton," third person, singular
<u>lights</u> :	noun, common (class name), neuter, third person, plural, direct object of "watched," objective case

As only the verb "watched" is transitive, the changing of the sentence is more challenging. The following is one example.

The lights of the village were watched (by Dick Milton) as he stood at his window.

<u>lights</u> :	noun, common (class name), neuter, third person, plural, subject of "were watched," nominative case
<u>were watched</u> :	verb, weak, <i>transitive</i> , <i>passive voice</i> , past tense, subject is "lights," third person, plural
<u>Dick Milton</u> :	noun, proper, masculine, third person, singular, object of the preposition "by," objective case
<u>stood</u> :	verb, strong, <i>intransitive</i> , <i>active voice</i> , past tense, subject is "he," third person, singular

DO

DO

3. He explored the woods and the steep mountainside.

<u>explored</u> :	verb, weak, <i>transitive</i> , <i>active voice</i> , past tense, subject is "he," third person, singular
<u>woods</u> :	noun, common (class name), third person, singular, direct object of "explored," objective case
<u>mountainside</u> :	same as the noun "woods"

The sentence with a passive voice verb:

The woods and the steep mountainside were explored (by him).

<u>woods</u> :	noun, common (class name), third person, singular, subject of "explored," nominative case
<u>mountainside</u> :	same as the noun "woods"
<u>were explored</u> :	verb, weak, <i>transitive</i> , <i>passive voice</i> , past tense, subjects are "woods" and "mountainside," third person, plural

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS OF AN INTRANSITIVE VERB

Classical Grammar 2, p.12 : (1) *poor* (3) *hard* (5) *tall*

In the analyzed sentences below, the adjective complements of intransitive verbs are in bold. They are adjectives completing the verb by giving a quality of the subject.

I a

1. [*The woods were **full** (of wind).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "full"</i>

full: | adjective, quantitative, modifies "woods"

I

1. [*The whole world was deliciously **silvered**.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

silvered: | adjective, descriptive, modifies "world"

a I II DO

1. [*Every blade (of grass) was **silvery**], and [*the path had a thin sheen.*]*

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "blade"</i>

silvery: | adjective, descriptive, modifies "blade"

I

1. [*That day the frost plums were **ripe**.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

ripe: | adjective, descriptive, modifies "plums"

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 10

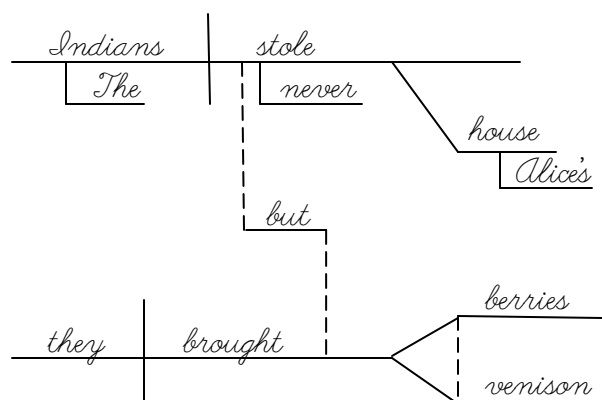
Grammar Assignment

1. Analyze and (diagram):

I *a*
II *DO* *DO*
 [The Indians never stole (from Alice's house)] but [they brought berries and venison.]
+
+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "stole"</i>



The preposition "from" goes on the diagonal from "stole" to "house"; "and" goes on the dashed line between "berries" and "venison."

2. Parse: *Alice's, venison*

<u>Alice's</u> :	noun, proper, feminine, third person, singular, shows possession of "house," possessive case
<u>venison</u> :	noun, common (material), neuter, third person, singular, direct object of "brought," objective case

3. Put this sentence in the passive voice : *The Indians brought berries and venison.*

Passive Voice: Berries and venison were brought by the Indians.

4. *Write a beautiful compound sentence about other things the Indians may have done to help the first settlers in America.*

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children should provide.

$$I \qquad a \qquad b \qquad c$$

- This is a simple, declarative sentence.*

<u>men</u> :	noun, common (class name), masculine, third person, plural, subject of "walked" and "called," nominative case
<u>wagons</u> :	noun, common (class name), neuter, third person, plural, object of the preposition "alongside," objective case
<u>pitchforks</u> :	see the noun "wagons," except object of the preposition "with"
<u>shoulders</u> :	see the noun "wagons," except object of the preposition "on"
<u>joyfully</u> :	adverb, simple, manner, modifies "called"
<u>passers-by</u> :	see the noun "wagons," except object of the preposition "to"

- This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were"</i>

PARTS OF SPEECH – NOUN REVIEW, ADVERB CLASS continued

<u>winter</u> :	noun, abstract, neuter, third person, singular, subject of "came," nominative case
<u>quickly</u> :	adverb, simple, manner, modifies "came"
<u>crops</u> :	noun, common (class name), neuter, third person, plural, subject of "were," nominative case
<u>joyfully</u> :	adverb, simple, manner, modifies "called"
<u>barn</u> :	noun, common (class name), neuter, third person, singular, object of the preposition "in"

PARTS OF SPEECH – VERB VOICE

1. *[In the cool (of an August evening)), the last load was brought (to the barn).]*

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time or condition, modifies "was brought"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "cool"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was brought"</i>

was brought : verb, irregular weak, transitive, passive voice, past tense, subject is "load,"
third person, singular

2. *[Katie remembered her first harvest (at the farm).]*

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "harvest"</i>

remembered : verb, weak, transitive, active voice, past tense, subject is "Katie," third
person, singular

PARTS OF SPEECH – VERB VOICE continued

harvest : | noun, common (class name), neuter, third person, singular, direct object of "remembered," objective case

a I PN b

2. [The work (in the field) was Kate's first harvest (at the farm).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "work"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "harvest"</i>

was : | verb, irregular weak, intransitive, active voice, past tense, subject is "work," third person, singular

harvest : | noun, common (class name), neuter, third person, singular, predicate nominative of "was," nominative case

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS

To show the contrast of predicate nominatives and direct objects, the nouns are parsed for use and case only and the verbs for use only. No analysis beyond marking will be done.

I PN II DO

2. [The big kitchen was a jolly place now,] and [savory smells filled the air.]

was : | verb, intransitive
place : | noun, predicate nominative of "was," nominative case
filled : | verb, transitive
air : | noun, direct object of "filled," objective case

I PN a

3. [Harvest home was a crown (upon the labourer's work).]

was : | verb, intransitive
crown : | noun, predicate nominative of "was," nominative case

a b I PN

3. [The joy (of the labourers) (in their task) was a genuine pleasure].]

was : | verb, intransitive
pleasure : | noun, predicate nominative of "was," nominative case

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 11

Grammar Assignment

1. Analyze and (diagram):

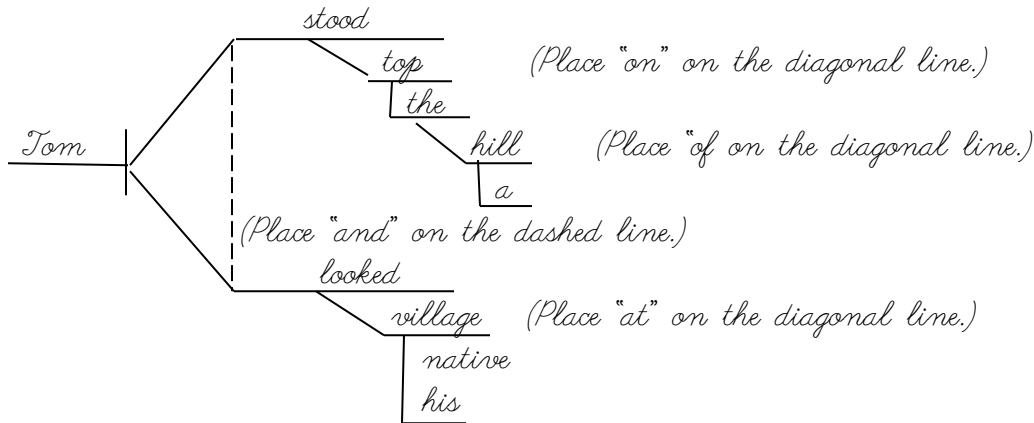
I a b c

[Tom stood (on the top (of a hill)) and looked (at his native village).]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "stood"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "top"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "looked"</i>



2. Parse: *Tom, the, his*

<u>Tom</u> :	noun, proper, masculine, third person, singular, subject of "stood" and "looked," nominative case
<u>the</u> :	definite article, limits "top"
<u>his</u> :	pronoun, personal, antecedent is "Tom," masculine, 3 rd person, singular, shows possession of "village," possessive case

3. Put this sentence in the imperative mood:

Tom, stand on top of the hill and look at your native village.

4. Are the peaked roofs really "whispering to one another"? Explain.

Grammar Lessons Week 11

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other concepts the children will parse regarding a word.

PARTS OF SPEECH – PRONOUN CLASS: PERSONAL

I a b c

1. [*Tom looked (at his native village) and (at the clean, high finger (of the white church spire)).*]

+

This is a simple, declarative sentence.

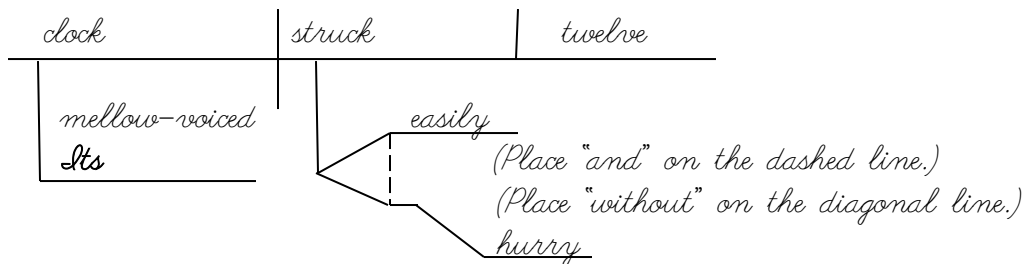
<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "looked"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "looked"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "finger"</i>

his : | pronoun, personal, antecedent is "Tom," masculine, 3rd person, singular, shows possession of "village," possessive case

I DO a

2. [*Its mellow-voiced clock struck twelve easily and (without hurry).*]

+



<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "struck"</i>

Its : | pronoun, personal, antecedent is "village," neuter, 3rd person, singular, shows possession of "clock," possessive case

PARTS OF SPEECH – PRONOUN CLASS: PERSONAL continued

a

I

DO

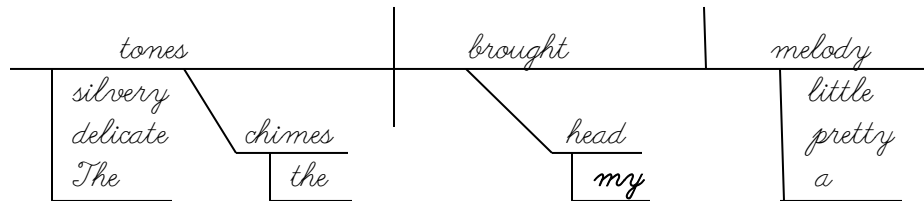
b

2. [*The delicate, silvery tones (of the chimes) brought a pretty little melody (into my head).*]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "tones"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "brought"</i>



(Place "of" and "into" on the diagonals of "chimes" and "head" respectively.)

my :

pronoun, personal, antecedent is "Mozart," masculine, 3rd person, singular, shows possession of "head," possessive case

PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE

I

a

b

c

II

DO

d

1. [*Think (of the beautiful old churches (in the villages (of France))), and imagine the country (without them).*!]

+

This is a simple, imperative sentence. (This may also be considered a compound sentence with the second independent clause beginning with "imagine.")

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "think"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "churches"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "villages"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "country"</i>

think:

verb, intransitive, active voice, imperative mood, present tense, understood subject is "You," second person, singular or plural

imagine :

verb, transitive, active voice, imperative mood, present tense, understood subject is "You," second person, singular or plural

PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE continued

I

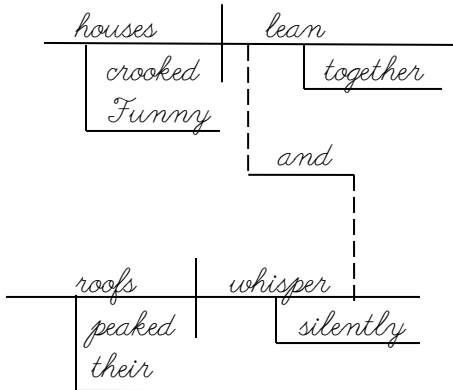
II

2. [Funny crooked houses lean together], and [their peaked roofs whisper silently.]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —



lean: verb, intransitive, active voice, *indicative mood*, present tense, subject is "houses," third person, plural

whisper: verb, intransitive, active voice, *indicative mood*, present tense, subject is "roofs," third person, plural

- * Interrogative form: Do funny crooked houses lean together, and do their peaked roofs whisper silently?

I

a

b

c

3. [Little donkeys clatter busily (along the narrow streets) (with loads (on their backs)).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adverbial phrase	prepositional	place, modifies "clatter"
b	adverbial phrase	prepositional	condition, modifies "clatter"
c	adjectival phrase	prepositional	modifies "loads"

clatter: verb, intransitive, active voice, *indicative mood*, present tense, subject is "donkeys," third person, plural

- * Interrogative form: Do little donkeys clatter busily along the narrow streets with loads on their backs?

* Note: Sentences 2 and 3 can be changed from declarative to interrogative form in a variety of ways.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 12

Grammar Assignment

1. Analyze and (diagram):

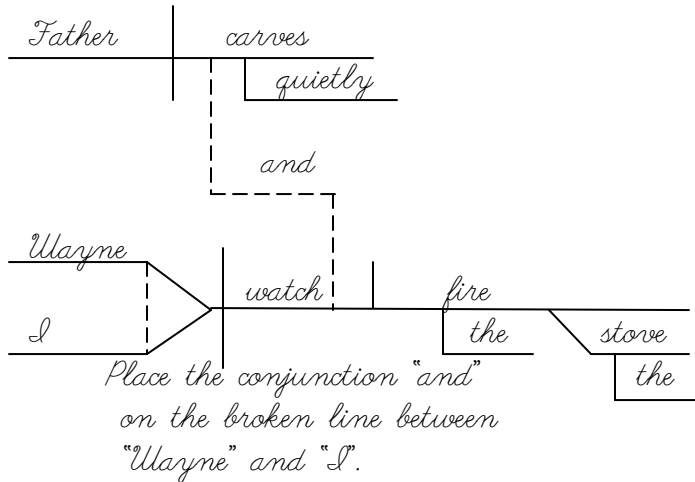
I
II
DO
a

[Father carves quietly] and [Wayne and I watch the fire (in the stove).]

+ +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "fire"



Place the preposition "in" on the diagonal line.

2. Parse: Wayne, I, the

<u>Wayne</u> :	noun, proper, masculine, third person, singular, subject of "watch," nominative case
<u>I</u> :	pronoun, personal, antecedent: unknown, masculine (based on the dictation text), first person, singular, subject of "watch," nominative case
<u>the</u> :	definite article, limits "fire" (or "stove")

3. Rewrite this sentence, adding some lively modifiers: Wayne and I watch the fire in the stove.

4. "Uncle David's stories are all different, night after night after night throughout the winter." Why do you think the family loves Uncle David's stories on winter nights?

Grammar Lessons Week 12

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children will provide.

PARTS OF SPEECH – PERSONAL PRONOUN CASE AND ANTECEDENT

I *PA* *a* *b*

1. [*I* *was* always full (of stories and tales (of *his* adventures)).]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>condition, modifies "full"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "stories" and "tales"</i>

his :

| pronoun, personal, antecedent: *I*, masculine, third person, singular,
shows possession of "adventures," possessive case

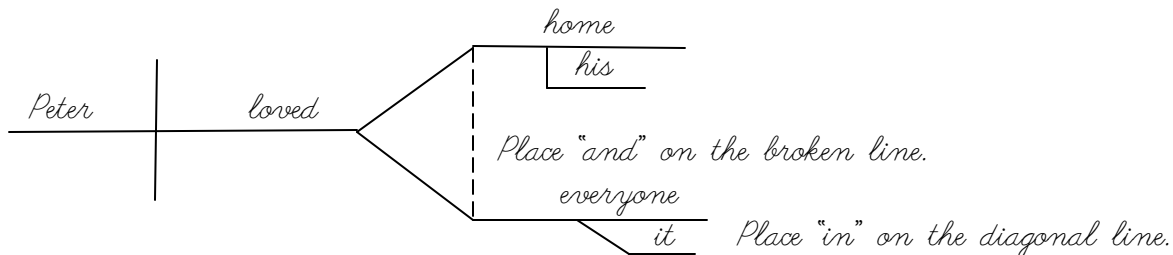
I *DO* *DO* *a*

2. [*Peter* *loved* *his* home and everyone (in it).]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "everyone"</i>



PARTS OF SPEECH – PERSONAL PRONOUN CASE AND ANTECEDENT, continued

I DO

DO a

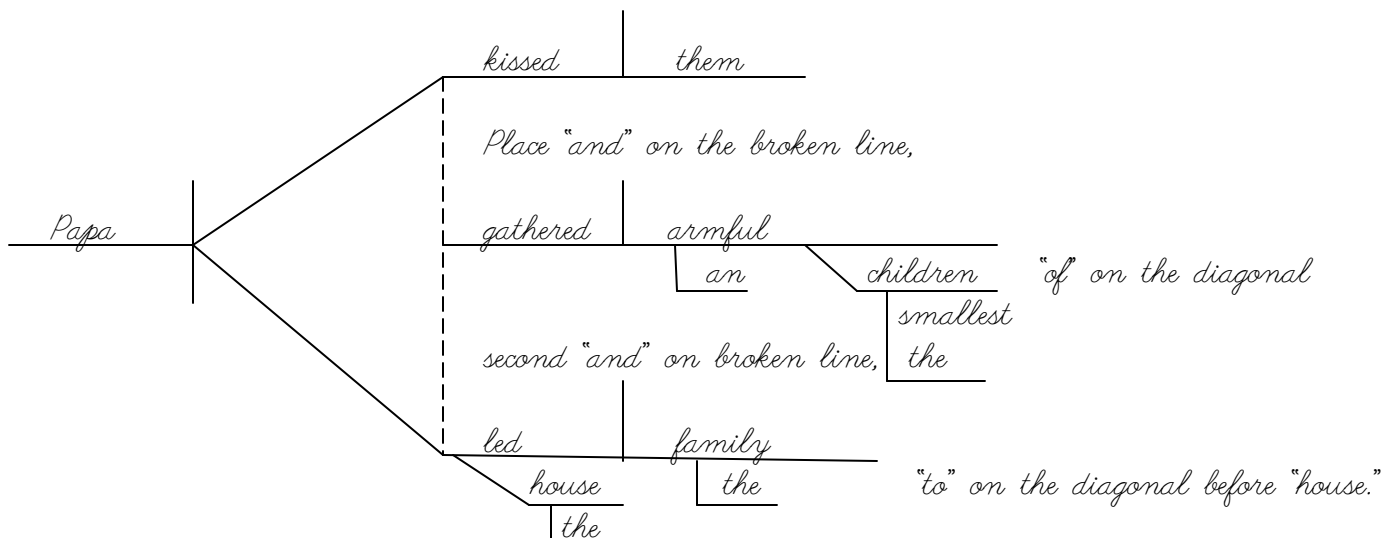
DO b

3. [*Papa kissed them and gathered an armful (of the smallest children), and led the family (to the house).*]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "armful"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "led"</i>

them : | pronoun, personal, antecedent: children, (or family members), neuter, third person, plural, direct object of "kissed," objective case



PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE

I DO

1. [*Peter, finish the tale.*]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>

finish : | verb, weak, transitive, active voice **imperative mood**, present tense, subject is an understood (you), second person, singular

*Peter** | **(Peter" is a direct address, not the subject of the sentence.)*



PARTS OF SPEECH – VERB MOOD: INDICATIVE AND IMPERATIVE, continued

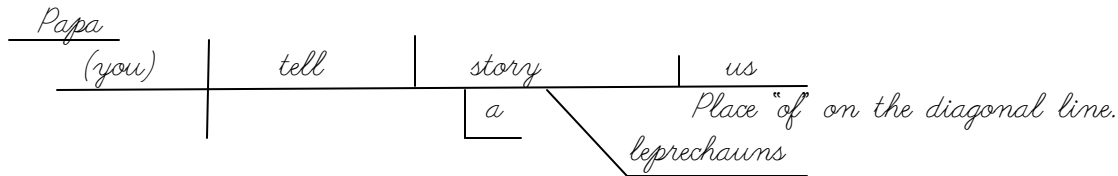
I IO DO

2. [Tell us a story (of leprechauns), Papa!]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "story"</i>

Tell : verb, irregular weak, transitive, active voice *imperative mood*, present tense, subject is an understood (you), second person, singular



I II DO

3. [Come and listen], and [she will begin her story!]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

Come : verb, strong, intransitive, active voice *imperative mood*, present tense, subject is an understood (you), second person, singular or plural

listen : verb, weak, intransitive, active voice *imperative mood*, present tense, subject is an understood (you), second person, singular or plural

will begin : verb, strong, transitive, active voice, *indicative mood*, future tense, subject is "she," third person, singular

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: MODIFIERS OF SUBJECT AND PREDICATE

I IO DO

[Tell *us* a story (of leprechauns), Papa!]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "story"</i>

us : | pronoun, personal, antecedent: "children," neuter, first person, plural,
indirect object of "Tell," objective case

(For diagram see previous section.)

The sentence converted: Tell a story of leprechauns to us, Papa! (If you diagram, treat "to us" as a normal prepositional phrase., beneath "Tell.")

a

I IO DO b

c

II

d

1. [(After supper) Papa told them stories (of Ireland),] and [(in his rich voice) the past came (to life).]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>II</i>	<i>independent</i>	<i>— — —</i>	<i>— — —</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "told"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "stories"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "came"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modifies "came"</i>

them : | pronoun, personal, antecedent: "children," neuter, third person, plural,
indirect object of "told," objective case

The sentence converted: After supper Papa told stories of Ireland to them, and in his rich voice the past came to life.

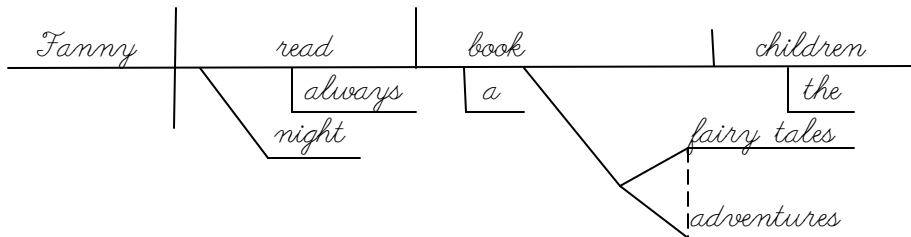
ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: MODIFIERS OF SUBJECT AND PREDICATE, continued

2. [(At night), *Fanny* always read the **children** a book (of fairy tales or adventures).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "read"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "book"</i>

children : noun, common (class name), neuter, third person, plural, indirect object of "read," objective case



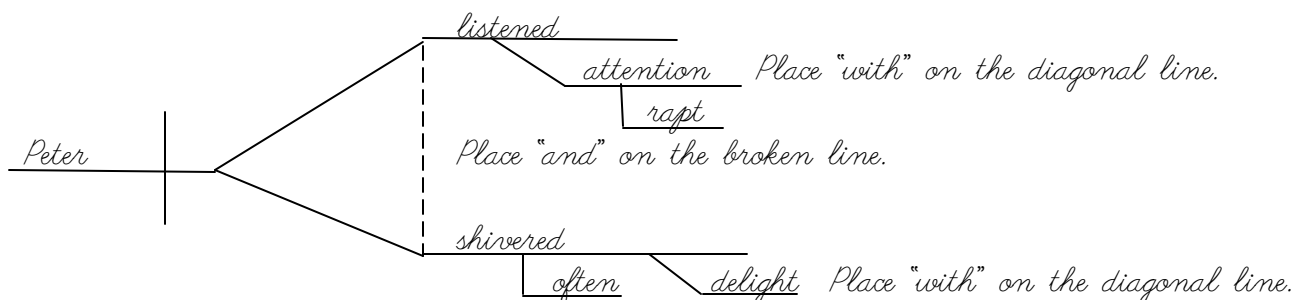
Place "At" on the diagonal of "night," "of" on the long diagonal line of the tag, "and" on the broken line.

The sentence converted: At night, Fanny always read a book of fairy tales or adventures to the children.

3. [*Peter listened (with rapt attention) and often shivered (with delight).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "listened"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or cause, modifies "shivered"</i>



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 13

Grammar Assignment

1. Analyze and (diagram):

I PN a

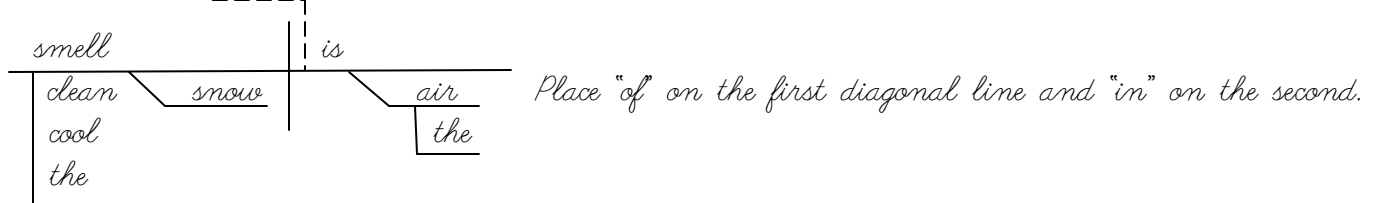
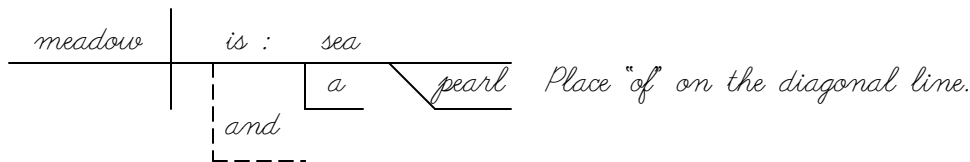
b II c

[The meadow is a sea (of pearl)] and [the cool, clean smell (of snow) is (in the air).]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sea"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "smell"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "is"</i>



2. Parse: meadow, is, sea (first clause)

<u>meadow</u> :	noun, common (class name), neuter, third person, singular, subject of "is," nominative case
<u>is</u> :	verb, irregular weak, intransitive, present tense, subject is "meadow," third person, singular
<u>sea</u> :	noun, common (class name), neuter, third person, singular, predicate nominative of "is," nominative case

3. Give the principal parts of the verb "is."

Present (simple infinitive)

Past

Past Participle

*am, is, are, (be)**

was, were

been

**The simple infinitive "be" is used to form the future tense.*

4. Why is the meadow referred to as a "sea of pearl"?

The student may speak of the similarities in color between the two, or the shine...

GRAMMAR LESSONS WEEK 13

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children should provide.

PARTS OF SPEECH – PERSONAL PRONOUN CASE

I

DO

II

a

DO b

1. [The snow delighted the children,] and [they ran and danced (in it) and caught it (in their hands).]

+ + +

This is a compound, declarative sentence.

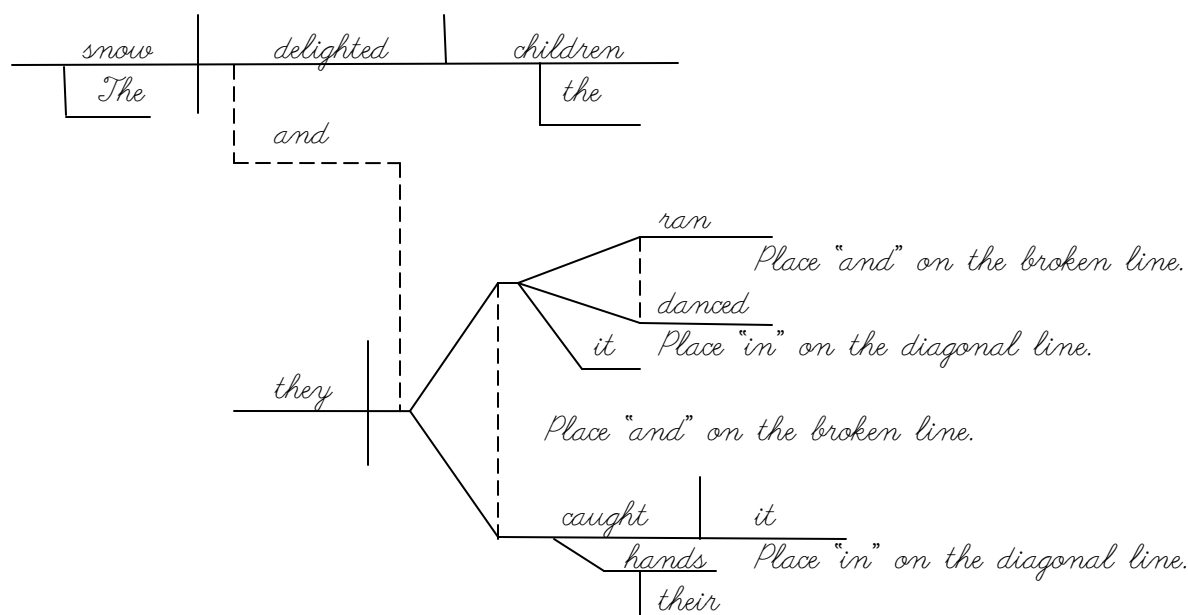
<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "ran" and "danced"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "caught"</i>

they : pronoun, personal, antecedent: "children," neuter, third person, plural, subject of verbs "ran," "danced," and "caught," nominative case

it : pronoun, personal, antecedent: "snow," neuter, third person, singular, object of the preposition "in," objective case

it : pronoun, personal, antecedent: "snow," neuter, third person, singular, direct object of "caught," objective case

their : pronoun, personal, antecedent: "children," neuter, third person, plural, shows possession of "hands," possessive case



PARTS OF SPEECH – NOUN CASE, DECLENTION & PERSON continued

$$I \quad a \quad b \quad c \quad d$$

2. [You go (to bed) (at night) and wake up (in a world (of snow)).]

 $+$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "go"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "go"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "wake up"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "world"</i>

You :

pronoun, personal, antecedent: unknown, neuter, second person, singular or plural, subject of the verbs "go" and "wake up," nominative case

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS

I *DO*

3. [The snow fell gently and tested its welcome.]

 $+$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —

fell :

verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "snow," third person, singular

The principal parts of "fell" are fall, fell, fallen.

"fell" is strong because only the vowel sound changes from the present (simple infinitive) to the past.

tested :

verb, weak, transitive, active voice, indicative mood, past tense, subject is "snow," third person, singular

The principal parts of "tested" are *test, tested, tested.*

"tested" is a weak verb because it merely adds an **-ed** to the present (simple infinitive) to form the past.

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS continued

I

DO

2. [Peter saw, knew and loved this valley.]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

saw : | verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "Peter," third person, singular

The principal parts of "saw" are *see, saw, seen*.

"saw" is strong because only the **vowel sound** changes from the present (simple infinitive) to the past.

The students should not confuse the sound of the verb with the spelling of the verb: the ee vowel sound in "see" changes to the aw vowel sound in "saw"

knew : | verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "Peter," third person, singular

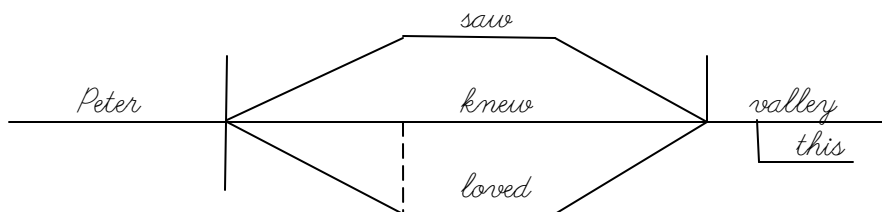
The principal parts of "knew" are *know, knew, known*.

"knew" is strong because only the **vowel sound** changes from the present (simple infinitive) to the past.

loved : | verb, **weak**, transitive, active voice, indicative mood, past tense, subject is "Peter," third person, singular

The principal parts of "knew" are *love, loved, loved*.

"loved" is a weak verb because it merely adds an **-ed** to the present (simple infinitive) to form the past.



Place "and" on the broken line.

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS continued

3. $\begin{matrix} I & a & & b & & & II & DO & c \end{matrix}$
 3. [The sun rose (in lovely splendor) (over the village),] and [it lapped the world (in radiance).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "rose"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "rose"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means or manner, modifies "lapped"</i>

rose : verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "sun," third person, singular

The principal parts of "rose" are *rise. rose, risen.*

"rose" is strong because only the vowel sound changes from the present (simple infinitive) to the past.

lapped : verb, **weak**, transitive, active voice, indicative mood, past tense, subject is "it," third person, singular

The principal parts of "lapped" are *lap, lapped, lapped.*

"lapped" is a weak verb because it merely adds an *-ed* to the present to form the past.

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: PHRASES AS MODIFIERS & COMPLEMENT REVIEW

1. $\begin{matrix} I & a & & b & & c \end{matrix}$
 1. [A snowshoe rabbit darted (from a tree stump) and looked (with interest) (at Peter).]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "darted"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "looked"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or place, modifies "looked"</i>

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE: PHRASES AS MODIFIERS & COMPLEMENT REVIEW, continued

- I PA II PA a
2. [The day was crystal clear] and [the countryside was white (with snow).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —
a	adverbial phrase	prepositional	means or manner, modifies "white"

clear : adjective*, descriptive, modifies (the subject) "day"

white : adjective*, descriptive, modifies (the subject) "countryside"

*"predicate adjective" would also be acceptable here if it makes the idea of "complement" clearer to the students.

- I PA PA II DO DO DO
3. [The first snow is soft and white] and [it covers the yard, the grass and the old leaves.]

+

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —

soft : adjective*, descriptive, modifies (the subject) "snow"

white : adjective*, descriptive, modifies (the subject) "snow"

*"predicate adjective" would also be acceptable here if it makes the idea clearer to the students.

yard : noun, common (class name), neuter, third person, singular, direct object of "covers," objective case

grass : noun, common (material), neuter, third person, singular, direct object of "covers," objective case

leaves : noun, common (class name), neuter, third person, plural, direct object of "covers," objective case

In diagramming any of the sentences above, the prepositional phrase is always diagrammed under the word it modifies. Encourage the students to refer to their analysis charts to determine where to place a phrase in a diagram.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

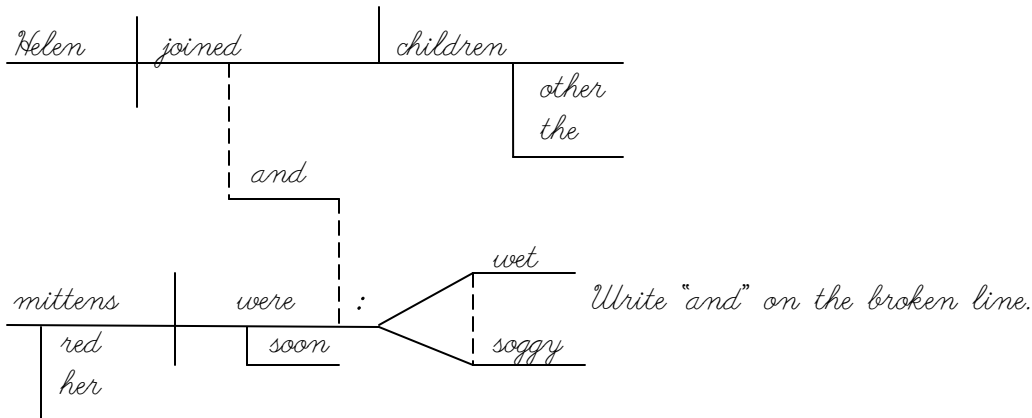
Week 14

Grammar Assignment

1. Analyze and (diagram):

I *DO*
II *PA* *PA*
[*Helen joined* the other children]
and
[soon her red *mittens* were wet and soggy.]
+
+
This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	- - -	- - -
<i>II</i>	<i>independent</i>	- - -	- - -



2. Parse: *joined*, *red*, *her*

<p><u><i>joined</i></u> :</p> <p><u><i>red</i></u> :</p> <p><u><i>her</i></u> :</p>	<p>verb, weak, transitive, active voice, indicative mood, past tense, subject is "Helen," third person, singular</p> <p>adjective, descriptive, modifies "mittens"</p> <p>pronoun, personal, antecedent: "Helen," feminine, third person, singular, shows possession of "mittens," possessive case</p>
---	--

3. Put this sentence in all six tenses of the indicative mood: *Helen joined the other children.*

Present tense:	<i>Helen joins the other children.</i>
Past tense:	<i>Helen joined the other children.</i>
Future tense:	<i>Helen will join the other children.</i>
Present perfect tense:	<i>Helen has joined the other children.</i>
Past perfect tense:	<i>Helen had joined the other children.</i>
Future perfect tense:	<i>Helen will have joined the other children.</i>

4. Continue this thought in a beautiful sentence:

A long, sleek toboggan was brought out and...

GRAMMAR LESSONS WEEK 14

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other parsing elements the children will provide.

PARTS OF SPEECH – PERSONAL PRONOUN CASE

- a*
I
DO
b
c
1. [(After chores,) Wayne and I take the grain shovels and slide (down the snowy hill) (on them).]

+ +

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "take" and "slide"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "slide"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means (or place), modifies "slide"</i>

I : pronoun, personal, antecedent: unknown, masculine (seen in dictation), first person, singular, **subject of verbs "take," and "slide,"** nominative case

them : pronoun, personal, antecedent: "grain shovels," neuter, third person, plural, **direct object of "take,"** objective case

When replacing a noun with a pronoun, remind the students that the pronoun must be the same case, number, person, and gender of the noun it will replace.

"chores" replace with the pronoun: *them*
 "Wayne" replace with the pronoun: *he*
 "the grain shovels" replace with the pronoun: *them*
 "the snowy hill" replace with the pronoun: *it*

- a*
I
II
b
2. [(In the afternoon) a long sleek toboggan was brought out] and [the children jumped (onto it).]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "was brought"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "jumped"</i>

it : pronoun, personal, antecedent: "toboggan," neuter, third person, singular, **object of the preposition "onto,"** objective case

"a long sleek toboggan" replace with the pronoun: *it*
 "the children" replace with the pronoun: *they*

PARTS OF SPEECH – NOUN CASE, DECLENSION & PERSON continued

- I DO II a b
3. [*The boys gave a shove*], and [*they flew (off the crest (of a steep bank)).*]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "flew"
b	adjectival phrase	prepositional	modifies "crest"

they : pronoun, personal, antecedent: "boys," masculine, third person, plural,
subject of the verb "flew," nominative case

"The boys"	replace with the pronoun:	they
"a shove"	replace with the pronoun:	it
"the crest"	replace with the pronoun:	it
"a steep bank"	replace with the pronoun:	it

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS

- I DO a
1. [*I drove the sleigh (along the crooked country roads).*]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "drove"

drove : verb, **strong**, transitive, active voice, indicative mood, past tense, subject is
"I," first person, singular

The original sentence is in the past tense. In the sentences below only the main (notional) verb of a verb phrase is in bold to show the change of form.

Present tense:	I drive the sleigh along the crooked country roads.
Future tense:	I will drive the sleigh along the crooked country roads.
Present perfect tense:	I have driven the sleigh along the crooked country roads.
Past perfect tense:	I had driven the sleigh along the crooked country roads.
Future perfect tense:	I will have driven the sleigh along the crooked country roads.

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS continued

I a

II DO b

2. [Smoke rose (from the kitchen chimneys)], and [I saw faces (in the windows).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	independent	— — —	— — —
a	adverbial phrase	prepositional	place, modifies "rose"
b	adverbial phrase	prepositional	place, modifies "saw"

rose : verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "Smoke," third person, singular

saw : verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "I," first person, singular

The original sentence is in the past tense. In the sentences below only the main (notional) verb of a verb phrase is in bold to show the change of form.

Present tense: Smoke **ris**es from the kitchen chimneys, and I **see** faces in the windows.

Future tense: Smoke will **rise** from the kitchen chimneys, and I will **see** faces in the windows.

Present perfect tense: Smoke has **risen** from the kitchen chimneys, and I have **seen** faces in the windows.

Past perfect tense: Smoke had **risen** from the kitchen chimneys, and I had **seen** faces in the windows.

Future perfect tense: Smoke will have **risen** from the kitchen chimneys, and I will have **seen** faces in the windows.

I a

DO b

3. [The women hurry (to the door) and invite the passerby (into the house).]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adverbial phrase	prepositional	place, modifies "hurry"
b	adverbial phrase	prepositional	place, modifies "invite"

hurry : verb, **weak**, intransitive, active voice, indicative mood, present tense, subject is "women," third person, plural

invite : verb, **weak**, transitive, active voice, indicative mood, present tense, subject is "women," third person, plural

PARTS OF SPEECH – VERB ORIGIN: STRONG & WEAK, PRINCIPAL PARTS

The original sentence is in the present tense. In the sentences below only the main (notional) verb of a verb phrase is in bold to show the change of form.

Past tense: The women *hurried* to the door and *invited* the passerby into the house.

Future tense: The women will hurry to the door and will invite the passerby into the house.

Present perfect tense: The women have *hurried* to the door and have *invited* the passerby into the house.

Past perfect tense: The women had *hurried* to the door and had *invited* the passerby into the house.

Future perfect tense: The women will have *hurried* to the door and will have *invited* the passerby into the house.

ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE REVIEW

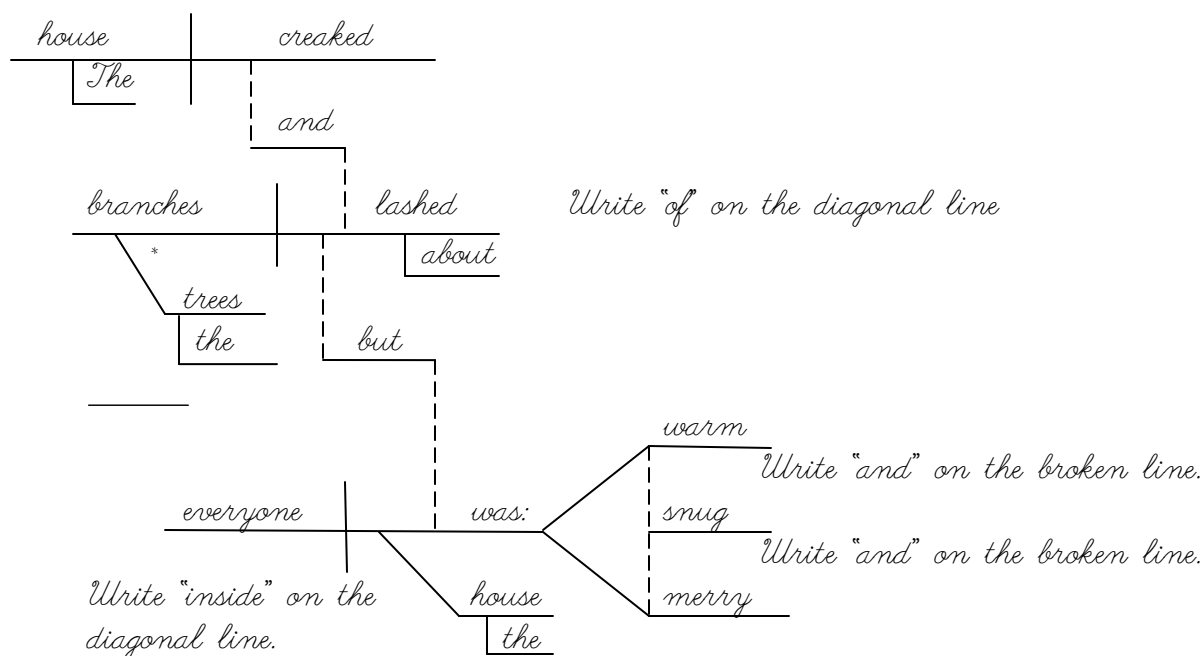
<i>I</i>	<i>a</i>	<i>II</i>	<i>b</i>	<i>III</i>
----------	----------	-----------	----------	------------

1. [*The house creaked*] and [*the branches (of the trees) lashed about*], but [(inside the house) *everyone was*

PA PA + PA
warm and snug and merry.]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>II</i>	<i>independent</i>	— — —	— — —
<i>III</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "branches"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was"</i>



ANALYSIS – SUBORDINATE ELEMENTS OF A SENTENCE REVIEW

I

PA

II

III

DO

a

2. [*The nearer hills looked windswept*] and [*the snow glistened*], and [*the wind blew it (into great*

+

+

b

drifts (like frozen waves)).]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>– – –</i>	<i>– – –</i>
<i>II</i>	<i>independent</i>	<i>– – –</i>	<i>– – –</i>
<i>III</i>	<i>independent</i>	<i>– – –</i>	<i>– – –</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or result, modifies "blew"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "drifts"</i>

great : | *adjective, descriptive,* modifies "drifts"*

**this adjective could be considered quantitative as well.*

frozen : | *adjective, descriptive, modifies "waves"*

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 15

Grammar Assignment

1. Analyze and (diagram):

I DO a b

[*Who carved a small scene (of Bethlehem) (of wood)?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "scene"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>material, modifies "carved"</i>



2. Parse: *a, small, wood*

<i>a :</i>	<i>indefinite article, limits "scene"</i>
<i>small :</i>	<i>adjective, descriptive, positive degree of comparison, modifies "scene"</i>
<i>wood :</i>	<i>noun, common (material), neuter, third person, singular, object of the preposition "of," objective case</i>

3. Change this sentence into a simple declarative sentence

Jancsi carved a small scene of Bethlehem of wood.

4. *Why do you think Jancsi set the small scene of Bethlehem "under the tree tenderly"?*

GRAMMAR LESSONS WEEK 15

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his or her discretion in choosing which other elements of parsing the students will provide.

PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE

I

DO

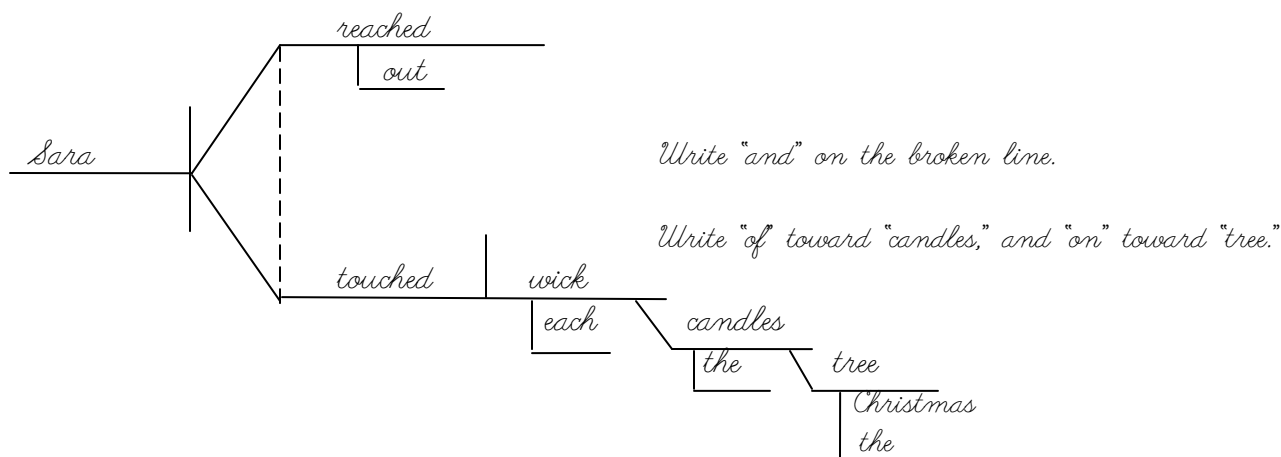
 a
$$b$$

1. [*Sara reached out and touched each wick (of the candles (on the Christmas tree)).*]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wick"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "candles"</i>



The following is the sentence in its interrogative form using the pronoun who:

I

DO

 a
$$b$$

1. [Who reached out and touched each wick (of the candles (on the Christmas tree))?]

+

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wick"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "candles"</i>

Diagram the same as above except substitute the pronoun "Who" for "Sara" as the subject.

I

DO

III

PA

 a

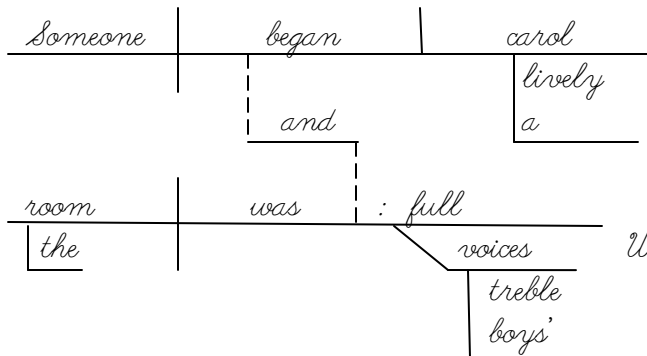
2. [Someone began a lively carol] and [the room was full (of boys' treble voices).]

+

This is a compound, declarative sentence.

PARTS OF SPEECH – NOUN CASE, DECLENSION & PERSON continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "full"</i>



Write "of" on the diagonal line.

The following is the sentence in its interrogative form using the pronoun who. You may wish to end the sentence after "carol."

I DO DO a

2. [Who began a lively carol and filled the room (with boys' treble voices)?]

+

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "filled"</i>

a I DO b

3. [The oldest (of the shepherds) brought a gift and knelt (before the manger).]

+

This is a simple, declarative sentence. (This sentence may be omitted, if the adjective "oldest" used as a noun is confusing to the children.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "oldest"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "knelt"</i>

The following is the sentence in its interrogative form using the pronoun which:

I a I DO b

3. [Which (of the shepherds) brought a gift and knelt (before the manger)?]

+

This is a simple, interrogative sentence. (The chart is identical to the previous.)

PARTS OF SPEECH – IRREGULAR WEAK VERBS

I

$$b$$

1. [The eldest (of the shepherds) brought a gift and melt (before the manger).]

+

This is a simple, declarative sentence. (Omit if "oldest" as a noun is confusing to the children.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "oldest"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "knelt"</i>

brought :

verb, *irregular weak*, transitive, active voice, indicative mood, past tense,
subject is "oldest," third person, singular

The principal parts of "brought" are bring, brought, brought.

"Brought" is irregular weak because the past tense adds a *-t* and makes another change of form also.

knelt :

verb, *irregular weak*, intransitive, active voice, indicative mood, past tense, subject is "oldest," third person, singular

The principal parts of "knelt" are kneel, knelt, knelt.

"Knelt" is irregular weak because it adds the ending **-t** as well as changing the **vowel sound**.

 a
$$C$$

2. [Mankind had waited patiently (for thousands (of years)) (until this moment).]

This is a simple, declarative sentence.

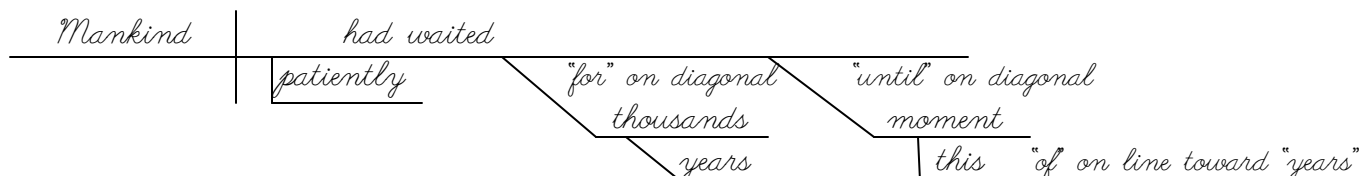
<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had waited"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "thousands"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>time, modifies "had waited"</i>

had waited :

verb, weak, intransitive, active voice, indicative mood, past perfect tense,
subject is "Mankind," third person, singular

The principal parts of "waited" are wait, waited waited.

"Wait" is weak because the past tense adds an **-ed** with no other form change.



PARTS OF SPEECH – IRREGULAR WEAK VERBS continued

$$a \qquad I \qquad DO$$

3. [*The angels (in the air) almost held their breath.*]

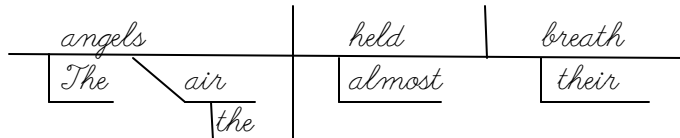
This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "angels"</i>

held : verb, **strong**, transitive, active voice, indicative mood, past tense, subject is "angels," third person, plural

The principal parts of "held" are hold, held, held.

"Held" is strong because only the vowel sound changes from the present (simple infinitive) to the past.



Place "in" on the diagonal line.

ANALYSIS – SENTENCE FORM: INTERROGATIVE

The sentences below were taken from the exercise following section 68 not section 261.

Please note: Use primarily the sentences above. The analysis below is given for your information rather than for the students, particularly 2, 3 and 7, because the children have not seen the defective verbs “can,” “could” or “would,” nor have they studied the use of interrogative pronouns as object. Only use these sentences to point out the interrogative form and the use of interrogative pronouns as subject or object.

I DO a

2. [Who can estimate the power (of gentle influence)?]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "power"</i>

$$DO \quad I \quad *a \quad DO \quad *b$$

3. [What could the little bird mean (by pouring forth such song (at midnight))?]

This is a simple, interrogative sentence.

*Phrases a and b contain concepts fifth grade has not seen yet. Skip this part of the analysis.

ANALYSIS – SENTENCE FORM: INTERROGATIVE

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>*a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reason, modifies "could mean"</i>
<i>*b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "pouring forth"</i>

DO I

5. [*Whom had he gained (by his contempt)?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "had gained"</i>

I

7. [*Which would my uncle, the captain, prefer?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

<i>uncle</i>	<i>captain</i>	<i>would prefer</i>	<i>Which</i>
<i>my</i>	<i>the</i>		

**"captain" is in apposition with "uncle." 5th grade has not seen this function yet (section 29:3)*

I PN a

3. [*Who is she (in bloody coronation robes)?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "she"</i>

<i>Who</i>	<i>is</i>	<i>:</i>	<i>she</i>
			<i>robes</i>
			<i>coronation</i>
			<i>bloody</i>

Place "in" on the diagonal line.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 16

Grammar Assignment

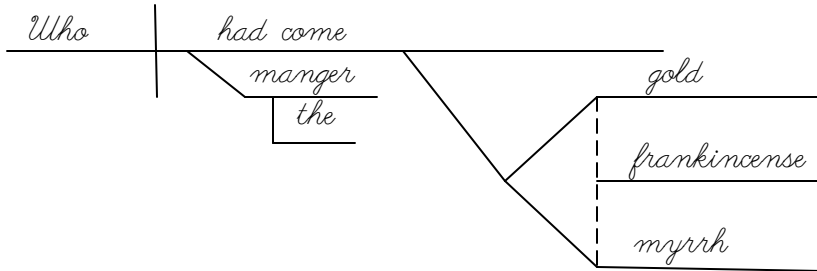
1. Analyze and (diagram):

I a b

[Who had come (to the manger) (with gold, frankincense and myrrh)?]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "had come"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "had come"</i>



Place "to" and "with" on the diagonal lines respectively.

Place "and" on the broken line between "gold" and "frankincense."

2. Parse: who, had come, gold (notice parsing order for all pronouns: person then number)

<u>who</u> :	pronoun, interrogative, masculine (in the context), third person, plural, subject of "had come," nominative case
<u>had come</u> :	verb, strong, intransitive, active voice, indicative mood, past perfect tense, subject is "Who," third person, plural
<u>gold</u> :	noun, common (material), neuter, third person, singular, object of the preposition "with," objective case

3. Give a synopsis of the verb "come" in all of the tenses of the indicative mood, 2nd person plural.

*Active Voice
Indicative Mood*

<i>Present tense:</i>	<i>you come</i>
<i>Past tense:</i>	<i>you came</i>
<i>Future tense:</i>	<i>you will come</i>
<i>Present perfect tense:</i>	<i>you have come</i>
<i>Past perfect tense:</i>	<i>you had come</i>
<i>Future perfect tense:</i>	<i>you will have come</i>

4. Write a beautiful sentence describing the entrance of the Three Kings before the manger.

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher may use his discretion in choosing which other parsing elements the children should provide.

Parsing of interrogative pronouns of sentences from CG2: (interrogative pronouns have no antecedent; see #67)
69:1 see parsing example page 68

<i>a</i>	<i>I</i>	<i>DO</i>
----------	----------	-----------

+

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "fragrance"</i>

The following is the sentence in its interrogative form using the pronoun what:

 $I \quad DO$

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

What	filled	room
		the

<u>What</u> :	pronoun, <i>interrogative</i> , neuter, third person, singular (or plural, if removed from original context), subject of "filled," nominative case
<i>a</i>	<div style="display: flex; justify-content: space-between; padding: 0 10px;"> <i>I</i> <i>DO</i> <i>b</i> </div>

+

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "throng"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "carried"</i>

PARTS OF SPEECH – PRONOUN CASE, DECLENSION & PERSON continued

The following is the sentence in its interrogative form using the pronoun who.

I DO a

2. [Who carried bright candles (in the procession)?]

+

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place or time, modifies "carried"</i>

Who : | pronoun, **interrogative**, neuter, third person, singular or plural, subject of "carried," nominative case

PARTS OF SPEECH – VERB ORIGIN: STRONG AND WEAK &

VERB FORM: NEGATIVE AND EMPHATIC

a

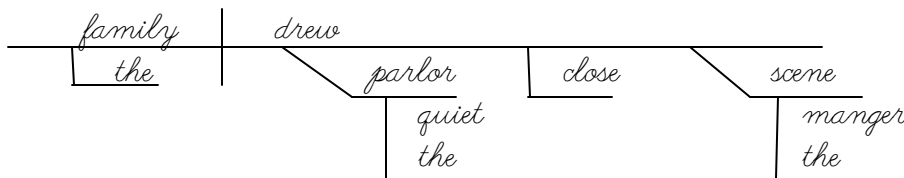
I

b

1. [(In the quiet parlor) the family drew close (around the manger scene).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "drew"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "drew"</i>



Write "In" and "around" on their respective diagonal lines.

drew : | verb, **strong**, intransitive, active voice, indicative mood, past tense, subject is "family," third person, singular ("family" is a collective noun; as all the members of the family are acting as a unit, both the noun and its verb are singular number)

The principal parts of "drew" are **draw, drew, drawn**. "drew" is strong as only the vowel sound changes in passing from present to past.

The above sentence with an emphatic verb form:

In the quiet parlor the family **did draw** close around the manger scene.

PARTS OF SPEECH – VERB ORIGIN: STRONG AND WEAK & VERB FORM: NEGATIVE AND EMPHATIC continued

I

DO

3. [The shepherd folk did especially love the beautiful old custom.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

did love : | (Do not parse. See the NOTE after §190 and the examples after §166.)

The principal parts of "love" are *love, loved, loved*

"love" is weak because only -ed is added to the present simple infinitive to form the past tense.

<i>folk</i>	<i>did love</i>	<i>custom</i>
<i>shepherd</i>	<i>especially</i>	<i>old</i>
<i>The</i>		<i>beautiful</i>
		<i>the</i>

ANALYSIS – SENTENCE FORM: INTERROGATIVE & NEGATIVE & ELEMENT REVIEW

a

b

I

DO

1. [(For centuries) the people (of Provence) had cherished the beautiful old custom.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had cherished"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "people"</i>

had cherished : | verb, *weak*, transitive, active voice, indicative mood, past perfect tense, subject is "people," third person, plural

<i>people</i>	<i>had cherished</i>	<i>custom</i>
<i>the</i> \ <i>Provence</i>	<i>centuries</i>	<i>old</i>
		<i>beautiful</i>
		<i>the</i>

Write "of" and "For" on their respective diagonal lines.

ANALYSIS – SENTENCE FORM: INTERROGATIVE & NEGATIVE & ELEMENT REVIEW

continued

DO

a

I

b

2. [What had the people (of Provence) cherished (for centuries)?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "people"
b	adverbial phrase	prepositional	time, modifies "had cherished"

The diagram will be the same as the previous sentence except the direct object will be "What" with no modifiers.

The parsing of "had cherished" will be the same also.

I

II

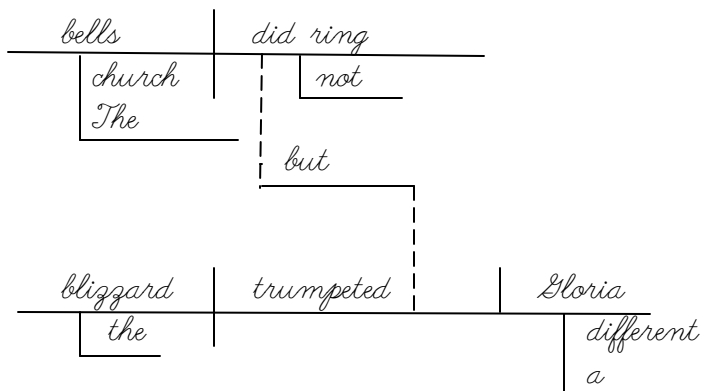
DO

3. [The church bells did not ring], but [the blizzard trumpeted a different Gloria.]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -



did ring :

verb, strong, intransitive, active voice, indicative mood, past tense, subject is "bells," third person, plural

trumpeted:

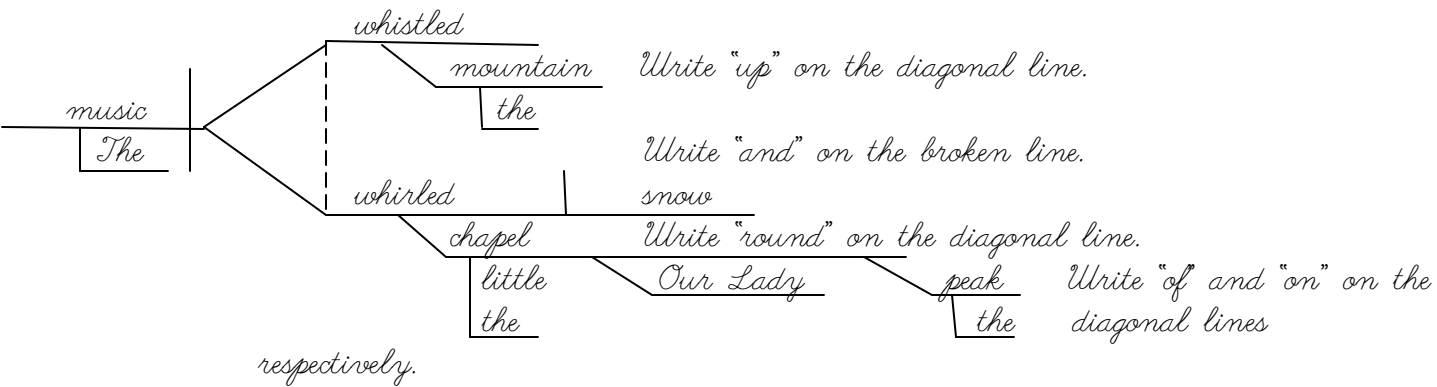
verb, weak, transitive, active voice, indicative mood, past tense, subject is "blizzard," third person, singular

ANALYSIS – SENTENCE FORM: INTERROGATIVE & NEGATIVE & ELEMENT REVIEW
continued

2. *I a DO b c*
[The music *whistled* (up the mountain) and *whirled* snow (round the little chapel (of Our Lady)
d +
(on the peak)).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "whistled"
b	adverbial phrase	prepositional	place, modifies "whistled"
c	adjectival phrase	prepositional	modifies "chapel"
d	adjectival phrase	prepositional	modifies "chapel"



whistled : verb, weak, intransitive, active voice, indicative mood, past tense, subject is "music," third person, singular

trumpeted: verb, weak, transitive, active voice, indicative mood, past tense, subject is "music," third person, singular

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 17

Grammar Assignment

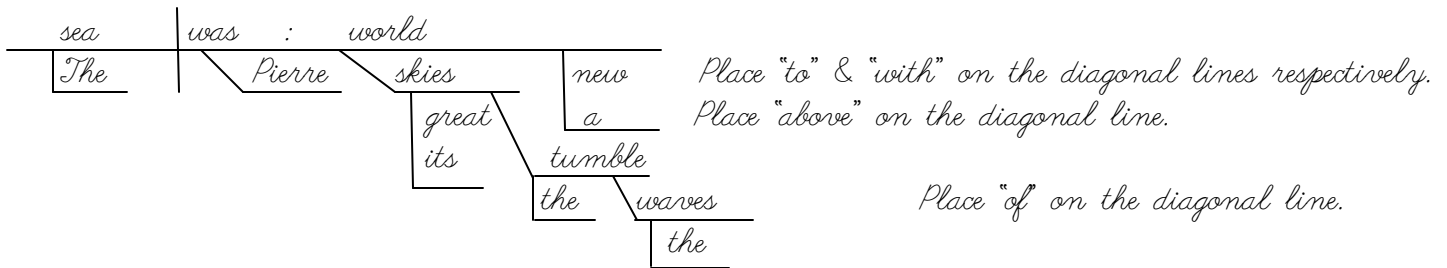
1. Analyze and (diagram):

I PN a b c d

[*The sea was a new world (to Pierre) (with its great skies (above the tumble (of the waves))))*].

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "was"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "world"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "skies"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "tumble"</i>



2. Parse: *a, new, world*

<i><u>a</u> :</i>	<i>indefinite article, limits "world"</i>
<i><u>new</u> :</i>	<i>adjective, descriptive, positive degree of comparison, modifies "world"</i>
<i><u>world</u> :</i>	<i>noun, common (class name), neuter, third person, singular, predicate nominative of "was," nominative case</i>

3. Rewrite this sentence using an interrogative pronoun.

What was a new world to Pierre with its great skies above the tumble of the waves?

To whom was the sea a new world with its great skies above the tumble of the waves?

4. Give a homonym for the word "sea"; use both words in one or two beautiful sentences.

see

GRAMMAR LESSONS WEEK 17

For all parsing: the word(s) and concept(s) being taught are in bold print. The teacher should use his discretion in choosing which other elements of parsing the children should provide.

PARTS OF SPEECH – PERSONAL & INTERROGATIVE PRONOUN REVIEW

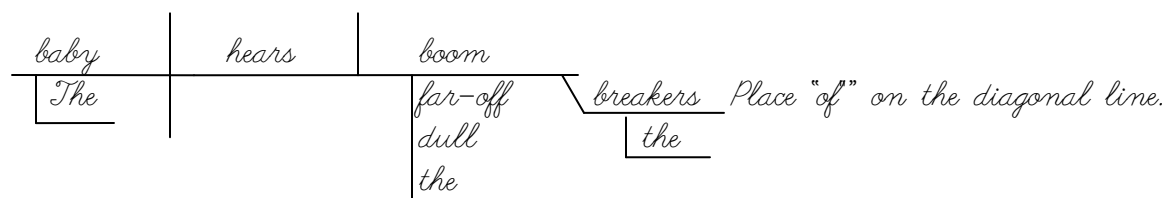
I *DO* *a*

1. [*The baby hears the dull, far-off boom (of the breakers).*]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "boom"</i>



The following is the sentence in its interrogative form using the pronoun who:

I *DO* *a*

- 1a. [*Who hears the dull, far-off boom (of the breakers)?*]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "boom"</i>

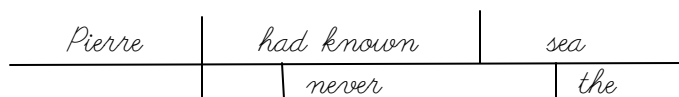
Diagram the same as above except substitute the pronoun "Who" for "The baby."

I *DO*

2. [*Pierre had never known the sea.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>



The following are sentences in interrogative form.

DO *I*

- 2a. [*What had Pierre never known?*]

This is a simple, interrogative sentence.

The chart is the same. The diagram is the same as above except substitute the pronoun "what" for the direct object and its modifier: "the sea."

PARTS OF SPEECH – PERSONAL & INTERROGATIVE PRONOUN REVIEW *continued*

I

DO

2b. [Who had never known the sea?]

This is a simple, interrogative sentence.

The chart is the same. The diagram is the same as above except substitute the pronoun "who" for the subject "Pierre."

I

DO

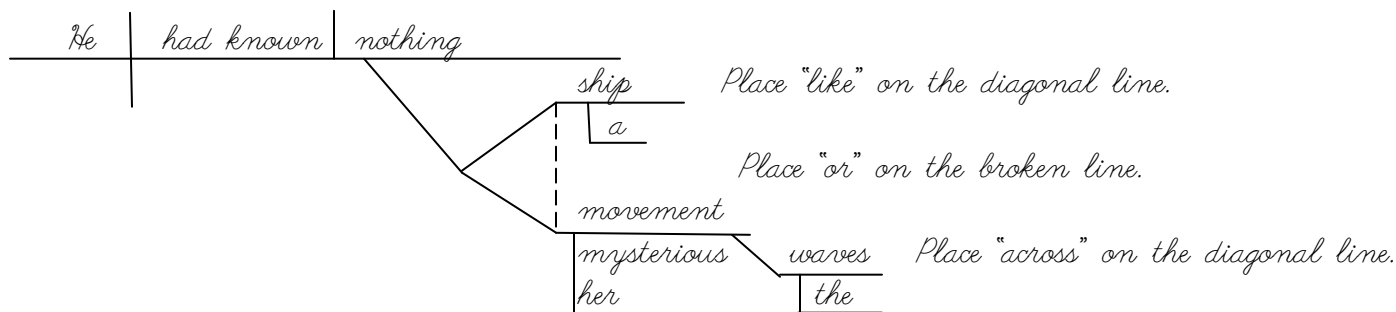
a

b

3. [He had known nothing (like a ship or her mysterious movement (across the waves)).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "nothing"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "movement"</i>



The following is the sentence in its interrogative form using the pronoun who:

I

DO

a

b

3a. [Who had known nothing (like a ship or her mysterious movement (across the waves))?]

This is a simple, interrogative sentence.

The chart is the same. The diagram is the same except substitute the pronoun "who" for the subject "he."

Parsing for the subsequent nouns and the interrogative pronouns from the sentences above:

- | | |
|--------------------|---|
| 1 <u>baby</u> : | noun, common (class name), neuter, 3 rd person, singular, subject of "hears," nominative case |
| 1a <u>Who</u> : | pronoun, interrogative, neuter, 3 rd person, singular, subject of "hears," nominative case |
| 2 <u>sea</u> : | noun, common (class name), neuter, 3 rd person, singular, direct object of "had known," objective case |
| 2a <u>What</u> : | pronoun, interrogative, neuter, 3 rd person, singular, direct object of "had known," objective case |
| 2a <u>Pierre</u> : | noun, proper, masculine, third person, singular, subject of "had known," nominative case |

PARTS OF SPEECH – PERSONAL & INTERROGATIVE PRONOUN REVIEW continued

2b <u>Who</u> :	pronoun, interrogative, neuter, 3 rd person, singular, subject of "had known," nominative case
3 <u>He</u> :	pronoun, personal, masculine, 3 rd person, singular, subject of "had known," nominative case
3a <u>Who</u> :	pronoun, interrogative, neuter, 3 rd person, singular, subject of "had known," nominative case

PARTS OF SPEECH – VERB REVIEW & LIE/LAY, SIT/SET

I a

II DO b

1. [Pierre lay (in his hammock)] and [the ship rocked him (upon the sea).]

+

This is a compound, declarative sentence.

Cl/ Ph	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "lay"
b	adverbial phrase	prepositional	place, modifies "rocked"

Present tense: Pierre lies in his hammock and the ship rocks him upon the sea.

Future tense: Pierre will lie in his hammock and the ship will rock him upon the sea.

Present perfect tense: Pierre has lain in his hammock and the ship has rocked him upon the sea.

Past perfect tense: Pierre had lain in his hammock and the ship had rocked him upon the sea.

Future perfect tense: Pierre will have lain in his hammock and the ship will have rocked him upon the sea.

I DO a

2. [Great boats set dories (in the water).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "set"

Past tense: Great boats set dories in the water.

Future tense: Great boats will set dories in the water.

Present perfect tense: Great boats have set dories in the water.

Past perfect tense: Great boats had set dories in the water.

Future perfect tense: Great boats will have set dories in the water.

PARTS OF SPEECH – VERB REVIEW & LIE/LAY, SIT/SET continued

2. [*The boy sat and looked (upon the sea) and heard the far-off boom (of the breakers).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "looked"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "boom"</i>

Past tense:	The boy sits and looks upon the sea and hears the far-off boom of the breakers.
Future tense:	The boy will sit and will look upon the sea and will hear the far-off boom of the breakers.
Present perfect tense:	The boy has sat and has looked upon the sea and has heard the far-off boom of the breakers.
Past perfect tense:	The boy had sat and had looked upon the sea and had heard the far-off boom of the breakers.
Future perfect tense:	The boy will have sat and will have looked upon the sea and will have heard the far-off boom of the breakers.

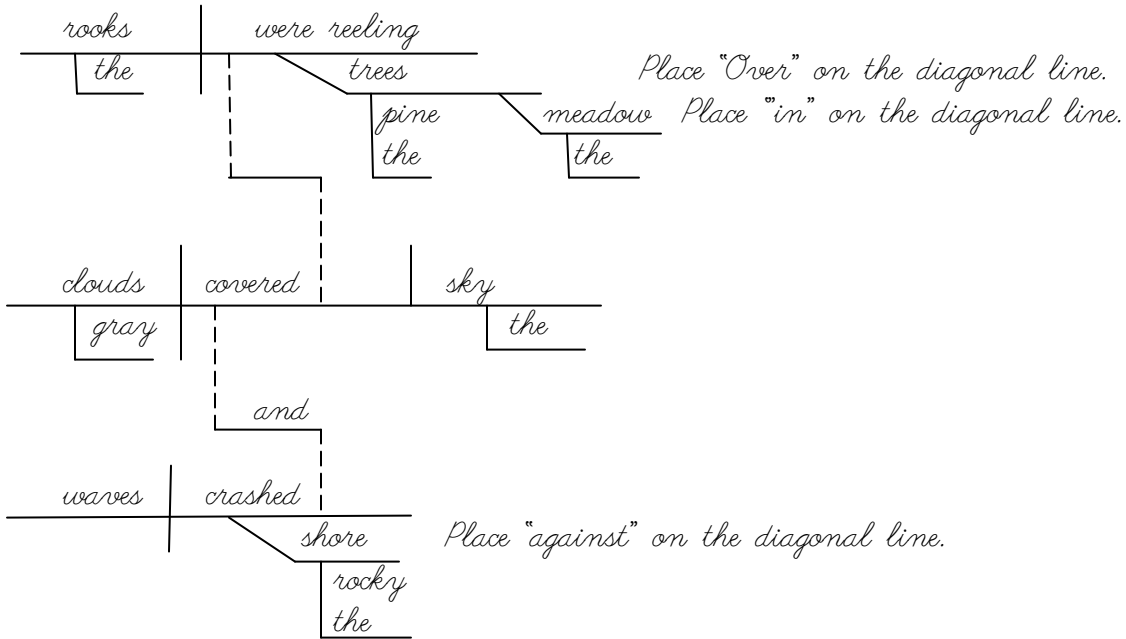
ANALYSIS – ELEMENTS OF A SENTENCE REVIEW

2. ^a [(Over the pine trees (in the meadow)) the ^b rocks ^I were reeling], ^{II} [gray clouds ^{DO} covered the sky], and
^{III} ^c [waves crashed (against the rocky coast.)] +

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were reeling"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "trees"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "crashed"</i>

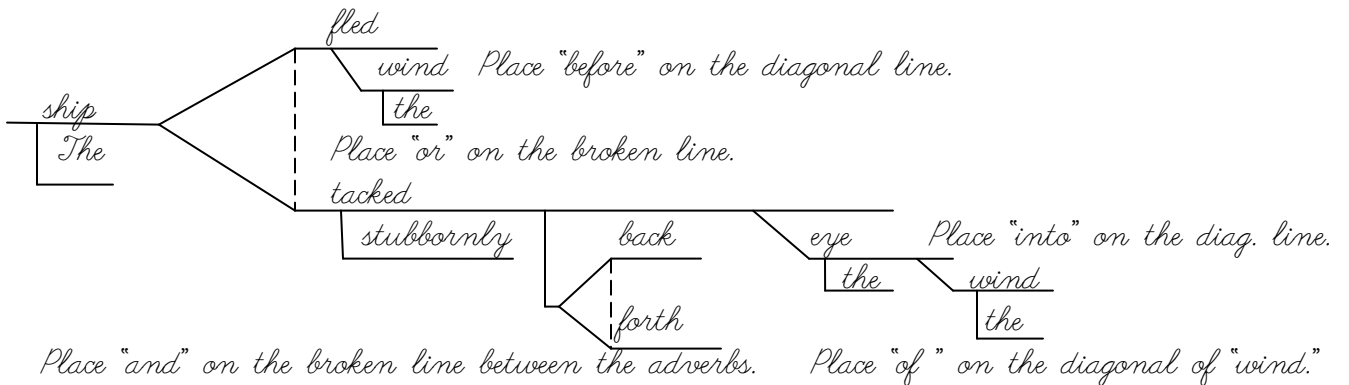
ANALYSIS – ELEMENTS OF A SENTENCE REVIEW continued



2. [The *ship* *fled* (before the wind) or stubbornly *tacked* back and forth (into the eye (of the wind)).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place or manner, modifies "fled"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "tacked"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "eye"</i>



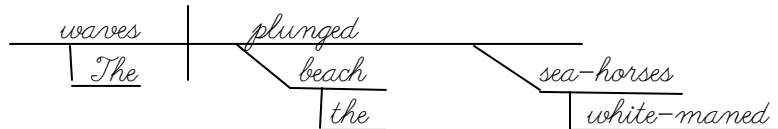
ANALYSIS – ELEMENTS OF A SENTENCE REVIEW

I a b

3. [*The waves plunged (up the beach) (like white-maned sea-horses).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "plunged"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or comparison, modifies "plunged"</i>



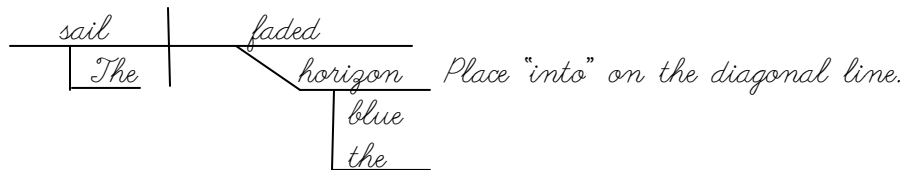
Place "up" and "like" on the diagonal lines respectively.

I a

4. [*The sail faded (into the blue horizon).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sailed"</i>



Place "into" on the diagonal line.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 18

Grammar Assignment

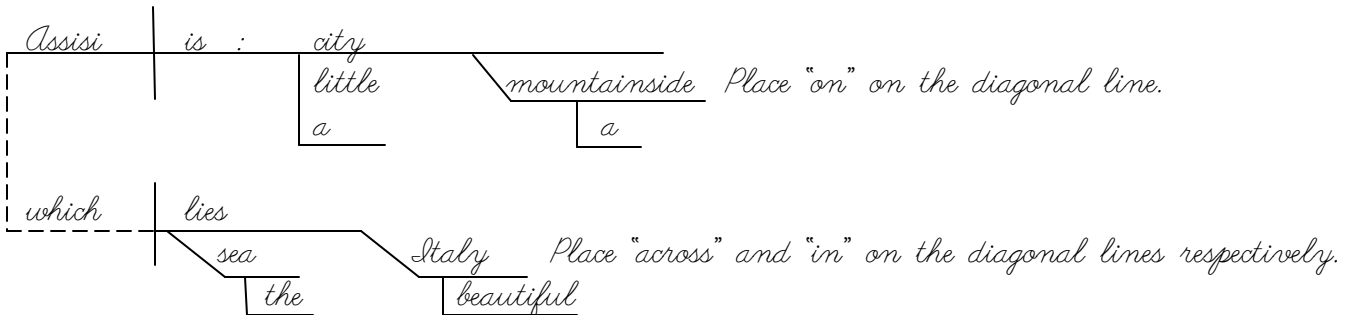
1. Analyze and (diagram):

I II PN a b c

[Assisi, [which is a little city (on a mountainside),] lies (across the sea) (in beautiful Italy).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "Assisi"
a	adjectival phrase	prepositional	modifies "city"
b	adverbial phrase	prepositional	place, modifies "lies"
c	adverbial phrase	prepositional	place, modifies "lies"



2. Parse: Assisi, across, lies

Assisi : noun, proper, neuter, third person, singular, subject of "is," nominative case

across : preposition, shows the relationship between "sea" and "lies"

lies : verb, strong, intransitive, active voice, indicative mood, present tense, subject is "which," third person, singular

3. Give a synopsis of the verb in the principal clause, in all the tenses of the indicative mood.
(3rd person singular.)

Present tense: He is

Past tense: He was

Future tense: He will be

Present perfect tense: He has been

Past perfect tense: He had been

Future perfect tense: He will have been

4. Write a sentence with a relative pronoun, describing a faraway place which you would like to visit.

GRAMMAR LESSONS WEEK 18

For all parsing: the word(s) and concept(s) being taught are in bold print.

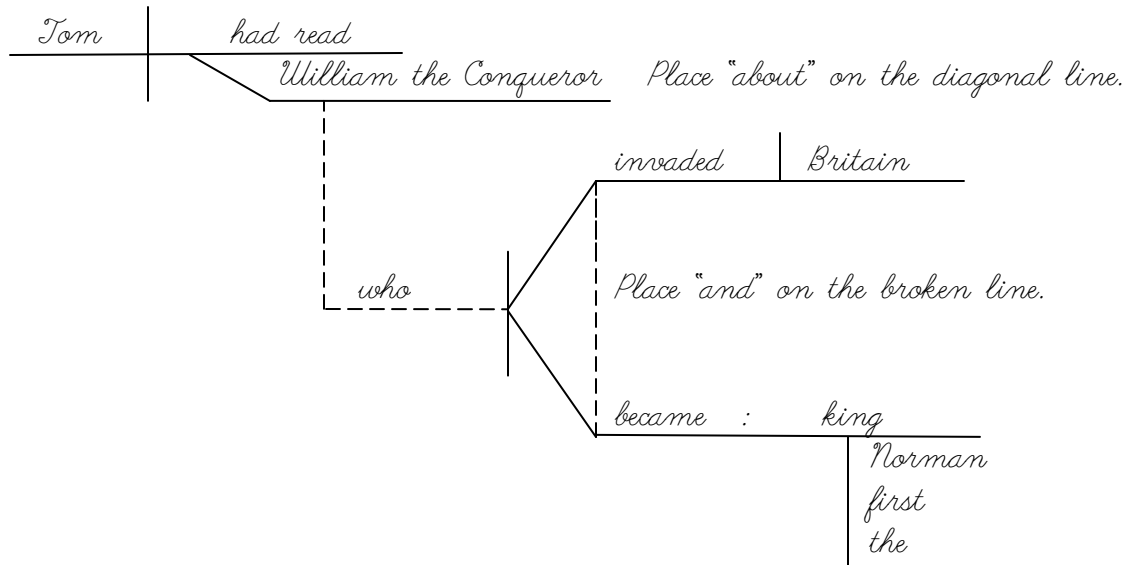
PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE ANALYSIS – COMPLEX SENTENCE WITH ADJECTIVE CLAUSES

I a II DO

[Tom had read (about William the Conqueror) [who invaded Britain and became the first Norman king)].] ("became" is an intransitive verb taking a predicate nominative, like "was.")

This is a complex, declarative sentence. Notice that the second clause has a compound verb.)

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "William the Conqueror"
a	adverbial phrase	prepositional	reference, modifies "had read"



who : | pronoun, relative, antecedent: "William the Conqueror," masculine, 3rd
 | person, singular, subject of "invaded" and "became," nominative case

I a II DO

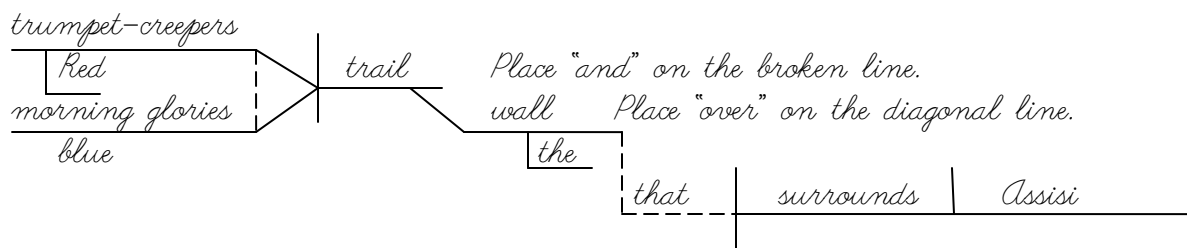
2. [Red trumpet-creepers and blue morning glories trail (over the wall) [that surrounds Assisi.]]

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "that"	modifies "wall"
a	adverbial phrase	prepositional	place, modifies "trail"

PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE **ANALYSIS – COMPLEX SENTENCE WITH ADJECTIVE CLAUSES continued**

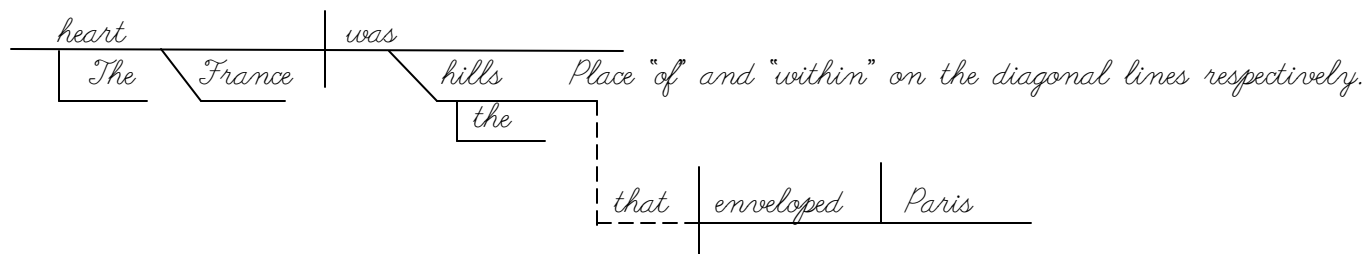


that : pronoun, relative, antecedent: "wall," neuter, 3rd person, singular, subject of "surrounds," nominative case

3. [The heart (of France) was (within the hills) [that enveloped Paris.]]

+
 This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "that"	modifies "hills"
a	adjectival phrase	prepositional	modifies "heart"
b	adverbial phrase	prepositional	place, modifies "was"



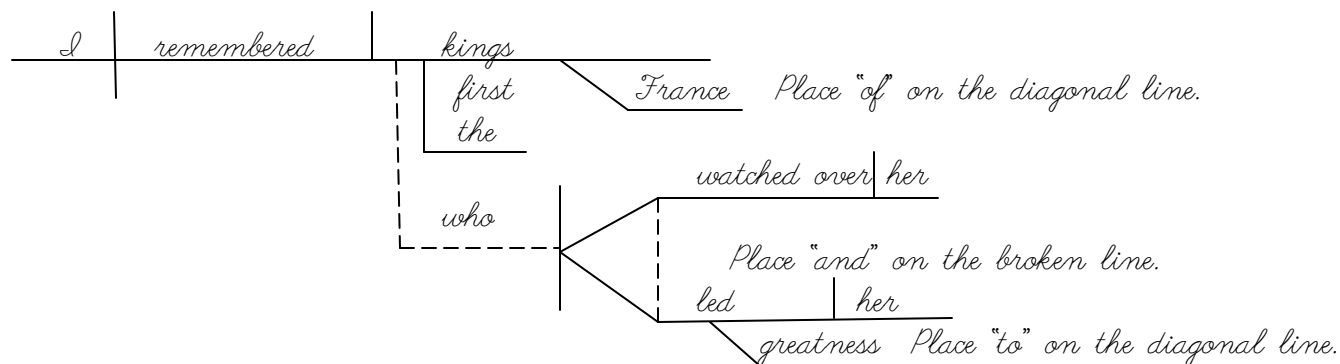
that : pronoun, relative, antecedent: "hills," neuter, 3rd person, plural, subject of "was," nominative case

4. [I remembered the first kings (of France), [who watched over her and led her (to greatness).]]

+
 This is a complex, declarative sentence. ("To watch over" has a meaning as a distinct verb.)

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "kings"
a	adjectival phrase	prepositional	modifies "kings"
b	adverbial phrase	prepositional	result, modifies "led"

PARTS OF SPEECH – PRONOUN CLASS: INTERROGATIVE ANALYSIS – COMPLEX SENTENCE WITH ADJECTIVE CLAUSES **continued**

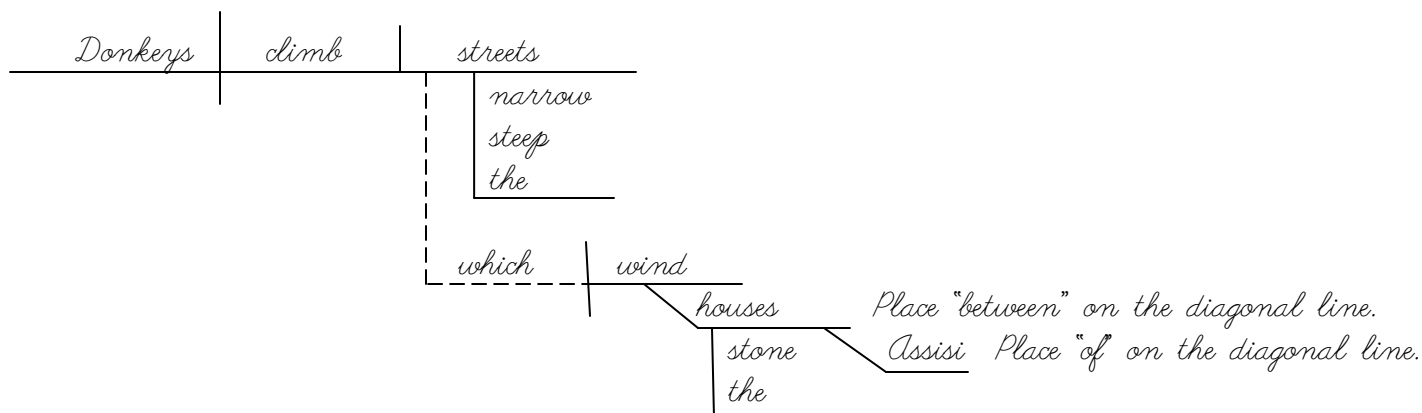


who : pronoun, relative, antecedent: "kings," masculine, 3rd person, plural, subject of "watched over" and "led," nominative case

5. [*Donkeys* climb the steep, narrow streets [which wind (between the stone houses (of Assisi))].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "streets"
a	adverbial phrase	prepositional	place, modifies "wind"
b	adjectival phrase	prepositional	modifies "houses"



which : pronoun, relative, antecedent: "streets," neuter, 3rd person, plural, subject of "wind," nominative case

PARTS OF SPEECH – VERB REVIEW & STRONG & WEAK VERBS

1. In the open square the market-gardeners *sell* ripe grapes and plums and figs.

<u>sell</u> :	verb, <i>irregular weak</i> , transitive, active voice, indicative mood, present tense, subject is "market-gardeners," third person, plural
---------------	---

The principal parts of "sell" are *sell, sold, sold*

"sell" is irregular weak because a change of vowel sound and another change occur.

Here is the sentence in the other tenses. Note the form change.

Past tense:	<i>sold</i>
Future tense:	<i>will sell</i>
Present perfect tense:	<i>have sold</i>
Past perfect tense:	<i>had sold</i>
Future perfect tense:	<i>will have sold</i>

2. The sky *was* overcast and the wind *blew* down the valley of the Seine.

<u>was</u> :	verb, <i>irregular weak</i> , intransitive, active voice, indicative mood, past tense, subject is "sky," third person, singular
--------------	---

The forms of "was" are *am, is, are, was, were, be, being, been*. It is clearly irregular, and classed as "weak" (though it is unlike any other verb and so is nearly a class of its own).

<u>blew</u> :	verb, <i>strong</i> , intransitive, active voice, indicative mood, past tense, subject is "wind," third person, singular
---------------	--

The principal parts of "blew" are *blow, blew, blown*.

The form is strong because only the vowel sound changes.

Here is the sentence in the other tenses. Note the form change.

Present tense:	The sky <i>is</i> overcast and the wind <i>blows</i> ...
Future tense:	The sky <i>will be</i> overcast and the wind <i>will blow</i> ...
Present perfect tense:	The sky <i>has been</i> overcast and the wind <i>has blown</i> ...
Past perfect tense:	The sky <i>had been</i> overcast and the wind <i>had blown</i> ...
Future perfect tense:	The sky <i>will have been</i> overcast and the wind <i>will have blown</i> ...

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 19

Grammar Assignment

1. *Analyze and (diagram):*

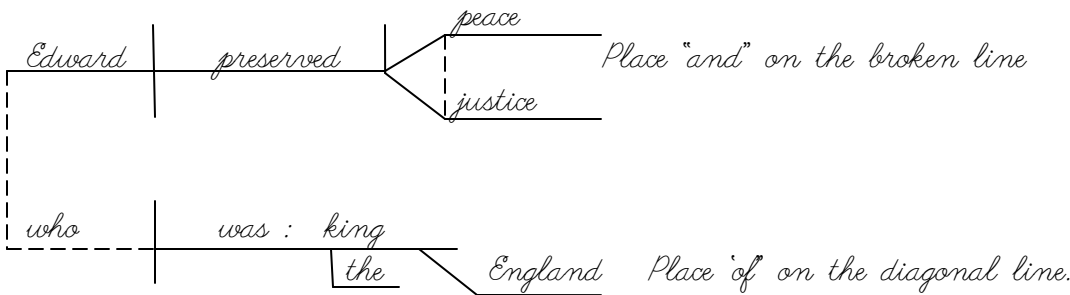
II
PN
a
I
DO
DO

[Edward, [who was the king (of England),] preserved peace and justice.]

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "who"	modifies "Edward"
a	adjectival phrase	prepositional	modifies "king"



2. *Parse: who, was, king*

<u>who</u> :	pronoun, relative, antecedent: Edward, masculine, third person, singular, subject of "was," nominative case
<u>was</u> :	verb, irregular weak (or copulative), intransitive, active voice, indicative mood, past tense, subject is "who," third person, singular
<u>king</u> :	noun, common (class name), masculine, third person, singular, predicate nominative of "was," nominative case

3. "Edward preserved peace and justice." *Write this sentence in the passive voice.*

Peace and justice were preserved by Edward.

4. *Restate this sentence in your own words, explaining what it means: "Thames were 'related' by comradeship in arms and shared loyalty to their lord."*

GRAMMAR LESSONS WEEK 19

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – RELATIVE PRONOUNS: WHO

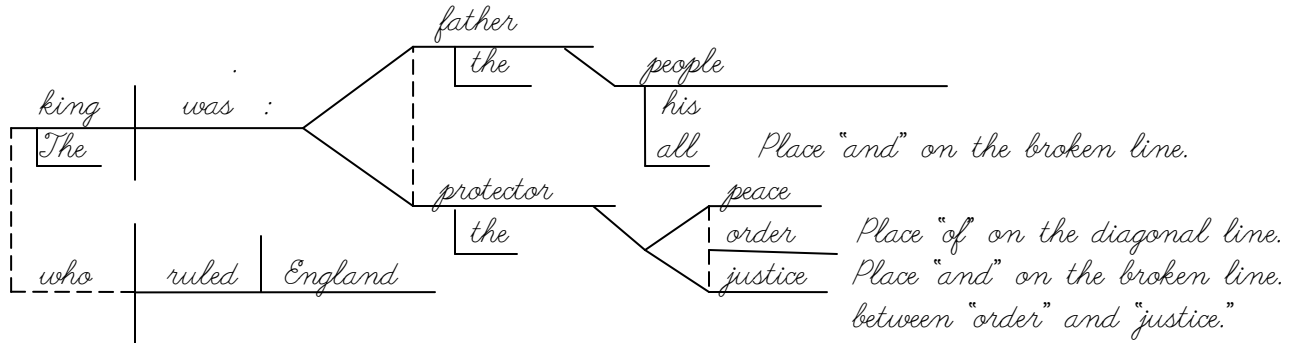
I II DO PN a PN b

1. [The king [who ruled England] was the father (of all his people) and the protector (of peace, order and justice)].

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "king"
a	adjectival phrase	prepositional	modifies "father"
b	adjectival phrase	prepositional	modifies "protector"



who : | pronoun, relative, antecedent: "king," masculine, 3rd person, singular,
 | subject of "ruled," nominative case

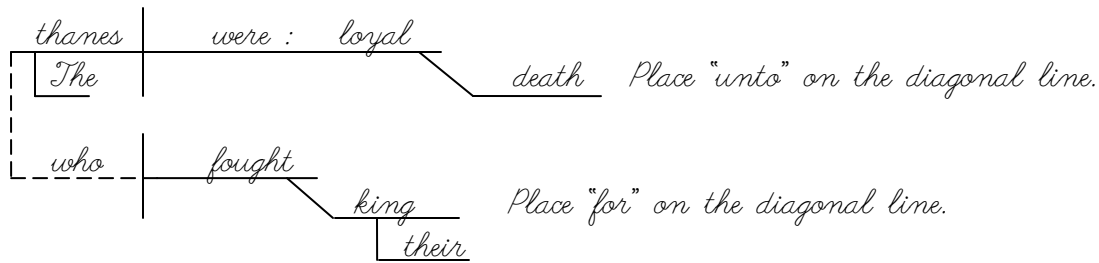
II a I b

2. [The thames [who fought (for their king)] were loyal (unto death)].

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "thames"
a	adverbial phrase	prepositional	reference or cause, modifies "fought"
b	adverbial phrase	prepositional	degree or time, modifies "loyal"

PARTS OF SPEECH – RELATIVE PRONOUNS: WHO continued



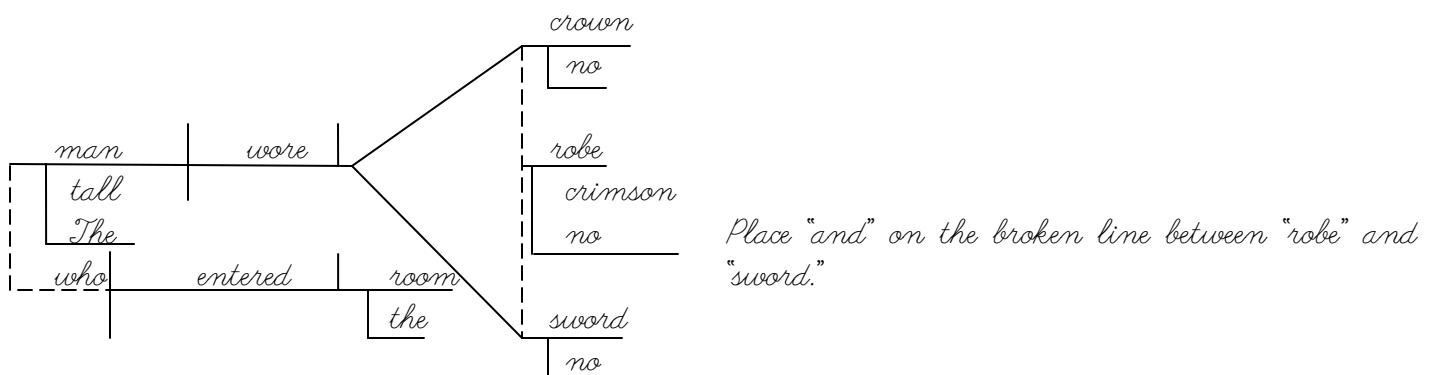
who : pronoun, relative, antecedent: "thames," masculine, 3rd person, plural,
subject of "fought," nominative case

3. $\overset{I}{[The\ tall\ man]} \overset{II}{[\boxed{who}]} \overset{DO}{entered\ the\ room}] \overset{DO}{were}\ no\ crown,\ no\ crimson\ robe\ and\ no\ sword.]$

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "man"</i>



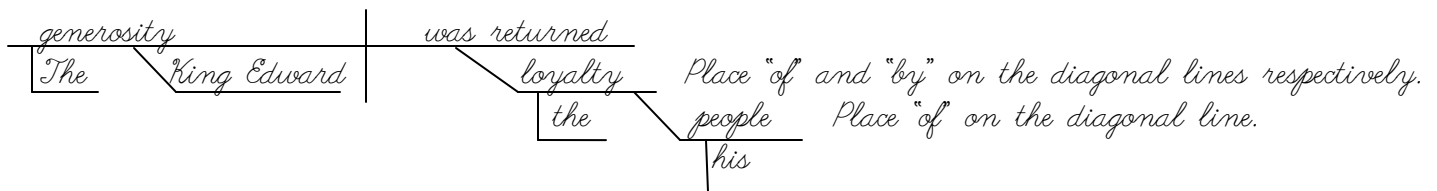
who : pronoun, relative, antecedent: "man," masculine, 3rd person, singular,
subject of "entered," nominative case

PARTS OF SPEECH – VERB REVIEW AND VERB VOICE

1. [*The generosity (of King Edward) was returned (by the loyalty (of his people)).*]

This is a simple, declarative sentence.

<i>ClIPhr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "generosity"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "was returned"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "loyalty"</i>



was returned : verb, weak, transitive, **passive voice**, indicative mood, past tense, subject is "generosity," third person, singular

In the active voice this sentence might read:

King Edwards's people returned his generosity by their loyalty.

Note: When changing to the active voice, it is important that the children reflect on what action is passing from subject to object, and on who or what is receiving the action. Normally, the passive subject becomes the new object; a prepositional phrase of means or agent usually contains the new active subject.

2. [*Charlemagne* *was feared* (by the monarchs (of Europe and Asia)).].

+

This is a simple, declarative sentence. (The diagram is similar to that of sentence 1.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>agent, modifies "was feared"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "monarchs"</i>

was returned : verb, weak, transitive, **passive voice**, indicative mood, *past tense, subject is "Charlemagne," third person, singular

In the active voice this sentence would read:

The monarchs of Europe and Asia **feared* Charlemagne.

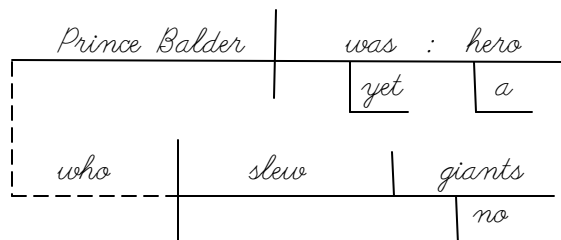
*When changing voices of the verb, keep the same tense.

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

- I*
II
DO
PN
1. [Prince Balder, [who slew no giants], was yet a hero.]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "Prince Balder"</i>

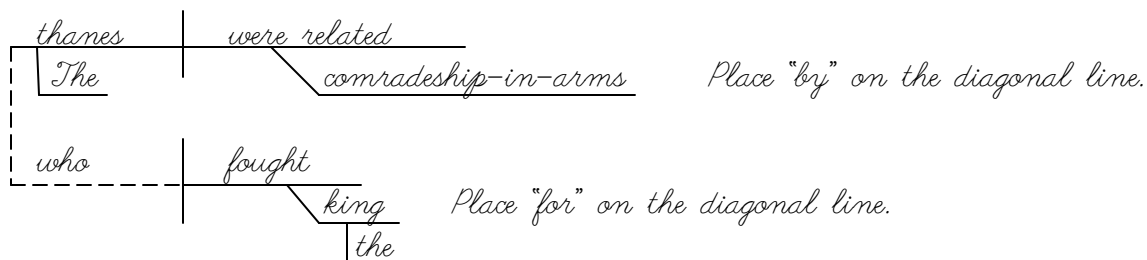


- II*
a
I
b
2. [The thames [who fought (for the king)] were related (by comradeship-in-arms).]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "thames"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or cause, modifies "fought"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or means, mod. "were related"</i>

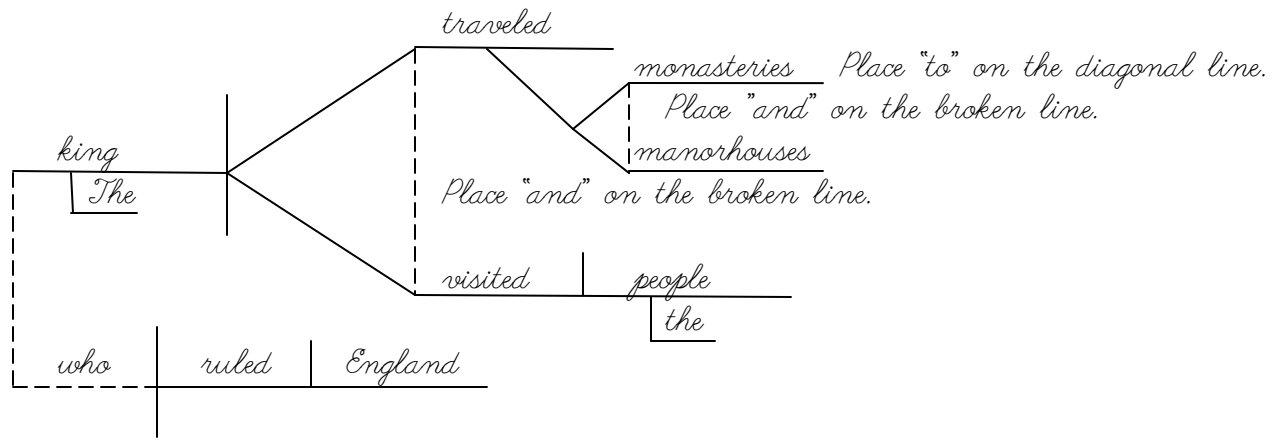


ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES continued

I II DO a
1. [The king [who ruled England] traveled (to monasteries and manorhouses) and visited the
DO +
people.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "king"
a	adverbial phrase	prepositional	place, modifies "traveled"



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 20

Grammar Assignment

1. Analyze and (diagram):

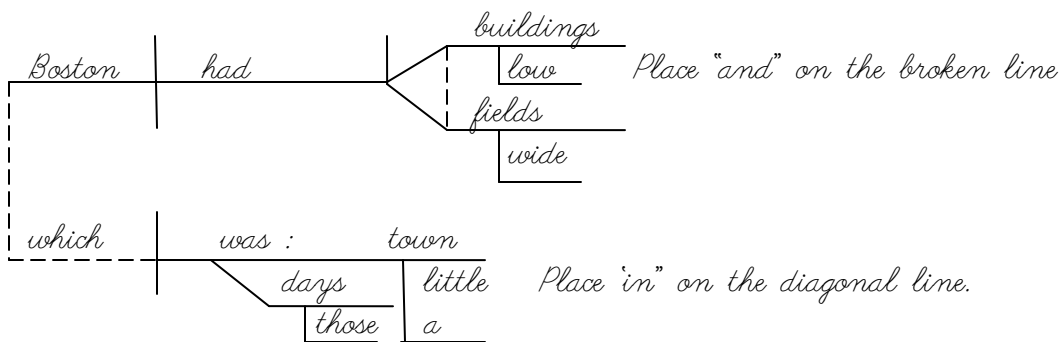
I
II
a
PN
DO
DO

[Boston, [which (in those days) was a little town], had low buildings and wide fields.]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "Boston"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "was"</i>



2. Parse: Boston, which, a, little

<u>Boston</u> :	<i>noun, proper, neuter, third person, singular, subject of "had," nominative case</i>
<u>which</u> :	<i>pronoun, relative, antecedent: "Boston," neuter, third person, singular, subject of "was," nominative case</i>
<u>a</u> :	<i>indefinite article, limits the noun "town"</i>
<u>little</u> :	<i>adjective, descriptive, positive degree of comparison, modifies "town"</i>

3. Give a synonym for "transacted" and use it in a sentence.

(*"transacted" is found in the retelling: Paul Revere.*)

possible synonyms: conducted, carried out, discharged, performed

4. What craft in our day is an honored one? Why?

GRAMMAR LESSONS WEEK 20

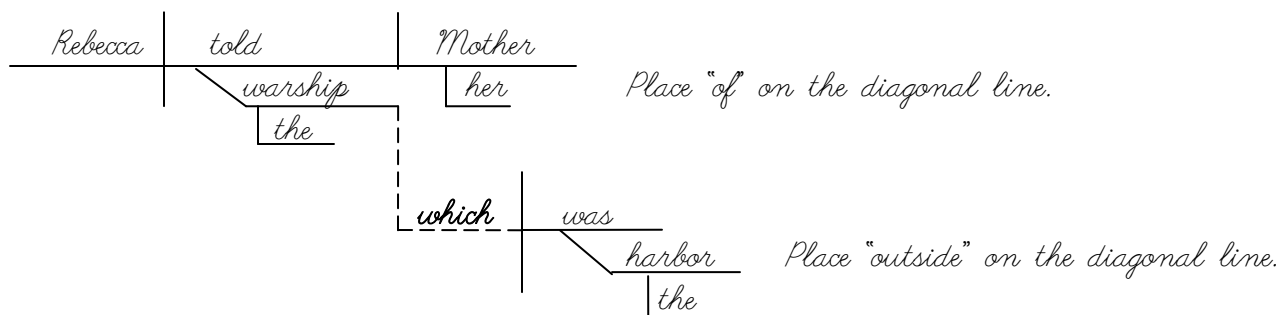
For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – RELATIVE PRONOUN: WHICH

1. *I DO a II b*
 1. [*Rebecca told her mother (of the big British warship) [**which** was (outside the harbor.)*]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "warship"
a	adverbial phrase	prepositional	reference, modifies "told"
b	adverbial phrase	prepositional	place, modifies "was"



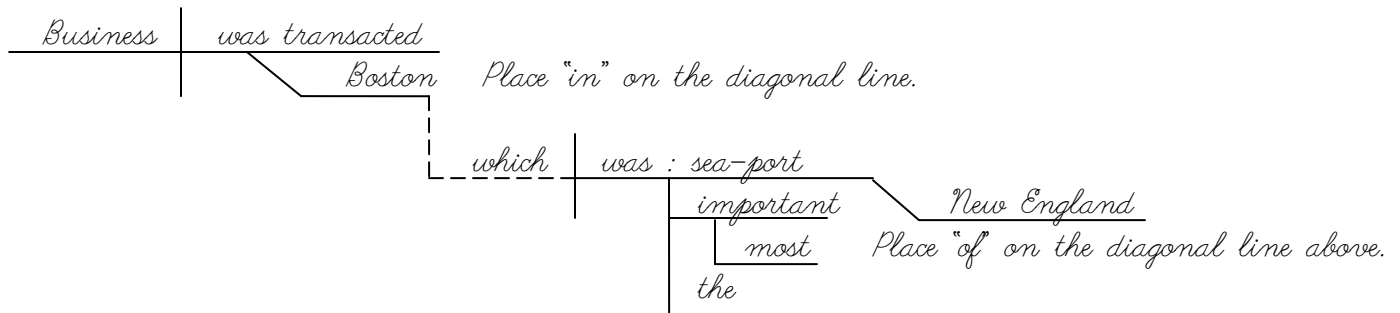
which : pronoun, relative, antecedent: "warship," neuter, 3rd person, singular, subject of "was," nominative case

2. *I a II PN b*
 2. [*Business was transacted (in Boston) [**which** was the most important sea-port (of New England.)*]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "Boston"
a	adverbial phrase	prepositional	place, modifies "was transacted"
b	adjectival phrase	prepositional	modifies "sea-port"

PARTS OF SPEECH – RELATIVE PRONOUN: WHO continued

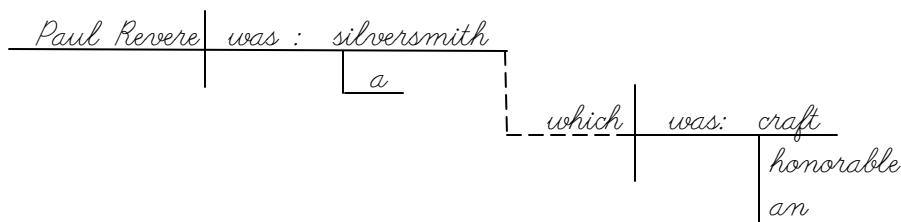


which : | pronoun, relative, antecedent: "Boston," neuter, 3rd person, singular, subject of "was," nominative case

3. [Paul Revere was a silversmith, [which was an honorable craft.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "silversmith"



which : | pronoun, relative, antecedent: "silversmith," masculine, 3rd person, singular, subject of "was," nominative case

PARTS OF SPEECH – VERB REVIEW

1. [The children rubbed the glass mirror (with all their might).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	---	---
a	adverbial phrase	prepositional	manner, modifies "rubbed"

rubbed : | verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," third person, plural

PARTS OF SPEECH – VERB REVIEW continued

1. *I DO II DO a*
 1. [*They polished* the great reflector [*that sent* the light (over the ocean.)]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "that"</i>	<i>modifies "reflector"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sent"</i>

<i>polished :</i>	<i>verb, weak, transitive, active voice, indicative mood, past tense, subject is "They," third person, plural</i>
<i>sent :</i>	<i>verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "that," third person, singular</i>

2. *I PA a*
 2. [*Our country was* new] and [*a need* (for furniture, casks, cloth, bricks, and boards) constantly increased.]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "need"</i>

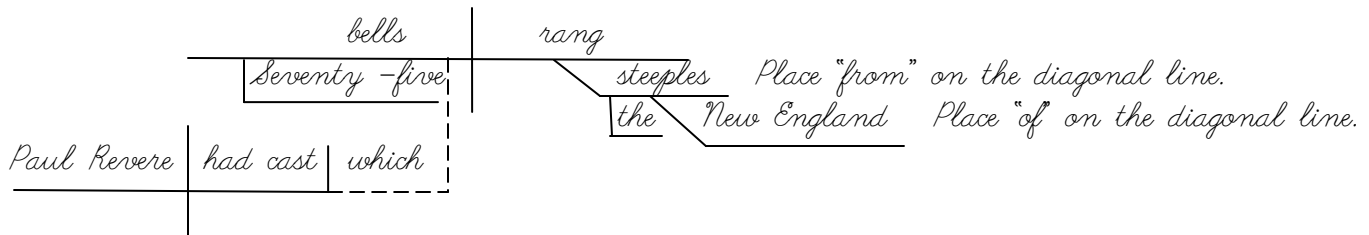
<i>was :</i>	<i>verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "country," third person, singular</i>
<i>increased :</i>	<i>verb, weak, intransitive, active voice, indicative mood, past tense, subject is "need," third person, singular</i>

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

1. [Seventy-five bells [which Paul Revere had cast] rang (from the steeples (of New England)).]

This is a complex, declarative sentence. (Notice the use of the relative as object; omit if too difficult.)

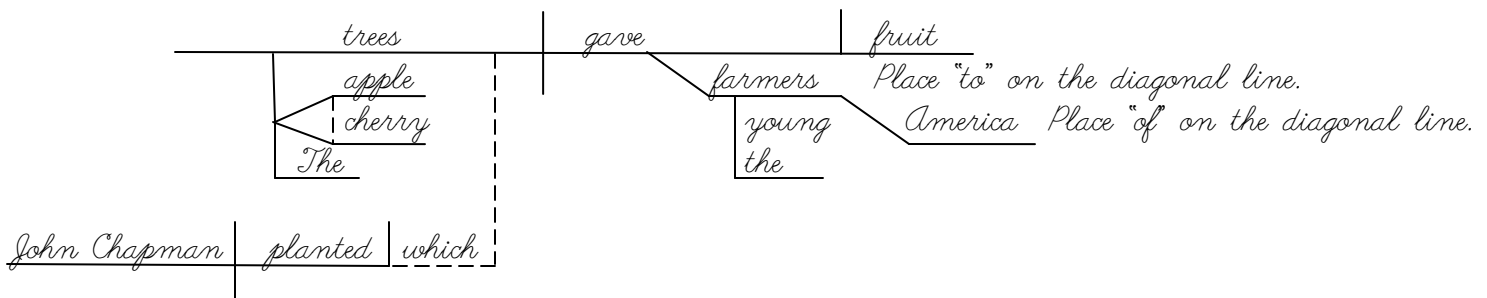
Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "bells"
a	adverbial phrase	prepositional	place, modifies "rang"
b	adjectival phrase	prepositional	modifies "steeples"



1. [The apple and cherry trees [which John Chapman planted] gave fruit (to the young farmers (of America.))]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "trees"
a	adverbial phrase	prepositional	reference, modifies "gave"
b	adjectival phrase	prepositional	modifies "farmers"



Place the conjunction "and" on the broken line between "apple" and "cherry."

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 21

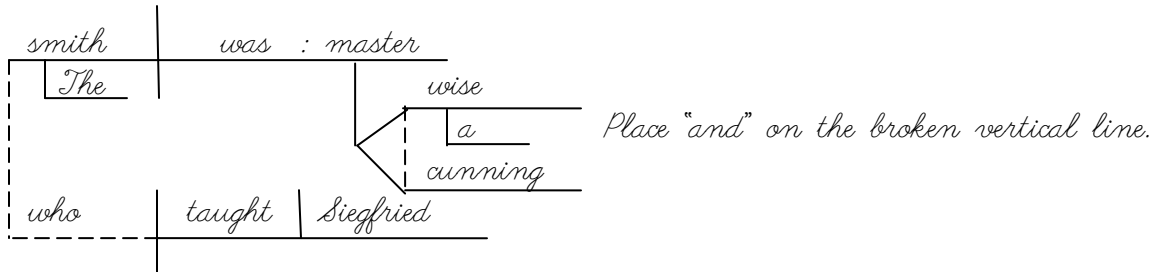
Grammar Assignment

1. *Analyze and (diagram):*

I *II* *DO* *PN*
 [The smith, [who taught Siegfried] was a wise and cunning master.]
 +

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "smith"</i>



2. *Parse: smith, who, wise*

<u>smith</u> :	noun, common (class name), masculine, third person, singular, subject of "was," nominative case
<u>who</u> :	pronoun, relative, antecedent: smith, masculine, third person, singular, subject of "taught," nominative case
<u>wise</u> :	adjective, descriptive, positive degree of comparison, modifies "master"

3. *Give a synopsis of "teach" in the 3rd person singular, all six tenses.*

<i>Active Voice</i>		<i>Passive Voice</i>	
<i>present</i>	<i>he teaches</i>	<i>present</i>	<i>he is taught</i>
<i>past</i>	<i>he taught</i>	<i>past</i>	<i>he was taught</i>
<i>future</i>	<i>he will teach</i>	<i>future</i>	<i>he will be taught</i>
<i>present perfect</i>	<i>he has taught</i>	<i>present perfect</i>	<i>he has been taught</i>
<i>past perfect</i>	<i>he had taught</i>	<i>past perfect</i>	<i>he had been taught</i>
<i>future perfect</i>	<i>he will have taught</i>	<i>future perfect</i>	<i>he will have been taught</i>

4. *Explain in one or two sentences in what way the smith was "a wise and cunning master."*

GRAMMAR LESSONS WEEK 21

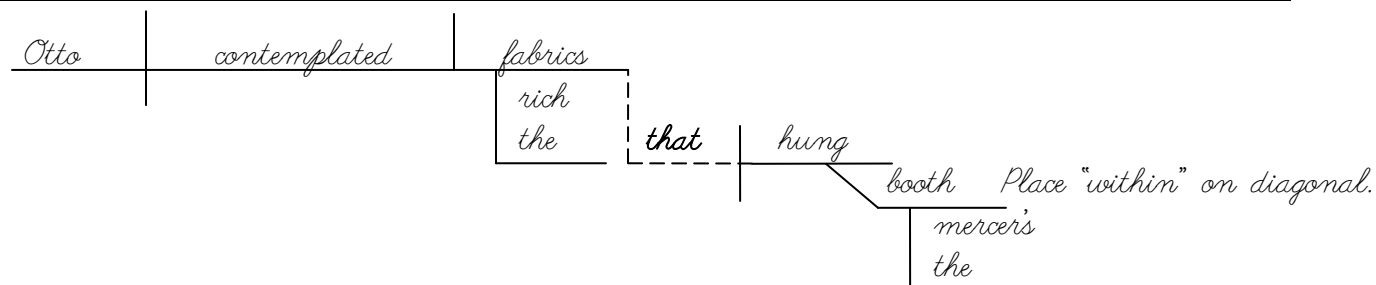
For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – RELATIVE PRONOUNS: THAT & REVIEW

1. *I DO II a*
 1. [Otto contemplated the rich fabrics [that hung (within the mercer's booth.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "that"	modifies "fabrics"
a	adverbial phrase	prepositional	place, modifies "hung"



that : | pronoun, relative, antecedent: "fabrics," neuter, 3rd person, plural, subject of "hung," nominative case

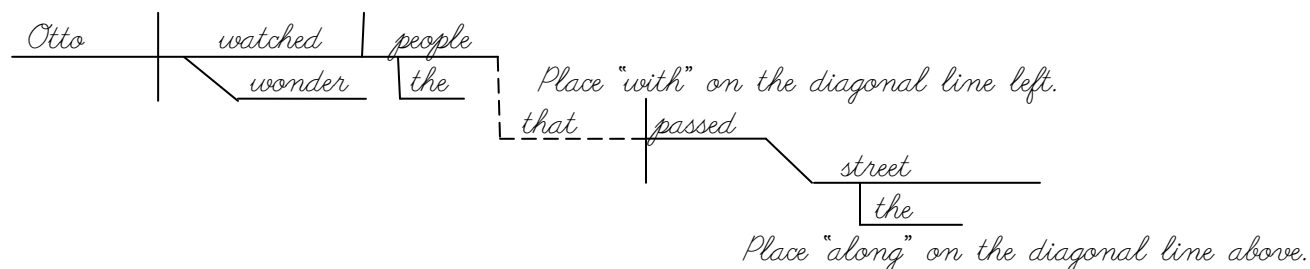
2. *I a DO II b*
 2. [Otto watched (with wonder) the people [that passed (along the street)] .]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "that"	modifies "people"
a	adverbial phrase	prepositional	manner, modifies "watched"
b	adverbial phrase	prepositional	place, modifies "passed"

that : | pronoun, relative, antecedent: "people," neuter, 3rd person, plural, subject of "passed," nominative case

PARTS OF SPEECH – RELATIVE PRONOUNS: THAT continued



PARTS OF SPEECH – VERBALS: PARTICIPLES

I DO a

1. [*Otto saw the glittering jewels (in the goldsmith's shop.)*]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>*adjectival phrase</i>	<i>prepositional</i>	<i>modifies "jewels"</i>

*This phrase might also be considered *adverbial*, its office/function being *place*, modifies "saw"
"glittering" modifies the noun "jewels." It is a verb form (imperfect active) and an adjective, therefore an adjective verbal: a participle.

I a

1. [*The hurrying and jostling people passed (along the road.)*]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "passed"</i>

I DO a b

1. [*Marguerite loved the city (of Troyes, founded (by the Romans.))*]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "city"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>agent, modifies "founded"</i>

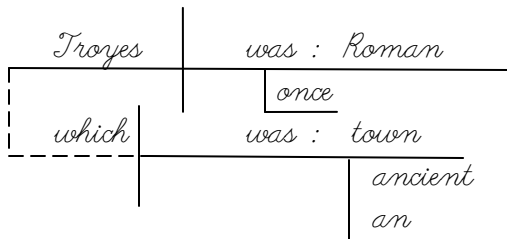
"founded" modifies the noun "Troyes." It is a verb form (perfect passive) and an adjective, therefore a participle.

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

- I* *II* *PN* *PA*
1. [Troyes, [which was an ancient town] was once Roman.]

This is a complex, declarative sentence.

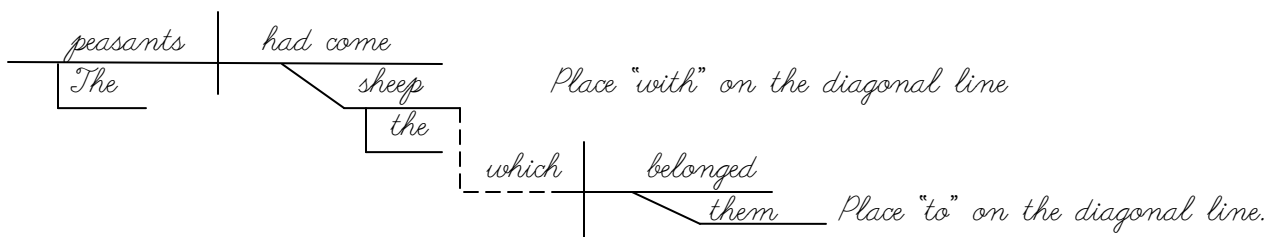
<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "Troyes"</i>



- I* *a* *II* *b*
2. [The peasants had come (with the sheep) [which belonged (to them.)]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "sheep"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies "had come"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "belonged"</i>



ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES continued

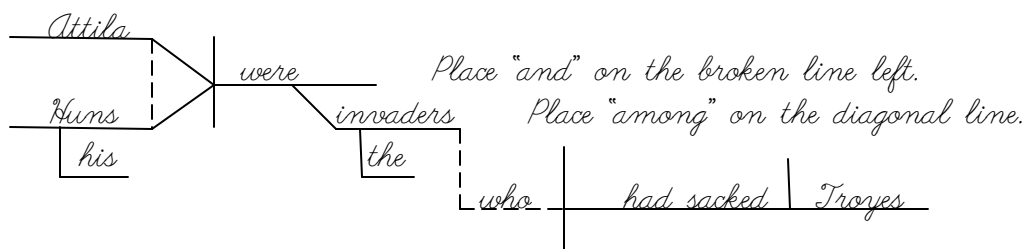
I a

II DO

1. [*Attila and his Huns were (among the invaders) [who had sacked Troyes].]*

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "invaders"
a	adverbial phrase	prepositional	place or accompaniment, modifies "were"



I DO a

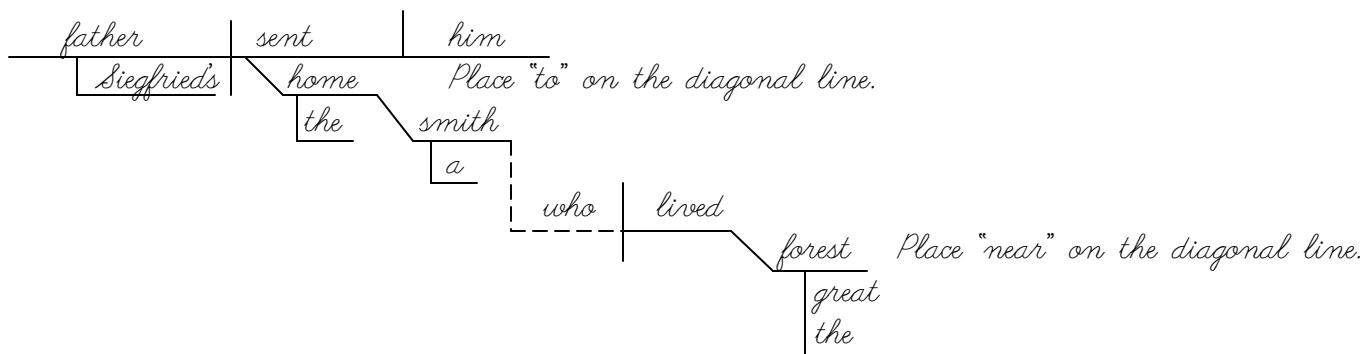
b

II c

1. [*Siegfried's father sent him (to the home (of a smith)) [who lived (near the great forest.)]*]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "smith"
a	adverbial phrase	prepositional	place, modifies "sent"
b	adjectival phrase	prepositional	modifies "home"
c	adverbial phrase	prepositional	place, modifies "lived"



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 22

Grammar Assignment

1. Analyze and (diagram):

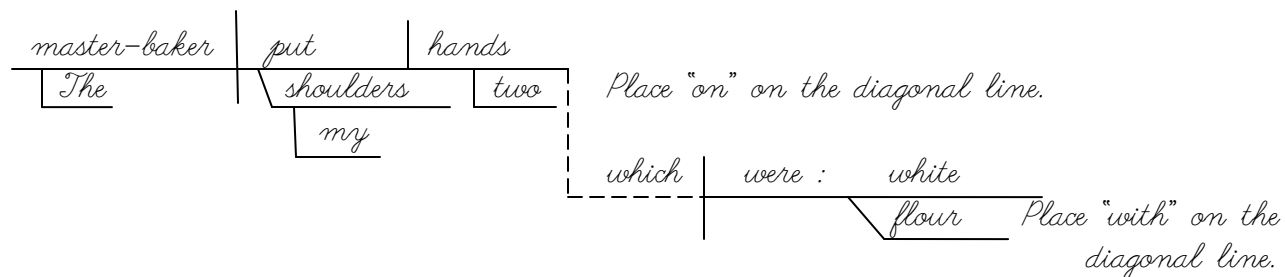
I *a*
DO
II *PA*

[The master-baker put (on my shoulders) two hands [which were white (with flour.)]]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "hands"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "put"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "white"</i>



2. Parse: hands, which, white

<u>hands</u> :	noun, common (class name), neuter, third person, plural, direct object of "put," objective case
<u>which</u> :	pronoun, relative (simple), antecedent: "hands," neuter, third person, plural, subject of "were," nominative case
<u>white</u> :	predicate adjective, descriptive, positive degree of comparison, modifies "which"

3. Give a synopsis of "put" in the third singular, all six tenses.

<i>Active Voice</i>		<i>Passive Voice</i>	
present	he puts	present	he is put
past	he put	past	he was put
future	he will put	future	he will be put
present perfect	he has put	present perfect	he has been put
past perfect	he had put	past perfect	he had been put
future perfect	he will have put	future perfect	he will have been put

4. Would you enjoy being a baker, waking early to make bread for the whole town? Why or why not?

GRAMMAR LESSONS WEEK 22

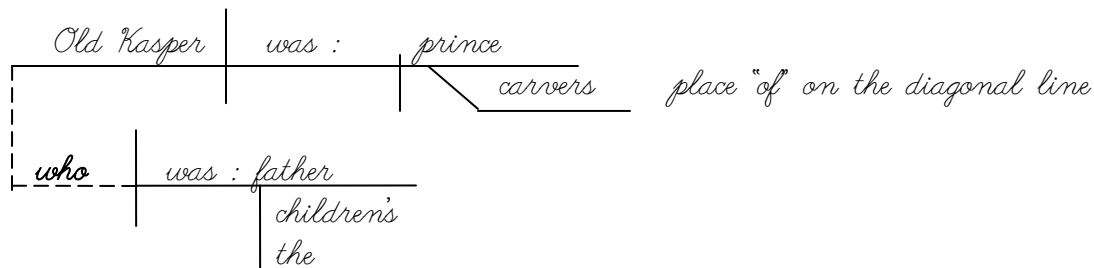
For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – RELATIVE PRONOUN REVIEW

1. ^I [Old Kasper, ^{II} [who ^{PN} was the children's father], ^{PN} was ^a prince (of carvers.)]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "who"	modifies "Old Kasper"
a	adjectival phrase	prepositional	modifies "prince"

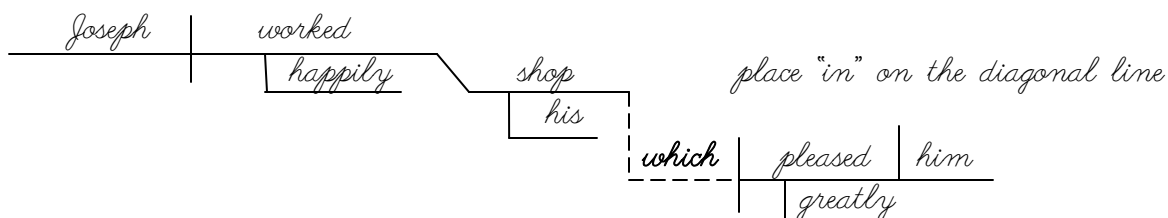


who : pronoun, relative, antecedent: "Old Kasper," masculine, 3rd person, singular, subject of "was," nominative case

2. ^I [Happily Joseph ^a worked (in his shop) [^{II} which ^{DO} greatly pleased him.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	---	---
II	dependent adjective clause	introduced by relative pronoun "which"	modifies "shop" (This is the simplest interpretation.)
a	adverbial phrase	prepositional	place, modifies "worked"



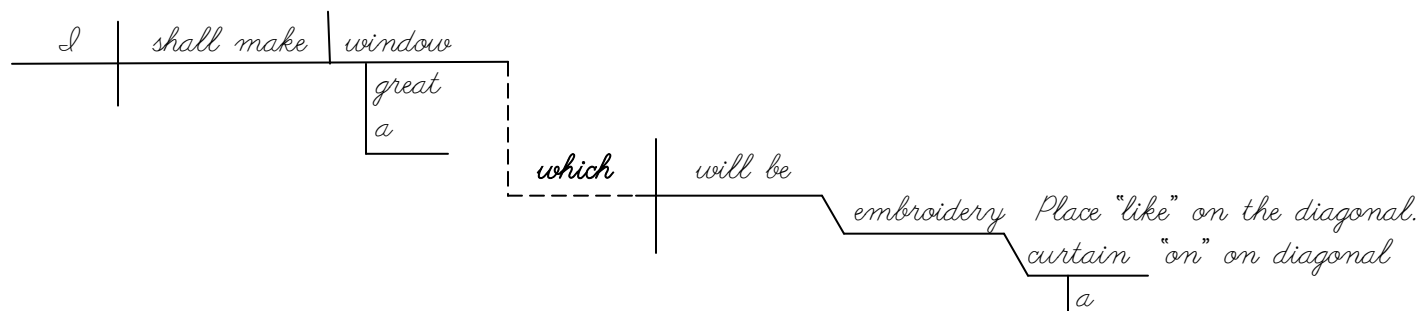
which : pronoun, relative, antecedent: "shop," neuter, 3rd person, singular, subject of "pleased," nominative case

PARTS OF SPEECH – RELATIVE PRONOUNS REVIEW continued

3. *I* *DO* *II* *a* *b*
 3. [*I shall make a great window [which will be (like embroidery (on a curtain.))*]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "which"</i>	<i>modifies "window"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>comparative, modifies "will be"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "embroidery"</i>



which : | *pronoun, relative, antecedent: "window," neuter, 3rd person, singular,*
| *subject of "will be," nominative case*

PARTS OF SPEECH – VERBALS: PARTICIPLES

1. *I* *DO* *a*
 1. [*The son watched his father's fingers deftly (cutting the wood.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>*a</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies "fingers"</i>

** for teacher reference only; the students should only identify participles or phrases and the nouns they modify.*

"cutting" modifies the noun "fingers." It is a verb form (imperfect active) and an adjective, therefore a verbal of the participle class.

2. *I* *DO* *a* *b*
 2. [*Alan saw Angelo (mixing sand and other mysterious ingredients) (into an iron pot.)*]

This is a simple, declarative sentence.

PARTS OF SPEECH – VERBALS: PARTICIPLES continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>*a</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies "Angelo"</i>
<i>*b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "a"</i>

** for teacher reference only.*

"*mixing*" modifies the noun "Angelo." It is a verb form (imperfect active) and an adjective, therefore a verbal of the participle class.

- I* *DO* *II* *a*
3. [*The boy was given a wonderful bench,*] and [*he sat carving (beside his father.)*]
- +

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sat"</i>

"*carving*" modifies the pronoun "he." It is a verb form (imperfect active) and an adjective, therefore a verbal of the participle class.

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

- I* *DO* *II* *DO*
1. [*The two fair-haired children had cheeks* [*that* *rivaled the Alpen Glow.*]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "that"</i>	<i>modifies "cheeks"</i>

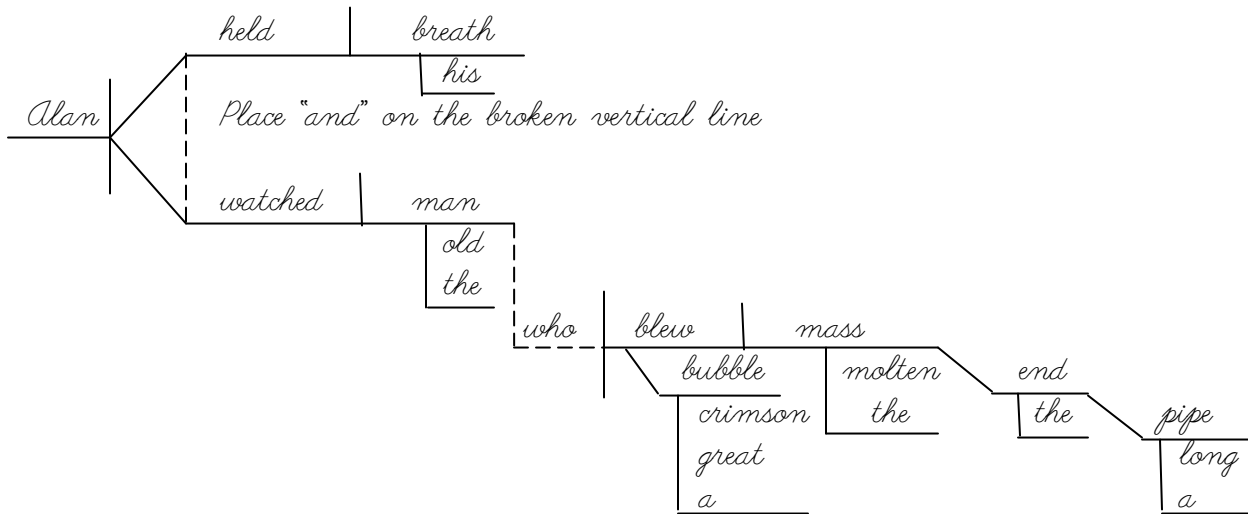
<i>children</i>	<i>had</i>	<i>cheeks</i>			
<i>fair-haired</i>					
<i>two</i>			<i>that</i>	<i>rivaled</i>	<i>Alpen Glow</i>
<i>the</i>					<i>the</i>

ANALYSIS – COMPLEX SENTENCES: ADJECTIVE CLAUSES

2. *I* *DO* *DO* *II* *DO* *a* *b*
2. [Alan held his breath and watched the old man, [who blew the molten mass (on the end (of a long pipe)) (into a great crimson bubble.)]]
- c +

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by relative pronoun "who"</i>	<i>modifies "man"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "mass"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "end"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modified "blew"</i>



Place the preposition "on," "of," and "into" on the diagonals attached to "end," "pipe," and "bubble" respectively.

3. *I* *PA* *a* *b* *II* *c*
3. [People are still asleep (all over town),] but [(in the bakery) we are already (at work.)]
- +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	- - -	- - -
<i>II</i>	<i>independent</i>	- - -	- - -
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "are"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "are"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "are"</i>

Refer to compound sentences in previous guides for diagramming examples.

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 23

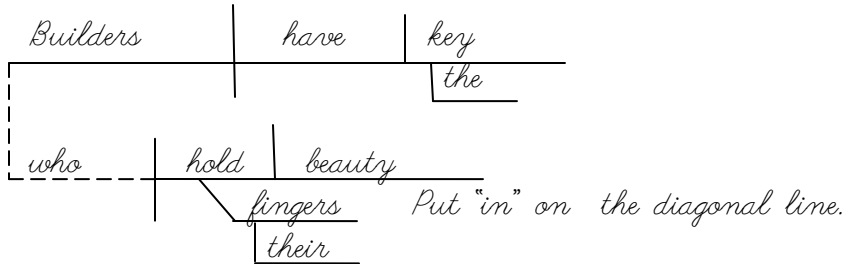
Grammar Assignment

1. Analyze and (diagram):

I *II* *DO* *a* *DO*
 [Builders [who hold beauty (in their fingers)] have the key.]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	- - -	- - -
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "Builders"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "hold"</i>



2. Parse: hold, beauty, key

<u>hold</u> :	verb, strong, transitive, active voice, indicative mood, present tense, subject is "who," 3 rd person, plural
<u>beauty</u> :	noun, abstract, neuter, 3 rd person, singular, direct object of "hold," objective case
<u>key</u> :	noun, abstract, neuter, 3 rd person, singular, direct object of "have," objective case

3. Rewrite this sentence as a compound sentence.

Builders hold beauty in their fingers, and they have the key.
(Other coordinating conjunctions may be substituted for "and.")

4. Explain the expression, "who hold beauty in their fingers." What "key" do you think the builders hold?

GRAMMAR LESSONS WEEK 23

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADJECTIVE CLASS: DESCRIPTIVE ATTRIBUTIVE AND PREDICATE POSITIONS

I a

1. [*The little boxes were decorated (with Alpine deer).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or means, modifies "were decorated"</i>

Only more difficult diagramming will be shown from this point forward.

little : | *adjective, descriptive (simple), positive degree of comparison, modifies "boxes"*
"little" is in the attributive position as it precedes the noun *"boxes"* which it modifies.

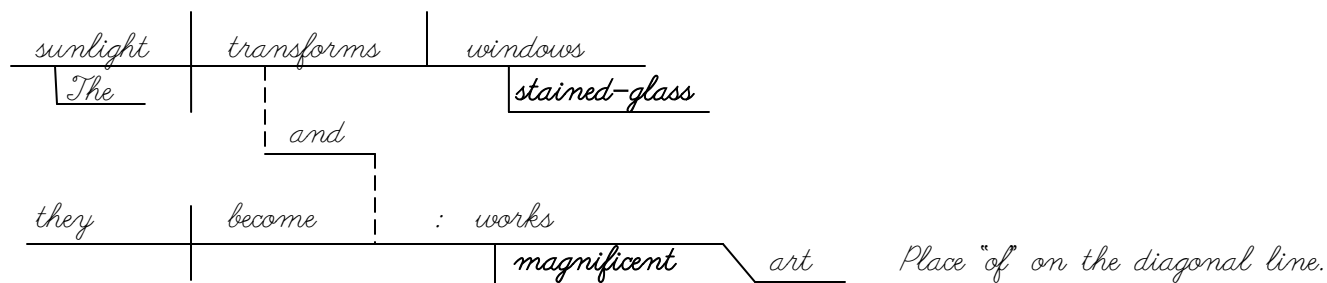
I DO II PN a

2. [*The sunlight transforms stained-glass windows*] and [*they become magnificent works (of art).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "art"</i>



stained-glass : | *adjective, descriptive (compound), no comparison, modifies "windows"*

magnificent : | *adjective, descriptive (simple), positive degree of comparison, modifies "works"*

"stained-glass" and *"magnificent"* are in the attributive position as they precede the nouns *"windows"* and *"works"* which they modify.

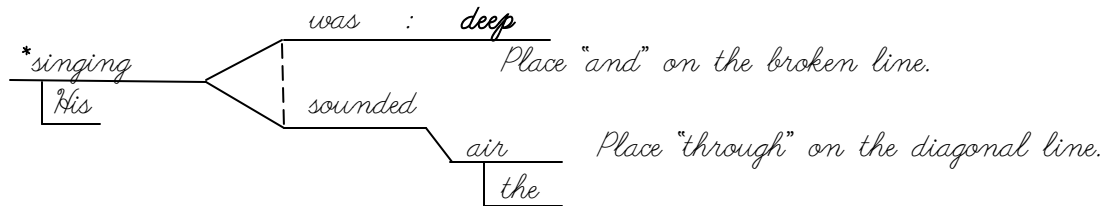
PARTS OF SPEECH – DESCRIPTIVE ADJECTIVES continued

I *PA* *a*

3. [*His singing was deep and sounded (through the air).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "sounded"</i>



deep : *predicate adjective, descriptive (simple), positive degree of comparison, modifies the subject "singing"*

"deep" is in the predicate position because it follows and completes the verb yet modifies the subject.

**The noun "singing" is a gerund (verbal) and is normally diagrammed differently. Gerunds are not introduced in the fifth grade. If a student notes that "singing" is a verb form but not a predicate, merely mention that it is a verbal that is used as a noun and called a gerund.*

PARTS OF SPEECH – VERBALS : INFINITIVES

I *DO*

1. [*My old foster father learned to carve beautiful, intricate boxes.*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

"to carve" is an infinitive. It is the direct object of the transitive verb "learned." Because "to carve" is a verbal, it can pass on the action it expresses. Or to put it another way, it can govern its own object, "boxes."

PARTS OF SPEECH – VERBALS: INFINITIVES continued

$$I \quad DO \quad a \qquad \qquad \qquad DO \qquad \qquad \qquad b \qquad \qquad \qquad c$$

2. [Our neighbors loved to *pause* (inside our alley door) and to *cup* their hands (around hot mugs (of cocoa.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "to pause"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "to cup"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "mugs"</i>

"to *pause*" is an infinitive. It is the direct object of the transitive verb "loved." Because "to *carve*" is a verbal, any modifier will be adverbial. Here, 'a' indicates the place of the action.

"to cup" is an infinitive. It is also the direct object of the transitive verb "loved." It governs the object "hands." Phrase 'b' is adverbial because it modifies a verbal and indicates the place of the action.

$$I \quad DO \quad a$$

2. [To build beautiful things requires a love (of beauty).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "love"</i>

"To build" is an infinitive. It is the subject of the verb "requires" and governs the object "things."

$$a \qquad I \qquad PN$$

3. [*To saunter* (along the river bank) is a pleasure.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "To saunter"</i>

"To saunter" is an infinitive. It is the subject of the verb "is." The phrase is adverbial as it tells the place of the action of the verbal.

ANALYSIS I – REVIEW OF ALL ELEMENTS & REVIEW OF COMPOUND SENTENCES & COMPLEX SENTENCES WITH ADJECTIVE CLAUSES

- I DO a b c d II DO
1. [*She saw beauty (in wood), (in pattern) and (in color,)*] and [*(with her help) we saw it, too.*]
- + +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "saw"
b	adverbial phrase	prepositional	place, modifies "saw"
c	adverbial phrase	prepositional	place, modifies "saw"
d	adverbial phrase	prepositional	means or manner, modifies "saw"

Parse any words in the sentence. The words are categorized into parts of speech below:

nouns: beauty, wood, pattern, color, help ; *verbs:* saw, (2); *pronouns:* She, her, we, it;
adverbs: too; *prepositions:* in, (3), with; *conjunctions:* and (2)

- I II a DO III
2. [*People [who stand (outside the church)] only see dull and dark windows,*] but [*a person*
- + +
- IV DO b c d
- [*who enters] will see the rays (of the sun) shining (in many colors) (through the glass.)]*

This is a compound, declarative sentence. Each independent clause of the compound sentence contains a dependent clause. It may be called a compound sentence, uniting two complex sentences (see §284).

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "who"	modifies "people"
III	independent	- - -	- - -
IV	dependent adjective clause	introduced by the relative pronoun "who"	modifies "person"
a	adverbial phrase	prepositional	place, modifies "stand"
b	adjectival phrase	prepositional	modifies "rays"
c	adverbial phrase	prepositional	manner, modifies "shining"
d	adverbial phrase	prepositional	place, modifies "shining"

nouns: People, church, windows, person, rays, sun, colors, glass; *verbs:* stand, see, enters, will see;
pronouns: who (2); *articles:* the (4), a; *adjectives:* dull, dark, many; *participle:* shining; *adverbs:* only;
prepositions: outside, of, in, through; *conjunctions:* and, but

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 24

Grammar Assignment

1. Analyze and (diagram):

II DO a

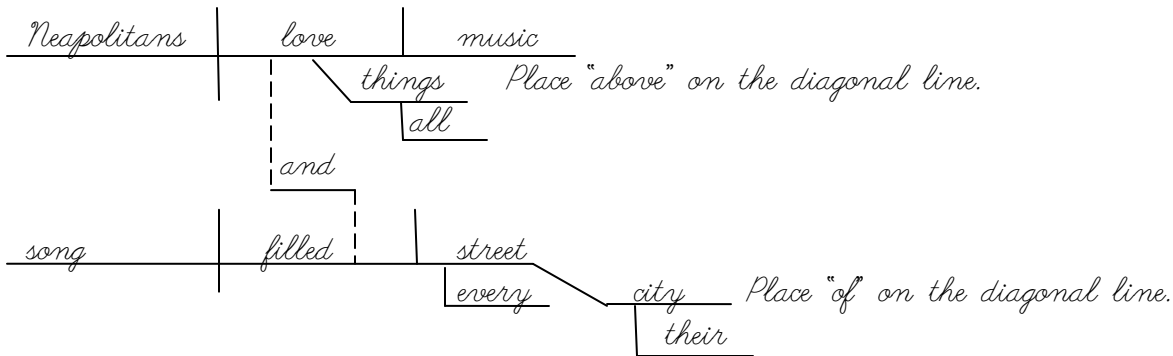
I DO b

[Neapolitans love music (above all things,)] and [song filled every street (of their city.)]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	degree, modifies "love"
b	adjectival phrase	prepositional	modifies "street"



2. Parse: Neapolitans, love, all

<u>Neapolitans</u> :	noun, proper, neuter, 3 rd person, plural, subject of "love," nominative case
<u>love</u> :	verb, weak, transitive, active voice, indicative mood, present tense, subject is "Neapolitans," 3 rd person, plural
<u>all</u> :	adjective, quantitative (indefinite number), modifies "things"

3. Write a beautiful sentence using a verbal - infinitive, participle or gerund - of "to sing," and identify which verbal you have used.

The Neapolitans love to sing and they fill their merry streets with glorious song. (infinitive)

Singing merry songs keeps the streets of Naples full of cheer. (Gerund)

The Neapolitans singing merry tunes make Naples a cheerful place for one's home. (participle)

PARTS OF SPEECH – ADJECTIVE CLASS: QUANTITATIVE & SUBCLASSES continued

large : | adjective, quantitative *(bulk), modifies "portion"

PARTS OF SPEECH – VERBALS : GERUNDS (RECOGNIZE ONLY)

I PA a

1. [*Singing* was natural (with us.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "natural"</i>

"Singing" is a gerund because it has a noun use – it is the subject of the verb "was."

I DO

2. [*Laughing* and *singing* filled the room.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

"Laughing" and "singing" are gerunds because they have a noun use – they are the subjects of the verb "filled."

I DO a

1. [*Traveling* brought us (to many poor but joyful villages.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "brought"</i>

"Traveling" is a gerund because it has a noun use – it is the subject of the verb "brought."

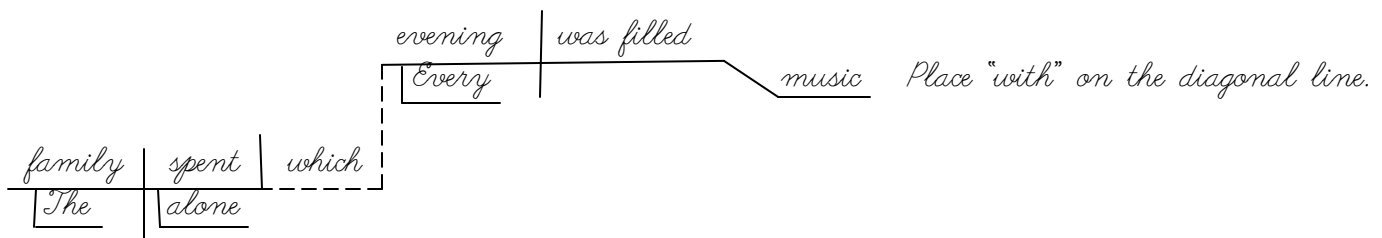
ANALYSIS – REVIEW

The first sentence contains a relative clause whose pronoun is used as the direct object. The fifth grade has only covered relative pronouns as subjects. Work through this sentence together, or skip it if it will confuse the children.

1. [Every evening [^{DO} which ^{II} the family ^I spent ^a alone] was filled (with music).]

This is a complex, declarative sentence.

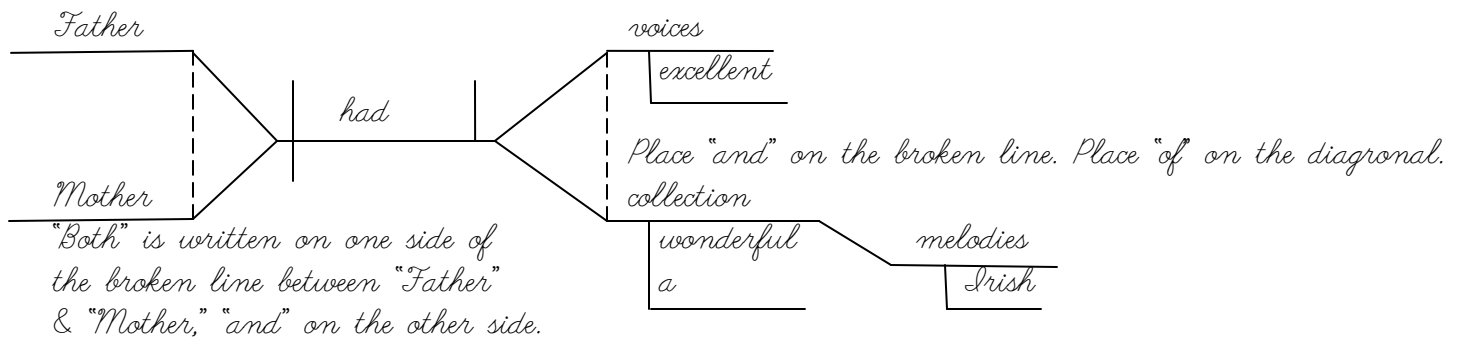
Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective	introduced by the relative pronoun "which"	modifies "evening"
a	adverbial phrase	prepositional	manner, modifies "evening"



2. [Both ^I Father and Mother ^{DO} had excellent voices and a wonderful collection (of Irish melodies).]
- *+ *+ +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "collection"



*These two words together make one conjunction "Both...and." Refer to section 222 in C&Z. A simplified parsing follows:

Both...and : conjunction, coordinating, connects the subjects "Father" and "Mother"

ANALYSIS – REVIEW

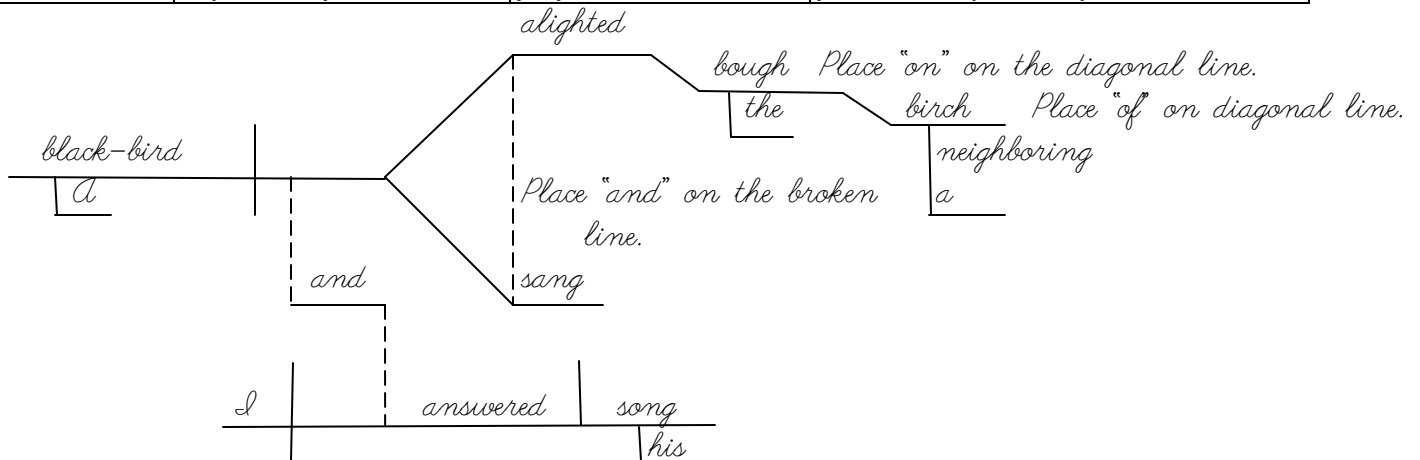
- I II a b
2. [Every person [who lived (in our village)] sang (from early childhood.)]
- This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "who"	modifies "person"
a	adverbial phrase	prepositional	place, modifies "lived"
b	adverbial phrase	prepositional	time, modifies "sang"

- I a b II DO
1. [A black-bird alighted (on the bough (of a neighboring birch)) and sang.] and [I answered his song.]
- + +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "bough"
b	adjectival phrase	prepositional	place, modifies "bough"



LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 25

Grammar Assignment

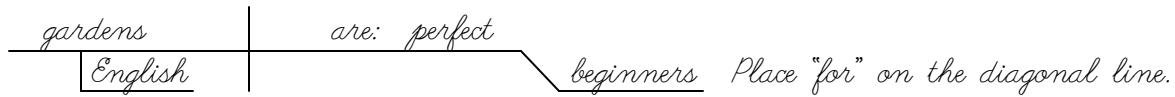
1. *Analyze and (diagram):*

I PA

[*English gardens are perfect (for beginners).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies "hold"</i>



2. *Parse: English, gardens, perfect*

<i>English :</i>	<i>adjective, descriptive (proper), no comparison, modifies "gardens"</i>
<i>gardens :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "are," nominative case</i>
<i>perfect :</i>	<i>predicate adjective, descriptive, no comparison, modifies "gardens"</i>

3. *Write this sentence in the interrogative form.*

Which gardens are perfect for beginners? What are perfect for beginners?
For whom are English gardens perfect?

4. *What would make a garden "perfect for beginners"?*

For all parsing: the word(s) and concept(s) being taught are in bold print.

$$a \qquad I \qquad b \qquad c$$

- This is a simple, declarative sentence.

Only more difficult diagramming will be shown from this point forward.

<u>deeper</u> :	adjective, descriptive (simple), comparative degree of comparison, modifies "calls"
-----------------	---

This is a simple, declarative sentence.

smallest : adjective, descriptive (simple), superlative degree of comparison, modifies "pebbles"

+

This is a compound, declarative sentence.

warm : adjective, descriptive (simple), positive degree of comparison, modifies "sun"

PARTS OF SPEECH – ADJECTIVE COMPARISON continued

sweet : | adjective, descriptive (simple), positive degree of comparison, modifies "air"

II DO I

2. [The little, blue butterflies [which my grandfather called flying violets,] fluttered everywhere.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective	introduced by the relative pronoun "which"	modifies "butterflies"

little : | adjective, descriptive (compound), positive degree of comparison, modifies "windows"

blue : | adjective, descriptive (simple), positive degree of comparison, modifies "works"

"flying" is a participial verbal and therefore an adjective. Point it out, but do not parse. It cannot admit of comparison, being a verb form.

CG2 #126 Lesson 1 : If the word is capable of comparison, the comparative and superlative forms will be shown.

simple adjective or positive degree	comparative degree	superlative degree
loud	louder	loudest
wonderful	more/less wonderful	most/least wonderful
fierce	fiercer	fiercest
modern	---	---
unceasing	---	---
predominant	---	---
healthy	healthier	healthiest
red	redder	reddest
new	newer	newest
unconscious	---	---
sharp-tongued	more/less sharp-tongued	most/least sharp-tongued
gentle	gentler	gentlest
miniature	---	---
handsome	handsomer	handsomest
familiar	more/less familiar	most/least familiar
superficial	more/less superficial	most/least superficial
moral	---	---
shallow	shallower	shallowest
large	larger	largest
perpetual	---	---
beautiful	more/less beautiful	most/least beautiful

PARTS OF SPEECH – VERBS & VERBAL REVIEW

I a b

1. [*Nicholas* lay (on his back) (on the hill-side)] *gazing* at the young leaves of an oak tree.

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "lay"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "lay"</i>

lay : | verb, strong, intransitive, active voice, indicative mood, past tense, subject is "Nicholas," 3rd person, singular

"gazing" is a participial verbal. It is an adjective modifying "Nicholas." It has the quality of a verb and is modified by the adverbial prepositional phrase "at the young leaves of an oak tree."

I a

2. [*Nicholas* had helped (with the sheep-washing)] *pushing* the silly animals into the water.

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "had helped"</i>

had helped : | verb, weak, intransitive, active voice, indicative mood, past perfect tense, subject is "Nicholas," 3rd person, singular

"sheep-washing" is a gerund verbal. It is a noun, the object of the preposition "with."

"pushing" is a participial verbal. It is an adjective modifying "Nicholas." It has the quality of a verb and governs the direct object "animals" and is also modified by the adverbial prepositional phrase "into the water."

a I PA b c d

3. [*The houses* (along the road) *were trimmed (with delicate sprays (of green leaves and bunches (of purple and white lilacs)))] +

+

This is a simple, declarative sentence. ("were trimmed" could be considered a passive voice verb.)*

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "houses"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "trimmed"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sprays"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "bunches"</i>

PARTS OF SPEECH – VERBS & VERBAL REVIEW continued

were : verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "houses," 3rd person, plural
"gazing" is a participial verbal. It modifies the noun "houses."

4. Everything seemed golden and the sunlight twinkling through the young leaves of the trees turned them into gleaming lace.

This is a compound, declarative sentence.

seemed : verb, weak, intransitive, active voice, indicative mood, past tense, subject is "Everything," 3rd person, singular

turned : verb, weak, transitive, active voice, indicative mood, past tense, subject is "sunlight," 3rd person, singular

"twinkling" is a participial verbal. It is an adjective modifying "sunlight." It has the quality of a verb and is modified by the adverbial prepositional phrase "through the young leaves of the trees."
"gleaming" is a participial verbal. It is an adjective modifying "lace."

ANALYSIS - REVIEW

a I DO I b

2. [(In England) I saw many gardens [which were filled (with herbs and flowers)]]
 +

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "gardens"
a	adverbial phrase	prepositional	place, modifies "saw"
b	adverbial phrase	prepositional	manner, modifies "were filled"

I DO II PA a

2. [The small yards [that surround the English cottages] are full (of flowers).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "that"	modifies "yards"
a	adverbial phrase	prepositional	manner, modifies "full"

ANALYSIS - REVIEW

I *DO* *a* *II* *PN*
 2. [*Nicholas* liked **working* (with Hal [who was his best friend.])]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "Hal"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies "working"</i>

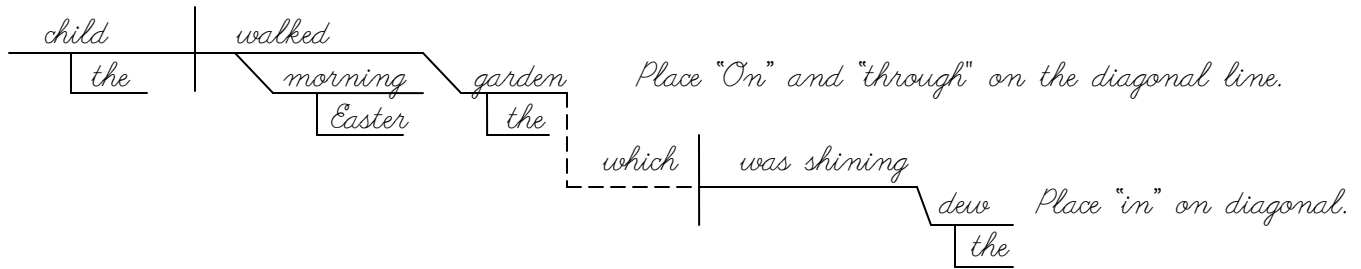
* "*working*" is a gerund verbal. It is a noun with a direct object use. It is modified by the adjectival phrase "*with Hal who was his best friend.*"

Grammar Assignment

a I b II c

[*(On Easter morning) the child walked (through the garden)*] [*which* *was shining (in the dew.)*]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate adjective</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "garden"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "walked"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "walked"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>cause, modifies "was shining"</i>



<u>morning</u> :	noun, common (class name), neuter, 3 rd person, singular, object of the preposition "On," objective case
<u>Easter</u> :	adjective, proper, no degree of comparison, modifies "morning"
<u>walked</u> :	verb, weak, intransitive, active voice, indicative mood, subject is "child," 3 rd person, singular

(a few synonyms: strolled, meandered, wandered, tip-toed, drifted, waltzed, skipped, sauntered, etc.)

(This comes from retelling the story "New Life" of this week.)

GRAMMAR LESSONS WEEK 26

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADJECTIVE REVIEW

No diagramming will be done for this section

I a b

1. [*The **sturdy** **little** **pony** set off (at a **brisk** trot) (through the **narrow** **country** lanes.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "set off"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "set off"</i>

In parenthesis below the parsing, the adjectives will be inflected for the three degrees of comparison. This is not part of the parsing.

<i><u>sturdy</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "pony"</i> <i>(sturdy, sturdier, sturdiest) (sturdy, less sturdy, least sturdy)</i>
<i><u>little</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "pony"</i> <i>(little, littler, littlest)</i>
<i><u>brisk</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "trot"</i> <i>(brisk, brisker, briskest) (brisk, less brisk, least brisk)</i>
<i><u>narrow</u> :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "lanes"</i> <i>(narrow, narrower, narrowest) (narrow, less narrow, least narrow)</i>
<i><u>country</u> :</i>	<i>adjective, descriptive (simple), no degree of comparison, modifies "lanes"</i> <i>(country is a noun used as an adjective and therefore cannot be compared. A lane is either a country lane or it is not a country lane; it cannot be more or less a country lane.)</i>

a b I c

2. [*(In the distance) the **sailcloth** wings (of the windmills) were turning (in **glistening** circles.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were turning"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wings"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "were turning"</i>

<i><u>sailcloth</u> :</i>	<i>adjective, descriptive (simple), no degree of comparison, modifies "wings"</i> <i>("sailcloth" is a type of cloth, therefore it is not capable of comparison.)</i>
<i>"glistening" is a participle which modifies "circles"</i>	

PARTS OF SPEECH – ADJECTIVE REVIEW continued

I

a

b

3. [The *perfume-laden* air was filled (with sunshine and the *harmonious* music (of nature.))]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "was filled"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "music"</i>

<i>perfume-laden</i> :	<i>adjective, descriptive (compound), positive degree of comparison, modifies "air"</i> <i>(This could be considered a participle verbal also.)</i>
<i>harmonious</i> :	<i>adjective, descriptive (simple), positive degree of comparison, modifies "works"</i> <i>(harmonious, more/less harmonious, most/least harmonious)</i>

PARTS OF SPEECH – VERBS & VERBAL REVIEW

These sentences will not be diagrammed.

I

PA

a

II

DO

1. [The *hedge-rows* were aflame (with blossom)] and [a *passing shower* had left *glistening* dewdrops.]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "aflame"</i>

were : verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "hedge-rows," 3rd person, plural

had left : verb, irregular weak, transitive, active voice, indicative mood, past perfect tense, subject is "shower," 3rd person, singular

"passing" is a participle. It is an adjective modifying "shower."

"glistening" is a participle. It is an adjective modifying "dewdrops."

PARTS OF SPEECH – VERBS & VERBAL REVIEW continued

DO

II PA a

2. [The earth had a sweet, clean smell] and [all the world was bright (with promise).]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>II</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "bright"</i>

had :

verb, irregular weak, transitive, active voice, indicative mood, past tense,
subject is "earth," 3rd person, singular

was :

verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "world," 3rd person, singular

II

 $PN \quad a$
$$b$$

3. [*Louis* [*who* was the village piper (of Fatima)] wandered (along the stony road)].

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "who"</i>	<i>modifies "Louis"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "piper"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "wandered"</i>

was :

verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "who," 3rd person, singular

wandered :

verb, weak, intransitive, active voice, indicative mood, past tense, subject
is "Louis," 3rd person, singular

ANALYSIS - REVIEW

I

III

 $PN \quad a$

1. [It was springtime], and [the olive trees were a silvery shimmer (of bloom.)]

+

This is a compound, declarative sentence. ("It" is only introductory (see §62); skip if too confusing.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	— — —	— — —
<i>II</i>	<i>independent</i>	— — —	— — —
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "bloom"</i>

ANALYSIS – REVIEW continued

$$a$$
$$I$$
 DO

2. [(In Beppo's city) beautiful lilies once covered the valley.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "covered"</i>

I

 DO

II

 PA

3. [Beppo saw narrow, paved streets [which were very old.]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	— — —	— — —
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "streets"</i>

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 27

Grammar Assignment

1. Analyze and (diagram):

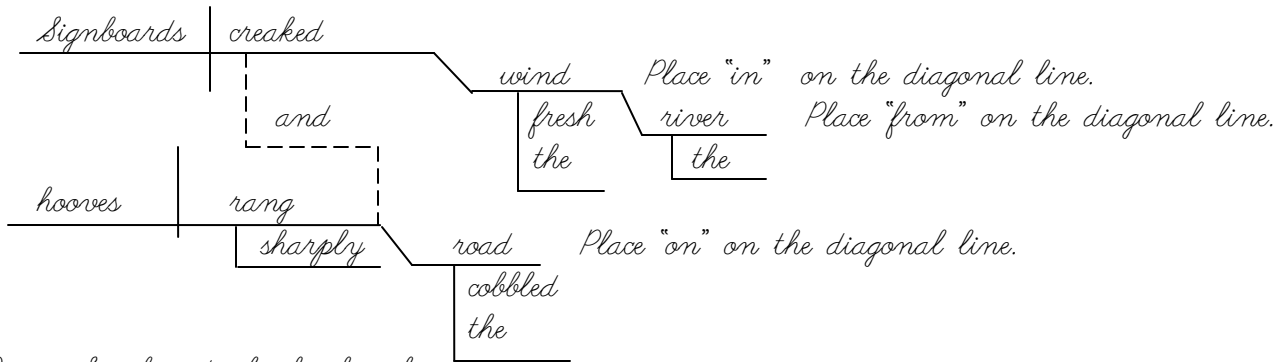
I
a
b
II
c

[*Signboards creaked (in the fresh wind) (from the river)*] and [*Scott's hooves rang sharply (on the cobbled road.)*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>-- -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place or cause, modifies "creaked"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "wind"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "rang"</i>



2. Parse: *Signboards, fresh, sharply*

<u>signboards</u> :	noun, common (class name), neuter, 3 rd person, plural, subject of "creaked," nominative case
<u>fresh</u> :	adjective, descriptive (simple), positive degree of comparison, modifies "wind"
<u>sharply</u> :	adverb, simple, manner, positive degree of comparison, modifies "rang"

3. Give a synopsis of "to ring" : 2nd singular, active voice, indicative & imperative mood, all six tenses.

Indicative Mood

<i>present</i>	<i>you ring</i>	<i>present perfect</i>	<i>you have rung</i>
<i>past</i>	<i>you rang</i>	<i>past perfect</i>	<i>you had rung</i>
<i>future</i>	<i>you will ring</i>	<i>future perfect</i>	<i>you will have rung</i>

Imperative Mood

<i>present</i>	<i>Ring</i>
----------------	-------------

4. Where might the horse be taking his rider on this windy day? Tell us in one or two beautiful sentences.

GRAMMAR LESSONS WEEK 27

For all parsing: the word(s) and concept(s) being taught are in bold print.

PARTS OF SPEECH – ADVERB REVIEW: COMPARISON AND PARSING

No diagramming will be done for this section

- a* *I* *DO* *II*
1. [The first part (of the procession) slowly left the cathedral] and [the bells rang deliriously.]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "part"</i>

In parentheses below the parsing, the adverbs will be inflected for the three degrees of comparison. This is not part of the parsing.

<i>slowly :</i>	<i>adverb, simple, manner, positive degree of comparison, modifies "left"</i> <i>(slowly, more/less slowly, most/least slowly)</i>
<i>deliriously :</i>	<i>adverb, simple, manner, positive degree of comparison, modifies "rang"</i> <i>(deliriously, more/less deliriously, most/least deliriously)</i>

- a* *I* *PA* *PA* *PA* *PA* *PA* *b*
2. [The city (of Geoffrey Chaucer) was brilliantly white or scarlet, blue, green, yellow, (with brightly painted wood).]
- +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "city"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>material, modifies "white," "scarlet," "blue," "green," "yellow"</i>

<i>brilliantly :</i>	<i>adverb, simple, degree, positive degree of comparison, modifies "white," "scarlet," "blue," "green," "yellow"</i> <i>(brilliantly, more/less brilliantly, most/least brilliantly)</i>
<i>brightly :</i>	<i>adverb, simple, manner or degree, positive degree of comparison, modifies "painted"</i> <i>(brightly, more/less brightly, most/least brightly)</i>

- I* *DO* *II* *III*
3. [The town crier sounded the bugle,] [the bells rang out,] and [the large group walked briskly along the narrow path.]
- +

This is a compound, declarative sentence.

PARTS OF SPEECH – ADVERB REVIEW: COMPARISON & PARSING continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "walked"</i>

out : adverb, simple, manner, no comparison, modifies "rang"
 (This adverb has no comparison because the bell either rang out or it did not ring out.)

briskly : adverb, simple, manner, positive degree of comparison, modifies "walked"
 (briskly, more/less briskly, most/least briskly)

CG2 Exercise after #211 Sentence 3

dimly : adverb, simple, manner, positive degree of comparison, modifies "illuminated"
 (dimly, more/less dimly, most/least dimly)

CG2 Exercise after #212 Sentences 3, 6, 8, 18, 19

3. long : adverb, simple, degree, positive degree of comparison, modifies "has been"
 (long, longer, longest)

down : adverb, simple, manner, no comparison, modifies "have gone"
 (down cannot be compared; it is the opposite of up.)

6. round : adverb, simple, manner, no comparison, modifies "was hung"

highly : adverb, simple, degree, positive degree of comparison, modifies "polished"
 (highly, more/less highly, most/least highly)

here : adverb, simple, place, no comparison, modifies "decorated"

there : adverb, simple, place, no comparison, modifies "decorated"

8. shortly : adverb, simple, degree or time, positive degree of comparison, modifies "was announced"
 (shortly, more/less shortly, most/least shortly)

18. often : adverb, simple, degree, no comparison, modifies "wondered"

only : adverb, simple, degree, no comparison, modifies "one"

19 sooner : adverb, simple, time, comparative degree of comparison, modifies "tired"
 (soon, sooner, soonest)

later : adverb, simple, time, comparative degree of comparison, modifies "tired"
 (late, later, latest)

PARTS OF SPEECH – VERBS & VERBAL REVIEW continued

These sentences will not be diagrammed

I *PN* *PN* *a*

1. [The pilgrimage was always a delight and a test (of courage), too.]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "test"</i>

was : | verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "pilgrimage," 3rd person, singular

I *DO* *a* *b* *c*

2. [Most people seek travel (for the sheer delight) (of it) or (for the changing scene.)]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies "seek"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "delight"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies "seek"</i>

seek : | verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "people," 3rd person, plural

"changing" is a participle. It is an adjective modifying "scene."

I *a*

3. [The delectable mountains are always (beyond the next bend or the next city.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "are"</i>

are : | verb, irregular weak, intransitive, active voice, indicative mood, present tense, subject is "mountains," 3rd person, plural

ANALYSIS – REVIEW

- a I b II a
1. [A kind (of magic) is (in the track) [which leads (to the mountains.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "track"
a	adjectival phrase	prepositional	modifies "kind"
b	adverbial phrase	prepositional	place, modifies "is"
c	adverbial phrase	prepositional	place, modifies "leads"

- I II DO a
2. [A moon rose] and [the pilgrims began the hardest stretch (of their journey.)]
+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "stretch"

- a b I DO II c
1. [(At dawn) the people (of the village) reached the shrine [which was perched high (upon the mountain.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	principal	- - -	- - -
II	dependent adjective clause	introduced by the relative pronoun "which"	modifies "shrine"
a	adverbial phrase	prepositional	time, modifies "reached"
b	adjectival phrase	prepositional	modifies "people"
c	adverbial phrase	prepositional	place, modifies "perched"

Grammar Assignment

$$a \qquad I \quad DO \quad b \qquad II \qquad c$$

This is a compound, declarative sentence.

Miles	separate	us
plains	neighbor	Place "of" and "from" on the diagonal lines respectively.
the	nearest	
	the	
	but	
I	am	
	friends	Place "among" on the diagonal line.

<u>separate</u> :	verb, weak, transitive, active voice, indicative mood, present tense, 3 rd person, plural
-------------------	--

<u>us</u> :	pronoun, personal, antecedent: unknown ("Marton" and "Sandor" from guided commentary), neuter (masculine), 3 rd person, plural, direct object of "separate," objective case
-------------	--

<u>nearest</u> :	adjective, descriptive (simple), superlative degree of comparison, modifies "neighbor"
------------------	--

<i>present tense</i>	<i>past tense</i>	<i>present participle</i>	<i>past participle</i>
<i>separate</i>	<i>separated</i>	<i>separating</i>	<i>separated</i>
<i>am</i>	<i>was</i>	<i>being</i>	<i>been</i>

4. Why do you think these neighbors are such good friends, in spite of the distance?

GRAMMAR LESSONS WEEK 28

PARTS OF SPEECH

These sentences will not be diagrammed

I a b

1. [*The four beautiful bridges floated (on their graceful arches) (over the tinted river.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "floated"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "floated"</i>

<i>The :</i>	<i>definite article, limits "bridges"</i>
<i>four :</i>	<i>adjective, quantitative (cardinal number), no comparison, modifies "bridges"</i>
<i>beautiful :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "bridges"</i>
<i>bridges :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "floated," nominative case</i>
<i>floated :</i>	<i>verb, weak, intransitive, active voice, indicative mood, past tense, subject is "bridges," 3rd person, plural</i>
<i>on :</i>	<i>preposition, shows the relation between "arches" and "floated"</i>
<i>their :</i>	<i>pronoun, personal, antecedent: "bridges," neuter, 3rd person, plural, shows possession of "arches," possessive case</i>
<i>graceful :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "arches"</i>
<i>arches :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "on," objective case</i>
<i>over :</i>	<i>preposition, shows the relation between "river" and "floated"</i>
<i>the :</i>	<i>definite article, limits "river"</i>
<i>tinted :</i>	<i>(this is a participle verbal, do not parse)</i>
<i>river :</i>	<i>noun, common (class name), neuter, 3rd person, singular, object of the preposition "over," objective case</i>

I DO DO DO a

2. [*The many churches thrust their beautiful towers, domes and spires (into the azure sky).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "thrust"</i>

PARTS OF SPEECH continued

<u>The</u> :	definite article, limits "churches"
<u>many</u> :	adjective, quantitative (indefinite number), no comparison, modifies "churches"
<u>churches</u> :	noun, common (class name), neuter, 3 rd person, plural, subject of "thrust," nominative case
<u>thrust</u> :	verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "churches," 3 rd person, plural
<u>their</u> :	pronoun, personal, antecedent: "churches," neuter, 3 rd person, plural, shows possession of "towers," "domes" and "spires"
<u>towers</u> :	noun, common (class name) neuter, 3 rd person, plural, direct object of "thrust," objective case
<u>domes</u> :	noun, common (class name) neuter, 3 rd person, plural, direct object of "thrust," objective case
<u>spires</u> :	noun, common (class name) neuter, 3 rd person, plural, direct object of "thrust," objective case
<u>into</u> :	preposition, shows the relation between "sky" and "thrust"
<u>the</u> :	definite article, limits "sky"
<u>azure</u> :	adjective, descriptive (simple), no comparison, modifies "sky"
<u>sky</u> :	noun, common (class name), neuter, 3 rd person, singular, object of the preposition "into," objective case

I a

3. [The morning sun slated (over the flower-covered garden wall).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
a	adverbial phrase	prepositional	place, modifies "slated"

<u>the</u> :	definite article, limits "sun"
<u>morning</u> :	adjective, descriptive (simple), no comparison, modifies "sun"
<u>sun</u> :	noun, common (class name), neuter, 3 rd person, singular, subject of "slated," nominative case
<u>slated</u> :	verb, weak, intransitive, active voice, indicative mood, past tense, subject is "sun," 3 rd person, singular
<u>over</u> :	preposition, shows the relation between "wall" and "slated"
<u>the</u> :	definite article, limits "wall"
<u>*flower-covered</u> :	adjective, descriptive (compound), positive degree of comparison, modifies "wall" *(This may also be considered a participle verbal.)
<u>garden</u> :	adjective, descriptive (simple), no comparison, modifies "wall"
<u>wall</u> :	noun, common, neuter 3 rd person, singular, object of the preposition "over," objective case

PARTS OF SPEECH – VERB AND VERBAL REVIEW

- I
II
DO
III
DO
a
1. [The road climbed] [woodlands replaced the fields], and [Jordan felt the thrill (of remembering).]
+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
III	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "thrill"

<u>climbed</u> :	verb, weak, intransitive, active voice, indicative mood, subject is "road," 3 rd person, singular
<u>replaced</u> :	verb, weak, transitive, active voice, indicative mood, subject is "woodlands," 3 rd person, plural
<u>felt</u> :	verb, irregular weak, transitive, active voice, indicative mood, subject is "Jordan," 3 rd person, singular

"remembering" is a gerund verbal. It is a noun: the object of the preposition "of."

The road climbed, woodlands replaced the fields and Jordan, remembering, felt a thrill.

- I
DO
a
DO
II
b
2. [I loved the streets (of Paris) and the open doorways [which led (to mysterious courtyards)].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	dependent adjective	introduced by the relative pronoun "which"	modifies "doorways"
a	adjectival phrase	prepositional	modifies "doorways"
b	adverbial phrase	prepositional	place, modifies "led"

<u>loved</u> :	verb, weak, transitive, active voice, indicative mood, past tense, subject is "I," 1 st person, singular
<u>led</u> :	verb, strong, intransitive, active voice, indicative mood, past tense, subject is "which," 3 rd person, plural

PARTS OF SPEECH – VERB AND VERBAL REVIEW continued

$$I \quad b$$
 \mathcal{C}

2. [(After Mass) Philip ram (down the cottage-covered hill) (to his house).]

 $+$

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "ran"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "ran"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "ran"</i>

ran:

verb, strong, intransitive, active voice, indicative mood, past tense, subject
is "Philip," 3rd person, singular

"cottage-covered" is a participle verbal. It is an adjective modifying "hill."

ANALYSIS – REVIEW

II

De

I

 α

- 1/. [The distant, bordering hills [which surrounded his home] were now (before him).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "hills"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "were"</i>

I

 PA a

II

 DO

1. [I always was proud (of Paris [which is my home]).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "Paris"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>cause, modifies "was"</i>

ANALYSIS – REVIEW continued

I DO a

3. [*France was a glittering sight (on that October morning).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "was"</i>

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 29

Grammar Assignment

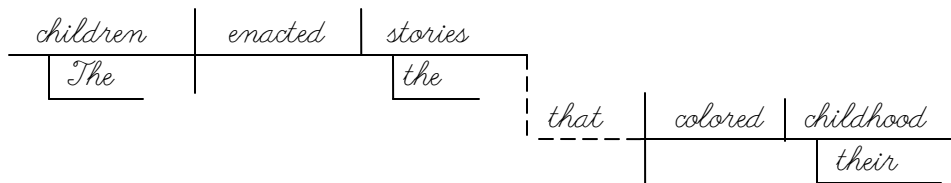
1. *Analyze and (diagram):*

I
DO
II
DO

[The children enacted the stories [that colored their childhood.]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective</i>	<i>introduced by the relative pronoun "that"</i>	<i>modifies "stories"</i>



2. *Parse:* stories, that, childhood

<i>stories :</i>	noun, common (class name), neuter, 3 rd person, plural, direct object of "enacted," objective case
<i>that :</i>	pronoun, relative (simple), antecedent: "stories," neuter, 3 rd person, plural, subject of "colored," nominative case
<i>childhood :</i>	noun, common (class name), neuter, 3 rd person, singular, direct object of "colored," objective case

3. Give two synonyms for "enacted."
(performed, acted out, dramatized, play-acted, staged)

4. Explain the expression, "colored their childhood."

GRAMMAR LESSONS WEEK 27

PARTS OF SPEECH

These sentences will not be diagrammed

I *PN* *II* *DO* *a*

1. [*The farm garden was their "Holy Land"*] and [*the children relived the glories (of the Crusades).*]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "glories"</i>

<i>The :</i>	<i>definite article, limits "garden"</i>
<i>farm :</i>	<i>adjective, descriptive (simple), no comparison, modifies "garden"</i>
<i>garden :</i>	<i>noun, common (class name), neuter, 3rd person, singular, subject of "was," nominative case</i>
<i>was :</i>	<i>verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "garden," 3rd person, singular</i>
<i>their :</i>	<i>pronoun, personal, antecedent: "children," neuter, 3rd person, plural, shows possession of "Holy Land," possessive case</i>
<i>Holy Land :</i>	<i>noun, proper, neuter, 3rd person, singular, predicate nominative of "was," (or predicated of the subject "garden"), nominative case</i>
<i>and :</i>	<i>conjunction, coordinating, copulative, connects clause I and clause II</i>
<i>the :</i>	<i>definite article, limits "children"</i>
<i>children :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "relived," nominative case</i>
<i>relived :</i>	<i>verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," 3rd person, plural</i>
<i>the :</i>	<i>definite article, limits "glories"</i>
<i>glories :</i>	<i>noun, abstract, neuter, 3rd person, plural, direct object of "relived," objective case</i>
<i>of :</i>	<i>preposition, shows the relation between "Crusades" and "glories"</i>
<i>the :</i>	<i>definite article, limits "Crusades"</i>
<i>Crusades :</i>	<i>noun, proper, neuter 3rd person, plural, object of the preposition "of," objective case</i>

I *DO* *a*

2. [*Bold knights battled savage Saracens (among the cabbages).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "battled"</i>

PARTS OF SPEECH continued

<u>Bold :</u>	adjective, descriptive (simple), positive degree of comparison, modifies "knights"
<u>knights:</u>	noun, common (class name), masculine, 3 rd person, plural, subject of "battled," nominative case
<u>battled:</u>	verb, weak, transitive, active voice, indicative mood, past tense, subject is "knights," 3 rd person, plural
<u>savage:</u>	adjective, descriptive (simple), positive degree of comparison, modifies "Saracens" (It could be argued that, in this context, "savage" is not comparable.)
<u>Saracens:</u>	noun, proper, neuter, 3 rd person, plural, direct object of "battled," objective case
<u>among:</u>	preposition, shows the relation between "cabbages" and "battled"
<u>the:</u>	definite article, limits "cabbages"
<u>cabbages:</u>	noun, common (class name), neuter, 3 rd person, plural, object of the preposition "among," objective case

a I DO b

3. [Children (in other lands) played games (of Indians and soldiers)] but [these three young Flemings were the victims (of a Roman mob).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "children"
b	adjectival phrase	prepositional	modifies "games"
c	adjectival phrase	prepositional	modifies "victims"

<u>Children:</u>	noun, common (class name), neuter, 3 rd person, plural, subject of "played," nominative case
<u>in:</u>	preposition, shows the relation between "lands" and "Children"
<u>other:</u>	adjective, demonstrative, no comparison, modifies "lands"
<u>lands:</u>	noun, common (class name), neuter 3 rd person, plural, object of the preposition "in," objective case
<u>played:</u>	verb, weak, transitive, active voice, indicative mood, past tense, subject is "Children," 3 rd person, plural
<u>games:</u>	noun, common (class name), neuter 3 rd person, plural, direct object of "played," objective case
<u>of:</u>	preposition, shows the relation between "Indians and soldiers" and "games"
<u>Indians:</u>	noun, proper, neuter 3 rd person, plural, object of the preposition "of," objective case

PARTS OF SPEECH continued

<u>and:</u>	conjunction, coordinating, copulative, connects the objects "Indians" and "soldiers"
<u>soldiers:</u>	noun, common (class name), neuter 3 rd person, plural, object of the preposition "of," objective case
<u>but:</u>	conjunction, coordinating, copulative, connects clause I and clause II
<u>these:</u>	adjective, demonstrative, no comparison, plural, modifies "Flemings"
<u>three:</u>	adjective, quantitative (cardinal number), no comparison, modifies "Flemings"
<u>young:</u>	adjective, descriptive, positive degree of comparison, modifies "Flemings"
<u>Flemings</u>	noun, proper, neuter 3 rd person, plural, subject of "were," nominative case
<u>were:</u>	verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "Flemings," 3 rd person, plural
<u>the:</u>	definite article, limits "victims"
<u>victims:</u>	noun, common (class name), neuter 3 rd person, plural, predicate, nominative of "were," nominative case
<u>of:</u>	preposition, shows relation between "mob" and "victims"
<u>a:</u>	indefinite article, limits "mob"
<u>Roman:</u>	adjective, descriptive (proper), no comparison, modifies "mob"
<u>mob:</u>	noun, common (class name), neuter 3 rd person, singular, object of the preposition "of," objective case

PARTS OF SPEECH – VERB AND VERBAL REVIEW

- a I b c
1. [The hoofs (of the horses) sounded gallantly (in the soft dust (of the road)).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adjectival phrase	prepositional	modifies "hoofs"
b	adverbial phrase	prepositional	place, modifies "sounded"
c	adjectival phrase	prepositional	modifies "dust"

sounded: verb, weak, intransitive, active voice, indicative mood, subject is "hoofs," 3rd person, plural

- I a b c
2. [The games had been handed (from generation) (to generation), (before living memory).]

This is a simple, declarative sentence.

PARTS OF SPEECH – VERB AND VERBAL REVIEW continued

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "had been handed"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies "had been handed"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "had been handed"</i>

had been handed: | verb, weak, intransitive, active voice, indicative mood, past perfect tense, subject is "games," 3rd person, plural

"living" is a participle verbal. It is an adjective modifying "memory."

I

2. [The children braved roaring lions or snarling centurions.]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

braved: | verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," 3rd person, plural

"roaring" is a participle verbal. It is an adjective modifying "lions."

"snarling" is a participle verbal. It is an adjective modifying "centurions."

ANALYSIS – REVIEW

a

I DO

II

DO

b

1. [(On summer evenings) the children flew kites [which had lighted candle-ends (on them)].]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "kites"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "flew"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "had"</i>

ANALYSIS – REVIEW continued

- I*
a
b
c
2. [*The little lights floated and flickered (like fireflies) (against the dusk (of the sky)).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>comparative, modifies "floated" and "flickered"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "floated" and "flickered"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "dusk"</i>

- a*
I
b
c
3. [*(Beneath the long summer sunsets), the girls gathered (on the green open spaces (between the houses)).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time or place, modifies "gathered"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "gathered"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "spaces"</i>

LANGUAGE ARTS TEACHER'S GUIDE

GRADE 5 KEY

Week 30

Grammar Assignment

1. Analyze and (diagram):

I
PN
a
b

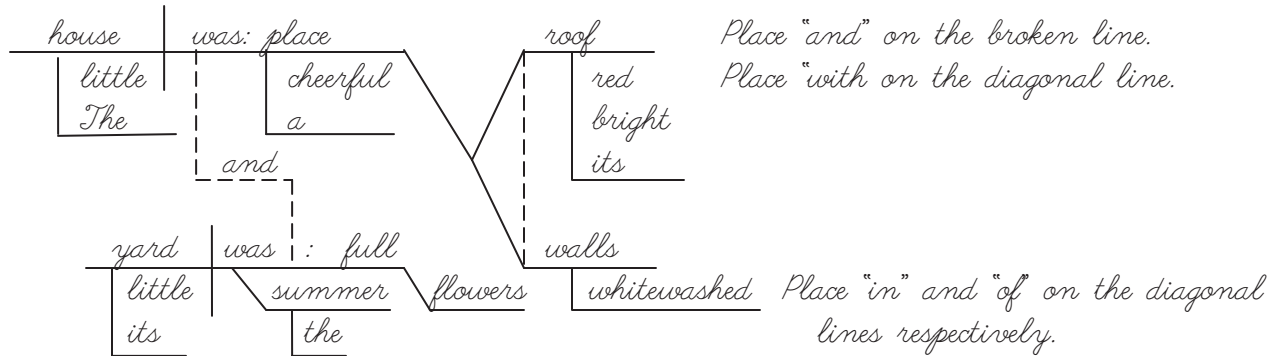
[The little house was a cheerful place (with its bright red roof and whitewashed walls,)] and [(in the

II
PA
c
+
+

summer) its little yard was full (of flowers).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	- - -	- - -
II	independent	- - -	- - -
a	adjectival phrase	prepositional	modifies "place"
b	adverbial phrase	prepositional	time, modifies "was"
c	adverbial phrase	prepositional	manner, modifies "full"



2. Parse: place, its, flowers

place: noun, common (class name), neuter, 3rd person, singular, predicate nominative of "was," nominative case

its : pronoun, personal, antecedent: house, neuter, 3rd person, singular, shows possession of "roof," possessive case

flowers : noun, common (class name), neuter, 3rd person, plural, object of the preposition "of," objective case

3. Put this sentence in the present and in the future tense.

Present: The little house is a cheerful place with its bright red roof and whitewashed walls, and in the summer its little yard is full of flowers.

Future: The little house will be a cheerful place with its bright red roof and whitewashed walls, and in the summer its little yard will be full of flowers.

4. Write a beautiful sentence about the house where you will spend the summer.

GRAMMAR LESSONS WEEK 30

PARTS OF SPEECH

These sentences will not be diagrammed

I DO a

1. [*The children pick berries (through the drowsy summer mornings.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "pick"</i>

<i>The :</i>	<i>definite article, limits "children"</i>
<i>children :</i>	<i>noun, common (class name), neuter, 3rd person, plural, subject of "pick," nominative case</i>
<i>pick :</i>	<i>verb, weak, transitive, active voice, indicative mood, present tense, subject is "children," 3rd person, plural</i>
<i>berries :</i>	<i>noun, common (class name), neuter, 3rd person, plural, direct object of "pick," objective case</i>
<i>through :</i>	<i>preposition, shows the relation between "mornings" and "pick"</i>
<i>The :</i>	<i>definite article, limits "mornings"</i>
<i>drowsy :</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies "mornings"</i>
<i>summer :</i>	<i>adjective, descriptive (simple), no degree of comparison, modifies "mornings"</i>
<i>mornings :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "through," objective case</i>

I a

2. [*They wander (in the sweet-smelling meadows.)*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "wander"</i>

<i>They:</i>	<i>pronoun, personal, antecedent: unknown (or "children" from the dictation), neuter, 3rd person, plural, subject of "wander," nominative case</i>
<i>wander:</i>	<i>verb, weak, intransitive, active voice, indicative mood, present tense, subject is "They," 3rd person, plural</i>
<i>in :</i>	<i>preposition, shows the relation between "meadows" and "wander"</i>
<i>the:</i>	<i>definite article, limits "meadows"</i>
<i>meadows :</i>	<i>noun, common (class name), neuter, 3rd person, plural, object of the preposition "in," objective case</i>

"sweet-smelling" is a participial verbal. It is an adjective modifying "meadows."

PARTS OF SPEECH continued

I *DO* *a*

3. [Peter's quick eyes always found the biggest patches (of fruit).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "patches"</i>

<u>Peter's</u> :	noun, proper, masculine, 3 rd person, singular, shows possession of "eyes," possessive case
<u>quick</u> :	adjective, descriptive (simple), positive degree of comparison, modifies "eyes"
<u>eyes</u> :	noun, common (class name), neuter, 3 rd person, plural, subject of "found," nominative case
<u>always</u> :	adverb, simple, time, modifies "found"
<u>found</u> :	verb, strong, transitive, active voice, indicative mood, past tense, subject is "eyes," 3 rd person, plural
<u>the</u> :	definite article, limits "patches"
<u>biggest</u> :	adjective, descriptive (simple), superlative degree of comparison, modifies "patches"
<u>patches</u> :	noun, common (class name), neuter, 3 rd person, plural, direct object of "found," objective case
<u>of</u> :	preposition, shows the relation between "fruit" and "patches"
<u>fruit</u> :	noun, common (class name), neuter, 3 rd person, singular, object of the preposition "of," objective case

PARTS OF SPEECH – VERB AND VERBAL REVIEW

I *DO* *a* *II* *DO*

2. [The children approached the cottage.] and [the sound (of the spinning wheel) met them.]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sound"</i>

<u>approached</u> :	verb, weak, transitive, active voice, indicative mood, past tense, subject is "children," 3 rd person, plural
<u>met</u> :	verb, strong, transitive, active voice, indicative mood, past tense, subject is "sound," 3 rd person, singular
<u>"spinning"</u> is a participle verbal. It is an adjective modifying "wheel."	

PARTS OF SPEECH – VERB AND VERBAL REVIEW cont.

- I DO a
2. [The young swallows filled the air, flying (for the first time).]
- +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
a	adverbial phrase	prepositional	time, modifies "flying"

filled: verb, weak, transitive, active voice, indicative mood, subject is "swallows," 3rd person, singular

"flying" is a participle verbal. It is an adjective modifying "swallows."

- I a II b c
3. [A fox [which had faded (to a summer gold)] slipped (into some bushes (ahead of them)).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	dependent adjective	introduced by the relative pronoun "which"	modifies "fox"
a	adverbial phrase	prepositional	manner, modifies "had faded"
b	adverbial phrase	prepositional	place, modifies "slipped"
c	adjectival phrase	prepositional	modifies "bushes"

had faded: verb, weak, intransitive, active voice, indicative mood, past perfect tense, subject is "which," 3rd person, singular

slipped: verb, weak, intransitive, active voice, indicative mood, past tense, subject is "fox," 3rd person, singular

ANALYSIS – REVIEW

- I PN II DO
3. [Peter was the first child [who filled his bucket.].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office / Function
I	independent	— — —	— — —
II	dependent	introduced by the relative pronoun "who"	modifies "child"

ANALYSIS – REVIEW cont.

$$I \quad DO \quad \boxed{\quad} \quad I \quad DO$$

1. [The children finally found a place [which satisfied them].]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>dependent adjective clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies "place"</i>

$$I \qquad a \qquad b \qquad c \qquad d$$

1. [The yard rang (with the sounds (of children laughing and crying)) and (with the pitter-patter (of
+ +
little wooden shoes)).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "rang</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "sounds"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "rang</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "pitter-patter"</i>

Language Arts Teacher's Guide



6th Grade Key

LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY
Week 1

Regarding prepositional phrases in analysis: all prepositional phrases will be identified in a sentence but only those modifying nouns or verbs will be marked and identified by nature and form. Please refer to the *Steps for Logical Analysis of Sentences* and the *Logical Analysis Chart* in the back of the guide binder for explanation of analysis.

GRAMMAR ASSIGNMENT

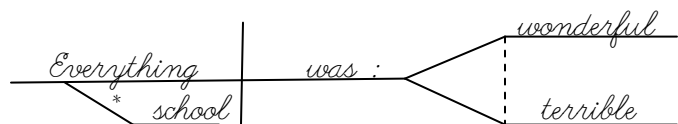
1. Analyze and diagram the following sentence.

I a PA PA
[Everything (at school) was wonderful or terrible.]
+

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.



“at” should be written on the diagonal at the * ; “or” on the dotted line between the predicate adjectives.

2. Parse the words 'was' and 'wonderful.'

was : verb, irregular, weak, intransitive, active, indicative, past, subject is "Everything," third person, singular

wonderful : adjective, descriptive (simple), positive degree of comparison, modifies "Everything"

3. Write the sentence in all the tenses you know.

(The student should write those tenses which he or she knows.)

Present : Everything at school is wonderful or terrible.

Future : Everything at school will be wonderful or terrible.

Present Perfect : Everything at school has been wonderful or terrible.

Past Perfect : Everything at school had been wonderful or terrible.

Future Perfect : Everything at school will have been wonderful or terrible.

4. Why do you think the author found the school "wonderful or terrible"?

This quote is taken from the week 1 dictation “A Happiness Unalloyed.” The dictation ought to have been discussed and dictated before the student answers the question. The child should not simply quote the dictation. Check that the student remains on topic with his or her answer.

Grammar Lessons Week 1

GRAMMAR REVIEW – PARTS OF SPEECH

Nouns p.2, ex.1 : *house, rooms; tiger, man; pupils, books, desks; farmer, seed, ground; coach, passengers, talk, mansions, relations, friends, dinner, hampers, game, baskets, boxes, delicacies, hares, ears, box, friends, feast*

Pronouns p.4, ex. 2 : *we, our, this, her, their, you, your*

guide sentences : (1) 'we' stands for the classmates; (2) 'I' stands for the speaker, 'them.' stands for 'discussions.' (See dictation "The First Day of School.")

Adjectives p.4, ex. : *great, little; the (article), red, white; beautiful; large, broad; the, old, the, strongest, heartfelt, a, solemn, sacred, the, a, hallowed, elevated* (point out to the children that the last two are participial adjectives)

guide sentences : (1) 'wonderful' is a descriptive adjective modifying 'scent.' (blended is a partic.)
(2) two is a quantitative adjective modifying 'rooms.'

GRAMMAR REVIEW – ANALYSIS

p. 10 exercise (The complete subject is in bold.)

- | | | | |
|---|----|--|----|
| I | a | I | a |
| 1. [<i>A ragged boy came</i> (into the room.)] | | 2. [<i>My best friend came</i> here (with me.)] | |
| I | a | I | DO |
| 3. [<i>All your toys are scattered</i> (over the floor.)] | | 4. [<i>Suddenly came a loud shout.</i>] | |
| I | DO | I | |
| 5. [<i>The garden has beautiful flowers.</i>] | | 6. [<i>That old gardener is working</i> diligently.] | |
| I | | I | |
| 7. [<i>Slowly and carefully the boy wrote.</i>] | | 8. [<i>This work was done</i> neatly.] | |
| I | | I | |
| 9. [<i>Her old books were sold</i> yesterday.] | | 10. [<i>Every child should walk</i> lightly.] | |

All sentences are simple declarative. For all sentences above I is an independent clause.

For sentences 1-3 a is an adverbial prepositional phrase (of place, for 1 & 3; of accompaniment for 2).

Guide dictation sentences analyzed. (All are simple declarative)

I DO a b
[***My parents** had rented a room* (of their house) (to a teacher.)]

I is an independent clause.

a is an adjectival prepositional phrase. b is an adverbial prepositional phrase (of reference).

I DO a
[***I** heard the recitation* (of the multiplication tables.)]

I is an independent clause.

a is an adjectival prepositional phrase.

I PN a
[***I** was a spectator* (of the class discussions.)]

I is an independent clause.

a is an adjectival prepositional phrase.

LANGUAGE ARTS TEACHER'S GUIDE 6TH GRADE KEY
Week 2

GRAMMAR ASSIGNMENT

1. Analyze and diagram the following sentence.

I II a

[*Papa turned.*] and [*I ran* (to his outstretched arms.)]

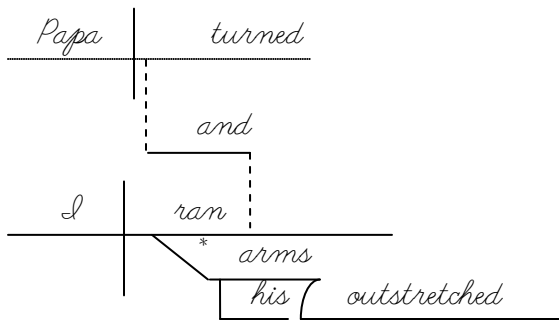
+ + +

This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase.



Place *to* on the diagonal at *. Explain that *outstretched* is a participle and belongs on a curved line.

2. Parse the words 'Papa.' 'turned' 'and' 'and'.

<u>Papa</u> :	noun, proper, masculine, third person, singular, subject of "turned," nominative case
---------------	--

<u>turned</u> :	verb, weak, intransitive, active, indicative, past, subject is "Papa," third person, singular
-----------------	---

and : conjunction, coordinate (copulative), links I and II.

3. Give a synopsis for the verb to be: 1st person, singular number, all of the tenses, indicative mood.

Active Voice

Indicative Mood

Present I am

Past I was

Future I will be

Present Perfect I have been

Past Perfect I had been

Future Perfect I will have been

4. *Write a complex sentence about your father (with an adjective clause).*

(If the students are unfamiliar with complex sentences, ask the children to write a compound sentence with two independent clauses.)

Grammar Lessons Week 2

GRAMMAR REVIEW – PARTS OF SPEECH

verbs: p.5, ex.: (simple subject, simple predicate), *storm rattled; somebody wrote; teacher read*
Albert threw In sentences 1-4 everything to the left of the subject completes the subject;
everything to the right of the subject completes the predicate.

Guide : *Papa was* ; *scent surrounded* ; *Father had* In the first and third sentences, everything to the left of the verb is the complete subject; the verb and everything to the right of it is the complete predicate. In the second sentence the complete predicate begins at *always*.

adverbs: p.6, ex.: (a) *headlong*, *by* (b) *so*, *repeatedly* (d) *now*, *then* (e) *always*, *agreeably*

Guide : *easily* - *manner* ; *always* - *time*

conjunctions: p.6, ex 1: (1) (Skip “As”) “*and*” connects “*sound*” to “*burst*”; “*and*” connects “*now*” to “*then*”
(2) “*either...or*” connects “*to drown*” to “*to drive*”
(3) “*for*” connects the two clauses

prepositions : p.7, ex.: (1) “*among*” relates “*mine*” to “*lies*” ; “*on*” relates “*shelf*” to “*lies*” ; “*under*” relates “*desk*” to “*lies*” All are adverbial phrases.
(2) “*from*” relates “*tower*” to “*saw*” ; “*along*” relates “*water*” to “*saw*” Both are adverbial phrases. Skip the phrase “*into which*.”
(3) “*of*” relates “*house*” to “*roof*” This is an adjective phrase. “*near*” relates “*edge*” to “*old*” This is an adverbial phrase.
(4) “*in*” relates “*distance*” to “*was loitering*.” “*with*” relates “*tide*” to “*dropping*.” “*against*” relates “*mast*” to “*hanging*.” These are all adverbial phrases.

Guide- verb section sentences:

(*at Versailles*) – “*at*” relates “*Versailles*” to “*man*.” Adjectival phrase;
(*of tobacco, leather and soap*) – “*of*” relates “*tobacco, leather, soap*” to “*scent*” Adjectival phrase.

GRAMMAR REVIEW – SENTENCE ANALYSIS

The complete subjects of independent clauses are in bold. If you choose, analyze one independent clause from a compound sentence or eliminate the subordinate clause from a complex sentence.

I DO I DO a
[**Papa** fixed broken toys] and [**he** once held a fierce boar (at bay.)]

+
This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase of manner modifying 'held.'

I DO a II
[~~He~~ could fix any (of their toys) [*which broke.*]]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjective clause introduced by the relative pronoun 'which,' modifying 'toys.'

a is an adjectival prepositional phrase modifying 'any.'

I II a DO
[**The other children** [*who lived* (at Versailles)] loved him.]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjective clause introduced by the relative pronoun 'who,' modifying 'children.'

a is an adverbial prepositional phrase of place modifying 'lived.'

I PN II a
[**Theresa's father** was the wisest and strongest man [*who lived* (at Versailles.)]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjective clause introduced by the relative pronoun 'who,' modifying 'man.'

a is an adverbial prepositional phrase of place modifying 'lived.'

LANGUAGE ARTS TEACHER'S GUIDE 6TH GRADE KEY
Week 3

GRAMMAR ASSIGNMENT

1. Analyze and diagram the following sentence.

I *a*

6

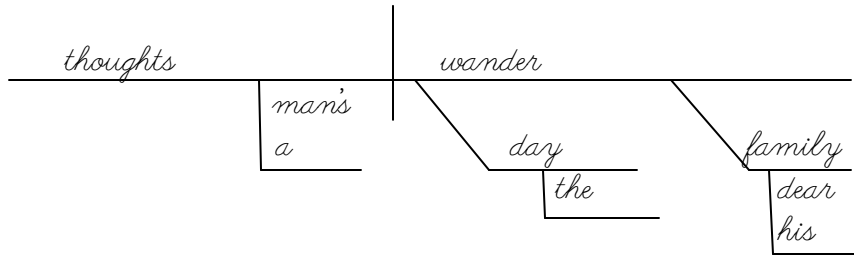
[(During the day) a man's thoughts wander (to his dear family).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of time, modifying 'wander.'

b is an adverbial prepositional phrase of place, modifying 'wander.'



2. Parse the words 'day,' 'thoughts,' and 'wander.'

day :

noun, common (class name), neuter, third person, singular, object of the preposition "during," objective case

thoughts :

noun, common (class name), neuter, third person, plural, subject of "wander," nominative case

wander :

verb, weak, intransitive, active, indicative, present, subject is "thoughts,"
third person, plural

3. Make this sentence a negative interrogative sentence.

The children may need an explanation of a negative interrogative. The following is one way of writing the sentence as a negative interrogative:

During the day do a man's thoughts not wander to his family?

4. *Where might a child's thoughts wander during the day? Why?*

The student may need more than one sentence for his answer.

Grammar Lessons Week 3

Parsing note: the concept(s) taught in the lesson will be in **bold** print. Words will be parsed according to concepts already taught according to the *Grammatical Progression* chart. As a general rule, parse together a variety of words, not only those being learned in a particular week.
All sentence examples have been analyzed but the teacher should only choose one or two for daily class work.

PARTS OF SPEECH – NOUN CLASS, INFLECTION, GENDER AND NUMBER

Nouns will be parsed fully.

I DO a
[The wife and mother creates a warm, dear place (for the family.)]

+
This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

<u>wife</u> :	noun, common (class name), feminine , third person, singular, subject of the verb "creates," nominative case
<u>mother</u> :	see the noun "wife"
<u>place</u> :	noun, common (class name), neuter , third person, singular, direct object, objective case
<u>family</u> :	noun, common (collective), neuter , third person, singular, object of the preposition "for," objective case

I PN a
[The small things are the most important ingredients (of a happy home.)]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase.

<u>things</u> :	noun, common (class name), neuter , plural, third person, subject of the verb "are," nominative case
<u>ingredients</u> :	noun, common (class name), neuter , third person, plural, predicate nominative, nominative case
<u>home</u> :	noun, common (class name), neuter , third person, singular, object of the preposition "of," objective case

I PN

[A man's home is his palace.]

This is a simple declarative sentence.

I is an independent clause.

<u>home</u> :	noun, common (class name), neuter, third person, <i>singular</i> , subject of "is," nominative case
---------------	---

<u>palace</u> :	noun, common (class name), neuter, third person, <i>singular</i> , predicate nominative, nominative case
-----------------	--

I a

[His thoughts wander (to his dear children.)]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reference (or place) modifying 'wander.'

<u>thoughts</u> :	noun, common (class name), neuter, third person, <i>plural</i> , subject of "wander," nominative case
-------------------	---

<u>children</u> :	noun, common (class name), neuter, third person, <i>plural</i> , object of the preposition "to," objective case
-------------------	---

PARTS OF SPEECH – VERB AS PREDICATE

The teacher may parse verbs but parsing will be studied next week.

I DO DO DO a

[We spent the springs, summers and early falls (on the farm.)]

+

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying 'spent.'

I DO

[The home makes the nation.]

This is a simple declarative sentence.

I is an independent clause.

I a

[Our joys and fun come (from within.)]

+

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place modifying 'come.'

ANALYSIS – PRINCIPAL ELEMENTS OF A SENTENCE & BRIEF REVIEW OF PREPOSITIONAL PHRASES

In the following sentences the complete subjects are in bold, including the complete subject of the subordinate clause. A complete analysis of the complex sentence may be too difficult for the students this early in the year. If so, you may analyze only the principal clause.

The clauses and phrases will now be put in chart form, which students usually pick up quickly and enjoy doing. Refer to the Logical Analysis Chart in the back of the binder for this form. The students should draw the chart for each sentence analyzed. (One chart is sufficient for both the clauses and phrases using the lines as below.) If the children are having trouble, you need not specify more than “subordinate clause” at this point.

I II PA PN

[***A home*** *[which is right]* *is* a man's palace.)]

This is a complex declarative sentence.

<i>Cl / Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
I	<i>principal</i>	---	---
II	<i>subordinate adjective</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies 'home'</i>

I DO a b

[***I*** *learned* the secret (of a happy home) (from Mama.)]

This is a simple declarative sentence.

<i>Cl / Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
I	<i>independent</i>	---	---
a	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "secret"</i>
b	<i>adverbial phrase</i>	<i>prepositional</i>	<i>origin</i> <i>modifies "learned"</i>

I DO a

[***His wife*** *made* blueberry pancakes (for breakfast.)]

This is a simple declarative sentence.

<i>Cl / Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
I	<i>independent</i>	---	---
b	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time (or purpose)</i> <i>modifies "made"</i>

Language Arts Teacher's Guide
6th Grade Key Week 4

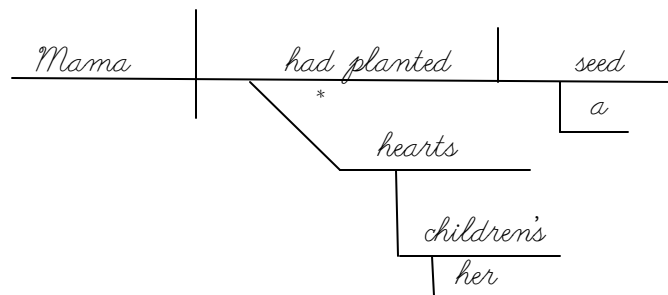
Grammar Assignment

1. Analyze and diagram the following sentence.

I DO a
[Mama had planted a seed (in her children's hearts.)]

This is a simple, declarative sentence.

<i>Cl / Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	---	---
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "planted"</i>



Place "in" on the diagonal at the *.

2. Parse the words Mama, had planted, and seed.

Nama : noun, proper, feminine, third person, singular, subject of "had planted,"
nominative case

had planted : verb, weak, transitive, active, indicative, past perfect, subject is "Mama," third person, singular

seed : noun, common (class name), neuter, third person, singular, direct object of "had planted," objective case

3. Find a synonym for the verb to plant. Write a beautiful sentence using it in the future tense.

4. Give an example of how Mama might have "planted a seed" in her children's hearts.

Grammar Lessons Week 4

Parsing note: the concept(s) taught in the lesson will be in **bold print**. Words will be parsed according to concepts already taught according to the Grammatical Progression chart. Students should parse those concepts with which they are familiar.

All sentence examples have been analyzed. The teacher should choose one or two for daily class work.

Parts Of Speech – Noun Case

I DO a

[Father put his big hand (over Mother's hand.)]

This is a simple, declarative sentence.

Cl / Phr	Nature	Form	Office / Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies "put"

<u>Father</u> :	noun, proper, masculine, third person, singular, subject of "put," nominative case
<u>hand</u> :	noun, common (class name), neuter, third person, singular, direct object of "put," objective case
<u>Mother's</u> :	noun, proper, feminine, third person, singular, shows possession of "hand," possessive case
<u>hand</u> :	noun, common (class name), neuter, third person, singular, object of the preposition "over," objective case

I DO a b

[Mother's children draw their own life now (from this source (of strength.))]

This is a simple, declarative sentence.

Cl / Phr	Nature	Form	Office / Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies "draw"
b	adjective phrase	prepositional	modifies "source"

Parts of Speech – Nouns continued

<u>Mother's</u> :	noun, proper, feminine, third person, singular, shows possession of "children," possessive case
<u>children</u> :	noun, common (class name), neuter (or unknown), third person, plural, subject of "draw," nominative case
<u>life</u> :	noun, common (class name), neuter, third person, singular, direct object of "draw," objective case
<u>source</u> :	noun, common (class name), neuter, third person, singular, object of the preposition "from," objective case
<u>strength</u> :	noun, abstract or common (class name), neuter, third person, singular, object of the preposition "of," objective case

Parts of Speech – Verb Class

Parsing of verbs from sentences above:

<u>put</u> :	verb, irregular weak, transitive, active, indicative, past tense, subject is "father," third person, singular
<u>draw</u> :	verb, strong, transitive, active, indicative, present tense, subject is "children," third person, plural

I DO a
[Mama held the secret (of a happy home.)]

This is a simple, declarative sentence.

Cl / Phr	Nature	Form	Office / Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies "secret"

held : verb, strong, transitive, active, indicative, past tense, subject is "mother," third person, singular

I DO a b c
[A mother creates dreams (of truth and beauty) (in the hearts (of her children))]

This is a simple, declarative sentence.

Cl / Phr	Nature	Form	Office / Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies "dreams"

Parts of Speech - Verb Class continued

<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "creates"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "hearts"</i>

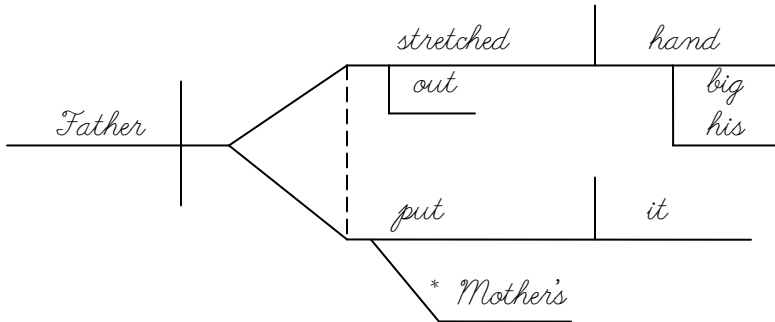
creates : verb, weak, **transitive**, active, indicative, present tense, subject is "mother," third person, singular

Analysis - Subordinate Elements of a Sentence: Direct Objects

I DO DO a
[*Father stretched out his big hand and put it (over Mother's)*]

This is a simple, declarative sentence.

<i>Cl / Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	---	---
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "put"</i>



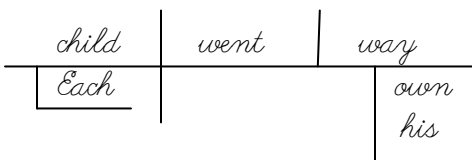
On the dotted line of the tag place the conjunction "and"; at the * write the preposition "over."

In the following sentence the verb "went" is synonymous with the verb "traveled."

I DO
[Each child went his own way.]

This is a simple, declarative sentence.

<i>Cl / Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>independent</i>	---	---



Analysis - Subordinate Elements of a Sentence: Direct Objects continued

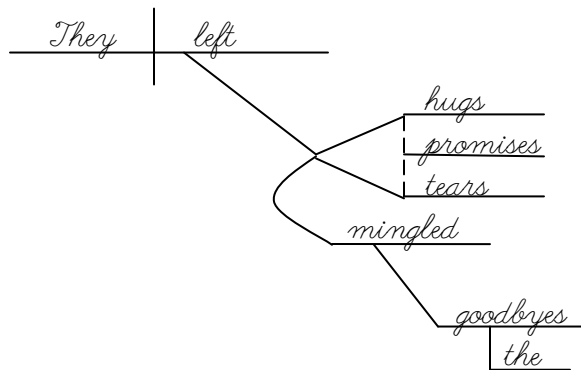
Point out that "mingled" is a participle (a verbal) that modifies the objects of the preposition. Sixth grade students need not yet analyze or diagram the verbal. You may prefer merely to use the sentences above.

I
a
b

[They left (with hugs and promises and tears mingled (among the goodbyes.)))]

This is a simple, declarative sentence.

Cl / Phr	Nature	Form	Office / Function
<i>I</i>	<i>independent</i>	---	---
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies "put"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "mingled"</i>



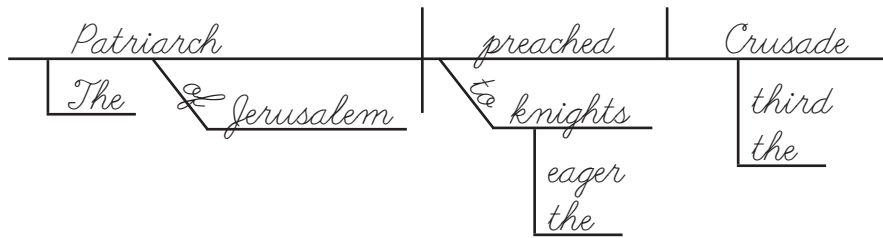
The preposition "with" belongs on the diagonal joining "left" to the tag; the preposition "among" on the diagonal joining "mingled" to "goodbyes;" and the conjunction "and" on the dotted vertical line between "hugs" and "promises" and again between "promises" and "tears."

("Mingled among the goodbyes" is not a participial phrase because the participle "mingled" has no object but only a modifier, "among the goodbyes.")

GRAMMAR ASSIGNMENT

I	a	DO	b
-----	-----	------	-----

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "Patriarch"</i>
<i>b</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Reference, modifies the verb "preached"</i>



3. Give a synopsis of "to preach," 2nd person, singular number, active voice, all tenses, indicative and imperative moods.

GRAMMAR ASSIGNMENT

	<i>Active Voice</i>	
	<i>Indicative Mood</i>	<i>Imperative Mood</i>
<i>Present</i>	<i>you preach</i>	<i>preach</i>
<i>Past</i>	<i>you preached</i>	---
<i>Future</i>	<i>you will preach</i>	---
<i>Present Perfect</i>	<i>you have preached</i>	---
<i>Past Perfect</i>	<i>you had preached</i>	---
<i>Future Perfect</i>	<i>you will have preached</i>	---

4. Write a sentence about knights containing a direct object and an indirect object. Label them.

PARTS OF SPEECH ~ NOUN POSSESSIVE CASE, DECLENSION & PERSON

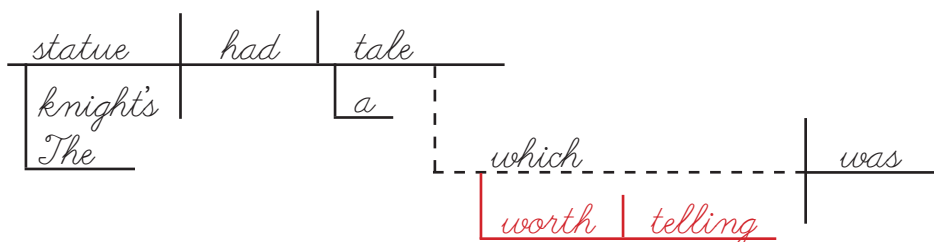
I *DO* *II*
 [The knight's statue had a tale [which was worth telling.]]

This is a complex declarative sentence.

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Principal</i>	---	---
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun "which"</i>	<i>Modifies the noun "tale"</i>

knight's : | *noun, common (class name), masculine, third person, singular, shows possession of the noun "statue", possessive case*

“Worth” is the only adjective which governs an object. Rather than confusing the children with this explanation, the teacher may prefer to substitute another adjective for “worth telling” and diagram normally. It is diagrammed here as an adjective which governs a gerund object:



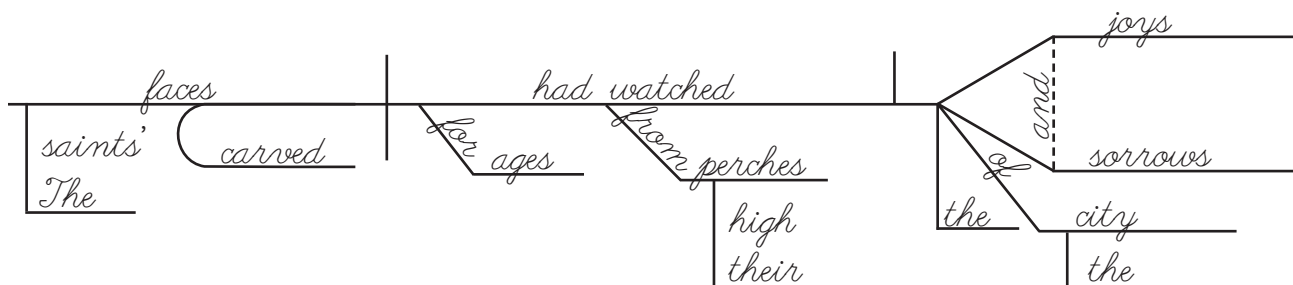
PARTS OF SPEECH ~ NOUN POSSESSIVE CASE, DECLENSION & PERSON

I *DO* *DO* *a* *b*
 [The saints' carved faces had watched the joys and sorrows (of the city) (for ages)
 +
c
 (from their high perches).]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	Independent	---	---
<i>a</i>	Adjectival	Prepositional	Modifies the noun "sorrows"
<i>b</i>	Adverbial	Prepositional	Time, modifies the verb "had watched"
<i>c</i>	Adverbial	Prepositional	Place, modifies the verb "had watched"

saints' : | noun, common (class name), neuter, third person, plural, shows possession of the noun "faces," possessive case



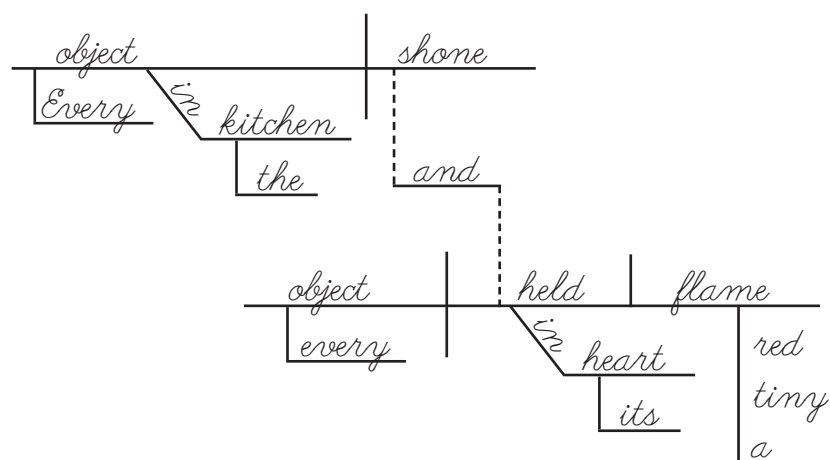
PARTS OF SPEECH ~ VERB INFLECTION: PERSON, NUMBER & TENSE

I *a* *DO*
 [Every object (in the kitchen) shone] and [every object held a tiny red flame
 +
b
 (in its heart).]

This is a compound declarative sentence.

PARTS OF SPEECH ~ VERB INFLECTION: PERSON, NUMBER & TENSE

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "object"</i>
<i>b</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "held"</i>



shone : verb, strong, intransitive, active, indicative, past, its subject is "object," third person, singular

held : verb, strong, transitive, active, indicative, past, its subject is "object," third person, singular

I *DO* *a*
 [The grandfather clock interrupted conversation (with a loud whirr).]

This is a simple declarative sentence.

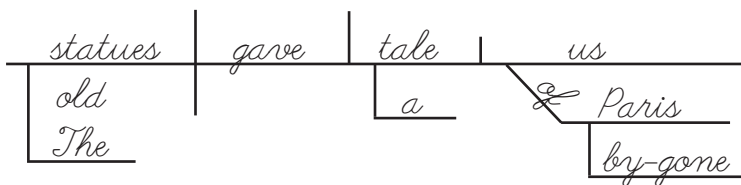
interrupted : verb, weak, transitive, active, indicative, past, its subject is "clock," third person, singular

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: DIRECT & INDIRECT OBJECTS

Note regarding indirect objects: Remember that indirect objects are equivalent to an adverbial phrase introduced by *to* or *for*, and usually precede the direct object, if there is one in the sentence. If the sentence has such an adverbial phrase introduced by *to* or *for*, this phrase will not be an indirect object. The indirect object will be a single substantive.

I *IO* *DO* *a*
[The old statues gave us a tale (of by-gone Paris).]

This is a simple declarative sentence.



Reminder regarding “gender” - if the names of persons or animals are used in the sentence in such a way that the gender is made clear, they are classified as masculine or feminine. Other wise, the noun is said to be **neuter**, which means it does not indicate gender, even though the object itself certainly has a gender.

In parsing nouns which name gender objects (or pronouns whose antecedents name gender objects) but neither whose form nor whose use indicates which gender, it is also acceptable to state: *gender unknown*. (CG 2, p. 22)

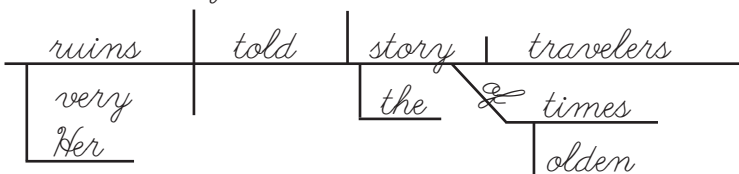
us : pronoun, personal, antecedent unknown, neuter [or gender unknown], first person, plural, indirect object of the verb "gave," objective case

<u>take</u> :	noun, common (class name), neuter, third person, singular, direct object of the verb "gave," objective case
---------------	---

I *IO* *DO* *a*

[Her very ruins told travelers the story (of olden times).]

This is a simple declarative sentence.



**ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE:
DIRECT & INDIRECT OBJECTS**

travelers : | noun, common (class name), neuter [or gender unknown],
third person, plural, indirect object of the verb "told," objective
case

story : | noun, common (class name), neuter, third person,
singular, direct object of the verb "told," objective case

LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 6

GRAMMAR ASSIGNMENT

Note from CG2, Sections 151 and 152 regarding passive verbs and predicated participial adjectives: The passive voice is made up entirely of verb phrases, some form of the verb *be* (Section 158) and a perfect participle ("Great castles *were built* by the Normans," and "The grate *had been removed* from the wide fireplace.").

The present and past tenses have definite forms (also called progressive forms); for example, "Castles *are being built*," or "Castles *were being built*."

These are especially useful, since the present and past tense forms often do not express action, but state or condition. The sentences, "The house is built," "The house was crowded," speak of the condition of the house, and really have a predicate verb with participle complement; but such sentences as, "The house is being painted," "The house was being raised," express an action clearly and definitely, at a given time.

When distinguishing passive verbs from intransitive verbs with a participle as predicate, consider whether the subject is receiving the action of the verb or whether the participle is being used to express a quality of the subject.

1. Analyze and diagram.

I a *II*
[(By October) the new books were dog-eared] and [the shiny shoes were scuffed.]
+

This is a compound declarative sentence.

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	---	---
<i>II</i>	<i>Independent</i>	---	---
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Time, modifies the verbs "were dog-eared" and "were scuffed" in clauses I and II</i>

books were dog-eared
new the
the
and
shoes were scuffed
shiny the
the

<u>books</u> :	noun, common (class name), neuter, 3rd person, plural, subject of the verb "were dog-eared," nominative case
<u>and</u> :	conjunction, coordinate, copulative, connects independent clauses I and II
<u>were scuffed</u> :	verb, weak, transitive, passive, indicative, past, subject is "shoes," 3rd person, plural

4. Continue this sentence in your own way: By October . . .

I DO II III* a

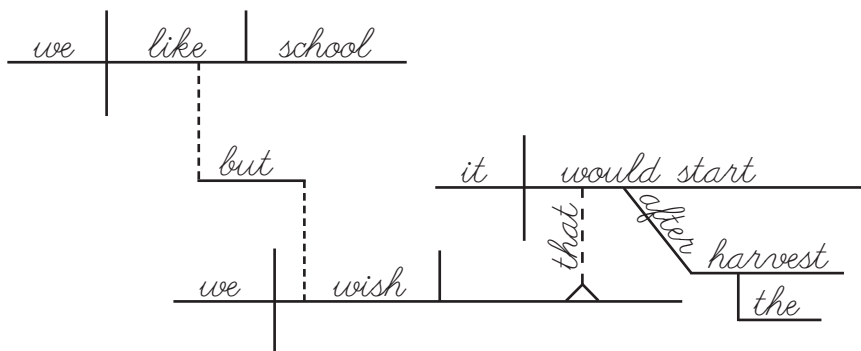
[We like school] but [we wish [that it would start (after the harvest).]]

+

* “*that it would start after the harvest*” is a noun clause, which should not yet be presented to the students. The pronouns should be pointed out and parsed, though the sentence should not be analyzed.

PARTS OF SPEECH ~ PRONOUN CLASS: PERSONAL PARSING, ANTECEDENT & OFFICE OF PERSONAL PRONOUNS

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>Principal</i>	<i>---</i>	<i>---</i>
<i>III</i>	<i>Subordinate noun clause</i>	<i>Introduced by subordinate conjunction "that"</i>	<i>Object of the verb "wish"</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Time, modifies the verb "would start"</i>



we : pronoun, personal, antecedent is the speaker, gender unknown, 1st person, plural, subject of the verb "like" (or "wish"); nominative case

<u>but</u> :	conjunction, coordinate, adversative, connects independent clauses I and II
--------------	---

it : pronoun, personal, antecedent is "school," neuter, 3rd person, singular, subject of the verb "would start," nominative case

I DO
[He breathed deeply and held his head high.]
+

This is a simple declarative sentence.

He : pronoun, personal, antecedent unknown, masculine, 3rd person singular, subject of the verbs "breathed" and "held"; nominative case

his : pronoun, personal, antecedent is "he," masculine, 3rd person, singular, shows possession of the noun "head," possessive case

PARTS OF SPEECH ~ VERB VOICE

Change the verbs in the following sentences to the passive voice:

1. We **stored** the choice apples in barrels.

The choice apples **were stored** in barrels.

2. We **drove** the cows into the barn.

The cows **were driven** into the barn.

3. The low-lying sun **tipped** the world with gold.

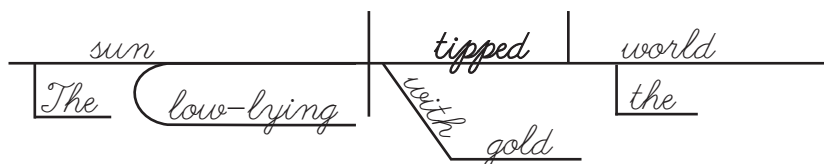
The world **was tipped** with gold by the low-lying sun.

I *DO* *a*
 [The low-lying sun tipped the world (with gold).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of manner, modifying "tipped."



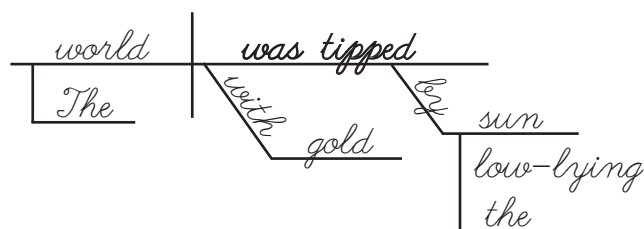
I *a* *b*
 [The world was tipped (with gold) (by the low-lying sun).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of manner, modifying "was tipped."

b is an adverbial prepositional phrase of agent, modifying "was tipped."



PARTS OF SPEECH ~ VERB VOICE

tipped : verb, weak, transitive, **active**, indicative, past, subject is "sun,"
3rd person, singular.

was tipped : verb, weak, transitive, **passive**, indicative, past, subject is "world,"
3rd person, singular.

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: DIRECT & INDIRECT OBJECTS, CONJUNCTIONS, & COMPOUND ELEMENTS OF A SENTENCE

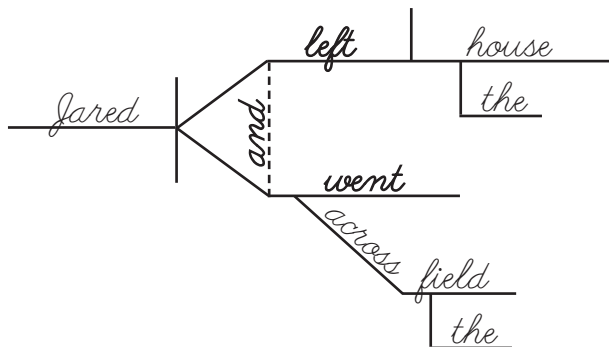
I *DO* *a*

[Jared left the house *and* went (across the field).]

+

This is a simple declarative sentence.
This sentence has a compound verb: "left" and "went."

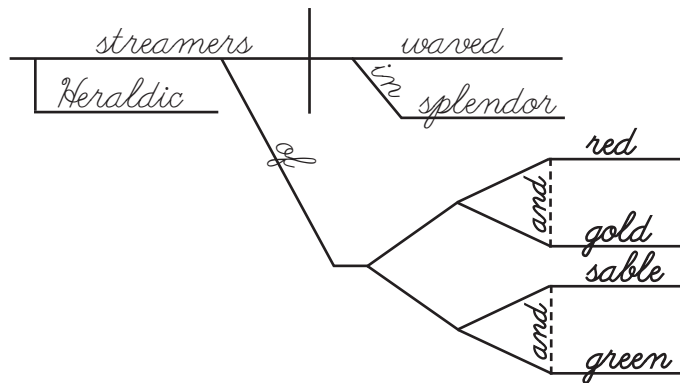
I is an independent clause.
a is an adverbial prepositional phrase of place, modifying "went."



I ^{*a*}
[Heraldic streamers (of red and gold, sable and green) waived
+ +
b
(in splendor).]

This is a simple declarative sentence.
The preposition in this sentence has a compound object: "red," "gold," "sable," and "green."

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: DIRECT & INDIRECT OBJECTS, CONJUNCTIONS, & COMPOUND ELEMENTS OF A SENTENCE



and : conjunction, coordinate, copulative, connects "red" and "gold" (or "sable" and "green"), objects of the preposition "of"

*I**a**II*

[The days were warm (at noon)] and [the leaf shadows grew thinner.]
+

This is a compound declarative sentence.
The conjunction "and" joins the two main clauses.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase of time, modifying "were."

<u>and</u> :	conjunction, coordinate, copulative, connects independent clauses <i>I</i> and <i>II</i>
--------------	--

LANGUAGE ARTS TEACHER'S GUIDE

6TH GRADE KEY WEEK 7

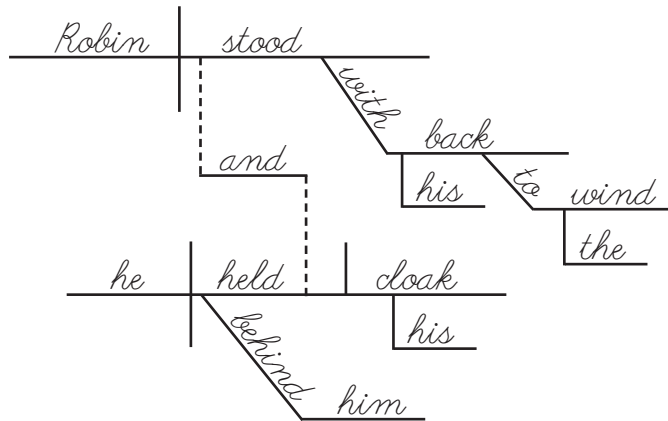
GRAMMAR ASSIGNMENT

1. Analyze and diagram.

I *a* *b* *II* *DO* *c*
 [Robin stood (with his back) (to the wind)] and [he held his cloak (around him)].
 +

This is a compound declarative sentence. The verb "stood" is intransitive, the verb "held" is transitive.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Manner, modifies the verb "stood"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "back"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Manner, modifies the verb "held"</i>



2. Parse the words: Robin, wind, and his

<u>Robin</u> :	noun, proper, masculine, 3rd person, singular, subject of the verb "stood," nominative case
<u>wind</u> :	noun, common (class name), neuter, 3rd person, singular, object of the preposition "to," objective case
<u>his</u> :	pronoun, personal, antecedent is "Robin," masculine, 3rd person, singular, modifies "cloak," possessive case

GRAMMAR ASSIGNMENT

3. Put this sentence in the active voice:

A place was cleared for Robin by John-go-in-the-Ulynd.

John-go-in-the-Ulynd cleared a place for Robin.

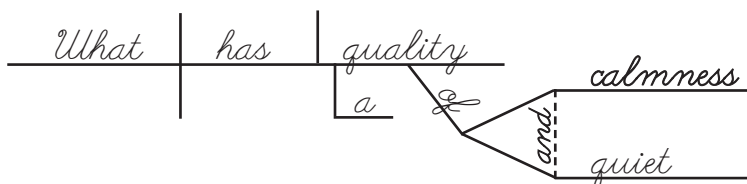
4. Write a compound sentence about a "cheerful fire" you once enjoyed or about a night you slept under the stars.

PARTS OF SPEECH ~ PRONOUN CLASS: INTERROGATIVE, SUBSEQUENT, AND USES OF WHO, WHICH, & WHAT

I DO a
[What has a quality (of calmness and quiet)?]
 +

This is a simple interrogative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "quality"</i>



What : | pronoun, interrogative, neuter, 3rd person, singular, subject of the verb "has," nominative case

I DO a
[Who toured the canal (in 1835)?]

This is a simple interrogative sentence.

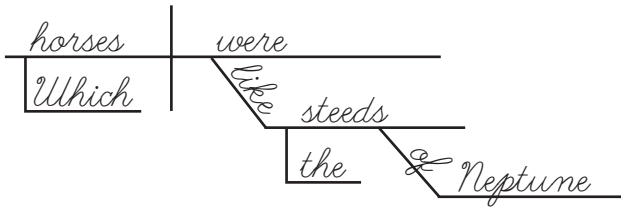
Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Time, modifies "toured"</i>

PARTS OF SPEECH ~ PRONOUN CLASS: INTERROGATIVE, SUBSEQUENT, AND USES OF WHO, WHICH, & WHAT

I a b
[Which horses were (like the steeds) (of Neptune)?]

This is a simple interrogative sentence.

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "horses"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "steed"</i>



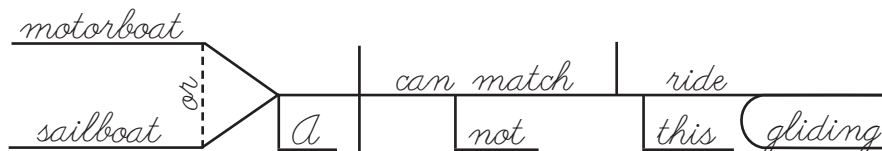
Ulrich : adjective, pronominal (interrogative), no comparison, modifies the noun "horses"

Note: “*Which*” in the above sentence is not an interrogative pronoun, but is a pronominal adjective (a word which is normally a pronoun but is used to modify a noun rather than stand for a noun). The teacher can use this example to point out the difference between a pronominal adjective, as in the sentence above, and an interrogative pronoun, as in the sentence, “*Which* would my uncle the captain prefer?”

PARTS OF SPEECH ~ VERB VOICE & INTERROGATIVE FORM

$$\begin{array}{c} I \qquad \qquad \qquad DO \\ [A \text{ motorboat or sailboat cannot match this gliding ride.}] \\ + \end{array}$$

This is a simple declarative sentence. This sentence has an active voice verb and compound subject. The verb is transitive. The negative form "not" is considered part of the verb phrase.



PARTS OF SPEECH ~ VERB VOICE & INTERROGATIVE FORM

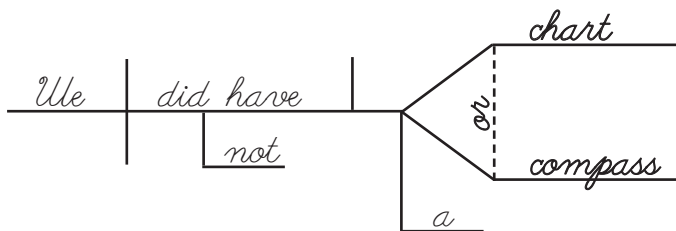
or : conjunction, coordinate, alternative, connects "motorboat" and "sailboat"

can match : defective verb with an infinitive*, transitive, active, indicative, present, subject is "motorboat" and "sailboat," 3rd person, plural.

*Students should not parse defective verbs, as they are not presented until later in the year. This verb is parsed here for teachers' reference only.

I DO DO
[*We did not have a chart or compass.*]
+

This is a simple declarative sentence.



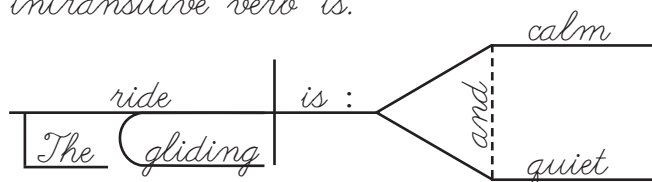
I DO
[He heard footsteps (behind him).]

This is a simple declarative sentence.

heard : verb, weak, transitive, active, indicative, past, subject is "He,"
3rd person, singular

I DO
[The gliding ride is calm and quiet.]

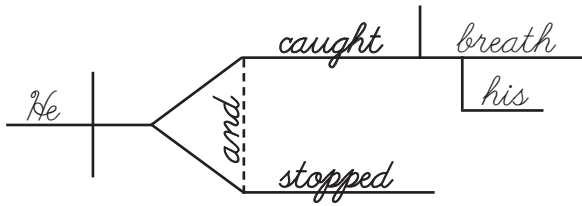
This is a simple declarative sentence. "Calm" and "quiet" are complements of the intransitive verb "is."



ANALYSIS ~ COMPOUND SENTENCES

I DO
[He caught his breath and stopped.]
+

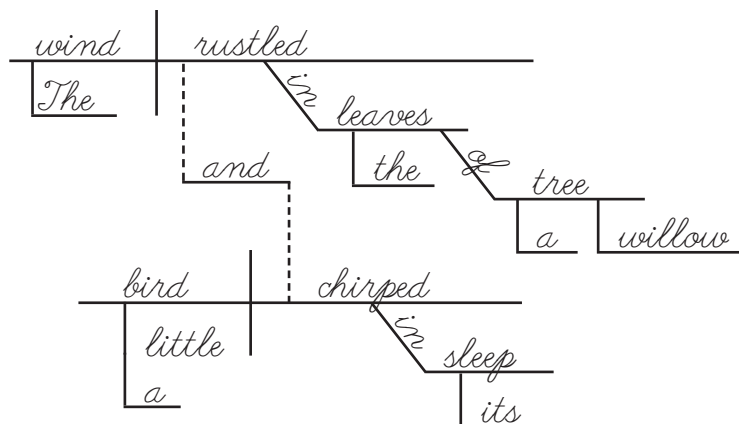
This is a simple declarative sentence. The predicate is compound.



$$\begin{array}{ccc}
 I & a & b \\
 [The \textit{wind} \textit{rustled} (in the leaves) (of a willow tree)] & & II \\
 & & + \\
 & c & \\
 \textit{bird chirped} (in its sleep).] & &
 \end{array}$$

This is a compound declarative sentence.

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "rustled"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "leaves"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Time, modifies the verb "chirped"</i>

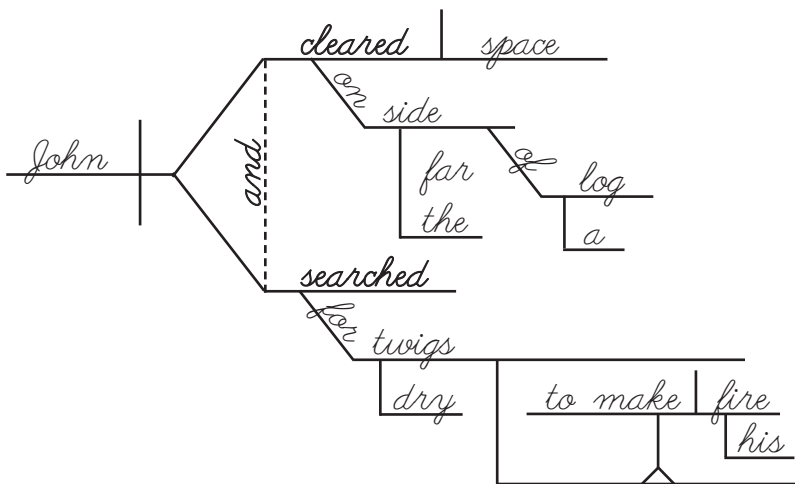


ANALYSIS ~ COMPOUND SENTENCES

I DO a b c
 [John cleared a space (on the far side) (of the log) and searched (for dry twigs)
 +
d
 (to make his fire).]

This is a simple declarative sentence. The predicate is compound.

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "cleared"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "side"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Purpose, modifies the verb "searched"</i>
<i>d</i>	<i>Adjectival</i>	<i>Infinitive</i>	<i>Modifies the noun "twigs"</i>



GRAMMAR ASSIGNMENT

I

II

DO

 PN

This is a complex declarative sentence.

firelight	was	:	sight
sudden			wonderful
The			a
	which	greeted	travelers
			long-absent
			the

firelight :

greeted :

travelers :

noun, common (class name), neuter [or gender unknown],
3rd person, plural, object of the verb "greeted," objective case

GRAMMAR ASSIGNMENT

3. Write in the perfect tenses: The sudden firelight was a wonderful sight.

Present perfect, indicative: The sudden firelight has been a wonderful sight.

Past perfect, indicative: The sudden firelight had been a wonderful sight.

Future perfect, indicative: The sudden firelight will have been a wonderful sight.

4. Explain why sudden firelight was able to give such joy to the travelers.

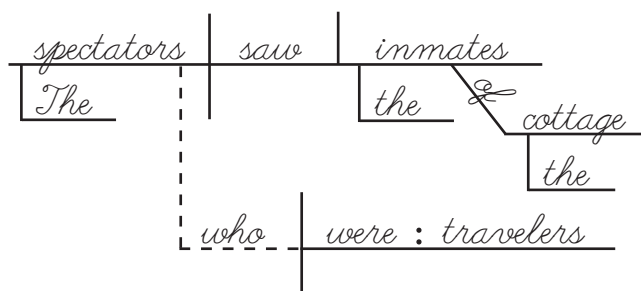
Example of a well-answered question: The travelers anticipate the moment when they will open the outer door of their home to enter the warmth, safety, and familiarity of the cottage after their experiences abroad. For them, at that moment of entry, the firelight will appear suddenly in view, as if in greeting to them, and they will know by the sight, to their relief, they are beyond the harrowing experiences of the past. The sight of the firelight will give them the relief and certainty that produces a joy for them.

PARTS OF SPEECH ~ PRONOUN CLASS: RELATIVE

I *II* *DO* *a*
 [The spectators, [who were travelers], saw the inmates (of the cottage).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	Principal	---	---
<i>II</i>	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "spectators"
<i>a</i>	Adjectival	Prepositional	Modifies the noun "inmates"



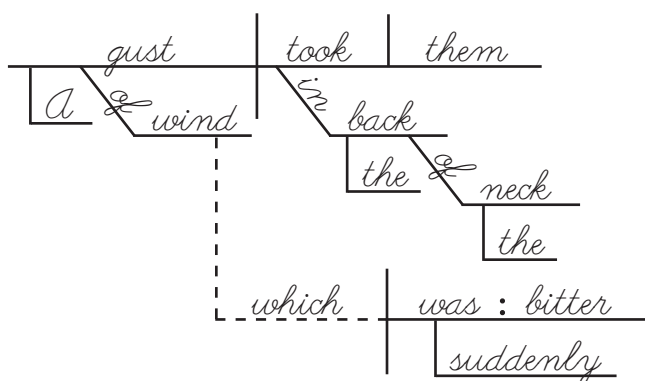
PARTS OF SPEECH ~ PRONOUN CLASS: RELATIVE

who : | pronoun, relative (simple), antecedent is "spectators," gender unknown, 3rd person, plural, subject of "were," nominative case.

^I [A ^a gust (of wind), ^{II} [which ^{PA} was suddenly bitter], ^{DO} took ^b them (in the back) (^c of the neck).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
^I	Principal	---	---
^{II}	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "wind"
^a	Adjectival	Prepositional	Modifies the noun "gust"
^b	Adverbial	Prepositional	Place, modifies the verb "took"
^c	Adjectival	Prepositional	Modifies the noun "back"



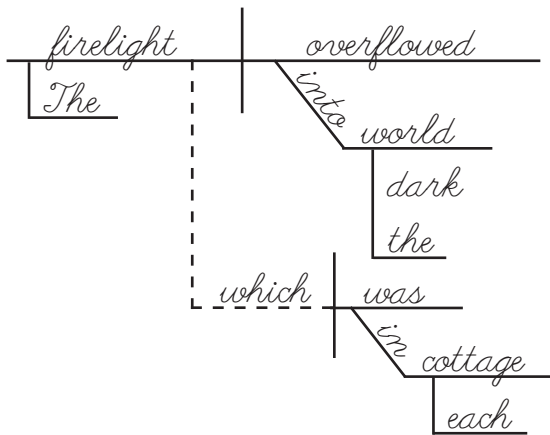
which : | pronoun, relative (simple), antecedent is "wind," neuter, 3rd person, singular, subject of "was," nominative case.

^I [The firelight ^{II} [which ^a was (in each cottage)] ^b overflowed (into the dark world).]

This is a complex declarative sentence.

PARTS OF SPEECH ~ PRONOUN CLASS: RELATIVE

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "firelight"
a	Adverbial	Prepositional	Place, modifies the verb "was"
b	Adverbial	Prepositional	Place, modifies the verb "overflowed"



which : | pronoun, relative (simple), antecedent is "firelight," neuter, 3rd person, singular, subject of "was," nominative case

PARTS OF SPEECH: VERB REVIEW

I a DO b c
 [(In a last glance), Jared saw the twisted shapes (of the apple trees (before the house))).]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
a	Adverbial	Prepositional	Time, modifies the verb "saw"
b	Adjectival	Prepositional	Modifies the noun "shapes"
c	Adjectival	Prepositional	Modifies the noun "trees"

saw : | verb, strong, transitive, active, indicative, past, subject is "Jared," 3rd person singular

PARTS OF SPEECH: VERB REVIEW

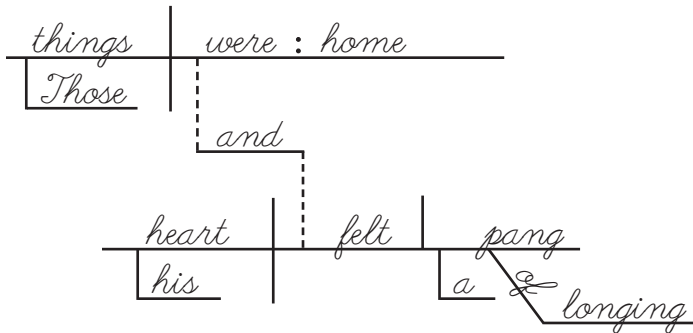
$$\begin{array}{ccc} I & DO & DO \\ [Those \text{ things were home], & \text{and} & [his \text{ heart felt a pang (of longing).] \\ & + & \end{array}$$

This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adjectival prepositional phrase modifying "pang."



were : verb, irregular weak, intransitive, active, indicative, past, subject
is "things," 3rd person, plural

<u>felt</u> :	verb, irregular weak, transitive, active, indicative, past, subject is "heart," 3rd person, singular
---------------	---

I DO
[Always the mountains had bound his world.]

This is a simple declarative sentence.

had bound : verb, strong, transitive, active, indicative, past perfect, subject
is "mountains," 3rd person, plural

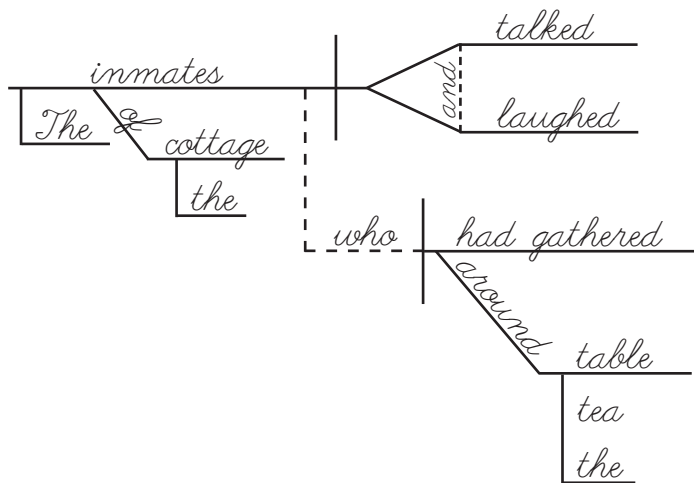
ANALYSIS ~ COMPLEX SENTENCES: ADJECTIVE CLAUSES

I *a* *II* *b*
[The inmates (of the cottage), [who had gathered (around the tea table)], talked and
laughed.]

This is a complex declarative sentence.

ANALYSIS ~ COMPLEX SENTENCES: ADJECTIVE CLAUSES

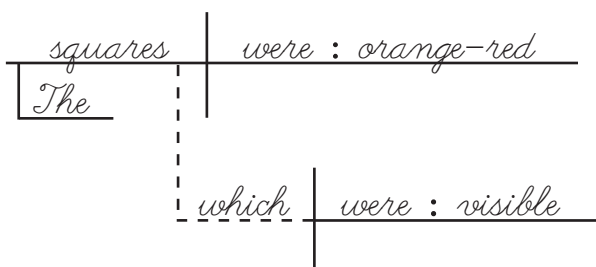
Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "inmates"
a	Adjectival	Prepositional	Modifies the noun "inmates"
b	Adverbial	Prepositional	Place, modifies the verb "had gathered"



I II
[The squares [which were visible] were orange-red.]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "squares"

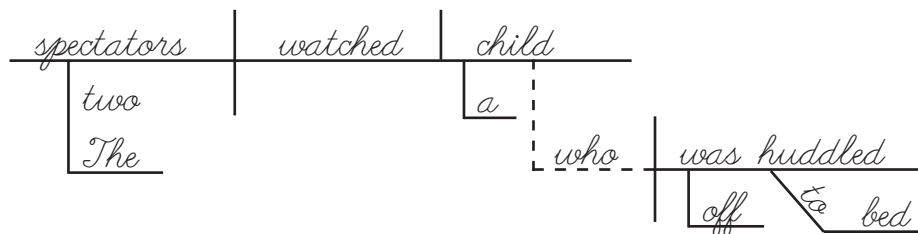


ANALYSIS ~ COMPLEX SENTENCES: ADJECTIVE CLAUSES

I *DO* *II* *a*
 [The two spectators watched a child [who was huddled off (to bed)].]

This is a complex declarative sentence.

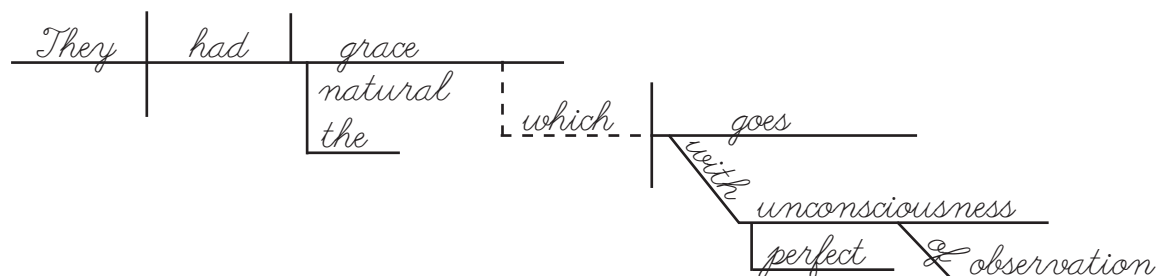
Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Principal</i>	---	---
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun "who"</i>	<i>Modifies the noun "child"</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies "was huddled"</i>



I *DO* *II* *a*
 [They had the natural grace [which goes (with a perfect unconsciousness)
b
 (of observation)].]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Principal</i>	---	---
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun "which"</i>	<i>Modifies the noun "grace"</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Accompaniment, modifies the verb "goes"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "unconsciousness"</i>



LANGUAGE ARTS TEACHER'S GUIDE

6TH GRADE KEY WEEK 9

GRAMMAR ASSIGNMENT

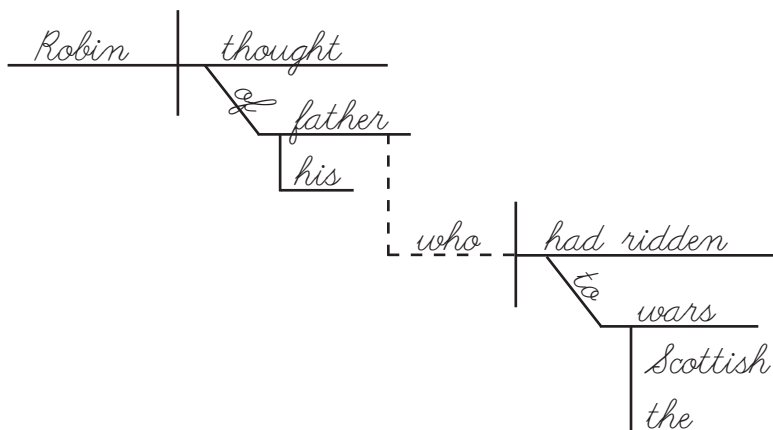
1. Analyze and diagram.

I
a
II
b

[Robin thought (of his father) [who had ridden (to the Scottish wars)].]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Principal</i>	---	---
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun "who"</i>	<i>Modifies the noun "father"</i>
<i>a</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "thought"</i>
<i>b</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "had ridden"</i>



2. Parse: Robin, who, had ridden

<u>Robin</u> :	noun, proper, masculine, 3rd person, singular, subject of the verb "thought," nominative case
<u>who</u> :	pronoun, relative (simple), antecedent is "father," masculine, 3rd person, singular, subject of "had ridden," nominative case.
<u>had ridden</u> :	verb, strong, intransitive, active, indicative, past perfect, subject is "who," 3rd person, singular

GRAMMAR ASSIGNMENT

3. Rewrite this sentence putting the first verb in the definite form:

Robin was thinking of his father who had ridden to the Scottish wars.

4. What thoughts do you think were going through Robin's mind?

Examples might include: Robin might be wondering whether or not he would ever see his father again; what kinds of adventures his father might have or what kinds of men would be his companions or adversaries along the way and in the battles; the times in the past his father had acted bravely, had been kind to him, Robin; what he, Robin, might do to help his family in the absence of his father.

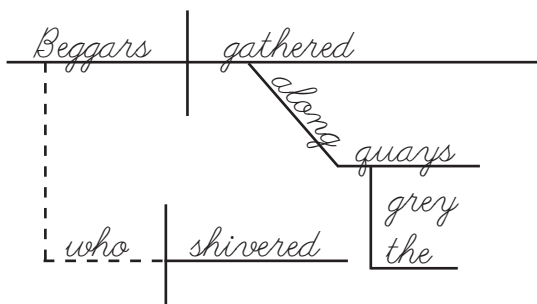
PARTS OF SPEECH – RELATIVE PRONOUN WHO

I II a

[*Beggars*, [*who shivered*], *gathered* (*along the grey quays*).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "Beggars"
a	Adverbial	Prepositional	Place, modifies the verb "gathered"



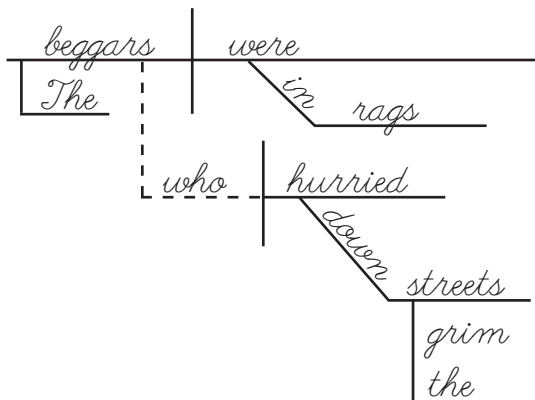
PARTS OF SPEECH ~ RELATIVE PRONOUN WHO

I II a b

[The beggars [who hurried (down the grim streets)] were (in rags).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "beggars"
a	Adverbial	Prepositional	Place, modifies the verb "hurried"
b	Adverbial	Prepositional	Manner, modifies the verb "were"



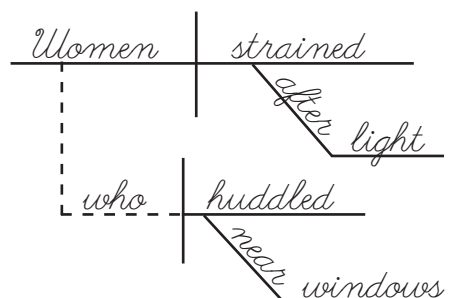
I II a b

[Women [who huddled (near windows)] strained (after light).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "women"
a	Adverbial	Prepositional	Place, modifies the verb "huddled"
b	Adverbial	Prepositional	Purpose, modifies the verb "strained"

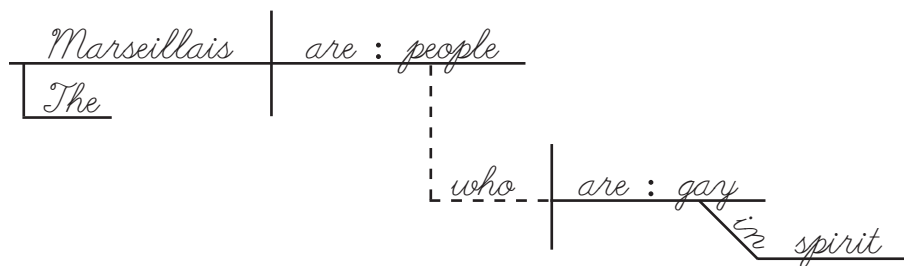
PARTS OF SPEECH ~ RELATIVE PRONOUN WHO



I *II* *a*
 [The Marseillais are people [who are gay (in spirit)].]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Principal</i>	---	---
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun "who"</i>	<i>Modifies the noun "people"</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Reference, modifies the adjective "gay"</i>



PARTS OF SPEECH ~ VERB TENSE: DEFINITE & INDEFINITE FORMS

Practice changing the verbs in the sentences above, and in the dictations, into the definite form.

1. *Beggars, who shivered, gathered along the grey quays.*

First verb in definite form: Beggars, who were shivering, gathered along the grey quays.

Second verb in definite form: Beggars, who shivered, were gathering along the grey quays.

PARTS OF SPEECH ~ VERB TENSE: DEFINITE & INDEFINITE FORMS

2. *The beggars who hurried down the grim streets were in rags.*

The beggars who were hurrying down the grim streets were in rags.

3. *Women who huddled near windows strained after light.*

First verb in definite form: Women who were huddling near windows strained after light.

Second verb in definite form: Women who huddled near windows were straining after light.

4. *With anxiety the boy watched the old priest who waxed weak.*

First verb in definite form: With anxiety the boy was watching the old priest who waxed weak.

Second verb in definite form: With anxiety the boy watched the old priest who was waxing weak.

5. *The priest who spoke with such an urgency pushed the pot back across the table toward Marcel.*

First verb in definite form: The priest who was speaking with such an urgency pushed the pot back across the table toward Marcel.

Second verb in definite form: The priest who spoke with such an urgency was pushing the pot back across the table toward Marcel.

6. *The boy who had watched years measured off by the swinging pendulum went away to war.*

First verb in definite form: The boy who had been watching years measured off by the swinging pendulum went away to war.

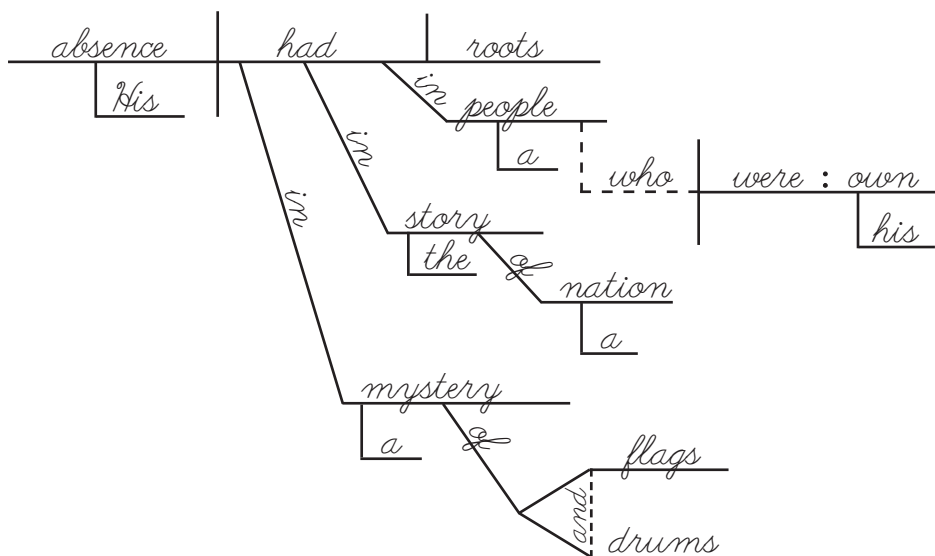
Second verb in definite form: The boy who had watched years measured off by the swinging pendulum was going away to war.

ANALYSIS ~ COMPLEX SENTENCES: ADJECTIVE CLAUSES

I ^a ^b ^c ^d
[His absence had roots (in a mystery (of flags and drums)), (in the story (of a
^e ^{II}
nation)), (in a people [who were his own]).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "people"
a	Adverbial	Prepositional	Place, modifies the verb "had"
b	Adjectival	Prepositional	Modifies the noun "mystery"
c	Adverbial	Prepositional	Place, modifies the verb "had"
d	Adjectival	Prepositional	Modifies the noun "story"
e	Adverbial	Prepositional	Place, modifies the verb "had"

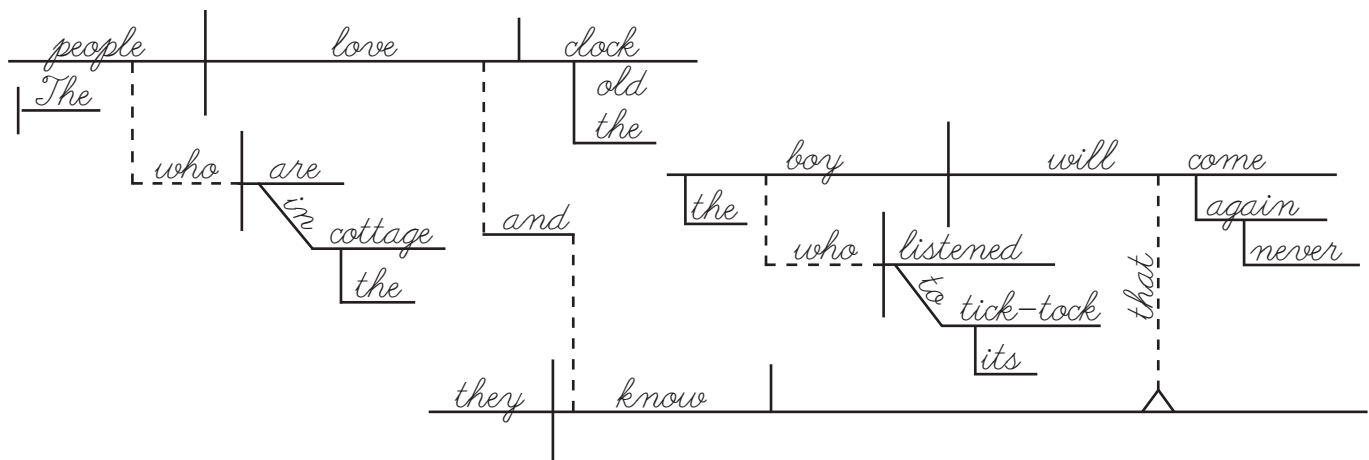


ANALYSIS ~ COMPLEX SENTENCES: ADJECTIVE CLAUSES

^I ^{II} ^a ^{DO} ^{III} ^{IV}
 [The people [who are (in the cottage)] love the old clock] and [they know [that the
 +
^V ^b
boy [who listened (to its tick-tock)] will never come again].]

This is a compound complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "people"
III	Principal	---	---
IV	Subordinate noun clause	Introduced by the subordinate conjunction "that"	Direct object of the verb "know"
V	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "boy"
a	Adverbial	Prepositional	Place, modifies the verb "are"
b	Adverbial	Prepositional	Reference, modifies the verb "listened"



Note: This sentence is certainly too difficult for 6th grade students, particularly the noun clause. The adjective clauses are worth presenting, and though the diagram should not be given as an assignment for the students, it could be done together in class.

LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 10

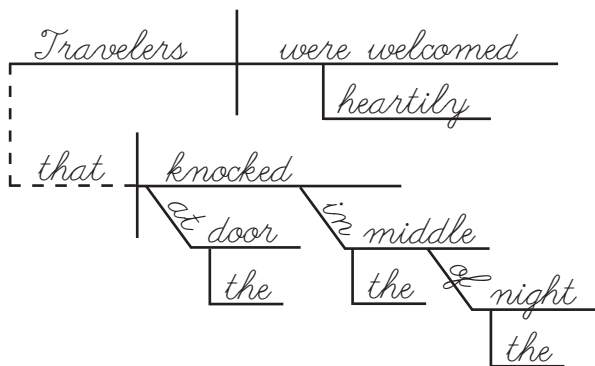
GRAMMAR ASSIGNMENT

1. Analyze and diagram.

^I ^{II} ^a ^b ^c
[Travelers [that knocked (at the door) (in the middle (of the night))] were
welcomed heartily.]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "that"	Modifies the noun "travelers"
a	Adverbial	Prepositional	Place, modifies the verb "knocked"
b	Adverbial	Prepositional	Time, modifies the verb "knocked"
c	Adjectival	Prepositional	Modifies the noun "middle"



2. Parse: that, door, were welcomed

<u>that</u> :	pronoun, relative (simple), antecedent is "Travelers," neuter [or gender unknown], 3rd person, plural, subject of the verb "knocked," nominative case
<u>door</u> :	noun, common (class name), neuter, 3rd person, singular, object of the preposition "at," objective case

GRAMMAR ASSIGNMENT

were welcomed : | verb, weak, transitive, passive, indicative, past [indefinite],
subject is "travelers," 3rd person, plural

3. Write a sentence using the verb "knock" in the imperative mood:

Knock at the door, travelers, when you arrive at the house.

4. What can you conclude about the family that lived in this house?

Sample answer: *The family living in the house was certainly "hospitable," and they understood the needs and the sentiments of the travelers coming to their door.*

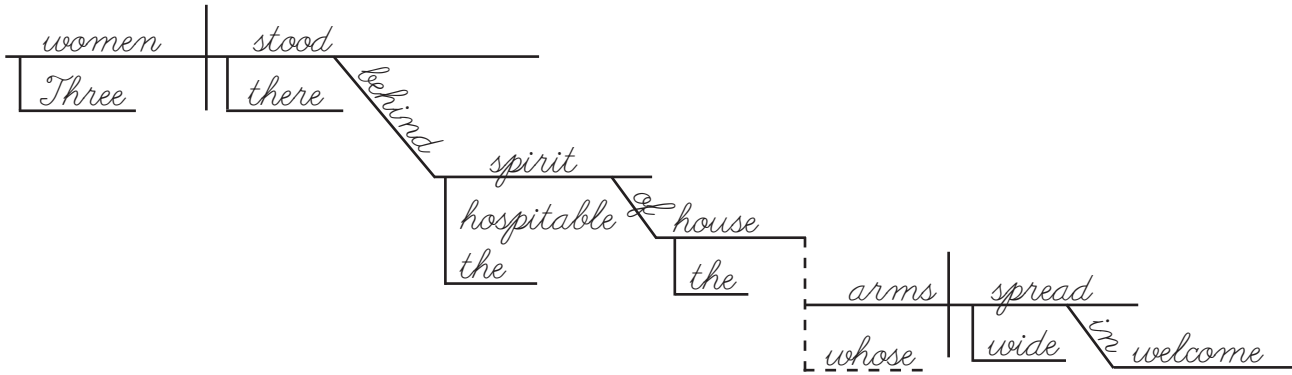
PARTS OF SPEECH - RELATIVE PRONOUN WHO

^I [Three women ^a stood there (behind the hospitable spirit (of the house)), [^b whose ^{II} arms ^c spread wide (in welcome).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
^I	Principal	---	---
^{II}	Subordinate adjective clause	Introduced by the relative pronoun "whose"	Modifies the noun "house"
^a	Adverbial	Prepositional	Place, modifies the verb "stood"
^b	Adjectival	Prepositional	Modifies the noun "spirit"
^c	Adverbial	Prepositional	Manner, modifies the verb "spread"

PARTS OF SPEECH ~ RELATIVE PRONOUN WHO



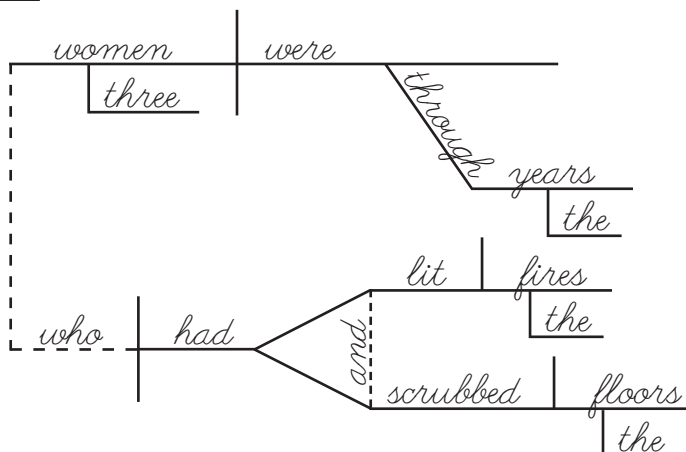
whose : | pronoun, relative (simple), antecedent is "house," neuter, 3rd person, singular, shows possession of "arms," possessive case

I a [(Through the years) there were three women *II* [who had lit the fires and scrubbed *DO* + the floors (in welcome).] *DO b*

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	Principal	---	---
<i>II</i>	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "women"
<i>a</i>	Adverbial	Prepositional	Time, modifies the verb "were"
<i>b</i>	Adverbial	Prepositional	Purpose, modifies the verb "scrubbed"

there*



* "There" is merely introductory; it is not an adverb of the verb "were," nor is it a subject.

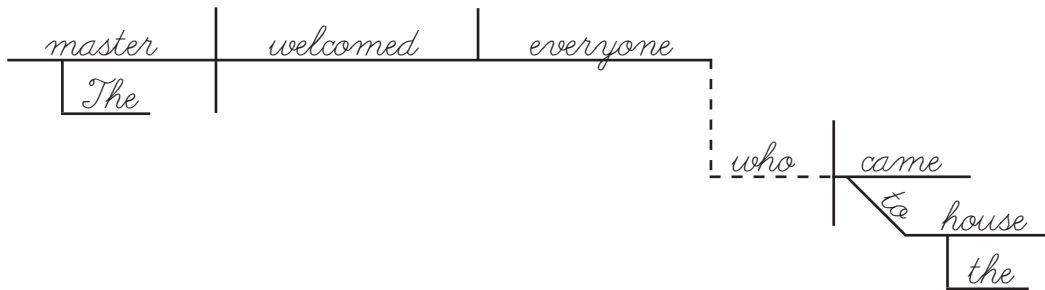
PARTS OF SPEECH ~ RELATIVE PRONOUN WHO

who : | pronoun, relative (simple), antecedent is "women," feminine,
3rd person, plural, subject of "had lit" and "(had) scrubbed,"
nominative case

^I [The master welcomed everyone ^{DO} [^{II}who came ^a(to the house)].]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the indefinite pronoun "everyone"
a	Adverbial	Prepositional	Place, modifies the verb "came"



who : | pronoun, relative (simple), antecedent is "everyone," neuter
[or gender unknown], 3rd person, singular, subject of "came,"
nominative case

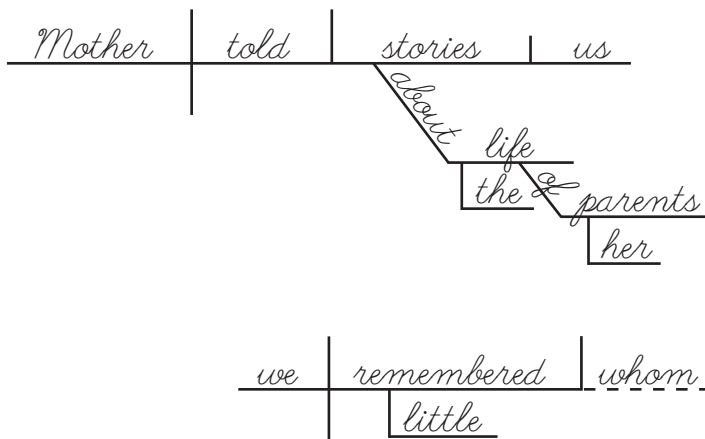
"Stories" has been added to the following sentence to provide a stated direct object. To have a sentence with an indirect object and no direct object would be confusing to the students at this point.

^I [Mother told ^{IO} us ^{DO} stories ^a(about the life ^b(of her parents [^{II}whom we little remembered])).

This is a complex declarative sentence.

PARTS OF SPEECH ~ RELATIVE PRONOUN WHO

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "whom"	Modifies the noun "parents"
a	Adjectival	Prepositional	Modifies the noun "stories"
b	Adjectival	Prepositional	Modifies the noun "life"



whom : | pronoun, relative (simple), antecedent is "parents," neuter
[or gender unknown], 3rd person, plural, direct object of
"remembered," objective case

PARTS OF SPEECH ~ VERB MOOD: INDICATIVE & IMPERATIVE

I *a*
[Let the unknown guest come (into our house).]

This imperative sentence should not be parsed or diagrammed, but can be used to illustrate for the students that “Let come” is a verb phrase that entreats or commands.

I DO
[Welcome the guests.]

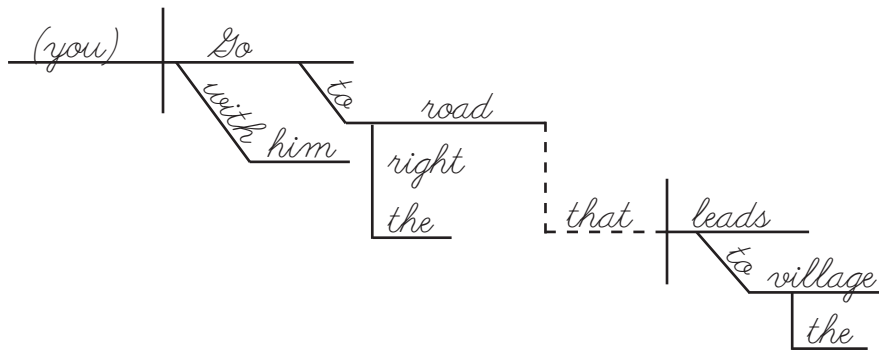
Welcome: | verb, weak, transitive, active, imperative, present,
understood subject is "(you)," 2nd person, singular*

*The number for the understood “you” in an imperative sentence may be either singular or plural, as determined by the context. If the context does not indicate a number, the student may say “unknown number.”

PARTS OF SPEECH ~ VERB MOOD: INDICATIVE & IMPERATIVE

I a b II c
Go (with him) (to the right road [that leads (to the village)]).]

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Principal</i>	---	---
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun "that"</i>	<i>Modifies the noun "road"</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Accompaniment, modifies the verb "Go"</i>
<i>b</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "Go"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "leads"</i>



Go: | verb, strong, intransitive, active, imperative, present, understood subject is "(you)," 2nd person, singular.

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS OF INTRANSITIVE VERBS

Charts and diagrams may be omitted at this point from the binder keys when they would be repetitive or would not include new elements or unusual configurations. A simple list of the phrases and clauses may be included.

I a PN b c
 [The welcome (of the host) is nothing (without the labor (of women)).]

This is a simple declarative sentence.

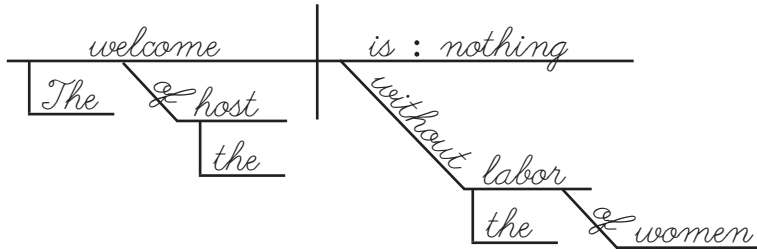
I is an independent clause.

a is an adjectival prepositional phrase modifying "welcome."

b is an adverbial prepositional phrase of condition modifying "is."

c is an adjectival prepositional phrase modifying "labor."

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS OF INTRANSITIVE VERBS

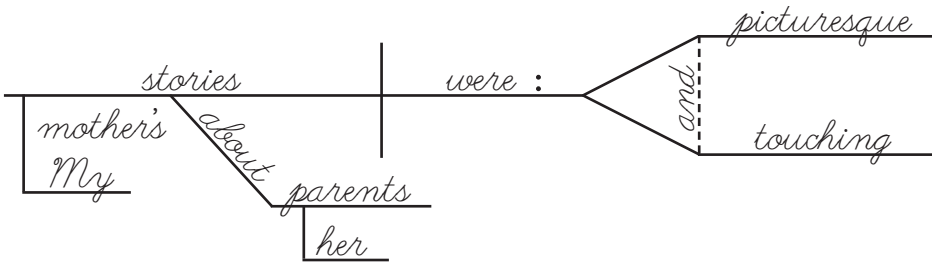


I ^{*a*} ^{*PA*} ^{*PA*}
[My mother's stories (about her parents) were picturesque and touching.]
+

This is a simple declarative sentence.

I is an independent clause.

I is an independent clause.
a is an adjectival prepositional phrase modifying "stories."



I *a* *PA*
[The hospitality (of my grandparents) was proverbial.]

This is a simple declarative sentence.

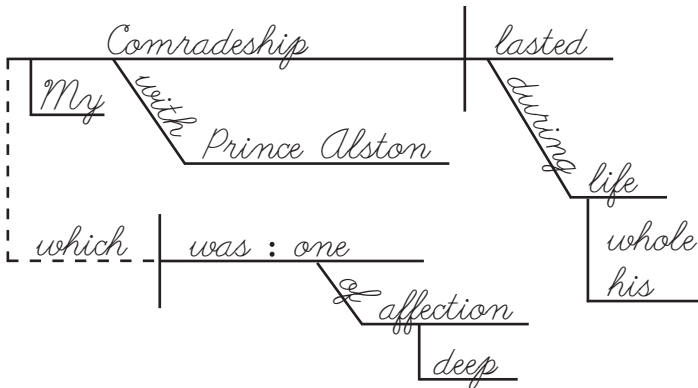
I is an independent clause.

I is an independent clause.
a is an adjectival prepositional phrase modifying "hospitality."

GRAMMAR ASSIGNMENT

I *a* *II* *PN* *b*
[My comradeship (with Prince Alston), [which] was one (of deep affection)], lasted
c
(during his whole life).]

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "comradeship"
a	Adjectival	Prepositional	Modifies the noun "comradeship"
b	Adjectival	Prepositional	Modifies the noun "one"
c	Adverbial	Prepositional	Time, modifies the verb "lasted"



Indicative, Active Voice

Friendship has been being]

GRAMMAR ASSIGNMENT

Past:

Indefinite

[Definite (progressive)]

Perfect

[Perfect Definite]

Friendship was

Friendship was being]

Friendship had been

Friendship had been being]

Future:

Indefinite

[Definite (progressive)]

Perfect

[Perfect Definite]

Friendship will be

Friendship will be being]

Friendship will have been

Friendship will have been being]

Note: "Was" is an intransitive verb which cannot be rendered in the passive voice, as an intransitive verb has no object that can become the subject.

3. Parse "my" and "deep":

my :

pronoun, personal, antecedent is Archibald Rutledge, masculine, 1st person, singular, shows ownership of "comradeship," possessive case

deep :

adjective, descriptive (simple), positive degree of comparison, modifies the noun "affection"

3. Write a sentence about friendship that contains a relative clause:

Children may speak of friendship in general or perhaps their friendship with a particular person.

4. Give an antonym for "comradeship." Enmity, animosity, hostility, dislike

PARTS OF SPEECH ~ ADJECTIVE CLASS: DESCRIPTIVE

I

PN

a

[My black Prince and I were inseparable companions (in a thousand escapades)

+

b

(on that plantation).]

This is a simple declarative sentence.

PARTS OF SPEECH ~ ADJECTIVE CLASS: DESCRIPTIVE

I is an independent clause.

a is an adverbial prepositional phrase of manner [or place, or reference] modifying "were"

b is an adjectival prepositional phrase modifying "escapades"

<u>black</u> :	adjective, descriptive (simple), positive degree of comparison, modifies the proper noun "Prince"
----------------	---

<u>inseparable</u> :	adjective, descriptive (simple), positive degree of comparison, modifies the noun "companions"
----------------------	--

<u>thousand</u> :	adjective, quantitative (cardinal number), no comparison, modifies the noun "escapades"
-------------------	---

<u>that</u> :	adjective, demonstrative, no comparison, modifies the noun "plantation"
---------------	---

Note: Each of these adjectives is attributive in position.

I *a* *b* *c*
[Ule fell (from the same pony) (at the same time) and nearly drowned (in the
+
same pond).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "fell"

b is an adverbial prepositional phrase of time, modifying "fell"

c is an adverbial prepositional phrase of place, modifying "drowned"

<u>same (a)</u> :	adjective, demonstrative, no comparison, modifies the noun "pony"
-------------------	---

<u>same (b)</u> :	adjective, demonstrative, no comparison, modifies the noun "time"
-------------------	---

<u>same (c)</u> :	adjective, demonstrative, no comparison, modifies the noun "pond"
-------------------	---

Note: Each of these adjectives is attributive in position.

PARTS OF SPEECH ~ ADJECTIVE CLASS: DESCRIPTIVE

I *a* *DO* *b* *c*
 [(On baking day) the sunny cook gave pieces (of dough) (to the children).]

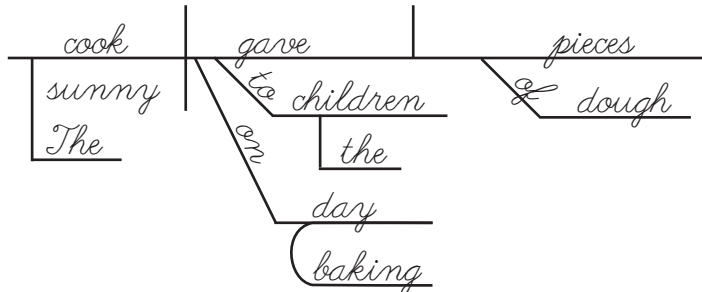
This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of time, modifying "gave."

b is an adjectival prepositional phrase modifying "pieces."

c is an adverbial prepositional phrase of reference, modifying "gave."



baking : adjective, participial, no comparison, modifies the noun "day"

sunny : adjective, descriptive (simple), positive degree of comparison, modifies the noun "cook"

The position of both adjectives is attributive.

[Russian ^Istorytellers ^{PA}were fancy-free and ^{PA}foot-loose and wandered (across the immense land).]

Russian : adjective, descriptive (proper), no comparison, modifies the noun "storytellers"

fancy-free : adjective, descriptive (compound), positive degree of comparison, modifying [or predicated of] the noun "storytellers"

<u>foot-loose</u> :	adjective, descriptive (compound), positive degree of comparison, modifying [or predicated of] the noun "storytellers"
---------------------	--

immense : adjective, quantitative (bulk), no comparison, modifies the noun "land"

"Russian" and "immense" are in the attributive position; "fancy-free" and "foot-loose" are in the predicate position.

PARTS OF SPEECH ~ VERB ORIGIN: STRONG & WEAK & PRINCIPAL PARTS

Sample simplified sentences from dictations for analysis (strong and weak verbs):

1. [^{*I*}*I walked* (^{*a*}from room) (^{*b*}to room) and (^{*DO*}*saw* (^{*c*}all (of the furnishings).)]

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "walked."

b is an adverbial prepositional phrase of place, modifying "walked."

c is an adjectival prepositional phrase modifying "all".

[Principal parts: walk (simple infinitive), walked (past tense), walked (perfect participle)]

walked : verb, weak, intransitive, active, indicative, past, subject is "I," 1st person, singular.

[Principal parts: see (simple infinitive), saw (past tense), seen (perfect participle)]

saw : verb, strong, transitive, active, indicative, past,
subject is "I," 1st person, singular

2. [$\overset{I}{\text{A}} \overset{a}{\text{Russian}} \overset{DO}{\text{sings}} \overset{b}{\text{(throughout his life)}}, \text{ and } \overset{DO}{\text{ends}} \overset{b}{\text{his days (with a song).}}]$
+]

I is an independent clause.

a is an adverbial prepositional phrase of time, modifying "sings."

b is an adverbial prepositional phrase of manner, modifying "ends."

[Principal parts: sing (simple infinitive), sang (past tense), sung (perfect participle)]

<u>sings</u> :	verb, strong, intransitive, active, indicative, present, subject is "Russian," 3rd person, singular.
----------------	---

[Principal parts: end (simple infinitive), ended (past tense), ended (perfect participle)]

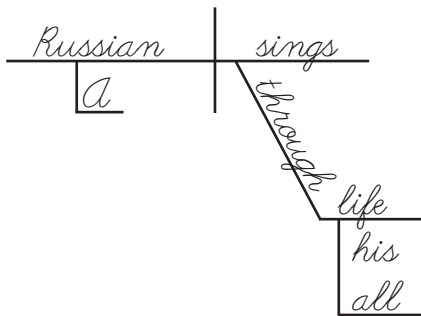
ends : verb, weak, transitive, active, indicative, present,
subject is "Russian," 3rd person, singular

PARTS OF SPEECH ~ VERB ORIGIN: STRONG & WEAK & PRINCIPAL PARTS

^I
[A Russian sings ^a (through all his life).]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Time, modifies the verb "sings"</i>



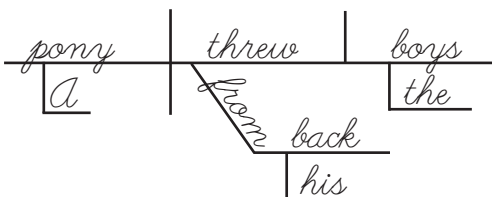
Russian : noun, common (class name), masculine, 3rd person, singular, subject of the verb "sings," nominative case

sings : verb, strong, intransitive, active, indicative, present, indefinite, subject is "Russian," 3rd person, singular

^I ^{DO} ^a
[A pony threw the boys (from his back).]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "threw"</i>



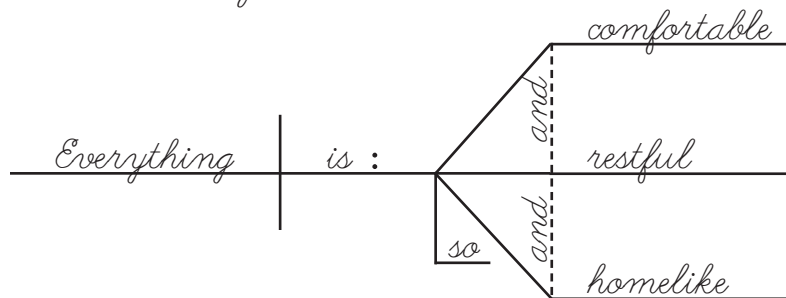
PARTS OF SPEECH ~ VERB ORIGIN: STRONG & WEAK & PRINCIPAL PARTS

<u>pony</u> :	noun, common (class name), masculine, 3rd person, singular, subject of the verb "threw," nominative case
<u>threw</u> :	verb, strong, transitive, active, indicative, past, subject is "pony," 3rd person, singular
<u>boys</u> :	noun, common (class name), masculine, 3rd person, plural, object of the verb "threw," objective case

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS OF INTRANSITIVE VERBS

I
PA
PA
PA
 [Everything is so comfortable and restful and homelike.]

This is a simple declarative sentence.



<u>Everything</u> :	pronoun, indefinite, neuter, 3rd person, singular, subject of the verb "is," nominative case
<u>is</u> :	verb, irregular weak, intransitive, active, indicative, present, subject is "Everything," 3rd person, singular
<u>comfortable</u> :	adjectives, descriptive (simple), positive degree of comparison, singular, predicated of the noun "Everything"
<u>restful</u> :	
<u>homelike</u> :	

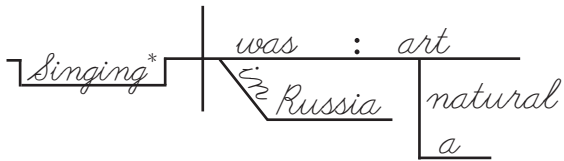
I
PN
a
 [Singing was a natural art (in Russia).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "was."

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: COMPLEMENTS OF INTRANSITIVE VERBS



[*“Singing” may be put on a straight line, if preferred, until gerunds are more fully presented.]

<u>Singing</u> :	gerund, imperfect, active, subject of the verb “was”
<u>was</u> :	verb, irregular weak, intransitive, active, indicative, past, subject is “Singing,” 3rd person, singular
<u>art</u> :	noun, common (class name), neuter, 3rd person, singular, complement of [or predicated of] the noun “Singing,” nominative case

LANGUAGE ARTS TEACHER'S GUIDE

6TH GRADE KEY WEEK 12

GRAMMAR ASSIGNMENT

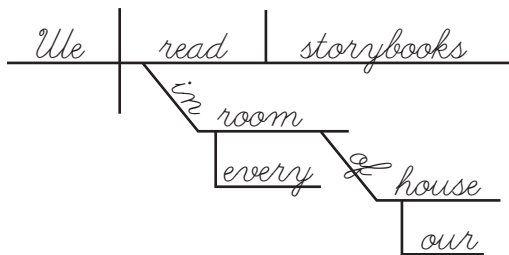
1. Analyze and diagram.

I DO a b

[We read storybooks (in every room (of our house))!]

This is a simple exclamatory declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
a	Adverbial	Prepositional	Place, modifies the verb "read"
b	Adjectival	Prepositional	Modifies the noun "room"



3. Parse: We, read, every

<u>We</u> :	pronoun, personal, antecedent unknown, gender unknown, 1st person, plural, subject of the verb "read," nominative case
<u>read</u> :	verb, irregular weak, transitive, active, indicative, past, indefinite*, subject is "We," 1st person, plural
<u>every</u> :	adjective, quantitative (distributive numeral), no comparison, modifies the noun "room"

* In parsing, it is not necessary to specify the tense form if a verb is indefinite, but always specify definite (or progressive) form.

3. Give a few words that belong to the same family as the word "book."
booklet, bookkeeper, bookmark, etc. [any word that includes the root word "book"]

4. Why do you love books?

Answers should be personal and pleasant and tell why the student loves books, not which books he loves.

PARTS OF SPEECH – ADJECTIVE CLASS: QUANTITATIVE; & ARTICLES

Parse articles and quantitative adjectives:

1. When I was **two** or **three** years of age, my mother read to me.

<u>two (and three):</u>	adjective, quantitative (cardinal number), no comparison, modifies the noun "years"
-------------------------	---

2. **Every** room in our house at **any** time of day was for **a** storybook.

<u>Every:</u>	adjective, quantitative (distributive numeral), no comparison, modifies the noun "room"
---------------	---

<u>any:</u>	adjective, quantitative (indefinite number), no comparison, modifies the noun "time"
-------------	--

<u>a:</u>	indefinite article, limits the noun "storybook"
-----------	---

3. **Some** days mother read to me in **the** kitchen and churned **the** butter.

<u>Some:</u>	adjective, quantitative (indefinite number), no comparison, modifies the noun "days"
--------------	--

<u>the:</u>	definite article, limits the noun kitchen
-------------	---

<u>the:</u>	definite article, limits the noun butter
-------------	--

4. Fannie told **many** stories of our town, and **a** good deal were her creations.

<u>many:</u>	adjective, quantitative (indefinite number), no comparison, modifies the noun "stories"
--------------	---

<u>a:</u>	indefinite article, limits the noun "deal"
-----------	--

PARTS OF SPEECH – IRREGULAR WEAK VERBS

Parse irregular weak verbs:

1. When I **was** two or three years of age, my mother **read** to me.

<u>was:</u>	verb, irregular weak, intransitive, active, indicative, past, subject is "I," 1st person, singular
-------------	---

<u>read:</u>	verb, irregular weak, intransitive, active, indicative, past, subject is "mother," 3rd person, singular
--------------	--

2. Fannie **spent** her life in this work for her neighbors and **told** tale after tale.

<u>spent:</u>	verb, irregular weak, transitive, active, indicative, past, subject is "Fannie," 3rd person, singular
---------------	--

<u>told:</u>	verb, irregular weak, transitive, active, indicative, past, subject is "Fannie," 3rd person, singular
--------------	--

3. She **kept** the pins in her mouth and **knelt** before the child.

<u>kept:</u>	verb, irregular weak, transitive, active, indicative, past, subject is "She," 3rd person, singular
--------------	---

<u>knelt:</u>	verb, irregular weak, intransitive, active, indicative, past, subject is "She," 3rd person, singular
---------------	---

Synopsis of the irregular weak verb "spent" from the second sentence, in all tenses of the active voice, indicative mood (principal parts are highlighted):

Present: She **spends**.

Present definite: She is **spending**.

Past: She **spent**.

Past definite: She was **spending**.

Future: She will **spend**.

Future definite: She will be **spending**.

Present perfect: She has **spent**.

Present perf. definite: She has been **spending**.

Past perfect: She had **spent**.

Past perfect definite: She had been **spending**.

Future perfect: She will have **spent**.

Future perfect definite: She will have been **spending**.

PARTS OF SPEECH – IRREGULAR WEAK VERBS

Compare to regular weak verbs, as in the following sentences:

*He **lifted** the hidden volume with infinite care.*

*Brother John **opened** the cover.*

Present: *He **opens**.*

Present definite: *He is opening.*

Past: *He **opened**.*

Past definite: *He was opening.*

Future: *He will open.*

Future definite: *He will be opening.*

Present perfect: *He has **opened**.*

Present perf. definite: *He has been opening.*

Past perfect: *He had opened.*

Past perfect definite: *He had been opening.*

Future perfect: *He will have opened.*

Future perfect definite: *He will have been opening.*

Also compare to strong verbs, as in the following sentence:

*None **knows** aught of him who **wrote** it save that his name was Blaise.*

Present: *He **writes**.*

Present definite: *He is writing.*

Past: *He **wrote**.*

Past definite: *He was writing.*

Future: *He will write.*

Future definite: *He will be writing.*

Present perfect: *He has **written**.*

Present perf. definite: *He has been writing.*

Past perfect: *He had written.*

Past perfect definite: *He had been writing.*

Future perfect: *He will have written.*

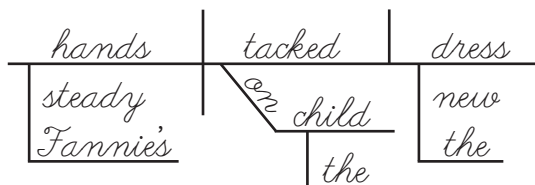
Future perfect definite: *He will have been writing.*

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE: MODIFIERS OF SUBJECT OR OBJECT

*I DO a
[Fannie's steady hands tacked the new dress (on the child.)]*

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "tacked."



ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE:
MODIFIERS OF SUBJECT OR OBJECT

Fannies:

noun, proper, feminine, 3rd person, singular, shows possession of "hands," possessive case

steady:

adjective, descriptive, positive degree of comparison, modifies the noun "hands"

the:

definite article, limits the noun "dress"

new:

adjective, descriptive, positive degree of comparison, modifies the noun "dress"

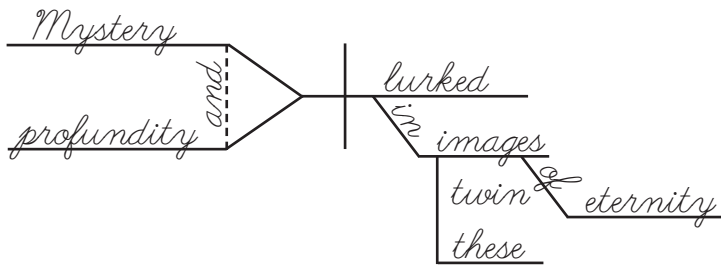
the:

definite article, limits the noun "child"

GRAMMAR ASSIGNMENT

[Mystery and profundity lurked (in these twin images (of eternity)).]

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "lurked"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "images"</i>



<u>these</u> :	adjective, demonstrative, plural, modifies the noun "images"
<u>twin</u> :	adjective, descriptive, no comparison, modifies the noun "images"
<u>lurked</u> :	verb, weak, intransitive, active, indicative, past, subject is "Mystery" and "profundity," 3rd person, plural

Accept any answer which expresses the fact that the eyes tell something of the person.

PARTS OF SPEECH ~ ADJECTIVE CLASS: DEMONSTRATIVE; & ADVERBS: CLASS BY USE & MEANING

1. [^IThat street winds steeply uphill.]

Parse: That, uphill, steeply

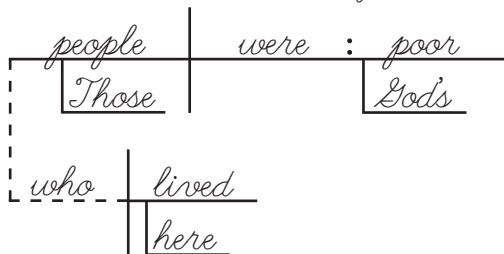
That:	adjective, demonstrative, singular, modifies the noun "street"
uphill:	adverb, simple, place, no comparison, modifies the verb "winds"
steeply:	adverb, simple, manner, positive degree of comparison, modifies the verb "winds"

2. [^IThose people [^{II}who lived here] [^{PN}were God's poor.]]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjective clause modifying the noun "people."



Note regarding the parsing of adverbs: §212 of the textbook includes "degree of comparison, *if compared*" in the parsing order for adverbs. Teacher may choose to have students say "no comparison" if the adverb *cannot* be compared ("very," "not," "tomorrow," etc.); and may have the students identify "positive degree of comparison" for adverbs that *can* be compared ("quickly," "beautifully," "sadly," etc.). Identifying these elements in the parsing may be helpful when presenting the concept of comparison.

Parse: Those, here, God's

Those:	adjective, demonstrative, plural, modifies the noun "people"
here:	adverb, simple, place, no comparison, modifies the verb "lived"
God's	noun, proper, masculine, 3rd person singular, shows ownership of "poor," possessive case

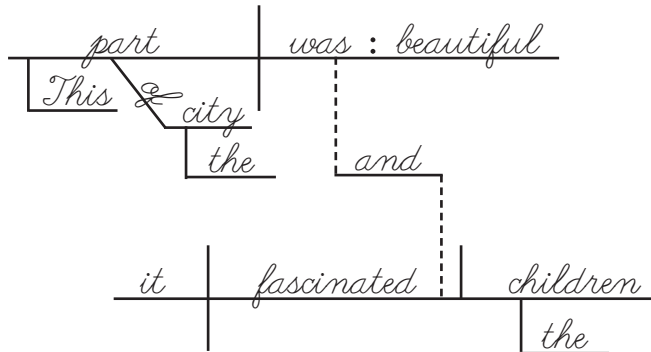
3. [^IThe cottages had the ^{DO}same ^aflights (of steps) and the ^{DO}same ⁺old roofs.]

Parse: same, old

same:	adjective, demonstrative, modifies "flights"
same:	adjective, demonstrative, modifies "roofs"
old:	adjective, descriptive, positive comparison, modifies "roofs"

PARTS OF SPEECH ~ ADJECTIVE CLASS: DEMONSTRATIVE; & ADVERBS: CLASS BY USE & MEANING

4. ^I [This ^a part (of the city) ^{PA} was beautiful] ^{II} and [it ^{DO} fascinated the children.]
+



Parse: This

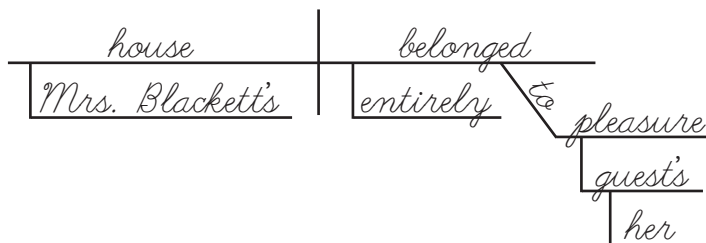
This: | adjective, demonstrative, singular, modifies the noun "part"

5. ^I [Mrs. Blackett's ^a house belonged entirely (to her guest's pleasure).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reference, modifying "belonged."



Parse: Mrs. Blackett's, entirely, her, guest's

Mrs. Blackett's: | noun, proper, feminine, 3rd person, singular, shows possession of "house," possessive case

entirely: | adverb, simple, degree, no comparison, modifies the verb "belonged"

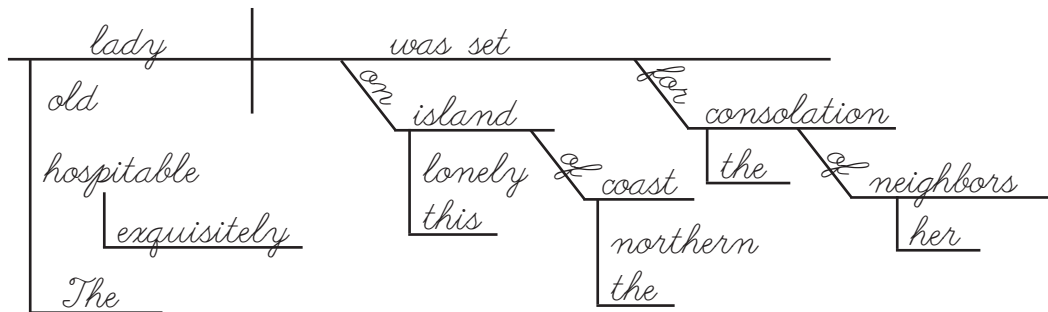
her: | pronoun, personal, antecedent is "Mrs. Blackett," feminine, 3rd person, singular, shows possession of "guest," possessive case.

PARTS OF SPEECH ~ STRONG & WEAK VERBS; LIE/LAY & SIT/SET

1. [^IThe exquisitely hospitable old lady ^awas set (^bon this lonely island (of the northern coast)) (^cfor the consolation (^dof her neighbors))].

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "was set"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "island"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Purpose, modifies the verb "was set"</i>
<i>d</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "consolation"</i>



Parse: *exquisitely, was set, lonely*

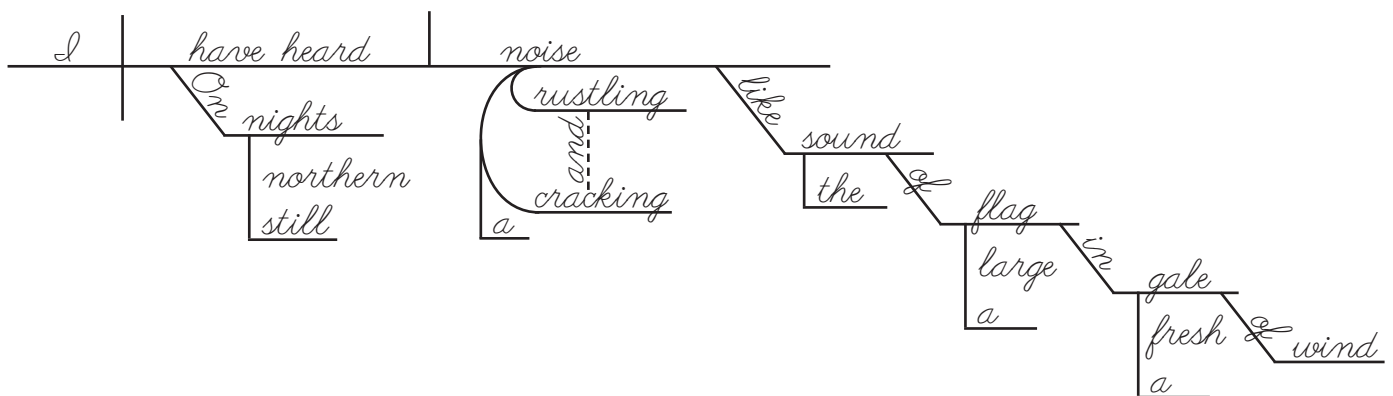
<i>exquisitely</i> :	<i>adverb, simple, manner, positive degree of comparison, modifies the adjective "hospitable"</i>
<i>was set</i> :	<i>verb, irregular weak, transitive, passive, indicative, past, subject is "lady," 3rd person, singular</i>
<i>lonely</i> :	<i>adjective, descriptive, positive degree of comparison, modifies the noun "island"</i>

PARTS OF SPEECH ~ STRONG & WEAK VERBS; LIE/LAY & SIT/SET

2. ^I [(On still northern nights) ^a I have heard a rustling and cracking noise (from the heavens) ^c (like the sound ^d (of a large flag ^e (in a fresh gale ^f (of wind))))).]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	Independent	---	---
<i>a</i>	Adverbial	Prepositional	Time, modifies the verb "have heard"
<i>b</i>	Adjectival	Prepositional	Modifies the noun "noise"
<i>c</i>	Adjectival	Prepositional	Modifies the noun "noise"
<i>d</i>	Adjectival	Prepositional	Modifies the noun "sound"
<i>e</i>	Adjectival	Prepositional	Modifies the noun "flag"
<i>f</i>	Adjectival	Prepositional	Modifies the noun "gale"



Parse: have heard

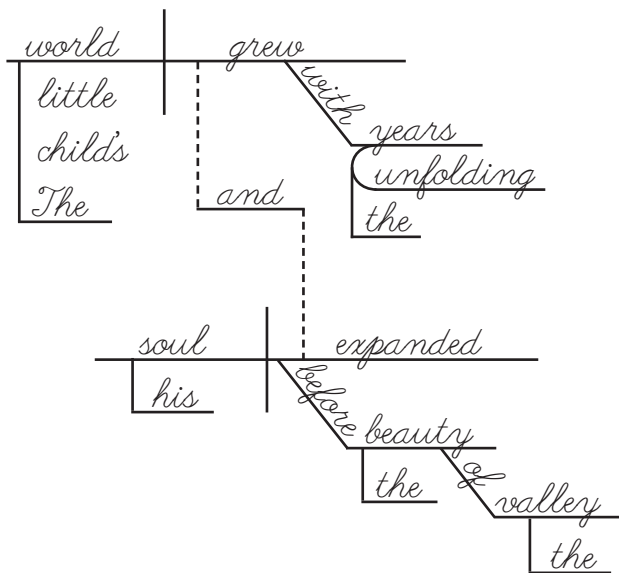
have heard: | verb, irregular weak, transitive, active, indicative, present perfect, subject is "I," 1st person, singular

ANALYSIS ~ SUBORDINATE ELEMENTS: MODIFIERS OF THE PREDICATE & PHRASES AS MODIFIERS

1. ^I [The child's little world grew ^a (with the unfolding years)] ^{II} and [his soul expanded ^b (before the beauty ^c (of the valley)).]

This is a compound declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
II	Independent	---	---
a	Adverbial	Prepositional	Circumstance, modifies the verb "grew"
b	Adverbial	Prepositional	Cause, modifies the verb "expanded"
c	Adjectival	Prepositional	Modifies the noun "beauty"



ANALYSIS ~ SUBORDINATE ELEMENTS: MODIFIERS OF THE PREDICATE & PHRASES AS MODIFIERS

2. [^{*I*}His ^{*PN*}eyes ^{*a*}were the signature (of his mind).]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "signature."

3. [^{*I*}The crinkled ^{*a*}roofs (of the cottages) ^{*DO*}made ^{*b*}a lovely pattern (against the sky).]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "roofs."

b is an adverbial prepositional phrase of place modifying "made."

LANGUAGE ARTS TEACHER'S GUIDE

6TH GRADE KEY WEEK 14

GRAMMAR ASSIGNMENT

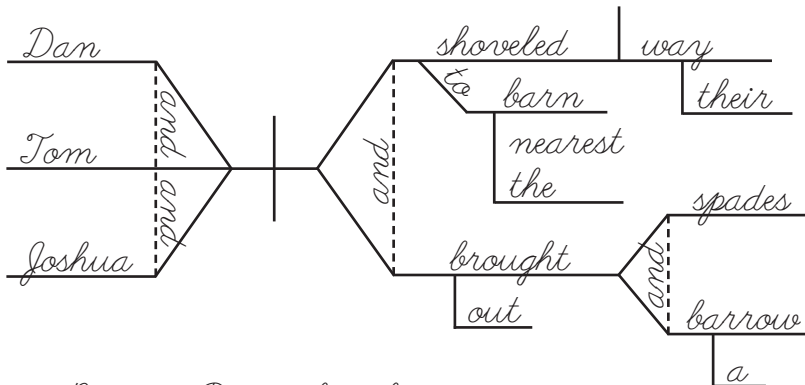
1. Analyze and diagram.

^I
[Dan and Tom and Joshua shoveled* ^{DO} ^a their way (to the nearest barn) and brought out spades and a barrow.]

This is a simple declarative sentence.

*Many texts used will follow British spelling rules (the doubling of the “l” in words like “shovelling,” “travelling”; the adding of a “u” to words like “colour,” etc.) The teacher may want to point out this difference to students, and let them know they’ll be expected to follow American spelling rules in their work.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb “shoveled”</i>



2. Parse: Dan, shoveled

<u>Dan</u> :	noun, proper, masculine, 3rd person, singular, subject of the verbs “shoveled” and “brought,” nominative case
<u>shoveled</u> :	verb, weak, transitive, active, indicative, past, subject is “Dan” and “Tom” and “Joshua,” 3rd person, plural

3. Write this sentence in the emphatic, negative, and interrogative forms:

“Dan shoveled his way.”

Emphatic: Dan did shovel his way.

Negative: Dan did not shovel his way.

Interrogative: Did Dan shovel his way?

4. Continue this personification of winter: “Winter laid siege...”

When giving this assignment, make sure the children understand the words of the sentence-starter as well as the notion of personification: giving human characteristics or personality to something non-human.

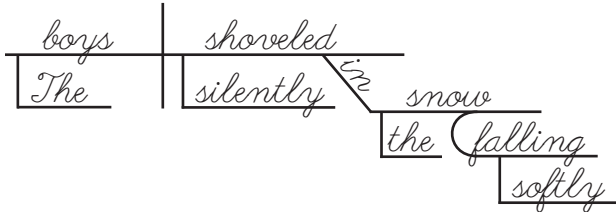
PARTS OF SPEECH ~ ADVERBS: COMPARATIVE & SUPERLATIVE

1. [^IThe boys shoveled ^asilently (in the softly falling snow).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying the verb "shoveled"



Parse: silently, softly

silently: | adverb, simple, manner, positive degree of comparison,
modifies the verb "shoveled"

softly: | adverb, simple, manner, positive degree of comparison,
modifies the participle "falling"

Rewrite the sentence putting "silently" in the comparative and superlative forms:

Comparative: The boys shoveled **more silently** in the softly falling snow.

Superlative: The boys shoveled **most silently** in the softly falling snow.

2. [^ISusan was filled (with intense happiness) and ^awondered ^bjoyfully (about the snowstorm).]

This is a simple declarative sentence.

I is an independent clause

a is an adverbial prepositional phrase of means modifying the verb "was filled."

b is an adverbial prepositional phrase of reference modifying the verb "wondered."

Parse: joyfully

joyfully: | adverb, simple, manner, positive degree of comparison,
modifies the verb "wondered"

Write "joyfully" in its comparative and superlative forms:

Comparative: **more joyfully**

Superlative: **most joyfully**

PARTS OF SPEECH ~ ADVERBS: COMPARATIVE & SUPERLATIVE

^I
3. [Ule cannot go* so far.]

This is a simple declarative sentence.

Parse: so, far

so: | adverb, simple, degree, no comparison, modifies the adverb "far"

far: | adverb, simple, place, positive degree of comparison, modifies the verb "cannot go"

*Do not parse "cannot go" with the children; they will be introduced to defective verbs later.

Write "far" in the comparative and superlative forms:

Comparative: farther

Superlative: farthest

Note: This may be a good place to point out the difference between "farther" and "further."

"Farther" is used to describe distance: "We marched farther this summer than last."

"Further" is used to express ideas like "to a greater degree" or "additionally": "He must study the problem further before reaching a conclusion."

PARTS OF SPEECH ~ VERB FORM: NEGATIVE, INTERROGATIVE & EMPHATIC

^I
1. [The children ^awent (to school) (through the snow) [^bwhich] ^chad fallen (during the night).]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
^I	Principal	---	---
^{II}	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "snow"
^a	Adverbial	Prepositional	Place, modifies the verb "went"
^b	Adverbial	Prepositional	Place, modifies the verb "went"
^c	Adverbial	Prepositional	Time, modifies the verb "had fallen"

Children went to school through snow the which had fallen during night the

Emphatic: The children **did go** to school.
Negative: The children **did not go** to school.
Interrogative: **Did** the children **go** to school?

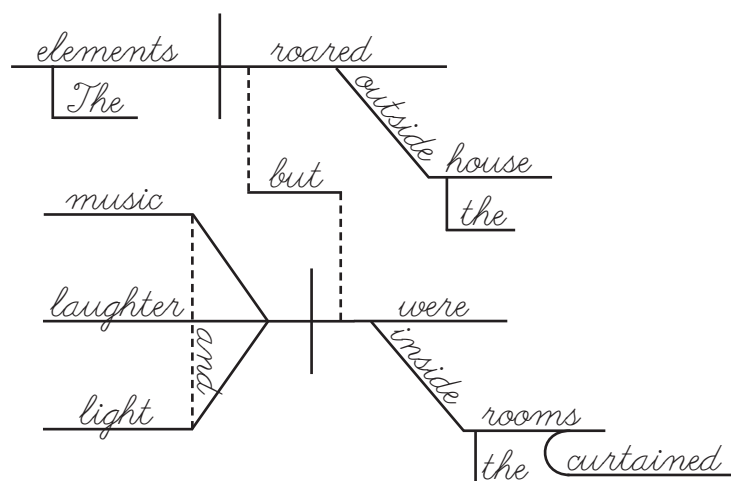
did not:	verb and adverb, strong, intransitive, active, indicative, past, subject is "children," 3rd person, plural
go:	infinitive, active, completes the verb "did"
had fallen:	verb, strong, intransitive, active, indicative, past perfect, subject is "which," 3rd person, singular

2. [^IThe elements ^aroared (outside the house),] but [^{II}music, laughter, and light
+ +
^cwere (inside the curtained rooms).]

This is a compound declarative sentence.

PARTS OF SPEECH ~ VERB FORM: NEGATIVE, INTERROGATIVE & EMPHATIC

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
II	Independent	---	---
a	Adverbial	Prepositional	Place, modifies the verb "roared"
b	Adverbial	Prepositional	Place, modifies the verb "were"



Rewrite "The elements roar outside the house," putting the verb in the emphatic, negative, and interrogative forms:

Emphatic: The elements **do roar** outside the house.

Negative: The elements **do not roar** outside the house

Interrogative: **Do** the elements **roar** outside the house?

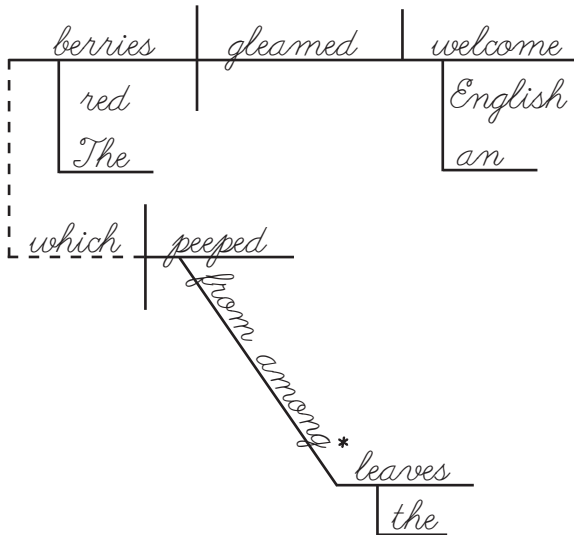
ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE MODIFIERS OF SUBJECT AND PREDICATE

1. [The red berries [which peeped (from among the leaves)] gleamed an English DO welcome.]

This is a complex declarative sentence.

ANALYSIS ~ SUBORDINATE ELEMENTS OF A SENTENCE MODIFIERS OF SUBJECT AND PREDICATE

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "berries"
a	Adverbial	Prepositional	Place, modifies the verb "peeped"

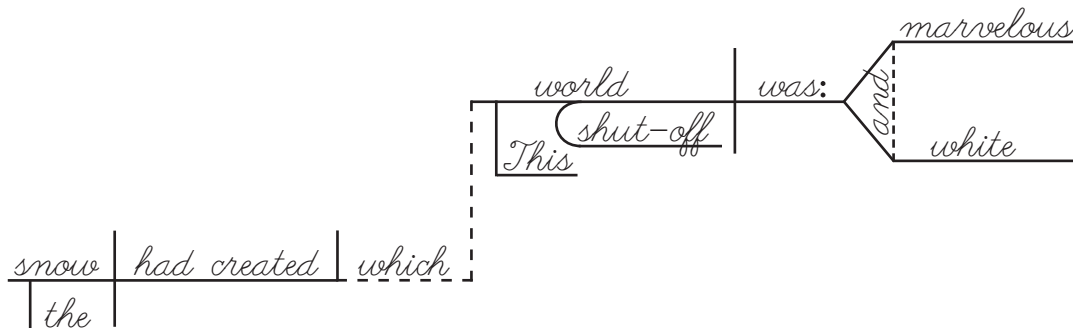


* A more sophisticated analysis is possible, splitting the prepositions and making "among the leaves" the object of "from," but such exceptions are covered much later. [§230(2)]

2. ^I [This shut-off world [^{II DO} which the snow had created was marvelous and white.]

This is a complex declarative sentence.

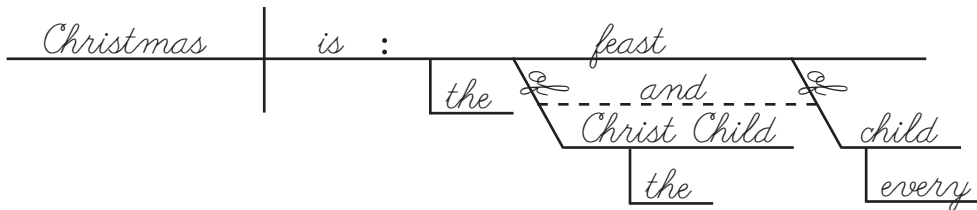
Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "world"



GRAMMAR ASSIGNMENT

$\begin{array}{c} I \\ \text{[Christmas] } \underline{\underline{\text{is}}} \end{array}$ $\begin{array}{c} DO \\ \text{the feast} \end{array}$ $\begin{array}{c} a \\ \text{(of the Christ Child)} \end{array}$ $\begin{array}{c} b \\ \text{and (of every child).} \end{array}$

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "feast"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "feast"</i>



<u>least</u> :	noun, common (class name), neuter, 3rd person, singular, predicated of the subject "Christmas," nominative case
<u>every</u> :	adjective, quantitative (distributive numeral), no comparison, modifies the noun "child"
<u>child</u> :	noun, common (class name), gender unknown, 3rd person, singular, object of the preposition "of," objective case

The verb "is" is in the indicative mode. The sentence containing "is" states a fact. It does not express a command, an entreaty, or a request (imperative mode); and it does not express something possible or wished for (subjunctive mode).

4. "Christmas is..." Continue the sentence in a personal manner.

PARTS OF SPEECH ~ PRONOUN CLASS : ADJECTIVE PRONOUNS,
DEMONSTRATIVE SUBCLASS

Exercise (for sentences 1-4 of §100, which should be done as an oral exercise with the children):

Mention the word or expression for which each demonstrative pronoun stands in these sentence:

1. (a) I did not say **this** in so many words.

"**This**" stands for what the speaker said.

(b) The head, the diadem, the arm—**these** all had sunk.

"**These**" stands for the head, diadem, and arm.

2. (a) Have you forgotten me? **That** might well be the case if I were as much altered as yourself.

"**That**" stands for the forgetting of the speaker.

(b) The behavior of the present family was contrasted with **that** of the old lord and lady; who were better folks than **those** now in possession.

"**That**" stands for the behavior of the old lord and lady.

"**Those**" stands for the folks now in possession.

3. He hurled the mace against the head of the Emir, for **such** his enemy appeared.

"**Such**" stands for the Emir.

4. Ichabod pulled up, and fell into a walk, thinking to lag behind; the **other** did the **same**.

The "**same**" stands for pulling up, falling into a walk, and thinking to lag behind.

1. [^IAn enormous log glowed and blazed ^a(in the wide overwhelming fireplace).]

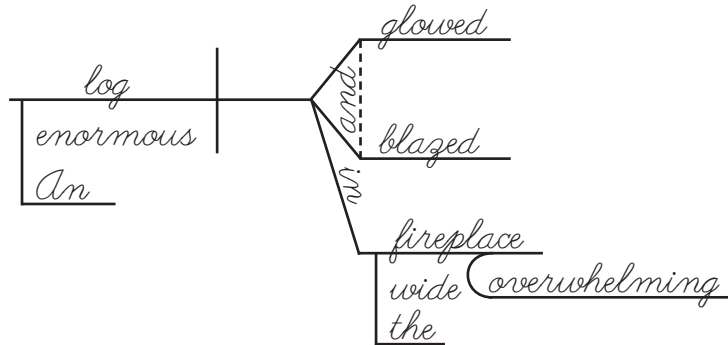
2. [^IThis was the Yule log, ^{PN}[^{II}which was brought in and illuminated ^a(on Christmas Eve), ^b(by an ancient custom).]]

PARTS OF SPEECH ~ PRONOUN CLASS : ADJECTIVE PRONOUNS, DEMONSTRATIVE SUBCLASS

Sentence 1 is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "glowed" and "blazed."



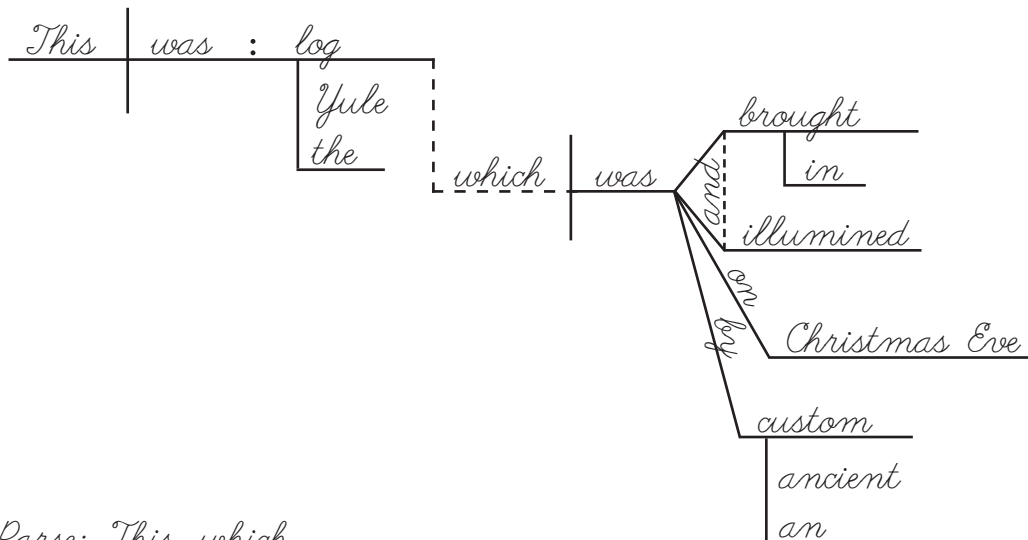
Sentence 2 is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjective clause introduced by the relative pronoun "which," modifying "log."

a is an adverbial prepositional phrase of time, modifying "brought" and "illuminated."

b is an adverbial prepositional phrase of reason, modifying "brought" and "illuminated."



Parse: This, which

This:

pronoun, adjective (demonstrative), neuter, 3rd person, singular, subject of the verb "was," nominative case

which:

pronoun, relative, antecedent is "log," neuter, 3rd person, singular, subject of the verb "was," nominative case

PARTS OF SPEECH ~ PRONOUN CLASS : ADJECTIVE PRONOUNS, DEMONSTRATIVE SUBCLASS

3. ^I [Cold ^a belonged (to Christmas)] and ^{II} [heat ^b belonged (to the haying days).]

+

4. ^I [That ^{PA} was perfectly normal] and ^{II} [we ^{IO} did not give ^{DO} it a thought.]

+

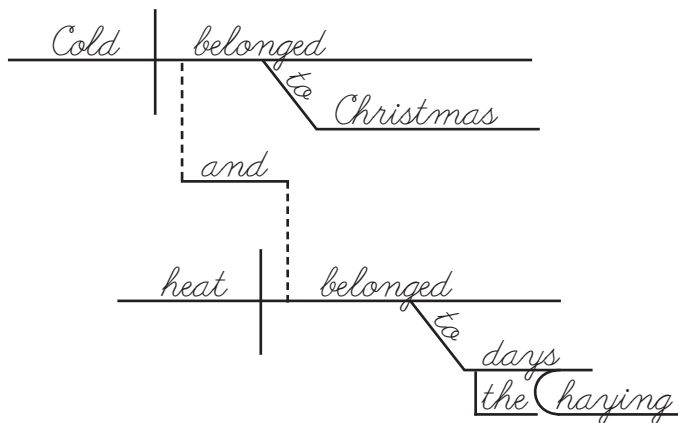
Sentence 3 is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase of reference, modifying "belonged."

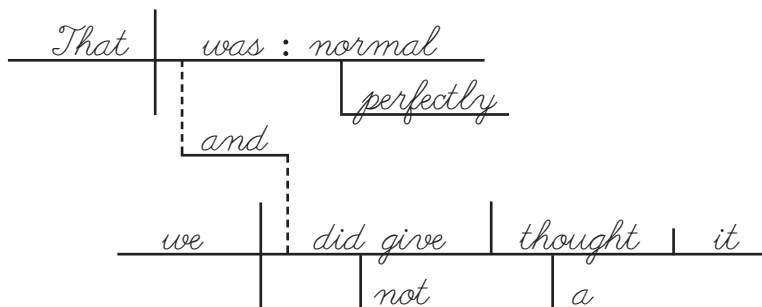
b is an adverbial prepositional phrase of reference, modifying "belonged."



Sentence 4 is a compound declarative sentence.

I is an independent clause.

II is an independent clause.



Parse: That, it

That:

pronoun, adjective (demonstrative), neuter, 3rd person, singular, subject of the verb "was," nominative case

it:

pronoun, personal, antecedent is "that," neuter, 3rd person, singular, indirect object of "did give," objective case

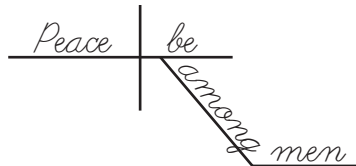
PARTS OF SPEECH ~ VERB MOOD: SUBJUNCTIVE

1. ^I [Peace ^a be (among men).]

This is a simple exclamatory declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "be."



Parse: be

be: | verb, irregular weak, intransitive, active, *subjunctive*,
present, subject is "peace," 3rd person, singular.

2. ^I [Be not afraid.]

This is a simple exclamatory imperative sentence.

I is an independent clause.



Parse: be

be: | verb, irregular weak, intransitive, active, *imperative*,
present, subject is "You" (understood), 2nd person, singular.

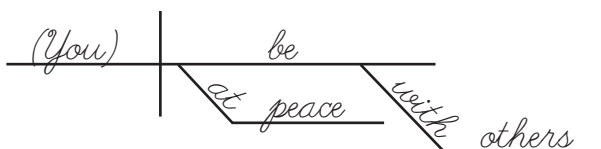
3. ^I [Be ^a (at peace) ^b (with others).]

This is a simple exclamatory imperative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of manner, modifying "be."

b is an adverbial prepositional phrase of reference, modifying "be."



PARTS OF SPEECH ~ VERB MOOD: SUBJUNCTIVE

Parse: *be*

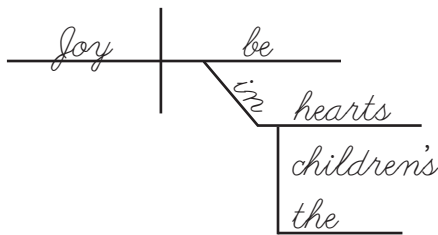
be: | verb, irregular weak, intransitive, active, **imperative**,
present, subject is "You" (understood), 2nd person, singular.

4. ^I [Joy ^a be (in the children's hearts)!]

This is a simple exclamatory declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "be."



Parse: *be*

be: | verb, irregular weak, intransitive, active, **subjunctive**,
present, subject is "You" (understood), 2nd person, singular.

5. ^I [Peace ^a descend (on your thoughts)] ^{II} and [sleep ^b come (to your eyes).]

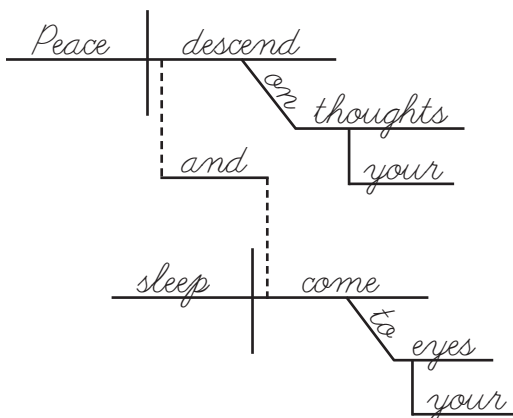
This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase of place, modifying "descend."

b is an adverbial prepositional phrase of place, modifying "come."



PARTS OF SPEECH ~ VERB MOOD: SUBJUNCTIVE

Parse: descend, come

descend: | verb, weak, intransitive, active, **subjunctive**, present,
subject is "peace," 3rd person, singular.

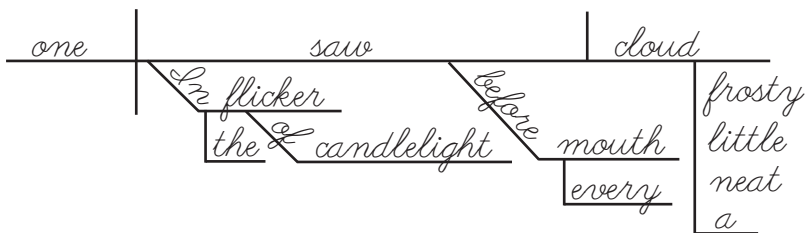
come: | verb, strong, intransitive, active, **subjunctive**, present,
subject is "sleep," 3rd person, singular.

ANALYSIS ~ ELEMENTS OF A SENTENCE, REVIEW

^I 1. [(^aIn the flicker (^bof candlelight)) one saw a neat little frosty cloud
(^cbefore every mouth).]

This is a compound declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	---	---
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "saw"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "flicker"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "saw"</i>



Parse: one, saw, cloud, every

one: | pronoun, personal, gender unknown, 3rd person,
singular, subject of the verb "saw," nominative case

saw: | verb, strong, transitive, active, indicative, past, subject is
"one," 3rd person, singular.

cloud: | noun, common (class name), neuter, 3rd person, singular,
object of the verb "saw," objective case

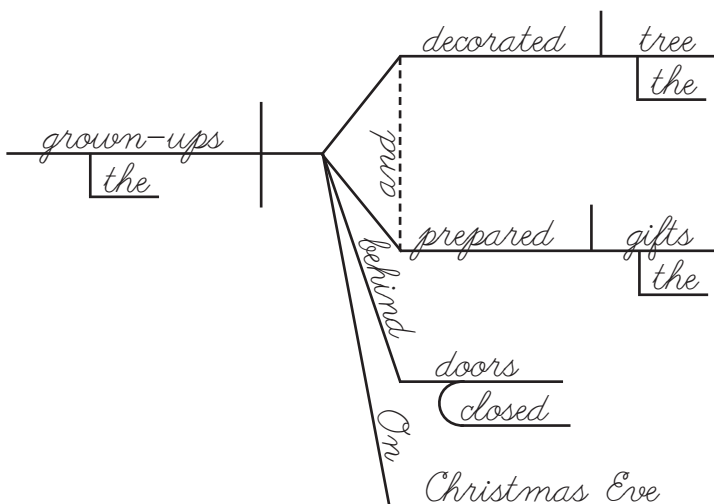
every: | adjective, quantitative (distributive numeral), no comparison,
modifies the noun "mouth"

ANALYSIS ~ ELEMENTS OF A SENTENCE, REVIEW

2. ^I [(^aOn Christmas Eve) ^bthe grown-ups, (^{DO}behind closed doors), decorated the tree and prepared the gifts.]
- +

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	---	---
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Time, modifies the verbs "decorated" and "prepared"</i>
<i>b</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verbs "decorated" and "prepared"</i>



3. ^I [The children ^ahuddled (^bin corners) and ^cwhispered (^bin a fever (^cof mounting excitement)).]
- +

This is a simple declarative sentence.

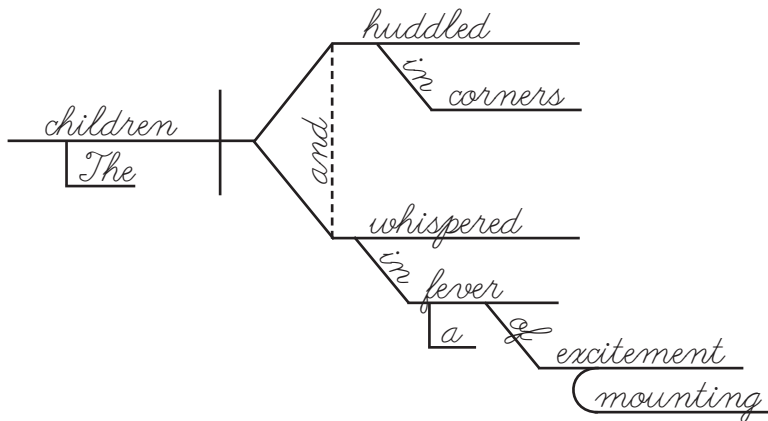
I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "huddled."

b is an adverbial prepositional phrase of manner, modifying "whispered."

c is an adjectival prepositional phrase modifying "fever."

ANALYSIS ~ ELEMENTS OF A SENTENCE, REVIEW



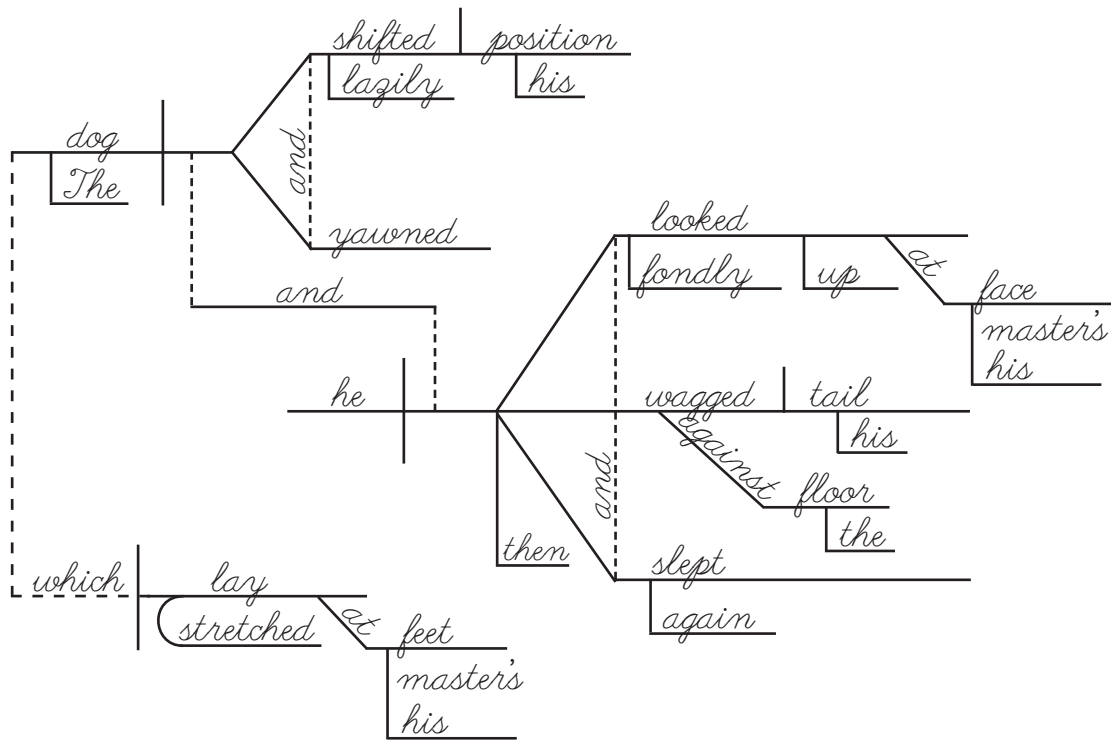
4. ^I[The dog, ^{II}[which lay stretched (at his master's feet)], ^alazily shifted his position ^{DO} and yawned,] and ^{III}[then he looked fondly up (at his master's face), ^bwagged his ^{DO} tail (against the floor), and ^cslept again.]]

This is a compound declarative sentence (uniting a complex and a simple sentence)*.

*Teacher can point out that this sentence unites a complex and a simple sentence, but students should not be expected to identify this in their analysis at this point. This sentence should be done together, as a challenge to the children, since they have seen all of the elements but have not yet encountered them together in this way.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Principal</i>	---	---
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun "which"</i>	<i>Modifies the noun "dog"</i>
<i>III</i>	<i>Independent</i>	---	---
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "lay"</i>
<i>b</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "looked"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "wagged"</i>

ANALYSIS ~ ELEMENTS OF A SENTENCE, REVIEW



LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 16

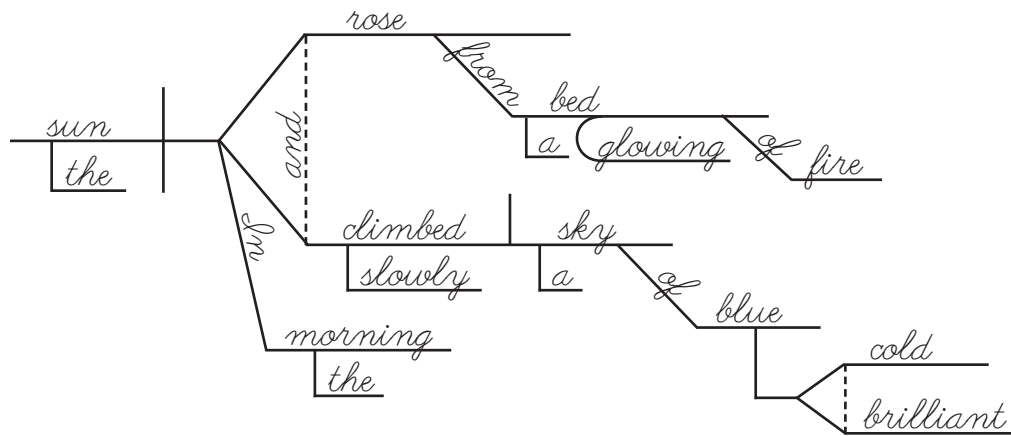
GRAMMAR ASSIGNMENT

1. Analyze and diagram.

^I ^a [(In the morning) the sun rose (^b from a glowing bed (^c of fire)) and slowly
+
^{DO} ^d climbed a sky (of cold, brilliant blue).]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	Independent	---	---
<i>a</i>	Adverbial	Prepositional	Time, modifies the verb "rose"
<i>b</i>	Adverbial	Prepositional	Place, modifies the verb "rose"
<i>c</i>	Adjectival	Prepositional	Modifies the noun "bed"
<i>d</i>	Adjectival	Prepositional	Modifies the noun "sky"



2. Parse: glowing, slowly, sky

glowing : participial adjective, descriptive, positive degree of comparison, describes "bed"

slowly : adverb, simple, manner, positive degree of comparison, modifies the verb "climbed"

sky : noun, common (class name), neuter, 3rd person, singular, object of the verb "climbed," objective case

GRAMMAR ASSIGNMENT

3. Write this sentence in the subjunctive mode (a wish in an independent clause).

May the sun rise in the morning from a glowing bed of fire and slowly climb a sky of cold, brilliant blue.

4. Write one sentence personifying the moon or stars.

Make sure the students understand personification (the giving of human characteristics or personality to something that is not human). Example: "May the moon rise tonight with her full countenance glowing bright and may she bestow her mysterious radiance upon us, her distant yet admiring subjects on earth."

PARTS OF SPEECH ~ DEMONSTRATIVE ADJECTIVE PRONOUNS

1. [^IWe ^{DO}heard ^athe sound (of music) and ^{DO}bursts ^b(of laughter) ^c(from one end
+
^dof the building)]. [^IThese ^aproceeded (from the servants' hall)].

These are simple declarative sentences.

In the first sentence, I is an independent clause.

a is an adjectival prepositional phrase modifying "sound"

b is an adjectival prepositional phrase modifying "bursts"

c is an adjectival prepositional phrase modifying "sound" and "bursts"

d is an adjectival prepositional phrase modifying "end"

In the second sentence, I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "proceeded"

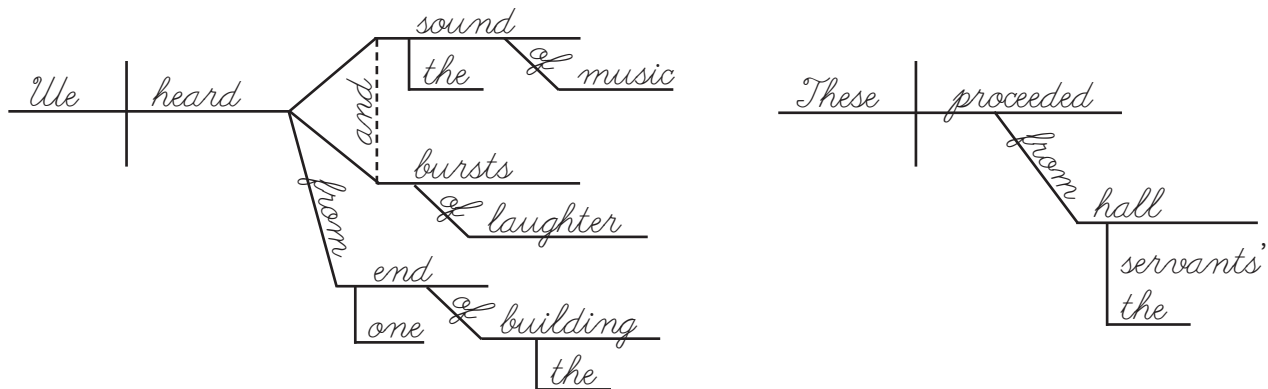
Parse: We, one, These

We : pronoun, personal, antecedent is the speaker, gender unknown, 1st person, plural, subject of "heard," nominative case

one : adjective, quantitative, no comparison, modifies "end"

These : pronoun, adjective (demonstrative), neuter, 3rd person, plural, subject of "proceeded," nominative case

PARTS OF SPEECH ~ DEMONSTRATIVE ADJECTIVE PRONOUNS



2. ^I [The games [which were played were ^{PN} those ^a (of olden times).]

^I [The same were played ^a (in England) ^b (by our ancestors).]

The first sentence is a complex declarative sentence.
The second sentence is a simple declarative sentence.

In the first sentence, **I** is an independent clause.
II is a subordinate adjective clause, introduced by the relative pronoun "which," modifying "games"
a is an adjectival prepositional phrase modifying "those"

In the second sentence, **I** is an independent clause.
a is an adverbial prepositional phrase of place, modifying "were played"
b is an adverbial prepositional phrase of agent, modifying "were played"

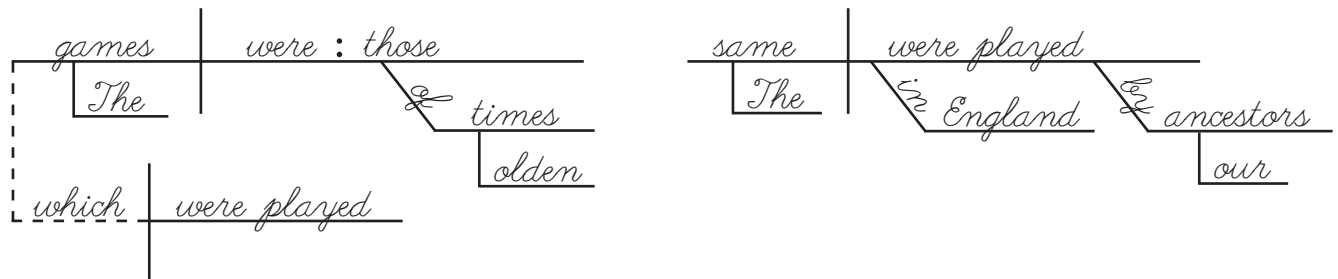
Parse: which, those, same

which : pronoun, relative (simple), antecedent is "games," neuter,
3rd person, plural, subject of the verb "were played"

those : pronoun, adjective (demonstrative), antecedent is "games," neuter,
3rd person, plural, predicate nominative, nominative case.

same : pronoun, adjective (demonstrative), neuter, 3rd person,
plural, subject of "were played," nominative case.

PARTS OF SPEECH ~ DEMONSTRATIVE ADJECTIVE PRONOUNS



3. [^I A ^a sense (of that building's great age) ^{DO} filled ^b Hugh (with awe.).]

This is a simple declarative sentence.

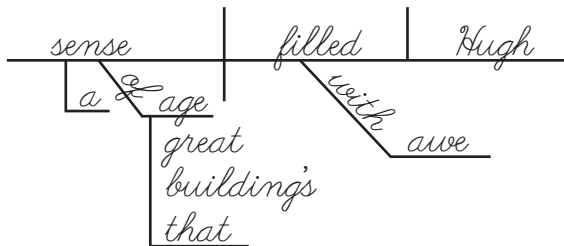
I is an independent clause.

a is an adjectival prepositional phrase modifying "sense"

b is an adverbial prepositional phrase of reason, modifying "filled"

Parse: that

that : | adjective, demonstrative, no comparison, singular,
modifies "building"



PARTS OF SPEECH ~ VERB MOOD: SUBJUNCTIVE

1. [^I May the stars [^{II} which ^a shine (on the evening (of Christmas Day))] ^b be the first torchbearers (^c in a procession (^d of sparkling days and nights))].]
- +

This is a complex declarative sentence.

PARTS OF SPEECH ~ VERB MOOD: SUBJUNCTIVE

I is an principal clause.

II is a subordinate adjective clause, introduced by the relative pronoun "which," modifying the noun "stars."

a is an adverbial prepositional phrase of time, modifying "shine."

b is an adjectival prepositional phrase modifying "evening."

c is an adjectival prepositional phrase modifying "torchbearers."

d is an adjectival prepositional phrase modifying "procession."

The verb phrase "May . . . be" in principal clause I is in the subjunctive mood.

2. [^IMay your ^{PA}winter ^{PA}be mild and bright] and [^{II}may the frost string the
+ +
^{DO} ^a
trees (with diamonds).]

This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

a is an adverbial prepositional phrase of manner, modifying "may string."

The verb phrase "May . . . be" in independent clause I is in the subjunctive mood.

The verb phrase "may . . . string" in independent clause II is in the subjunctive mood.

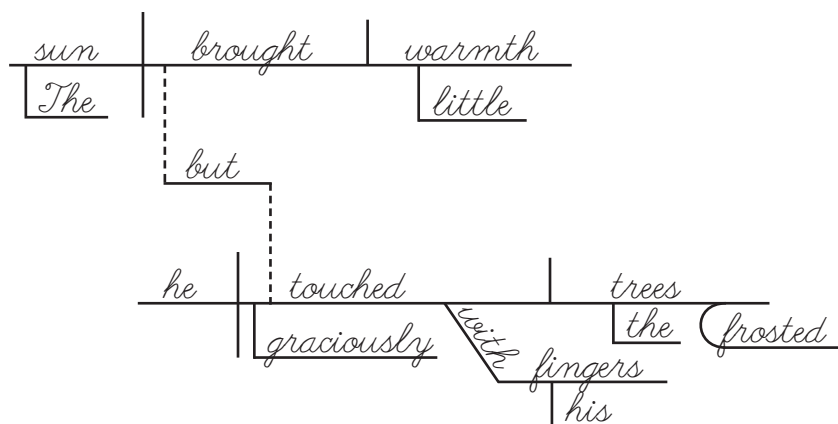
ANALYSIS ~ SENTENCE STRUCTURE: COMPLEX & COMPOUND REVIEW

1. [^IThe sun brought little warmth] but [^{II}he graciously touched the frosted trees
+
^a
(with his fingers).]

This is a compound declarative sentence.

ANALYSIS ~ SENTENCE STRUCTURE: COMPLEX & COMPOUND REVIEW

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
II	Independent	---	---
a	Adverbial	Prepositional	Manner, modifies the verb "touched"



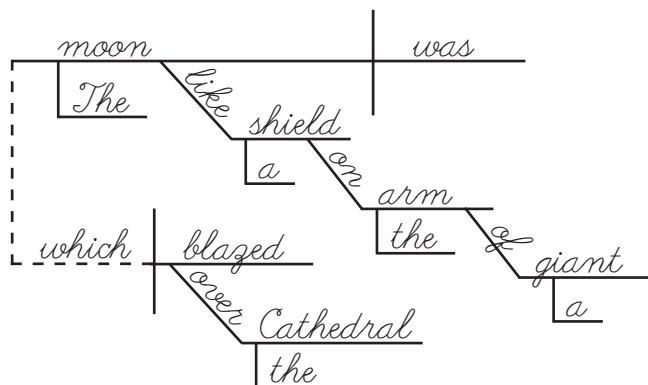
2. [^IThe ^{II}moon [which ^ablazed (over the Cathedral)] ^bwas (like a round shield (^con the arm (^dof a giant))))].

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "which"	Modifies the noun "moon"
a	Adverbial	Prepositional	Place, modifies the verb "blazed"
b*	Adjectival	Prepositional	Modifies the noun "moon"
c	Adjectival	Prepositional	Modifies the noun "shield"
d	Adjectival	Prepositional	Modifies the noun "arm"

*Note: Any time there is a complement of an intransitive verb [i.e., "like a round shield" in "The moon . . . was (like a round shield)"], it modifies the subject and completes the verb, so could be considered either adjectival or adverbial.

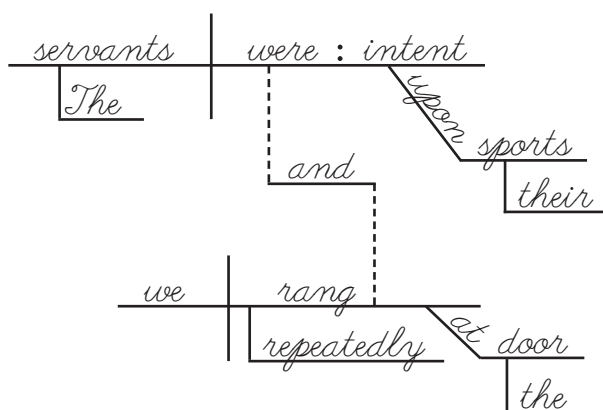
ANALYSIS ~ SENTENCE STRUCTURE: COMPLEX & COMPOUND REVIEW



3. ^I [The servants were intent (upon their sports)] and ^{II} [we rang repeatedly
+
^b (at the door).]

This is a compound declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	Independent	---	---
<i>II</i>	Independent	---	---
<i>a</i>	Adverbial	Prepositional	Reference, modifies the predicate adjective "intent"
<i>b</i>	Adverbial	Prepositional	Place, modifies the verb "rang"

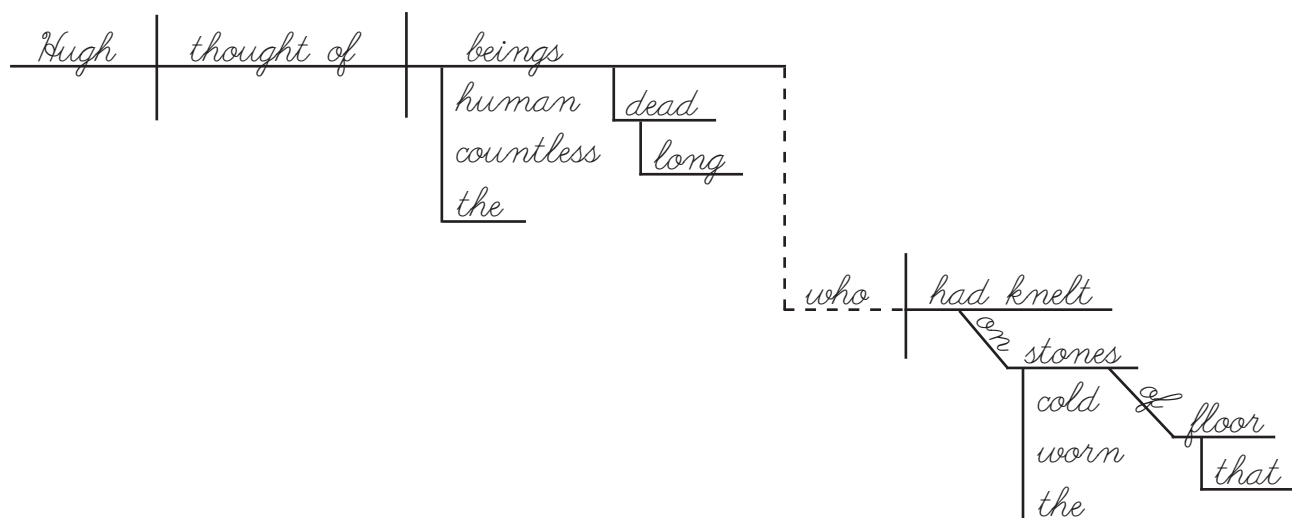


ANALYSIS ~ SENTENCE STRUCTURE: COMPLEX & COMPOUND REVIEW

4. ^I [Hugh thought of the countless human beings, long dead, ^{DO} [who had knelt
^a (on the worn cold stones ^b (of that floor)))].]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate adjective clause	Introduced by the relative pronoun "who"	Modifies the noun "beings"
a	Adverbial	Prepositional	Place, modifies the verb "had knelt"
b	Adjectival	Prepositional	Modifies the noun "stones"



LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 17

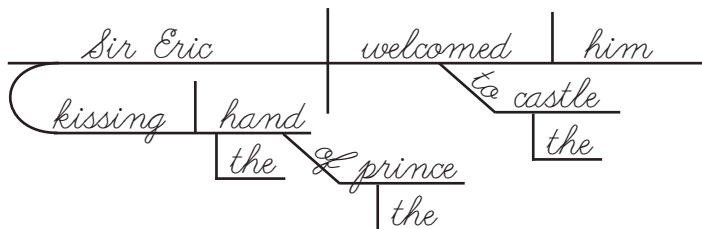
GRAMMAR ASSIGNMENT

1. Analyze and diagram.

^I ^a ^b ^{DO} ^c
[(Kissing the hand (of the prince,)) Sir Eric welcomed him (to the castle.)]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>Adjectival</i>	<i>Participial</i>	<i>Modifies the noun "Sir Eric"</i>
<i>b</i>	<i>Adjectival</i>	<i>Prepositional</i>	<i>Modifies the noun "hand"</i>
<i>c</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "welcomed"</i>



2. Parse: Sir Eric, hand, the (1st), kissing, him

<u>Sir Eric</u> :	noun, Proper, masculine, 3rd person, singular, subject of the verb "welcomed," nominative case
<u>hand</u> :	noun, common (class name), neuter, 3rd person, singular, object of the participle "kissing," objective case
<u>the</u> :	article, definite, limits the noun "hand"
<u>kissing</u> :	participle, active voice, imperfect, belongs to "Sir Eric"
<u>him</u> :	pronoun, personal, antecedent is "prince," masculine, 3rd person, singular, object of the verb "welcomed," objective case

GRAMMAR ASSIGNMENT

3. Turn the verb "welcome" into a participial adjective and use it in a sentence.

Sir Eric's speech to the prince was heartfelt and welcoming.

4. Write a sentence which allows us to hear some of the "friendly and courteous words" spoken at the Duke's arrival.

PARTS OF SPEECH ~ PRONOUN REVIEW

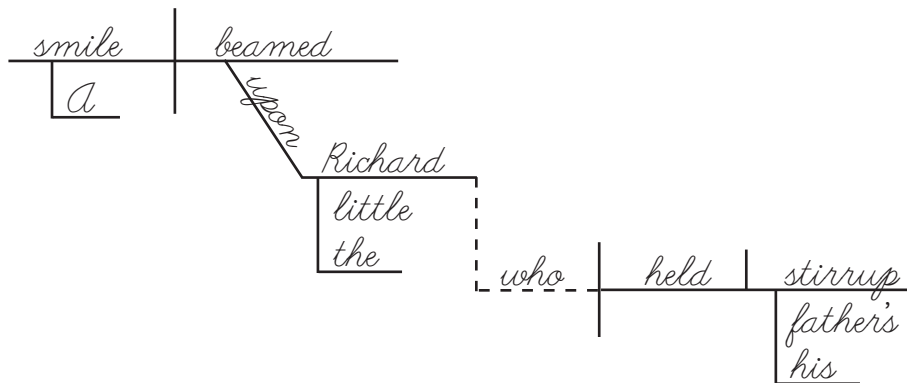
1. [^I A ^a smile beamed (upon the little Richard,) [^{II} who held his father's stirrup.]] ^{DO}

This is a simple declarative sentence.

I is a principle clause.

II is a subordinate adjective clause, introduced by the relative pronoun "who," modifying the noun "Richard."

a is an adverbial prepositional phrase of place, modifying "beamed."



Parse: who, his

who : pronoun, relative (simple), antecedent is "Richard," masculine, 3rd person, singular, subject of "held," nominative case

his : pronoun, personal, antecedent is "Richard," masculine, 3rd person, singular, shows possession of "father," possessive case

PARTS OF SPEECH ~ PRONOUN REVIEW

2. [^IRichard then ^aknelt (for his father's blessing.)]

[^IThat ^{PN}was always the custom ^a(in his time.)]

These sentences are simple declarative sentences.

In the first sentence, **I** is an independent clause.
a is an adverbial prepositional phrase of purpose, modifying "knelt."

In the second sentence, **I** is an independent clause.
a is an adverbial prepositional phrase of time, modifying "was."

Parse: That, his (2nd)

That : | pronoun, adjective (demonstrative), neuter, 3rd person, singular, subject of the verb "was," nominative case.

his : | pronoun, personal, antecedent is "Richard," masculine, 3rd person, singular, shows possession of "time," possessive case

3. [^IWhat ^awas (between the hands ^b(of William ^c(of the Long Sword?)))]

This sentence is a simple interrogative sentence.

I is an independent clause.
a is an adverbial prepositional phrase of place, modifying "was."
b is an adjectival prepositional phrase modifying "hands."
c is an adjectival prepositional phrase modifying "William."

Parse: What

What : | pronoun, interrogative, neuter, 3rd person, singular, subject of the verb "was," nominative case.

PARTS OF SPEECH ~ PRONOUN REVIEW

4. [^I Who ^{DO} swore ^a loyalty (to Duke Richard?)]

This is a simple interrogative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reference, modifying "loyalty"

Parse: Who

Who : | pronoun, interrogative, gender unknown, 3rd person, singular
(or plural), subject of the verb "swore," nominative case.

5. [^I Bernard the Dane ^{DO} swore ^a loyalty (to the young duke,)] and [^b tears ^{DO} flowed ^c (down the war-worn cheeks) [^{II} which had met the fiercest storms (of the northern ocean.)]]

This is a compound complex declarative sentence.

I is a principle clause.

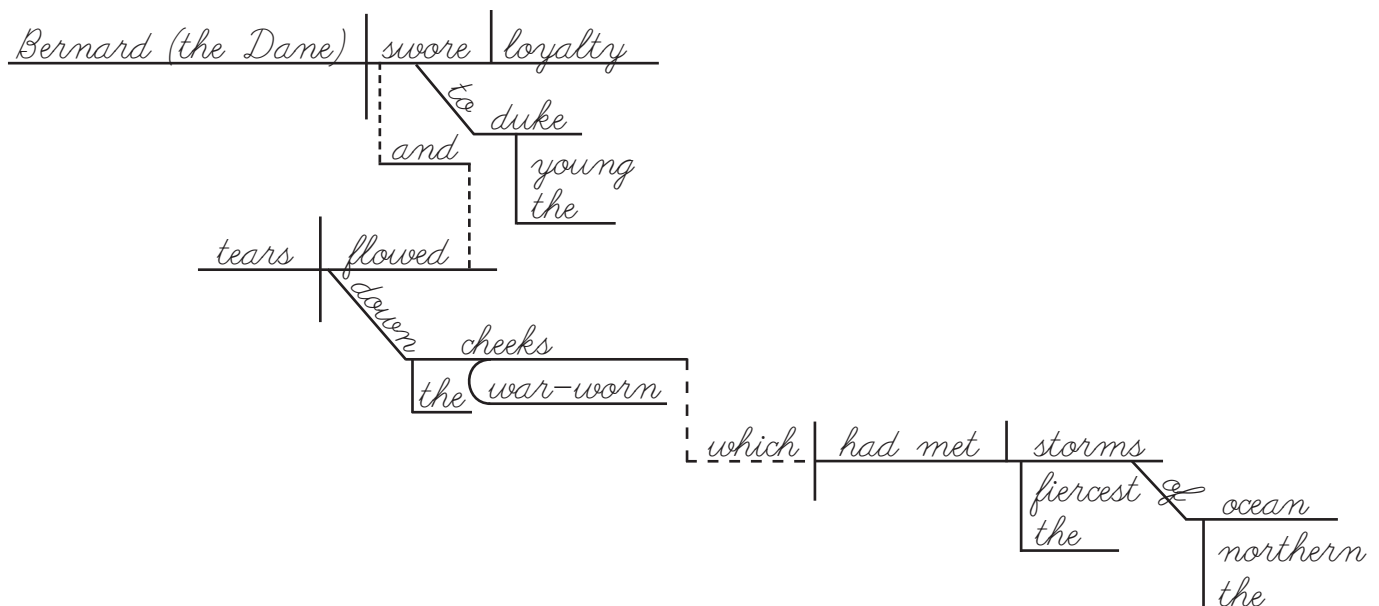
II is a principle clause.

III is a subordinate adjective clause, introduced by the relative pronoun "which," modifying the noun "cheeks."

a is an adverbial prepositional phrase reference, modifying "swore."

b is an adverbial prepositional phrase of place, modifying "flowed."

c is an adjectival prepositional phrase modifying "storms."



PARTS OF SPEECH ~ PRONOUN REVIEW

Parse: which

which : | pronoun, relative (simple), antecedent is "cheeks," neuter, 3rd person plural, subject of "had met," nominative case

PARTS OF SPEECH ~ VERBALS: PARTICIPLES

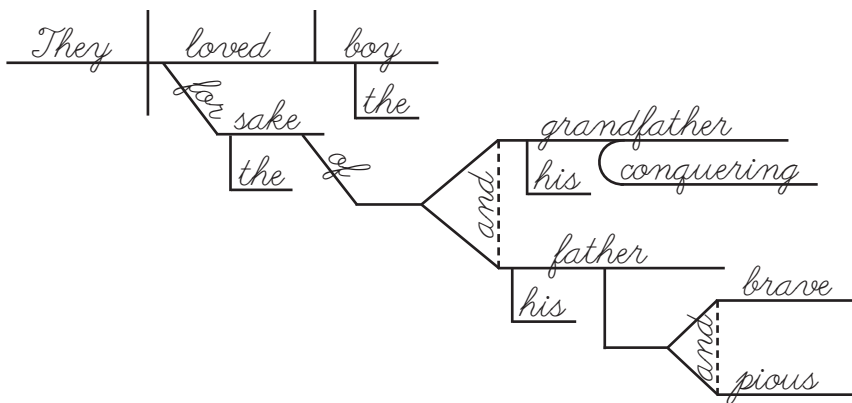
1. [^IThey ^{DO}loved ^athe boy (for the sake (of his conquering grandfather and his ^bbrave and pious father.))]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reason, modifying "loved."

b is an adjectival prepositional phrase modifying "sake."



Parse: conquering

conquering : | participial adjective, descriptive, positive degree of comparison, describes "grandfather"

2. [^IWilliam ^a(of the Long Sword) ^blay (like a good and true Christian soldier,) ^{PA}arrayed ^c(in his shining armor.)]

This is a simple declarative sentence.

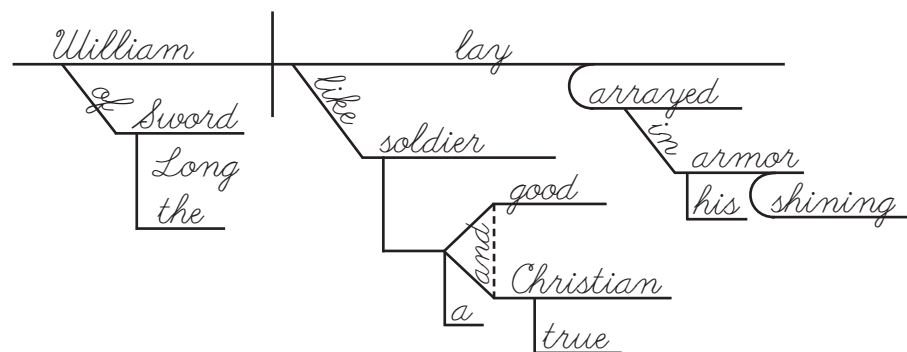
PARTS OF SPEECH ~ VERBALS: PARTICIPLES

I is an independent clause.

a is an adjectival prepositional phrase modifying "William."

b is an adverbial prepositional phrase of manner, modifying "lay."

c is an adverbial prepositional phrase of manner, modifying "arrayed."



Parse: arrayed, shining

arrayed : | participle, perfect, passive, belongs to "lay"

shining : | participial adjective, descriptive, positive degree of comparison, describes "armor"

3. [^IYoung ^{DO}Richard ^aoffered his hand (to the barons and nobles)] but [^{II}he shrank
+ +
^b(to his father's side,) ^cgazing ^d(at them) (in dread and shyness.)]

This is a compound declarative sentence.

I is an independent clause.

II is an independent clause.

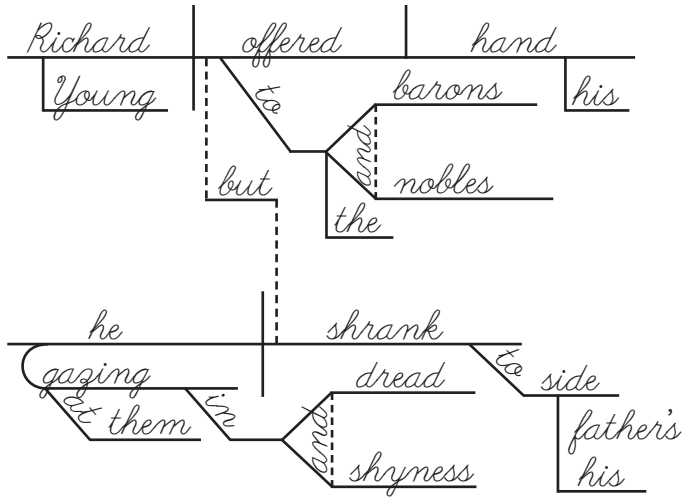
a is an adverbial prepositional phrase of reference, modifying "offered."

b is an adverbial prepositional phrase of place, modifying "shrank."

c is an adverbial prepositional phrase of place, modifying "gazing."

d is an adverbial prepositional phrase of manner, modifying "gazing."

PARTS OF SPEECH ~ VERBALS: PARTICIPLES



Parse: gazing

gazing : | participle, imperfect, active, belongs to "he"

4. [^IMany hearts ^ahave glowed, (remembering Thermopylae.)]

This is a simple declarative sentence.

^I is an independent clause.

^a is an adjectival participial phrase modifying "hearts."



Parse: have glowed, remembering

have glowed: | verb, weak, intransitive, active, indicative, present perfect, subject is "hearts," 3rd person, plural

remembering : | participle, imperfect, active, belongs to "hearts"

PARTS OF SPEECH ~ VERBALS: PARTICIPLES

5. [^IThermopylae, that great battle, is remembered ^anot (in stone ^bor brass) ^cbut
(in the hearts (of men.))]

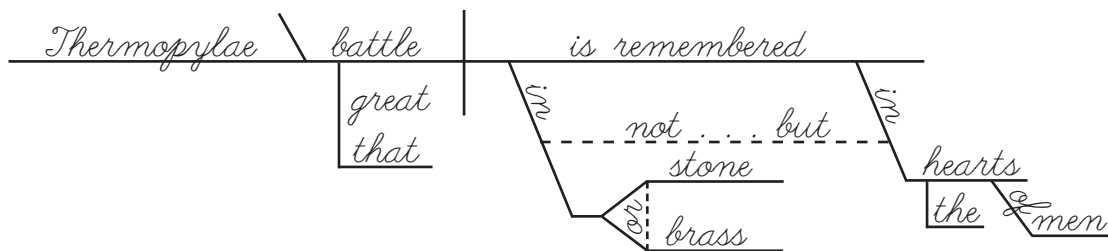
This is a compound declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of manner, modifying "remembered."

b is an adverbial prepositional phrase of manner, modifying "remembered."

c is an adjectival prepositional phrase modifying "hearts."



Parse: is remembered, not . . . but

is remembered : verb, weak, transitive, passive, indicative, present, subject is "Thermopylae," 3rd person, singular.

not . . . but : conjunctions, coordinate correlatives, connect prepositional phrases "in stone or brass" and "in the hearts of men"

ANALYSIS ~ PHRASES: PARTICIPIAL

1. [^IRichard stood ^a(holding the stirrup ^bfor his father.))]

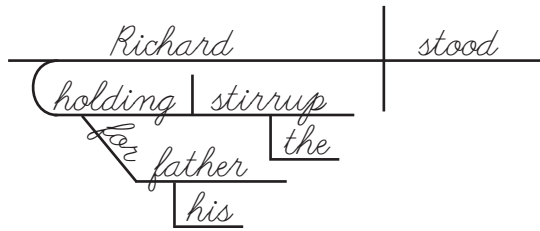
This is a simple declarative sentence.

I is an independent clause.

a is an adjectival participial phrase modifying "Richard."

b is an adverbial prepositional phrase of reference, modifying "holding."

ANALYSIS ~ PHRASES: PARTICIPIAL



Parse: holding, stirrup

holding : participle, imperfect, active, belongs to "Richard"

stirrup: noun, common (class name), neuter, 3rd person, singular, object of the participle "holding," objective case.

2. ^I [William ^a (of the Long Sword) ^b lay (awaiting the great call ^c (of the final trumpet.))]]

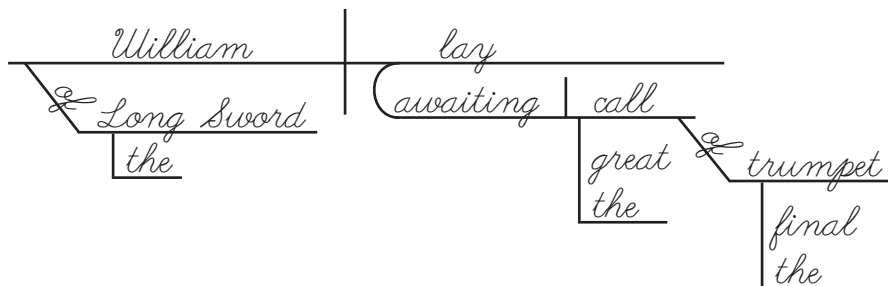
This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "William."

b is an adverbial participial phrase of purpose modifying "lay."

c is an adjectival participial phrase modifying "call."



Parse: awaiting

awaiting : participle, imperfect, active, belongs to "lay"

ANALYSIS ~ PHRASES: PARTICIPIAL

3 [^IThe ^{DO}Duke ^alifted ^bthe small boy, (holding him (to his breast)) and then
+
^c(setting him ^d(on the ground.))]

This is a simple declarative sentence.

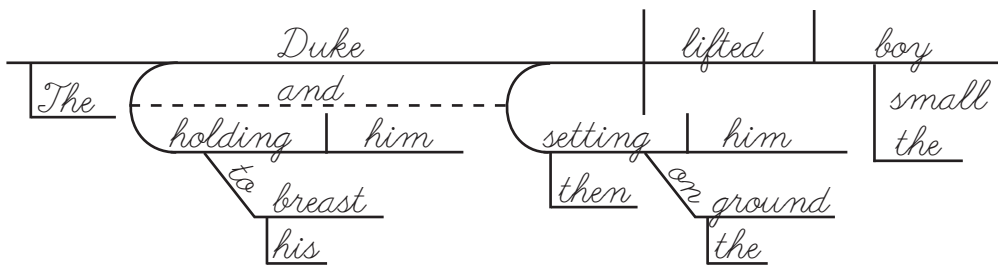
I is an independent clause.

a is an adjectival participial phrase modifying "Duke."

b is an adverbial prepositional phrase of place, modifying "holding."

c is an adjectival participial phrase modifying "Duke."

d is an adverbial prepositional phrase of place, modifying "setting."



Parse: holding, him (1st "him"), setting, then

holding : | participle, imperfect, active, belongs to "Duke"

<u>him</u> :	pronoun, personal, antecedent is "boy," masculine, 3rd person, singular, object of the participle "holding," objective case
--------------	---

<u>setting</u> :	participle, imperfect, active, belongs to "Duke"
------------------	--

<u>then</u> :	adverb, simple, time, no comparison, modifies the participle "setting"
---------------	--

LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 18

GRAMMAR ASSIGNMENT

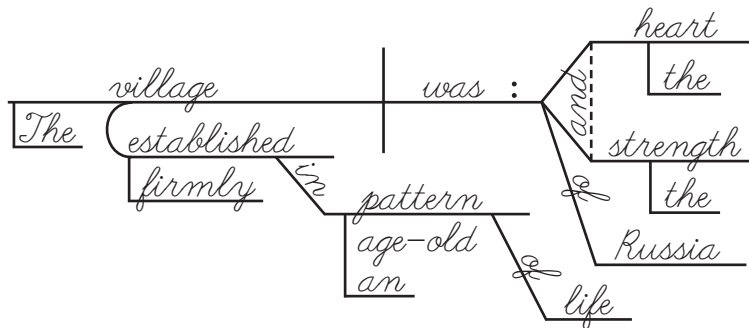
1. Analyze and diagram.

^I [The village, firmly established (^ain an age-old pattern (^bof life,)) was the ^{PN} heart and ^{PN} strength (^cof Russia).]

+

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
a	Adverbial	Prepositional	Manner, modifies the participle "established"
b	Adjectival	Prepositional	Modifies the noun "pattern"
c	Adjectival	Prepositional	Modifies the nouns "heart" and "strength"



2. Parse: village, firmly, strength

<u>village</u> :	noun, common (class name), neuter, 3rd person, singular, subject of the verb "was," nominative case
<u>firmly</u> :	adverb, simple, manner, positive degree of comparison, modifies the participle "established"
<u>strength</u> :	noun, common (class name), neuter, 3rd person, singular, predicated of the noun "village"

GRAMMAR ASSIGNMENT

3. Write this sentence in the subjunctive mode:

The village was the strength of Russia.

May the village be the strength of Russia.

4. Give a synopsis of the verb "was" in the indicative and subjunctive moods, all tenses, 3rd person singular.

	<u>Indicative</u>	<u>Subjunctive</u>
Present	<i>She is</i>	[If] <i>she be</i>
Past	<i>She was</i>	[If] <i>she were</i>
Future	<i>She will be</i>	---
Present Perfect	<i>She has been</i>	[If] <i>she have been</i>
Past Perfect	<i>She had been</i>	[If] <i>she had been</i>
Future Perfect	<i>She will have been</i>	---

PARTS OF SPEECH ~ NOUN CLASS: ABSTRACT & USES OF THE NOMINATIVE CASE: APPPOSITION

I

1. [New Hampshire, Jared's home, had changed.]

This is a simple declarative sentence.

Parse: *New Hampshire, Jared's, home*

<u>New Hampshire</u> :	noun, proper, neuter, 3rd person, singular, subject of the verb "had changed," nominative case
<u>Jared's</u> :	noun, proper, masculine, 3rd person, singular, expresses ownership of "home," possessive case
<u>home</u> :	noun, common (class name), neuter, 3rd person, singular, in apposition with the noun "New Hampshire," nominative case

<u>New Hampshire</u>	<u>home</u>	<u>had changed</u>
	<u>Jared's</u>	

PARTS OF SPEECH ~ NOUN CLASS: ABSTRACT & USES OF THE NOMINATIVE CASE: APPPOSITION

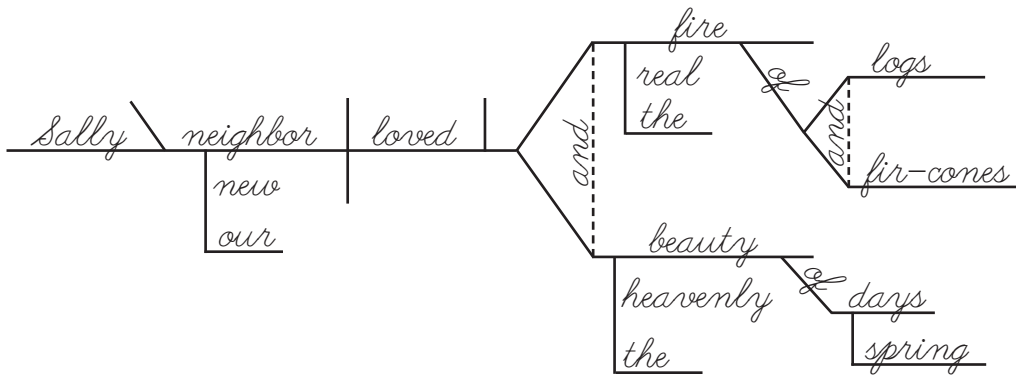
2. ^I [Sally, our new neighbor, loved the real fire (of logs and fir-cones) and ^{DO a} +
the heavenly beauty (of spring days.)] ^{DO b}

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "fire."

b is an adjectival prepositional phrase modifying "beauty."



Parse: Sally, neighbor, fire, logs, beauty, days

<u>Sally</u> :	noun, proper, feminine, 3rd person, singular, subject of the verb "loved," nominative case
<u>neighbor</u> :	noun, common (class name), feminine, 3rd person, singular, in apposition with the noun "Sally," nominative case
<u>fire</u> :	noun, common (class name), neuter, 3rd person, singular, object of the verb "loved," objective case
<u>logs</u> :	noun, common (class name), neuter, 3rd person, plural, object of the preposition "of," objective case
<u>beauty</u> :	noun, common (class name), neuter, 3rd person, singular, object of the verb "loved," objective case
<u>days</u> :	noun, common (class name), neuter, 3rd person, plural, object of the preposition "of," objective case

PARTS OF SPEECH ~ NOUN CLASS: ABSTRACT & USES OF THE NOMINATIVE CASE: APPPOSITION

3. [^IThe simple ^athings (in our village) - the walk ^b(to the post office,) the fragile clouds, the curve ^c(of an old staircase) - are ^{PA}the most satisfying.]

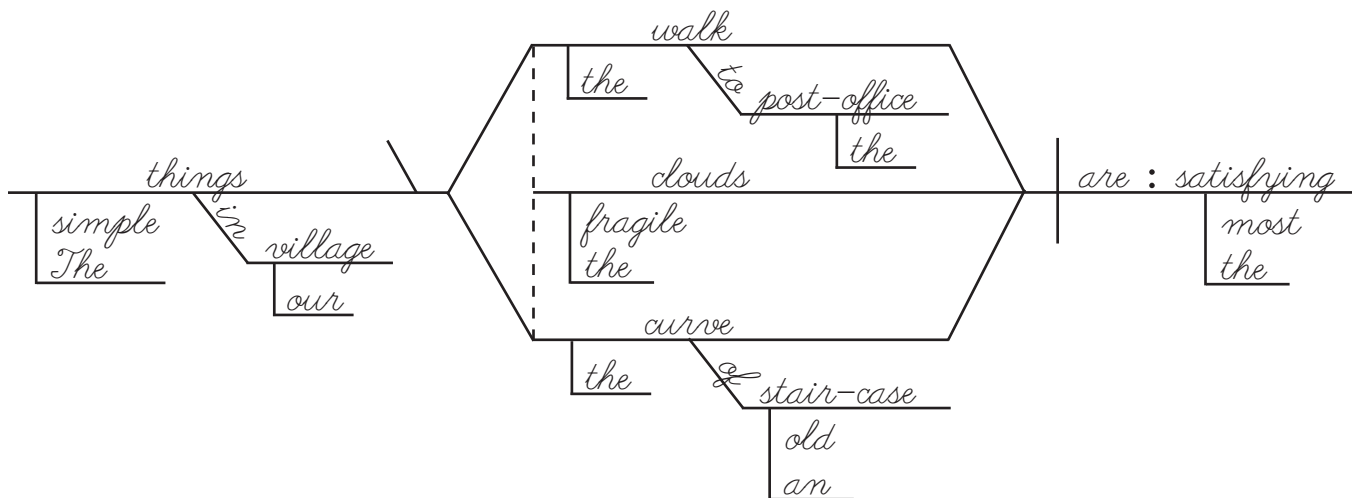
This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "things."

b is an adjectival prepositional phrase modifying "walk."

c is an adjectival prepositional phrase modifying "curve."



Parse: things, village, walk, post-office

things : noun, common (class name), neuter, 3rd person, plural,
subject of the verb "are," nominative case

village : noun, common (class name), neuter, 3rd person, singular,
object of the preposition "in," objective case

walk : noun, common (class name), neuter, 3rd person, singular,
in apposition with the noun "things," nominative case

post-office : noun, common (class name), neuter, 3rd person, singular,
object of the preposition "to," objective case

PARTS OF SPEECH ~ NOUN CLASS: ABSTRACT & USES OF THE NOMINATIVE CASE: APPPOSITION

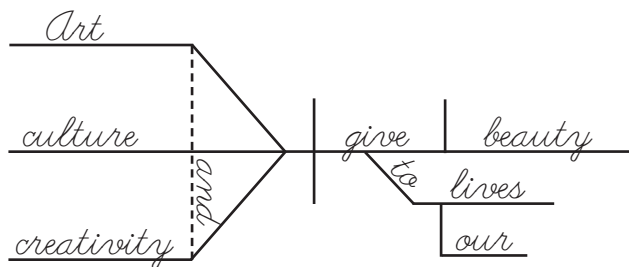
4. ^I [Art, culture, and creativity ^{DO} give ^a beauty (to our lives.)]

+

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reference, modifying "give."



Parse: Art, culture, creativity, beauty, lives

<u>Art</u> :	noun, abstract, neuter, 3rd person, singular, subject of the verb "give," nominative case
<u>culture</u> :	noun, abstract, neuter, 3rd person, singular, subject of the verb "give," nominative case
<u>creativity</u> :	noun, abstract, neuter, 3rd person, singular, subject of the verb "give," nominative case
<u>beauty</u> :	noun, abstract, neuter, 3rd person, singular, direct object of the verb "give," objective case
<u>lives</u> :	noun, common (class name), neuter, 3rd person, plural, object of the preposition "to," objective case

5. ^I [Christian ideals ^{DO} strengthened the Russian peasant.]

Parse: ideals, peasant

<u>ideals</u> :	noun, common (class name), neuter, 3rd person, plural, subject of the verb "strengthened," nominative case
<u>peasant</u> :	noun, common (class name), neuter, 3rd person, singular, object of the verb "strengthened," objective case

PARTS OF SPEECH ~ VERBALS: PARTICIPLES

1. [^IThe ^apattern (of life (in the village,)) ^bestablished (by their ancestors,) ^cwas the
^{PN}heart and ^{PN}strength (of Russia.)] ^d
+

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "pattern."

b is an adjectival prepositional phrase modifying "life."

c is an adverbial prepositional phrase of agent, modifying the participle "established."

d is an adjectival prepositional phrase modifying "heart" and "strength."

Parse: established

established : | participle, passive voice, perfect, belongs to "pattern"

2. [^IOrchards and vegetable ^agardens, the background (of every village home),
+
grew easily, blossoming and thriving ^b(in the rich soil.)]
+

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "background."

b is an adverbial prepositional phrase of place, modifying the participles "blossoming" and "thriving."

Parse: background, blossoming, thriving

background : | noun, common (class name), neuter, 3rd person, singular,
in apposition with the noun "gardens," nominative case

blossoming : | participle, active voice, imperfect, belongs to "gardens" and "orchards"

thriving : | participle, active voice, imperfect, belongs to "gardens" and "orchards"

PARTS OF SPEECH ~ VERBALS: PARTICIPLES

3. ^I [Sally ^{DO} watched the gulls crying overhead and the fragile clouds fleeing ^{DO} ^a (across the sky.)]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying the participle "fleeing."

Parse: crying, fleeing

crying : | participle, active voice, imperfect, belongs to "gulls"

fleeing : | participle, active voice, imperfect, belongs to "clouds"

4. ^I [Sleek cattle ^a stood (in the barnyards,) luxuriating ^b (in the sun.)]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "stood."

b is an adverbial prepositional phrase of place, modifying the participle "luxuriating."

Parse: luxuriating

luxuriating : | participle, active voice, imperfect, belongs to "cattle"

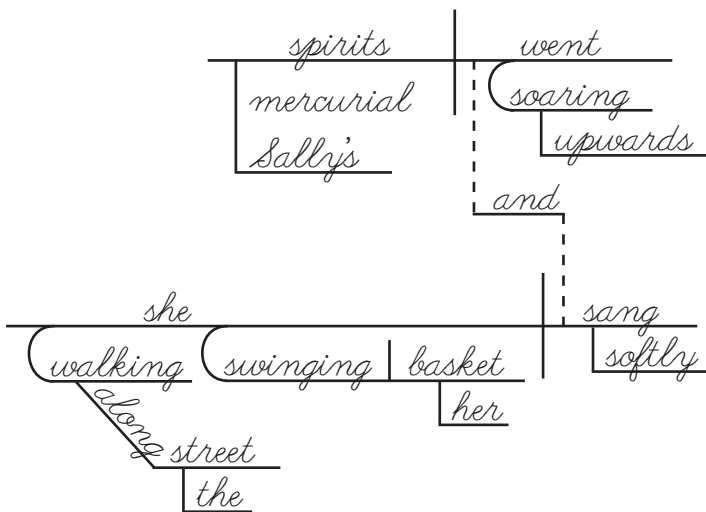
ANALYSIS ~ PHRASES: PARTICIPIAL

1. ^I [Sally's mercurial spirits went soaring upwards] and ^{II} [she sang softly, walking ^a (along the street), ^b (swinging her basket.)]

This is a compound declarative sentence.

ANALYSIS ~ PHRASES: PARTICIPIAL

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
II	Independent	---	---
a	Adverbial	Prepositional	Place, modifies the participle "walking"
b	Adjectival	Participial	Modifies the pronoun "she"

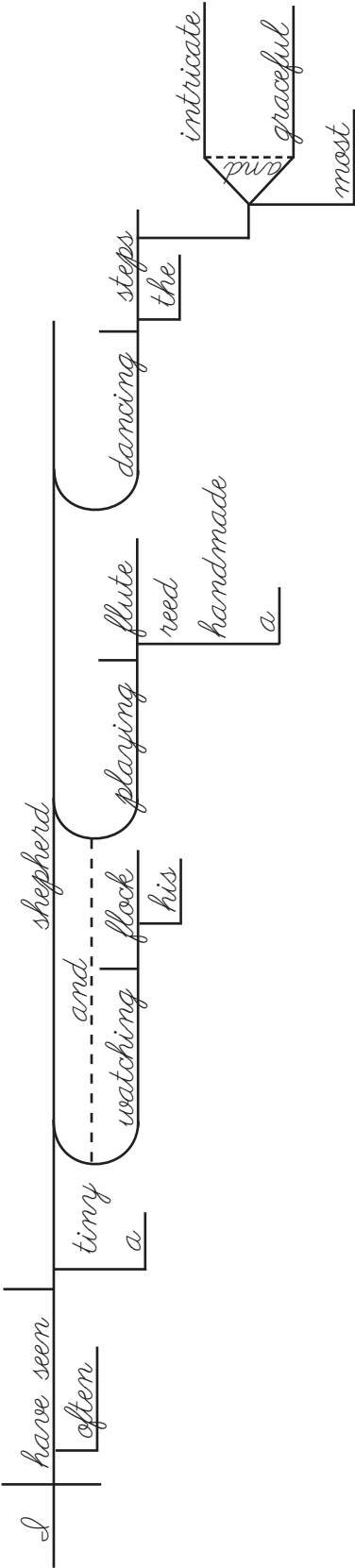


2. ^I [I ^{DO} have often seen a tiny shepherd (^a watching his flock) and (^b playing a homemade reed flute), (^c dancing the most intricate and graceful steps.)]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
a	Adjectival	Participial	Modifies the noun "shepherd"
b	Adjectival	Participial	Modifies the noun "shepherd"
c	Adjectival	Participial	Modifies the noun "shepherd"

ANALYSIS ~ PHRASES: PARTICIPIAL



LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 19

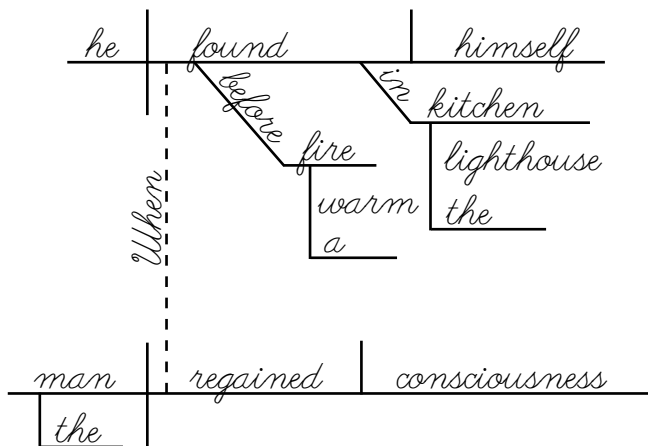
GRAMMAR ASSIGNMENT

1. Analyze and diagram.

^I [When the man regained consciousness,] ^{DO} [^{II} he found himself ^{DO} ^a (before a warm fire)
^b (in the lighthouse kitchen.)]

This is a simple declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
<i>I</i>	Subordinate Adverbial Clause	Introduced by the subordinate conjunction "When"	Circumstance, modifies the verb "found"
<i>II</i>	Principal	---	---
<i>a</i>	Adverbial	Prepositional	Place, modifies the verb "found"
<i>b</i>	Adverbial	Prepositional	Place, modifies the verb "found"



2. Parse: When, man, regained

When : conjunction, subordinate, time, connects the principal and subordinate clauses

man : noun, common (class name), masculine, 3rd person, singular, subject of the verb "regained," nominative case

regained : verb, weak, transitive, active, indicative, past, subject is "man," 3rd person, singular

GRAMMAR ASSIGNMENT

3. Give a synopsis of the verb "found" in the indicative mode, all tenses, active and passive voices, 3rd person singular.

	<u>Active</u>	<u>Passive</u>
Present	He finds	He is found
Present Definite*	He is finding	He is being found
Past	He found	He was found
Past Definite	He was finding	He was being found
Future	He will find	He will be found
Future Definite	He will be finding	---
Present Perfect	He has found	He has been found
Present Perfect Definite	He has been finding	---
Past Perfect	He had found	He had been found
Past Perfect Definite	He had been finding	---
Future Perfect	He will have found	He will have been found
Future Perfect Definite	He will have been finding	---

*Definite forms need not be included when the students give a synopsis.

4. Write what must have been the man's first sentence on awakening.

PARTS OF SPEECH ~ USES OF NOMINATIVE CASE: APPPOSITION

1. ^I[The Four Winds, a lighthouse, ^awas built (on a spur) ^b(of red sandstone cliff) ^cjutting (into the gulf.)]

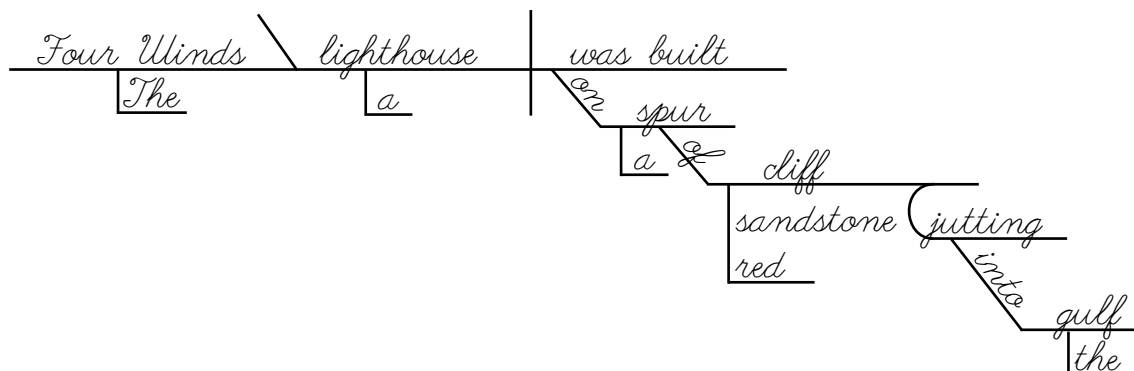
This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying "was built."

b is an adjectival prepositional phrase modifying "spur."

c is an adverbial prepositional phrase of place, modifying the participle "jutting."



PARTS OF SPEECH ~ USES OF NOMINATIVE CASE: APPPOSITION

Parse: lighthouse, was built, jutting

<u>lighthouse</u> :	noun, common (class name), neuter, 3rd person, singular, in apposition with "Four Ulinds," nominative case
<u>was built</u> :	verb, irregular weak, transitive, passive, indicative, past, subject is "Four Ulinds," 3rd person, singular
<u>jutting</u> :	participle, imperfect, active voice, belongs to the noun "cliff"

2. ^I [The loud noises (at sea) - ^a the battle (between wind and ship), ^b the play ^c (of the loose rope), the strain (of the timbers) - ^d are not the sounds (of the sea.)] ^{PN} ^e

This is a simple declarative sentence.

I is an independent clause.

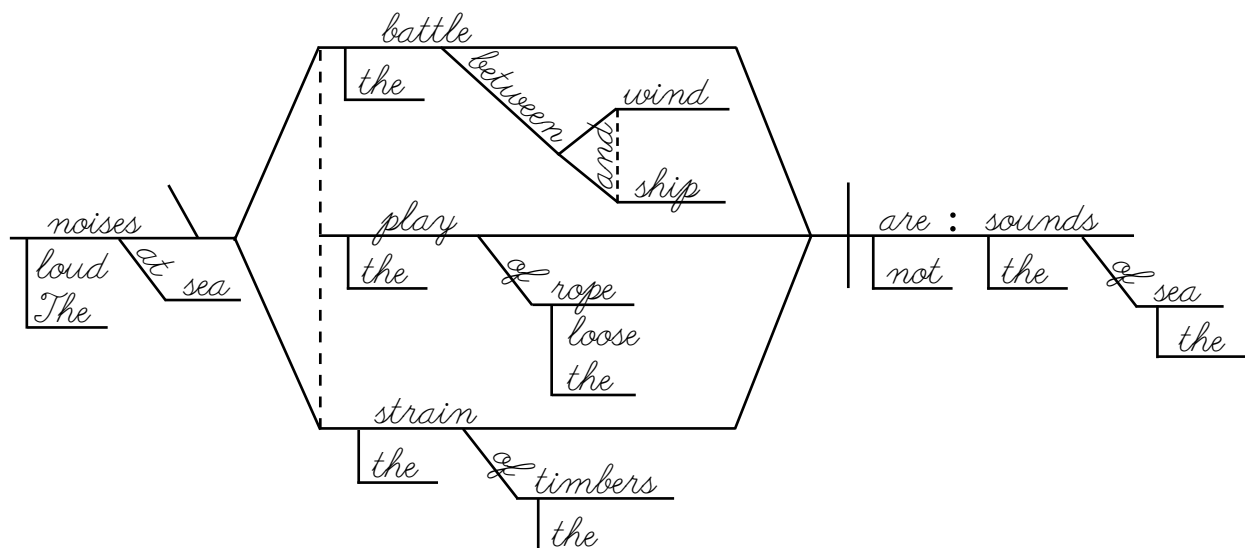
a is an adjectival prepositional phrase modifying "noises."

b is an adjectival prepositional phrase modifying "battle."

c is an adjectival prepositional phrase modifying "play."

d is an adjectival prepositional phrase modifying "strain."

e is an adjectival prepositional phrase modifying "sounds."



PARTS OF SPEECH ~ USES OF NOMINATIVE CASE: APPPOSITION

Parse: battle, are not, sounds

<u>battle</u> :	noun, common (class name), neuter, 3rd person, singular, in apposition with "noises," nominative case
<u>are not</u> :	verb and adverb, irregular weak, intransitive, active, indicative, present, subject is "noises," 3rd person, plural
<u>sounds</u> :	noun, common (class name), neuter, 3rd person, plural, predicated of the noun "noises," nominative case

PARTS OF SPEECH ~ VERB REVIEW & PARTICIPLES

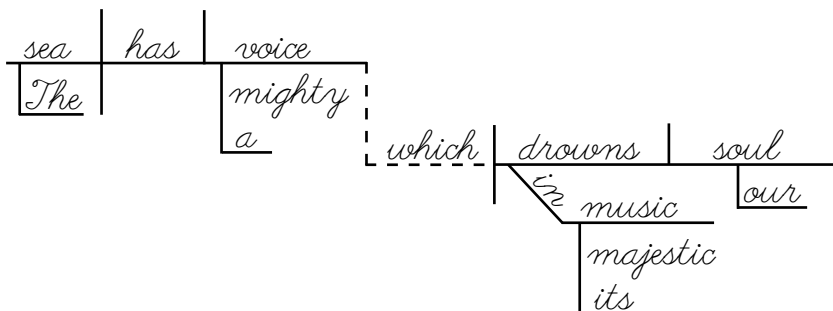
1. ^I [The sea has a mighty voice] ^{DO} [which drowns our soul (in its majestic music)]. ^{DO} ^a

This is a compound declarative sentence.

I is a principle clause.

II is a subordinate adjective clause, introduced by the relative pronoun "which," modifying "voice."

a is an adverbial prepositional phrase of means, modifying "soul."



Parse: has, which, drowns

<u>has</u> :	verb, irregular weak, transitive, active, indicative, present, subject is "sea," 3rd person, singular
<u>which</u> :	pronoun, relative, antecedent is "voice," neuter, 3rd person, singular, subject of "drowns," nominative case.
<u>drowns</u> :	verb, weak, transitive, active, indicative, present, subject is "which," 3rd person, singular

PARTS OF SPEECH ~ VERB REVIEW & PARTICIPLES

2. ^I [The sea ^{PA} is ^a absolute (in its unchallenged mystery) and does not threaten audibly.]
+

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reference, modifying "absolute."

Parse: is, unchallenged, does not threaten

<u>is</u> :	verb, irregular weak, intransitive, active, indicative, present, subject is "sea," 3rd person, singular
<u>unchallenged</u> :	adjective, participial, positive degree of comparison, modifies the noun "mystery"
<u>does not threaten</u> :	<p><u>does not</u>: verb and adverb, strong, intransitive, active, indicative, present, subject is "sea," 3rd person, singular</p> <p><u>threaten</u>: infinitive, simple, active, completes the verb "does"</p>

3. ^I [The sweeping crest ^a (of the sea) charges ^b (over a comber) ^c (without thunder) and retreats seething and hissing.]
+ +

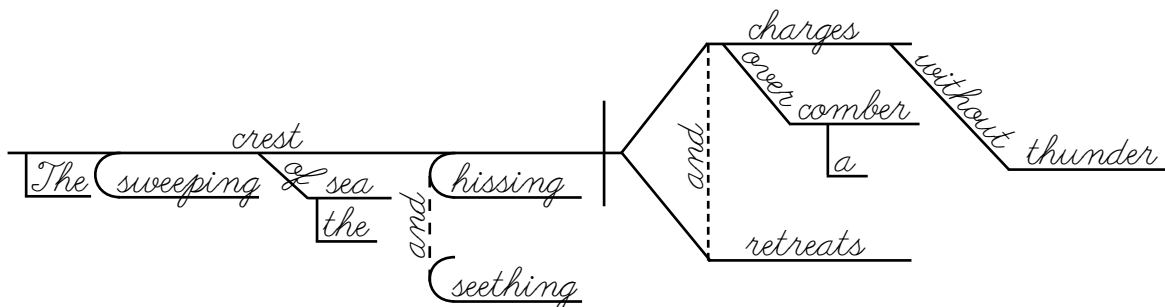
This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "crest."

b is an adverbial prepositional phrase of place, modifying "charges."

c is an adverbial prepositional phrase of manner, modifying "charges."



ANALYSIS ~ PHRASES: PARTICIPIAL

Parse: sweeping, seething

sweeping : adjective, participial, positive degree of comparison, modifies the noun "crest"

seething : participle, active, imperfect, belongs to "crest"

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL CLAUSES & SUBORDINATE CONJUNCTIONS OF TIME & PLACE

1. [^IIda [^{II}rejoiced] [^{DO}when] [^ashe [^bsaw] the glowing rays (of the lighthouse) flashing
(over the turbulent waters.)]

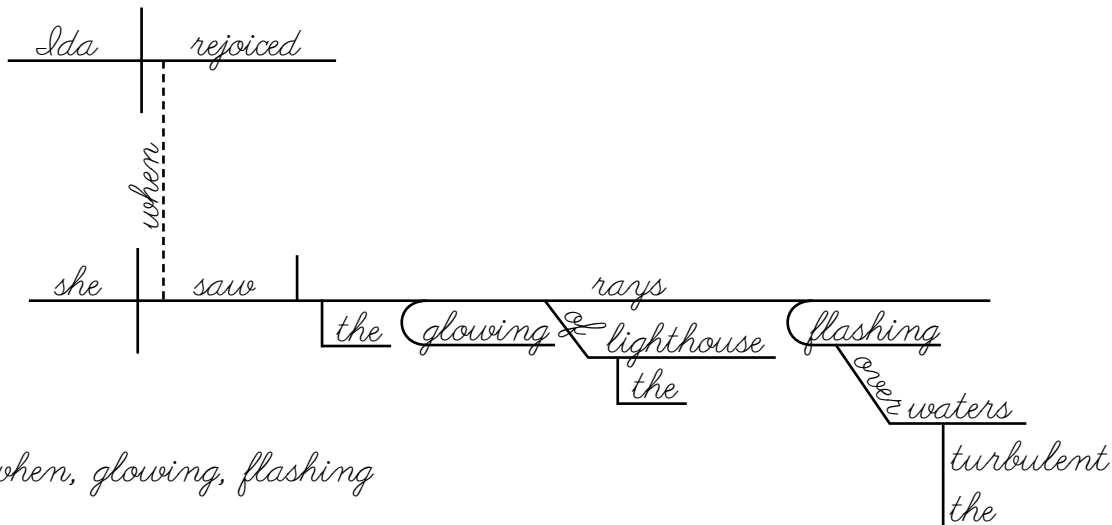
This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "when," modifying "rejoiced."

a is an adjectival prepositional phrase modifying "rays."

b is an adverbial prepositional phrase of place, modifying “flashing.”



Parse: when, glowing, flashing

when : conjunction, subordinate, time, connects the principal and subordinate clauses

glowing : adjective, participial, positive degree of comparison, modifies the noun "rays"

flashing : participle, active, imperfect, belongs to "rays"

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL CLAUSES & SUBORDINATE CONJUNCTIONS OF TIME & PLACE

2. ^I [The boat tossed (^aon the stormy waves)] [^{II}while Ida rowed (^btoward the bobbing skiff.)]

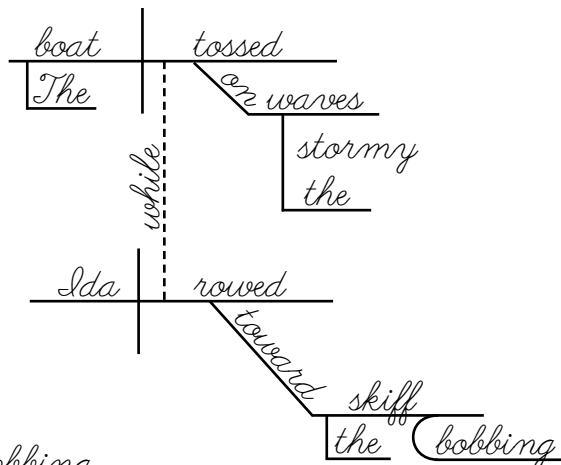
This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "while," modifying "tossed."

a is an adverbial prepositional phrase of place, modifying "tossed."

b is an adverbial prepositional phrase of place, modifying "rowed."



Parse: while, bobbing

while : conjunction, subordinate, time, connects the principal and subordinate clauses

bobbing : adjective, participial, positive degree of comparison, modifies the noun "skiff"

3. ^I [Two thousand three hundred years have sped] [^{II}since Leonides perished (^afor his country).]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "since," modifying "have sped."

a is an adverbial prepositional phrase of purpose, modifying "perished."

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL CLAUSES & SUBORDINATE CONJUNCTIONS OF TIME & PLACE

Parse: have sped, since

<u>have sped</u> :	verb, irregular weak, intransitive, active, indicative, present perfect, subject is "years," 3rd person, plural
<u>since</u> :	conjunction, subordinate, time, connects the principal and subordinate clauses

4. ^I [The hearts ^a (of men) glow] ^{II} [when they ^{DO} hear ^b the story (of Thermopylae).]

This is a complex declarative sentence.

I is a principle clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "when," modifying "glow."

a is an adjectival prepositional phrase modifying "hearts."

b is an adjectival prepositional phrase modifying "story."

Parse: glow, when

<u>glow</u> :	verb, weak, intransitive, active, indicative, present, subject is "hearts," 3rd person, plural
<u>when</u> :	conjunction, subordinate, time, connects the principal and subordinate clauses

LANGUAGE ARTS TEACHER'S GUIDE

6TH GRADE KEY WEEK 20

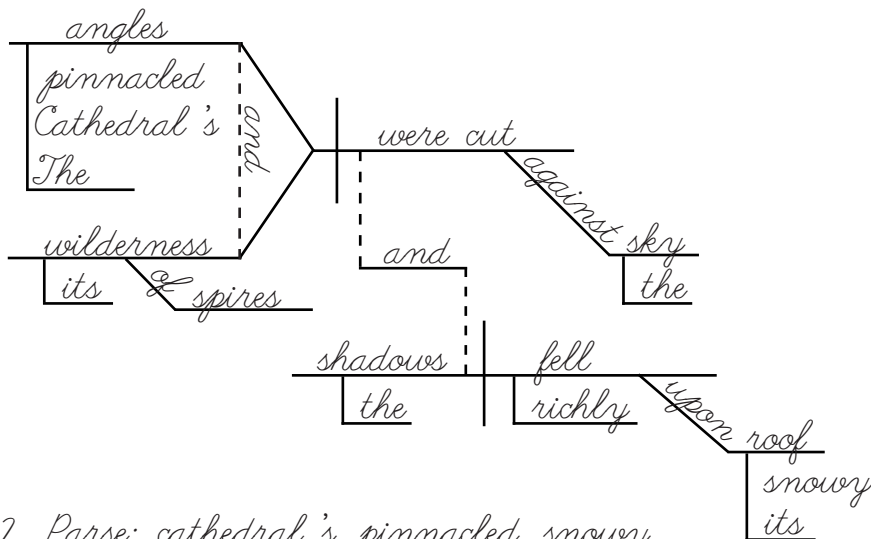
GRAMMAR ASSIGNMENT

1. Analyze and diagram.

^I
[The cathedral's pinnacled angles and its wilderness (of spires) were cut
^a
(against the sky)] and ^{II}
^b [the shadows fell richly (upon its snowy roof)].
^c

This is a compound declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
II	Independent	---	---
a	Adjectival	Prepositional	Modifies "wilderness"
b	Adverbial	Prepositional	Place, modifies the verb "were cut"
c	Adverbial	Prepositional	Place, modifies the verb "fell"



2. Parse: cathedral's, pinnacled, snowy

<u>cathedral's</u> :	noun, common (class name), neuter, 3rd person, singular, shows possession of the noun "angles," possessive case
<u>pinnacled</u> :	participial adjective (fossil), descriptive, positive degree of comparison, modifies the noun "angles"
<u>snowy</u> :	faded participial adjective, descriptive, positive degree of comparison, modifies the noun "roof"

GRAMMAR ASSIGNMENT

3. Write "snowy" in the comparative and superlative degrees of comparison:

Ascending scale: comparative - snowier or more snowy
superlative - snowiest or most snowy

Descending scale: comparative - less snowy
superlative - least snowy

4. Write one sentence with an infinitive used as a subject:

To bake was her greatest delight.

PARTS OF SPEECH ~ ADJECTIVES: DEGREE OF COMPARISON

Change the sentences below to include comparative and/or superlative adjectives (adding phrases or clauses if necessary, so the sentences make sense).

1/. [The cathedral (of Milan) is ^{PA}grand and ^{PA}solemn and ^{PA}vast.]

The cathedral of Milan is more grand and solemn and vast than many other cathedrals in Europe.

The cathedral of Milan is the most grand and solemn and vast cathedral in Italy.

2. $\overset{I}{[The\ warm\ \underline{day}\ \underline{gave}]} \overset{IO}{the\ cathedral} \overset{DO}{a\ soft\ majesty.}]$

The warm day gave the cathedral a softer majesty than it had during yesterday's rain.

3. [^IThe cathedral was ^{PN}a ^aforest (of graceful needles), shimmering ^b(in the amber sunlight).]

I is an independent clause.

a is an adjectival prepositional phrase modifying “forest.”

b is an adverbial prepositional phrase of place, modifying the participle "shimmering."

PARTS OF SPEECH ~ ADJECTIVES: DEGREE OF COMPARISON

The cathedral was a forest of more graceful needles than she had ever imagined, shimmering in the amber sunlight.

The cathedral was a forest of the most graceful needles, shimmering in the amber sunlight.

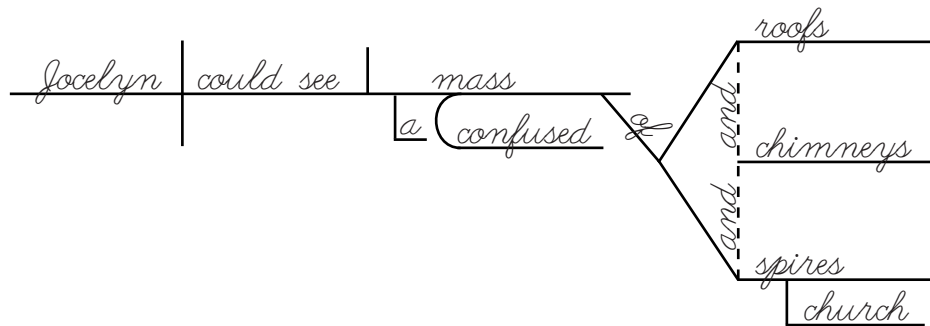
Parse: more graceful

<u>more graceful</u> :		adjective, descriptive (simple), comparative degree of comparison, modifies the noun "needles"
------------------------	--	--

PARTS OF SPEECH ~ VERBALS: INFINITIVES IN VERBS OR USED AS NOUNS

1. [^IJocelyn ^{DO}could see ^aa confused mass (of roofs and chimneys and church spires).]

This is a simple declarative sentence.



Parse: could see, confused

<u>could see</u> :		defective verb with an infinitive, transitive, active, indicative, past tense, subject is "Jocelyn," 3rd person, singular
--------------------	--	---

<u>confused</u> :		participial adjective, positive degree of comparison, modifies the noun "mass"
-------------------	--	--

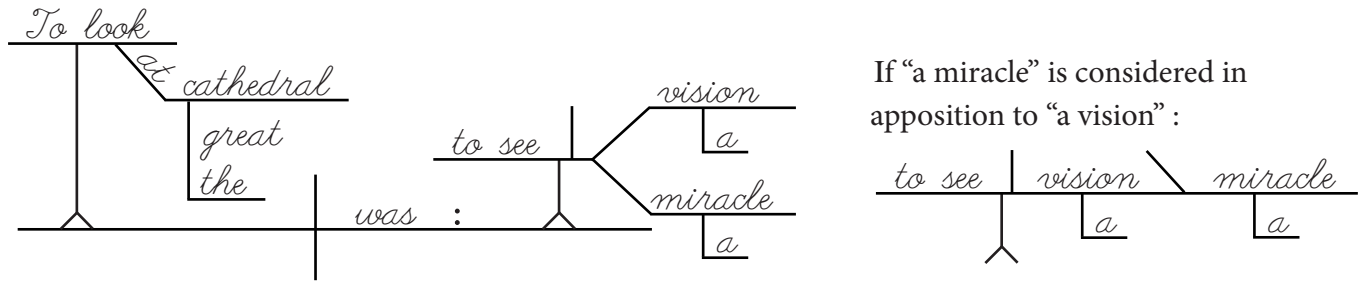
2. [^ITo look ^a(at the great cathedral) ^{PN}was to see a vision, a miracle!]

This is a simple exclamatory declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying the infinitive "to look."

PARTS OF SPEECH ~ VERBALS: INFINITIVES IN VERBS OR USED AS NOUNS



If "a miracle" is considered in apposition to "a vision" :

Parse: To look, to see, vision

<u>To look:</u>	infinitive, simple, active voice, subject of the verb "was"
<u>to see:</u>	infinitive, simple, active voice, complement of the intransitive verb "was"
<u>vision:</u>	noun, common (class name), neuter, 3rd person, singular, object of the infinitive "to see," objective case

3. [^IUle ^{DO}would recognize ^athe cathedral (in the desert) (^bof the Great Sahara).]

This is a simple declarative sentence.

Parse: would recognize

<u>would recognize:</u>	defective verb with an infinitive, transitive, active, indicative, past tense, subject is "Ule," 1st person, plural.
-------------------------	--

ANALYSIS ~ ADVERBIAL CLAUSES OF TIME & PLACE

1. [^IWhen ^athe train swung (round a bend),] [^{II}the blue hills parted (^blike a curtain)] and [^{III}the city became ^{PA}visible.]
+

This is a compound declarative sentence, uniting a complex and a simple sentence.

I is a subordinate adverbial clause of time introduced by the subordinate conjunction "when," modifying the verb "parted."

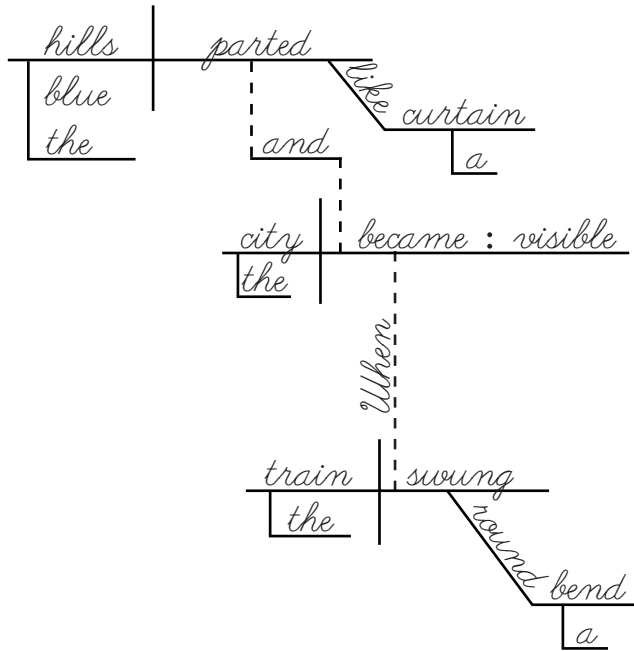
II is a principal clause.

III is an independent clause.

a is an adverbial prepositional phrase of place, modifying the verb "swung."

b is an adverbial prepositional phrase of manner, modifying the verb "parted."

ANALYSIS ~ ADVERBIAL CLAUSES OF TIME & PLACE



2. ^I [Jocelyn saw the city [^{II} where it lay (^a in a hollow) (^b of the hills)].]

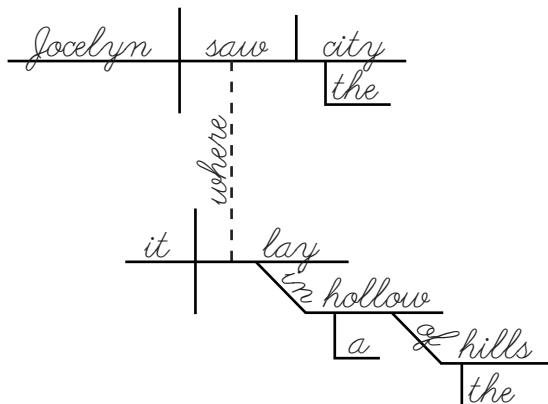
This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of place introduced by the subordinate conjunction "where," modifying the verb "saw."

a is an adverbial prepositional phrase of place, modifying the verb "lay."

b is an adjectival prepositional phrase modifying the noun "hollow."



ANALYSIS ~ ADVERBIAL CLAUSES OF TIME & PLACE

3. [^IAs ^{II}dusk fell [^{DO}we approached ^IMilan].] [^IWe caught ^{DO}glimpses ^a(of the city and
+
the blue mountain peaks) ^b(beyond it).]

The first sentence is a complex declarative sentence.

II is a principal clause.

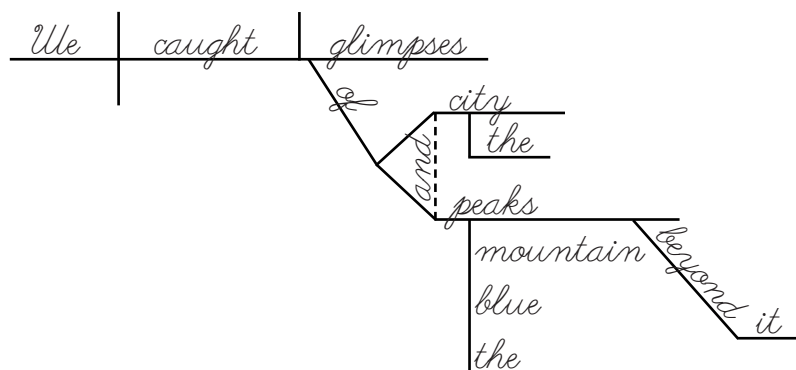
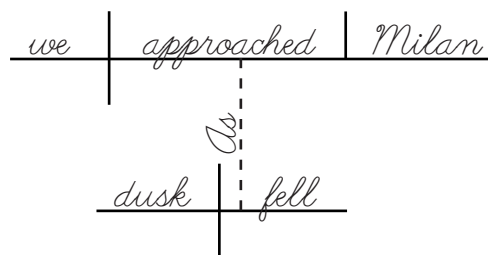
I is a subordinate adverbial clause of time introduced by the subordinate conjunction "as," modifying the verb "approached."

The second sentence is a simple declarative sentence..

I is an independent clause.

a is an adjectival prepositional phrase modifying the noun "glimpses."

b is an adjectival prepositional phrase modifying the noun "peaks."



LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 21

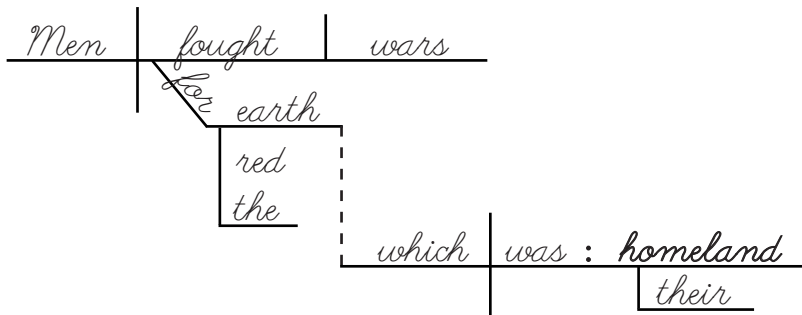
GRAMMAR ASSIGNMENT

1. Analyze.

^I [Men ^{DO} fought ^a wars (for the red earth)] [^{II} which ^{PN} was their homeland].]

This is a complex declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Principal	---	---
II	Subordinate Adjective Clause	Introduced by the relative pronoun "which"	Modifies the noun "earth"
a	Adverbial	Prepositional	Purpose, modifies the verb "fought"



2. Parse: Men, fought, which

<u>Men:</u>	noun, common (class name), masculine, 3rd person, plural, subject of the verb "fought," nominative case
<u>fought:</u>	verb, strong, transitive, active, indicative, past, subject is "men," 3rd person, plural
<u>which:</u>	pronoun, relative (simple), antecedent is "earth," neuter, 3rd person, singular, subject of "was," nominative case.

3. Give the principal parts of "to fight".

Present (simple infinitive): fight
Past Tense: fought
Perfect Participial: fought

4. Write a beautiful sentence about your homeland.

PARTS OF SPEECH ~ ADVERB CLASS: INTERROGATIVE

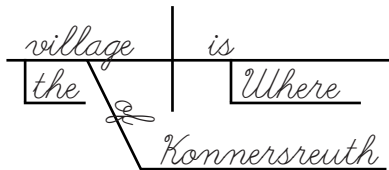
1. *Where is the village of Konnersreuth?*

^I
[The village (of Konnersreuth) is where?]

This is a simple interrogative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying "village."



Parse: *Where, Konnersreuth*

Where:

adverb, interrogative, place, no degree of comparison, modifies the verb "is"

Konnersreuth:

noun, proper, neuter, 3rd person, singular, objective of the preposition of, objective case

2. *How do the people dress?*

^I
[The people do dress how?]

This is a simple interrogative sentence.

Parse: *How, people, do dress*

How:

adverb, interrogative, manner, no degree of comparison, modifies the verb "do dress"

people:

noun, common (class name), gender unknown, 3rd person, plural, subject of the verb "do dress," nominative case

do dress*:

do: verb, strong, intransitive, active, indicative, present, subject is "people," 3rd person, plural

dress: infinitive, indefinite, active, completes the verb "do"

*Note: Verbs with "do" are parsed here for the teacher's information, but shouldn't be done with students.

Note: If students struggle to identify the subject, predicate, and objects in an interrogative sentence, the question may be restated as a statement before analyzing.

PARTS OF SPEECH ~ ADVERB CLASS: INTERROGATIVE

3. *When did the children sing?*

I
[The children did sing when?]

This is a simple interrogative sentence.

I is an independent clause.

children	did sing
the	When

Parse: *When*

<u>When:</u>	adverb, interrogative, time, no degree of comparison, modifies the verb "did sing"
--------------	--

4. *Why do men fight battles?*

I DO
[Men do fight battles why?]

This is a simple interrogative sentence.

I is an independent clause.

men	do fight	battles
	Why	

Parse: *Why, do fight*

<u>Why:</u>	adverb, interrogative, purpose, no degree of comparison, modifies the verb "do fight"
-------------	---

<u>do fight:</u>	<u>do:</u> verb, strong, transitive, active, indicative, present, subject is "men," 3rd person, plural <u>fight:</u> infinitive, indefinite, active, completes the verb "do"
------------------	---

PARTS OF SPEECH ~ VERB FORM: DEFECTIVE

Reminder: The principal parts of a verb are the simple infinitive, the past tense, and the perfect participle.

	<u>Present</u> (<i>simple infinitive</i>)	<u>Past Tense</u>	<u>Perfect Participle</u>
Examples:	blow	blew	[have] blown
	come	came	[have] come
	buy	bought	[have] bought
	watch	watched	[have] watched

Defective verbs are those which are lacking in one or more of the principal parts.

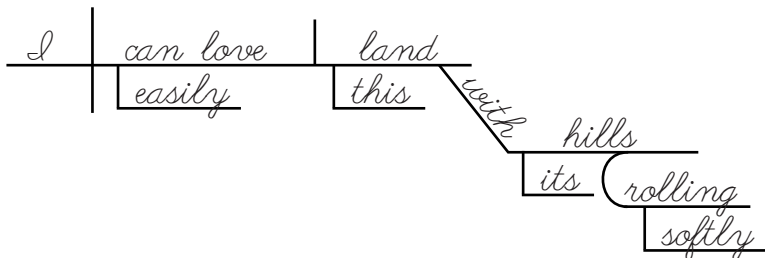
	<u>Present</u>	<u>Past</u>	<u>Participle</u>
Examples:	can	could	---
	may	might	---
	shall	should	---
	will	would	---

1. [^I I ^{DO} can easily love ^a this land (with its softly rolling hills).]

This is a simple declarative sentence.

I is an independent clause.

a is an adjectival prepositional phrase modifying the noun "land."



“can love” is a verb phrase made up of two verbs: the defective verb “can” and the simple infinitive form of the verb “love.”

This is not the same as a verb phrase like “have loved,” where “have” is used as an auxiliary verb to form the present perfect tense.

2. [^I You ^{DO} may sing the school hymn.]

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL & ADJECTIVE CLAUSES

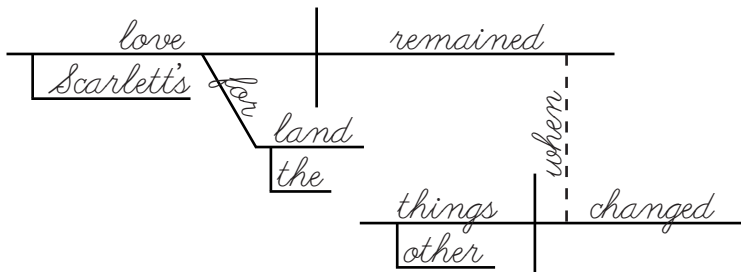
1. ^I [Scarlett's love ^a (for the land) remained] ^{II} [when other things changed].]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "when," modifying the verb "remained."

a is an adjectival prepositional phrase modifying the noun "love."



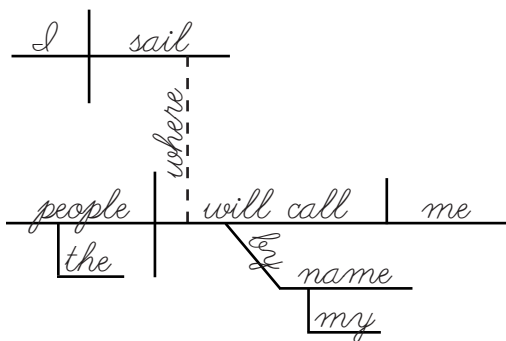
2. ^I [I sail] ^{II} [where the people will call me] ^{DO} ^a (by my name)].]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of place introduced by the subordinate conjunction "where," modifying the verb "sail."

a is an adverbial prepositional phrase of manner, modifying the verb "will call."



3. ^I [Janet suddenly understood her love (of homeland)] ^{DO} ^a [as ^{II} she listened ^b (to the song)(of the children)].]

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL & ADJECTIVE CLAUSES

This is a complex declarative sentence.

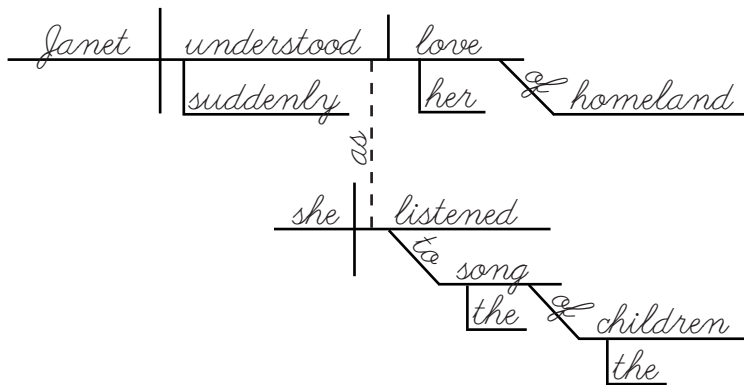
I is a principal clause.

II is a subordinate adverbial clause of cause or reason introduced by the subordinate conjunction "as," modifying the verb "understood."

a is an adjectival prepositional phrase modifying the noun "love."

b is an adverbial prepositional phrase of reference, modifying the verb "listened."

c is an adjectival prepositional phrase modifying the noun "song."



LANGUAGE ARTS TEACHER'S GUIDE

6TH GRADE KEY WEEK 22

GRAMMAR ASSIGNMENT

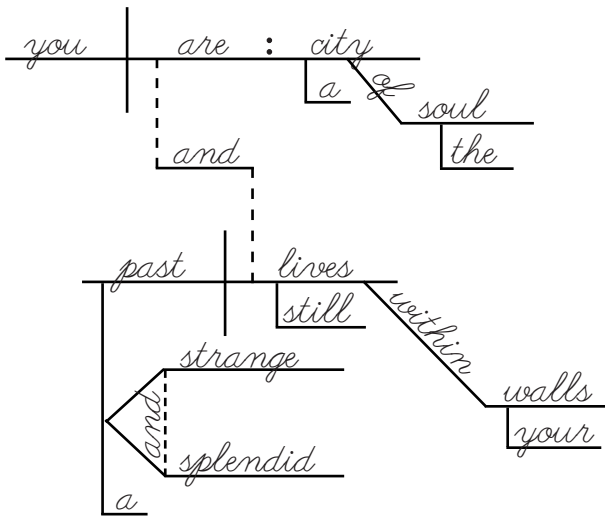
1. Analyze.

^I ^{PN} ^a ^{II}
 Nurnberg, [you are a city (of the soul)] and [a strange and splendid past
 + +
^b
 still lives (within your walls)].

This is a compound declarative sentence.

Cl./Phr.	Nature	Form	Office / Function
I	Independent	---	---
II	Independent	---	---
a	Adjectival	Prepositional	Modifies the noun "city"
b	Adverbial	Prepositional	Place, modifies the verb "lives"

Nurnberg



2. Parse: city, soul, and lives

city:

noun, common (class name), neuter, 3rd person, singular, complement of the intransitive verb "are," nominative case

soul:

noun, common (class name), neuter, 3rd person, singular, object of the preposition "of," objective case

lives:

verb, weak, intransitive, active, indicative, present, subject is "past," 3rd person, singular

GRAMMAR ASSIGNMENT

3. Put this sentence in the past tense: I can see the sweeping red-tile roofs of the city.

I could see the sweeping red-tile roofs of the city.

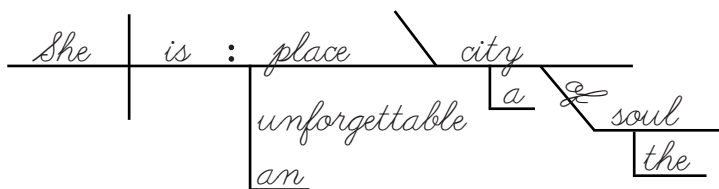
4. Explain what may be meant by the words, "Nurnberg is a city of the soul."

PARTS OF SPEECH ~ NOUN CASE: NOMINATIVE ABSOLUTE USE

1. Nurnberg! [^IShe ^{PN}is ^aan unforgettable place, a city (of the soul).]

"Nurnberg!" is an exclamation, an example of the nominative absolute use of a noun.

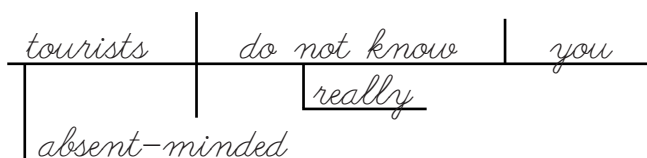
Nurnberg



2. Paris, [^Iabsent-minded tourists ^{DO}do not really know you.]

"Paris" is used in direct address, another example of the nominative absolute use of a noun.

Paris



3. Italian! [^IThose soft, musical words ^acrept (into Chaucer's poetry).]

"Italian!" is an exclamation, an example of the nominative absolute use of a noun.

PARTS OF SPEECH ~ VERB FORM: DEFECTIVE

1. ^I [Geoffrey ^{DO} could hear the soft, musical Italian words.]

This is a simple declarative sentence.

Parse: could hear

<u>could hear:</u>	defective verb with an infinitive, transitive, active, indicative, past tense, subject is "Geoffrey," 3rd person, singular.
--------------------	---

2. ^I [May ^{DO} you see Genoa!]

This is a simple imperative sentence, and it is exclamatory.

Parse: may see

<u>may see:</u>	defective verb with an infinitive, transitive, active, subjunctive, present, subject is "you," 2nd person, singular
-----------------	---

3. ^I ^a [(Near Genoa), one ^{DO} can see ^b hooded shepherds (driving ^c flocks) (of sheep).]

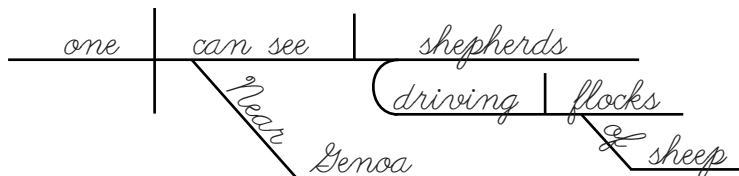
This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying the verb "can see."

b is an adjectival participial phrase modifying the noun "shepherds."

c is an adjectival prepositional phrase modifying the noun "flocks."



Parse: can see

<u>can see:</u>	defective verb with an infinitive, transitive, active, indicative, present, subject is "one," 3rd person, singular
-----------------	--

PARTS OF SPEECH ~ VERB FORM: DEFECTIVE

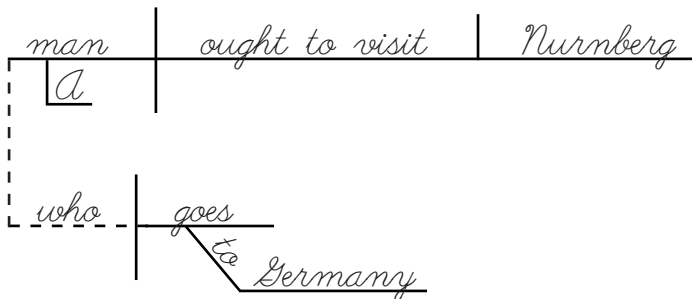
4. ^I [A man [^{II} who goes (^a to Germany)] ought to visit ^{DO} Nurnberg.]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjective clause introduced by the relative pronoun "who," modifying the noun "man."

a is an adverbial prepositional phrase of place, modifying the verb "goes."



Parse: could hear

ought to visit: | defective verb with an infinitive, transitive, active, subjunctive, present, subject is "man," 3rd person, singular

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL & ADJECTIVE CLAUSES

1. ^I [When I visited ^{DO} Nurnberg,] [^{II} I was struck (^a by the timeless beauty) (^b of the architecture).]

This is a complex declarative sentence.

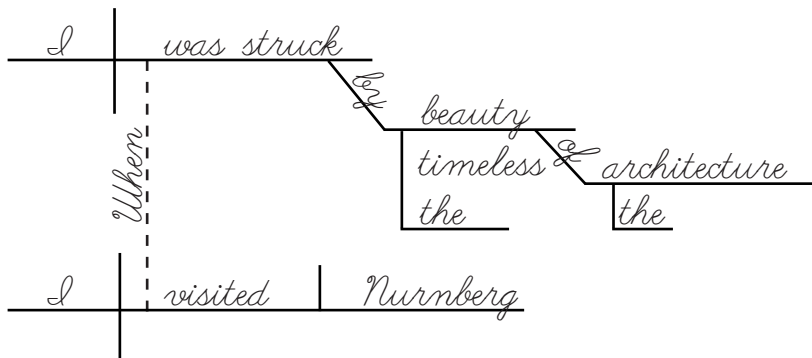
I is a subordinate adverbial clause of time introduced by the subordinate conjunction "when," modifying the verb "was struck."

II is a principal clause.

a is an adverbial prepositional phrase of agent, modifying the verb "was struck."

b is an adjectival participial phrase modifying the noun "beauty."

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL & ADJECTIVE CLAUSES



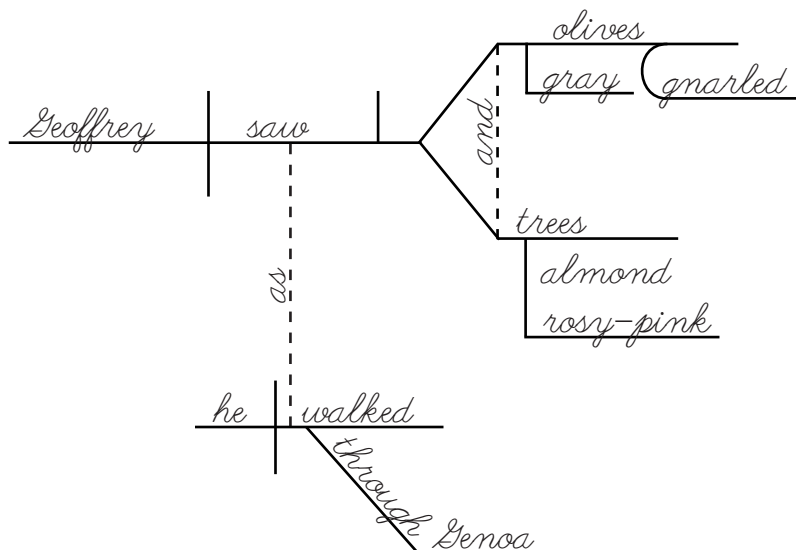
2. ^I [Geoffrey saw gray gnarled olives and rosy-pink almond trees] ^{DO} [as ^{II} he walked ^a (through Genoa).]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time introduced by the subordinate conjunction "as," modifying the verb "saw."

a is an adverbial prepositional phrase of place, modifying the verb "walked."



ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL & ADJECTIVE CLAUSES

3. ^I [The streets ^{PA} were broad] ^{II} and [the houses ^{III} which were ^a (around the harbor)]
^b
were (of stone).]

This is a compound declarative sentence, uniting a simple sentence and a complex sentence.

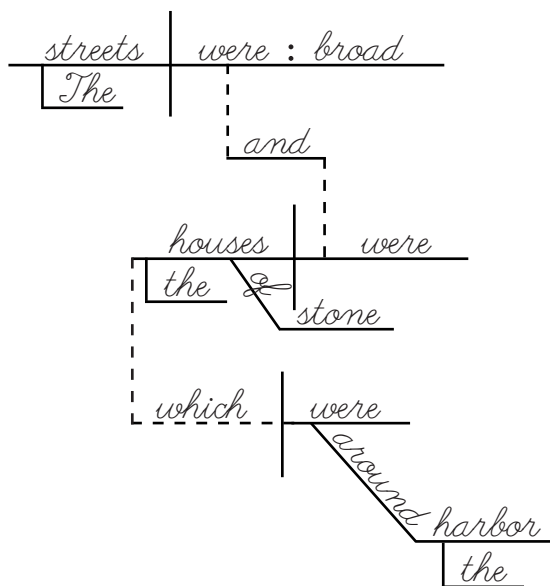
I is an independent clause.

II is a principal clause.

III is a subordinate adjective clause introduced by the relative pronoun "which," modifying the noun "houses."

a is an adjectival prepositional phrase modifying the noun "houses."

b is an adverbial prepositional phrase of place, modifying the verb "were."



LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 23

GRAMMAR ASSIGNMENT

1. Analyze.

^I ^{DO}
[Music supplied a powerful diversion, a constant companion.]

This is a simple declarative sentence.

Music	supplied	diversion	companion
		powerful	constant
		a	a

2. Parse: supplied, diversion, companion

supplied:

verb, weak, transitive, active, indicative, past tense, subject is "Music," 3rd person, singular.

diversion:

noun, common (class name), neuter, 3rd person, singular, direct object of the verb "supplied," objective case

companion:

noun, common (class name), neuter, 3rd person, singular, in apposition with "diversion," objective case

3. Give two synonyms for "supplied." provided, furnished, contributed, presented

4. How might music be called a "companion"?

PARTS OF SPEECH ~ NOUN CASE: OBJECTIVE USES: APPOSITIVE

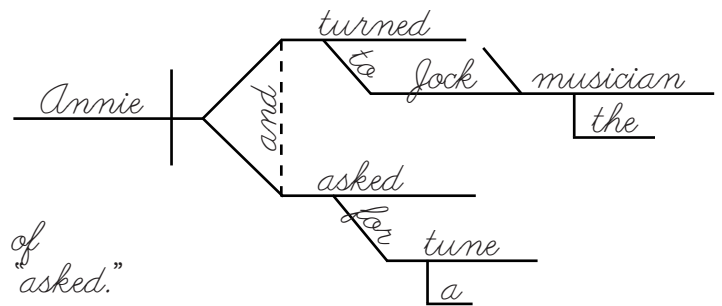
1. [^IAnnie ^aturned (to Jock, the musician,) and ^basked (for a tune).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying the verb "turned."

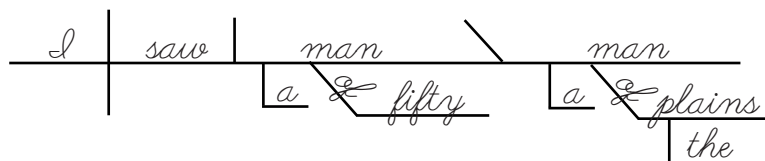
b is an adverbial prepositional phrase of cause or reason, modifying the verb "asked."



Parse: Jock, musician

<u>Jock:</u>	noun, proper, masculine, 3rd person, singular, object of the preposition "to," objective case
<u>musician:</u>	noun, common (class name), masculine, 3rd person, singular, in apposition with "Jock," objective case

2. [^II ^{DO}saw a man ^a(of fifty), a man ^b(of the plains).]

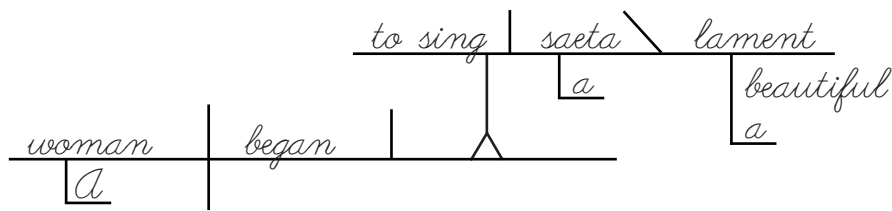


Parse: man (1st), man (2nd)

<u>man (1st):</u>	noun, common (class name), masculine, 3rd person, singular, direct object of the verb "saw," objective case
<u>man (2nd):</u>	noun, common (class name), masculine, 3rd person, singular, in apposition with "man," objective case

PARTS OF SPEECH ~ NOUN CASE: OBJECTIVE USES: APPOSITIVE

3. ^I [A woman ^{DO} began to sing a saeta - a beautiful lament.]

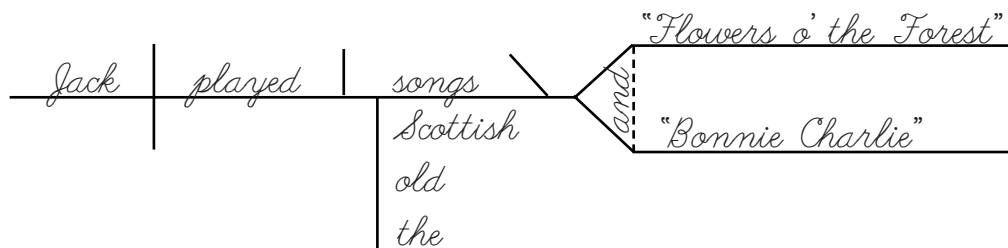


Note: Students do not diagram noun clauses at this level, but this may be done together in class as a demonstration.

Parse: saeta, lament

<u>saeta:</u>	noun, common, neuter, 3rd person, singular, object of the infinitive "to sing," objective case
<u>lament:</u>	noun, common (class name), neuter, 3rd person, singular, in apposition with "saeta," objective case

4. ^I [Jack ^{DO} played the old Scottish songs: "Flowers o' the Forest" and "Bonnie Charlie."]



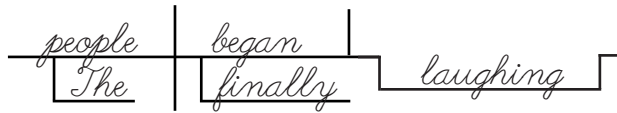
Parse: "Flowers o' the Forest" and "Bonnie Charlie"

<u>songs:</u>	noun, common (class name), neuter, 3rd person, plural, object of the verb "played," objective case
<u>"Flowers o' the Forest":</u>	noun, proper, neuter, 3rd person, singular, in apposition with the noun "songs," objective case
<u>"Bonnie Charlie":</u>	noun, proper, neuter, 3rd person, singular, in apposition with the noun "songs," objective case

PARTS OF SPEECH ~ VERBALS: GERUNDS

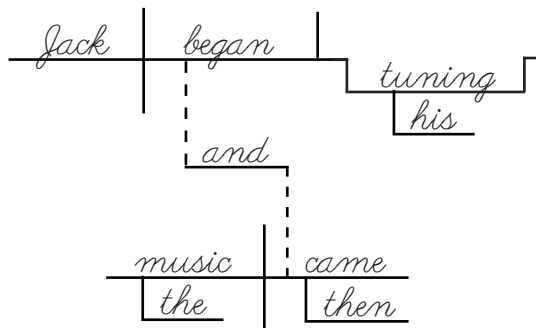
1. ^I [The people finally began ^{DO} laughing.]

This is a simple declarative sentence.



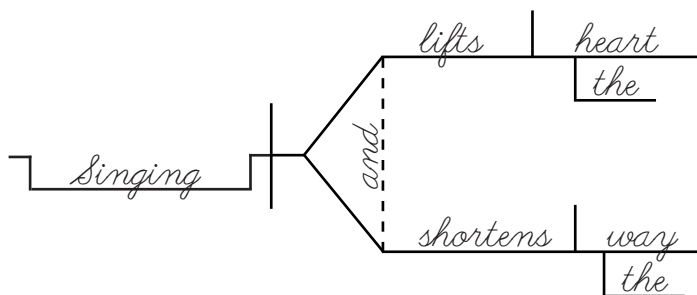
2. ^I [Jack began his tuning] ^{DO} and ^{II} [then the music came.]

This is a compound declarative sentence.



3. ^I [Singing lifts the heart ^{DO} and ^{DO} shortens the way.]

This is a simple declarative sentence.



ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL CLAUSES & SUBORDINATE CONJUNCTIONS OF MANNER

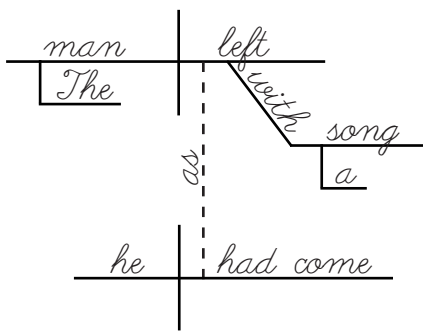
1. ^I [The man left (^awith a song)] [^{II}as he had come.]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of manner, introduced by the subordinate conjunction "as," modifying the verb "left."

a is an adverbial prepositional phrase of manner, modifying the verb "left."

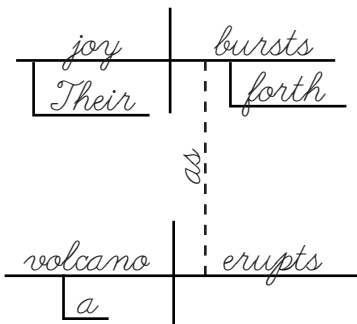


2. ^I [Their joy bursts forth] [^{II}as a volcano erupts.]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of manner, introduced by the subordinate conjunction "as," modifying the verb "bursts."*



*could also be considered "comparison"

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL CLAUSES & SUBORDINATE CONJUNCTIONS OF MANNER

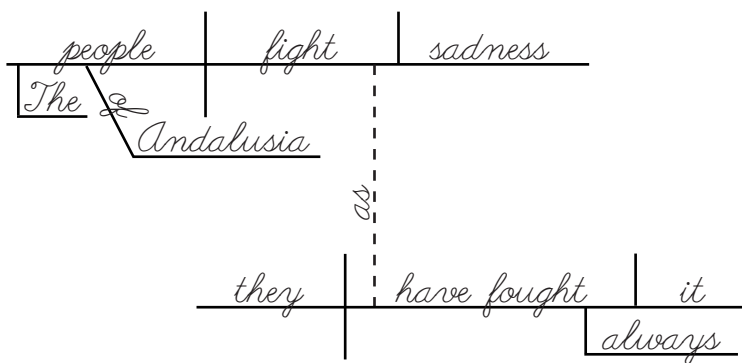
3. ^I [The ^a people (of Andalusia) fight ^{DO} sadness [^{II} as ^{DO} they always have fought it].]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of manner, introduced by the subordinate conjunction "as," modifying the verb "fight."

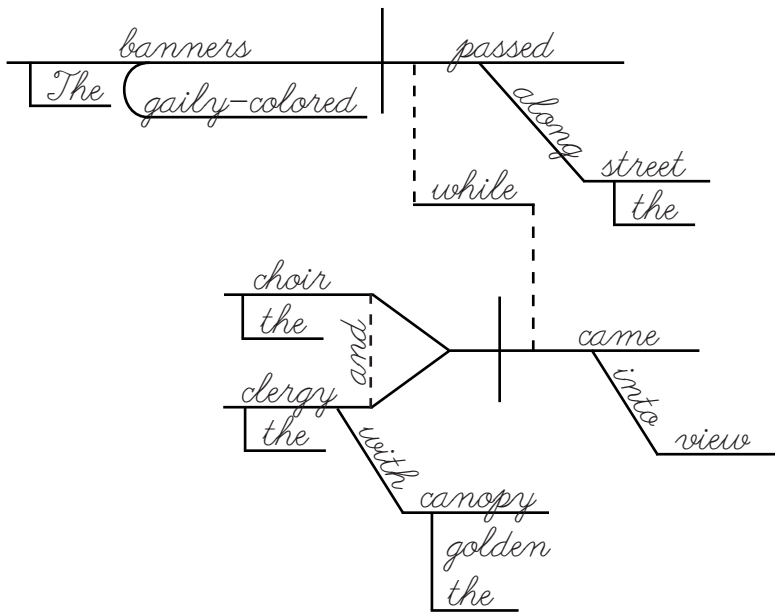
a is an adjectival prepositional phrase modifying the noun "people."



GRAMMAR ASSIGNMENT

$$\begin{array}{c}
 I \qquad \qquad \qquad a \qquad \qquad \qquad II \\
 \text{[The gaily-colored } \underline{\text{banners}} \text{ } \underline{\underline{\text{passed}}} \text{ (along the street), [} \boxed{\text{while}} \text{ the } \underline{\text{choir}} \text{ and the} \\
 \qquad \qquad \qquad b \qquad \qquad \qquad c \qquad \qquad \qquad + \\
 \underline{\text{clergy}} \text{ (with the golden canopy) } \underline{\underline{\text{came}}} \text{ (into our view).]} \text{.]}
 \end{array}$$

c is an adverbial prepositional phrase of place, modifying the verb "came."



verb, strong, intransitive, active, indicative, past tense, subject is "choir" and "clergy," 3rd person, plural.

GRAMMAR ASSIGNMENT

3. Give the principal parts of all of the verbs in the sentence.

Present

pass

come

Past Tense

passed

came

Perfect Participle

passed

come

4. Describe the banners of one of the guilds in the procession.

PARTS OF SPEECH ~ NOUN CASE: POSSESSIVE

1. [^IThe merchants ^awalked (beneath the clothiers' banner) (^bin the procession).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying the verb "walked."

b is an adverbial prepositional phrase of place, modifying the verb "walked."

Parse: clothiers'

<u>clothiers'</u> :		noun, common (class name), gender unknown, 3rd person, plural, shows possession of "banner," possessive case
---------------------	--	--

Decline: "clothier"

Singular

Plural

Nominative and Objective

clothier

clothiers

Possessive

clothier's

clothiers'

2. [^II ^{DO}had parents] [^{II}who ^awere not (like my companions' parents).]

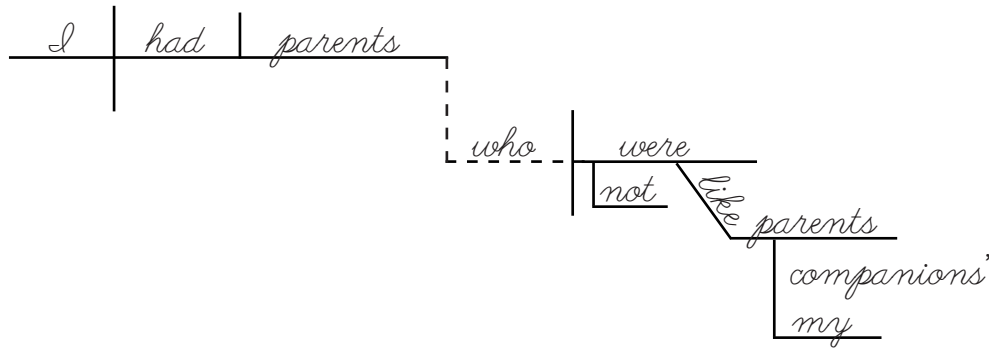
This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjectival clause, introduced by the relative pronoun "who," modifying "parents."

a is an adverbial prepositional phrase of comparison, modifying the verb "were."

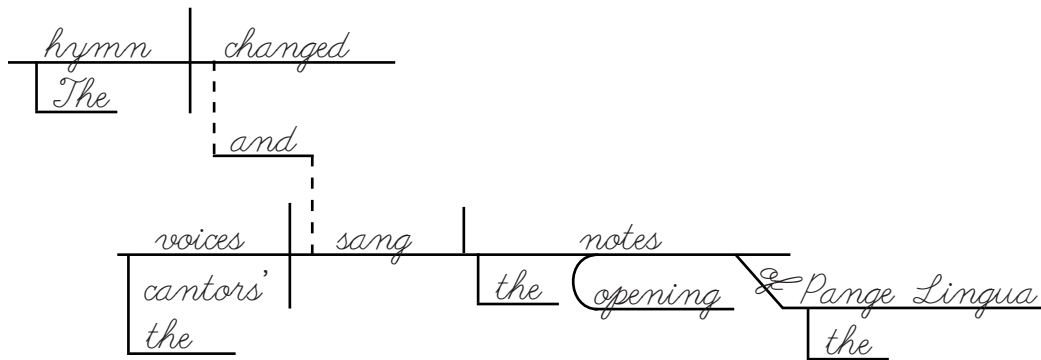
PARTS OF SPEECH ~ NOUN CASE: OBJECTIVE USES: APPOSITIVE



Parse: companions'

companions' : | noun, common (class name), gender unknown, 3rd person, plural, shows possession of "parents," possessive case

3. [^IThe hymn changed] + [^{II}the cantors' voices sang the opening notes (^{DO}of the ^a"Pange Lingua")].]



Parse: cantors', opening, "Pange Lingua"

cantors' : | noun, common (class name), gender unknown, 3rd person, plural, shows possession of "parents," possessive case

opening : | participial adjective, descriptive, no comparison, modifies "notes"

"Pange Lingua" : | noun, proper, neuter, 3rd person, singular, object of the preposition "of," objective case

PARTS OF SPEECH ~ DEFECTIVE VERBS: SHALL & SHOULD

Principal parts of shall and will :

<u>Present</u>	<u>Past Tense</u>	<u>Perfect Participle</u>
shall	should	---
will	would	---

Shall and will are simple auxiliaries, regularly used to form the future tense. They should be parsed as a single verb phrase, not as a defective verb with an infinitive.

1. ^I [I ^{DO} shall pursue ^a my studies (at the university) and ^{DO} shall not learn a trade.]
+

This is a simple declarative sentence.

Parse: shall pursue, shall not learn

<u>shall pursue</u> :	verb, weak, transitive, active, indicative, future tense, subject is "I," 1st person, singular.
<u>shall not learn</u> :	verb with adverb, weak, transitive, active, indicative, future tense, subject is "I," 1st person, singular.

2. ^I [We ^{DO} should carry ^a the banner (of our guild) [^{II} when we walk ^b (in the procession)].]

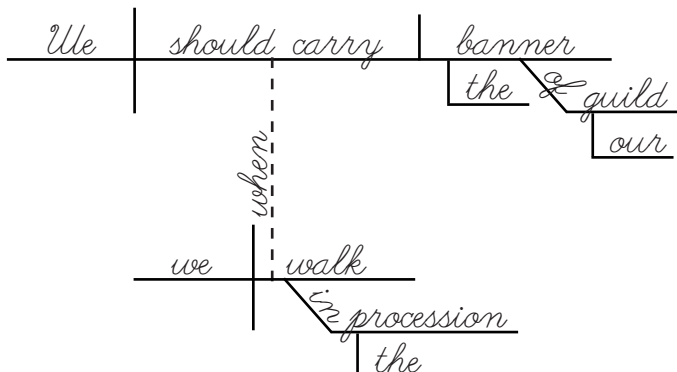
This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "when," modifying "should carry."

a is an adjectival prepositional phrase modifying the noun "banner."

b is an adverbial prepositional phrase of place, modifying the verb "walk."



PARTS OF SPEECH ~ DEFECTIVE VERBS: SHALL & SHOULD

Parse: should carry, walk

<u>should carry</u> :	defective verb with an infinitive, transitive, active, subjunctive, future tense, subject is "We," 1st person, plural
<u>walk</u> :	verb, weak, intransitive, active, indicative, present tense, subject is "we," 1st person, plural

3. ^I [We shall join the cantors [^{II} who lead the song].] ^{DO}

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adjectival clause, introduced by the relative pronoun "who," modifying "cantors."

Parse: shall join, lead

<u>shall join</u> :	verb, weak, transitive, active, indicative, future tense, subject is "We," 1st person, plural.
<u>lead</u> :	verb, weak, transitive, active, indicative, present tense, subject is "who," 3rd person, plural.

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

1. ^I [The crowd sang (in swelling unison) [^{II} until a new sound approached - tinkling bells].] ^a

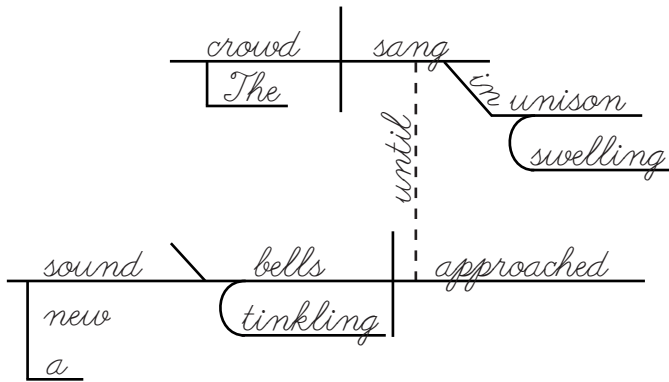
This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "until," modifying the verb "sang."

a is an adverbial prepositional phrase of manner, modifying the verb "sang."

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES



2. [The tide (of voices) ebbed] [while the priest passed slowly (before the crowds).]

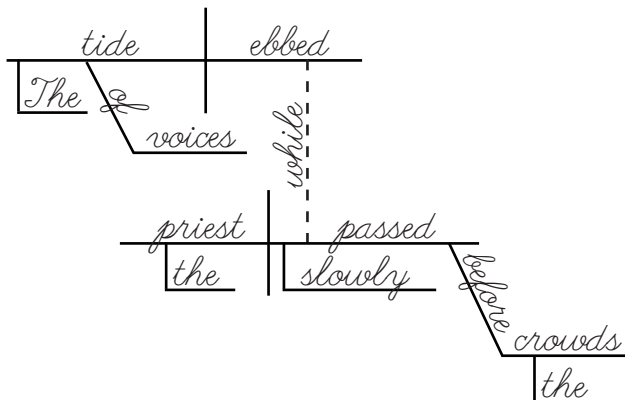
This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of time, introduced by the subordinate conjunction "while," modifying the verb "ebbed."

a is an adjectival prepositional phrase modifying the noun "tide."

b is an adverbial prepositional phrase of place, modifying the verb "passed."



3. [The crowd dropped (to its knees)] [as wheat falls (beneath the sickle).]

This is a complex declarative sentence.

I is a principal clause.

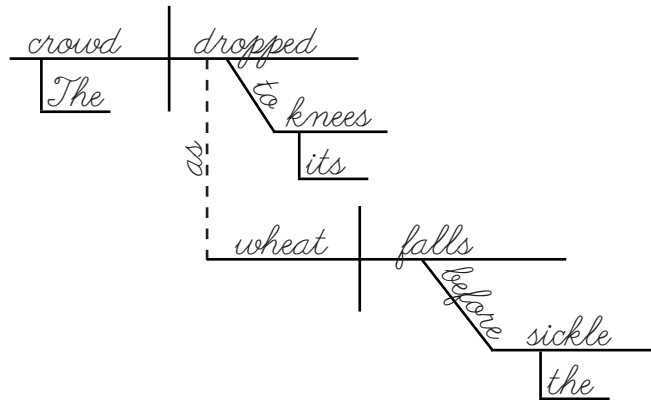
II is a subordinate adverbial clause of manner, introduced by the subordinate conjunction "as," modifying the verb "dropped."

a is an adverbial prepositional phrase of place, modifying the verb "dropped."

b is an adverbial prepositional phrase of place*, modifying the verb "falls."

*Might also be considered comparison.

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES



Parse: as

as :

conjunction, subordinate, manner, connects the principal and subordinate clauses

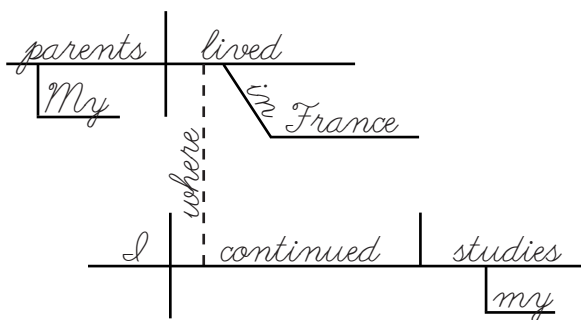
4. ^I [My parents lived (in France)] ^a [^{II} where I continued my studies]. ^{DO}

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of place, introduced by the subordinate conjunction "where," modifying the verb "lived."

a is an adverbial prepositional phrase of place, modifying the verb "lived."



Parse: where

where :

conjunction, subordinate, place, connects the principal and subordinate clauses

LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 25

GRAMMAR ASSIGNMENT

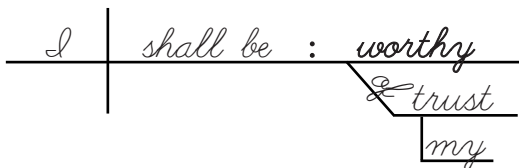
1. Analyze.

I *PA* *a*
[I shall be worthy (of my trust).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reference, modifying the adjective "worthy."



2. Parse: *I, worthy, my*

<u>I</u> :	pronoun, personal, antecedent is the speaker, gender unknown, 1st person, singular, subject of "shall be," nominative case
<u>worthy</u> :	adjective, descriptive, simple, positive degree of comparison, predicated of the pronoun "I"
<u>my</u> :	pronoun, personal, antecedent is the speaker, gender unknown, 1st person, singular, shows possession of "trust," possessive case

3. Rewrite this sentence, replacing "shall" with "should." Explain the difference in meaning. What is the mood of the new sentence?

I should be worthy of my trust.

The mood of the new sentence is subjunctive. In the first sentence, "shall be worthy" expresses a statement about the future. In the second sentence, "should be worthy" says that my worthiness is desired, but not that I will certainly be worthy.

4. Explain what "trust" means in this sentence.

PARTS OF SPEECH ~ PRONOUNS: ABSOLUTE POSSESSIVE

1. ^I [Roger ^a strode (across the courtyard) (with a huge harp) (^c over his shoulder)] ⁺ and
^{II} [Adam ^d followed (with his).]

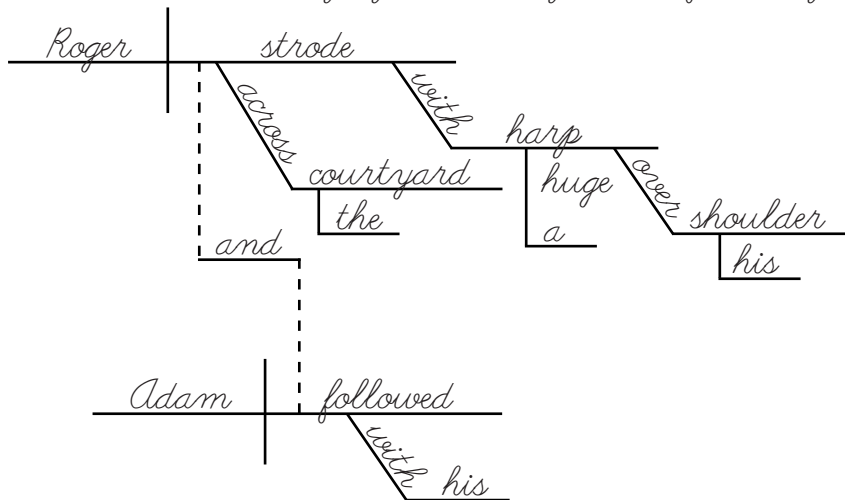
This is a compound declarative sentence. **I** and **II** are independent clauses.

a is an adverbial prepositional phrase of place, modifying "strode."

b is an adverbial prepositional phrase of accompaniment, modifying "strode."

c is an adverbial prepositional phrase modifying "harp."

d is an adverbial prepositional phrase of accompaniment, modifying "strode."



Parse: his, his

his : pronoun, personal, antecedent is "Roger," masculine, 3rd person, singular, shows possession of "shoulder," possessive

his : pronoun, personal (absolute), antecedent ["his harp"], objective use, possessive case

2. ^I [This great ship ^{DO} is now mine.]

Parse: mine

mine : pronoun, personal (absolute), antecedent ["my ship"], nominative use, possessive case

3. ^I [The people (^a of Arcangel) ^{PA} are poor,] but [^{II} the fish (^b in the river) ^{PN} are theirs.]

Parse: theirs

theirs : pronoun, personal (absolute), antecedent ["their fish"], nominative use, possessive case

PARTS OF SPEECH ~ PRONOUNS: ABSOLUTE POSSESSIVE

4. ^I My son, [^{PN} this mallet is yours.]

son
My

<u>mallet</u>	is :	yours
<u>this</u>		

Parse: My, yours

<u>My</u> :		pronoun, personal, antecedent is the speaker, gender unknown, 1st person, singular, shows possession of "son," possessive
<u>yours</u> :		pronoun, personal (absolute), antecedent ["your mallet"], nominative use, possessive case

PARTS OF SPEECH ~ DEFECTIVE VERBS: WILL & WOULD

1. [^I When ^{II} Roger arrived, [^{IO} people would give ^{DO} him rich gifts].]

Roger	arrived			
people	When	would give	gifts	him
			rich	

Parse: arrived, would give

<u>arrived</u> :		verb, weak, intransitive, active, indicative, past tense, subject is "Roger," 3rd person, singular
<u>would give</u> :		defective verb with an infinitive, transitive, active, indicative, past tense, subject is "people," 3rd person, plural

2. [^I The boy would be ^{PN} a woodcarver, too.]

Parse: would be

<u>would be</u> :		defective verb with an infinitive, intransitive, active, subjunctive, future tense, subject is "boy," 3rd person, singular

PARTS OF SPEECH ~ DEFECTIVE VERBS: WILL & WOULD

3. [^I Son, ^a you will come (^b with me) (in my wanderings).]

Parse: will come

<u>will come</u> :		verb, strong, intransitive, active, indicative, future tense, subject is "you," 2nd person, singular.
--------------------	--	---

4. [^I May God bless ^{DO} my ship.]

Parse: May bless

<u>May bless</u> :		defective verb with an infinitive, transitive, active, subjunctive, present, subject is "God," 3rd person, singular.
--------------------	--	--

ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL CLAUSES & SUBORDINATE CONJUNCTIONS OF CAUSE

1. [^I There are no professional fishermen (^a in Arcangel) [^{II} because the men and boys ^{DO} catch ^b fish (for the whole town)].]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverb clause of cause or reason, introduced by the subordinate conjunction "because," modifying the verb "are."

a is an adverbial prepositional phrase of place*, modifying the verb "are."

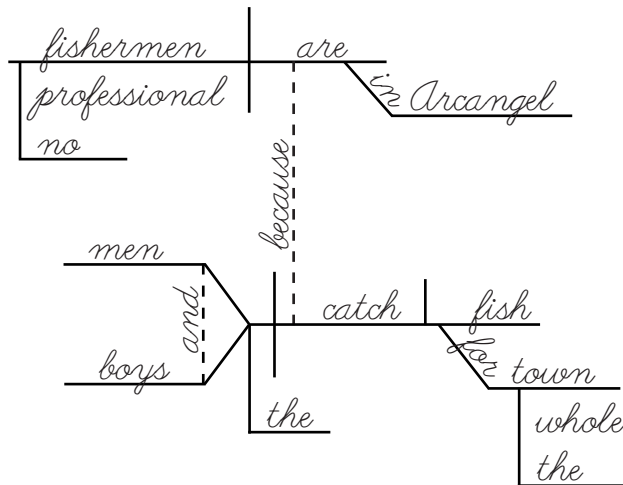
b is an adverbial prepositional phrase of purpose, modifying the verb "catch."

(Diagram on the next page.)

*Could be considered adjectival, modifying "fishermen."

PARTS OF SPEECH ~ DEFECTIVE VERBS: SHALL & SHOULD

There



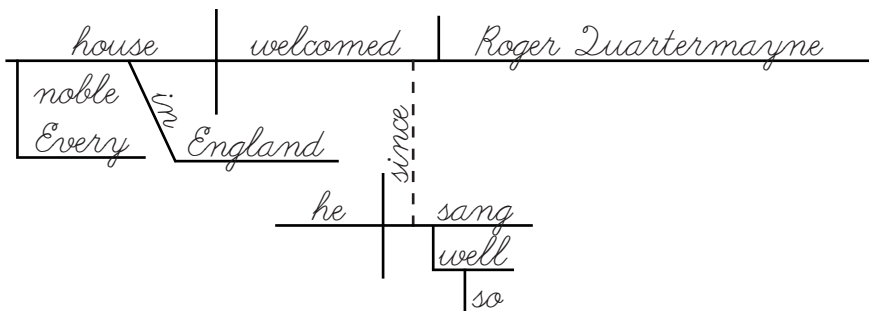
2. ^I [Every noble ^ahouse (in England) welcomed Roger ^{DO}Quartermayne] [^{II}since he sang so well.]

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverb clause of cause or reason, introduced by the subordinate conjunction "since," modifying the verb "welcomed."

a is an adjectival prepositional phrase modifying the noun "house."



3. [^IMen (of the great professions) ^afeel a communion, ^{PN}[^{II}because the selfless professions ^{DO}demand a man's whole life].]

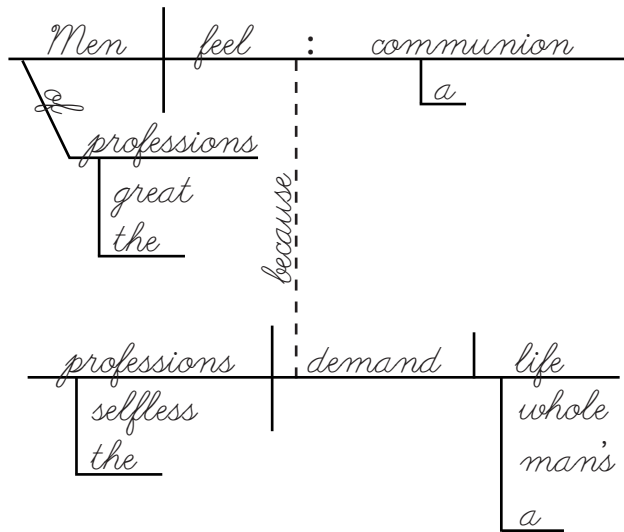
ANALYSIS ~ COMPLEX SENTENCES: ADVERBIAL CLAUSES & SUBORDINATE CONJUNCTIONS OF CAUSE

This is a complex declarative sentence.

I is a principal clause.

II is a subordinate adverbial clause of cause or reason, introduced by the subordinate conjunction "because," modifying the verb "feel."

a is an adjectival prepositional phrase modifying the noun "Men."

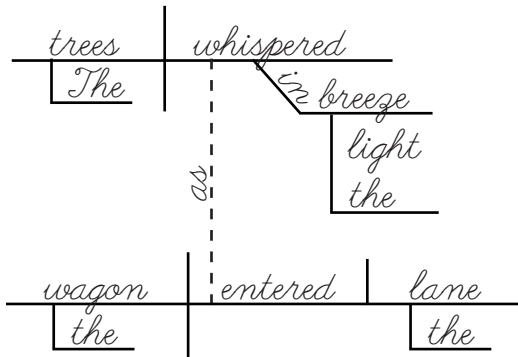


GRAMMAR ASSIGNMENT

I *a* *II* *DO*

[The trees whispered (in the light breeze)] [as the wagon entered the lane].

a is an adverbial prepositional phrase of place, modifying the verb "whispered."



conjunction, subordinate, time, connects the principal and the subordinate clauses

4. Why do you think the author used the verb "whispered" to describe what the trees were doing?

PARTS OF SPEECH ~ PRONOUNS: ABSOLUTE POSSESSIVE

1. [^IThat ^alane (of ancient poplars) ^{PN}is ours.]

Parse: ancient, ours

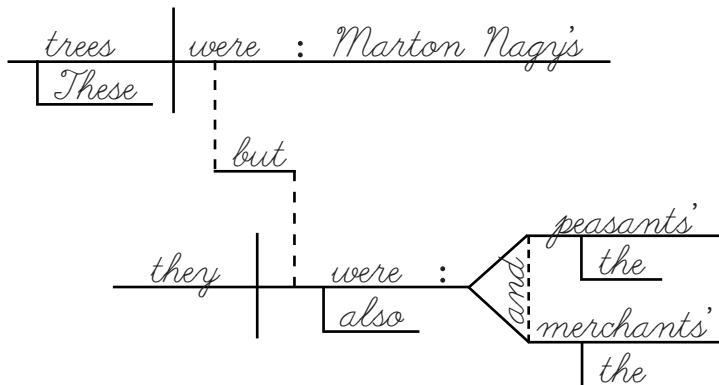
<u>ancient</u> :	adjective, descriptive, simple, positive degree of comparison, modifies the noun "poplars."
<u>ours</u> :	pronoun, personal (absolute), antecedent ["our lane"], nominative use, possessive case

2. [^IThis ^{DO}country is mine.]

Parse: mine

<u>mine</u> :	pronoun, personal (absolute), antecedent ["my country"], nominative use, possessive case
---------------	--

3. [^IThese trees ^{PN}were Marton Nagy's,] but [^{II}they ^{PN}were also the peasants' and the merchants'.]



Parse: Marton Nagy's, peasants'

<u>Marton Nagy's</u> * :	noun, proper, masculine, 3rd person, singular, nominative use, possessive case
--------------------------	--

***Do not have students parse nouns like these, they are too difficult for students at this level. This parsing is provided for the teacher's information.**

PARTS OF SPEECH ~ VERB FORM: DEFECTIVE

1. [^IWhen ^{DO}you ^alook (at the ancient poplars), [^{II}you will remember the
Hungarians (of times past)].]

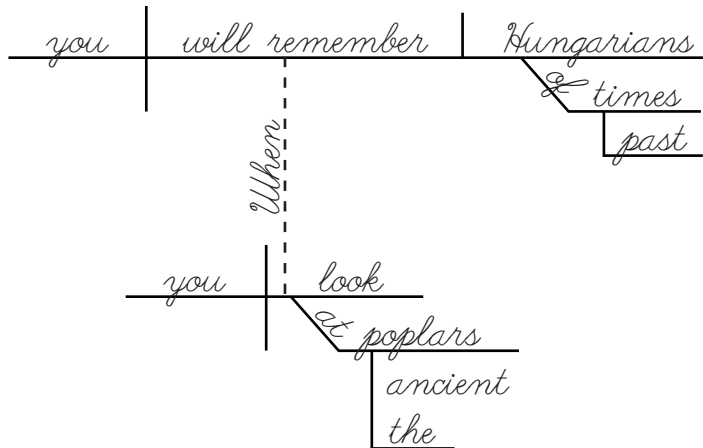
This is a complex declarative sentence.

I is a subordinate adverbial clause of time, introduced by the subordinate conjunction "When," modifying the verb "will remember."

II is a principal clause.

a is an adverbial prepositional phrase of place, modifying the verb "look."

b is an adjectival prepositional phrase modifying the noun "Hungarians."



Parse: look, will remember

<u>look</u> :	verb, weak, intransitive, active, indicative, present tense, subject is "you," 2nd person, singular
<u>will remember</u> :	verb, weak, transitive, active, indicative, future tense, subject is "you," 2nd person, singular.

2. [Did your father ever tell you the story of this lane?]

[^IYour father ^{DO}did ever ^{IO}tell ^{DO}you the story (^aof this lane)?]

Parse: did tell

<u>did tell</u> :	defective verb with an infinitive, transitive, active, indicative, past, subject is "father," 3rd person, singular.
-------------------	---

PARTS OF SPEECH ~ VERB FORM: DEFECTIVE

3. [^I What ^a cannot die (in the hearts) ^b (of all Hungarians)?]

Parse: *What, cannot die*

<u>What</u> :	pronoun, interrogative, neuter, 3rd person, singular, subject of the verb "cannot die," nominative case.
<u>cannot die</u> :	defective verb with adverb and an infinitive, intransitive, active, indicative, present, subject is "What," 3rd person, singular.

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

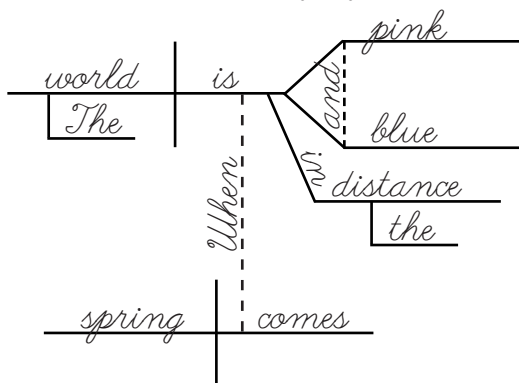
1. [^I When spring comes, [^{II} the world is pink and blue (in the distance)].₊

This is a complex declarative sentence.

I is a subordinate adverb clause of time, introduced by the subordinate conjunction "When," modifying the verb "is."

II is a principal clause.

a is an adverbial prepositional phrase of place, modifying the verb "is."



2. [^I This avenue (of trees) was planted (by your great grand-father) ^a ^b Marton

^c Nagy, one (of the last great feudal landlords).]

This is a simple declarative sentence.

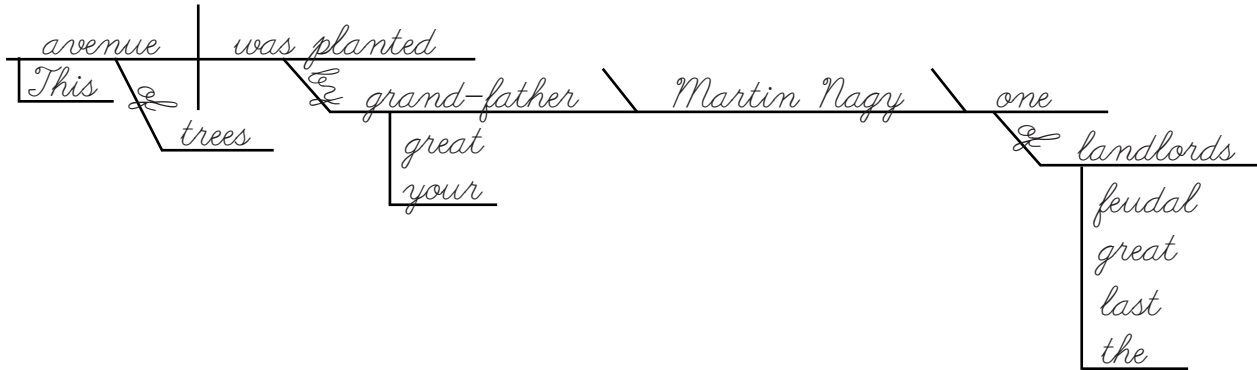
I is an independent clause.

a is an adjectival prepositional phrase of modifying the noun "avenue."

b is an adverbial prepositional phrase of agent modifying the verb "was planted."

c is an adjectival prepositional phrase modifying the pronoun "one."

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES



3. [^I As Jocelyn ^a looked (through the window), [^{II} she ^{DO} caught the smell
^b
 (of wallflowers and freshly turned earth)].

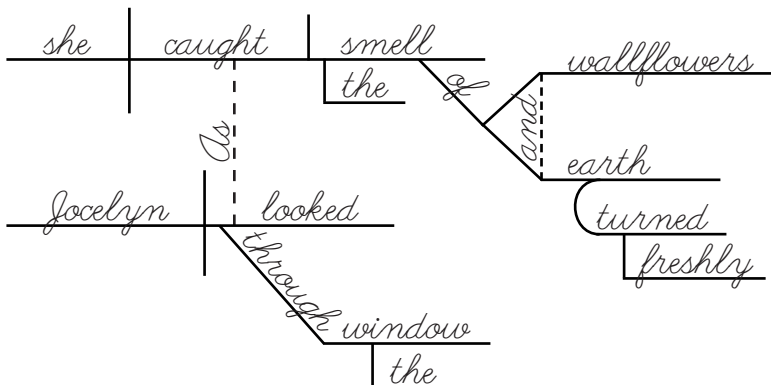
This is a complex declarative sentence.

I is a subordinate adverb clause of time, introduced by the subordinate conjunction "as," modifying the verb "caught."

II is a principal clause

a is an adverbial prepositional phrase of place, modifying the verb "looked."

b is an adjectival prepositional phrase modifying the noun "smell."

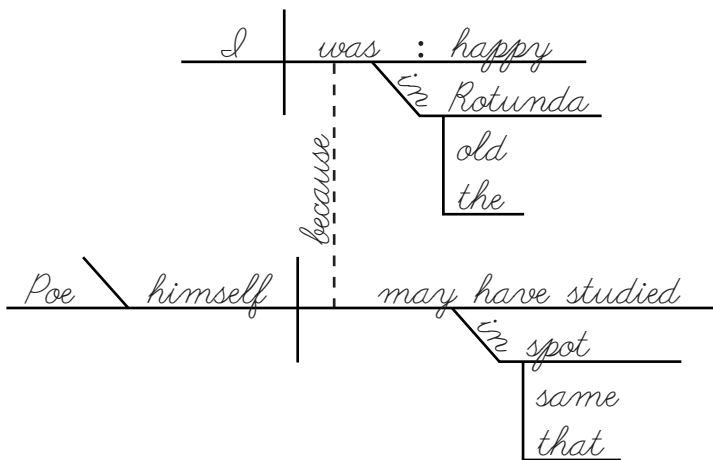


GRAMMAR ASSIGNMENT

I *a* *II*
 [I was happy (in the old Rotunda) [because Poe himself may have studied

b
 (in that same spot)].]

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>Subordinate Adverbial Clause</i>	<i>Introduced by the subordinate conjunction "because"</i>	<i>Cause or reason, modifies the verb "was"</i>
<i>a</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "was"</i>
<i>b</i>	<i>Adverbial</i>	<i>Prepositional</i>	<i>Place, modifies the verb "may have studied"</i>



happy:

Poe:

himself:

pronoun, personal (compound), antecedent is "Poe," masculine, 3rd person, singular, in apposition with "Poe," nominative case

GRAMMAR ASSIGNMENT

3. Give the principal parts of each of the verbs in the sentence.

Present (simple infinitive):	is	may	study
Past Tense:	was	might	studied
Perfect Participle:	been	---	studied

4. Describe in a pleasant sentence your own favorite spot to muse.

PARTS OF SPEECH ~ PRONOUNS: COMPOUND PERSONAL & USES OF PERSONAL PRONOUN: IT

^I
1. [^{II}It ^{IO}was ^{DO}my first-year Latin ^ateacher [^{II}who ^{IO}taught me the love (of words)].]

This is a complex declarative sentence.

Parse: who

who : | pronoun, relative (simple), antecedent is "teacher," neuter, 3rd person, singular, subject of the verb "taught," nominative case.

^I
2. [^{DO}I ^afound myself (in the library)].]

This is a simple declarative sentence.

Parse: I, myself

I : | pronoun, personal, antecedent is the speaker, gender unknown, 1st person, singular, subject of the verb "found," nominative case

myself : | pronoun, personal (compound), antecedent is "I," gender unknown, 1st person, singular, direct object of the verb "found," objective case

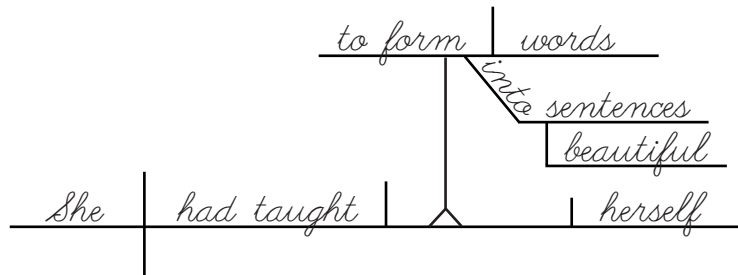
^I
3. [^{IO}She ^{DO}taught herself to form words (into beautiful sentences)].]

This is a simple declarative sentence.

PARTS OF SPEECH ~ PRONOUNS: COMPOUND PERSONAL & USES OF PERSONAL PRONOUN: IT

I is an independent clause.

a is an adverbial prepositional phrase of purpose, modifying the infinitive "to form."



Parse: she, herself, to form

she :

pronoun, personal, antecedent unknown, feminine, 3rd person, singular, subject of the verb "had taught," nominative case

herself :

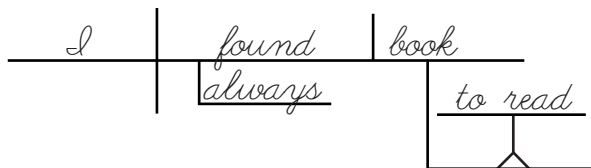
pronoun, personal (compound), antecedent is "she," feminine, 3rd person, singular, indirect object of the verb "had taught," objective case

to form :

infinitive, simple, active, modifies the verb "had taught"

PARTS OF SPEECH ~ VERBALS: INFINITIVE AS MODIFIER

- I* *DO*
1. [I always found a book to read.]



Parse: to read

to read :

infinitive, simple, active, modifies the noun "book"

- I* *DO*
2. [She knew the words to choose.]
I *DO*
3. [Johnson had an inclination to read.]
I *DO*
4. [I had a favorite spot to sit.]

Note: Diagramming and parsing of the infinitives in sentences 2-4 are the same as those of "to read," above.

PARTS OF SPEECH ~ VERBALS: INFINITIVE AS MODIFIER

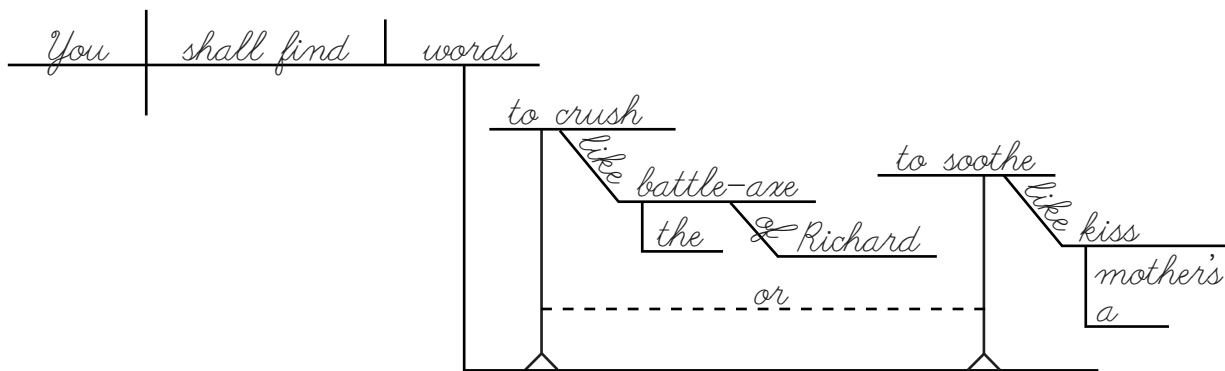
5. [^IYou ^{DO}shall find words ^ato crush (like the battle-axe) ^b(of Richard), or to soothe₊
^c(like a mother's kiss.)]

I is an independent clause.

a is an adverbial prepositional phrase of comparison, modifying the infinitive "to crush."

b is an adjectival prepositional phrase modifying the noun "battle-axe."

c is an adverbial prepositional phrase of comparison, modifying the infinitive "to soothe."



ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

1. [^IColumbus' ship had lain ^a(at anchor)] [^{II}where Janet gazed.]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adverbial clause of place, introduced by the subordinate conjunction "where," modifying "had lain."

a is an adverbial prepositional phrase of place, modifying the verb "had lain."

2. [^IEdgar Allen Poe may have sat] [^{II}where I now was sitting.]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adverbial clause of place, introduced by the subordinate conjunction "where," modifying "may have sat."

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

3. [^II walked][^{II}where I ^{DO}could see the Mississippi State Capitol.]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adverbial clause of place, introduced by the subordinate conjunction "where," modifying "walked."

LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 28

GRAMMAR ASSIGNMENT

1. Analyze.

I

IO

DO

[The lion-hearted old surgeon sent me a request to come.]

This is a simple declarative sentence.

<i>Cl./Phr.</i>	<i>Nature</i>	<i>Form</i>	<i>Office / Function</i>
<i>I</i>	<i>Independent</i>	<i>---</i>	<i>---</i>

<i>surgeon</i>	<i>sent</i>	<i>request</i>	<i>me</i>
<i>old</i>		<i>to come</i>	
<i>lion-hearted</i>			
<i>The</i>			

2. Parse: lion-hearted, sent, request

lion-hearted:

adjective, descriptive (compound), positive degree of comparison, modifies the noun "surgeon"

sent:

verb, irregular weak, transitive, active, indicative, past, subject is "surgeon," 3rd person, singular

request:

noun, common (class name), neuter, 3rd person, singular, object of the verb "sent," objective case

3. Give a synopsis of "sent" in the 1st person singular of all six tenses of the indicative mood, active and passive voice.

Active

Passive

Present

I send

I am sent

Past

I sent

I was sent

Future

I will send

I will be sent

Present Perfect

I have sent

I have been sent

Past Perfect

I had sent

I had been sent

Future Perfect

I will have sent

I will have been sent

4. Give one synonym for "lion-hearted." Use it in a beautiful sentence.

PARTS OF SPEECH ~ PRONOUNS: INDEFINITE RELATIVES

(Parsing of indefinite relatives provided for teacher's reference, students should not parse these pronouns.)

1. *The soldiers did whatever their general asked.*

~Indefinite relative pronoun: "whatever"

~"whatever" has no precise antecedent

~"whatever" refers to things (actions) rather than people or places

~"whatever" is equivalent to saying "all things which": *The soldiers did all things which their general asked.*

Parse: whatever

<u>whatever</u> :	pronoun, relative (compound), antecedent unknown, neuter, 3rd person, singular, direct object of "whatever," objective case
-------------------	---

2. *Whoever met the general admired him.*

~Indefinite relative pronoun: "Whoever"

~"Whoever" has no precise antecedent

~"Whoever" refers to persons rather than things

~"Whoever" is equivalent to saying "all people who" or "all those who": *All people who met the general admired him.*

Parse: Whoever

<u>Whoever</u> :	pronoun, relative (compound), antecedent unknown, neuter, 3rd person, singular, subject of "met," nominative case
------------------	---

3. *Guns were blazing whichever way we turned.*

~Indefinite relative pronominal adjective: "whichever"

~No specific way is indicated, but rather any one of many ways

Parse: whichever

<u>whichever</u> :	adjective, pronominal (indefinite relative), no comparison, modifies the noun "way."
--------------------	--

PARTS OF SPEECH ~ VERBALS: INFINITIVE AS MODIFIER

I	IO	DO													
			<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">officers</td> <td style="padding: 5px;">gave</td> <td style="padding: 5px;">message</td> <td style="padding: 5px;">me</td> </tr> <tr> <td style="padding: 5px;">The</td> <td></td> <td style="padding: 5px;">a</td> <td style="padding: 5px;">to read</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;"> <div style="border-top: 1px solid black; width: 50%; margin: 0 auto;"></div> </td> </tr> </table>	officers	gave	message	me	The		a	to read				<div style="border-top: 1px solid black; width: 50%; margin: 0 auto;"></div>
officers	gave	message	me												
The		a	to read												
			<div style="border-top: 1px solid black; width: 50%; margin: 0 auto;"></div>												

1. [The officers gave me a message to read.]

PARTS OF SPEECH ~ VERBALS: INFINITIVE AS MODIFIER

^I ^{DO}
2. [I have an army to lead.]

^I ^{DO}
3. [He was a man to respect.]

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

1. [^IWhile our hands were raised] [^{II}a ^apiece (of exploding shell) hissed ^b(between us).]

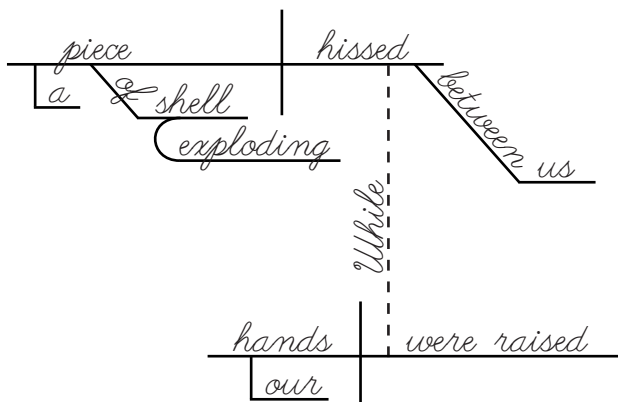
This is a complex declarative sentence.

I is subordinate adverbial clause of time, introduced by the subordinate conjunction "While," modifying the verb "hissed."

II is a principal clause.

a is an adjectival prepositional phrase modifying "piece."

b is an adverbial prepositional phrase of place, modifying "hissed."



2. [^IThe man rode ^a(before them)] [^{II}as only a leader can ride.]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adverbial clause of comparison, introduced by the subordinate conjunction "as," modifying the verb "rode."

a is an adverbial prepositional phrase of place, modifying "rode."

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

1. ^I [The soldiers followed him] ^{DO} [^{II} as men ^a (of one purpose).]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adverbial clause of comparison, introduced by the subordinate conjunction "as," modifying the verb "followed." [NOTE: The implied "would follow" could be inserted, and would be placed on the diagram as the verb of the subordinate clause.]

a is an adjectival prepositional phrase modifying "men."

LANGUAGE ARTS TEACHER'S GUIDE
6TH GRADE KEY WEEK 29

GRAMMAR ASSIGNMENT

1. Analyze.

I DO II DO
[New clouds rode the wind] [as great white galleons ride the sea.]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adverbial clause of comparison, introduced by the subordinate conjunction "as," modifying the verb "rode."

2. Parse: as, rode, sea

as:

conjunction, subordinate, comparison, connects the principal and the subordinate clause

rode:

verb, strong, transitive, active, indicative, past, subject is "clouds," 3rd person, plural

sea:

noun, common (class name), neuter, 3rd person, singular, direct object of the verb "ride," objective case

3. Give a synopsis of "ride" in the 3rd person singular of all six tenses of the indicative mood, active voice.

Active

Present	he rides
Past	he rode
Future	he will ride
Present Perfect	he has ridden
Past Perfect	he had ridden
Future Perfect	he will have ridden

4. In what way might the clouds resemble "galleons"?

PARTS OF SPEECH ~ ADJECTIVE CLASS: PRONOMINAL
REVIEW OF ADJECTIVE PRONOUNS

1. It matters *what* field we plow.

~ "what" is a pronominal adjective (relative).

REVIEW OF ADJECTIVE PRONOUNS

2. What woods are these?

3. Which job shall I choose?

- PA a*
so different (from the pungent field flowers).]

PARTS OF SPEECH ~ VERBS & VERBAL REVIEW

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adjective clause, introduced by the relative pronoun "which," modifying the noun "scent."

a is an adjectival prepositional phrase, modifying the noun "flowers."

b is an adverbial prepositional phrase of separation, modifying the adjective "different."

Parse: had

had:

verb, irregular weak, transitive, active, indicative, past, subject is "flowers," 3rd person, plural

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

1. [^IWhen the sun has left the pearly sky] [^{DO} ^{II}you drop your spade and set your ^{DO} steps (on the homeward way).]

This is a complex declarative sentence.

I is subordinate adverbial clause of time, introduced by the subordinate conjunction "When," modifying the verbs "drop" and "set."

II is a principal clause.

a is an adverbial prepositional phrase of place, modifying "set."

2. [^IThe wagon wheels made no sound] [^{DO} [^{II}as we drove deeper (into the woods).]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adverbial clause of time, introduced by the subordinate conjunction "as," modifying the verb "made."

a is an adverbial prepositional phrase of place, modifying "drove."

3. [^IAs the distance widened] [^{II}the trees drew closer.]

This is a complex declarative sentence.

I is subordinate adverbial clause of circumstance, introduced by the subordinate conjunction "As," modifying the verb "drew."

II is a principal clause.

GRAMMAR ASSIGNMENT

$$I \qquad \qquad \qquad a \qquad \qquad \qquad b \qquad \qquad \qquad II$$

$$[\text{When } \underline{\text{we}} \underline{\text{go}} \text{ (to the orchard) (on summer nights)},] [\underline{\text{we}} \text{ often } \underline{\underline{\text{watch}}} \text{ the great}$$

$$DO \qquad \qquad \qquad c$$

$$\text{sky triangle tipped (by the evening stars).}]$$

I is subordinate adverbial clause of time, introduced by the subordinate conjunction "When," modifying the verb "watch."

a is an adverbial prepositional phrase of place, modifying "go."

b is an adverbial prepositional phrase of time, modifying "go."

we watch triangle sky tipped stars evening the

we go to orchard on nights the summer

nights:

watch:

verb, regular weak, transitive, active, indicative, present, subject
is "we," 1st person, plural

3. Write a beautiful sentence about the nighttime sky.

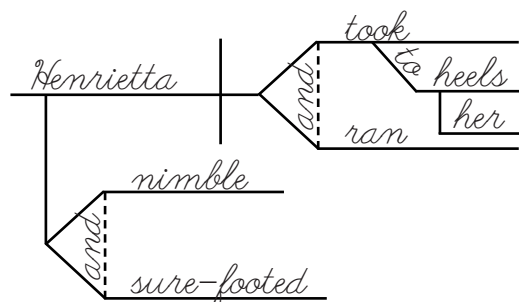
PARTS OF SPEECH ~ ADJECTIVE POSITION: APPOSITIVE

1. ^I [Henrietta, nimble and sure-footed, took (to her heels) and ran.]

This is a simple declarative sentence.

I is a principal clause.

a is a prepositional phrase of reference, modifying the verb "took."



The adjectives "nimble" and "sure-footed" are in the appositive position in the sentence above.
The sentence is rewritten below, with these adjectives in the predicate position.

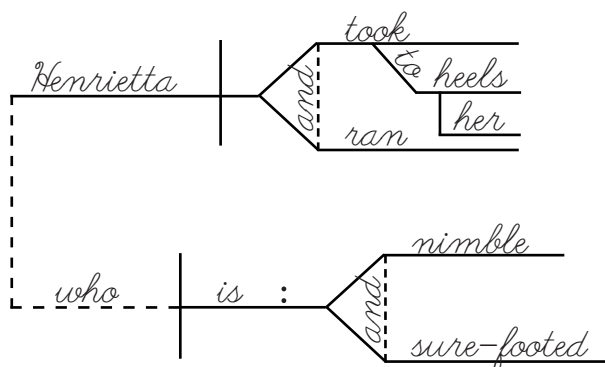
- ^I [Henrietta, [^{II} who ^{PA} is nimble and sure-footed,] ^{PA} took (to her heels) and ran.]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adjectival clause, introduced by the relative pronoun "who," modifying the noun "Henrietta."

a is an adverbial prepositional phrase of manner, modifying "took."



PARTS OF SPEECH ~ ADJECTIVE POSITION: APPOSITIVE

- ^I
2. [^IThe bee, victorious, tilts away.]

This is a simple declarative sentence.

I is an independent clause.

“Victorious” here is in the appositive position. It has been changed in the sentence below to the predicate position.

- ^I ^{II} ^{PA}
[The bee, [who is victorious,] tilts away.]

This is a complex declarative sentence.

I is a principal clause.

II is subordinate adjectival clause, introduced by the relative pronoun “who,” modifying the noun “bee.”

- ^I ^{PN}
3. [That sound is our work, our living.]

This is a simple declarative sentence.

I is an independent clause.

The demonstrative adjective “that” is in the attributive position.

PARTS OF SPEECH ~ VERBS & VERBAL REVIEW

- ^I ^a ^{II} ^b
1. [As they drew (near the cottage),] [the sound (of the spinning wheel) met
^{DO}
them.].

This is a complex declarative sentence.

I is a subordinate adverbial clause, introduced by the subordinate conjunction “As,” modifying the verb “met.”

II is a principal clause.

a is an adverbial prepositional phrase of place, modifying the verb “drew.”

b is an adjectival prepositional phrase modifying the noun “sound.”

Parse: drew, spinning

drew:

verb, strong, intransitive, active, indicative, past, subject is “they,”
3rd person, plural

spinning:

adjective, descriptive (participial), no comparison, modifies “wheel”

PARTS OF SPEECH ~ VERBS & VERBAL REVIEW

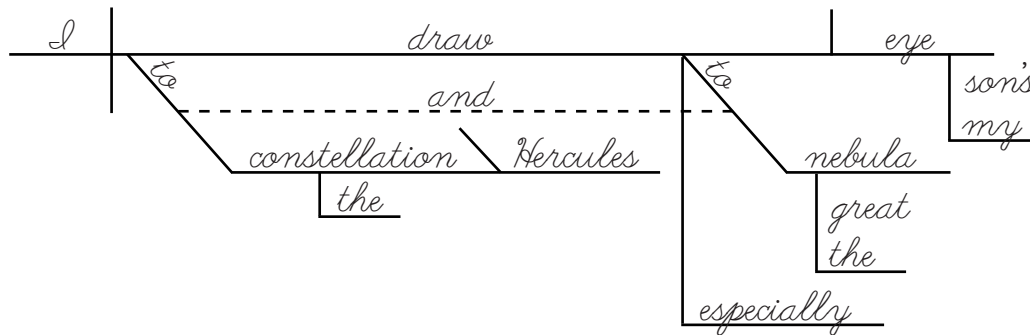
2. [^II ^{DO} ^adraw my son's eye (to the constellation Hercules) ^band especially (to the great nebula).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of reference, modifying the verb "draw."

b is an adverbial prepositional phrase of reference, modifying the verb "draw."

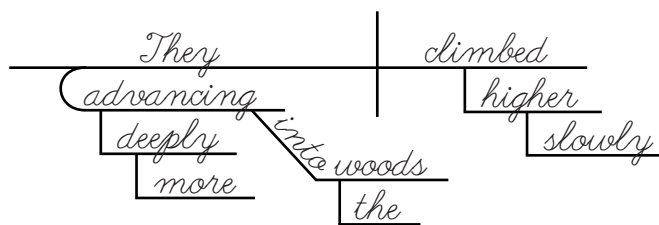


3. [^IThey climbed slowly higher, advancing more deeply (into the wood).]

This is a simple declarative sentence.

I is an independent clause.

a is an adverbial prepositional phrase of place, modifying the participle "advancing."



ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

1. [^IThe two children walked along (in a silence)] [^{II}that was no silence.] ^{PN}

This is a complex declarative sentence.

I is an independent clause.

II is a subordinate adjective clause, introduced by the relative pronoun "that," modifying the noun "silence."

a is an adverbial prepositional phrase of manner, modifying the verb "walked."

ANALYSIS ~ COMPOUND & COMPLEX SENTENCES

2. [^IIt was the ^atime (of day)] [^{II}when the birds ^bsing gaily (to the world).]

This is a complex declarative sentence.

I is an independent clause.

II is a subordinate adjectival clause, introduced by the subordinate conjunction "when," modifying the noun "time."

a is an adjectival prepositional phrase modifying the noun "time."

b is an adverbial prepositional phrase of reference, modifying the verb "sing."

3. [^IThe trunks (of the trees) soared upwards] [^{II}as pillars (in a Cathedral) rise high.].

This is a complex declarative sentence.

I is an independent clause.

II is a subordinate adverbial clause of comparison, introduced by the subordinate conjunction "as," modifying the verb "soared."

a is an adjectival prepositional phrase modifying the noun "trunks."

b is an adjectival prepositional phrase modifying the noun "pillars."

Language Arts Teacher's Guide



7th Grade Key & Diagrams

Week 1 Grammar Assignment

1. Analyze and (diagram):

I
D.O.
+
D.O.
a

[The boys collected squirrels and salamanders (in the open fields).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies "collected"

2. Parse boys, collected, salamanders

boys: noun, common (class), masculine, plural, third person, subject of "collected," nominative case

collected: verb, weak, transitive, active voice, indicative mood, past tense, subject is "boys," third person, plural

salamanders: noun, common (class), neuter, plural, third person, direct object of "collected," objective case

3. Put this sentence into the six tenses, active voice, indicative mood.

Present tense: The boys collect squirrels and salamanders in the open fields.

Past tense: The boys collected squirrels and salamanders in the open fields.

Future tense: The boys will collect squirrels and salamanders in the open fields.

Present perfect tense: The boys have collected squirrels and salamanders in the open fields.

Past perfect tense: The boys had collected squirrels and salamanders in the open fields.

Future perfect tense: The boys will have collected squirrels and salamanders in the open fields.

4. What would you have sought "in the open fields"? Tell us why, in one or two beautiful sentences.

Review Parts of Speech

1. I D.O. D.O. + D.O.
[The boys eagerly collected birds, cats and young dogs.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>

The: definite article, limits the noun "boys"

boys: noun, common (class), masculine, plural, third person, subject of
"collected," nominative case

eagerly : adverb, simple, manner, positive degree of comparison, modifies "collected"

collected: verb, weak, transitive, active voice, indicative mood, past tense, subject is "boys," third person, plural

birds, cats, dogs: noun, common (class), neuter, plural, third person, direct object of "collected," objective case

and: conjunction, coordinate, copulative, connects “cats” and “dogs”

young: adjective, descriptive (simple), positive degree of comparison, modifies the noun "dogs"

2. I P.N. a b c d
[We were eager passengers (with Father) (in his automobile) (on his excursions) (into the mountains).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies “were”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies “passengers”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies “passengers”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies “excursions”</i>

mountains: noun, common (class), neuter gender, plural, third person, object of preposition “into,” objective case

[The farmers' barns were dark and friendly and had secret corners.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>

The:	definite article, limits "farmers"
farmers':	noun, common (class), masculine gender, plural, third person, shows possession of "barns," possessive case
barns:	noun, common (class), neuter gender, plural, third person, subject of "were," nominative case
were:	verb, irregular weak, intransitive, active, indicative mood, past tense, subject is "barns," third person, plural
dark:	predicate adjective, descriptive (simple), positive degree of comparison, describes the noun "barns"
and:	conjunction, coordinate, copulative, connects "dark" and "friendly"
friendly:	predicate adjective, descriptive (simple), positive degree of comparison, describes the noun "barns"
and:	conjunction, coordinate, copulative, connects "were" and "had"
had:	verb, strong, transitive, active, indicative mood, past tense, subject is "barns," third person, plural
secret:	adjective, descriptive (simple), positive degree of comparison, describes the noun "corners"
corners:	noun, common (class), neuter gender, plural, third person, direct object of "had," objective case

4. I D.O. a b + D.O. c
[Mother permitted cages (in the house) (for our animals) and cabinets (for our rocks).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies “permitted” (could be considered adjectival, modifying “cages”)</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies “cages”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>preposition</i>	<i>modifies “cabinets”</i>

Mother: noun, common (class), feminine gender, singular, third person, subject of “permitted,” nominative case

permitted: verb, weak, transitive, active, indicative mood, past tense, subject is “Mother,” third person, singular

cages: noun, common (class), neuter gender, plural, third person, direct object of “permitted,” objective case

in: preposition, shows relation between “cages” and “house”

the: indefinite article, limits “house”

house: noun, common (class), neuter gender, singular, third person, object of preposition “in,” objective case

for: preposition, shows relation between “cages” and “animals”

our: pronoun, personal, antecedent: unknown (or author and brothers), masculine gender (seen in dictation), plural, first person, shows possession of “animals,” possessive case

animals: noun, common (class), neuter gender, plural, third person, object of preposition “for,” objective case

and: conjunction, coordinate, copulative, connects “cages” and “cabinets”

cabinets: noun, common (class), neuter gender, plural, third person, direct object of “permitted,” objective case

for: preposition, shows relation between “cabinets” and “rocks”

our: pronoun, personal, antecedent: unknown (or author and brothers), masculine gender (seen in dictation), plural, first person, shows possession of “rocks,” possessive case

rocks: noun, common (class), neuter gender, plural, third person, object of preposition “for,” objective case

5. I a + D.O. b c
 [We walked (to town) and recited Latin phrases (in loud voices) (on the road).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies “walked”
b	adverbial phrase	prepositional	manner, modifies “recited”
c	adverbial phrase	prepositional	place, modifies “recited”

<i>We:</i>	<i>pronoun, personal, antecedent: unknown, masculine gender (seen in dictation), plural, first person, subject of "walked," nominative case</i>
<i>walked:</i>	<i>verb, weak, intransitive, active, indicative mood, past tense, subject is "We," first person, plural</i>
<i>to:</i>	<i>preposition, shows relation between "walked" and "town"</i>
<i>town:</i>	<i>noun, common (class), neuter gender, singular, third person, object of preposition "to," objective case</i>
<i>and:</i>	<i>conjunction, coordinate, copulative, connects "walked" and "recited"</i>
<i>recited:</i>	<i>verb, weak, intransitive, active, indicative mood, past tense, subject is "We," first person, plural</i>
<i>Latin:</i>	<i>adjective, descriptive (proper), no comparison, describes the noun "phrases"</i>
<i>phrases:</i>	<i>noun, common (class), neuter gender, plural, third person, direct object of "recited," objective case</i>
<i>in:</i>	<i>preposition, shows relation between "recited" and "phrases"</i>
<i>loud:</i>	<i>adjective, descriptive (simple), positive degree of comparison, describes the noun "voices"</i>
<i>voices:</i>	<i>noun, common (class), neuter gender, plural, third person, object of preposition "in," objective case</i>
<i>on:</i>	<i>preposition, shows relation between "recited" and "road"</i>
<i>the:</i>	<i>definite article, limits "road"</i>
<i>road:</i>	<i>noun, common (class), neuter gender, singular, third person, object of preposition "on," objective case</i>

Week 2 Grammar Assignment

1. Analyze and (diagram):

I
D.O.
a
D.O.

[My father would hold me affectionately (by the hand) and always carried my bag.]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	manner, modifies "would hold"

2. Parse affectionately, hand, bag

affectionately: adverb, simple, manner, positive degree of comparison, modifies "would hold"

hand: noun, common (class), neuter, singular, third person, object of preposition "by"

bag: noun, common (class), neuter, singular, third person, direct object of "carried," objective case

3. Give the principal parts of both verbs.

Present	Past	Participle
will	would	---
hold	held	held
carry	carried	carried

4. Write a lively sentence about your first memory of coming to school.

Noun Classes

1. I I.O. D.O. a b
 [My uncle gave the cousins rides (on the back) (of Midship).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies "rides"
b	adjectival phrase	prepositional	modifies "back"

- uncle: noun, common (class), masculine, singular, third person, subject of "gave," nominative case
- cousins: noun, common (class), masculine, plural, third person, indirect object of "gave," objective case
- rides: noun, common (class), neuter, plural, third person, direct object of "gave," objective case
- back: noun, common (class), neuter, singular, third person, object of preposition "on," objective case
- Midship: noun, proper, neuter, singular, third person, object of preposition "of," objective case

2. I a D.O. b
 [Walking (beside my father) filled me (with pride).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the gerund "walking"
b	adverbial phrase	prepositional	manner, modifies "filled"

- father: noun, common (class), masculine, singular, third person, object of preposition "beside," objective case
- pride: noun, abstract, neuter, singular, third person, object of preposition "with," objective case

Verb Classes; Verb Voice

1. I a b c + II
[My mother had been commanded (to attendance) (on the Queen) (at Windsor)], and [I
d e f
was left (at home) (until the arrival) (of John-the-Fletcher).]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies "had been commanded"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "attendance"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "to attendance"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies "was left"</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies "was left"</i>
<i>f</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "arrival"</i>

had been commanded: verb, weak, transitive, passive, indicative mood, past perfect tense, subject is "mother," third person, singular

was left: verb, irregular weak, transitive, passive, indicative mood, past
tense, subject is "I," first person, singular

2. I a b
[*You will travel (in the care) (of Brother Luke and John-go-in-th-Wynd).*]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>preposition</i>	<i>manner, modifies “will travel”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>preposition</i>	<i>modifies “care”</i>

will travel: verb, weak, intransitive, active, indicative mood, future tense,
subject is "You," second person, singular

Analysis – Elements of a Sentence; Phrases as Modifiers

1. I D.O. a D.O. b
[My father held me affectionately (by the hand) and always carried my book bag (for me).]
This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	manner, modifies "held"
b	adverbial phrase	prepositional	reference, modifies "carried"

2. I I.O. D.O. a b
[Sir Peter has sent me a letter asking (for news) (of you).]
This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	purpose (may be considered reference), modifies "asking"
b	adjectival phrase	prepositional	modifies "news"

3. I D.O. a b + D.O. c
[I remember wild rides (on the back) (of Midship) and great expeditions (to join cousins
+ d
and friends) (for picnics).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies "rides"
b	adjectival phrase	prepositional	modifies "back"
c	adjectival phrase	infinitive	modifies "expeditions"
d	adverbial	prepositional	purpose, modifies "to join"

Week 3

Grammar Assignment

1. Analyze and (diagram):

I
D.O.
D.O.
D.O.
a

[Nathan Hale left ^b no family reminiscences, no odd little jokes, no tales (beyond the short, plain story) (of his life and death.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "tales" (or all three)
b	adjectival phrase	prepositional	modifies the noun "story"

2. Parse reminiscences, beyond, plain

reminiscences: noun, common (class), neuter, plural, third person, direct object of "left," objective case

beyond: preposition, shows relation between "tales" and "story"

plain: adjective, descriptive (simple), positive degree of comparison, modifies the noun "story"

3. Conjugate "to leave" in all the tenses of the perfect, active voice, indicative mode.

Present Perfect

	Singular	Plural
1 st person	I have left	We have left
2 nd person	you have left	you have left
3 rd person	he has left	they have left

Past Perfect

	Singular	Plural
1 st person	I had left	we had left
2 nd person	you had left	you had left
3 rd person	he had left	they had left

Future Perfect

	Singular	Plural
1 st person	I will have left	we will have left
2 nd person	you will have left	you will have left
3 rd person	he will have left	they will have left

Parts of Speech – General Review

I. I P.N. II III a
[[When I was a child] there was a small bronze statue, about four feet high, [that stood (in
the corner) (of the living room)(at home.)]]
b c

This is a complex, declarative sentence. ("Statue" is the subject of clause II; "there" should not enter the diagram but float above as an independent element.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “When”</i>	<i>time, modifies the verb “was”</i>
<i>II</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>III</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “that”</i>	<i>modifies the noun “statue”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “stood”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “corner”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “room”</i>

was: verb, irregular weak, intransitive, active, indicative mood, past tense,
subject is "I," first person, singular

child: noun, common (class), feminine (seen in dictation), singular, first person, predicate nominative of “was”, nominative case

was: verb, irregular weak, intransitive, active, indicative mood, past tense,
subject is "statue," third person, singular

statue: noun, common (class), neuter, singular, third person, subject of “was,”
nominative case

feet: noun, common (class), neuter, plural, third person, adverbial objective, objective case

stood: verb, strong, intransitive, active, indicative mood, past tense, subject is "that," third person, singular

corner: noun, common (class), singular, neuter, third person, object of preposition "in," objective case

room: noun, common (class), neuter, singular, third person, object of preposition “of,” objective case

home: noun, common (class), neuter, singular, third person, object of preposition “at,” objective case

2. I P.N. a b
[It was a small-scale replica (of the Nathan Hale statue)(at Yale.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "replica"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "statue"</i>

was: verb, irregular weak, intransitive, active, indicative mood, past tense, subject is "it," third person, singular

replica: noun, common (class), neuter, singular, third person, predicate nominative of "was," nominative case

statue: noun, common (class), neuter, singular, third person, object of preposition "of," objective case

Yale: noun, proper, neuter, singular, third person, object of preposition "at," objective case

3. I D.O.
[I always knew his story.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>

knew: verb, strong, transitive, active, indicative mood, past tense, subject is "I," first person, singular

story: noun, common (class), neuter, singular, third person, direct object of "knew," objective case

Parts of Speech – Verbs & Verbals Review

- I P.N. II P.N. a + III P.A.
[He was not an impossible hero;] [he was a member (of the family,)] and [he was young
too.]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>III</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "member"</i>

was: verb, irregular weak, intransitive, active, indicative mood, past tense,
subject is "He," third person, singular

was: verb, irregular weak, intransitive, active, indicative mood, past tense,
subject is "he," third person, singular

was: verb, irregular weak, intransitive, active, indicative mood, past tense,
subject is "he," third person, singular

2. Ia
[There were no family reminiscences, no odd little jokes, no tales (beyond the short, plain
bstory) (of his life and death.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “tales” (or all three nouns)</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “story”</i>

were: verb, irregular weak, intransitive, active, indicative mood, past tense, subject is "reminiscences," "jokes," "tales," third person, plural

Analysis – General Review

1. I a P.N. D.O. b c
[My job (as a child) was to fill the kitchen scuttle (with coal) (from the cellar.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "job"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>material, modifies the infinitive "to fill"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "coal"</i>

2. I P.N. + II a b P.A.
- [I was not a brave child], and [(to me) the long corners (of the cellar) seemed menacing
- P.A. c
- and full (of queer, moving shadows - wolves? robbers?)]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb “seemed”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “corners”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the adjective “full”</i>

3. I II D.O. D.O. a
[I cannot remember [when I first started taking the thought (of Nathan Hale) down
 b c d
(into the cellar) (with me) (for a shield and a buckler.)]]

This is a complex, declarative sentence. (II is a noun clause offered here for contrast and as a taste of what is to come; if you think it will confuse the children, simply omit this sentence, or omit the diagram.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate noun clause</i>	<i>introduced by the subordinate conjunction "when"</i>	<i>object of the verb [and adverb] "cannot remember"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "thought"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the gerund "taking"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies the gerund "taking"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies the gerund "taking"</i>

Week 4

Grammar Assignment

1. Analyze and (diagram):

I
D.O.
D.O.
a

[*Laura remembered* the kind old gentleman, her Uncle March, and his library (of fine books.)]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "library"

2. Parse *kind, gentleman, Uncle March* (The binder originally said "uncle"; the class and subclass would then be "common [class].")

kind: adjective, descriptive (simple), positive degree of comparison, modifies the noun "gentleman"

gentleman: noun, common (class), masculine, singular, third person, direct object of "remembered," objective case

Uncle March: noun, proper, masculine, singular, third person, in apposition with "gentleman," objective case

3. Give a synopsis of "remember" in the third person plural, active and passive, indicative mode.

	Active Voice	Passive Voice
Present	they remember	they are remembered
Past	they remembered	they were remembered
Future	they will remember	they will be remembered
Present Perfect	they have remembered	they have been remembered
Past Perfect	they had remembered	they had been remembered
Future Perfect	they will remember	they will be remembered

4. Tell us about an old lady or gentleman whose memory you cherish.

Parts of Speech – Noun Inflection; Gender, Number & Nominative Case

1. I a b P.N. c
[The real attraction (of visits) (to her aunt's house) was a large library (of fine books.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “attraction”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “visits”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “library”</i>

attraction: noun, common (class), neuter, singular, third person, subject of "was,"
nominative case

visits: noun, common (class), neuter, plural, third person, object of preposition
"of," objective case

aunt's noun, common (class), feminine, singular, third person, shows possession of "house," possessive case

house: noun, common (class), neuter, singular, third person, object of preposition "to," objective case

library: noun, common (class), neuter, singular, third person, predicate
nominative of "was," nominative case

books: noun, common (class), neuter, plural, third person, object of preposition
"of," objective case

2. I D.O. a b c
[The kind old gentleman, her uncle, told stories (to Laura) (about the queer pictures) (in his Latin books.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb "told"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb "told"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "pictures"</i>

gentleman: noun, common (class), masculine, singular, third person, subject of "told," nominative case

uncle: noun, common (class), masculine, singular, third person, in apposition with "gentleman," nominative case

stories: noun, common (class), neuter, plural, third person, direct object of "told," objective case

Laura: noun, proper, feminine, singular, third person, object of preposition "to," objective case

pictures: noun, common (class), neuter, plural, third person, object of preposition "about," objective case

books: noun, common (class), neuter, plural, third person, object of preposition "in," objective case

3. I
[That word is pronounced differently, Laura.]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---

word: noun, common (class), neuter, singular, third person, subject of "is pronounced," nominative case

Laura: noun, proper, feminine, singular, second person, direct address, nominative case

Parts of Speech – Verb Mood

1. I a b
[Maman had been raised (in a family) (of sixteen children.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	manner or circumstance, mod. the verb "had been raised"
b	adjectival phrase	prepositional	modifies the noun "family"

had been raised: verb, weak, transitive, passive voice, indicative mood, past perfect tense, subject is "Maman," third person, singular

Verb Synopsis

Synopsis of "raise," third person, singular, masculine, active and passive voices.

	<i>Active</i>	<i>Passive</i>
<i>Present</i>	<i>he raises</i>	<i>he is raised</i>
<i>Past</i>	<i>he raised</i>	<i>he was raised</i>
<i>Future</i>	<i>he will raise</i>	<i>he will be raised</i>
<i>Present perfect</i>	<i>he has raised</i>	<i>he has been raised</i>
<i>Past perfect</i>	<i>he had raised</i>	<i>he had been raised</i>
<i>Future perfect</i>	<i>he will have raised</i>	<i>he will have been raised</i>

Verb Conjugation

Raise (Indicative Mood)

Principal Parts: *raise, raised, raised*

Active Voice

Passive Voice

Pres. Tense	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>	<i>I raise</i>	<i>We raise</i>	<i>I am raised</i>	<i>We are raised</i>
<i>2nd Person</i>	<i>You raise</i>	<i>You raise</i>	<i>You are raised</i>	<i>You are raised</i>
<i>3rd Person</i>	<i>He raises</i>	<i>They raise</i>	<i>He is raised</i>	<i>They are raised</i>

Active Voice

Passive Voice

Past Tense	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>	<i>I raised</i>	<i>We raised</i>	<i>I was raised</i>	<i>We were raised</i>
<i>2nd Person</i>	<i>You raised</i>	<i>You raised</i>	<i>You were raised</i>	<i>You were raised</i>
<i>3rd Person</i>	<i>He raised</i>	<i>They raised</i>	<i>He was raised</i>	<i>They were raised</i>

Active Voice

Passive Voice

Fut. Tense	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>	<i>I will raise</i>	<i>We will raise</i>	<i>I will be raised</i>	<i>We will be raised</i>
<i>2nd Person</i>	<i>You will raise</i>	<i>You will raise</i>	<i>You will be raised</i>	<i>You will be raised</i>
<i>3rd Person</i>	<i>He will raise</i>	<i>They will raise</i>	<i>He will be raised</i>	<i>They will be raised</i>

Active Voice

Passive Voice

Pres. Perf.	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>	<i>I have raised</i>	<i>We have raised</i>	<i>I have been raised</i>	<i>We have been raised</i>
<i>2nd Person</i>	<i>You have raised</i>	<i>You have raised</i>	<i>You have been raised</i>	<i>You have been raised</i>
<i>3rd Person</i>	<i>He has raised</i>	<i>They have raised</i>	<i>He has been raised</i>	<i>They have been raised</i>

Active Voice

Passive Voice

Past Perf.	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>	<i>I had raised</i>	<i>We had raised</i>	<i>I had been raised</i>	<i>We had been raised</i>
<i>2nd Person</i>	<i>You had raised</i>	<i>You had raised</i>	<i>You had been raised</i>	<i>You had been raised</i>
<i>3rd Person</i>	<i>He had raised</i>	<i>They had raised</i>	<i>He had been raised</i>	<i>They had been raised</i>

Active Voice

Passive Voice

Fut. Perf.	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>	<i>I will have raised</i>	<i>We will have raised</i>	<i>I will have been raised</i>	<i>We will have been raised</i>
<i>2nd Person</i>	<i>You will have raised</i>	<i>You will have raised</i>	<i>You will have been raised</i>	<i>You will have been raised</i>
<i>3rd Person</i>	<i>He will have raised</i>	<i>They will have raised</i>	<i>He will have been raised</i>	<i>They will have been raised</i>

Verb Conjugation

Principal Parts: _____

Active Voice

Passive Voice

Pres. Tense	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>				
<i>2nd Person</i>				
<i>3rd Person</i>				

Active Voice

Passive Voice

Past Tense	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>				
<i>2nd Person</i>				
<i>3rd Person</i>				

Active Voice

Passive Voice

Fut. Tense	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>				
<i>2nd Person</i>				
<i>3rd Person</i>				

Active Voice

Passive Voice

Pres. Perf.	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>				
<i>2nd Person</i>				
<i>3rd Person</i>				

Active Voice

Passive Voice

Past Perf.	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>				
<i>2nd Person</i>				
<i>3rd Person</i>				

Active Voice

Passive Voice

Fut. Perf.	<i>Singular Number</i>	<i>Plural Number</i>	<i>Singular Number</i>	<i>Plural Number</i>
<i>1st Person</i>				
<i>2nd Person</i>				
<i>3rd Person</i>				

2.

I

P.N.

[Therese's adopted sisters were lively and pretty little girls, about her own age, [whom Maman
+ II +
and Papa had adopted.]

+
("Her own age" acts as an adjective in the appositive position, modifying "girls"; cf. §128. "About" is an adverb modifying the expression, equivalent to "approximately.")
This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subord. adj. clause	introduced by the relative pronoun "whom"	modifies "girls"

were: verb, irregular weak, intransitive, active, indicative mood, past tense, subject is "sisters," third person, plural

had adopted: verb, weak, transitive, active voice, indicative mood, past perfect tense, subject is "Maman" and "Papa," third person, plural

3.

I

a

[They were treated (exactly like Therese herself.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	comparison, modifies the verb "were treated"

were treated: verb, weak, intransitive, passive, indicative mood, past tense, subject is "They," third person, plural

4.

I a

b

c

[(In the afternoon,) Laura tapped (at the door) (of her uncle's workshop.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	time, modifies the verb "tapped"
b	adverbial phrase	prepositional	place, modifies the verb "tapped"
c	adjectival phrase	prepositional	modifies the noun "door"

tapped: verb, weak, intransitive, active, indicative mood, past tense, subject is "Laura," third person, singular

Analysis – Review of Prepositional Phrases

1. I D.O. a b c
[Grandmama, the Empress, had adopted young girls (from noble families) (as siblings) (for
the royal children.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “girls”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies the verb “had adopted”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “siblings”</i>

from: preposition, shows relation between "girls" and "families"

as: preposition, shows relation between “had adopted” and “siblings”

for: preposition, shows relation between "siblings" and "children"

2. I a b c d
[The large library (of fine books) was left (to dust and spiders) (after the death) (of Uncle
March.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “library”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference , modifies the verb “was left”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb “was left”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “death”</i>

of: preposition, shows relation between "library" and "books"

to: preposition, shows relation between "was left" and "dust and spiders"

after: preposition, shows relation between "was left" and "death"

of: preposition, shows relation between "death" and "Uncle March"

Week 5

Grammar Assignment

1. Analyze and (diagram):

I
a
II
b

[The still dusk was falling (over the curved roofs)] and [the candles were gleaming (in the rooms.)]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "was falling"
b	adverbial phrase	prepositional	place, modifies the verb "were gleaming"

2. Parse still, was falling, rooms

still: adjective, descriptive (simple), positive degree of comparison, modifies the noun "dusk"

was falling: verb, strong, intransitive, active voice, indicative mood, past tense (definite), subject is "dusk," third person, singular

rooms: noun, common (class), neuter, plural, third person, object of preposition "in," objective case

3. Give a synopsis of "to fall" in the 2nd person singular active voice in all the forms of the indicative.

	Active
Present	you fall
Present definite	you are falling
Past	you fell
Past definite	you were falling
Future	you will fall
Future definite	you will be falling
Present perfect	you have fallen
Present perfect definite	you have been falling
Past perfect	you had fallen
Past perfect definite	you had been falling
Future perfect	you will have fallen
Future perfect definite	you will have been falling

4. Find a synonym for the noun "dusk" and use it in a beautiful sentence.

twilight, nightfall, evening, sunset, sundown...

Parts of Speech – Objective Case of Nouns

1. I D.O. a

[I remember my love (for the house, an old Chinese home.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "love"

love: noun, abstract, neuter, singular, third person, direct object of "remember," objective case

house: noun, common (class), neuter, singular, third person, object of the preposition "for," objective case

home: noun, common (class), neuter, singular, third person, in apposition with the noun "house" which is object of a preposition, objective case

2. I D.O.

[The Romans made their roads straight.]

This is a simple, declarative sentence. ("Straight" is a complement of the verb "made.")

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---

roads: noun, common (class), neuter, plural, third person, direct object of "made," objective case

3. I D.O. a b

[Roger told stories (of the road) (to Adam, his son).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "stories"
b	adverbial phrase	prepositional	reference, modifies the verb "told"

stories: noun, common (class), neuter, plural, third person, direct object of “told,” objective case
road: noun, common (class), neuter, singular, third person, object of the preposition “of,” objective case
Adam: noun, proper, masculine, singular, third person, object of the preposition “to,” objective case
son: noun, common (class), masculine, singular, third person, in apposition with the noun “Adam” which is object of a preposition, objective case

4. **I** **I.O. D.O.**
 [Our ancestors gave us fire.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>

us: pronoun, personal, antecedent: unknown, masculine [seen in dictation], plural, first person, indirect object of “gave,” objective case
fire: noun, common (class), neuter, singular, third person, direct object of “gave,” objective case

Parts of Speech – Definite Form of Verbs

- 1.**
- | | | | | |
|---|---|---|---|---|
| I | a | b | c | d |
| [Finally Adam was sitting (behind his father) (on a great war horse), (with Nick) (at his heels) and the world (before him.)] | e | | | |
| +
This is a simple, declarative sentence. (The preposition "with" is understood, before "the world"; "Nick" and "world" may be considered the compound object of "with," but for simplicity we have divided them.) | | | | |

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “was sitting”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “was sitting”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies the verb “was sitting”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the phrase “with Nick”</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the understood phrase “[with] the world”</i>

was sitting: verb, strong, intransitive, active voice, indicative mood, past tense (definite), subject is "Adam," third person, singular

- 2.
- | | | | | | |
|--|---|---|--|------|---|
| I | | II | | D.O. | a |
| [Four wild swans were flying overhead] | | and [Adam never forgot the words (of his father) or | | | |
| D.O. | b | + | | | + |
| the look (in his eyes.)] | | | | | |

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "words"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "look"</i>

were flying: verb, strong, intransitive, active voice, indicative mood, past tense (definite), subject is "swans," third person, plural

forgot. verb, strong, transitive, active voice, indicative mood, past tense, subject is "Adam," third person, singular

Analysis – Compound Elements and Compound Sentences; Coordinate Conjunctions

1. I a b
[Adam looked (away from the road) and (into his father's keen, kindly eyes.)]

This is a simple, declarative sentence. ("Away from" may be considered as a compound preposition, or you may prefer to consider "away" as an adverb modifying "looked," with the phrase "from the road" remaining as classified below.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>separation, modifies the verb “looked”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb “looked”</i>

and: conjunction, coordinate, copulative, connects the phrases “away from the road” and “into his father’s keen, kindly eyes”

2. I D.O. D.O.
[A road brings all kinds (of people) and all parts (of England) together.]

This is a simple, declarative sentence. ("Together" is an adverb modifying "brings.")

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "kinds"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "parts"</i>

and: conjunction, coordinate, copulative, connects “kinds” and “parts”

3. I a b D.O.
[The love (of home) and (of old surroundings) kept us warm.]

This is a simple, declarative sentence. ("Warm" is a complement of "kept.")

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "love"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "love"</i>

and: conjunction, coordinate, copulative, connects the phrases “of home” and “of old surroundings”

Week 6 Grammar Assignment

1. Analyze and (diagram):

I
a
II
D.O.
III
b

[The yellowness glistened (like golden hair,)]
[the wind shook it,]
and
[bits (of gold)

c
+

spun down (upon the grass.)]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
III	independent	---	---
a	adverbial phrase	prepositional	manner, modifies the verb "glistened"
b	adjectival phrase	prepositional	modifies the noun "bits"
c	adverbial phrase	prepositional	place, modifies the verb "spun" [or the adverb "down"]

2. Parse yellowness, golden, gold

yellowness: noun, abstract, neuter, singular, third person, subject of "glistened,"
nominative case

golden: adjective, descriptive (simple), positive degree of comparison,
modifies the noun "hair"

gold: noun, common (material), neuter, singular, third person, object of
preposition "of," objective case

3. Give the principal parts of each of the verbs in the sentence.

Present	Past	Participle
glisten	glistened	glistened
shake	shook	shaken
spin	spun	spun

4. Compose another simile to describe autumn.

Parts of Speech – Noun Possessive Case, Declension; Personal Pronouns

1. I D.O. D.O. a
[My father would whistle his phrase,] [my mother would hum her phrase back (to him).]

This is a compound, declarative sentence. [You may want to insert “and” or a semi-colon between the two clauses, for clarity.]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>Reference, modifies the verb “would hum” [or modifies the adverb “back”]</i>

My: pronoun, personal, antecedent is the speaker [Eudora Welty],
feminine gender [as we know from the dictation; otherwise, it would
be neuter], singular, 1st person, shows possession of the noun "father,"
possessive case

father: noun, common (class), masculine, singular, third person, subject of
"would whistle," nominative case

his: pronoun, personal, antecedent is "father," masculine gender, singular, 3rd person, shows possession of the noun "phrase," possessive case

phrase: noun, common (class), neuter gender, singular, third person, direct object of "would whistle," objective case

my: pronoun, personal, antecedent is the speaker [Eudora Welty],
feminine gender, singular, 1st person, shows possession of the noun
"mother," possessive case

mother: noun, common (class), feminine gender, singular, third person,
subject of "would hum," nominative case

phrase: noun, common (class), neuter gender, singular, third person, direct object of "would hum," objective case

him: pronoun, personal, antecedent is "father," masculine gender, singular, third person, object of preposition "to," objective case

4. I a
[The silence was deep (about them).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	Place, modifies the adjective "deep"

silence: noun, abstract, neuter, singular, 3rd person, subject of "was," nominative case

them: pronoun, personal, antecedent unknown, neuter gender, plural, 3rd person, object of preposition "about," objective case

5. I a b II P.N. III
[The redness came from (inside each tree) (in a wonderful way;)] [it was the red [she
c IV D.O. d
saw (through her hand) [when she held it (against the sun).]]]

This is a compound declarative sentence, uniting a simple and a complex sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	principal	---	---
III	subordinate adjectival clause	no introductory word; the relative pronoun "which" or "that" is understood	modifies the noun "red"
IV	subordinate adverbial clause	introduced by the subordinate conjunction "when"	time, modifies the verb "saw"
a	adverbial phrase	prepositional	place, modifies the adverb "from"
b	adverbial phrase	prepositional	manner, modifies the verb "came"
c	adverbial phrase	prepositional	place, modifies the verb "saw"
d	adverbial phrase	prepositional	place, modifies the verb "held"

<i>redness:</i>	<i>noun, abstract, neuter, singular, 3rd person, subject of “came,” nominative case</i>
<i>tree:</i>	<i>noun, common (class), neuter, singular, 3rd person, object of preposition “inside,” objective case</i>
<i>way:</i>	<i>noun, common (class), neuter, singular, 3rd person, object of preposition “in,” objective case</i>
<i>it:</i>	<i>pronoun, personal, antecedent: “redness,” neuter, singular, 3rd person, subject of “was,” nominative case</i>
<i>red:</i>	<i>noun, abstract, neuter, singular, 3rd person, predicate nominative of “it,” nominative case</i>
<i>she:</i>	<i>pronoun, personal, antecedent: “Marly” (seen in dictation), feminine, singular, 3rd person, subject of “saw,” nominative case</i>
<i>her:</i>	<i>pronoun, personal, antecedent: “Marly,” feminine, singular, 3rd person, shows possession of the noun “hand,” possessive case</i>
<i>hand:</i>	<i>noun, common (class), neuter, singular, 3rd person, object of preposition “through,” objective case</i>
<i>she:</i>	<i>pronoun, personal, antecedent: “Marly,” feminine, singular, 3rd person, subject of “held,” nominative case</i>
<i>it:</i>	<i>pronoun, personal, antecedent: “hand,” neuter, singular, 3rd person, direct object of “held,” objective case</i>
<i>sun:</i>	<i>noun, common (class), neuter, singular, 3rd person, object of preposition “against,” objective case</i>

Parts of Speech – Imperative Mood of Verbs; Strong and Weak Verbs; **Principal Parts**

1. I I.O. D.O.

[Sing me that song, “The Merry Widow”!]

This is a simple, imperative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>

Sing: *verb, strong, transitive, active, imperative, present, understood subject is “(You),” 2nd person, singular*

Principal Parts: *Present: sing Past: sang Participle: sung*

Analysis – Compound Sentences; Coordinate Conjunctions

I II

[Either my mother was singing] or [my father was whistling.]

+ +
This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>

Either...or: conjunctions, coordinate correlatives, connect the independent clauses “my mother was singing” and “my father was whistling”

2. I a II D.O.
[*Their song almost floated (with laughter)] and [*I loved listening.*]*

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb "floated"</i>

and: conjunction, coordinate, copulative, connects the independent clauses "Their song almost floated with laughter" and "I loved listening"

3. I a D.O. b c
[Cardinals (in violet robes) preceded and followed the Pope, (in white silk) (with red shoes and red mantle and a white cap.)]

+

+ +

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "Cardinals"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "Pope"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies "Pope"</i>

and: conjunction, coordinate, copulative, connects the verbs "preceded" and "followed"

and: conjunction, coordinate, copulative, connects "shoes" and "mantle"

and: conjunction, coordinate, copulative, connects "mantle" and "cap"

Week 7

Grammar Assignment

1. Analyze and (diagram):

I
a
b
c
d
[I stood (at the window) (for an hour) and stared (at the view) (in a breathless stupor.)]
+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "stood"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb "stood"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb "stared"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb "stared"</i>

2. Parse *stood*, *window*, *stupor*

stood: verb, strong, intransitive, active, indicative, past, subject is "I," 1st person, singular

window: noun, common (class), neuter, singular, third person, object of preposition "at," objective case

stupor: noun, abstract, neuter, singular, third person, object of preposition "in," objective case

3. Give the principal parts of both verbs used here.

<i>Present</i>	<i>Past</i>	<i>Participle</i>
<i>stand</i>	<i>stood</i>	<i>stood</i>
<i>stare</i>	<i>stared</i>	<i>stared</i>

4. In one or two well-constructed sentences, describe the most beautiful view that you have seen.

Parts of Speech – Pronoun Class; Personal Parsing, Antecedent & Cases

1. I a b D.O. c d
 [(On autumn nights) (of sudden cold,) Papa brought you (with him) (to the pumpkin
 II D.O. e
 patch)] and [together you watched the northern lights flickering (on the horizon).]
 +
 This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb "brought"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "nights"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies the verb "brought"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "brought"</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle "flickering"</i>

you: pronoun, personal, antecedent: unknown, neuter, number unknown
[or: Whitaker Chambers and brothers, masculine, plural (as seen in
the dictation)], 2nd person, direct object of "brought," objective case

him: pronoun, personal, antecedent: "Papa," masculine, singular, 3rd person, object of preposition "with," objective case

you: pronoun, personal, antecedent: unknown, neuter, number unknown
[or: Whitaker Chambers, his brother and their father, masculine,
plural], subject of "watched," nominative case

2. I D.O. P.N.
[Every man has a kingdom]; [the farm was mine].

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	---	---
<i>II</i>	<i>independent</i>	---	---

mine: pronoun, personal (absolute), antecedent: "my kingdom," predicate nominative of "was," possessive case (see p. 61 and 63 in CG2)

Week 8

Grammar Assignment

1. Analyze and (diagram):

I
a
b
II

+
+

[The shortest and quickest route (through London) was (by boat)] and [the river was never empty.]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "route"
b	adverbial phrase	prepositional	means, modifies the verb "was" [or adjective, modifies "route"]

2. Parse London, was, and

London: noun, proper, neuter, singular, third person, object of preposition
 "through," objective case

was: verb, irregular weak, intransitive, active, indicative mood, past
 tense, subject is "route" (or "river," in the second clause), third
 person, singular

and: conjunction, coordinate, copulative, connects the adjectives
 "shortest" and "quickest," (or: connects the two independent
 clauses...)

3. Why do you think curiosity and a "quick eye for detail" made Geoffrey Chaucer an "ideal child to grow up in a lively medieval London"?

& Adverbial Objective

- This is a simple, declarative sentence.*

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "spent"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies the verb "spent"</i>

year: noun, common (class), neuter, singular, 3rd person, adverbial
objective modifying the verb "spent," objective case

- This is a simple, declarative sentence.*

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>independent phrase</i>	<i>participial</i>	<i>absolute use</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "clatter"</i>

wind: noun, common (class), neuter, singular, 3rd person, absolute use with the participle "shaking," nominative case

- +
- This is a simple, declarative sentence.*

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>

4. I a b
 [(Cider sparkling (in our mugs,)) the old people's tales and jokes sounded fresh and
 + +
 enchanting.]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	independent phrase	participial	absolute use
b	adverbial phrase	prepositional	place; modifies the participle "sparkling"

Cider: noun, common (class), neuter, singular, 3rd person, absolute use
 with the participle "sparkling," nominative case

Parts of Speech – Verbs Review

1. I a I.O. D.O. b
 [Chaucer's curiosity and his quick eye (for detail) gave him a love (for medieval
 London.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "eye"
b	adjectival phrase	prepositional	modifies the noun "love"

gave: verb, strong, transitive, active, indicative mood, past tense, subjects
 are "curiosity" and "eye," third person, plural

2. I D.O. D.O. a b
 [May you learn the delicate art and mystery (of so cracking hickory-nuts) (on a
 c
 flatiron) (with a hammer.)]

This is a simple, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the nouns "art" and "mystery"
b	adverbial phrase	prepositional	place, modifies the gerund "cracking"
c	adverbial phrase	prepositional	means, modifies the gerund "cracking"

May learn: defective verb with an infinitive, weak, transitive, active, subjunctive, present, subject is "you," 2nd person, singular or plural

3. I a
[The solemn twilight and the mystery (of the deep woods) were fondly remembered.]

This is a simple, declarative sentence. ("Was" in the binder is here corrected to "were.")

CL/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "mystery"

were remembered: verb, weak, transitive, passive, indicative mood, past tense, subjects are "twilight" and "mystery," third person, plural

Analysis – Complex Sentences

1. I II D.O. a b c
[The life [which I led (on the farm) (with my cousins)] was full (of charm).]

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "life"
a	adverbial phrase	prepositional	place, modifies the verb "led"
b	adverbial phrase	prepositional	accompaniment, modifies the verb "led"
c	adverbial phrase	prepositional	manner, modifies the adjective "full"

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies the noun "fleet"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb "returned"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb "returned"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the adjective "full"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "returned"</i>

fleet: noun, common (collective), neuter, singular, 3rd person, subject of "returned," nominative case

returned: verb, weak, intransitive, active, indicative, past tense, subject is "fleet," 3rd person, singular

which: pronoun, relative (simple), antecedent: "fleet," neuter, singular, 3rd person, subject of "was," nominative case

was: verb, irregular weak, intransitive, active, indicative mood, past tense, subject is "which," third person, singular

Grammar Assignment

1. Analyze and (diagram):

I **a** **b** **c**
[Robert Herrick would pause (on random country walks) and gaze (over the sea) (on
d +
the mountains) (of Eimeo.)

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time , place or circumstance, modifies the verb “would pause”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “ [would] gaze”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb “[would] gaze”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “mountains”</i>

2. Parse walks, over, Eímeo

walks: noun, common (class), neuter, plural, third person, object of preposition "on," objective case

over: preposition, shows relation between "gaze" and "sea"

Eúneo: noun, proper, neuter, singular, third person, object of preposition
 “of,” objective case

3. What time is expressed by the verbs *would pause* and *[would] gaze*?

The student should somehow express that the verbs indicate a customary action in the past, cf. p. 169, §5. You may also accept a full parsing:

would pause/gaze: defective verb with an infinitive, intransitive, active, indicative
active voice, past tense, subject is Robert Herrick, 3rd person, singular

4. Write a beautiful sentence describing what Robert Herrick might have seen on his “random country walks.”

Parts of Speech – Relative Class of Pronouns

1. I a b II
[Young Shakespeare surely listened (to the cronies and gossips) (of Stratford,) [who
D.O. D.O. +
told churchyard tales and legendary anecdotes.]]

This is a complex, declarative sentence. ("Listen to" may also be considered a transitive verb, with "cronies" and "gossips" as direct objects. However, a good rule of thumb is to maintain the prepositional phrase, as long as the preposition does not entirely change the meaning of the verb it follows, e.g. "turn" vs. "turn out," as in, "turn out the light.")

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun “who”	modifies the nouns “cronies” and “gossips”
a	adverbial phrase	prepositional	reference, modifies the verb “listened”
b	adjectival phrase	prepositional	modifies the nouns “cronies” and “gossips”

who: pronoun, relative (simple), antecedent: "cronies" and "gossips,"
neuter, plural, third person, subject of "told," nominative case

2. I D.O. D.O. II
[Robert Herrick sought favorite passages and found beautiful new ones [which only
D.O. a +
lacked the consecration (of remembrance.)]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies "ones," i.e., "passages"
a	adjectival phrase	prepositional	modifies the noun "consecration"

which: pronoun, relative (simple), antecedent: "ones" [or "passages"]
neuter, plural number, third person, subject of "lacked," nominative case

Parts of Speech – Defective Verbs

1. I a D.O.
[Shakespeare must have sat (in that chair) and watched the slowly revolving spit.]
+
This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "must have sat"</i>

must have sat: defective verb with an infinitive, intransitive, active, indicative (cf. §174[3]), past perfect tense, subject is "Shakespeare," 3rd person, singular

[must have] watched: defective verb with an infinitive, transitive, active, indicative, past perfect tense, subject is "Shakespeare," 3rd person, singular

2. I a II D.O. b
- [(According to custom,) everyone [that visits the house] should sit (in this chair.)]
- This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “that”</i>	<i>modifies the pronoun “everyone”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>cause or reason, modifies the verb “should sit”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “should sit”</i>

that: pronoun, relative (simple), antecedent: “everyone,” neuter, singular number, third person, subject of “visits,” nominative case

should sit: defective verb with an infinitive, intransitive, active, subjunctive, present tense, subject is "everyone," 3rd person, singular

3. I a b
 [Herrick would pause (on random country walks) and sit (on the path side,) gazing
 c
 (over the sea.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	time, place or circumstance, modifies the verb "would pause"
b	adverbial phrase	prepositional	place, modifies the verb "[would] sit"
c	adverbial phrase	prepositional	place, modifies the participle "gazing"

would pause: defective verb with an infinitive, intransitive, active, indicative, past tense, subject is "Herrick," 3rd person, singular

[would] sit: defective verb with an infinitive, intransitive, active, indicative, past tense, subject is "Herrick," 3rd person, singular

Analysis – Complex sentences; Adjective Clauses Introduced by a Relative Pronoun

1. I I.O. D.O. a
 [My father bought me the complete works (of Victor Hugo): ten or twelve great volumes
 II b
 [which were bound (in red leather.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "volumes"
a	adjectival phrase	prepositional	modifies the noun "works"
b	adverbial phrase	prepositional	material, modifies the verb "were bound"

which: pronoun, relative (simple), antecedent: "volumes," neuter, plural number, third person, subject of "were bound," nominative case

2. I D.O. a II b c
 [I found an incomparable treasure (in these poems) [that shone (like suns) (from the
 d
 fire) (of their countless images.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "that"	modifies the noun "poems"
a	adverbial phrase	prepositional	place, modifies the verb "found"
b	adverbial phrase	prepositional	manner, modifies the verb "shone"
c	adverbial phrase	prepositional	cause or reason, modifies the verb "shone"
d	adjectival phrase	prepositional	modifies the noun "fire"

that: pronoun, relative (simple), antecedent: "poems," neuter, plural
 number, third person, subject of "shone," nominative case

3. I D.O. II P.N. a
 [We later had a friend [who was the great-grandson (of Victor Hugo.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "who"	modifies the noun "friend"
a	adjectival phrase	prepositional	modifies the noun "great-grandson"

who: pronoun, relative (simple), antecedent: "friend," masculine,
 singular number, third person, subject of "was," nominative case

Week 10 7th Grade **Grammar Assignment**

1. *Analyze and diagram:*

I App. II PA D.O.
[Good old dog Rover , [who was partially lame,] would bark and wag his tail.]
+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>adjective clause</i>	<i>introduced by the</i> <i>relative pronoun "who"</i>	<i>modifies the noun "dog"</i>

2. Parse Rover, was, and lame

Rover: noun, proper, masculine, singular, third person, in apposition with the subject "dog," nominative case.

was: verb, irregular weak, intransitive, active, indicative mood, past tense, subject is "who" (which replaces "dog/Rover"), third person, singular.

lame	adjective, descriptive (simple), positive degree of comparison, complement (P.A.) of the verb "was."
------	---

3. Write a pleasant and lively sentence describing Rover.

Parts of Speech – Double Relative Pronoun (§79; 84)

I can guess what is baking in the oven. = I can guess that which is baking in the oven.

1. I D.O. II a
 [*I can guess that*] [*which is baking (in the oven).*]

This is a complex, declarative sentence. (This sentence can be left as is, with “what is baking in the oven” considered as a noun clause, direct object of “can guess”; however, the children will not study noun clauses until the end of 7th grade. The paraphrase may be simpler for them to understand.)

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun “which”	modifies “that”
a	adverbial phrase	prepositional	place, modifies the verb “is baking”

Parse: that, which:

that pronoun, relative (simple), antecedent unknown, neuter, singular, 3rd person, object of the verb (D.O.) “can guess,” objective case.

which pronoun, relative (simple), antecedent is “that,” neuter, singular, 3rd person, subject of the verb “is baking,” nominative case.

2. *Nathaniel knew what each member of his family was probably doing. =*

 I D.O. II D.O. a
 [*Nathaniel knew that*] [*which each member (of his family) was probably doing.*]

This is a complex, declarative sentence. (See the note above.)

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun “which”	modifies “that”
a	adjectival phrase	prepositional	modifies the noun “member”

which: pronoun, relative (simple), antecedent is “that”, neuter, singular, 3rd person, direct object of the verb “was doing,” objective case.

3. I D.O. P.A. a
 [Mr. Pendleton, [whose firm printed pictures,] was proud (of his apprentice).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun, "whose"	modifies "Mr. Pendleton"
a	adverbial phrase	prepositional	reference, modifies the adjective "proud"

whose: pronoun, relative (simple), antecedent is "Mr. Pendleton," masculine, singular, 3rd person, shows possession of "firm", possessive case.

4. I II P.A. P.N. a
 [Rover, [whose legs were slightly lame,] was still the guardian (of the sheep)]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "whose"	modifies the noun "Rover"
a	adjective phrase	prepositional	modifies the noun "guardian"

lame: adjective, descriptive (simple), positive degree of comparison, complement of the verb "were", modifies the subject "legs"

guardian: noun, common (class), masculine, singular, 3rd person, complement of the verb "was" [or predicated of the noun "Rover"], nominative case

I

P.N.

II

a

5. [The most popular game was football,] [which had been played (in the fields)
b
(outside the city.)]

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "which"	modifies the noun "football"
a	adverbial phrase	prepositional	place, modifies the verb "had been played"
b	adjectival phrase	prepositional	modifies the noun "fields"

which: pronoun, relative (simple), antecedent is "football," neuter, singular, subject of the verb "had been played," nominative case.

was: verb, irregular, weak, intransitive, active, indicative, past indefinite, subject is "game," 3rd person, singular.

6. I II a b c
[The youngsters, [who raced (around the field) (after the ball,)] looked (like nests)
d
(of frantic rabbits.)]

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the rel. pronoun "who"	modifies the noun "youngsters"
a	adverbial phrase	prepositional	place, modifies the verb "raced"
b	adverbial phrase	prepositional	purpose or place, modifies the verb "raced"
c	adverbial phrase	prepositional	comparison or manner, modifies the verb "looked"
d	adjectival phrase	prepositional	modifies the noun "nests"

who: pronoun, relative (simple), antecedent is "youngsters," neuter [or masculine, known from the dictation], 3rd person, plural, subject of the verb "raced," nominative case.

4. [The ^Iboys (in London) ^amay play ^{D.O.}sports (inside the city,) ^bbut not (in the halls) ^c
^d(of Westminster.)] +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "boys"
b	adverbial phrase	prepositional	place, modifies the verb "may play"
c	adverbial phrase	prepositional	place, modifies the verb "may play"
d	adjectival phrase	prepositional	modifies the noun "halls"

may play: defective verb with an infinitive, transitive, active, indicative, present, subject is "boys," 3rd person, plural.

sports: noun, common (class), neuter, 3rd person, plural, object of the verb "may play," objective case.

5. [^ISwans ^astill floated (around London Bridge) and [^{II}salmon ^bcould be caught (in
 +
 midstream.)]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent		
a	adverbial phrase	prepositional	place, modifies the verb "floated"
b	adverbial phrase	prepositional	place, modifies the verb "could be caught"

could be caught: defective verb with an infinitive, intransitive, passive, indicative, past, subject is "salmon," 3rd person, plural.

midstream: noun, common (class), neuter, 3rd person, singular, object of the preposition "in", objective case.

Analysis – Complex Sentences

1. I II a
[The November wind, [which was swooshing and shrilling (around Boston Common,)]
D.O. b +
fairly took Nathaniel Currier (off his feet.)]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “which”</i>	<i>modifies the noun “wind”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verbs “was swooshing” and “[was] shrilling”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb “took”</i>

which: pronoun, relative (simple), antecedent: "wind," neuter, singular, 3rd person, subject of "was swooshing and shrilling," nominative case

was swooshing / [was] shrilling: verb, irregular weak, intransitive, active, indicative mood, past definite tense, subject is "which," 3rd person, singular

- 2.
- | | | | | |
|---|---|---|---|---|
| I | a | b | c | d |
| [(In the doorway,) his <u>mother</u> (in her cooking apron), (the little ones clinging) (to | | | | |
| D.O. | | | | |
| her,) <u>would smile a greeting.</u>] | | | | |

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “would smile”</i>
<i>b</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “mother”</i>
<i>c</i>	<i>independent phrase</i>	<i>participial</i>	<i>absolute use</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle “clinging”</i>

would smile: defective verb with the infinitive, transitive, active, indicative, past tense, subject is "mother," 3rd person, singular

cooking: adjective, pure participial, no comparison, modifies the noun "apron"

clinging: participle, active, imperfect, belongs to “little ones”

Week 11

Grammar Assignment

1. Analyze and (diagram):

I
a
II
D.O.
b

[Their mirth was occasioned (by a little Frenchman) [who was giving anecdotes (of his adventures.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "who"	modifies "Frenchman"
a	adverbial phrase	prepositional	agency, modifies the verb "was occasioned"
b	adjectival phrase	prepositional	modifies the noun "adventures"

2. Parse mirth, little, his

mirth: noun, abstract, neuter, singular, third person, subject of "was occasioned," nominative case

little: adjective, descriptive (simple), positive degree of comparison, modifies the noun "Frenchman"

his: pronoun, personal, antecedent: "Frenchman," masculine gender, singular, third person, shows possession of "adventures," possessive case

3. Conjugate "give" in the perfect tenses of the indicative, active voice.

Present Perfect

	Singular	Plural
1 st person	I have given	We have given
2 nd person	you have given	you have given
3 rd person	he has given	they have given

Past Perfect

	Singular	Plural
1 st person	I had given	we had given
2 nd person	you had given	you had given
3 rd person	he had given	they had given

Future Perfect

	Singular	Plural
1 st person	I will have given	we will have given
2 nd person	you will have given	you will have given
3 rd person	he will have given	they will have given

Parts of Speech – Adjectives and Articles

1. I a b c
[He was dressed (in a tarnished green traveling-jacket,) (with a broad belt) (round his
d e f g
waist,) and (a pair of overalls) (with buttons) (from the hips) (to the ankles.)]
+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb “was dressed”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb “was dressed”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the word “belt”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb “was dressed”</i>
<i>e</i>	<i>adjectival</i>	<i>prepositional</i>	<i>modifies the noun “overalls”</i>
<i>f</i>	<i>adjectival</i>	<i>prepositional</i>	<i>modifies the noun “buttons”</i>
<i>g</i>	<i>adjectival</i>	<i>prepositional</i>	<i>modifies the noun “buttons”</i>

a: indefinite article, limits the noun "traveling-jacket"

tarnished: adjective, descriptive, positive degree of comparison, modifies the noun "traveling-jacket"

green: adjective, descriptive (simple), positive degree of comparison, modifies the noun "travelling-jacket"

a: indefinite article, limits the noun "belt"

broad: adjective, descriptive (simple), positive degree of comparison, modifies the noun "belt"

2.

I	P.N.	II	P.N.	III
[The <u>arm-chair</u> <u>is</u> his throne,]		[the <u>poker</u> his scepter,]		and [the little <u>parlor</u> , his
P.N.			+	undisputed empire.]

This is a compound, declarative sentence. (The verb “is” is understood in I and II.)

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>

2. I a b II D.O.
 [The tales have faded (from my treacherous memory) (except one), [which I will here relate.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	Introduced by the relative pronoun "which"	modifies the pronoun "one"
a	adverbial phrase	prepositional	separation, modifies the verb "have faded"
b	adverbial phrase	prepositional	separation, modifies the verb "have faded"

have faded: verb, weak, intransitive, active, indicative, present perfect, subject is "tales," 3rd person, plural

will relate: verb, weak, transitive, active, indicative, future, subject is "I," 1st person, singular

3. I D.O. a
 [You can imagine the old fellow lolling (in a huge arm-chair,) one arm a-kimbo,
 b
 (holding a curious tobacco pipe.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial	prepositional	place, modifies the participle "lolling"
b	adjectival	participial	modifies the noun "fellow"

can imagine: defective verb with the infinitive "imagine," weak, transitive, active, indicative, present tense, subject is "You," 2nd person, number unknown

Analysis – Complex Sentences: Adjective Clauses

1. I a b II c
[My ear was now and then struck (with bursts) (of laughter) [which proceeded (from the
+
kitchen).]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “which”</i>	<i>modifies the noun “laughter”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>instrument, modifies the verb “was struck”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “bursts”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “proceeded”</i>

which: pronoun, relative (simple), antecedent: "laughter," neuter, singular, third person, subject of "proceeded," nominative case

- 2.
- | | | | | |
|------------------------------------|--------------------------|-------------------|-------------------------|----|
| I | D.O. | a | b | II |
| [A large lamp threw | a strong mass (of light) | (upon the group), | [which brought out many | |
| D.O. | c | | | |
| odd features (in strong relief).]] | | | | |

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “which”</i>	<i>modifies the noun “light”</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “mass”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “threw”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or degree, modifies the verb (and adverb) “brought out”</i>

which: pronoun, relative (simple), antecedent: "light," neuter, singular, third person, subject of "brought out," nominative case

3. I I.O. D.O. a D.O. b
 [I gave the fire a stir, lolled back (in my elbow-chair,) and cast a complacent look (about
 the little parlor) (of the Red Horse), (at Stratford-on-Avon.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "loll
b	adverbial phrase	prepositional	place or reference, modifies the verb "cast"
c	adjectival phrase	prepositional	modifies the noun "parlor"
d	adjectival phrase	prepositional	modifies the noun "Red Horse"

which: pronoun, relative (simple), antecedent: "light," neuter, singular, third person, subject of "brought out," nominative case

4. I a II b
 [The tower (of the church) [(in which) Shakespeare lies buried] struck midnight.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "church"
a	adjectival phrase	prepositional	modifies the noun "tower"
b	adverbial phrase	prepositional	place, modifies the verb "lies"

which: pronoun, relative (simple), antecedent: "light," neuter, singular, third person, subject of "brought out," nominative case

Week 12-Grade 7 Grammar Assignment

1. Analyze and (diagram):

I
a
D.O
b

[The sublimity (of the event) mingled a solemn feeling (with the public joy,)] [as

II
c
d

Columbus rode triumphantly (along the streets) (of the noble city).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	- - -	- - -
II	subordinate	Introduced by subordinate conjunction "as"	Time, modifies the verb "mingled"
a	adjectival phrase	prepositional	modifies the noun "sublimity"
b	adverbial phrase	prepositional	accompaniment (or may be considered the equivalent of "the sublimity gave a solemn feeling to the public joy," which would be reference), modifies the verb "mingled"
c	adverbial phrase	prepositional	place, modifies the verb "rode"
d	Adjectival phrase	prepositional	Modifies the noun "streets"

2. Parse mingled, as, triumphantly

mingled: verb, weak regular, transitive, active, indicative, past, subject is "sublimity," 3rd person, singular.

as: conjunction, subordinate (time), connects principal and subordinate clauses.

triumphantly: adverb, simple, manner, positive degree of comparison, modifies the verb "rode."

3. Give principal parts of mingled and rode:

mingled: mingle mingled mingled

rode: ride rode ridden

4. Why would Columbus' return inspire such strong and varied reactions?

Parts of Speech – Adverbs

1. I a II D.O.
[Columbus rode solemnly (through Barcelona),] [which] had made every preparation
 b
(for his arrival).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>Subordinate adjective clause</i>	<i>Introduced by the relative pronoun “which”</i>	<i>Modifies the noun “Barcelona”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “rode”</i>
<i>b</i>	<i>adverbial phrase (or adjectival)</i>	<i>prepositional</i>	<i>purpose, modifies the verb “had made” (or modifies the noun “preparation”)</i>

solemnly: adverb, simple, manner positive degree of comparison, modifies the verb "rode"

had made: verb, irregular weak, transitive, active, past perfect indefinite,
subject is "which," 3rd person, singular

2. I a D.O. b c
[Indian coronets and bracelets (of gold) gave an idea (of the wealth) (of the newly discovered regions).]

This is a simple declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “bracelets”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “idea”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “wealth”</i>

newly: adverb, simple, time, positive degree of comparison, modifies the participial adjective "discovered"

3. I P.A.

[Why was the event so splendid?

Analysis – Complex Sentences: Adverbial Clauses of Time and Place

1. II a I
[When Columbus arrived (in Barcelona),] [he was given a solemn and magnificent
D.O.
reception.]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “when”</i>	<i>time, modifies the verb “was given”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “arrived”</i>

arrived: verb, regular weak, intransitive, active, indicative mood, past tense,
subject is "Columbus," third person, singular

when: conjunction, subordinate, time, connects the principal and subordinate clauses.

was given: verb, strong, transitive, passive, indicative mood, past tense, subject
is "he" 2nd person, singular

- 2.
- | | | |
|--|---|---------------------------|
| I | a | II |
| [A brilliant <u>cavalcade</u> (of Spanish knights) <u>surrounded</u> Columbus] | | [<u>where he rode.</u>] |

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “where”</i>	<i>place, modifies the verb “surrounded”</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “cavalcade”</i>

cavalcade: noun, common, collective, gender unknown, singular, 3rd person, subject of the verb "surrounded," nominative

surrounded: verb, weak, transitive, active, indicative mood, past tense, subject is "cavalcade" 3rd person, singular

Week 13

Grammar Assignment

1. Analyze and (diagram):

I a II

[The shades (of the winter wheat) appear more visibly [when] the November autumn lights

D.O.

the hills.]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction “when”</i>	<i>time, modifies the verb “appear”</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “shades”</i>

2. Put the verb in this sentence into all the tenses of the indicative mode: "November autumn lights the hills."

Present: November autumn lights the hills.

Past: November autumn lit the hills.

Future: November autumn will light the hills.

Present Perfect: November autumn has lit the hills.

Past Perfect: November autumn had lit the hills.

Future Perfect: November autumn will have lit the hills.

3. Parse shades, more, autumn

shades: noun, common (class), neuter, plural, third person, subject of “appear,”
nominative case

more: adverb, simple, degree, comparative degree of comparison, modifies the adverb "visibly"

autumn: noun, common (class), neuter, singular, third person, subject of "lights," nominative case

4. Write a beautiful sentence describing an autumn landscape which you have seen.

Parts of Speech – Adverb Comparison

1. I D.O. II
[I never saw a country [that changed more rapidly.]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun "that"</i>	<i>modifies the noun "country"</i>

never: adverb, simple, time, no degree of comparison, modifies the verb "saw"

more rapidly: adverb, simple, manner, comparative degree of comparison, modifies the verb "changed"

- 2.
- | I | a | | II |
|---|---|-----|----------------------------|
| [<u>Night</u> (in the city) <u>burns</u> more brightly], | | yet | [it <u>burns</u> sweetly.] |
| | | + | |

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "Night"</i>

more brightly: adverb, simple, manner, comparative degree of comparison, modifies the verb "burns"

sweetly: adverb, simple, manner, positive degree of comparison, modifies the verb "burns"

3. I P.A.
[This land is so peacefully serene.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>

so: *adverb, simple, degree, no degree of comparison, modifies the adverb "peacefully"*

peacefully: adverb, simple, manner, positive degree of comparison, modifies the adjective "serene"

Parts of Speech – Verbals

1. I

a

[New York seemed to have the architecture and the weather (of the city's special quality.)]

+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "weather"</i>

seemed to have: defective verb and infinitive, transitive, active, indicative, past, subject
is "New York," 3rd person, singular

architecture: noun, common (class), neuter, singular, 3rd person, direct object of the verb “seemed to have,” objective case

weather: noun, common (class), neuter, singular, 3rd person, direct object of the verb “seemed to have,” objective case

2. I P.A.

P.A.

a

b

[I was delighted (to have seen the changes) (in the countryside).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>reason, modifies the adjective “delighted”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “changes”</i>

to have seen: infinitive, perfect, active, adverb (reason), modifies the adjective "delighted"

changes: noun, common (class), neuter, plural, 3rd person, direct object of the infinitive "to have seen," objective case

3. I a b D.O. c
 [(At night), little faraway houses, never seen (in summer), begin to prick the dark (with their lamps.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	time, modifies the verb "begin"
b	adverbial phrase	prepositional	time, modifies the participle "seen"
c	adverbial phrase	prepositional	means or instrument, modifies the infinitive "to prick"

seen: participle, passive, perfect, belongs to "houses"

to prick: infinitive, simple, active, object of the verb "begin"

dark: noun, common (class), neuter, singular, 3rd person, direct object of the infinitive "to prick," objective case

4. I P.N. a b
 [This is a peaceful serene land, (with the crops (in the barn,) wood piled high, houses
 c
 snuggled down, and brooks running slow (with leaves)).]
 +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase [or adverbial]	prepositional	modifies the noun "land" [cause or manner, modifying "peaceful"]
b	adjectival phrase	prepositional	modifies the noun "crops"
c	adverbial phrase	prepositional	reason, modifies the participle "slow"

piled: participle, passive, perfect, belongs to "wood"

snuggled: participle, passive, perfect, belongs to "houses"

running: participle, active, imperfect, belongs to "brooks"

5. I a b
 [Darkness itself seemed to provide a structure (for the stardust) (of those million lights).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase [or adverbial]	prepositional	modifies the noun "structure" [or reference, mod. the inf. "to provide"]
b	adjectival phrase	prepositional	modifies the noun "stardust"

itself: pronoun, personal (compound), antecedent "Darkness," neuter, 3rd person, singular, in apposition with "Darkness," nominative case

seemed to provide: defective verb and infinitive, transitive, active, indicative, past, subject is "Darkness," 3rd person, singular

structure: noun, common (class), neuter, singular, 3rd person, direct object of the verb "seemed to provide," objective case

Analysis – Complex Sentences; Adverbial Clauses of Time, Place, & Manner

1. I D.O. a b II P.A.
 [When I saw Wisconsin (for the first and only time) (in early October,)] [the air was rich
 c
 (with butter-colored sunlight).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverb clause	introduced by the subordinate conjunction "When"	time, modifies the verb "was"
II	principal	---	---
a	adverbial phrase	prepositional	time, modifies the verb "saw"
b	adverbial phrase	prepositional	time, modifies the verb "saw"
c	adverbial phrase	prepositional	material, cause, or manner, modifies the adjective "rich"

3. I II P.A. a
[Dusk comes] [before we are finished (with the day.)]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction “before”</i>	<i>time, modifies the verb “comes”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the adjective “finished”</i>

comes: verb, strong, intransitive, active, indicative mood, present tense,
subject is "Dusk," 3rd person, singular

before: conjunction, subordinate, time, connects the principal and subordinate clauses

4. I P.A. II a
[The Connecticut hills are most beautiful [where the shadows slope (across the pale grass)].]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction “where”</i>	<i>place, modifies the adjective “most beautiful”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies “slope”</i>

where: conjunction, subordinate, place, connects the principal and subordinate clauses

Week 14

Grammar Assignment

1. Analyze and diagram:

II
I
P.A.
P.A.
a

[As there was so little breeze,] [the tall reeds stood perfectly still, knee-deep (in the quiet water).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	Subordinate adverbial clause	Introduced by the subordinate conjunction "as"	Cause or reason, modifies the verb "stood"
a	adverbial phrase	prepositional	place, modifies the verb "stood" or the adjective "knee-deep"

2. Parse: As, little, water

As: conjunction, subordinate, cause or reason, connects the subordinate to the principal clause

little adjective, quantitative (quantity in bulk), positive degree of comparison, modifies the noun "breeze"

water: noun, common (material), neuter, 3rd person, singular, object of the preposition "in," objective case

3. Give the principal parts of "stood."

Infinitive: stand Past: stood Perfect participle: stood

4. Write a beautiful sentence about a time you went you on the water and admired the scene.

Parts of Speech – Adjective class: Quantitative

Subclasses of quantitative adjectives: 1. quantity in bulk, 2. quantity in number (cardinal or indefinite), 3. Distributive numerals

[illegible]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb “is”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb “is covered”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “pall”</i>

unless: adjective, descriptive (simple), no degree of comparison, modifies the noun "winter"

this: adjective, demonstrative, no degree of comparison, singular number, modifies the noun "region"

2. I a
 [(Beyond the cliffs) is the great Greenland ice cap, silent, eternal, immeasurable.]

(rewritten in natural order: The great silent, eternal, immeasurable Greenland ice cap is beyond the cliffs.)

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "is"</i>

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	time or circumstance, modifies the verb "was"
b	adverbial phrase	prepositional	time, modifies the verb "was rendered"

every: adjective, quantitative (distributive numeral), no degree of comparison, modifies the noun "danger" in Clause I and modifies the noun "hour" in Clause II

waking: adjective, participial, no degree of comparison, modifies the noun "hour"

Parts of Speech – Verbs Infinitives

1. I D.O. a b
[Chanuka had no desire (to break the spell) (of quiet.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	infinitive	modifies the noun "desire"
b	adjectival phrase	prepositional	modifies the noun "spell"

no: adjective, quantitative (indefinite number), no degree of comparison, modifies the noun "desire"

to break: infinitive, simple, active, adjective describing the noun "desire"

2. I a P.A
[(In 1869), the Grand Canyon was yet to be explored.]

Restate the sentence to show the adjectival quality of the infinitive phrase b:

In 1869, the Grand Canyon was yet unexplored.

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	time, modifies the verb "was"

unwilling: adjective, descriptive, participial, positive degree of comparison,
completes the verb "was" and tells about the pronoun "he"

was: verb, irregular weak, intransitive, active, indicative mood, past tense, subject is "he," third person, singular

to break: infinitive, simple, active, adverb (purpose), modifies the adjective "unwilling"

quiet: noun, abstract, neuter, 3rd person, singular, object of the preposition "of", objective case

2.

I	P.N.	II	III	P.N.
[<u>Since I was</u> a maimed man]		and [my right <u>arm was gone</u>],	[my <u>safety was</u> the first care	
a		+		
(of these brave men, these good men).]				

This is a complex declarative sentence. “Since” jointly introduces both clauses I and II, because they provide a double or joint cause or reason.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “Since”</i>	<i>cause or reason, modifies the verb “was”</i>
<i>II</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “Since”</i>	<i>cause or reason, modifies the verb “was”</i>
<i>III</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “care”</i>

since: conjunction, subordinate, cause/reason, connects subordinate clauses II and II (as joint causes) to principal clause

maimed: adjective, descriptive, participial, positive degree of comparison, modifies the noun "man"

first: adjective, demonstrative (ordinal number), no degree of comparison, modifies the noun "care"

3.

I	a	II	b
[Their bronzed, hardy, brave <u>faces come</u> (before me)]		[<u>as they appeared</u> (in the vigor)	
c			
(of life.)			

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conj. "as"	manner, modifies the verb "come"
a	adverbial phrase	prepositional	place or reference, modifies the verb "come"
b	adverbial phrase	prepositional	manner, modifies the verb "appeared"
c	adjectival phrase	prepositional	modifies the noun "vigor"

their: pronoun, personal, antecedent unknown, gender unknown, plural, 3rd person, modifies the noun "faces," possessive case.

come: verb, strong, intransitive, active, indicative, present, subject is "faces," 3rd person, plural

as: conjunction, subordinate, manner, connects the principal and subordinate clauses

bronzed, hardy, brave: adjectives, (3 adjectives of equal rank separated by commas; can also be connected by "and"), simple, positive degree of comparison, modifies the noun "faces"

4. I II III a

[When the wind is blowing], [a man [who ventures (onto the frozen void)]] is pushed

b c
backwards (by the hands) (of an invisible enemy).]

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	introduced by the subordinate conjunction "when"	time or circumstance, modifies the verb "is pushed"
II	principal	---	---
III	subordinate adjectival clause	introduced by the relative pronoun "who"	modifies the noun "man"
a	adverbial phrase	prepositional	place, modifies the verb "ventures"
b	adverbial phrase	prepositional	means or agent, modifies the verb "is pushed"
c	adjectival phrase	prepositional	modifies the noun "hands"

<i>is blowing:</i>	verb, strong, intransitive, active, indicative, present definite, subject is "wind," 3 rd person, singular
<i>who:</i>	pronoun, relative (simple), antecedent is "man," masculine, singular, 3 rd person, subject of "ventures," nominative case
<i>ventures:</i>	verb, weak, intransitive, active, indicative, present, subject is "who," 3 rd person, singular
<i>void:</i>	noun, common (class), neuter, singular, 3 rd person, object of the preposition "onto," objective case.
<i>is pushed:</i>	verb, irregular, transitive, passive, indicative, present, subject is "man," 3 rd person, singular
<i>backwards:</i>	adverb, simple, place, no degree of comparison, modifies the verb "is pushed."

5.	I	a	b	II	P.A.	c
----	---	---	---	----	------	---

[As the whole region is covered (with a pall) (of snow)], [it shows a ghostly gray (in the wan starlight).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conj. "as"</i>	<i>cause / reason modifies the verb "shows"</i>
<i>II</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner or instrument, modifies the verb "is covered"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "pall"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "shows"</i>

as:	conjunction, subordinate, cause/reason, connects the principal and subordinate clauses.
whole:	adjective, quantitative, indefinite, no comparison, modifies the noun "region"
shows:	verb, irregular, transitive, active, indicative, present, subject is "it," 3 rd person, singular
gray:	adjective, descriptive, simple, positive degree of comparison, modifies the pronoun "it."

Week 15

Grammar Assignment

1. Analyze and (diagram):

I
P.A.
P.A.
II
D.O.

[Those pioneer teachers were patriotic and dedicated,] and [some asked only room and board (for their services).]

D.O.
a
+
+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	reference or cause, modifies the verb "asked"

2. Parse those, patriotic, some.

Those: adjective (demonstrative), no degree of comparison, plural number, describes "teachers"

patriotic: adjective, descriptive (simple), positive degree of comparison, modifies "teachers"

some: pronoun, adjective (quantitative), antecedent: "teachers," neuter, plural, 3rd person, subject of "asked," nominative case

3. Give three synonyms for the verb "asked."

requested, sought, required, demanded...

4. Tell in one or two sentences why the action of those men could be called patriotic.

Parts of Speech – Adjective Class: Demonstrative

1. I

*[Two lonely cross-roads I have walked several times this winter and have not met a single
D.O. a b +
person (on foot) or (on runners).]*

This is a simple, declarative sentence. ("Cross-roads" is not the direct object of "have walked" but an adverbial objective, because a preposition is omitted which would have made it an adverbial phrase of place.)

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a & b	adjective phrase	prepositional	modifies the noun "person"

Two: adjective, quantitative (cardinal number), no comparison, modifies "cross-roads"

lonely: adjective, descriptive (simple), positive degree of comparison, modifies "cross-roads"

several: adjective, quantitative (indefinite number), no comparison, modifies "times"

this: adjective, demonstrative, no comparison, modifies "winter"

2. I a II b c
*[We were (like two mirror images) [as we slowly converged (on the same point) (with the
same noiseless yet laborious stride.)]]*

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverb clause	introduced by the subordinate conj. "as"	circumstance, modifies the verb "were"
a	adverb phrase	prepositional	comparison, complement of the verb "were"
b	adverb phrase	prepositional	place, modifies the verb "converged"
c	adverb phrase	prepositional	manner, modifies the verb "converged"

two: adjective, quantitative (cardinal number), no comparison, modifies "images"

mirror: adjective, descriptive (simple), no comparison, modifies "images"

same: adjective, demonstrative, no comparison, modifies "point"

same: adjective, demonstrative, no comparison, modifies "stride"

noiseless: adjective, descriptive (simple), no degree of comparison, modifies "stride"

laborious: adjective, descriptive (simple), positive degree of comparison, mod. "stride"

3. I a b
[Nathan Hale's first employment was (in a tiny one-room schoolhouse) (at East Haddam, Connecticut.)]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "was"
b	adverbial phrase	prepositional	place, modifies the verb "was"

first: adjective, demonstrative (ordinal number), no comparison, modifies "employment"

tiny: adjective, descriptive (simple), positive degree of comparison, modifies "schoolhouse"

one-room: adjective, descriptive (compound), no comparison, modifies "schoolhouse"

I a b c P.N. d
[(In the fall) (of 1773), five dollars (for a month's work) was considered fair pay (for a schoolmaster).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	time, modifies the verb "was considered"
b	adjectival phrase	prepositional	modifies the noun "fall"
c	adjectival phrase	prepositional	modifies the noun "dollars"
d	adjectival phrase	prepositional	modifies the noun "pay"

Parts of Speech – Infinitives Used as Adverbs: Purpose and Result

1. I a b
[Her eyes hurried (over the ship) (to catch some wished-for face).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or place, modifies the verb "hurried"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb "hurried"</i>

to catch: infinitive, simple, active, adverb [of purpose] modifying the verb "hurried" [It is not necessary to specify the class of adverb here.]

2. I a b
[They started] (from their beds), to be swallowed (by the waves).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "started"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies the verb "started"</i>

to be swallowed: infinitive, simple, passive, adverb [of result] mod. the verb "started"

3. I a
[The whole village ran (to see the steamboat arrive).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb "ran"</i>

to see: infinitive, simple, active, adverb [of purpose] modifying the verb "ran"

arrive: infinitive, simple, active, complement of "see"

4. I a II b
[I came down (to see a man) [who looked (like myself)].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "who"	modifies the noun "man"
a	adverbial phrase	infinitive	result, modifies the verb "came"
b	adverbial phrase	prepositional	comparison, modifies the verb "looked"

to see: infinitive, simple, active, adverb [of result] modifying the verb "came" [To understand why this is result, see the dictation from Robert Frost.]

5. I a b
[I was walking (to meet my own image) (in a slanting mirror)].]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	infinitive	result, modifies the verb "was walking"
b	adverbial phrase	prepositional	place, modifies the infinitive "to meet"

to meet: infinitive, simple, active, adverb [of result] modifying the verb "was walking"

6. I a
[I did not go forward to speak (to the stranger)].]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
a	adverbial phrase	prepositional	reference, modifies the infinitive "to speak"

to speak: infinitive, simple, active, adverb [of purpose] modifying the verb "did go"

Analysis – Complex Sentences: Adverbial Clauses

1. I a b II c d
- [I came (down one road) (to see a man) [who] (to my own unfamiliar eyes) and (in the
dusk) looked exactly (like myself)].]
- e
- +

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>adjectival clause</i>	<i>introduced by the relative</i> <i>pronoun “who”</i>	<i>modifies the noun “man”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “came”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>result, modifies the verb “came”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb “looked”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>circumstance, modifies the verb “looked”</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>comparison, modifies the verb “looked”</i>

2. I II III P.A. a
[Instantly the scene changes [when a man [who is famous (for his quick eye and
D.O. +
prodigious voice))] lifts up the cry, "S-t-e-a-m-boat!"]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction “when”</i>	<i>time, modifies the verb “changes”</i>
<i>III</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “who”</i>	<i>modifies the noun “man”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reason, modifies the adjective “famous”</i>

3. I a D.O. b II
 [(After all these years) I can picture that old time (to myself) now, [just as it was then].]

3. I a D.O. b II
 [(After all these years) I can picture that old time (to myself) now, [just as it was then].]

3. I a D.O. b II
 [(After all these years) I can picture that old time (to myself) now, [just as it was then].]

3. I a D.O. b II
[(After all these years) I can picture that old time (to myself) now, [just as it was then].]

3. I a D.O. b II
 [*(After all these years) I can picture that old time (to myself) now, [just as it was then].*]
 This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>adverb clause</i>	<i>introduced by the</i> <i>subordinate “as”</i>	<i>manner or comparison [you may accept</i> <i>circumstance], modifies the verb “can picture”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb “can picture”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb “can picture”</i>

Week 16

Grammar Assignment

1. *Analyze and diagram:*

I II a b
[I joined the crew] and [we hailed out (onto the stream) (to anchor the ship).]
+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "hailed out"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb "hailed out"</i>

2. Parse: crew, to anchor

crew: noun, common (collective), masculine, 3rd person, singular, object of the verb "joined," objective case.

to anchor: infinitive, simple, active, adverb [of purpose], modifies the verb "hailed out"

3. Change the verbs in the sentence to past progressive definite tense:

I joined - I was joining

we hauled out- we were hauling out

4. Tell what the new sailor may have been thinking as he joined the rest of the crew for the long voyage.

Parts of Speech – General Review

Review nouns, pronouns, adjectives, and adverbs, targeting weaknesses.

1. I a b c d
 [(In travel) (by land), a continuity (of scene), and a connected succession (of persons
 +
 D.O. e
 and incidents), lessen the effect (of absence and separation).]
 + +

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>condition, modifies the verb “lessen”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “travel”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “continuity”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “succession”</i>
<i>e</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “effect”</i>

land: noun, common (class), neuter, singular, 3rd person, object of the preposition “by,” objective case.

continuity: noun, abstract, neuter, singular, 3rd person, subject of the verb "lessen," nominative case.

connected: adjective, descriptive (participial), positive degree of comparison, modifies the noun "succession"

succession: noun, abstract, neuter, singular, 3rd person, subject of the verb "lessen," nominative case.

effect: noun, abstract, neuter, singular, 3rd person, object of the verb "lessen," objective case.

incidenty: noun, common (class), neuter, plural, 3rd person, object of the preposition “of,” objective case.

absence: noun, abstract, neuter, singular, 3rd person, object of the preposition "of," objective case.

separation: noun, abstract, neuter, singular, 3rd person, object of the preposition "of," objective case.

2. I D.O. a
[A wide sea voyage interposes a gulf (between us and our homes).]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "interposes"

wide: adjective, descriptive (simple), positive degree of comparison, modifies the noun "voyage"

sea: adjective, descriptive (simple), no degree of comparison, modifies the noun "voyage"

gulf: noun, common (class), neuter, singular, 3rd person, object of the verb "interposes," objective case.

us: pronoun, personal, antecedent unknown [or: humanity in general; anyone who travels by sea], neuter gender, plural, 1st person, object of the preposition "between," objective case

our: pronoun, personal, antecedent unknown, neuter gender, plural, 1st person, shows possession of the noun "homes," possessive case

3. I P.A. a II P.A.
[We are subject (to tempest, and fear, and uncertainty)]; [distance becomes palpable,

+ + +

III P.A.
and return seems precarious.]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
III	independent	---	---
a	adverbial phrase	prepositional	reference, modifies the adjective "subject"

tempest: noun, common (class), neuter, singular, 3rd person, object of the preposition "to," objective case

fear: noun, abstract, neuter, singular, 3rd person, object of the preposition "to," objective case

Parts of Speech –Infinitives Used as Adverbs: Purpose, Result

1. I II D.O.
[When a man sets forth to wander], he little knows his final destination.]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>Introduced by the subordinate conjunction “when”</i>	<i>time, modifies the verb “knows”</i>
<i>II</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>

<i>sets forth:</i>	verb and adverb, irregular weak, intransitive, active, indicative, present, subject is "man," 3 rd person, singular.
<i>to wander:</i>	infinitive, simple, active, adverb [of purpose], modifies the verb "sets forth"
<i>little:</i>	adverb, simple, degree, positive degree of comparison, modifies the verb "knows"
<i>destination:</i>	noun, common (class), neuter, 3 rd person, singular, object of the verb "knows," objective case

2. I a D.O. II
- [I turned (to see the land) [which I was leaving.]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>adjectival clause</i>	<i>introduced by the relative</i> <i>pronoun “which”</i>	<i>modifies the noun “land”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb “turned”</i>

turned: verb, weak, intransitive, active, indicative, past, subject is "I," 1st person, singular

to see: infinitive, simple, active, adverb [of purpose] modifying the verb "turned"

land: noun, common (class), neuter, 3rd person, singular, object of the infinitive "to see," objective case.

Analysis – Complex Sentences: Adverbial Clauses-Purpose and Result

- I a II
- [[Strange cries were so intermingled (with stranger actions)] [that I was completely bewildered.]]

This is a complex, declarative sentence. ["Intermingled" and "bewildered" may also be adjectives.]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “that”</i>	<i>result, modifies the verb “were intermingled”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies the verb “were intermingled”</i>

so: adverb, conjunctive, degree, no degree of comparison, modifies the verb “were intermingled” and helps to connect subordinate clause

were intermingled: verb, weak, transitive, passive, indicative, past tense, subject is
"cries," 3rd person, plural

that: conjunction, subordinate, result, connects the principal and subordinate clauses

was bewildered: verb, weak, transitive, passive, indicative,, past tense, subject is "I," 1st person, singular

2. I D.O. a II P.A. b
[[A wide sea voyage severs us (from our home), [so that] we are conscious (of being cast loose) (from the secure anchorage) (of settled life).]]
c d

This is a complex, declarative sentence. ["Loose" is an adjective here, but avoid analyzing it.]

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	intro. by the subordinate conjunction "so that"	result, modifies the verb "severs"
a	adverbial phrase	prepositional	separation, modifies the verb "severs"
b	adverbial phrase	prepositional	reference, modifies the adjective "conscious"
c	adverbial phrase	prepositional	separation, modifies the gerund "being cast"
d	adjectival phrase	prepositional	modifies the noun "anchorage"

Week 17
Grammar Assignment

1. Analyze and (diagram):

I P.N. a
[What is the one eternal sight (of England)?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "sight"

2. Parse: What, eternal, England

What: pronoun, interrogative, no antecedent, neuter, singular, third person, predicate nominative, nominative case

eternal: adjective, descriptive (simple), positive degree of comparison, modifies the noun "sight"

England: noun, proper, neuter gender, singular, third person, object of preposition "of," objective case

3. Give the principal parts of the verb "to be" and the verb "to see."

Present	Past	Participle
am, is, are	was, were	been
see	saw	seen

4. What would you answer, if asked this question about your homeland?

Parts of Speech – Relative, Personal, Interrogative Pronouns

1. I a b c
[A company (of twelve monks and a Prior) had come (to the valley) (to found a religious house.)]
- +

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “company”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “had come”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb “had come”</i>

2. I D.O. a II
[The monks had drained the marsh (for their meadow-land,)] [their young trees were
 III b IV
growing finely,] [their vineyard was thriving (in a sunny selected nook),] and [their sheep
 c +
flecked the hills (about them).]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>IV</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies the verb “had drained”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “was thriving”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “hills”</i>

their: pronoun, personal, antecedent: "monks," masculine, plural, third person, shows possession of the noun "meadow-land," possessive case

them: pronoun, personal, antecedent: "monks," masculine, plural, third person, objective of the preposition "about," objective case

3. I a P.N.

[(To you) what is home?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	reference, modifies the verb "is"

you: pronoun, personal, antecedent: unknown, gender unknown, singular or plural number, 2nd person, object of preposition "To," objective case

what: pronoun, interrogative, no antecedent, neuter gender, singular number, 3rd person, predicate nominative, nominative case

4. I D.O.

[Who built this abbey?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---

Who: pronoun, interrogative, no antecedent, neuter gender, singular or plural number, 3rd person, subject of the verb "built," nominative case

5. I a D.O. b

[Which (of these sounds) reminds you most (of your country)?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the pronoun "Which"
b	adverbial phrase	prepositional	reference, modifies the verb "reminds"

Which: pronoun, interrogative, no antecedent, neuter gender, singular number, 3rd person, subject of "reminds," nominative case

you: pronoun, personal, antecedent: unknown, gender unknown, singular or plural number, 2nd person, direct object of "reminds," objective case

most: adverb, simple (degree), superlative degree of comparison, modifies the verb "reminds"

6. I D.O. a b
[Who is driving the plough team (over the brow) (of that hill)?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "is driving"
b	adjectival phrase	prepositional	modifies the noun "brow"

Who: pronoun, interrogative, no antecedent, gender unknown, singular or plural number, 3rd person, subject of "is driving," nominative case

that: adjective, demonstrative, no comparison, modifies the noun "hill"

7. I D.O. a
[What noise does a scythe make (against the whetstone)?]

This is a simple, interrogative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place or circumstance, modifies the verb "does make"

What: adjective, pronominal (interrogative), no degree of comparison, modifies the noun "noise"

Parts of Speech – Infinitives Used as Nouns

1. I a b
[The monks chose to build their abbey (with rough stone and wattle-work) (at first).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	material, modifies the infinitive "to build"
b	adverbial phrase	prepositional	time, modifies the infinitive "to build"

Week 18

Grammar Assignment

1. *Analyze and diagram:*

I P.N. a b

[The Tiber was a bubbling, swelling confusion (of water) running fast (beneath the bridge).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "confusion"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle "running"</i>

2. Parse: Tiber, fast, which (from question 4-direct question)

Tiber: noun, proper, neuter, 3rd person, singular, subject of the verb “was,” nominative case.

fast: adverb, simple, manner, positive degree of comparison, modifies the participle "running"

which: adjective, pronominal (interrogative), no comparison, modifies the noun "river"

3. Find two other participles to describe a river:

flowing, coursing, cascading, winding, traversing

4. Turn the following direct question into an indirect question:

Which river do we see beneath the bridge?

Indirect question: We ask ourselves which river we see beneath the bridge.

Parts of Speech – Adjective Class: Pronominal, Interrogative Sentences –Week 18

Review the other classes of adjectives (descriptive, quantitative and demonstrative).

1. I Adv Obj a b c
[I walked three hundred yards (with the old wall) (of Rome) (before me).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>accompaniment, modifies the verb "walked"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "wall"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "wall"</i>

yards: noun, common (class), neuter, plural, 3rd person, adverbial objective of the verb “walked,” objective case.

three hundred: adjective, quantitative (cardinal number), no comparison, modifies the noun "yards"

old: adjective, descriptive (simple), positive degree of comparison,
modifies the noun "wall"

before: preposition, shows the relation between “me” and “wall” [This phrase is adjectival because it modifies the noun “wall,” describing it as regards place.]

2. I a II D.O.
[I prepared (to enter that city,)] and [I lifted up my heart.]

+

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	- - -	- - -
<i>II</i>	<i>independent</i>	- - -	- - -
<i>a</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb "prepared"</i>

Parts of Speech –Interrogative Adjectives

5. I D.O.

[Which ballad shall I sing?]

This is a simple interrogative sentence.

I shall sing which ballad? - Putting the question in natural order allows

Which: adjective, pronominal (interrogative), no comparison, modifies the noun "ballad"

shall sing: verb, strong, transitive, active, indicative, future, subject is "I" ("shall" not "will" used with 1st person), singular

ballad: noun, common (class), neuter, 3rd person, singular, object of the verb "shall sing," objective case

6. I D.O.

[What races made Marseilles?]

This is a simple interrogative sentence.

What: adjective, pronominal (interrogative), no comparison, modifies the noun "races"

made: verb, irregular weak, transitive, active, indicative, past, subject is "races" 3rd person, singular

7. I D.O. a

[What pride Marcel had (in Provence)!]

This is a simple declarative (exclamatory) sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "pride"

What: adjective, pronominal (exclamatory), no comparison, modifies the noun "pride"

had: verb, irregular weak, transitive, active, indicative, past, subject is "Marcel," 3rd person, singular

I D.O.

8. [Which language would he like?]

This is a simple interrogative sentence.

Which: adjective, pronominal (interrogative), no comparison, modifies the noun "language"

would like: defective verb with infinitive, transitive, active, subjunctive, present, subject is "he," 3rd person, singular

I D.O. a

9. [What voice had called me out (of sleep)?]

This is a simple declarative (exclamatory) sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the adverb "out"

What: adjective, pronominal (exclamatory), no comparison, modifies the noun "voice"

had called: verb, weak, transitive, active, indicative, past perfect, subject is "voice," 3rd person, singular

I D.O.

10) [What course will he pursue?] (He will pursue what course?)

What: adjective, pronominal (interrogative), no comparison, modifies the noun "course"

will pursue: verb, transitive, active, indicative, future, subject is "he," 3rd person, singular

Parts of Speech – Verbals: Participles – Week 18

- I. I II D.O. III a
[[As] I slept,) Rome still beckoned me,) and [I woke (in a struggling light).]
+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “As”</i>	<i>time, modifies the verb “beckoned”</i>
<i>II</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>III</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>circumstance, modifies the verb “woke”</i>

<i>As:</i>	<i>conjunction, subordinate, time, connects the principal and subordinate clauses</i>
<i>slept:</i>	<i>verb, irregular weak, intransitive, active, indicative, past indefinite, subject is "I," 1st person, singular</i>
<i>still:</i>	<i>adverb, simple, manner or time, no degree of comparison, modifies the verb "beckoned"</i>
<i>woke:</i>	<i>verb, strong, intransitive, active, indicative, past, subject is "I," 1st person, singular</i>
<i>struggling:</i>	<i>participial adjective, imperfect, active, positive degree of comparison, describes "light"</i>

2. I a b
[Slipping out (of my lodgings), I walked on (to the end).]

This is a simple declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the adverb “out”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “walked”</i>

Slipping: participle, imperfect, active, belongs to the pronoun "I"

out: adverb, simple, place, no degree of comparison, modifies the participle "Slipping"

lodgings: noun, common (class), neuter, 3rd person, plural, object of the preposition "of," objective case.

walked: verb, weak, intransitive, active, indicative, past indefinite, subject is "I," 1st person, singular

on: adverb, simple, manner, no degree of comparison, modifies the verb "walked"

3. I a b c

[Far (on the right,) the Dome (of St. Peter's) rose and looked (like something newly built).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
a	adverbial phrase	prepositional	place, modifies the adverb "far"
b	adjectival phrase	prepositional	modifies the noun "Dome"
c	Adverbial phrase	prepositional	manner or comparison, modifies the verb "looked"

Far: adverb, simple, degree, positive degree of comparison, modifies adverbial prepositional phrase "on the right"

St. Peter's: noun, proper, neuter, 3rd person, singular, expresses ownership of "Cathedral" [commonly known and simply omitted from the text by abbreviation], possessive case

built: participle, perfect, passive, belongs to "something"

newly: adverb, simple, time, positive degree of comparison, modifies the participle "built"

Week 19
Grammar Assignment

1. *Analyze and (diagram):*

I

[How did the great silver disk (of Count Roger) (of Sicily) finally vanish forever?]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "disk"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "Count Roger"</i>

2. *Parse: How, Sicily, forever.*

How: *adverb, interrogative, manner, no degree of comparison, modifies the verb "did vanish"*

Sicily: *noun, Proper, neuter gender, singular, 3rd person, object of preposition "of," objective case*

forever: *adverb, simple, time, no degree of comparison, modifies the verb "did vanish"*

3. *Give a synonym and an antonym for "vanish."*

Synonyms: *disappear, evaporate, withdraw, depart*

Antonyms: *appear, emerge, materialize*

4. *Write a few sentences imagining your own answer to the question.*

Parts of Speech – Adverbs: Interrogative

1. I

[When did those mystery-laden words, “Terra Incognita” and “Terra Inhabitable,”
disappear (from the maps) (of the world)?]

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>separation, modifies the verb “disappear”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “maps”</i>

When: adverb, interrogative, time, no comparison, modifies the verb "did disappear"

2. I

I	a	b
<i>[Why <u>is</u> the <u>boy</u> suddenly <u>consumed</u> (by the spirit) (of adventure)?]</i>		

This is a simple, interrogative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means or instrument, modifies the verb "is consumed"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "spirit"</i>

Why: adverb, interrogative, cause or reason, no comparison, modifies the verb "is consumed"

3. I

[Where do bears stroll ominously?] This is a simple, interrogative sentence.

Where: adverb, interrogative, place, no comparison, modifies the verb "do stroll"

4. I P.A.

I	P.A.	a	b	c
[How distant <u>was</u> <u>Jerusalem</u> (from the Tower of Babel) (on the old map) (in Hereford Cathedral?)]				

This is a simple, interrogative sentence.

firing: participle, imperfect, active, belongs to “Indians”

strolling: participle, imperfect, active, belongs to “bears”

3. I a b c
[Fishes (of terrifying aspect) swim the seas, (swallowing the little ships) (with curly sails)
d e
(like the ships) (in illuminated manuscripts).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun “fishes”
b	adjectival phrase	participial	modifies the noun “fishes”
c	adjectival phrase	prepositional	modifies the noun “ships”
d	adjectival phrase	prepositional	modifies the noun “sails” (or “[little] ships”)
e	adjectival phrase	prepositional	modifies the noun “ships”

swallowing: participle, imperfect, active, belongs to “fishes”

illuminated: participle, perfect, passive, belongs to “manuscripts”

4. I D.O. a b
[Invaders stole the great silver disk, (melting it) (to pay for arms and soldiers).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	participial	modifies the noun “Invaders”
b	adverbial phrase	infinitive	purpose, modifies the participial phrase “melting it”

melting: participle, imperfect, active, belongs to “Invaders”

to pay for: infinitive, simple, active, adverb, reason, modifies the participle “melting”

Parts of Speech – Analysis: General Review

- I.**
- | | | |
|---|----------|------------|
| D.O. | a | b |
| [The Hereford <u>map</u> puts Jerusalem (in the center) (of the world), and the Terrestrial | | |
| D.O. | c | d + |
| Paradise, beautifully battlemented, (on a circular island) (near India).] | | |

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “puts”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “center”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “puts”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “island”</i>

2. I a b
[The map was deemed (of surpassing value), and was faithfully copied (for two hundred years).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival</i>	<i>prepositional</i>	<i>modifies [or predicated of] the noun “map”</i>
<i>b</i>	<i>adverbial</i>	<i>prepositional</i>	<i>time, modifies the verb “was copied”</i>

3. I a D.O. b
[A sense (of spaciousness and wonder) pervades these ancient representations (of the earth.)]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "sense"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies the noun "representations"</i>

4.

I	a	II	b
[If <u>there were freedom</u> (for all)], [<u>it was paid for</u> (with audacity and endurance).]			

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
I	subordinate adverbial clause	introduced by the subordinate conjunction "If"	condition, modifies the verb "was paid for"
II	principal	---	---
a	adjectival phrase	prepositional	modifies the noun "freedom"
b	adverbial phrase	prepositional	means or instrument, modifies the verb "was paid for"

5. I D.O.

[Everybody had a chance to live dangerously and to die valorously.]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
I	principal	---	---

to live: infinitive, simple, active, adjective, modifies the noun "chance"

6. I D.O. II D.O. a b
 [The pioneers exchanged the lovely little rivers [which carried no hint (of danger)] (for
 fierce wide waters running (to unknown horizons)).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "rivers"
a	adjectival phrase	prepositional	modifies the noun "hint"
b	adverbial phrase	prepositional	reference, result or purpose may all be accepted, modifies the verb "exchanged"
c	adverbial phrase	prepositional	place, modifies the participle "running"

Week 20

Grammar Assignment

1. Analyze and diagram:

I
a
b
[The young priest must have traveled (through thirty miles) (of these conical red hills),
c
d
e
(winding his way) (in the narrow cracks) (between them).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "must have traveled"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "miles"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>belongs to the noun "priest"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle "winding"</i>
<i>e</i>	<i>adjectival phrase</i> <i>[allow adverbial]</i>	<i>prepositional</i>	<i>modifies "cracks"</i> <i>[or place, modifies the participle "winding"]</i>

2. Parse: thirty, winding, narrow

thirty: *adjective, quantitative (cardinal number), no comparison, modifies the noun "miles"*

winding: *participle, imperfect, active, belongs to "priest"*

narrow: *adjective, descriptive (simple), positive degree of comparison, modifies the noun "cracks"*

3. Tell the mood of the verb in this sentence: *indicative mood*

Write the verb in another mood and justify it:

The young priest could have traveled through thirty miles . . . them.

(subjunctive mood: expresses conjecture or something imagined.)

4. Use "adroit" in a sentence showing that you grasp its meaning:

Accept any meaningful, tasteful sentence, such as, "The adroit way he used his words convinced the audience that the subject required further study."

Parts of Speech – Interrogative Pronouns, Adjectives, Adverbs

Review the interrogative words studied in lessons 17, 18, and 19.

1. I D.O.
[What did the Hurons call Père Brébeuf's clock?]

What: pronoun, interrogative, neuter, singular, 3rd person, complement of the verb “did call” [predicate objective; see §30], objective case

2. I D.O. I.O. a
[What order did it give them (at four o'clock)?]

What: adjective, pronominal (interrogative), no degree of comparison, modifies the noun "order"

3. [How may the fatigues (of a long day's journey) be forgotten?

How: adverb, interrogative, manner, no degree of comparison, modifies the verb "may be forgotten"

4. P.N. I
[Who is the solitary horseman?]

Who: pronoun, interrogative, masculine, singular, 3rd person, predicate
nominative, nominative case

5. I
[Where is the young priest riding?]

Where: adverb, interrogative, place, no degree of comparison, modifies the verb "is riding"

6. I a D.O.
[Which appurtenances (of civilization) fascinated the Indians?]

Which: adjective, pronominal (interrogative), no comparison, modifies the noun "appartenances"

Parts of Speech –Verbals: Participle & Infinitive Review

1. I a b
[One afternoon a solitary horseman, followed (by a pack-mule), was pushing (through
c d
an arid stretch) (of country) somewhere (in central New Mexico).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>agency, modifies the participle “followed”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “was pushing”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “stretch”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the adverb “somewhere”</i>

followed: participle, perfect, passive, begins to "horseman"

somewhere: adverb, simple, place, no degree of comparison, modifies the verb "was pushing"

2.

I	a	D.O.	b
---	---	------	---

[The traveler dismounted, drew (from his pocket) a much worn book, and (removing his
+
hat), knelt (at the foot) (of the cruciform tree).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “drew”</i>
<i>b</i>	<i>Adjectival phrase</i>	<i>participial</i>	<i>relates to the noun “traveler”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “knelt”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “foot”</i>

removing: participle, imperfect, active, belongs to the noun "traveler"

much: adverb, simple, degree, positive degree of comparison, modifies the adjective "worn"

D.O.

+

This is a complex, declarative sentence (exclamatory).

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction "If"</i>	<i>purpose, modifies the verb "stood"</i>
<i>II</i>	<i>principal</i>	<i>---</i>	<i>---</i>

come: verb, strong, intransitive, active, subjunctive, present, subject is "you," 2nd person, singular or plural.

try: verb, weak, irregular, transitive, active, subjunctive, present, subject
is "you,"

will not mind: defective verb [with adverb] and infinitive, transitive, active, indicative, simple future, subject is "you," 2nd person, singular or plural.

Week 21

Grammar Assignment

1. Analyze and (diagram):

I
a
DO
DO
b

[The young King looked (about him) and beheld peace and amity (among all these noble lords) II + + +
 [where], aforesaid, had been discord and ill-regard.]]

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction "where"	place, modifies the phrase "among all these noble lords"
a	adverbial phrase	prepositional	place or reference, modifies the verb "looked"
b	adverbial phrase	prepositional	place, modifies the verb "beheld"

2. Parse: How, Sicily, forever.

young: adjective, descriptive, simple, positive degree of comparison, modifies the noun "King"
 lords: noun, common (class), masculine gender, plural, 3rd person, object of preposition "among," objective case
 aforesaid: adverb, simple, time, no degree of comparison, modifies the verb "had been"

3. Give the principal parts of the verb beheld, and give a synonym.

Present: behold Past: beheld Participle: beheld
 Synonyms: saw, observed, watched, viewed, regarded, considered

4. Tell in a few sentences what may have changed the "discord and ill-regard" of Arthur's knights into "peace and amity."

Adjectives & Adverbs

- This is a compound, declarative sentence.*

We:	pronoun, personal, antecedent: the British (seen in the dictation), masculine, plural, 1 st person, subject of "shall go," nominative case
shall go:	verb, strong, intransitive, active, indicative, future, subject is "We," 1 st person, plural
growing:	adjective, descriptive (participial), no degree of comparison, describes "confidence" and "strength"

- This is a compound, declarative sentence.*

Parts of Speech – Review of Infinitives & Participles

1. I a b II
 [(At the banquet) was a multitude (of those famous knights) [who were reckoned the
 c d e
 most renowned (in arms) (in all) (of Christendom).]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "who"	modifies the noun "knights"
a	adverbial phrase	prepositional	place, modifies the verb "was"
b	adjectival phrase	prepositional	modifies the noun "multitude"
c	adverbial phrase	prepositional	specification, modifies the complement "most renowned"
d	adverbial phrase	prepositional	place, modifies the complement "most renowned"
e	adjectival phrase	prepositional	modifies the pronoun "all"

2. I a II
 [Even if this Island or a large part (of it) were subjugated and starving], [then our
 b + c +
Empire (beyond the seas), armed and guarded (by the British Fleet), would carry on the
 DO +
struggle.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverb clause	introduced by the subordinate conjunction "even if"	condition, modifies the verb and adverb "would carry on"
II	principal	---	---
a	adjectival phrase	prepositional	modifies the noun "part"
b	adjectival phrase	prepositional	modifies the noun "Empire"
c	adverbial phrase	prepositional	instrument, modifies verbs "armed" and "guarded"

armed and guarded: participles, perfect, passive, belong to "Empire"

3. I DO a b
 [Each declared his willingness (to risk himself) and strove (to grasp the flag).]
 +
 This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjective phrase	infinitive	modifies the noun "willingness"
b	adverbial phrase	infinitive	purpose, modifies the verb "strove"

to risk: infinitive, simple, active, adjectival, modifies the noun "willingness"
 to grasp: infinitive, simple, active, adverb (purpose), modifies the verb "strove"

4. I a
 [The New World shall step forth (to rescue the Old).]
 This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial	infinitive	purpose, modifies the verb "shall step"

to rescue: infinitive, simple, active, adverb (purpose), modifies the verb and adverb "shall step forth"

5. I a II DO APP
 [(Within him), [as he hurled himself forward,] was born a love, a despairing fondness
 b III c
 (for this flag) [which was (near him)]]].
 This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
I	subordinate adverb clause	introduced by the subordinate conjunction "as"	time, modifies the verb "was born"
III	subordinate adjective clause	introduced by the relative pronoun "which"	modifies the noun "flag"
a	adverbial phrase	prepositional	place, modifies the verb "was born"
b	adjectival phrase	prepositional	modifies the noun "fondness"
c	adverbial phrase	prepositional	place, modifies verbs "was"

Analysis – Complex Sentences:
Adverbial Clauses of Degree or Comparison

1. I a b II
 [(After leaving the whole party) (under the table), he goes away [as if nothing had happened].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction “as if”	manner, modifies the verb “goes”
a	adverbial phrase	prepositional	time, modifies the verb “goes”
b	adverbial phrase	prepositional	place, modifies the gerund “leaving”

2. I a II b
 [Master Simon was (in as chirping a humor) [as a grasshopper filled (with dew)].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction “as” (understood “is”)	comparison, modifies the verb “was”
a	adverbial phrase	prepositional	manner, modifies the verb “was”
b	adverbial phrase	prepositional	material, modifies the participle “filled”

3. I DO a II
 [The King’s spirit took wings and sang (within him) [as a bird sings].]

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction “as”	comparison, modifies the verb “sang”
a	adverbial phrase	prepositional	place, modifies the verb “sang”

4. I a PA II III
 [(In the mad scramble) he was aware [that the color sergeant flinched suddenly], [as if
 b
he had been struck (by a bludgeon).]

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate noun clause	introduced by the subordinate conjunction "that"	direct object of the verb equivalent* "was aware"
III	subordinate adverbial clause	introduced by the subordinate conjunction "as if"	manner, modifies the verb "flinched"
a	adverbial phrase	prepositional	circumstance, modifies the verb "was"
b	adverbial phrase	prepositional	instrument, modifies the verb "had been struck"

*"To be aware," a verb and predicate adjective, should be treated as equivalent to a verb of knowing.

5. I a PA b II c
 [The knights (at the high feast) were more renowned (in arms) [than were any others (in
 the kingdom).]]

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction "than"	degree, modifies the adjective "more renowned"
a	adjectival phrase	prepositional	modifies the noun "knights"
b	adverbial phrase	prepositional	specification, modifies the adjective "more renowned"
c	adjectival phrase	prepositional	modifies the pronoun "others"

Week 22

Grammar Assignment

1. Analyze and diagram:

I
a
b
c
 [Long did Edward kneel (beside the remains) (of his uncle,) (with his face hidden) and
+
 (with thoughts) (beyond our power) to trace.]
d
e

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "kneel"
b	adjectival phrase	prepositional	modifies the noun "remains"
c	adverbial phrase	prepositional	manner, modifies the verb "kneel"
d	adverbial phrase	prepositional	accompaniment, modifies the verb "kneel"
e	adjectival phrase	prepositional	modifies the noun "thoughts"

2. Parse: Edward, hidden, to trace

Edward: noun, proper, masculine, 3rd person, singular, subject of
the verb "did kneel," nominative case.

hidden: adjective, descriptive (simple), participial, positive degree of
comparison, modifies the noun "face"

to trace: infinitive, simple, active, modifies the noun "power"

3. Give the principal parts of "hidden" and "to trace":

simple infinitive	past	perfect participle
hide	hid	hidden (strong)
trace	traced	traced (weak reg.)

4. Name/explain the tone of this sentence.

The student should point out the emotional weight of the sentence, the mystery it hints at, the sense of awe and respect it inspires, the sense of solemnity of the moment, and he should try to explain how the structure of the sentence or the word choice allow this tone. There is no perfect answer to this question; judge the student's answer as you would a composition: has he reflected, understood, made a personal effort, and written something which is defensible?

Parts of Speech – Adjective Pronoun Review

Review sentences:

1. I a b
[(Upon this battle) depends our own British life and that (of our Empire).]
+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>circumstance, modifies the verb “depends”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the pronoun “that”</i>

this: adjective, demonstrative, no comparison, singular, modifies the noun "battle"

our: pronoun, possessive, antecedent [British people], neuter, plural, 1st person, shows possession of the noun "life", possessive case

that: pronoun, adjective (demonstrative), antecedent is "life", neuter, singular, 3rd person, subject of the verb "depends," nominative case

- 2.
- | | | | | | | |
|---|---|---|------|------|---|------|
| I | a | b | | II | c | D.O. |
| [<i>(In the midst)</i> (<i>of the room</i>) <u>lay</u> a <u>coffin;</u>] [<i>solemn forms</i> (<i>in armor</i>) <u>guarded</u> this, <i>]</i> and
+ | | | | | | |
| III | | | D.O. | D.O. | d | |
| [<i>priests knelt</i> and <u>chanted</u> prayers and psalms (<i>around it</i>).]
<div style="text-align: center;">+ +</div> | | | | | | |

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “lay”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “midst”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “forms”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verbs “knelt and chanted”</i>

this: pronoun, adjective (demonstrative), antecedent is "coffin," neuter, singular, 3rd person, object of the verb "guarded," objective case

it: pronoun, personal, antecedent is "coffin," neuter, singular, 3rd person, object of the preposition "around," objective case

3. ^I [A ^{app} crowned helmet, ^{app} good sword, ^{app} knightly spurs, and cross-marked shield: ^{app} these lay
^a (upon the royal coffin).] +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "lay"

these: pronoun; adjective (demonstrative); antecedent is all items previously mentioned: "helmet," "sword," "spurs," "shield"; neuter; plural; 3rd person; subject of the verb "lay," nominative case

4. ^I [^a I stand (on this rostrum) (^b with a sense) (^c of deep humility and great pride) - the
former, (^d in the wake) (^e of those great American architects) (^f of our history) [^{II} who have
^g stood here (before me)]; the latter, [^{III} because this forum (^h of legislative debate) represents
human liberty (^{D.O.} in the purest form) [^{IV} which has yet been devised.]]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "who"	modifies the noun "architects"
III	subordinate adverbial clause	introduced by the sub. conjunction "because"	reason, modifies the phrase segment "of ... great pride"
IV	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "form"

<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “stand”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb “stand”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “sense”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>circumstance or reason, modifies the phrase segment “of deep humility”</i>
<i>e</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “wake”</i>
<i>f</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “architects”</i>
<i>g</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “have stood”</i>
<i>h</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “forum”</i>
<i>i</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “liberty”</i>

former: pronoun, adjective (demonstrative), antecedent: the phrase segment “of deep humility,” neuter, singular, 3rd person, in apposition with its antecedent

latter: pronoun, adjective (demonstrative), antecedent: the phrase segment “of... great pride,” neuter, singular, 3rd person, in apposition with its antecedent

Parts of Speech –Verbals: Gerunds

5. I a b
 [(Upon this battle) depends the surviving (of Christian civilization).]

This is a simple declarative sentence.

I shall sing which ballad? - Putting the question in natural order clarifies.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb “depends”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the gerund “surviving”</i>

surviving: gerund, imperfect, active, subject of the verb “depends”

6. I a b c
 [The planning (of the best and purest schemes) (by the highest souls) may fall (to
 +
 d e
 nought) (in the eyes) (of men).]

This is a simple declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the gerund "planning"
b	adverbial phrase	prepositional	agency, modifies the gerund "planning"
c	adverbial phrase	prepositional	result, modifies the verb "may fall"
d	adverbial phrase	prepositional	reference, modifies the verb "may fall"
e	adjectival phrase	prepositional	modifies the noun "eyes"

planning: gerund, imperfect, active, subject of the verb "may fall"

7. I a b P.N. c d
 [Joining the Army, (before the turn) (of the century), was the fulfilling (of all) (of my
 boyish hopes and dreams).]

+

This is a simple declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	time, modifies the verb "was"
b	adjectival phrase	prepositional	modifies the noun "turn"
c	adjectival phrase	prepositional	modifies the gerund "fulfilling"
d	adjectival phrase	prepositional	modifies the pronoun "all"

Joining: gerund, imperfect, active, subject of the verb "was"

fulfilling: gerund, imperfect, active, complement (P.N.) of the verb "was"

all: pronoun, adjective (numeral), neuter, plural, 3rd person, object of the preposition "of," objective case

Analysis – Complex Sentences: Adv Clauses of Degree or Comparison

1. I a II
 [The best and purest schemes planned (by the highest souls) may fall over] [as a crested
 + P.A.
wave falls and is lost].
 +

This is a complex, declarative sentence.

Week 23

Grammar Assignment

1. Analyze and (diagram):

^I ^a ^b ^c
 [When one (of the veteran pilots) landed, rain-soaked and (behind schedule), (from
^{II} ⁺ ^{DO} ^d
 Alicante or Casablanca)], [the apprentice would ask humble questions (about his flight).]
 +
 This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>introduced by the sub. conjunction “when”</i>	<i>time, modifies the phrase “would ask ”</i>
<i>II</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the pronoun “one”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the pronoun “one”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>local, modifies the verb “landed”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “questions”</i>

2. Parse: When, one, rain-soaked.

When: conjunction, subordinate, time, connects the principal and subordinate clauses

one: pronoun, adjective (numeral), masculine gender, singular, 3rd person, subject of "landed," nominative case

rain-soaked: adjective, descriptive (compound), positive degree of comparison, modifies the noun "pilots" (or the pronoun "one")

3. Rewrite this sentence giving a synonym for each of the verbs or verbals.

When one of the veteran pilots arrived, drenched and behind schedule, from Alicante or Casablanca, the apprentice pilots would pose humble questions about his flight.

4. How does the author contrast the veterans and the apprentices?

Parts of Speech – Adjective Pronouns: Distributive & Numeral

1. I

a

[From time to time one or another (of them), eternally to be revered, would fail to
+
come back.]

This is a simple, declarative sentence. ["From time to time" is considered an idiomatic adverbial expression, not included in the chart, and signifying "sometimes."]

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the pronouns "one" and "another"

one: pronoun, adjective (numeral), masculine gender (See dictation), singular, 3rd person, subject of "would fail," nominative case

another: pronoun, adjective (numeral), masculine gender (See dictation), singular, 3rd person, subject of "would fail," nominative case

to come back: infinitive (and adverb), simple, active, adverb (specification) modifying the verb "would fail"

to be revered: infinitive, simple, passive, adjective describing "one" and "another"

2. I

DO

a

II

DO

b

[I will pay my tribute (to these young airmen); [each defended the cause (of
c
civilization), (by his devotion and skill).]

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	reference, modifies the verb "will pay"
b	adjectival	prepositional	modifies the noun "cause"
c	adverbial phrase	prepositional	manner, modifies the verb "defended"

these: adjective, demonstrative, no comparison, plural, modifies the noun "airmen"

each: pronoun, adjective (distributive), masculine gender (See dictation), singular, 3rd person, subject of "defended," nominative case

3. I a b c II d
 [All lived (in fear) (of the mountains) (of Spain), [(over which) we would one day fly],
 e f
 and (in awe) (of our elders).]
 +
 This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
I	subordinate adjective clause	introduced by the relative pronoun "which"	modifies the noun "mountains"
a	adverbial phrase	prepositional	manner, modifies the verb "lived"
b	adjectival phrase	prepositional	modifies the noun "fear"
c	adjectival phrase	prepositional	modifies the noun "mountains"
d	adverbial phrase	prepositional	place, modifies verb "would fly"
e	adverbial phrase	prepositional	manner, modifies the verb "lived"
f	adjectival phrase	prepositional	modifies the noun "awe"

- all: pronoun, adjective (numeral), masculine gender (See dictation), plural, 3rd person, subject of "lived," nominative case
- one: adjective, quantitative (cardinal number), no comparison, modifies the noun "day"
- which: pronoun, relative, antecedent. "mountains," neuter gender, plural, 3rd person, object of preposition "over," objective case

4. I DO a II
 [The Royal Air Force engaged the main strength (of the enemy)], and [the Navy carried
 DO b c III + d
 over 335,000 men (out of the jaws) (of death and shame)]; [both achieved this miracle (of
 IV e +
 our deliverance)]; [neither failed (in discipline or valor)].
 +
 This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
III	independent	---	---

IV	<i>independent</i>	---	---
a	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "strength"</i>
b	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "carried"</i>
c	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "jaws"</i>
d	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "miracle"</i>
e	<i>adverbial phrase</i>	<i>prepositional</i>	<i>specification, modifies the verb "failed"</i>

both: pronoun, adjective (distributive), neuter gender, plural, 3rd person, subject of "achieved," nominative case

neither: pronoun, adjective (distributive), neuter gender, singular, 3rd person, subject of "failed," nominative case

Parts of Speech – Gerunds

1. I PN II a
[Retreating is not winning], yet [there was a victory (inside this deliverance).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	<i>independent</i>	---	---
II	<i>independent</i>	---	---
a	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "was"</i>

Retreating: gerund, imperfect, active, subject of "is"

winning: gerund, imperfect, active, predicate nominative of "Retreating"

2. I a II b c
[Wars are not won (by evacuating),] yet [our withdrawal was achieved (by valor,) (by
d +
skill,) and (by unconquerable fidelity).]

+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	<i>independent</i>	---	---
II	<i>independent</i>	---	---

<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies the verb “are won”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies the verb “was achieved”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies the verb “was achieved”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies the verb “was achieved”</i>

evacuating: gerund, imperfect, active, object of preposition “by”

3. I DO a II
 [*I was undergoing* an apprenticeship, served (by all young pilots) [*before* *they were*
 DO
allowed to carry the mails].]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>I</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction “before”</i>	<i>time, modifies the participle “served”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>agency, modifies the participle “served”</i>

served: participle, perfect, passive, belongs to “apprenticeship”

to carry: infinitive, simple, active, direct object of the verb “were allowed”

4. I a DO b
 [*The veteran pilot*, replying so curtly, *built* (for us) a fabulous world (of snares and
 c d e +
 pitfalls), (with the looming (of cliffs) and the whirling (of air-currents)) strong enough
 f +
 (to uproot cedars).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies the verb “built”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “world”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “world”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the gerund “looming”</i>
<i>e</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the gerund “whirling”</i>
<i>f</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>degree, modifies the adverb “enough”</i>

replying:	participle, imperfect, active, belongs to “pilot”
looming:	gerund, imperfect, active, object of preposition “with”
whirling:	gerund, imperfect, active, object of preposition “with”
to uproot:	infinitive, simple, active, adverb (degree) modifying the adverb “enough”

Analysis – Complex Sentences

1. I a b
 [The mineral glow (of the artificial horizon,) these stethoscopes designed (to take the
 DO c PN II DO
 heartbeat) (of the heavens,) are things [which a pilot loves].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
I	subordinate adjective clause	introduced by the relative pronoun “which”	modifies the noun “things”
a	adjectival phrase	prepositional	modifies the noun “glow”
b	adverbial phrase	prepositional	purpose, modifies the participle “designed”
c	adjectival phrase	prepositional	modifies the noun “heartbeat”

2. I II DO
 [The enemy was so roughly handled [that he did not hurry their departure seriously].]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverb clause	introduced by the conjunctive adverb and conjunction “so...that”	result, modifies the adverb “roughly” [See §209(2) and §220(7).]

3. I a II
 [These young men, going forth every morn (to guard their native land and all) [that
 b DO
we stand (for),] deserve our gratitude].]

This is a complex, declarative sentence. [“That” acts as a double relative pronoun here, and its understood “Which” is the object of the preposition.]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjective clause</i>	<i>introduced by the double relative "that"</i>	<i>modifies the pronoun "all"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the participle and adverb "going forth"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb "stand"</i>

4. I a APP APP b
[Every long flight starts (in the same atmosphere): the wind, the drizzle (at daybreak,)
APP c II APP d
the quiet purring (of the engines) [as they are warmed up]; this instrument (of conquest)
e f III g h
gleaming (in her fresh coat) (of lacquer)] - [all (of it) goes straight (to the heart)].

This is a compound-complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverb clause	introduced by the relative pronoun "as"	time, modifies the gerund "purring"
III	independent	---	---
a	adverbial phrase	prepositional	manner, modifies the verb "starts"
b	adjectival phrase	prepositional	modifies the noun "drizzle"
c	adjectival phrase	prepositional	modifies the gerund "purring"
d	adjectival phrase	prepositional	modifies the noun "instrument"
e	adverbial phrase	prepositional	specification, modifies the participle "gleaming"
f	adjectival phrase	prepositional	modifies the noun "coat"
g	adjectival phrase	prepositional	modifies the pronoun "all"
h	adverbial phrase	prepositional	place, modifies the adverb "straight"

Week 24

Grammar Assignment

1. Analyze and diagram:

I
II
a
PA
III

[I hope [that the Personnel Department (of the Navy) will be understanding [when

b

it hears (about my unusual recruiting service).]]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate noun clause	introduced by subordinate conjunction "that"	object of the verb "hope"
III	subordinate adverbial clause	introduced by the subordinate conjunction "when"	time, modifies the verb "will be"
a	adjectival phrase	prepositional	modifies the noun "Department"
b	adverbial phrase	prepositional	reference, modifies the verb "hears"

2. Parse: hope, that, recruiting

hope: verb, weak, transitive, active, indicative, present, subject is "I," 1st person, singular

that: conjunction, subordinate, introduces the noun clause which is the object of the verb "hope"

recruiting: participial adjective, descriptive, no degree of comparison, describes the noun "service"

3. Change the verb in the principal clause to the past tense and then rewrite the sentence, changing all verb forms to the proper tense.

I hoped that the personnel Department of the Navy would be understanding when it heard about my usual recruiting service.

4. Explain the tone of this sentence.

This sentence seems to be subjunctive in mood (expresses a wish?) yet in reading in the context of the entire dictation text, "My Young Assistants," the reader understands this final statement of the text to function not as an expression of true wishfulness or contingency but simply as a humorous, ironic ending.

Parts of Speech – Indefinite Pronouns

- [illegible]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun "circuit"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the indefinite pronoun "everybody"</i>

everybody: pronoun, indefinite, neuter gender, singular, 3rd person, object of "had seen," objective case

had made: verb, irregular weak, transitive, active, indicative, past perfect,
subject is "Genevieve," 3rd person, singular

2. I a II b
[Rose Lathrop shivered (at the sight),] but [something (in Mrs. Watson's eyes) calmed
+
D.O.
her.]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>cause, modifies the verb “shivered”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the indefinite pronoun “something”</i>

something pronoun, indefinite, neuter gender, singular, 3rd person, subject of the verb "calmed" nominative case

calmed verb, weak, transitive, active, indicative, past, neuter, subject is "something," 3rd person, singular

3. ^I [No one else wanted to care (for the cancer patients), [^{II} because everyone believed [^{III} that the disease might be contagious.]]] ^{DO} ^a ^{PA}

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the sub. conjunction "because"	cause/reason, modifies the verb "wanted"
III	subordinate noun clause	introduced by the sub. conjunction "that"	direct object of the verb "believed"
a	adverbial phrase	prepositional	reference, modifies the infinitive "to care"

might be: defective verb with infinitive, transitive, active, subjunctive, past, subject is "disease," 3rd person, singular

Parts of Speech –Verbals: General Review

1. ^I [The patient waited smiling.]

This is a simple declarative sentence.

waited: verb, weak, regular, intransitive, active, indicative, past, subject is "patient," 3rd person, singular

1)smiling: participle, active, imperfect, belongs to the noun "patient"

OR 2)smiling: participle, active, imperfect, modifies the verb "waited"

2. ^I [^a She came back (after two hours), flushed and winded, covered (with mud) and (in ^b the best) (of spirits).] ^c ^d ⁺ ⁺

This is a simple declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adverbial phrase	prepositional	time, modifies the verb "came"
b	adverbial phrase	prepositional	material, modifies the participle "covered"
c	adjectival phrase	prepositional	modifies the pronoun "she" [This phrase is parallel to the participles; all could be considered adverbial.]
d	adjectival phrase	prepositional	modifies the noun "best" [= substantivized adjective]

flushed, winded: participle, passive, perfect, belongs to "she"

covered: participle, passive, perfect, belongs to "she"

3. I DO II a PA b
 [Sometimes the children did my laundry], but [(on such occasions) they were apt (to
 +
 c III DO
 wash the clothes) (in a rice paddy)], so [I discouraged this].
 +
 This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent		
III	independent	---	---
a	adverbial phrase	prepositional	time, modifies the verb "were"
b	adverbial phrase	infinitive	result, modifies the adjective "apt"
c	adverbial phrase	prepositional	place, modifies the infinitive "to wash"

apt: adjective, descriptive (simple), positive degree of comparison, predicate adjective describing "they."

to wash: infinitive, simple, active, adverb [result], modifies the adjective "apt"

4. I a DO b II
 [The boys might come (to me) and lead me (to a feeble old woman) [who could not
 +
 DO DO c III PA
leave her tent], or take me (to see a man) [who was crippled.]]
 +

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjective clause</i>	<i>introduced by the relative pronoun “who”</i>	<i>modifies the noun “woman”</i>
<i>III</i>	<i>subordinate adjective clause</i>	<i>introduced by the relative pronoun “who”</i>	<i>modifies the noun “man”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “might come”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “lead”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb “take”</i>

might come: defective verb with infinitive, intransitive, active, subjunctive, past, subject is "boys," 3rd person, plural

[might] lead: defective verb with infinitive, transitive, active, subjunctive, past, subject is "boys," 3rd person, plural

[might] take: defective verb with infinitive, transitive, active, subjunctive, past, subject is "boys," 3rd person, plural

to see: infinitive, simple, active, adverb [of purpose], modifies "take"

could not leave: defective verb (and adverb) with infinitive, transitive, active, indicative, past, subject is "woman," 3rd person, singular.

5. I a b c II
[The Vietnamese children loved to ride along (in my truck) (for the fun) (of it)], [as
children should]. A verb and object are understood: “should love it.”

This is a complex declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction "as"	manner, modifies the verb "loved"
a	adverbial phrase	prepositional	place, modifies the infinitive "to ride"
b	adverbial phrase	prepositional	purpose, modifies the infinitive "to ride"
c	adjectival phrase	prepositional	modifies the noun "fun"

Week 25

Grammar Assignment

1. Analyze and (diagram):

I
II
III
a

[[When] the refugees saw [that we were friends and not foes]], they hoisted (on a broken
DO
APP
IV
b
APP
 spar) their own drenched flag; a flag [which they had hidden (for years)]... their symbol,
APP
APP
 their emblem, their heraldry.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	introduced by the subordinate conjunction "when"	time, modifies the verb "hoisted"
II	subordinate noun clause	introduced by the subordinate conjunction "that"	direct object of "saw"
III	principal	---	---
IV	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "flag"
a	adverbial phrase	prepositional	place, modifies the verb "hoisted"
b	adverbial phrase	prepositional	time, modifies the verb "had hidden"

2. Parse: When, drenched, emblem.

When: conjunction, subordinate, time, connects the adverbial clause I to the principal clause III
drenched: participial adjective, positive degree of comparison, modifies the noun "flag"
emblem: noun, common (class), neuter, singular number, 3rd person, appositive of the noun "flag," objective case

3. Give two synonyms for "hoisted." *lifted, raised, erected, elevated*

4. Explain in a small paragraph why a flag is called "their symbol, their emblem, their heraldry."

Parts of Speech –Pronouns: Compound Personal

1. I a DO b II PA
[That evening, (in my shelter), I applied myself (to finding words) [which might be worthy
c
(of her)]]].

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “which”</i>	<i>modifies the noun “words”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “applied”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>purpose, modifies the verb “applied”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the adjective “worthy”</i>

myself: pronoun, personal (compound), antecedent: "I" (Dr. Grauwinn)
 masculine gender (See dictation), singular, 1st person, direct object of
 "applied," objective case

- [illegible]

This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "had popped"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "share"</i>

herself: pronoun, personal (compound), antecedent: "Genevieve," feminine gender, singular, 3rd person, appositive of "Genevieve," nominative case

3. I a II
 [Jammed (onto these fourteen sampans) were a thousand refugees [who had brought
 DO b
 themselves an unbelievable two hundred miles (through the turbulent South China Sea.)]]
 This is a complex, declarative sentence.
 [The expression “an unbelievable two hundred miles” forms an adverbial objective.]

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun “who”	modifies the noun “refugees”
a	adverbial phrase	prepositional	place, modifies the participle “jammed”
b	adverbial phrase	prepositional	place, modifies the verb “had brought”

themselves: pronoun, personal (compound), antecedent: “refugees,” neuter gender, plural, 3rd person, direct object of “had brought,” objective case

Parts of Speech – Verb Review: Tense and Voice

1. I a II DO
 [We could feel the misery (of their situation) [before we touched them.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction “before”	time, modifies the verb “could feel”
a	adjectival phrase	prepositional	modifies the noun “misery”

could feel: defective verb with an infinitive, transitive, active, indicative, past, subject is “We,” 1st person, plural

touched: verb, weak, transitive, active, indicative, past, subject is “we,” 1st person, plural

2. I a

[Several (of the boats) were lashed end to end.] “End to end” may be considered one adverb.

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the pronoun “Several”

were lashed: verb, weak, intransitive, passive, indicative, past, subject is “Several,”
3rd person, plural

3. I DO a

II III

[Doc, you must write a few lines (about Genevieve)] and [we’ll see [what can be done.]]
+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	principal	---	---
III	subordinate noun clause	introduced by the double relative pronoun “what”	direct object of the verb “will see”
a	adjectival phrase	prepositional	modifies the noun “lines”

must write: defective verb with an infinitive, transitive, active, indicative, present,
subject is “you,” 2nd person, singular

will see: verb, strong, transitive, active, indicative, future, subject is “we,” 1st
person, plural

can be done: defective verb with an infinitive, transitive, passive, indicative,
present, subject is “what,” 3rd person, singular

Analysis – Complex Sentences: Noun Clauses

1.
$$\begin{array}{ccccc} \text{I} & & \text{II} & & \text{III} \\ \boxed{\text{When}} & \text{our LSM} & \underline{\text{was close enough,}} & \text{the} & \underline{\text{refugees could finally recognize}} & \boxed{\text{whether}} & \underline{\text{we were}} \\ \text{PN} & \text{PN} & & & & & \\ \text{friends or foes.}] & & & & & & \\ + & & & & & & \end{array}$$

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “when”</i>	<i>time, modifies the verb “could recognize”</i>
<i>II</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>subordinate noun clause</i>	<i>introduced by the subordinate conjunction “whether”</i>	<i>direct object of the verb “could recognize”</i>

2. I II DO a III PA
[Mrs. Watson, I don't know [if] I will have any money (for fires) [when~~it gets cold.~~]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate noun clause</i>	<i>introduced by the subordinate conjunction "if"</i>	<i>direct object of "do know"</i>
<i>III</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction "when"</i>	<i>time, modifies the verb "will have"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "money"</i>

Week 26

Grammar Assignment

1. Analyze:

I
DO
II
a

[My imagination would conjure up all [that I had heard or read (of the watery world)
b
+
 (beneath me.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the double relative pronoun "that"	modifies the pronoun "all"
a	adverbial phrase	prepositional	reference, modifies the verbs "had heard or read"
b	adjectival phrase	prepositional	modifies the noun "world"

2. Parse: *imagination, had heard, me*

imagination: noun, common (class), neuter, 3rd person, singular, subject of "would conjure up," nominative case

had heard: verb, weak, transitive, active, indicative, past perfect, subject is "I," 1st person, singular.

me: pronoun, personal, antecedent unknown, gender unknown, singular, 1st person, object of the preposition "beneath," objective case

3. Give a synonym for "conjure up:" to imagine, to produce in the mind

4. Allow your imagination to conjure up a watery world beneath you in a short paragraph:

Parts of Speech – Compound and Personal Pronouns-Week 26

- I. I APP a b DO c
[~~*Telemachos*~~ himself went (on board) (following Athena)]; [~~*she*~~ took her seat (on the
 III d
stern)], and [~~*he*~~ sat (*beside her*)].]
+
This is a compound, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>III</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “went”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies the noun “Telemachos”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “seat”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “sat”</i>

himself: pronoun, personal (compound), antecedent is Telemachos, masculine, singular, 3rd person, used for emphasis in apposition with the subject "Telemachos," nominative case.

following: participle, active, imperfect, belongs to "Telemachos"

2. I DO APP a
[The others cast off the hawsers and themselves came (on board)].
+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “came”</i>

others: pronoun, adjective, demonstrative, neuter, plural, 3rd person, subject

themselves pronoun, personal (compound), antecedent is "others," gender unknown, 3rd person, plural, in apposition with "others, nominative case

This is a simple, declarative sentence.

one:	pronoun, indefinite ("one" is an abbreviated form of "someone" in this sentence), neuter, singular, 3 rd person, object of the preposition "To," objective case
himself:	pronoun, personal, compound, antecedent is "one," neuter, singular, 3 rd person, direct object of gerund "losing," objective case
given:	participle, passive, perfect, belongs to "one"
losing:	gerund, active, imperfect form, object of the preposition "of"

[illegible]

This is a simple declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "Athena"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>participial</i>	<i>modifies the noun "wind"</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle "piping"</i>

sent: verb, irregular, weak, transitive, active, indicative, past, subject is "Athena," 3rd person, singular

following: adjective, participial, descriptive, no degree of comparison, describes "wind"

pipng: participle, active, imperfect, belongs to "wind"

2. I DO a II b
 ([When they had made snug all the rigging (about the ship)], they set (before them)

DO c DO d
 brimming bowls (of wine), and poured libations (to the gods), immortal and
 +
 e f g
 everlasting, but most (of all) (to the bright-eyed daughter) (of Zeus.))
 +

This is a complex, declarative sentence. ("e" may be omitted as a phrase. "Most of all"=mostly)

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	introduced by the subordinate conjunction "When"	time, modifies the verbs "set" and "poured"
II	principal	----	----
a	adjectival phrase	prepositional	modifies the noun "rigging"
b	adverbial phrase	participial	place, modifies the verb "set"
c	adjectival phrase	prepositional	modifies the noun "bowls"
d	adverbial phrase	prepositional	reference, modifies the verb "poured"
(e)	adverbial phrase	prepositional	reference, modifies the adverb "most")
f	adverbial phrase	prepositional	reference, modifies the verb "poured"
g	adjectival phrase	prepositional	modifies the noun "daughter"

had made: verb, irregular weak, transitive, active, past perfect, subject is "they," 3rd person, plural

set: verb, irregular weak, transitive, active, past indefinite, subject is "bowls," 3rd person, plural

3. I II a III b c
 ([As each wave came], and [she rose (for it)], she seemed (like a horse (making at a
 +
 fence outrageously high)).]

This is a compound, declarative sentence. ["Making at" may be considered the verb; if not, "at a fence outrageously high" would be phrase c., adverbial of reference, modifying the participle.]

Analysis – Complex Sentences: Noun Clauses-WK 26

1. I II a
[I marveled [that human invention had thus triumphed (over wind and wave) and
+ +
DO b c
had brought the ends (of the world) (into communion).]]
- This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>noun clause</i>	<i>introduced by the sub.</i> <i>conjunction “that”</i>	<i>object of the verb “marveled”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the verb “had triumphed”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “ends”</i>
<i>c</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modifies the verb “had brought”</i>

that: conjunction, subordinate, substantive, connects noun clause II to the principal clause I

had triumphed: verb, weak, intransitive, active, indicative, past perfect, subject is "invention," 3rd person, singular

- 2.
- | | | | |
|-------------------------------|------------------------------|---|-------------------|
| I | II | a | b |
| [We pondered [what might lurk | (among the very foundations) | | (of the earth.)]] |

This is a complex declarative sentence. (The direct question hidden in this sentence is: "What might lurk among the very foundations of the earth?")

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>noun clause</i>	<i>introduced by the</i> <i>interrogative pronoun “what”</i>	<i>object of the verb “pondered”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “might lurk”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “foundations”</i>

what: pronoun, interrogative, neuter, singular, 3rd person, subject of the verb "might lurk," nominative case

might lurk: defective verb with infinitive, intransitive, active, subjunctive, past, subject is "what," 3rd person, singular

3. I II a b
 [The passengers idly speculated (who was sailing (on the horizon), gliding (along the edge) (of the ocean).)]
 d

This is a complex declarative sentence.

(The direct question hidden in this sentence is: "Who was sailing on the horizon?")

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate noun clause	introduced by the interrogative pronoun "who"	object of the verb "speculated"
a	adverbial phrase	prepositional	place, modifies the verb "was sailing"
b	adverbial phrase	prepositional	place, modifies the participle "gliding"
c	adjectival phrase	prepositional	modifies the noun "edge"

who: pronoun, interrogative, neuter, singular, 3rd person, subject of the verb "was sailing," nominative case

was sailing: verb, regular weak, intransitive, active, indicative, past definite, subject is "who," 3rd person, singular

gliding: participle, active, imperfect, belongs to the pronoun "who"

4. I II a PN III DO
 [I said, [that (at sea) all is vacancy]]; [I should correct the expression.]

This is a compound declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate noun clause	introduced by the subordinate conjunction "that"	object of the verb "said"
III	independent	---	---
a	adjectival phrase	prepositional	modifies the pronoun "all"

that: conjunction, subordinate, substantive, connects the noun clause II to the principal clause I.

all: pronoun, adjective (numeral), neuter, singular, 3rd person, subject of "is," nominative case

vacancy: noun, abstract, neuter, 3rd person, singular, complement of the verb "is" (predicate nominative), nominative case

Week 27 Grammar Assignment

1. Analyze and (diagram):

I
PA
a
II

[It would be difficult to describe the subtle brotherhood (of men) [that was here
b
established (on the seas).]]

This is a complex, declarative sentence.

[N.B. "to describe the subtle brotherhood" is not a "noun phrase." cf. note, p. 261.]

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "that"	modifies the noun "brotherhood"
a	adjectival phrase	prepositional	modifies the noun "brotherhood"
b	adverbial phrase	prepositional	place, modifies the verb "was established"

2. Parse: subtle, to describe, here.

subtle: adjective, descriptive (simple), positive degree of comparison, modifies the noun "brotherhood"

to describe: infinitive, simple, active, real subject of "would be"

here: adverb, simple, place, no degree of comparison, modifies the verb "was established"

3. Rewrite this sentence, replacing "would" with "will."

It will be difficult to describe...

Explain the difference in mood and in meaning.

4. Why would such a thing be difficult to describe?

Parts of Speech –Pronoun Review

1. I a b II c d
 [There was a terrible grace (in the move) (of the waves)], and [they came (in silence), (save
 e
 for the snarling) (of the crests).]

This is a compound, declarative sentence, uniting two simple sentences.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	reference, modifies the verb "was"
b	adjectival phrase	prepositional	modifies the noun "move"
c	adverbial phrase	prepositional	manner, modifies the verb "came"
d	adverbial phrase	prepositional	separation, modifies phrase c.
e	adjectival phrase	prepositional	modifies the gerund "snarling"

they: pronoun, personal, antecedent: "waves," neuter gender, plural, 3rd person, subject of "came," nominative case

2. I a II DO b
 [(At sea), everything [that breaks the monotony (of the surrounding expanse)] attracts
 DO
 attention.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "that"	modifies the pronoun "everything"
a	adverbial phrase	prepositional	place, modifies the verb "attracts"
b	adjectival phrase	prepositional	modifies the noun "monotony"

everything: pronoun, indefinite, neuter gender, singular, 3rd person, subject of "attracts," nominative case

that: pronoun, relative, antecedent: "everything," neuter gender, singular, 3rd person, subject of "breaks," nominative case

3. I a b DO c
 [None (of the men) (in the boat) knew the color (of the sky).]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the pronoun "none"
b	adjectival phrase	prepositional	modifies the noun "men"
c	adjectival phrase	prepositional	modifies the noun "color"

none: pronoun, adjective (numeral), masculine gender, singular, 3rd person, subject of "knew," nominative case

4. I PN a II
 [The shapeless object was the mast (of a ship) [that must have been completely wrecked]];
 III b IV c d
 for [there were the remains (of handkerchiefs), [(by which) some (of the crew) had fastened
 + DO e f g
 themselves (to this spar), (to prevent their being washed off) (by the waves).]]

This is a compound, declarative sentence, uniting two complex sentences.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "that"	modifies the noun "ship"
III	principal	---	---
IV	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "handkerchiefs"
a	adjectival phrase	prepositional	modifies the noun "mast"
b	adjectival phrase	prepositional	modifies the noun "remains"
c	adverbial phrase	prepositional	means, modifies the verb "had fastened"
d	adjectival phrase	prepositional	modifies the pronoun "some"
e	adverbial phrase	prepositional	place, modifies the verb "had fastened"
f	adverbial phrase	infinitive	purpose, modifies the verb "had fastened"
g	adverbial phrase	prepositional	means, modifies the gerund and adverb "being washed off"

that: pronoun, relative, antecedent: "ship," neuter gender, singular, 3rd person, subject of "must have been," nominative case

which: pronoun, relative, antecedent: "handkerchiefs," neuter gender, plural, 3rd person, object of preposition "by," objective case

themselves: pronoun, personal (compound), masculine gender, plural, 3rd person, direct object of "had fastened," objective case

Parts of Speech –Verb Review: Mood

1. I a b II DO
[Silence, oblivion, (like the waves), have closed (over them)], and [no one can tell the story
c +
(of their end).]

This is a compound, declarative sentence, uniting two simple sentences.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase [or adjectival]	prepositional	comparison, modifies the verb "have closed" [modifies the nouns "silence, oblivion"]
b	adverbial phrase	prepositional	place, modifies the verb "have closed"
c	adjectival phrase	prepositional	modifies the noun "story"

have closed: verb, weak, intransitive, active, indicative, present perfect, subjects are "silence, oblivion," 3rd person, plural

can tell: defective verb with an infinitive, transitive, active, indicative, present, subject is "no one," 3rd person, singular

2. I DO a II
[One could never perfectly express the subtle brotherhood (of men) [that was here
b
established (on the seas).]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "that"	modifies the noun "brotherhood"
a	adjectival phrase	prepositional	modifies the noun "brotherhood"
b	adverbial phrase	prepositional	place, modifies the verb "was established"

could express: defective verb with an infinitive, transitive, active, subjunctive, past, subject is "One," 3rd person, singular

was established: verb, weak, transitive, passive, indicative, past, subject is "that," 3rd person, singular

3. I a b c
 [The hurt captain, lying (against the water-jar) (in the bow), spoke always (in a low voice)
 II DO
 and calmly], but [he could never command a more ready and swiftly obedient crew.]
 + + +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	place, modifies the participle "lying"
b	adjectival phrase	prepositional	modifies the noun "water-jar"
c	adverbial phrase	prepositional	manner, modifies the verb "spoke"

spoke: verb, strong, intransitive, active, indicative, past, subject is "captain," 3rd person, singular

could command: defective verb with an infinitive, transitive, active, subjunctive, past, subject is "he," 3rd person, singular

Analysis – Complex Sentences: Noun Clauses

1. I PA II PN a
 [It was not difficult to imagine [that this particular wave was the final outburst (of the
 APP b
 ocean), the last effort (of the grim water).]]
 This is a complex, declarative sentence. [See the N.B. on the grammar assignment.]

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate noun clause	introduced by the subordinate conjunction "that"	object of the infinitive "to imagine"
a	adjectival phrase	prepositional	modifies the noun "outburst"
b	adjectival phrase	prepositional	modifies the noun "effort"

Week 28

Grammar Assignment

1. Analyze:

I
a
II
b

[These ambitions faded out (in their turn)]; but [the ambition (to be a steamboatman)
+
always remained.]

This is a compound, declarative sentence. [Though most infinitive and participial phrases we have seen have been composed of a verbal governing an object, "to be a steamboatman" may be considered a phrase: "steamboatman" is the complement of the intransitive infinitive "to be."]

Cl/Phr	Nature	Form	Office/Function
I & II	independent	---	---
a	adverbial phrase	prepositional	time or manner, modifies the verb "faded"
b	adjectival phrase	infinitive	in apposition with the noun "ambition"

2. Parse: these, their

These: adjective, demonstrative, plural number, no comparison, modifies the noun "ambitions"

their: pronoun, personal, antecedent is "ambitions," neuter, plural 3rd person, shows possession of "turn," possessive case

3. Give a synopsis of "to remain" in the 2nd person singular [active voice] of all six tenses, all three moods

Indicative mood

1. You remain. -present

You are remaining. -present definite

2. You remained. -past

You were remaining. -past definite

3. You will remain. -future

You will be remaining. -future definite

4. You have remained. -pres. perf.

You have been remaining. -pres perf. def.

5. You had remained. -past perf

You had been remaining. -past perf. def

6. You will have remained. -fut. perf

You will have been remaining. -fut. perf. def.

Subjunctive mood

1. You remain. -present

You be remaining. -present definite

2. You remained. -past

You were remaining. -past definite

4. You have remained. -pres. perf.

You have been remaining. -pres perf. def.

5. You had remained. -past perf

You had been remaining. -past perf. def

Imperative mood

1. Remain. -present

Be remaining. -present definite

4. What is your permanent ambition?

My aunts' favorite diversion on Sunday afternoons was to visit the Cleveland Museum of Art. Each Sunday she took me with her, and throughout the years, from about the age of four through fourteen, I glimpsed a wide range of fine art. At the age of six, I decided that I wanted to study art and become an artist because I liked the variety of sentiments an artistic image could convey and the diverse ways it could convey these messages. The desire to be able to convey such things has remained permanently with me, and to this day . . .

Parts of Speech – Pronoun Review-Week 28

1. I DO a b II c
[We'll find a way (to send word) (to your family)] and [by and by we'll see (about making a pilot) (of you).] d + +
 ["by and by" = adverb; "see about" = "investigate, consider"]
- I DO a I PN a
[(You) Give my good wishes (to your mother).] [She is my idea (of a brave woman).]

Cl/Phr	Nature	Form	Office/Function
I (1st)	independent	---	---
II	independent	---	---
a	adjectival phrase	infinitive	modifies the noun "way"
b	adverbial phrase	prepositional	reference, modifies the infinitive "to send"
c	adverbial phrase	prepositional	reference, modifies the verb "will see"
d	adverbial phrase	prepositional	reference, modifies the gerund "making"
I (2nd)	independent	---	---
a	adverbial phrase	prepositional	reference, modifies the verb "Give"
I (3rd)	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "idea"

- We: pronoun, personal, antecedent is Capt. Howard and Sam, masculine gender, plural, 1st person, subject of the verb "will find," nominative case
- your: pronoun, personal, antecedent is Sam Clemens, masculine gender, singular, 2nd person, shows possession of "family," possessive case
- you: pronoun, personal, antecedent is Sam Clemens, masculine gender, singular, 2nd person, object of the preposition "of," objective case

2nd sentence: (You) Give my good wishes to your mother.

(You): pronoun, personal (understood), antecedent is Sam Clemens, masculine, singular, 2nd person, subject (understood) of the verb "Give," nominative case

my: pronoun, personal, antecedent is Capt. Howard, masculine gender, singular, 1st person, shows possession of "wishes," possessive case

3rd sentence: She is my idea of a brave woman.

She: pronoun, personal, antecedent is "mother," feminine, singular, 3rd person, subject of the verb "is," nominative case

2. I DO a II III IV
 [He knew nothing (of all that)]; [he only knew [that everything [that he was seeing and
 b DO +
learning (at this moment)] was making him happy.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	principal	---	---
III	subordinate noun clause	introduced by the subordinate conjunction "that"	direct object of the verb "knew"
IV	subordinate adjectival clause	introduced by the relative pronoun "that"	Modifies the indefinite pronoun "everything"
a	adverbial phrase	prepositional	reference, modifies the verb "knew"
b	adverbial phrase	prepositional	Time, modifies the verb "was seeing and learning"

nothing: pronoun, indefinite, neuter, singular, 3rd person, object of the verb "knew," objective case

that: pronoun, demonstrative, neuter, singular, 3rd person, object of the preposition "of," objective case

that: conjunction, subordinate (substantive), introduces the subordinate noun clause "everything was making him happy" (direct object) to the main clause "he knew only. . ." but plays no grammatical part in the sentence

everything: pronoun, indefinite, neuter, singular, 3rd person, subject of the verb "was making," nominative case

that: pronoun, relative (simple), antecedent is "everything" singular, 3rd person, object of the verb "was seeing and hearing," objective case

3. ^I [(One canoe (after another [canoe]) ^a picked up the refrain], and [soon all (of the ^{DO} ^{II} ^b men) were singing.]
+

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	manner, modifies the quantitative adjective "One"
b	adjectival phrase	prepositional	modifies the numeral pronoun "all"

another [for teacher information only]: adjective (noun "canoe" is understood),
quantitative (distributive numeral), no comparison, modifies "canoe"
understood

all: pronoun, adjective (numeral), masculine, plural, 3rd person, subject of
the verb "were singing," nominative case

Parts of Speech –Verb Review – Mood

1. ^I ^{PN}

[You might make a good pilot some day.] This is a simple declarative sentence. ["Some day" is an adverbial objective.]

might make: defective verb with infinitive, transitive, active, indicative, past tense
[cf. CG 2 §150(4)], subject is "You," 2nd person, singular

2. ^I ^a ^{II} ^{DO} ^b

[[As they got nearer (to port)], they could see people coming down (to the
^c
shore) (to welcome the brigade).]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	introduced by the subord. conjunction "As"	time, modifies the verb "could see"
II	principal	----	----
a	adverbial phrase	prepositional	place, modifies the verb "got"
b	adverbial phrase	prepositional	place, modifies the participle "coming"
c	adverbial phrase	infinitive	purpose, modifies the participle "coming"

could see: defective verb with infinitive, transitive, active, indicative, past indefinite, subject is "they," 3rd person, plural

to welcome: infinitive, adverb (of purpose), modifies the verb "were coming"

3. I PA app a II PA III
 [Such is the mountaineer, the hardy trapper (of the West)], and [such, [as we have
 DO b +
 slightly sketched it], is the wild, Robin Hood kind (of life).]

This is a compound, declarative sentence, uniting a simple and a complex sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	principal	---	---
III	sub. adverbial clause	intro. by the sub. conj. "as"	manner, modifies the verb "is"
a	adjectival phrase	prepositional	modifies the noun "trapper"
b	adjectival phrase	prepositional	modifies the noun "kind"

is: verb, irregular weak, intransitive, active, indicative, present indefinite, subject is "mountaineer" or "kind," 3rd person, singular

4. I a DO II b
 [(In vain) may the most vigilant and cruel savages beset his path]; [(in vain) may rocks
 + DO
 and precipices and wintry torrents oppose his progress.]
 + +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I - IV	independent	---	---
a	adverbial phrase	prepositional	manner, modifies the verb "may beset"
b	adverbial phrase	prepositional	manner, modifies the verb "may oppose"

may beset: defective verb with infinitive, transitive, active, subjunctive, present, subject is "savages," 3rd person, plural

may oppose: defective verb with infinitive, transitive, active, subjunctive, present, subject is "rocks and precipices and torrents," 3rd person, plural

Analysis – Complex Sentences: Adjective Clauses

1. I a b c II DO d
 [There is, perhaps, no class (of men) (on the face) (of the earth) [who lead a life (of
 more continued exertion, peril, and excitement)], and [who are more enamored (of
 their occupations).]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjective clause</i>	<i>intro. by the relative pronoun "who"</i>	<i>modifies the noun "men"</i>
<i>III</i>	<i>subordinate adjective clause</i>	<i>intro. by the relative pronoun "who"</i>	<i>modifies the noun "men"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "class"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "is"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "face"</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "life"</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, mod. the participial adj. "enamored"</i>

who: pronoun, relative (simple), antecedent is "men," masculine, plural, 3rd person, subject of the verbs "lead" and "are", nominative case

2. I APP II
[A totally different class has now sprung up: "the Mountaineers" [that scale the vast
DO DO a
mountain chains, and pursue their hazardous vocations (amidst their wild recesses)].]
+

This is a complex declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>adjectival clause</i>	<i>introduced by the relative</i> <i>pronoun "that"</i>	<i>modifies the noun "Mountaineers"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "pursue"</i>

class: noun, collective, neuter, 3rd person, singular, subject of the verb “has sprung,” nominative case

that: pronoun, relative (simple), antecedent is “Mountaineers,” masculine, plural, 3rd person, subject of the verbs “scale” and “pursue,” nominative case

Mountaineers: noun, proper, masculine, 3rd person, plural, in apposition with "class," nominative case

their: (1st) pronoun, personal, antecedent is "Mountaineers," masculine, plural, 3rd person, shows possession of "vocations," possessive case

3. I DO APP a II DO
 [Some day Sam was going to make books, great books, (out of all) [that he was seeing
 APP b APP
 then: the water dappled (with silver), the bending willows, and the great, sliding
 APP +
 river.]] ("out of" is used as the preposition "from"; do not parse "was going to make"; the infinitive is used as part of a verb phrase.; "water," "willows" and "river" are in app. with "that")

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	intro. by the relative pronoun "that"	modifies the numeral pronoun "all"
a	adverbial phrase	prepositional	origin, modifies the verb "was going to make"
b	adverbial phrase	prepositional	material or manner, modifies the participle "dappled"

all: pronoun, numeral, neuter, plural, 3rd person, object of the preposition "out of," objective case

that: pronoun, relative (simple), antecedent is "all," neuter, plural, 3rd person, object of the verb "was seeing," objective case

Week 29

Grammar Assignment

1. Analyze and (diagram):

I APP DO II III IV
[Ebenezer the clock-maker had more orders [than he could fill]], for [each clock [that left
DO PA a PA PA b +
his hands] was perfect (of its kind): smooth-running, beautiful (in its carved or painted
PN V DO +
figures), and a time-keeper [that would outlive him].]
+
This is a compound-complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>II</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “than”</i>	<i>degree, modifies the adjective “more”</i>
<i>III</i>	<i>principal</i>	<i>- - -</i>	<i>- - -</i>
<i>IV</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “that”</i>	<i>modifies the noun “clock”</i>
<i>V</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun “that”</i>	<i>modifies the noun “time-keeper”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the predicate adjective “perfect” (= for what it was)</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the predicate adjective “beautiful”</i>

2. Parse: more, than, could fill.

more: adjective, quantitative (indefinite number), comparative degree of comparison, modifies the noun "orders"

than: conjunction, subordinate, reference, connects the principal and subordinate clauses

could fill: defective verb with an infinitive, intransitive, active, indicative, past, subject is "he," 3rd person, singular

3. In a short paragraph, bring out and discuss the different ways “time” appears in this sentence.

Parts of Speech – General Review

1. I DO a APP b
[The long stone-walled, stone-floored room had little stalls (down one side), each (with its wooden bench and reading-desk).]
+
This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "had"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the pronoun "each"</i>

<i>the:</i>	<i>definite article, limits the noun "room"</i>
<i>long:</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies the noun "room"</i>
<i>stone-walled:</i>	<i>adjective, descriptive (compound), positive degree of comparison, modifies the noun "room"</i>
<i>room:</i>	<i>noun, common (class), neuter, singular, 3rd person, subject of "had," nominative case</i>
<i>had:</i>	<i>verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "room," 3rd person, singular</i>
<i>little:</i>	<i>adjective, descriptive (simple), positive degree of comparison, modifies the noun "stalls"</i>
<i>stalls:</i>	<i>noun, common (class), neuter, plural, 3rd person, direct object of "had," objective case</i>
<i>down:</i>	<i>preposition, shows relation between "had" and "side"</i>
<i>one:</i>	<i>adjective, quantitative (numeral), no comparison, modifies the noun "side"</i>
<i>side:</i>	<i>noun, common (class), neuter, singular, 3rd person, object of preposition "down," objective case</i>
<i>each</i>	<i>pronoun, adjective (distributive), antecedent: "stalls," neuter gender, plural, 3rd person, appositive renaming "stalls," objective case</i>
<i>with:</i>	<i>preposition, shows relation between "each" and "wooden bench and reading-desk"</i>

its: pronoun, personal, antecedent: "each," neuter gender, singular, 3rd person, shows possession of "wooden bench and reading-desk," possessive case

wooden: adjective, descriptive (simple), no comparison, modifies the noun "bench"

bench: noun, common (class), neuter, singular, 3rd person, object of preposition "with," objective case

and: conjunction, coordinate, copulative, connects "bench" and "reading-desk"

reading-desk: noun, common (class), neuter, singular, 3rd person, object of preposition "with," objective case

2. I a b II DO
 [(On one) (of these desks) lay the first book [which Padraig had ever seen].]

This is a complex, declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "book"
a	adverbial phrase	prepositional	place, modifies the verb "lay"
b	adjectival phrase	prepositional	modifies the pronoun "one"

one: pronoun, adjective (quantitative), antecedent: "desks," neuter gender, singular, 3rd person, object of preposition "one," objective case

lay: verb, irregular weak, intransitive, active voice, indicative mood, past tense, subject is "book," 3rd person, singular

which: pronoun, relative, antecedent: "book," neuter gender, singular, 3rd person, direct object of "had seen," objective case

ever: adverb, simple, time, no comparison, modifies the verb "had seen"

3. I a b c
 [The initials (of the chapters), and the border (around each page), had been painted (in
 d + e f
 an ornamental design) (like a tangle) (of leaves and vines), (in bright red, green, yellow,
 +
 brown, black, and blue).]
 +

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
a	adjectival phrase	prepositional	modifies the noun "initials"
b	adjectival phrase	prepositional	modifies the noun "border"
c	adverbial phrase	prepositional	manner, modifies the verb "had been painted"
d	adverbial phrase	prepositional	comparison, modifies the verb "had been painted"
e	adjectival phrase	prepositional	modifies the noun "tangle"
f	adverbial phrase	prepositional	manner, modifies the verb "had been painted"

4. I DO II IO III DO
 [["I do not discredit hand skill,"] he warned them, "but [a good man makes a good tool,]
 IV PN a b +
 and [this hammer is one (of the best) (of its kind).]]"
 +
 This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate noun clause	no introductory word	direct object of "warned"
II	principal	---	---
III	subordinate noun clause	no introductory word	direct object of "warned"
IV	subordinate noun clause	no introductory word	direct object of "warned"
a	adjectival phrase	prepositional	modifies the pronoun "one"
b	adjectival phrase	prepositional	modifies the noun "best"

Parts of Speech – Verb & Verbals General Review

1. I PN a II b
 [True hammering is a great qualification (in our trade)] and [(after a long time) the skill
 c d III e +
 (of our hands) is transferred (to the tools) [(with which) we work].]

This is a compound, declarative sentence, uniting a simple and a complex sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>III</i>	<i>subordinate adjectival clause</i>	<i>introduced by the relative pronoun "which"</i>	<i>modifies the noun "tools"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "qualification"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>time, modifies the verb "is transferred"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "skill"</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb "is transferred"</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>instrument, modifies the verb "work"</i>

hammering: gerund, active, imperfect, subject of "is"

is: verb, irregular weak, transitive, active voice, indicative mood, present tense, subject is "hammering," 3rd person, singular

is transferred: verb, weak, transitive, passive voice, indicative mood, present tense, subject is "skill," 3rd person, singular

work: verb, weak, intransitive, active voice, indicative mood, present tense, subject is "we," 1st person, plural

2. I II

DO a

[[As his pupil gazed], Kaspar transformed the familiar sight (of an ordinary mountain goat) (into a textbook) (of composition).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction "As"</i>	<i>time, modifies the verb "transformed"</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "sight"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modifies the verb "transformed"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "textbook"</i>

gazed: verb, weak, intransitive, active voice, indicative mood, past tense, subject is "pupil," 3rd person, singular

transformed: verb, weak, transitive, active voice, indicative mood, past tense, subject is "Kaspar," 3rd person, singular

3. I II a
 [The book was not printed, but written]; [each letter was carefully drawn (with a quill pen).]
 +

This is a compound, declarative sentence, uniting two simple sentences.

("printed" and "written" indicate the condition of the book, "was drawn" seems to express an action clearly and definitely at a given time. See CG2, section 152.)

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	instrument, modifies verb "was drawn"

printed: participle, passive, perfect, belongs to "book"

written: participle, passive, perfect, belongs to "book"

was drawn: verb, strong, transitive, passive voice, indicative mood, past tense, subject is "letter," 3rd person, singular

4. I PN II DO a III
 [Writing was great fun,] but [he liked the making (of colors) even better [than he liked writing].]
 DO +

This is a compound, declarative sentence, uniting a simple and a complex sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	principal	---	---
III	subordinate adverb clause	introduced by the subordinate conjunction "than"	comparison, modifies the adverb "better"
a	adjectival phrase	prepositional	modifies the gerund "making"

Writing: gerund, imperfect, active, subject of "was"

was: verb, irregular weak, transitive, active voice, indicative mood, past tense, subject is "Writing," 3rd person, singular

liked: verb, weak, transitive, active voice, indicative mood, past tense, subject is "he," 3rd person, singular

making: gerund, imperfect, active, direct object of "liked"

liked verb, weak, transitive, active voice, indicative mood, past tense, subject is "he," 3rd person, singular

writing: gerund, imperfect, active, direct object of "liked"

Analysis – Complex Sentences: Adverb Clauses

1. I II DO PA a b
[The monk [who was doing this illuminating] was too much absorbed (in his work) (to know [that anyone had come in]).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "who"	modifies the noun "monk"
III	subordinate noun clause	intro. by the subordinate conjunction "that"	direct object of the infinitive "to know"
a	adverbial phrase	prepositional	reference, modifies the participial adjective "absorbed"
b	adverbial phrase	infinitive	result or degree, modifies the adverbs and participial adjective "too much absorbed"

2. I IO II DO III a b
[["Draw me [what you see, yonder,"]] Kaspar said one evening (at sundown), pointing (to the opposite side) (of the valley)].

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate noun clause	no introductory word	direct object of "said"
II	subordinate noun clause	introduced by the double relative pronoun "what"	direct object of "Draw"
III	principal	---	---

Grammar Assignment

Because he was an exile of his native city of Florence, Dante Alighieri spent most of his later life in Ravenna, and that is where he died. The Ravennati had been honored that this great poet chose their city to live, and commemorated his death with an elaborate tomb in the center of the largest piazza. It is this tomb that I should like to visit. The tomb presents scenes and characters from Dante's "Commedia" sculpted on the outside walls, and contains historical facts and personal notes and artifacts from his life and times in the inside display rooms. These would be particularly interesting because they convey some of the smallest details in the poet's thoughts, acquaintances, and experiences which are hardly noted in professional biographies.

Parts of Speech –General Review Parts of Speech-Week 30

1. I DO a DO b DO c
[Chaucer knew the furniture (in their houses) and the cut (of their clothes), the turn (of
DO d +
their speech) and the very color (of their minds.)]
+

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “furniture”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “cut”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “turn”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “minds”</i>

Chaucer: noun, proper, masculine, 3rd person, singular, subject of the verb "knew,"
nominative case

knew: verb, strong, transitive, active, indicative, past, subject is "Chaucer," 3rd person, singular

in: preposition, shows the relation between "furniture" and "houses"

their: pronoun, personal, antecedent is people traveling the road between London and Canterbury (from previous sentence in Dictation text: "Chaucer's Inspiration"), neuter gender, 3rd person, shows possession of "houses," "clothes," "turn," or "color," possessive case.

and: conjunction, coordinate, copulative, connects “houses” and “cut” and “turn” and “color”

very: adjective ("precise"), descriptive (simple), no degree of comparison, singular, modifies the noun "color"

2. I DO APP APP APP APP
[He knew them all - the rowdy ones and the quiet ones, the fools and the innocent.]
+ +

This is a simple, declarative sentence.

ones: pronoun, adjectival, demonstrative, neuter, plural, 3rd person,
apposition with "them," objective case

innocent: noun, collective, neuter, 3rd person, plural, apposition of "them," objective case

3. I PA a II IO DO b
 [Well may posterity be grateful (to his memory)]; for [he has left it an inheritance (of
 whole treasures) (of wisdom), bright gems (of thought), and golden veins (of language).]
 +

This is a compound, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent	---	---
II	independent	---	---
a	adverbial phrase	prepositional	reference, modifies the adjective "grateful"
b	adjectival phrase	prepositional	modifies the noun "inheritance"
c	adjectival phrase	prepositional	modifies the noun "treasures"
d	adjectival phrase	prepositional	modifies the noun "gems"
e	adjectival phrase	prepositional	modifies the noun "veins"

may be: defective verb with an infinitive, intransitive, active, subjunctive, present, subject is "posterity," 3rd person, singular

grateful: adjective, descriptive (simple), positive degree of comparison, complement of the verb "may be" (PA)

for: conjunction, coordinate, causal, joins the two independent clauses

whole: adjective, descriptive ("complete"), simple, no comparison, modifies the noun "treasures"

Parts of Speech –Verb and Verbal General Review

1. I a DO b
 [(For many years) Chaucer had been meeting people (of all classes and all types).]
 +

This is a simple declarative sentence.

had been meeting: verb irregular weak, transitive, active, indicative, past perfect, subject is "Chaucer," 3rd person, singular

2. I DO a II
 [He had been watching them (with so fascinated and affectionate an interest) [that
 DO III DO +
 he knew them better [than they knew themselves.]]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>- - - -</i>	<i>- - - -</i>
<i>II</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “that”</i>	<i>degree, modifies the adverb “so”</i>
<i>III</i>	<i>subordinate adverbial clause</i>	<i>introduced by the subordinate conjunction “than”</i>	<i>comparison, modifies the adjective “better”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the verb “had been watching”</i>

had been watching: verb, transitive, active, indicative, past definite, subject is "He," 3rd person, singular

3.

I	II DO	a	b
III	DO	IV	+

[[Although the three kings [whom he served] lie (under tombs) (of marble and alabaster),] Chaucer has a better monument [than they have.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	introduced by the subordinate conjunction "Although"	concession, modifies the verb "has"
II	subordinate adjective clause	introduced by the relative pronoun "whom"	modifies the noun "kings"
III	principal	---	---
IV	subordinate adverbial clause	introduced by the subordinate conjunction "than"	comparison, modifies the adjective "better"
a	adverbial phrase	prepositional	place, modifies the verb "lie"
b	adjectival phrase	prepositional	modifies the noun "tombs"

lie: verb, strong, intransitive, active, indicative, present, subject is "kings," 3rd person, plural

better: adjective, descriptive (simple), comparative degree of comparison,
modifies the noun monument

Analysis – Complex Sentences Review

1. I DO a II DO b
[He knew and loved them (for the one quality) which they all had (in common)],
+
APP III PA
the fact [that they were alive.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "which"	modifies the noun "quality"
III	subordinate noun clause	introduced by the subordinate conjunction "that"	in apposition with "fact"
a	adverbial phrase	prepositional	cause or reason, modifies the verb "knew and loved"
b	adverbial phrase	prepositional	specification, modifies the verb "had"

which: pronoun, relative (simple), antecedent is "quality," neuter, singular,
3rd person, direct object of "had"

that: conjunction, subordinate, substantive, introduces the dependent noun clause in apposition with the noun "fact"

2. I II a b
[I have always observed [that the visitors (to the abbey) remain longest (about these memorials)].]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate</i> <i>noun clause</i>	<i>introduced by the subordinate</i> <i>conjunction “that”</i>	<i>object of the verb “observed”</i>
<i>a</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “visitors”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “remain”</i>

that: conjunction, subordinate (substantive) introduces the dependent noun clause that is the direct object of “observed.”

longest: adverb, simple, time, superlative degree of comparison, modifies the verb "remain"

3. I DO a II DO b c
 [I passed some time (in Poet's Corner), [which occupies an end (of one) (of the aisles)
 d
 (of the abbey.)]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjectival clause	introduced by the relative pronoun "which"	modifies the noun "Poet's Corner"
a	adverbial phrase	prepositional	place, modifies the verb "passed"
b	adjectival phrase	prepositional	modifies the noun "end"
c	adjectival phrase	prepositional	modifies the noun "one"
d	adjectival phrase	prepositional	modifies the noun "aisles"

which: pronoun, relative (simple), antecedent is "Poet's Corner," neuter, singular, 3rd person, subject of the verb "passed," nominative case

4. I a II b
 [Visitors linger (about these tombs) [as they would linger (about the tombs)
 c III d
 (of friends and companions)]]; for [indeed there is something (of companionship)
 e + +
 (between the author and the reader).]
 +

This is a complex, compound declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction "as"	manner, modifies the verb "linger"
III	independent	---	---
a	adverbial phrase	prepositional	place, modifies the verb "linger"
b	adverbial phrase	prepositional	place, modifies the verb "would linger"
c	adjectival phrase	prepositional	modifies the noun "tombs"
d	adjectival phrase	prepositional	modifies the noun "something"
e	adverbial phrase	prepositional	place, modifies the verb "is"

would linger: defective verb with infinitive, intransitive, active, indicative, past indefinite, subject is "they," 3rd person, plural

for: conjunction, coordinate, causal, connects independent clauses

5. I a II b
 [Perhaps he thought (of it) suddenly one day] [when he was (among the crowd)
 c III DO d
 (of travelers) [that used the busy road (between London and Canterbury)].]
 +

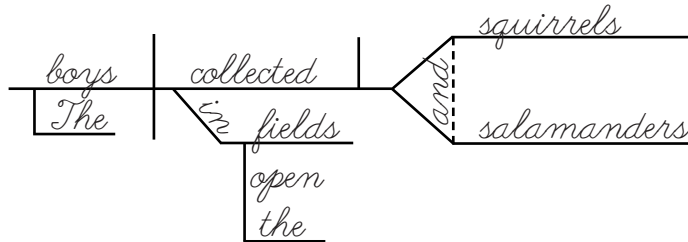
This is a complex, compound declarative sentence.

CL/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adverbial clause	introduced by the subordinate conjunction "when"	time, modifies the verb "thought"
III	subordinate adjective clause	Introduced by the relative pronoun "that"	modifies the noun "travelers"
a	adverbial phrase	prepositional	reference, modifies the verb "thought"
b	adverbial phrase	prepositional	place, modifies the verb "was"
c	adjectival phrase	prepositional	modifies the noun "crowd"
d	adjectival phrase	prepositional	modifies the noun "road"

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 7 - DIAGRAMS FOR WEEKS 1 & 2

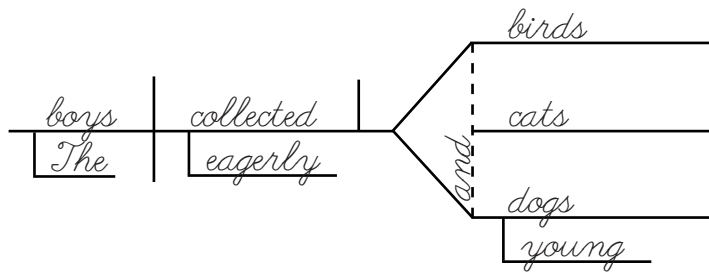
Week 1 Grammar Assignment

1. ^I [The boys ^{DO} collected ^{DO} squirrels and salamanders ^a (in the open field).]

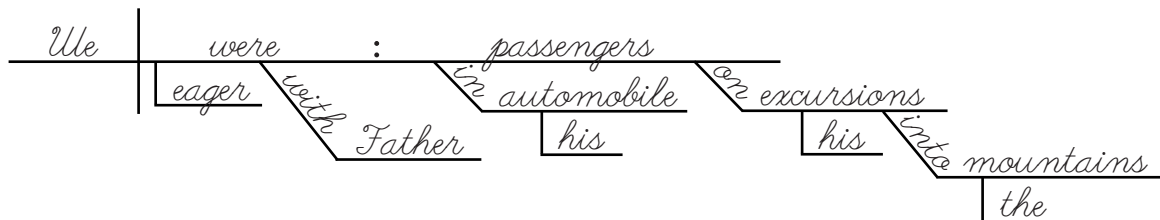


Review Parts of Speech

1. ^I [The boys ^{DO} eagerly ^{DO} collected ^{DO} birds, cats, and young dogs.]

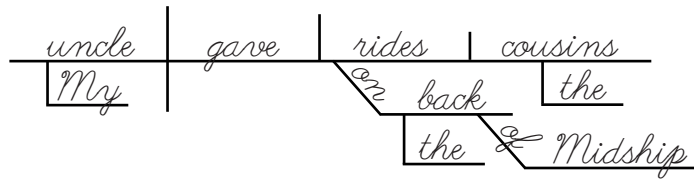


2. ^I [We ^{PN} were ^a eager passengers ^b (with Father) ^c (in his automobile) ^d (on his excursions) (into the mountains).]

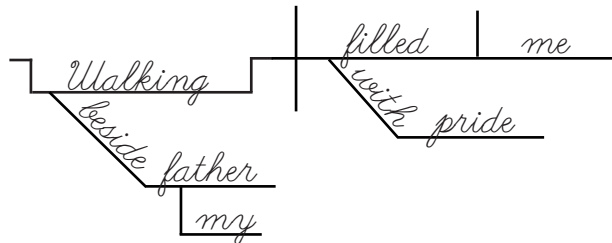


Noun Classes

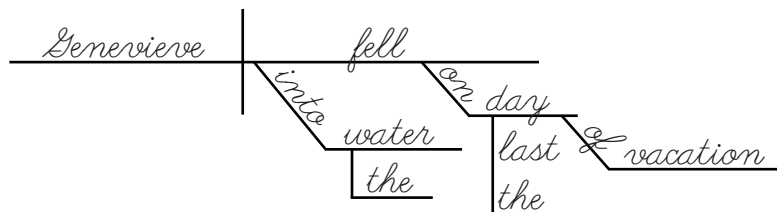
1. [^IMy uncle ^{IO}gave ^{DO}the cousins ^arides (on the back) (^bof Midship).]



2. [^IWalking (^abeside my father) ^{DO}filled (^bme (with pride)).]



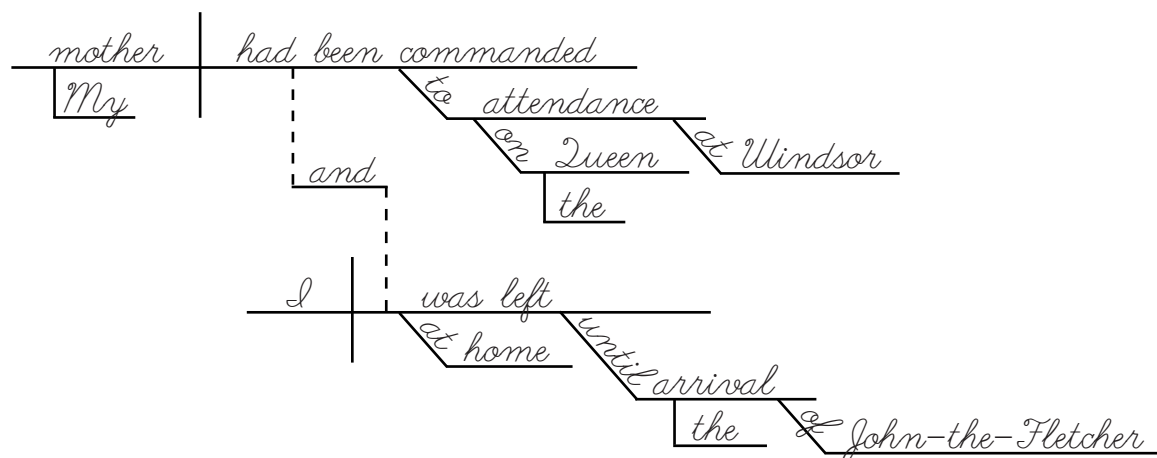
3. [^IGenevieve ^afell (^binto the water) (^con the last day) (^cof vacation).]



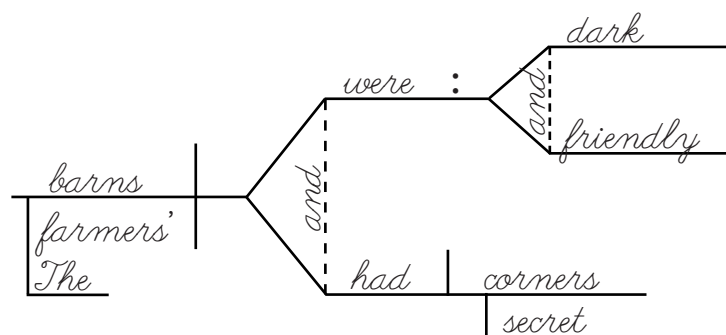
Verb Classes; Verb Voice

1. [^IMy mother ^ahad been commanded (^bto attendance) (^con the Queen)
 (at Windsor)] and [^cI ^{II}was left (^dat home) (^euntil the arrival) (^fof John-the-Fletcher).]
 +

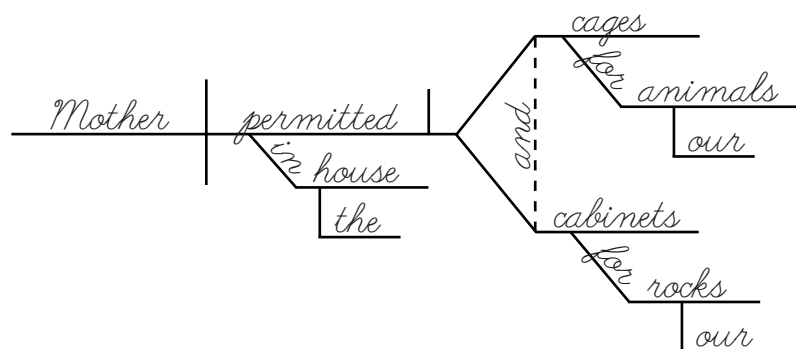
Verb Classes; Verb Voice



2. ^I [The farmers' barns ^{PA} were dark and friendly and ^{PA} had ^{DO} secret corners.]

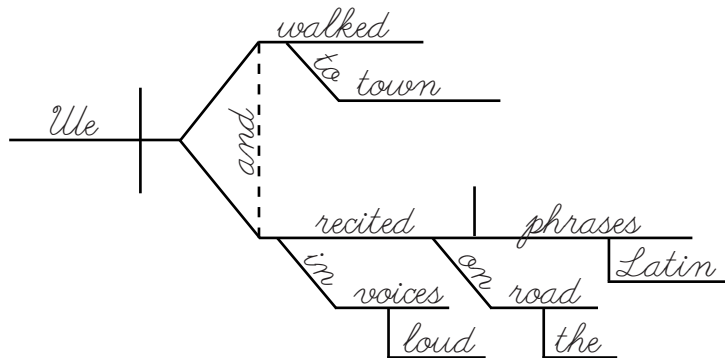


3. ^I [Mother ^{DO} permitted ^a cages (in the house) ^b (for our animals) and ^{DO} cabinets
+
^c (for our rocks).]



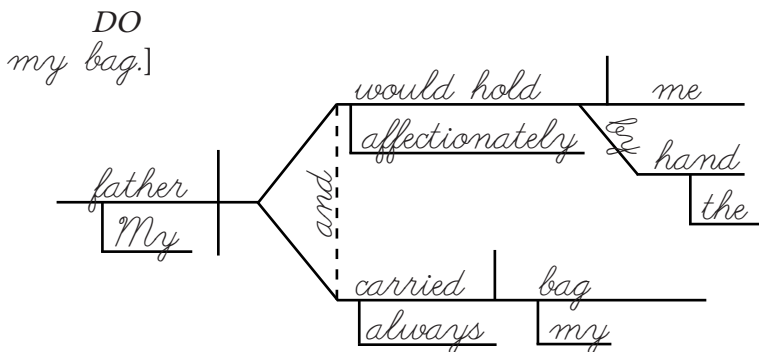
Verb Classes; Verb Voice

4. [^IWe ^awalked (to town) and ^{DO} ^brecited ^cLatin phrases (in loud voices) (on the road).]

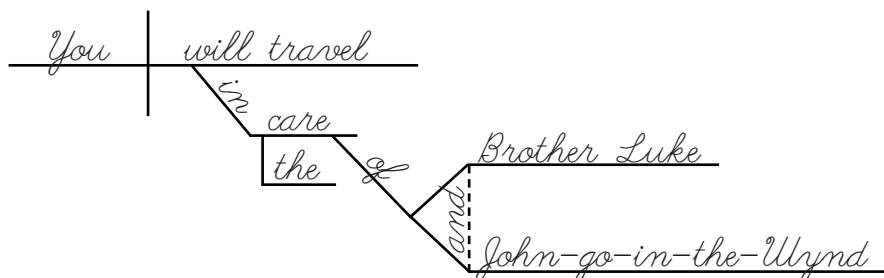


Week 2 Grammar Assignment

1. [^IMy father ^{DO}would hold me affectionately (by the hand) and always carried ^amy bag.]

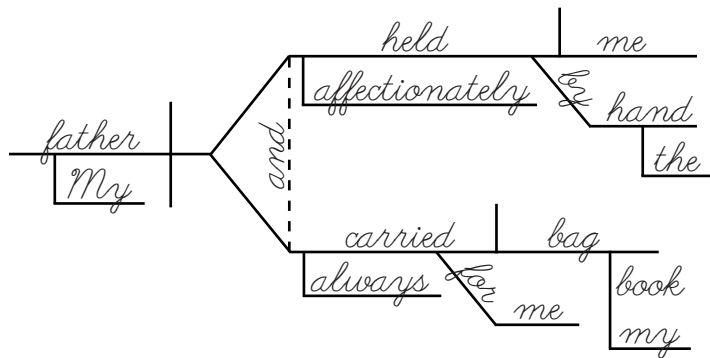


2. [^IYou ^awill travel (in the care) (of Brother Luke and John Go-in-the-Ulynd).]

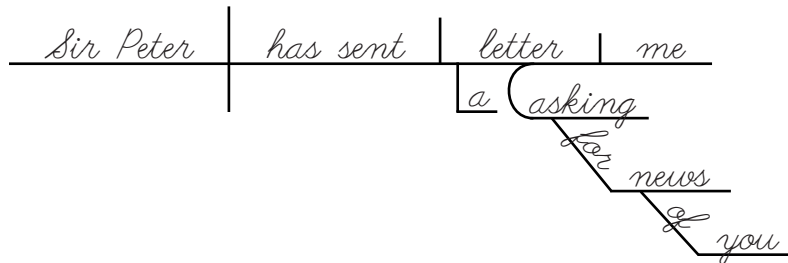


Analysis - Elements of a Sentence; Phrases as Modifiers

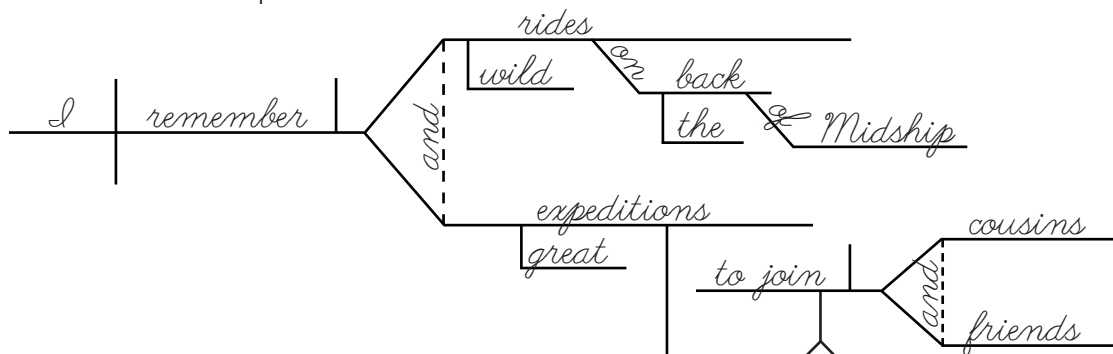
1. ^I [My father held ^{DO} me affectionately (by the hand) and always carried ^a my book bag (for me).] ^b



2. ^I [Sir Peter has sent ^{IO} me a letter asking (for news) (of you).] ^a ^b



3. ^I [I remember ^{DO} wild rides (on the back) (of Midship) and great expeditions ^a ^b ^{DO} (to join cousins and friends) (for picnics).] ^c ^d

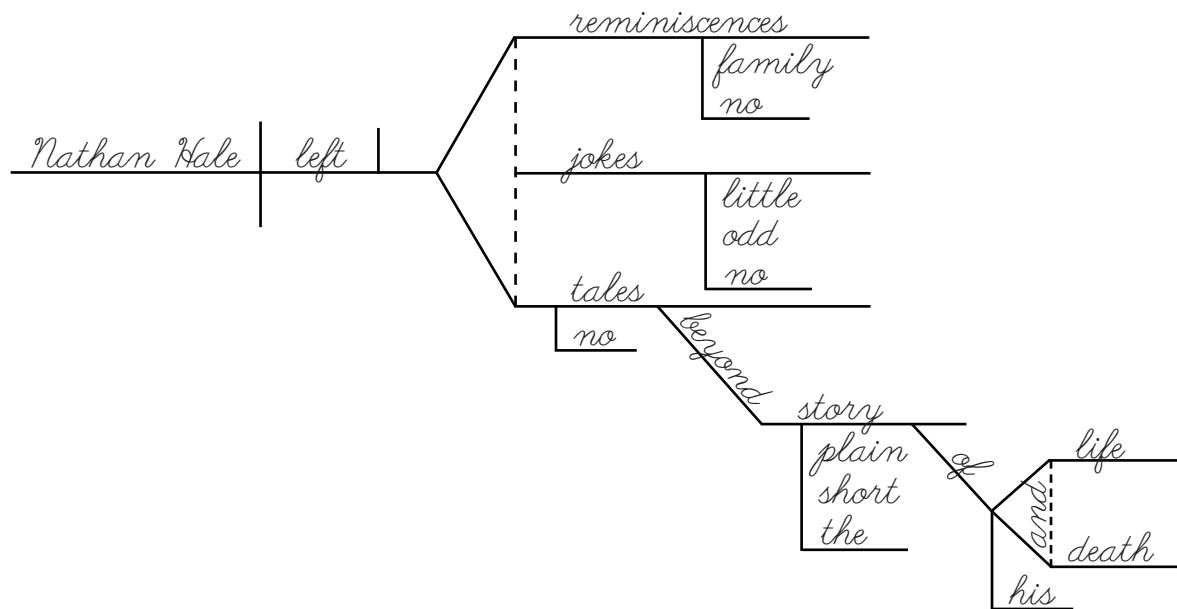


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 7 - DIAGRAMS: WEEK 3

Week 3 Grammar Assignment

1. ^I [Nathan Hale left ^{DO} no family reminiscences, no odd little jokes, no tales ^{DO} ^{DO} ^{DO}

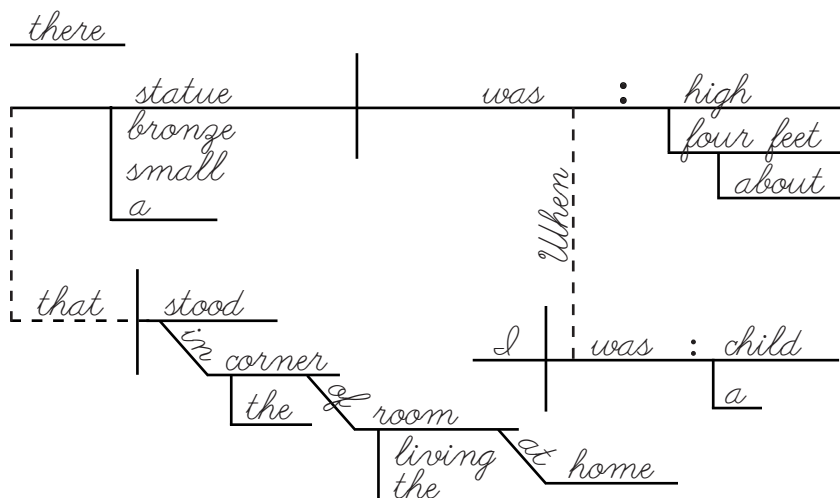
^a (beyond the short, plain story) ^b (of his life and death).]



Parts of Speech - General Review

1. [^I [When ^{PN} I was ^{II} a child] there was a small bronze statue about four feet high,

^{III} [that stood ^a (in the corner) ^b (of the living room) ^c (at home)].]



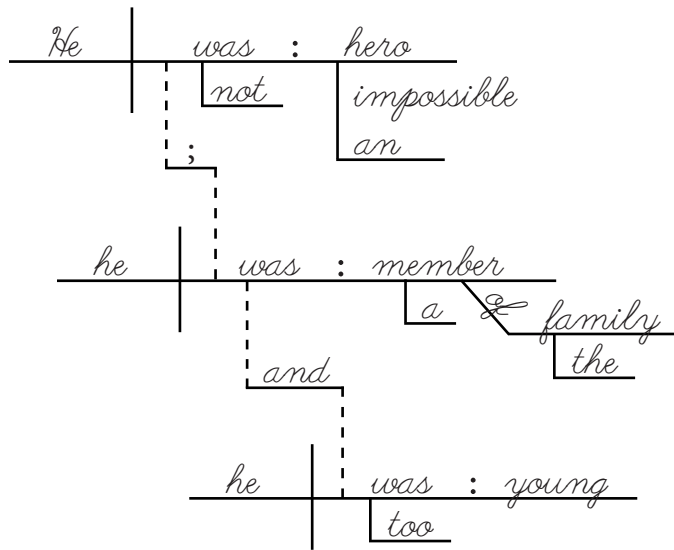
2. [^IIt ^{PN}was ^aa small-scale replica (of the Nathan Hale statue) ^b(at Yale).]

3. [^II ^{DO}always knew his story.]

Parts of Speech - Verbs & Verbal Review

1. [^IHe ^{PN}was not an impossible hero]; [^{II}he ^{PN}was ^aa member (of the family)], and ₊

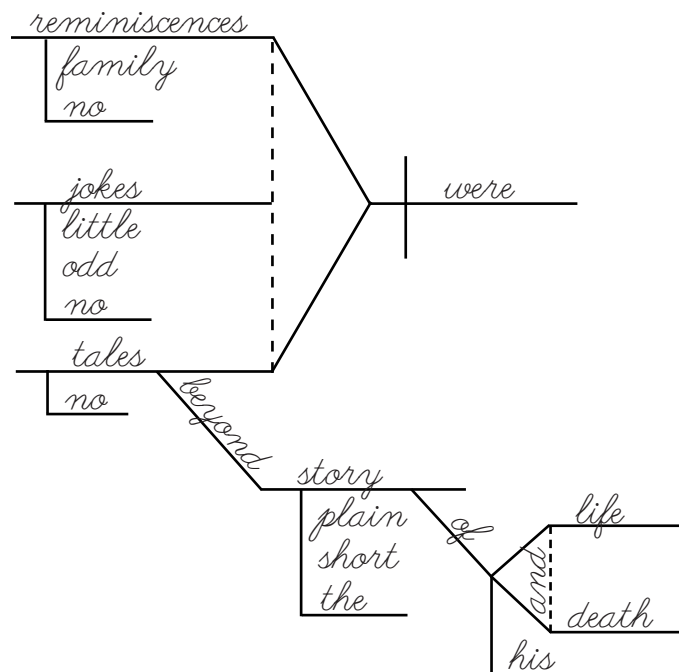
^{III}he ^{PA}was young, too].



2. [^IThere were no family reminiscences, no odd little jokes, no tales ^a(beyond the short, plain story) ^b(of his life and death).]

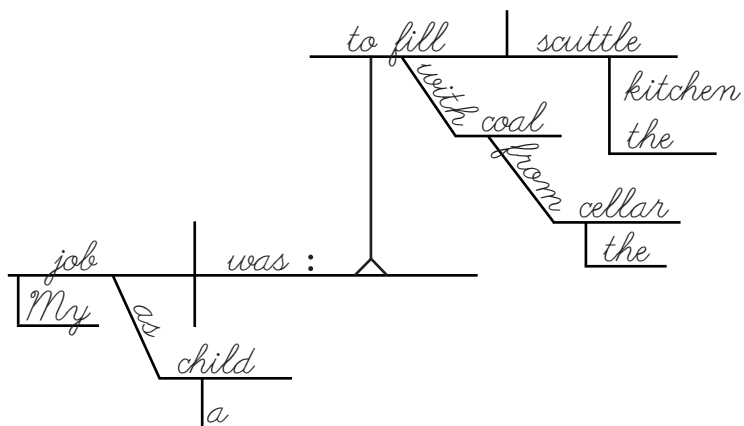
[See diagram, next page.]

There

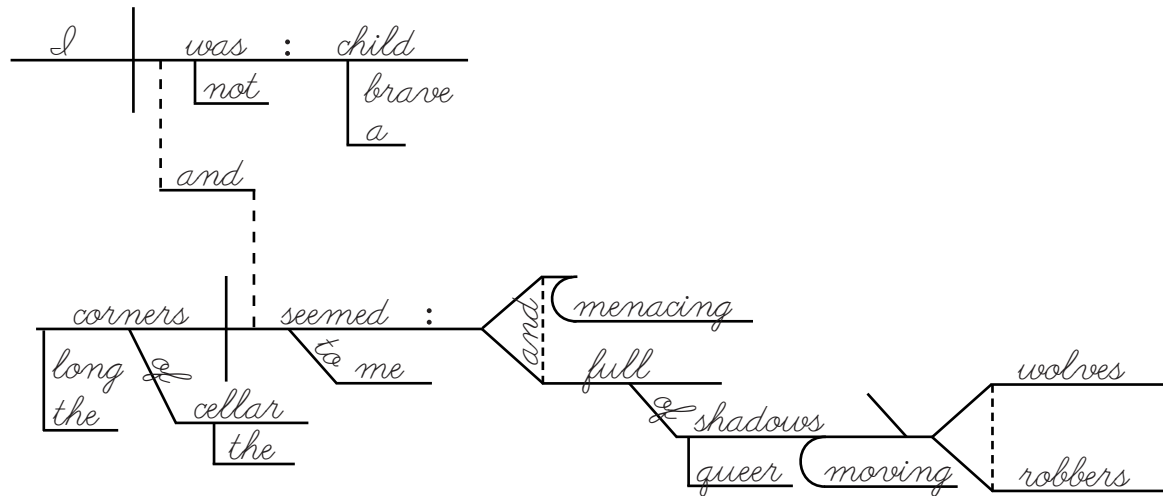


Analysis - General Review

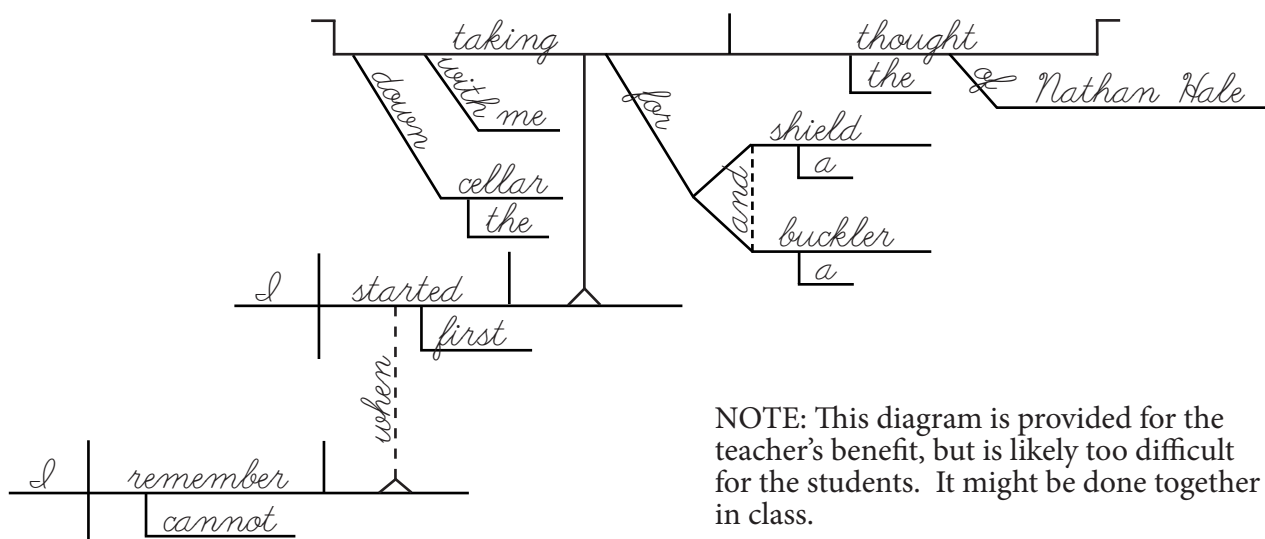
1. [^IMy ^ajob (as a child) ^{PN}was ^bto fill the kitchen scuttle (with coal) ^c(from the cellar).]



2. [^II ^{PN}was not a brave child,] ^aand [(to me) the long corners (of the cellar) ^bseemed
- ^{PA}menacing ^{PA}and full (of queer, moving shadows - wolves? robbers?]



3. [^II cannot remember [^{II-DO}when ^{DO}I first started taking the thought (of Nathan
- ^bHale) (down the cellar) (with me) (for a shield and a buckler)].]



NOTE: This diagram is provided for the teacher's benefit, but is likely too difficult for the students. It might be done together in class.

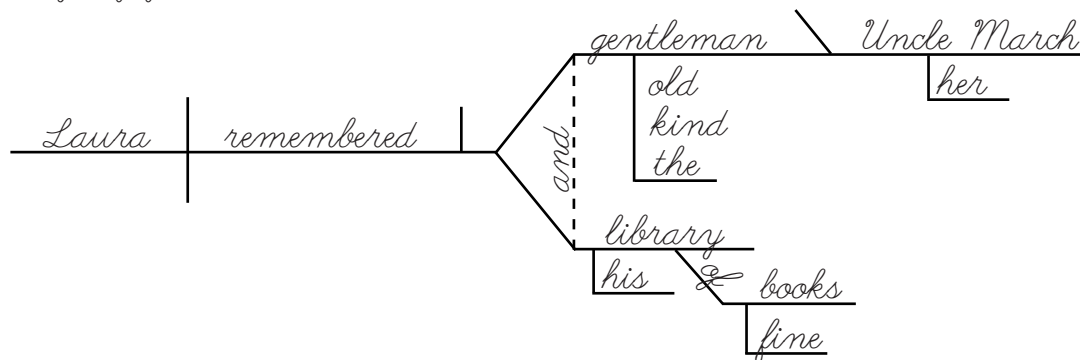
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 4

(Only diagrams with new or unusual elements will be included.)

Week 4 Grammar Assignment

1. ^I [Laura remembered ^{DO} the kind old gentleman, her Uncle March, and ⁺ his ^{DO} library ^a (of fine books).]

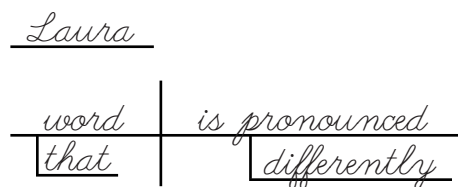


Parts of Speech - Noun Inflection; Gender, Number & Nominative Case

1. ^I [The real attraction ^a (of visits) ^b (to her aunt's house) was ^{PN} a large library ^c (of fine books).]

2. ^I [The kind old gentleman, her uncle, told ^{DO} stories ^a (to Laura) ^b (about the queer pictures) ^c (in his Latin books).]

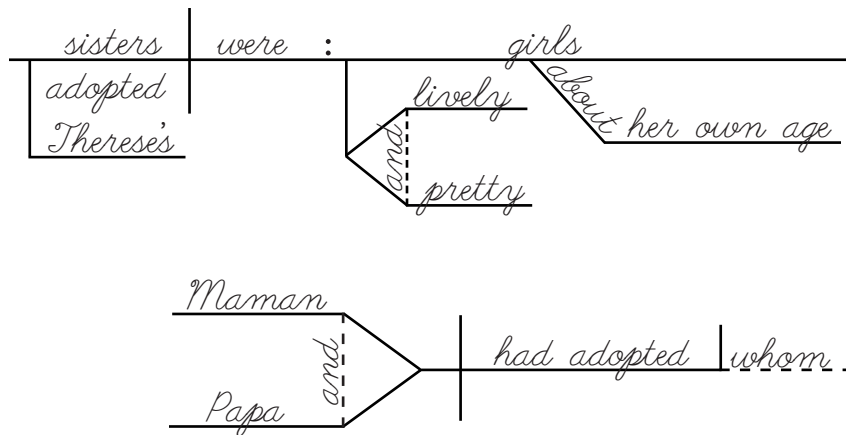
3. ^I [That word is pronounced ^{PA} differently, Laura.].



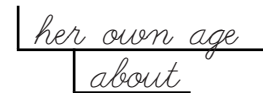
Parts of Speech - Verb Mood

1. [^IMaman ^ahad been raised (in a family) (^bof sixteen children).]

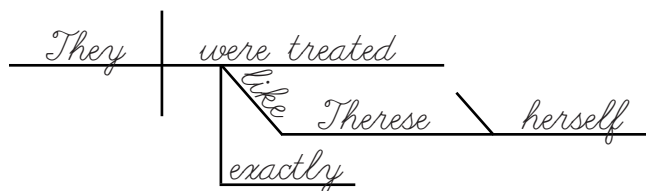
2. [^ITherese's adopted sisters were lively and pretty girls, (about her own age),
+
[whom Maman and Papa had adopted].]



Another possibility:



3. [^IThey were treated (^aexactly like Therese herself).]



4. [(In the afternoon), ^ILaura ^atapped (^bat the door) (^cof her uncle's workshop).]

Analysis - Review of Prepositional Phrases

1. [^IGrandmama, the Empress, ^{DO}had adopted young girls (^afrom noble families)
(^bas siblings) (^cfor the royal children).]

Analysis - Review of Prepositional Phrases

2. [^IThe large library (^aof fine books) was left (^bto dust and spiders) (^cafter the death) (^dof Uncle March).]

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 7 – DIAGRAMS: WEEK 5

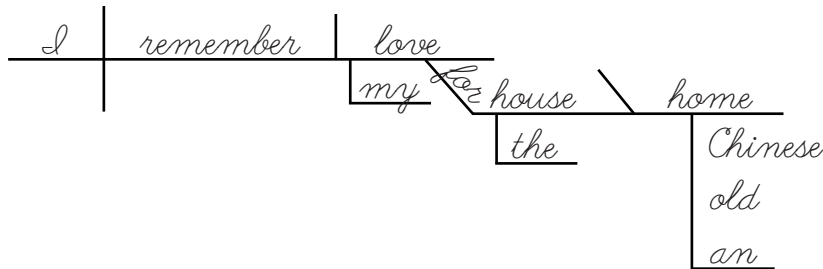
(Only diagrams with new or unusual elements will be included.)

Week 5 Grammar Assignment

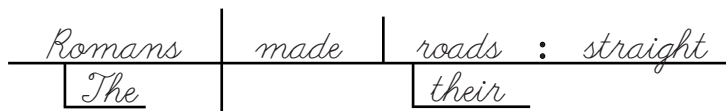
1. [^IThe still dusk ^awas falling (over curved roofs)] and [^{II}the candles were gleaming
^b(in the rooms).]

Parts of Speech - Objective Case of Nouns

1. [^II ^{DO}remember ^amy love (for the house, an old Chinese home).]



2. [^IThe Romans ^{DO}made their roads straight.]

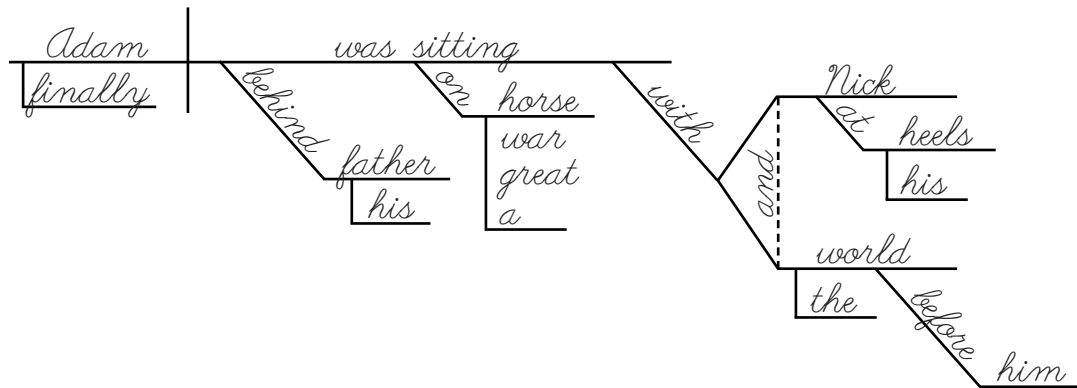


3. [^IRoger ^{DO}told ^astories (of the road) (^bto Adam, his son).]

4. [^IOur ancestors ^{IO DO}gave us fire.]

Parts of Speech - Definite Forms of Verbs

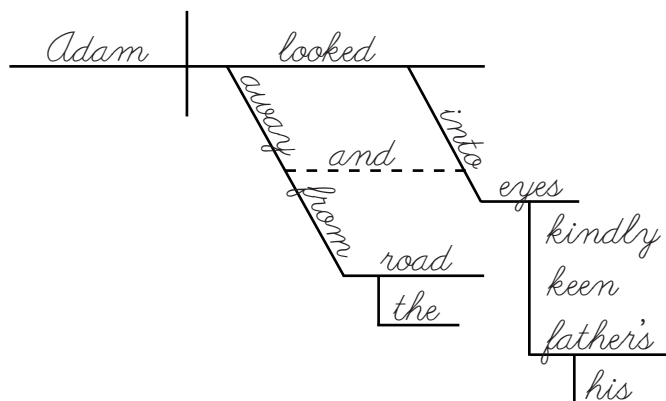
1. [^IFinally ^aAdam was sitting (^bbehind his father) (^con a great war horse),
(^dwith Nick (^eat his heels) and the world (before him)).]



2. [^IFour wild swans were flying overhead] and [^{II}Adam never forgot the words
(^aof his father) or the look (^{DO}in his eyes).]

Analysis - Compound Elements and Compound Sentences; Coordinate Conjunctions

1. [^IAdam looked (^aaway from the road) and (^binto his father's keen, kindly eyes).]



Parts of Speech - Definite Forms of Verbs

2. [^{*I*}A road ^{*DO*}brings ^{*a*}all kinds (of people) ^{*DO*}and ^{*b*}all parts (of England) together.]
+

3. [^{*I*}The love ^{*a*}(of home) ^{*b*}and (of old surroundings) ^{*DO*}kept us warm.]
+

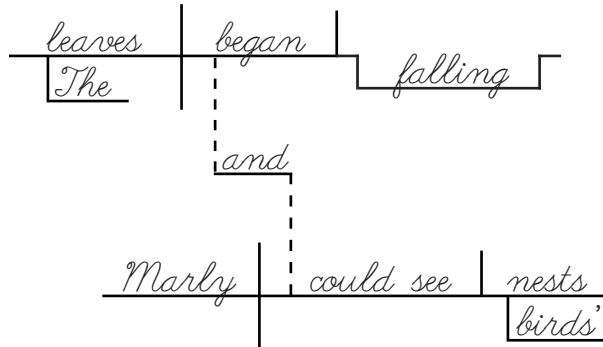
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 6

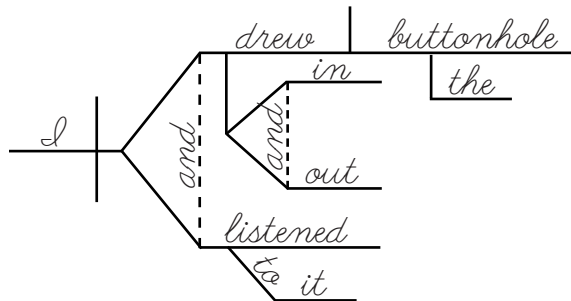
(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Noun Possessive Case; Personal Pronouns

2. ^I [The leaves ^{DO} began falling] and ^{II} [Marly could see ^{DO} birds' nests.]
+



3. ^I [I ^{DO} drew the buttonhole in and out and ^a listened (to it).]
+ +

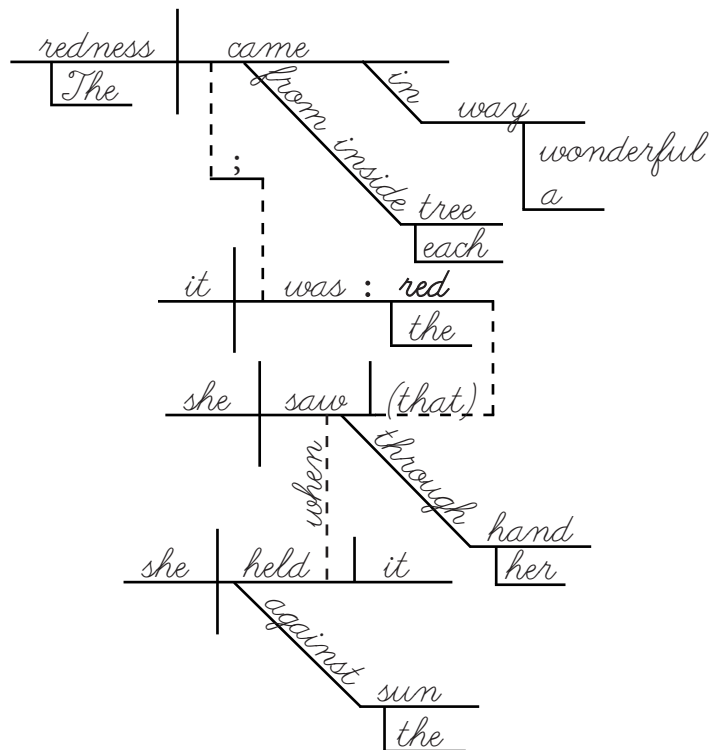


5. ^I [The redness ^a came from (inside each tree) (in a wonderful way);] ^{II} [it was the

^{PN} ^{III} ^c red [she saw (through her hand)] [^{IV} when she held it (against the sun)].
^{DO} ^d

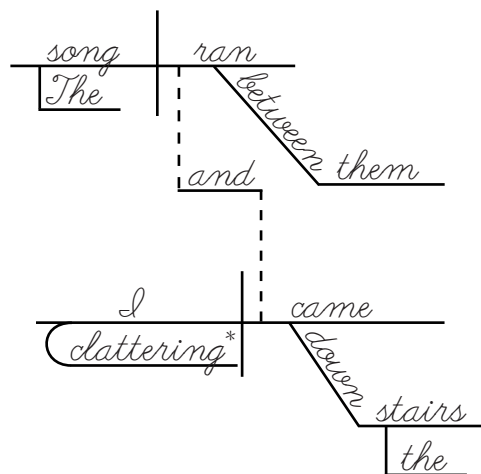
(See diagram next page.)

Parts of Speech - Noun Possessive Case; Personal Pronouns



Parts of Speech - Imperative Mood of Verbs; Strong and Weak Verbs; Principal Parts

1. ^I [The song ran (between them)] ^a and ^{II} [I came clattering (down the stairs).] ^b



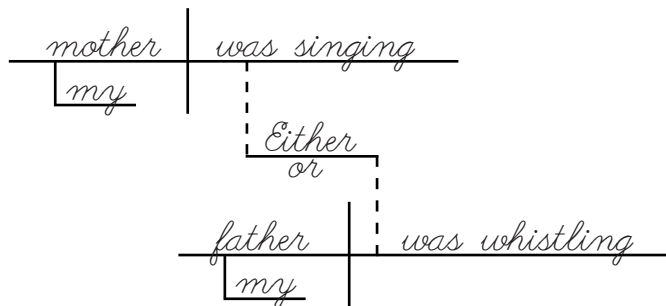
*Note: "clattering" may be considered adverbial, as in some rare instances participles may be used in such a way that they affect more the sense of the action than modify the noun.

Analysis - Compound Sentences; Coordinate Conjunctions

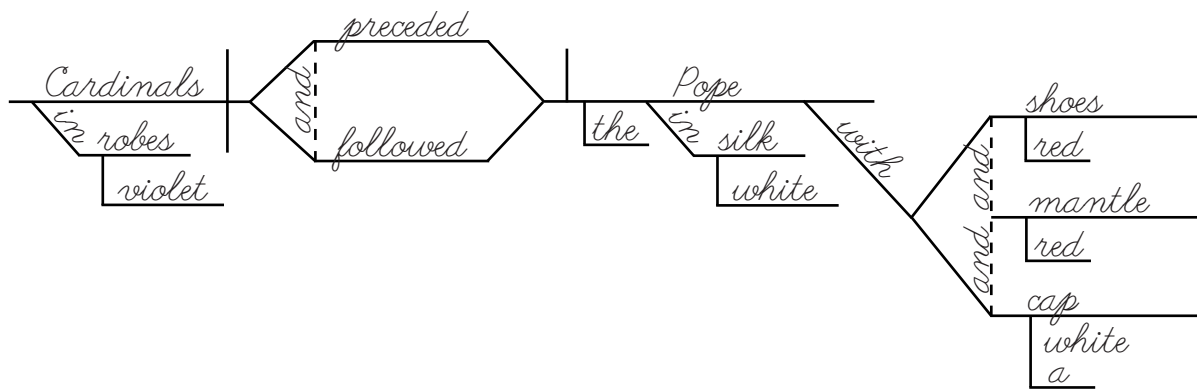
*I*II

/ . Either [my mother was singing] or [my father was whistling.]

++



3. [^aCardinals (in violet robes) preceded and followed the Pope, (in white silk) ^b
(^cwith red shoes and red mantle and a white cap).]



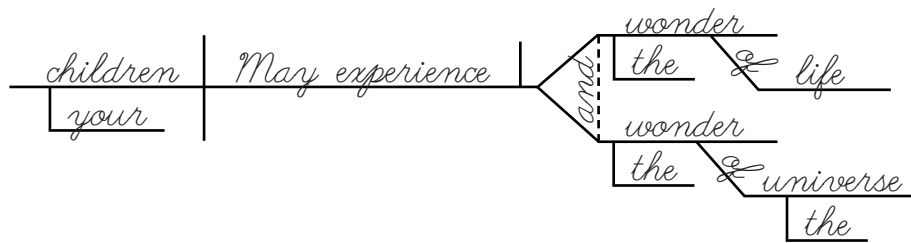
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 7

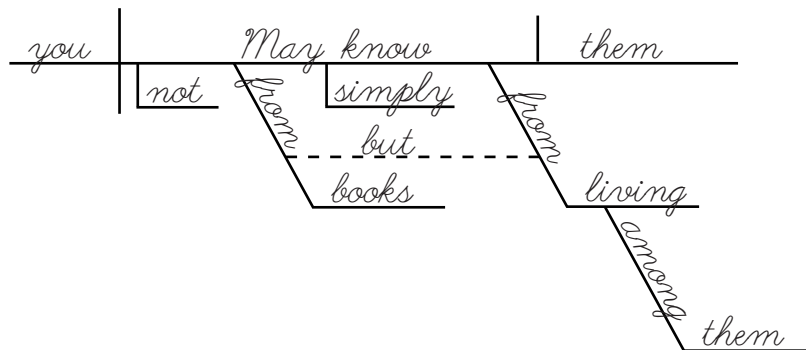
(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Subjunctive Mood of Verbs

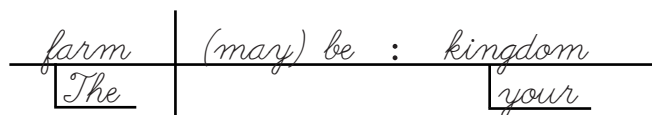
1. ^I [May your children experience the wonder (of life) and the wonder ^{DO} ^a ^{DO}
^b
 (of the universe).]



2. ^I [May you know them not (from books) but simply (from living) (among ^c
^{DO} ^a ^b
 them).]



3. ^I [The farm be your kingdom.] ^{PN}

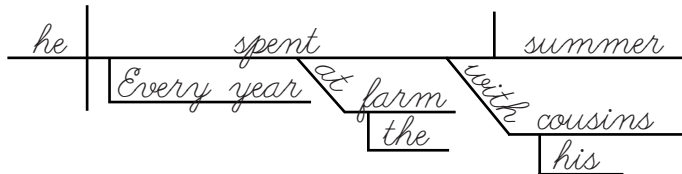


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 7 - DIAGRAMS: WEEK 8

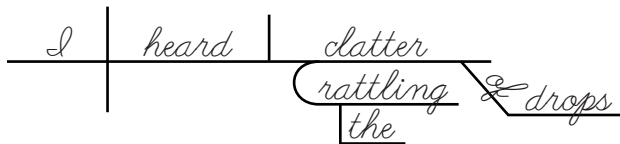
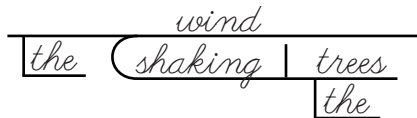
(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Absolute Use of Nominative Case & Adverbial Objectives

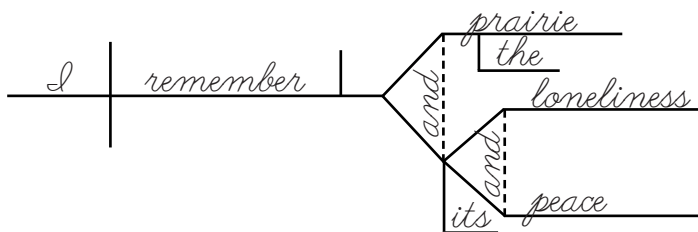
1. [^IEvery year ^{DO}he spent ^asummer (at the farm) ^b(with his cousins).]



2. [^IThe wind (shaking the trees), ^aI heard ^{DO}the rattling clatter ^b(of drops).]



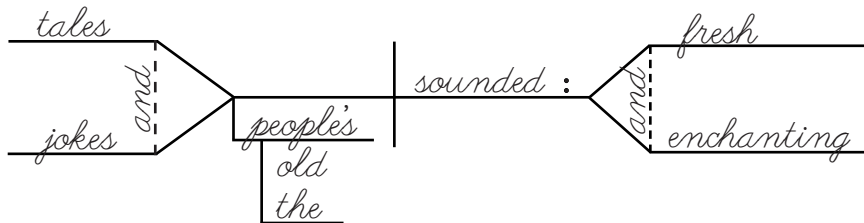
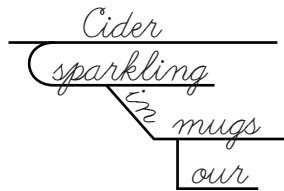
3. [^II remember ^{DO}the prairie, ^{DO}and its loneliness ^{DO}and peace.]



4. [^ICider sparkling (in our mugs), ^athe old people's tales ⁺and jokes sounded ⁺fresh and enchanting.]

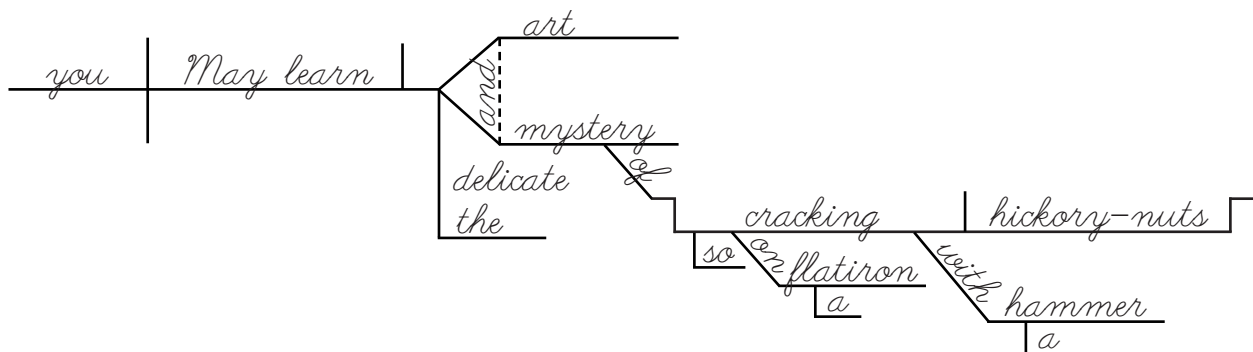
(See diagram next page.)

Parts of Speech - Absolute Use of Nominative Case & Adverbial Objectives



Parts of Speech - Verb Review

2. [^IMay ^{DO}you ^{DO}learn ^athe delicate art and mystery (of so cracking
^bhickory-nuts) (on a flatiron) (with a hammer).]



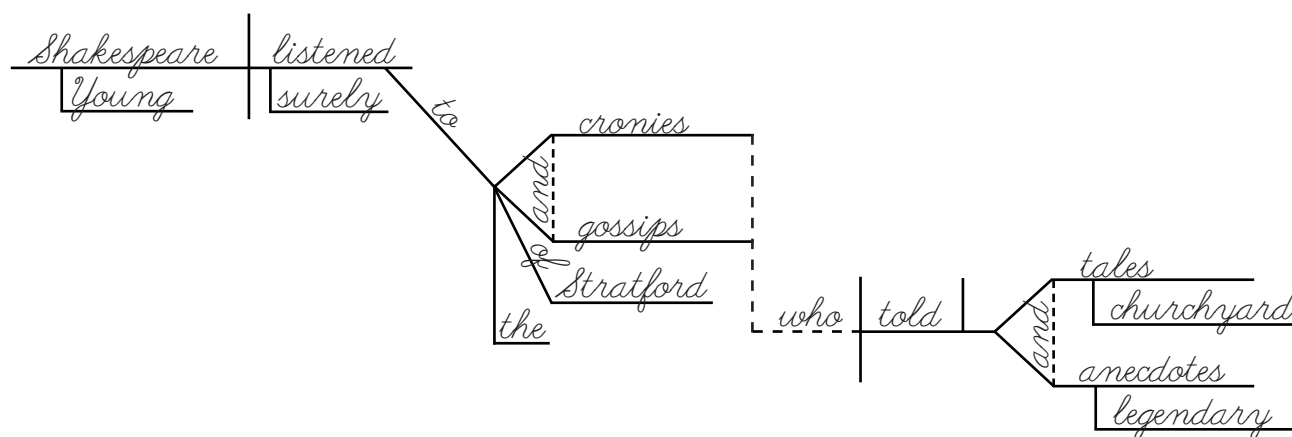
LANGUAGE ARTS TEACHER'S GUIDE
GRADE 7 - DIAGRAMS: WEEK 9

(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Relative Class of Pronouns

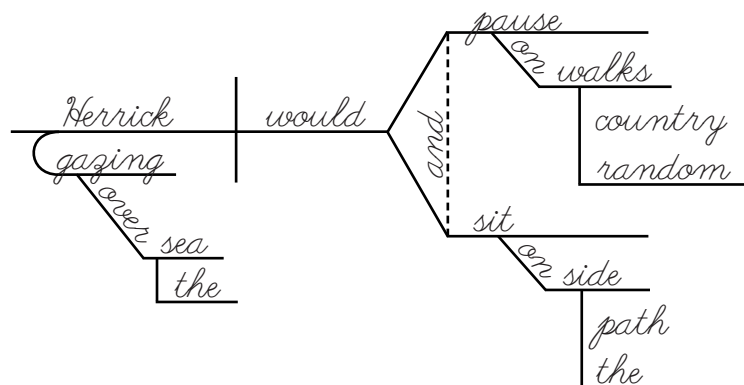
1. ^I [Young Shakespeare ^a surely listened (to the cronies and gossips) ^b (of Stratford)]

^{II} [who ^{DO} told churchyard tales and legendary anecdotes].]



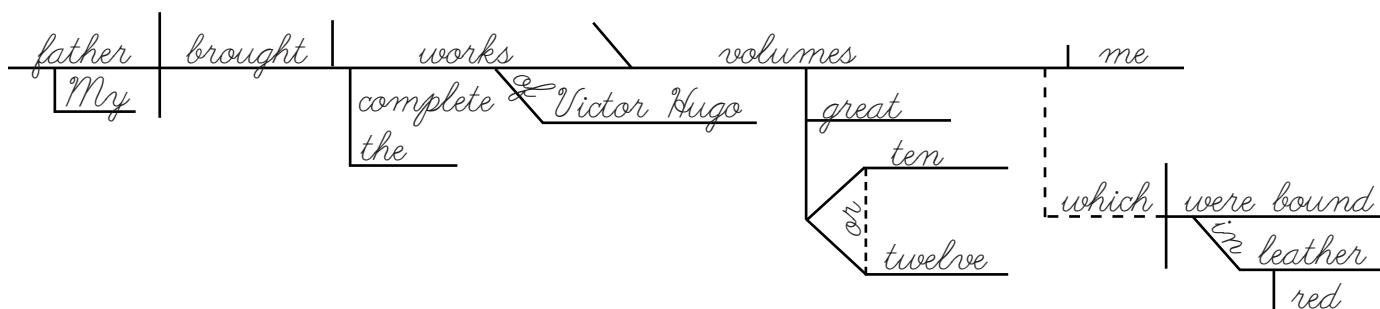
Parts of Speech - Defective Verbs

2. ^I [Herrick ^a would pause (on random country walks) and ^b sit (on the path sides) ^c gazing (over the sea).]



Analysis - Complex Sentences: Adjective Clauses Introduced by a Relative Pronoun

2. ^I [My father ^{IO} brought me the complete works (of Victor Hugo): ^{DO} ^a ten or twelve
+
great volumes [^{II} which were bound (in red leather)].]



LANGUAGE ARTS TEACHER'S GUIDE

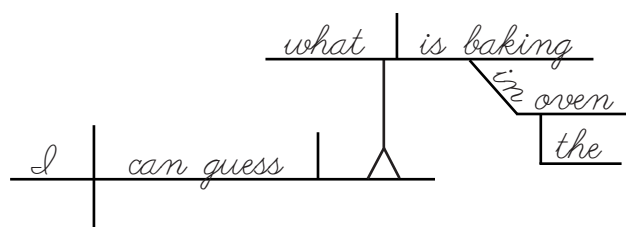
GRADE 7 - DIAGRAMS: WEEK 10

(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Double Relative Pronouns

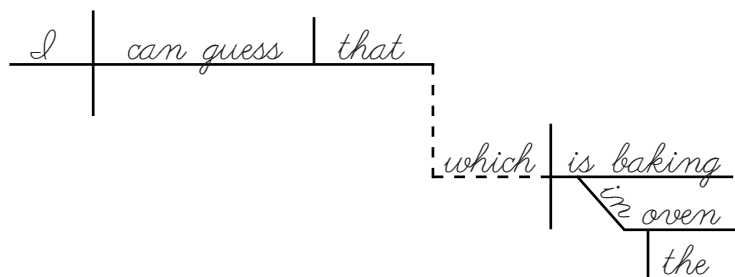
1. *I can guess what is baking in the oven. = I can guess that which is baking in the oven.*

^I
[I can guess [^{II - DO} what is baking ^a (in the oven)].]

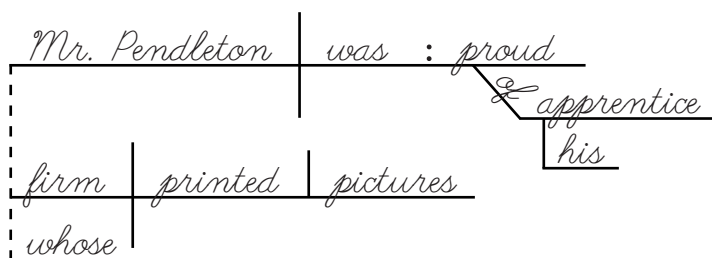


Note: This first diagram, using a noun clause, is provided for the teacher's benefit and should not yet be presented to the students.

^I ^{DO} ^{II}
[I can guess that [which is baking ^a (in the oven)].]

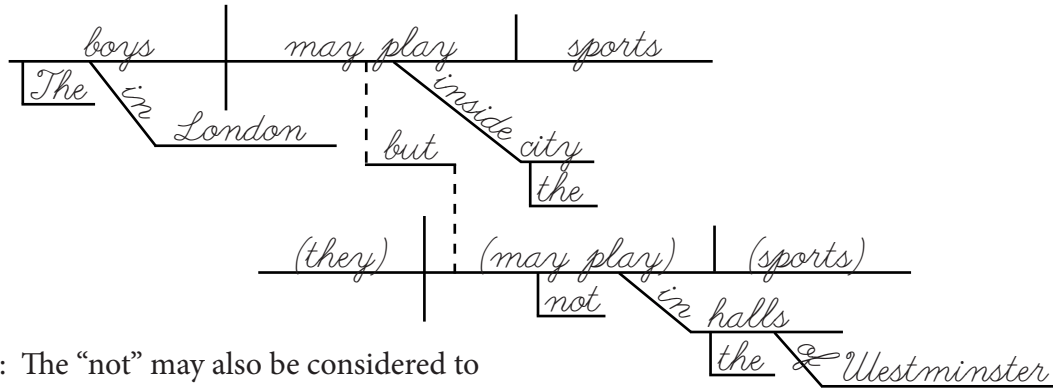


3. ^I ^{II} ^{DO} ^a
[Mr. Pendleton, [whose firm printed pictures], was proud (of his apprentice).]

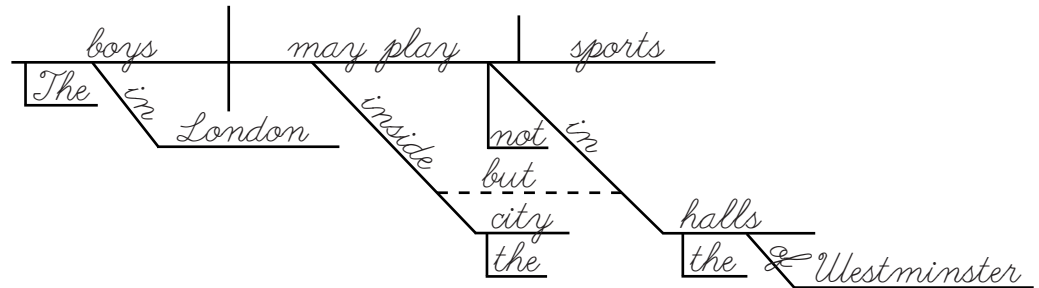


Parts of Speech: Defective Verbs

2. ^I [The ^a boys (in London) ^{DO} may play ^b sports (inside the city), but not ^c (in the
+
halls) ^d (of Westminster).]

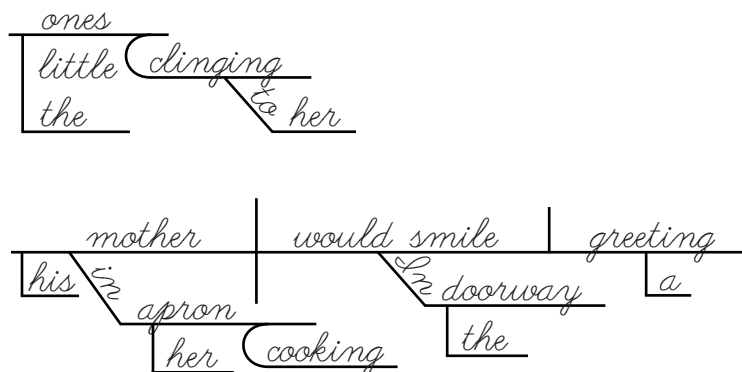


Note: The “not” may also be considered to modify the prepositional phrase, so that the sentence would be diagrammed as it is in this second diagram.



Analysis - Complex Sentences: Adjective Clauses

2. ^I [(^a In the doorway), his ^b mother (in her cooking apron), (^c the little ones clinging
^d to her), ^{DO} would smile a greeting.]



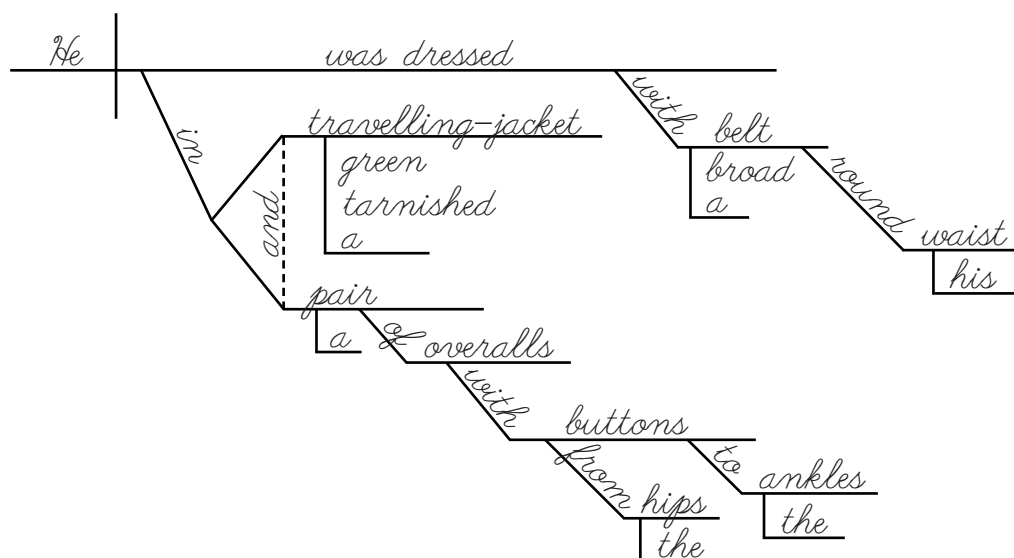
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 11

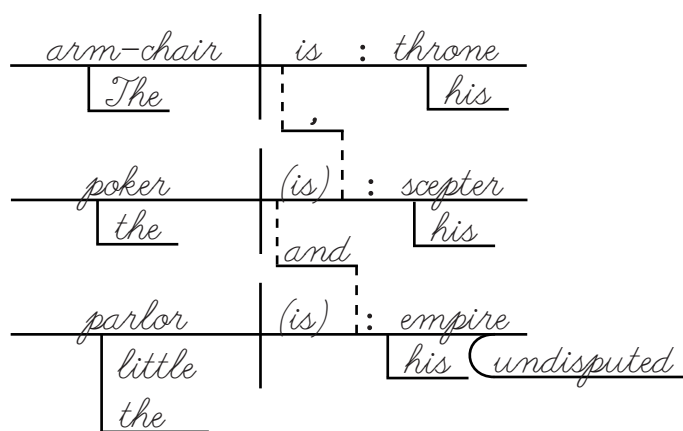
(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Adjectives and Articles

1. [^IHe ^awas dressed (in a tarnished green travelling-jacket), (^bwith a broad belt) (^cround his waist) and a pair (^dof overalls) (^ewith buttons) (^ffrom the hips) (^gto the ankles).]

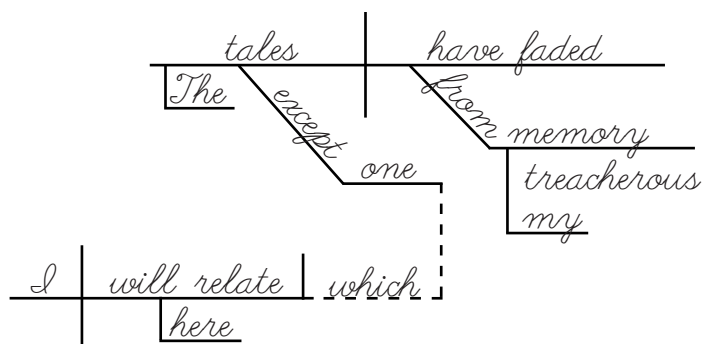


2. [^IThe arm-chair ^{PN}is his throne,] [^{II}the poker ^{PN}his scepter,] and [^{III}the little parlor,
^{PN}his undisputed empire.]



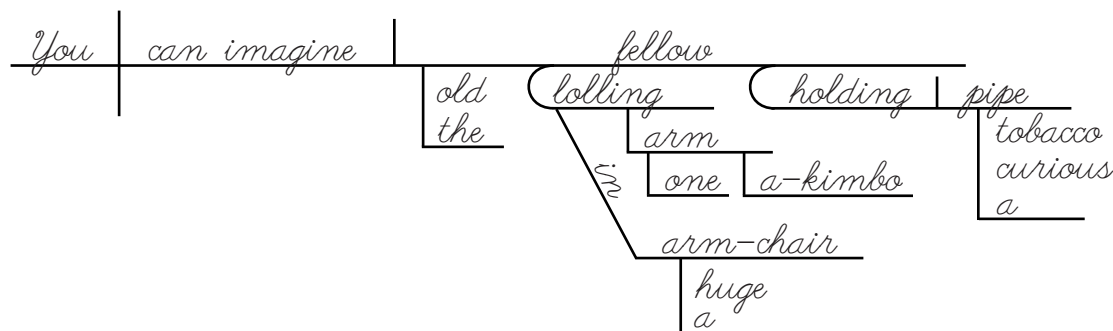
Parts of Speech: Defective Verbs

2. ^I [The tales ^a have faded (from my treacherous memory) ^b (except one), ^{II DO} which I
will here relate].]



Note: The binder key for this week identifies the prepositional phrase “except one” as adverbial, modifying the verb “have faded.” This phrase is most likely adjectival, as it is diagrammed here. This distinction is subtle, however, so if a student working independently identifies the phrase as adverbial, it should be accepted.

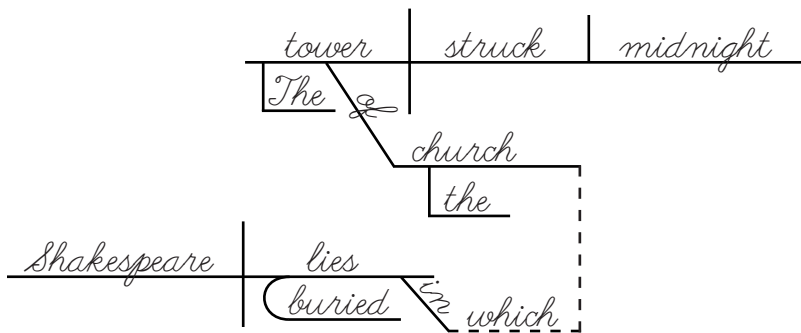
3. ^I [You can imagine ^{DO} the old fellow ^a lolling (in a huge arm-chair), ^b one arm
a-kimbo, (holding a curious tobacco pipe).]



Analysis - Complex Sentences: Adjective Clauses

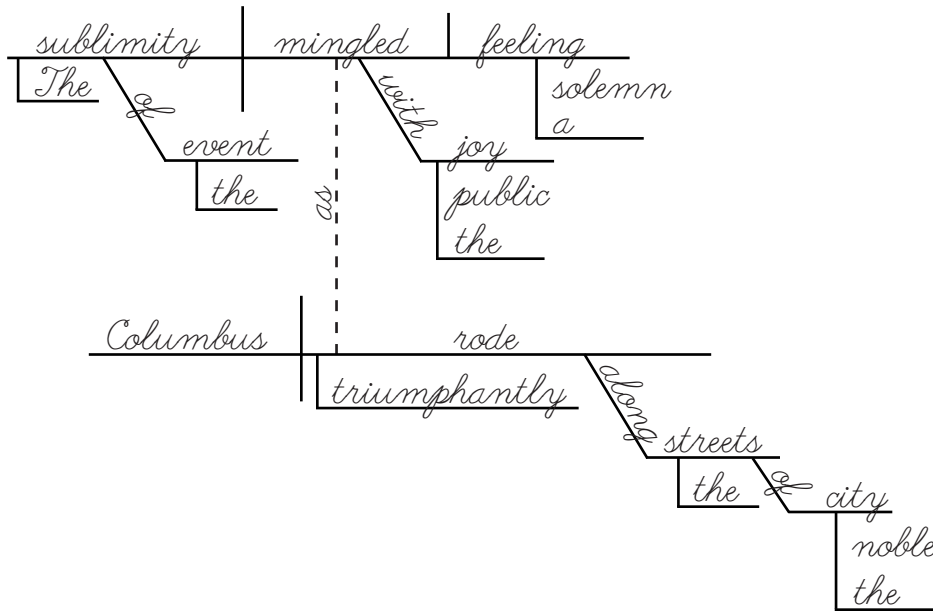
4. ^I [The tower ^a (of the church) ^{II b} [(in which) Shakespeare lies buried] struck
^{DO} midnight.]

Analysis - Complex Sentences: Adjective Clauses

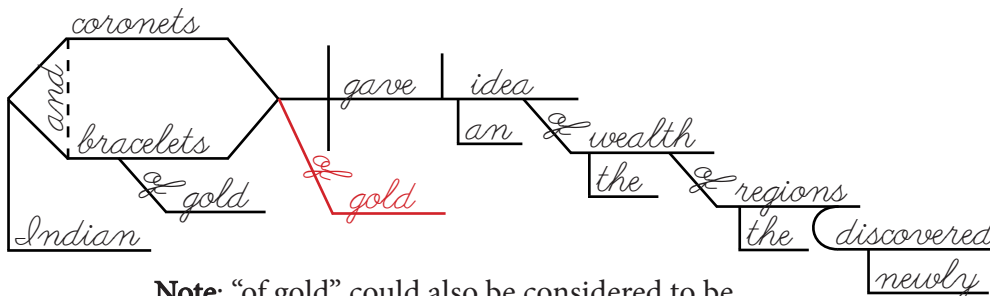


GRADE 7 - DIAGRAMS: WEEK 12

Grammar Assignment



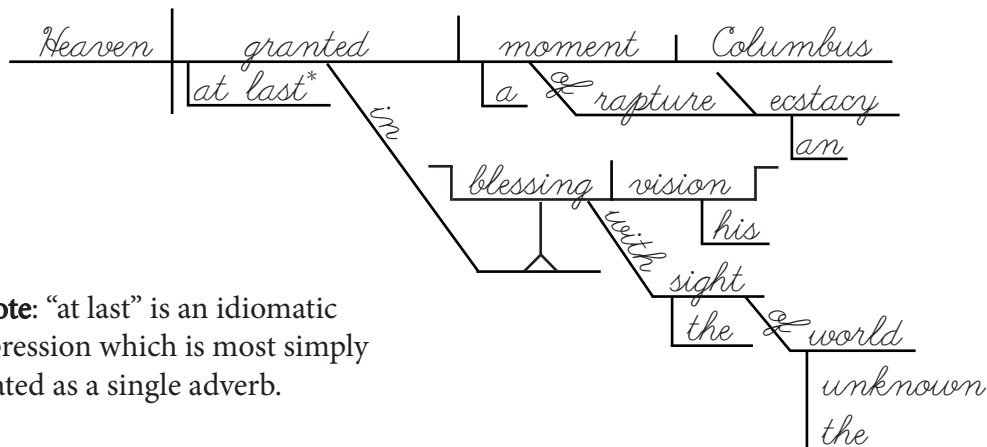
2. [^IIndian coronets and bracelets (of gold) ^agave an idea (of the wealth) (of the ^{DO} ^bnewly discovered regions).]^c



Note: “of gold” could also be considered to be modifying both “coronets” and “bracelets,” as is diagrammed here in red.

Parts of Speech: Verb Review

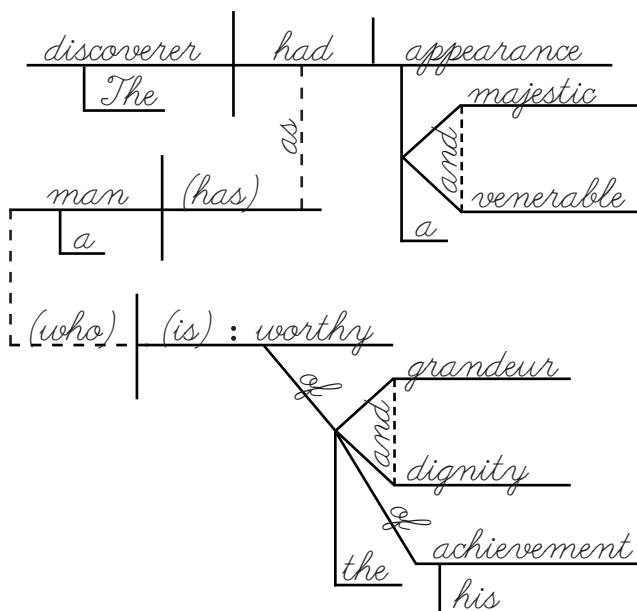
3. [^IHeaven at last ^{IO}granted ^{DO}Columbus ^aa moment (of rapture, an ecstasy), (in blessing his vision) (with the sight) (^dof the unknown world).]



***Note:** "at last" is an idiomatic expression which is most simply treated as a single adverb.

Analysis – Complex Sentences: Adverbial Clauses of Time and Place

3. [^IThe discoverer ^{DO}had a majestic and venerable appearance] [^{II}as a man ^ahas [^{II}who ^bis worthy (of the grandeur and dignity) (of his achievement)].]



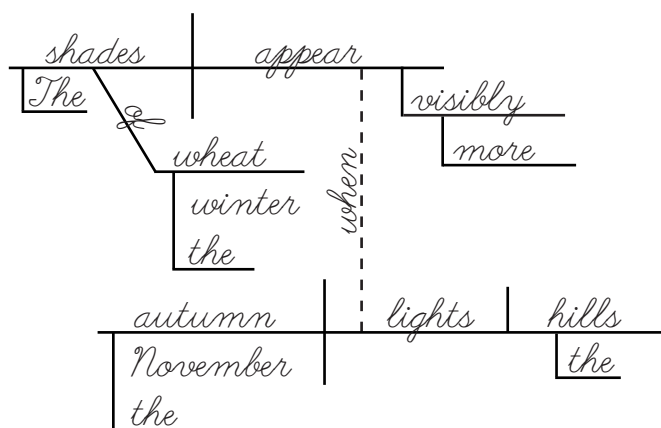
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 13

(Only diagrams with new or unusual elements will be included.)

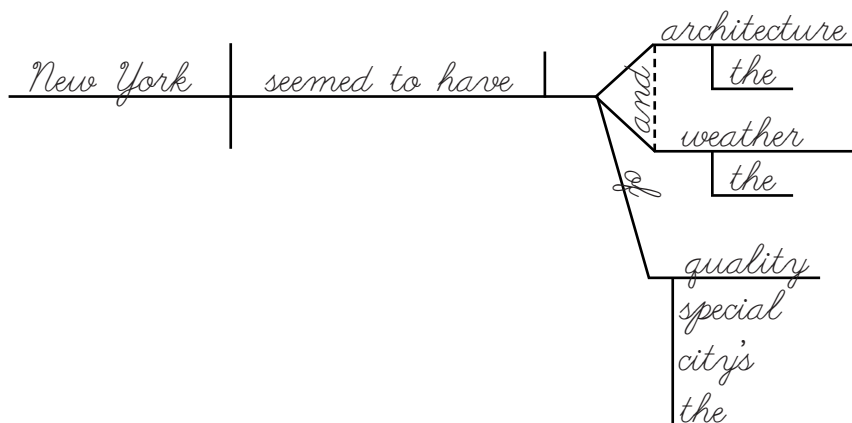
Grammar Assignment

1. ^I [The shades (of the winter wheat) appear more visibly [^{II} when the November autumn lights the hills.]]



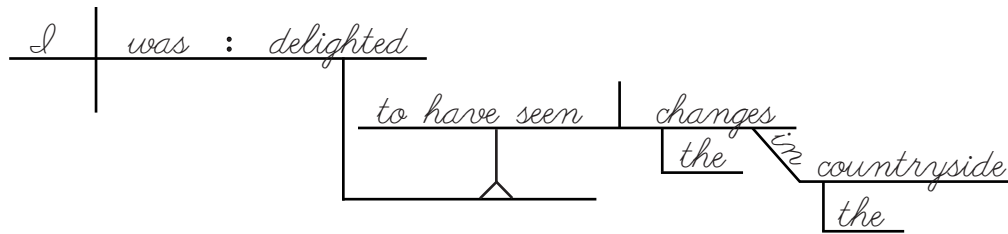
Parts of Speech: Verbals

1. ^I [New York seemed to have the architecture and the weather (of the city's ^a special quality).]

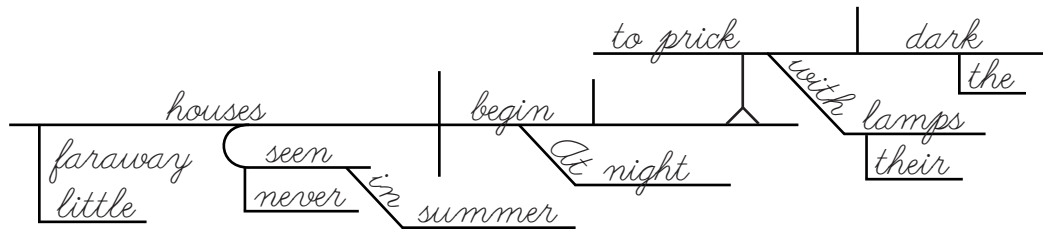


Parts of Speech: Verbals

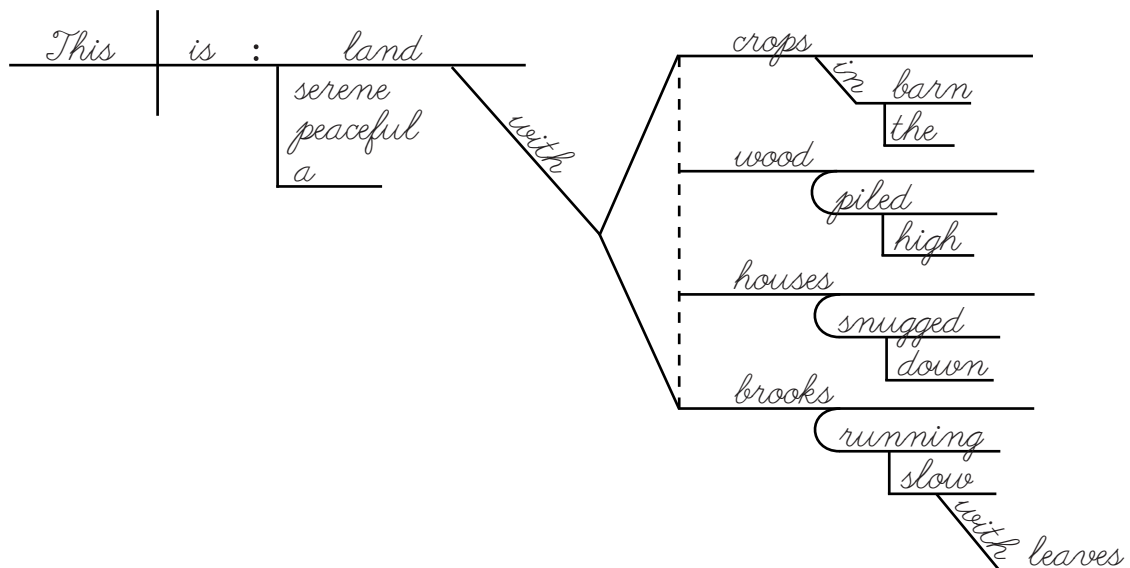
2. [^II ^{PA}was ^adelighted (to have seen the changes) ^b(in the countryside).]



3. [^I^a(At night), little faraway houses, never seen (in summer), ^bbegin ^{DO}to prick the dark (with their lamps).]

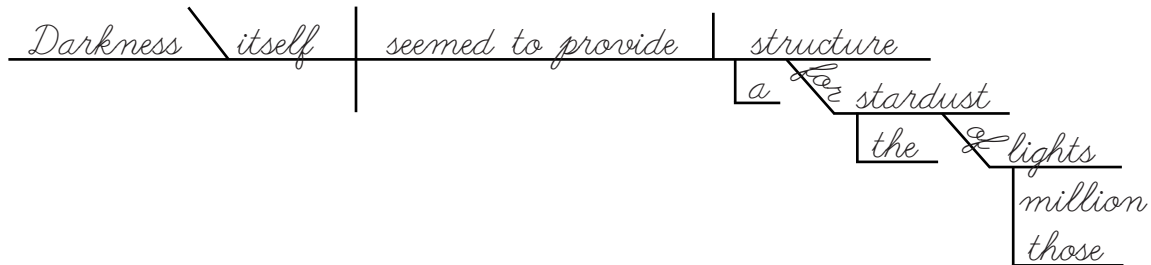


4. [^IThis ^{PN}is ^aa peaceful serene land, (with the crops (in the barn,) wood piled high, ^bhouses snuggled down, and brooks running slow ^c(with leaves)).]



Parts of Speech: Verbals

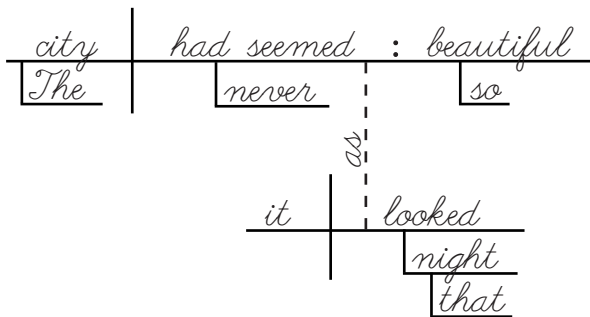
5. [^IDarkness ^{DO}itself ^aseemed to provide ^ba structure (for the stardust) (of those million lights).]



Analysis - Complex Sentences

Adverbial Clauses of Time, Place, & Manner

5. [^IThe city had never seemed so beautiful [^{PA}as it looked that night].]



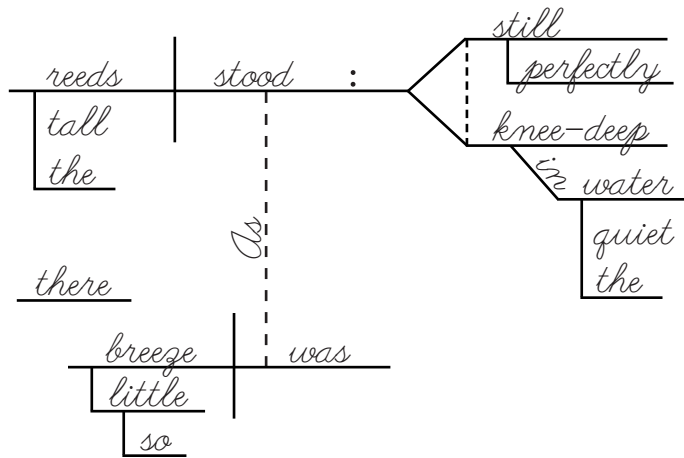
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 14

(Only diagrams with new or unusual elements will be included.)

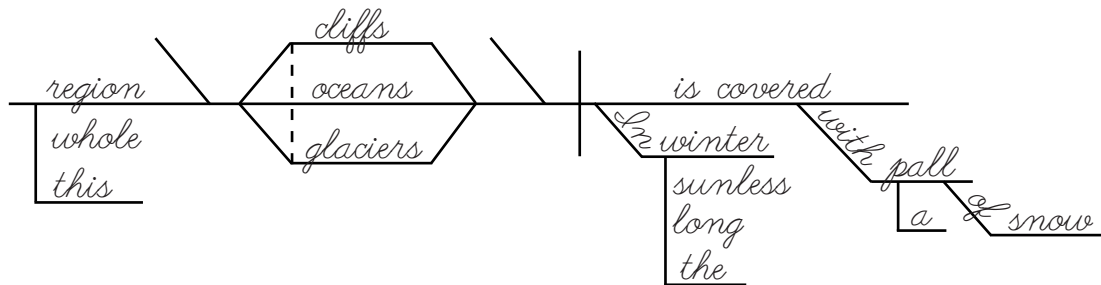
Grammar Assignment

- I. [As there was so little breeze,] II. [the tall reeds stood perfectly still, knee-deep
a
(in the quiet water).]



Parts of Speech - Adjective Class: Quantitative

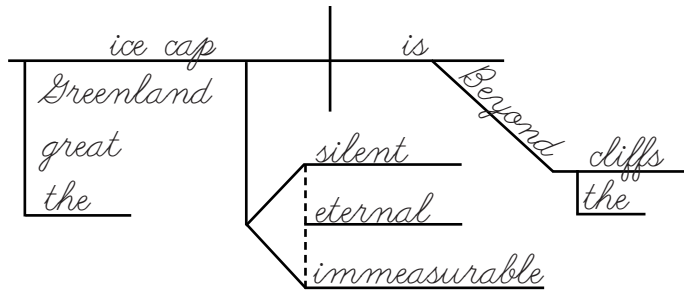
- I. a
1. [(In the long sunless winter) this whole region - cliffs, oceans, glaciers -
b c
is covered (with a pall) (of snow).]



Parts of Speech - Adjective Class: Quantitative

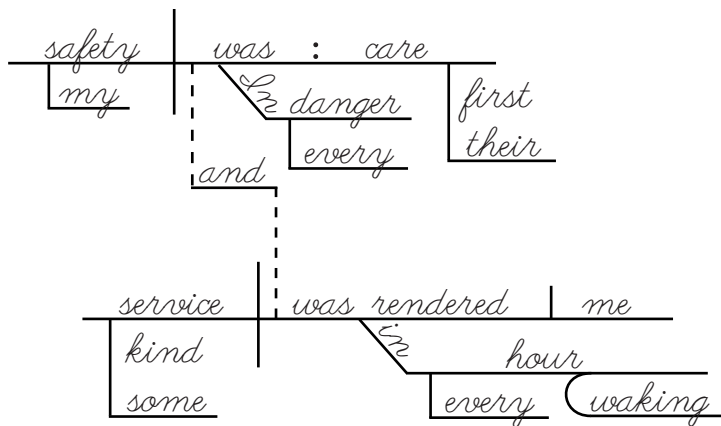
I a

2. [(Beyond the cliffs) is the great Greenland ice cap, silent, eternal, immeasurable..]

 I_a PN

II b

4. [(In every danger) my safety was their first care,] and [(in every waking
+
hour) some kind service was rendered ^{IO} me.]



Parts of Speech - Verbals: Infinitives

$$I$$

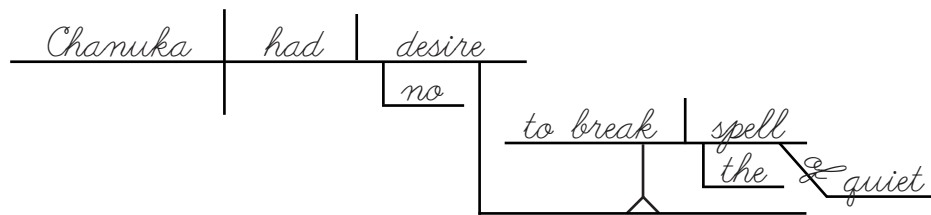
DO

$$a$$
$$b$$

1. [Chanuka had no desire (to break the spell) (of quiet).]

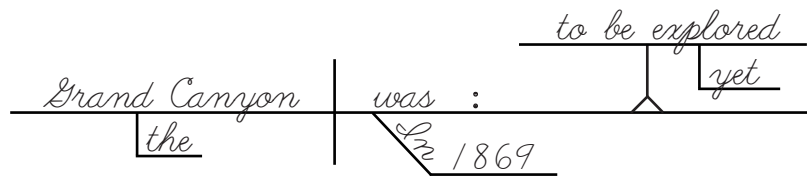
(See diagram next page)

Parts of Speech - Verbals: Infinitives



I a

2. [(In 1869) the Grand Canyon was yet to be explored.]



I

PN

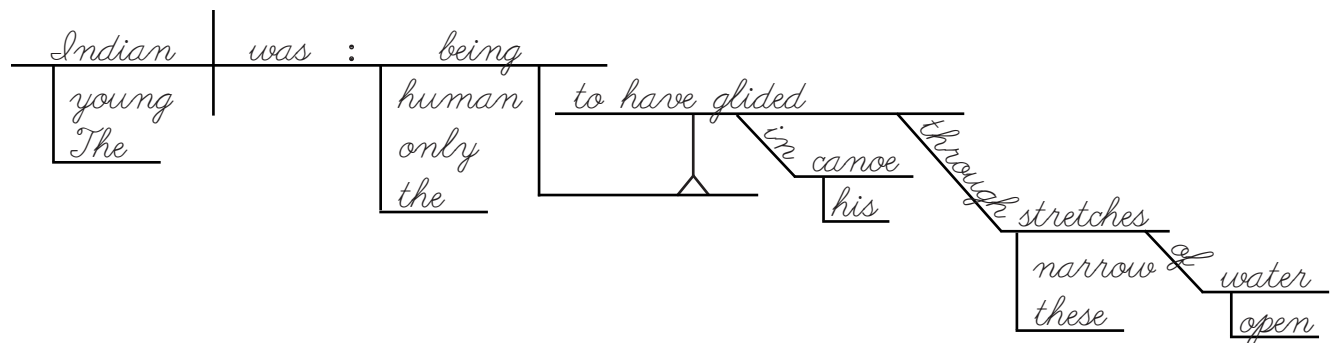
a

3. [The young Indian was the only human being to have glided (in his canoe)

b

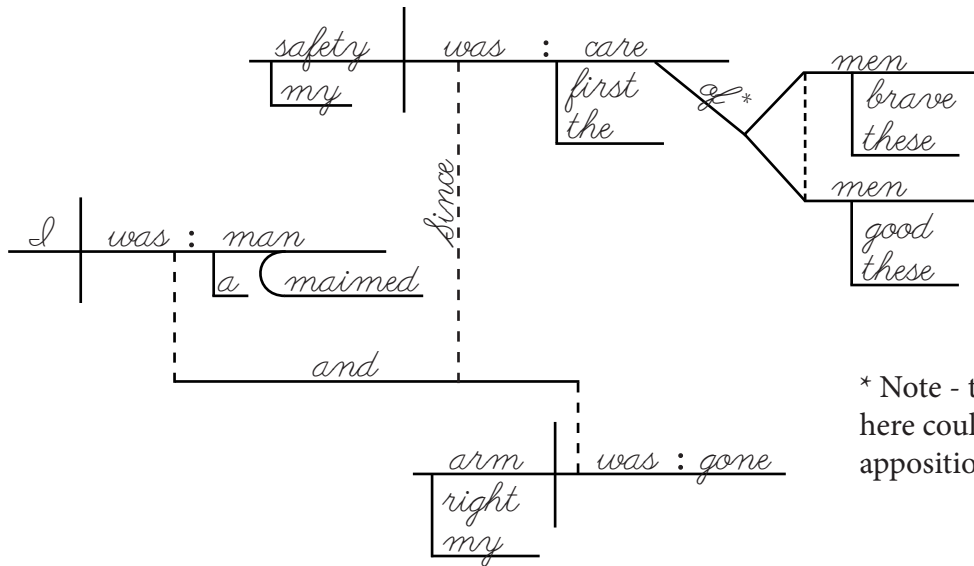
c

- (through these narrow stretches) (of open water).]



Analysis - Complex Sentences: Adverbial Clauses - Cause or Reason

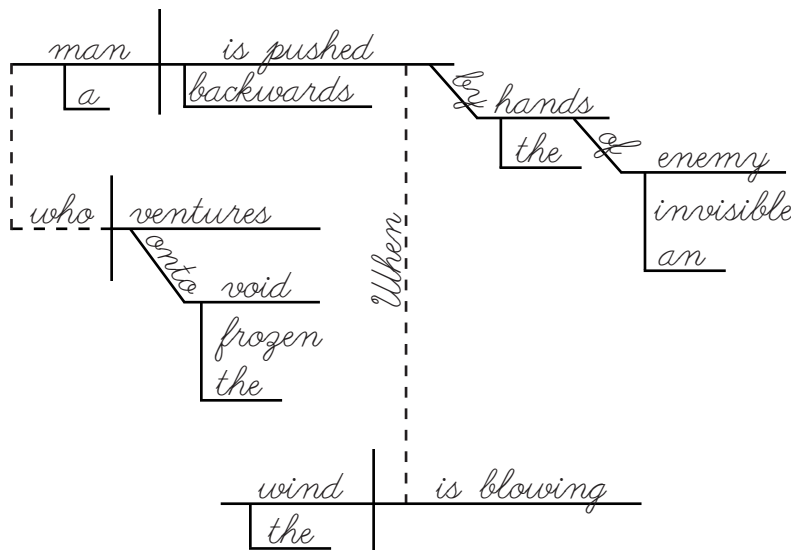
2. ^I [Since ^{PN} I ^{II} was ^{PA} a ^{III} maimed man] ^a and [my right arm was gone], [my safety was the first care (of these brave men, these good men.)]



* Note - the objects of the preposition here could be considered to be in apposition:



3. ^I [When ^{II} the wind ^{III} is blowing] ^a [a man ^b [who ^c ventures (onto the frozen void)] is pushed backwards (by the hands) (of an invisible enemy).]



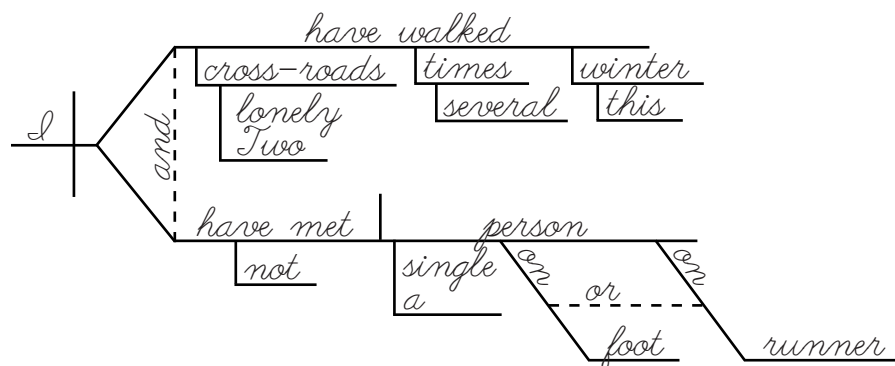
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 15

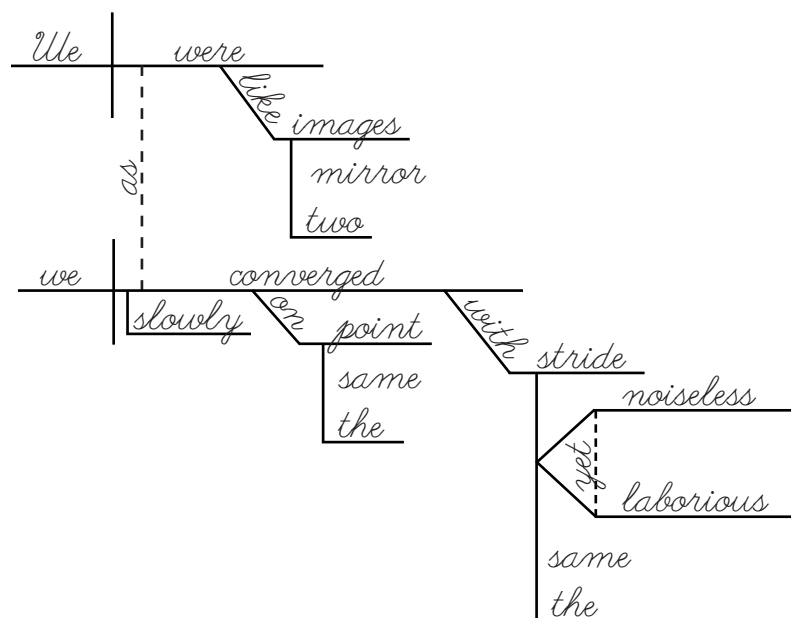
(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Adjective Class: Demonstrative

1. ^I [Two lonely cross-roads I ^{II} have walked several times this winter and have
^{DO} not met a single person (on foot) or (on runners).]

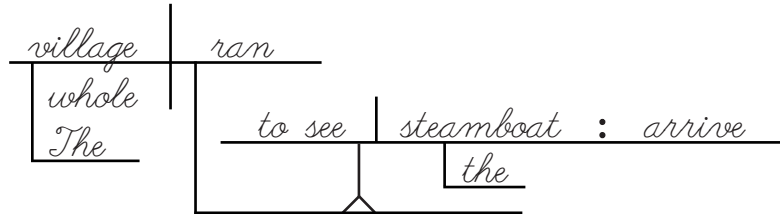


2. ^I [We ^a were (like two mirror images) [^{II} as we slowly converged ^b (on the same
^c point) (with the same noiseless yet laborious stride).]



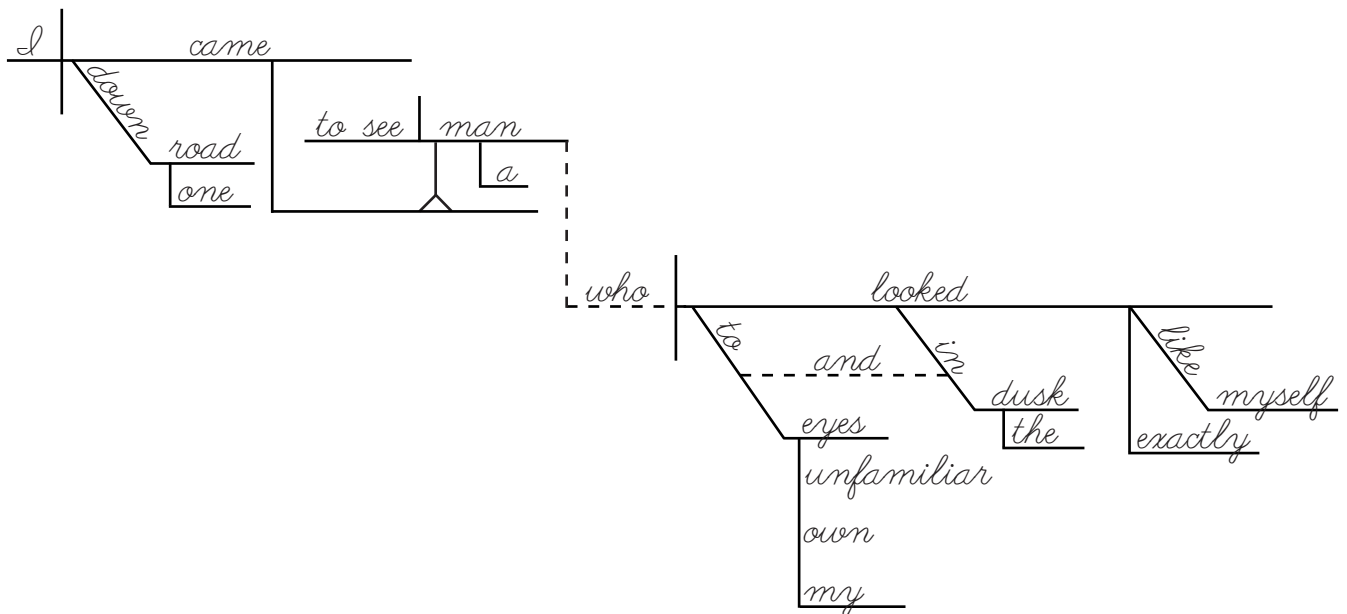
Parts of Speech - Infinitives Used as Adverbs: Purpose and Result

3. [^IThe whole village ran ^a(to see the steamboat arrive).]



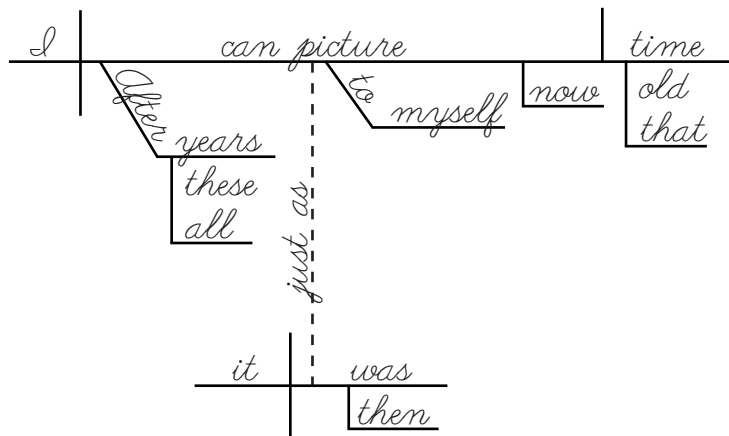
Analysis - Complex Sentences: Adverbial Clauses

4. [^II came ^a(down one road) ^b(to see a man) [^{II}who ^c(to my own unfamiliar eyes) and ^d(in the dusk) looked ^e(exactly like myself)].]



Analysis - Complex Sentences: Adverbial Clauses

3. ^{I a} [(After all these years) I ^{DO b} can picture ^{II} that old time (to myself) now, [just as it was then].]



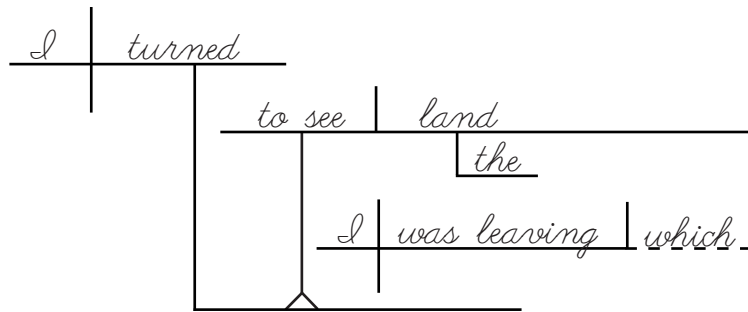
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 16

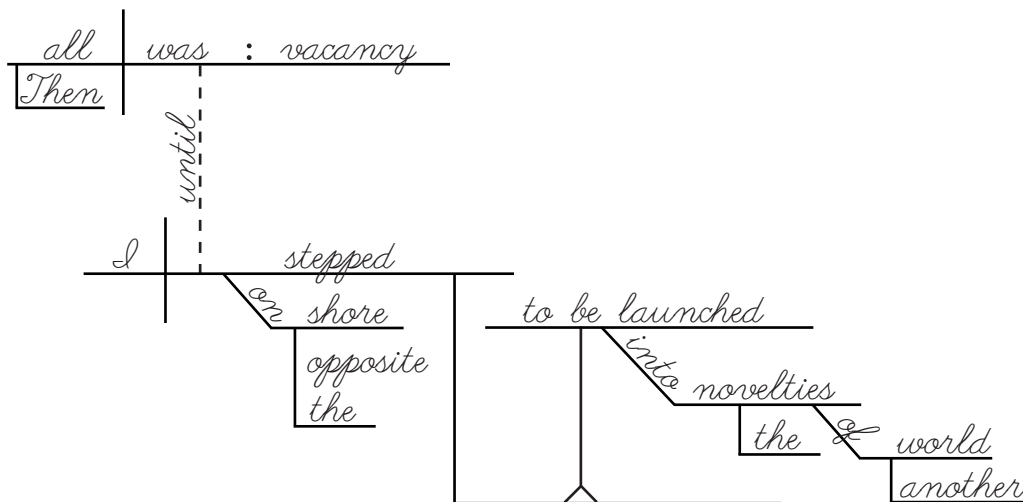
(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Infinitives Used as Adverbs: Purpose, Result

2. [^II ^aturned (to see the land) [^{II DO}which I was leaving].]

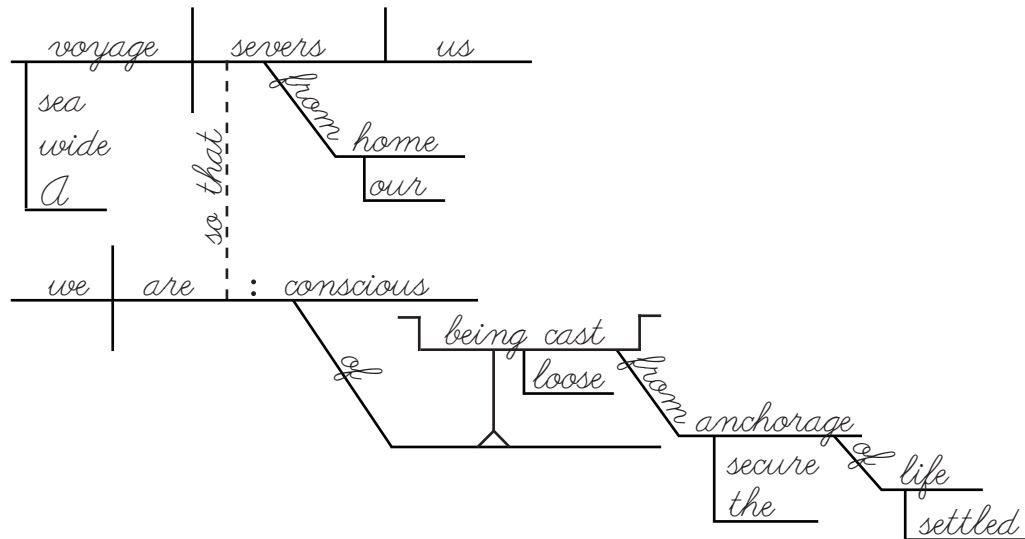


3. [^IThen ^{PN}all was ^avacancy, [^{II}until I stepped (^bon the opposite shore), ^cto be launched (into the novelties) (of another world)].]



Analysis ~ Complex Sentences: Adverbial Clauses - Purpose and Result

2. ^I [A wide sea voyage severs ^{DO a} us (from our home).] [^{II} so that we are ^{PA} conscious
^b (of being cast loose) ^c (from the secure anchorage) ^d (of settled life).]

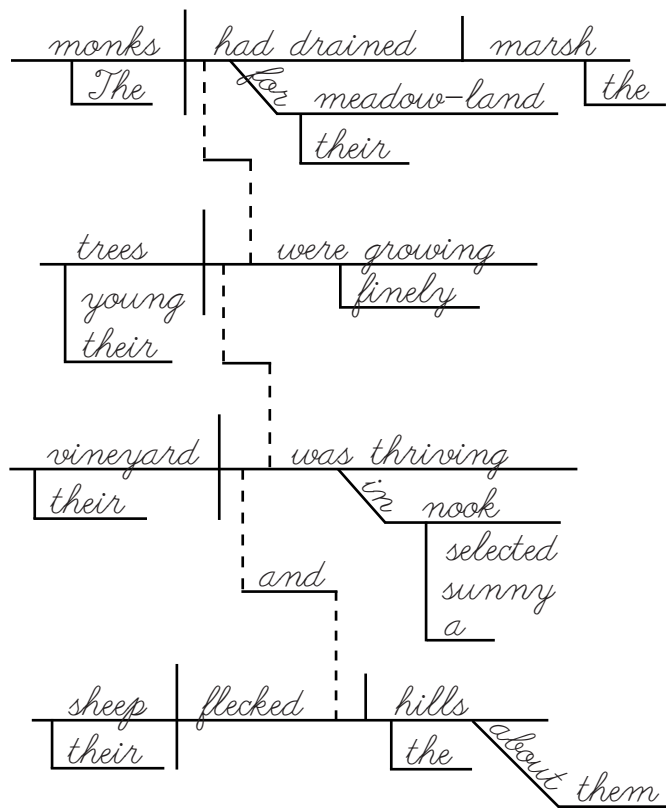


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 7 - DIAGRAMS: WEEK 17

(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Relative, Personal, Interrogative Pronouns

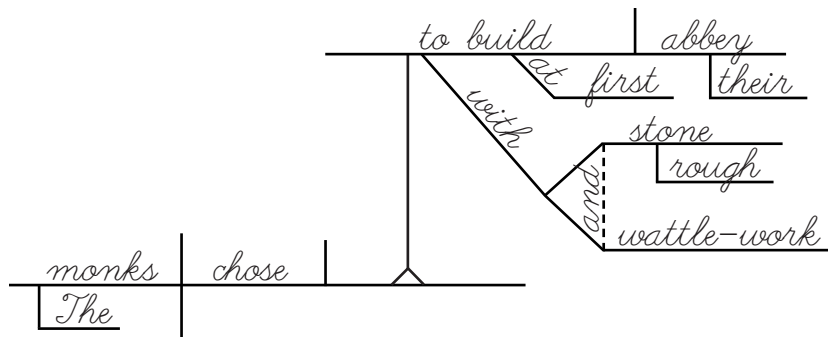
2. ^I [The monks ^{DO} had drained ^a the marsh (for their meadow-land),] ^{II} [their young trees ^{III} were growing ^b finely,] [their vineyard was thriving (in a sunny selected nook),] ^{IV} and [their sheep ^{DO} flecked ^c the hills (about them).]



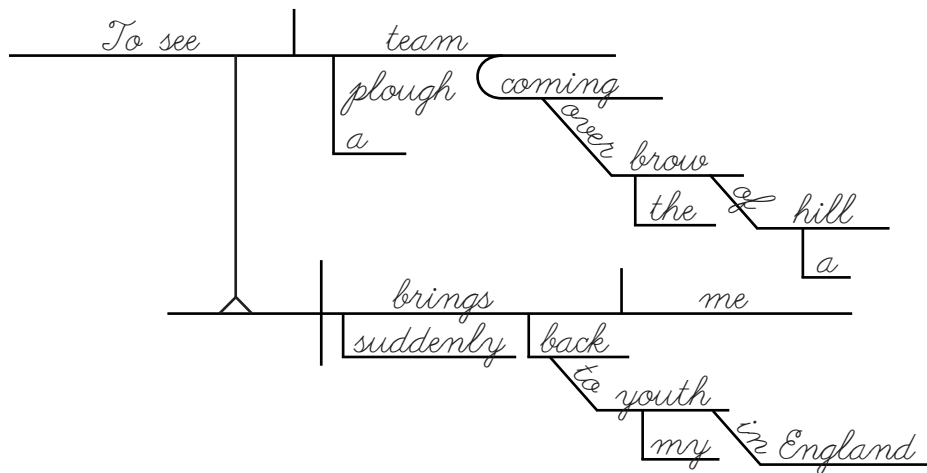
Parts of Speech - Infinitives Used as Nouns

1. ^I [The monks ^{DO} chose ^a to build their abbey (with rough stone and wattle-work) ^b (at first).]

Parts of Speech - Infinitives Used as Nouns, cont.



3. [^ITo see a plough team coming (^aover the brow) (^bof a hill) suddenly brings
^{DO} me back (^cto my youth) (^din England).]



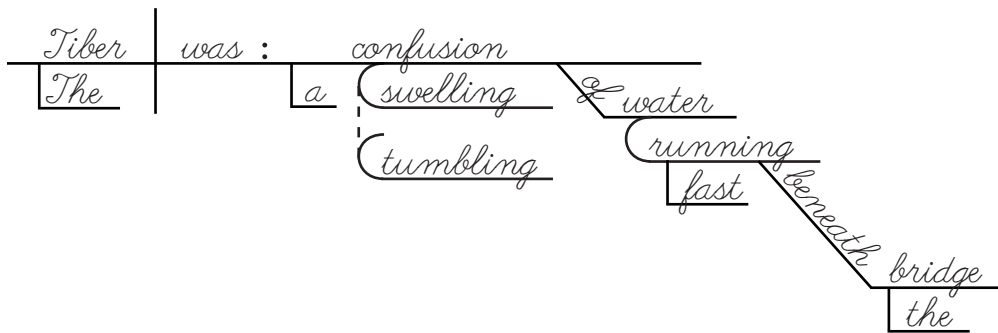
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 – DIAGRAMS: WEEK 18

(Only diagrams with new or unusual elements will be included.)

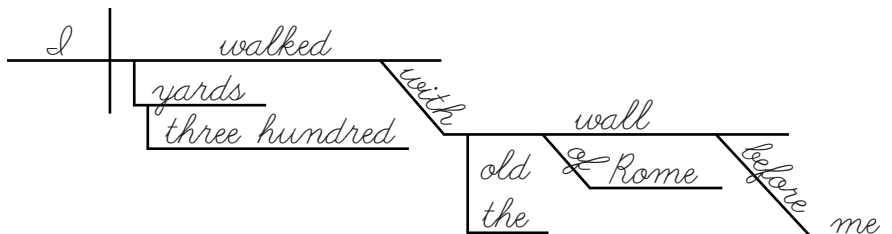
Grammar Assignment

2. ^I [The Tiber was a tumbling, swelling confusion ^{PN} (of water), running fast ^a ^b (beneath the bridge).]



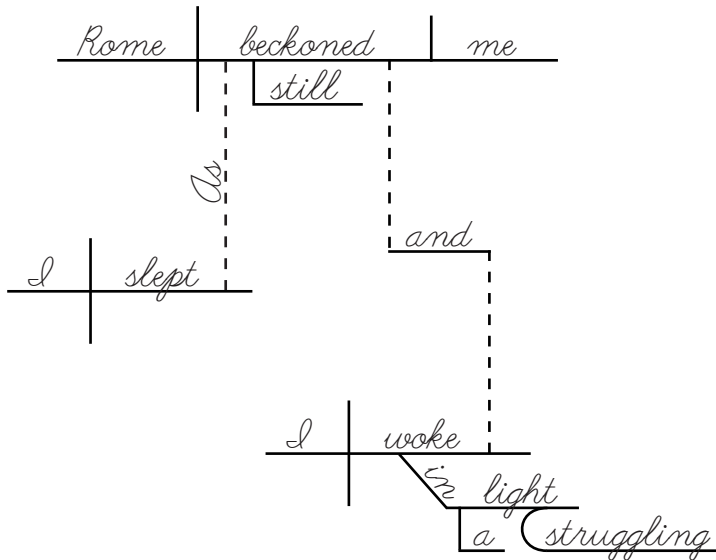
Parts of Speech – Adjective Class: Pronominal, Interrogative Sentences

1. ^I [I walked three hundred yards ^{Adv. Obj.} (with the old wall) ^a (of Rome) ^b (before me).] ^c



Parts of Speech – Verbals: Participles

1. [^IAs I slept], [^{DO}Rome still beckoned me] and [^aI woke (in a struggling light).]
+



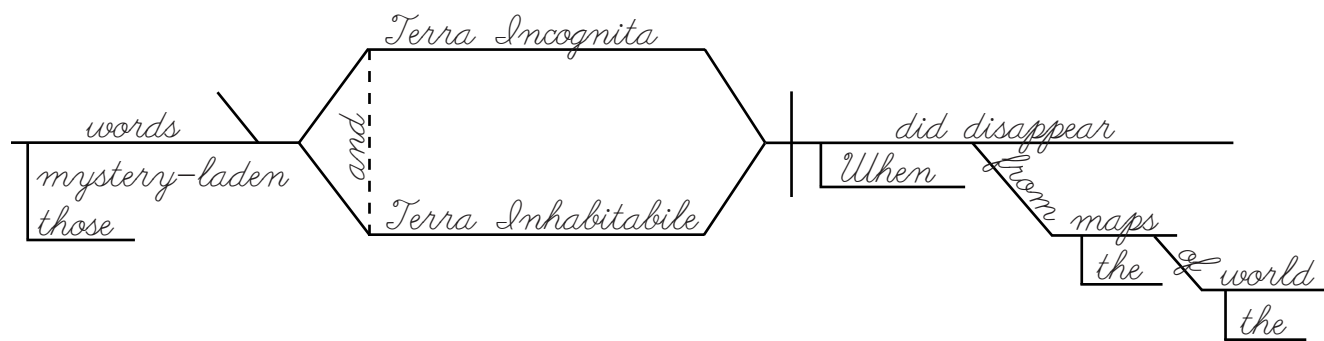
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 19

(Only diagrams with new or unusual elements will be included.)

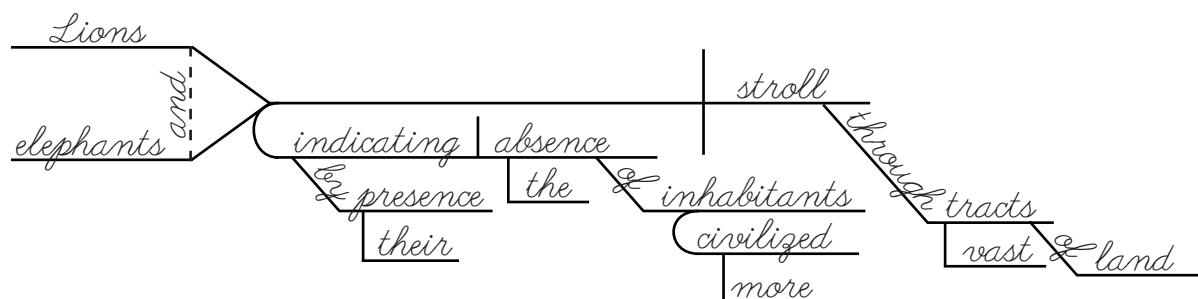
Parts of Speech - Adverbs: Interrogative

- ^I
1. [When did those mystery-laden words, "Terra Incognita" and "Terra Inhabitable" disappear ^a (from the maps) ^b (of the world)?]



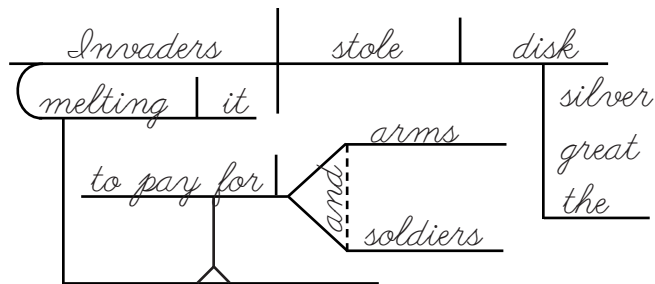
Parts of Speech - Verbals: Participles

- ^I
1. [Lions and elephants stroll ^a (through vast tracts) ^b (of land) ^c (indicating ^d (by their presence) the absence) ^e (of more civilized inhabitants).]



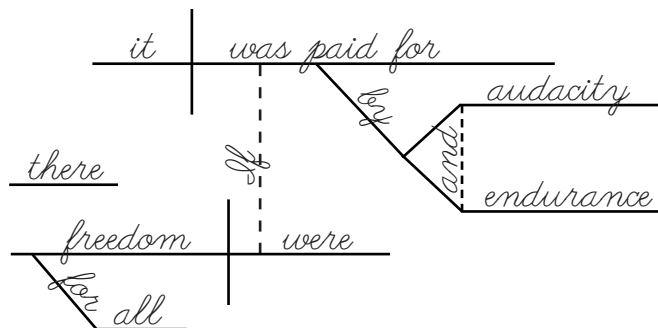
Parts of Speech - Adverbs: Participles

4. [^IInvaders ^{DO}stole the great silver disk, (melting it) (to pay for arms and ^a ^b ₊ soldiers.)]



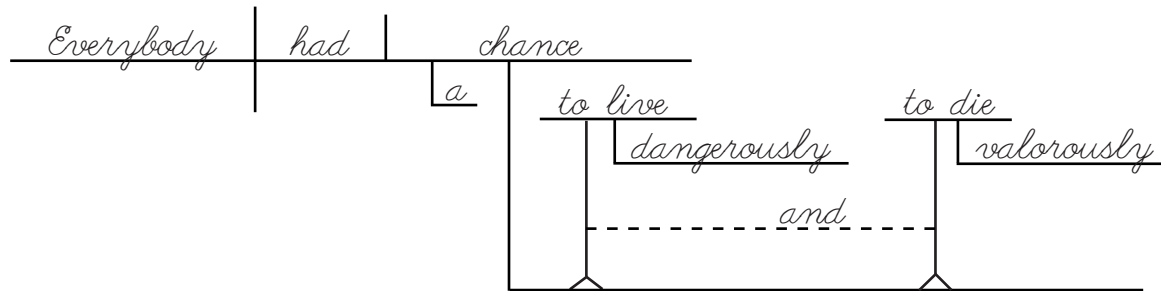
Parts of Speech - Analysis: General Review

1/. [I If there were freedom (for all),] [it was paid for (with audacity and
endurance.)]



Parts of Speech - Analysis: General Review

5. [^IEverybody ^{DO}had a chance to live dangerously and to die valourously.]
+



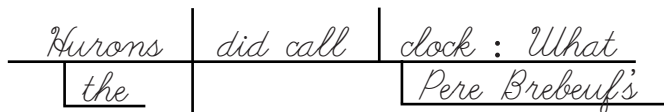
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 20

(Only diagrams with new or unusual elements will be included.)

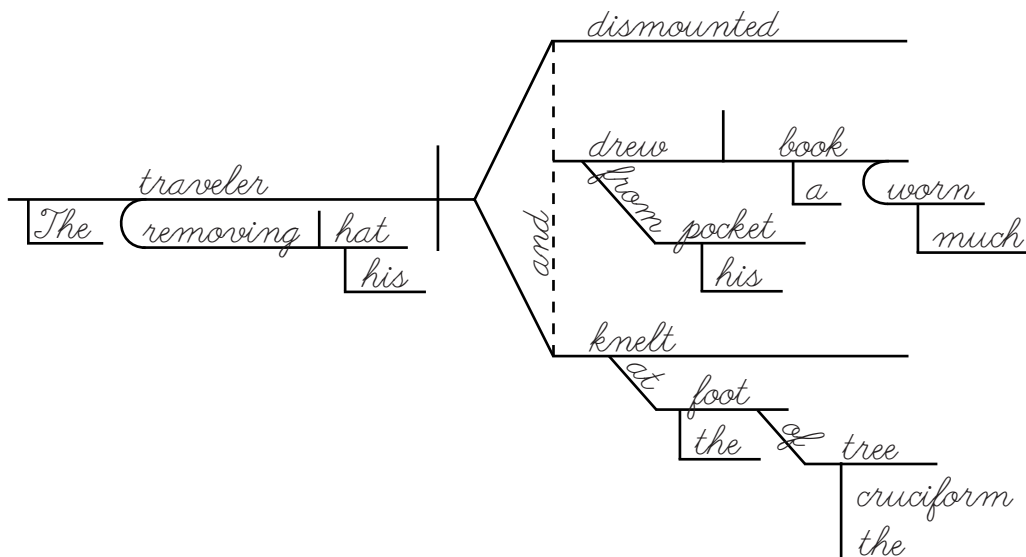
Parts of Speech - Interrogative Pronouns, Adjectives, and Adverbs

^I 1. [^{DO} What did the Hurons call Pere Brebeuf's clock?]



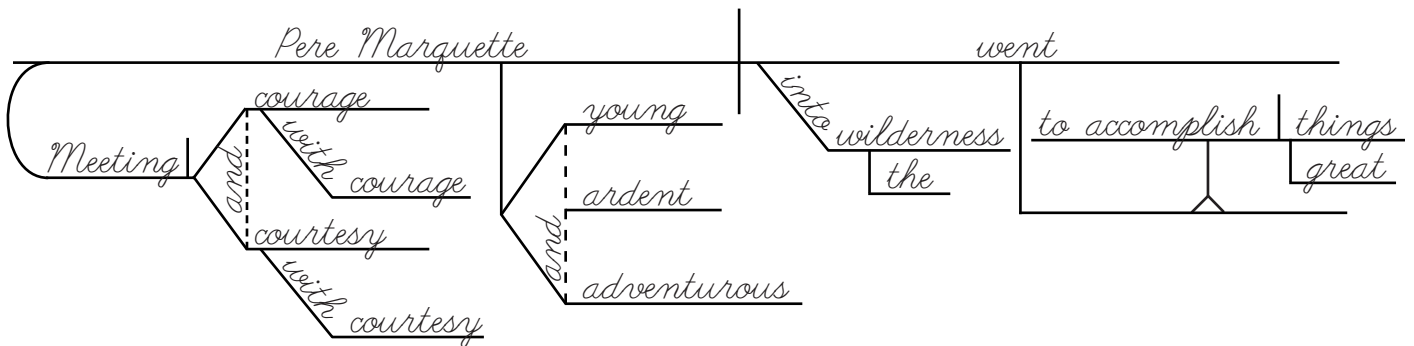
Parts of Speech - Verbals: Participle/Infinitive Review

^I 1. [The traveler dismounted, drew ^a (from his pocket) a much worn ^{DO} book, and ₊
^b (removing his hat), knelt ^c (at the foot) ^d (of the cruciform tree).]

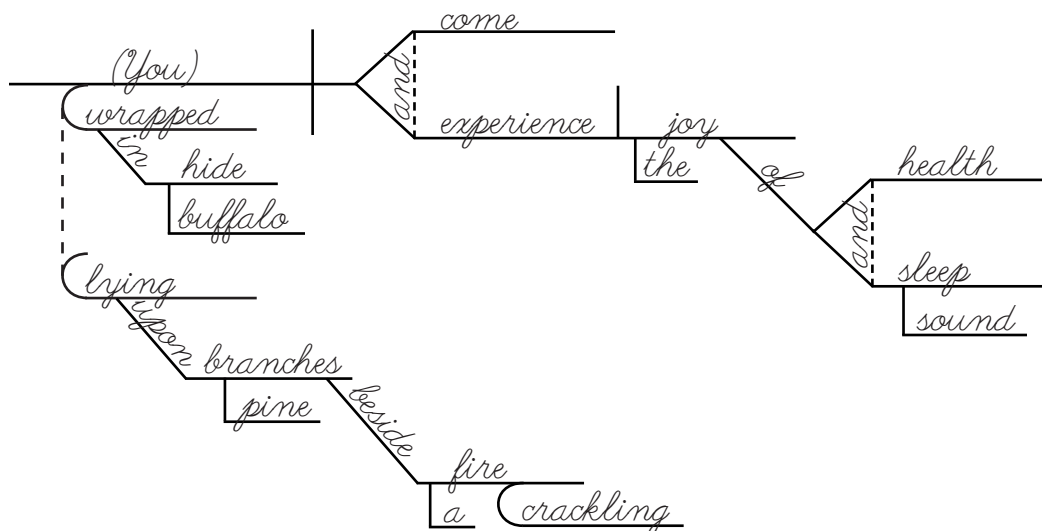


Parts of Speech - Verbals: Participle/Infinitive Review

3. [^IMeeting ^acourage (with courage) ^band ^ccourtesy (with courtesy)), young, ardent, and adventurous, Pere Marquette went ^d(into the wilderness) ^e(to accomplish great things).]



4. [^ICome ^{DO}and ^aexperience the joy (of health and sound sleep), wrapped (in a buffalo hide), lying (upon pine branches) ^d(beside a crackling fire).]



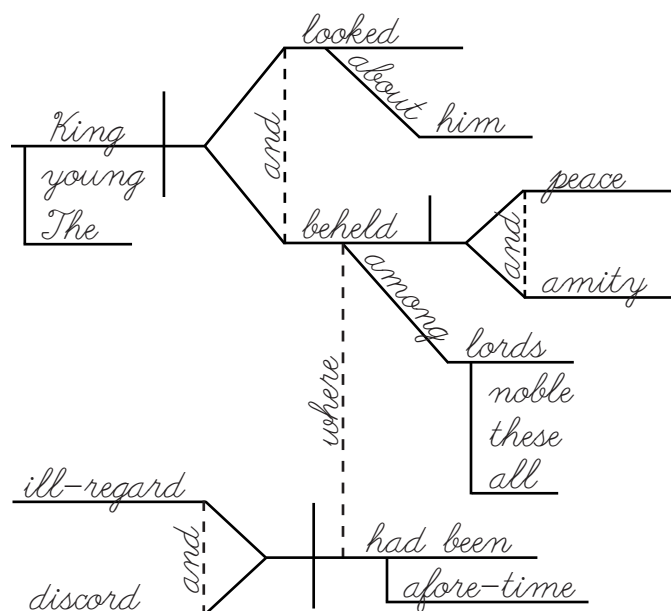
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 21

(Only diagrams with new or unusual elements will be included.)

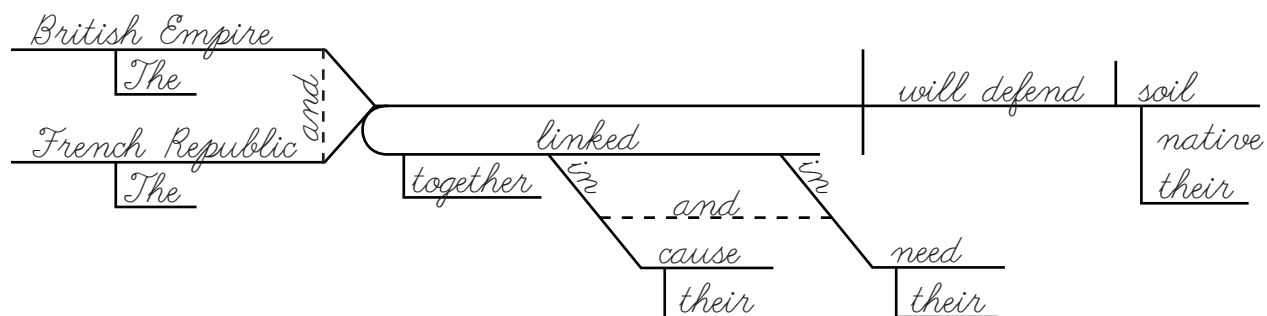
Grammar Assignment

1. ^I [The young King looked ^a (about him) and beheld ^b peace and amity (among all these noble lords) ^{II} [where, aforetime, had been discord and ill-regard.]

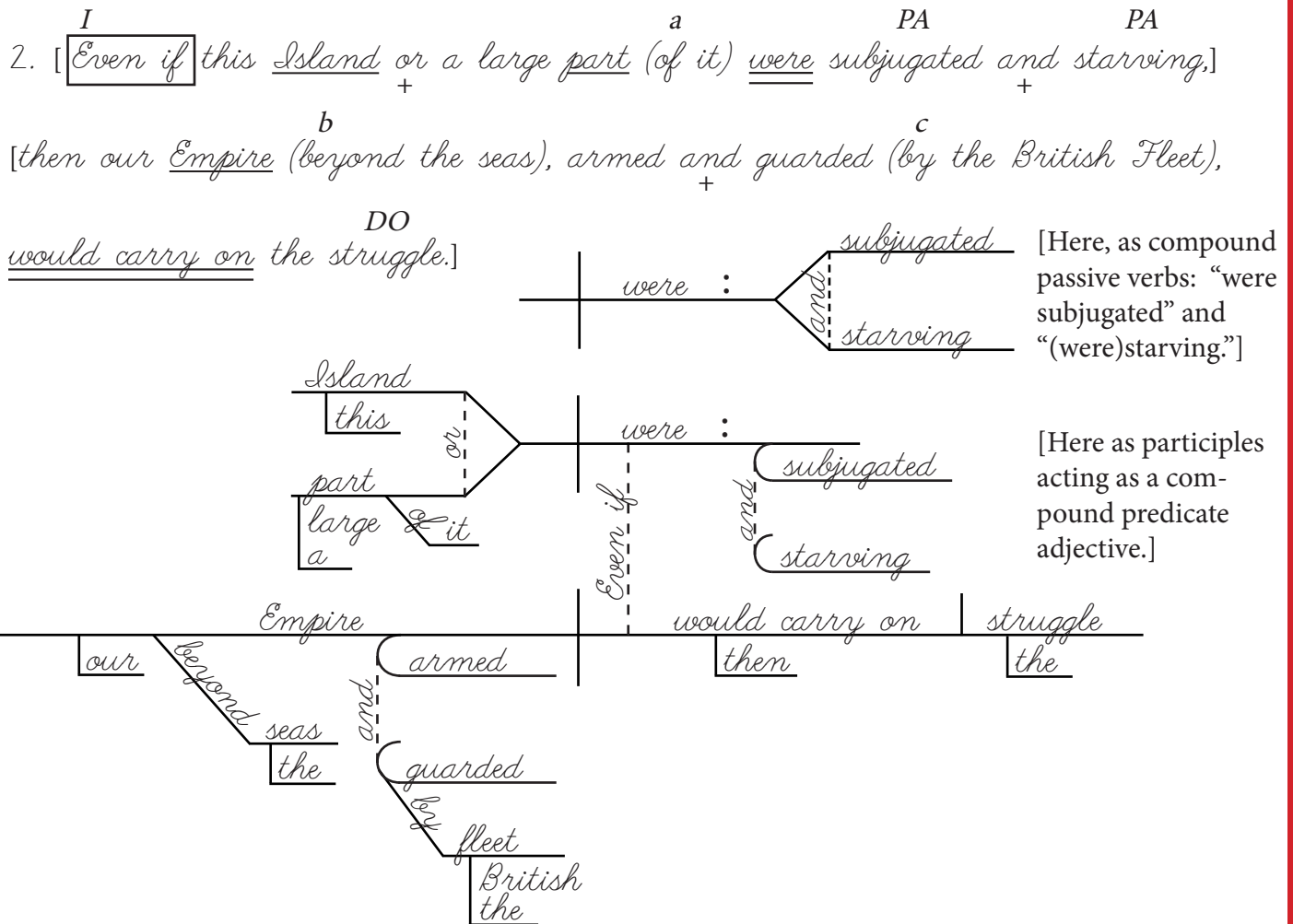


Parts of Speech - General Review: Nouns, Pronouns, Adjectives & Adverbs

3. ^I [The British Empire and the French Republic, linked together ^a (in their cause) and (in their need), will defend ^c (to the death) their native ^{DO} soil.]

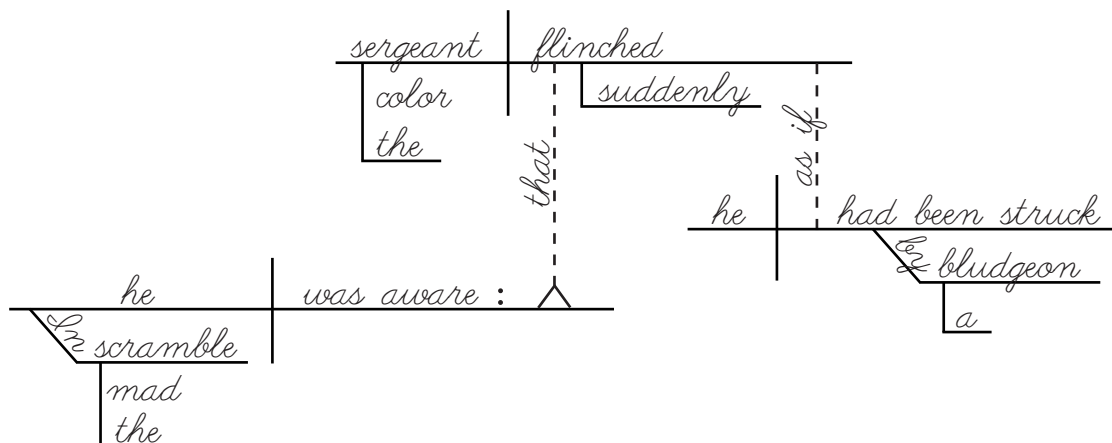


Parts of Speech - Review of Infinitives & Participles



Analysis - Complex Sentences: Adverbial Clauses of Degree or Comparison

4. [^{I a}(In the mad scramble) he was aware [^{II}that the color sergeant flinched suddenly], [^{III}as if he had been struck (by a bludgeon).]



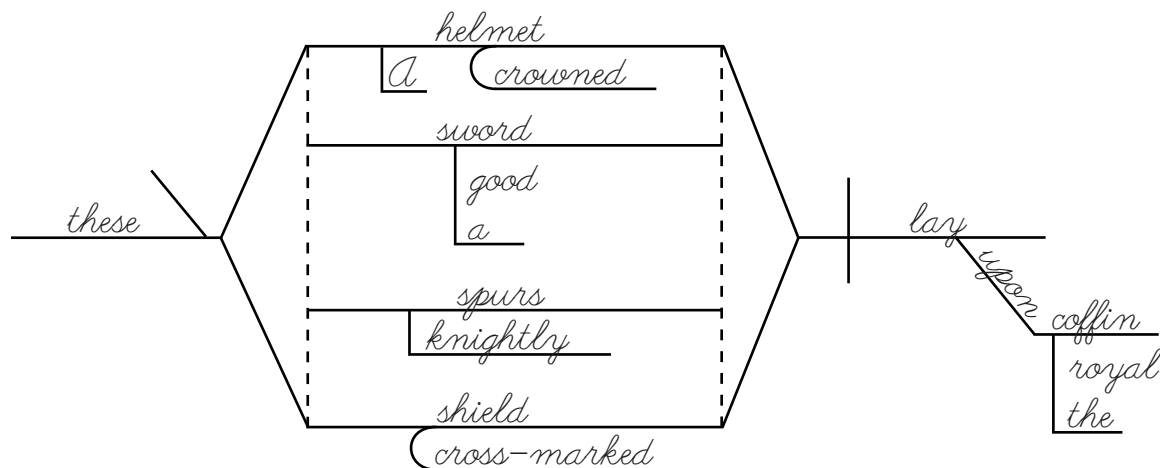
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 22

(Only diagrams with new or unusual elements will be included.)

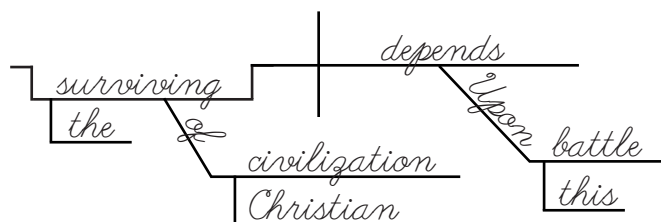
Parts of Speech - Adjective Pronoun Review

1. ^I [A ^{app} crowned helmet, ^{app} good sword, ^{app} knightly spurs, and ^{app} cross-marked shield:
+
^a these lay (upon the royal coffin).]



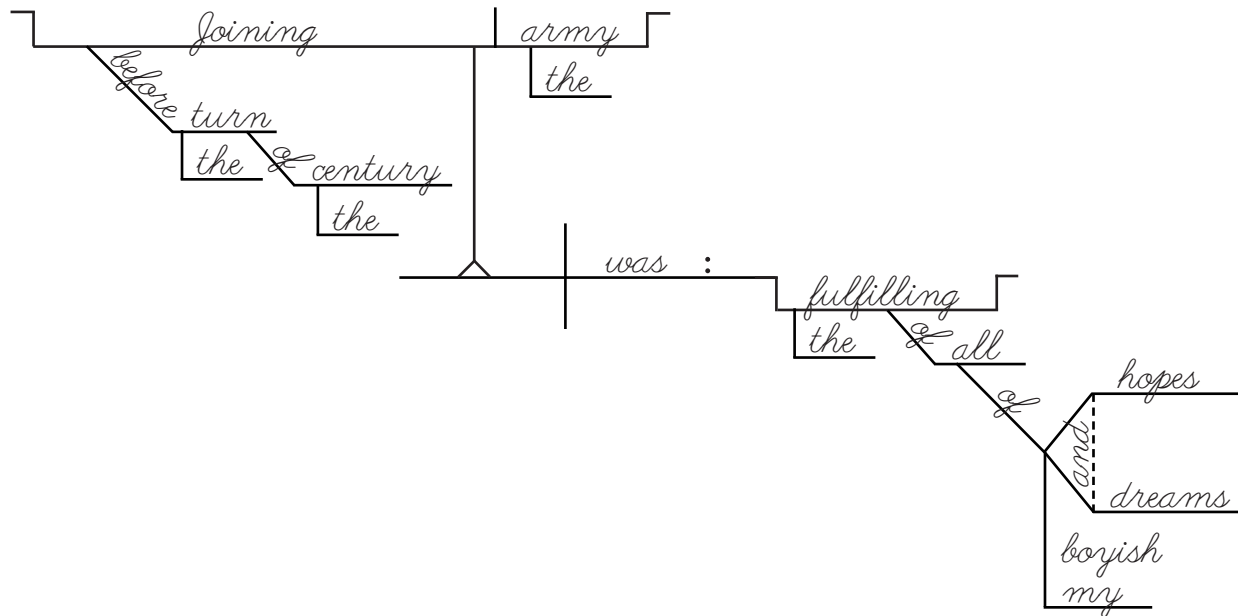
Parts of Speech - Verbals: Gerunds

1. ^I [(^a Upon this battle) depends the surviving (^b of Christian civilization).]



Parts of Speech - Verbals: Gerunds

3. [^IJoining the army, (^abefore the turn) (^bof the century), was the ^{PN}fulfilling
(^cof all) (^dof my boyish hopes and dreams).]



Parts of Speech - Adjective Pronoun Review: Challenge Sentence

4. [^II ^astand (^bon this rostrum) (^cwith a sense) (^cof deep humility and great pride)
– the ^{app}former, (^din the wake) (^eof those great American architects) (^fof our history)
^{II}[who ^ghave stood here (^gbefore me)]; the latter, [^{III}because ^{app}this forum (^hof legislative
debate) ^{DO}represents human liberty (ⁱin the purest form) [^{IV}which ^{has} yet ^{been}
devised].]

(See diagram next page.)

stand
sense
and
former
the
pride
great
latter
the
liberty
human
in
form
purest
the
which
has been devised
yet

on
with
a
rostrum
this
in
wake
the
of
architects
American
great
those
our
history
because
this
forum
of
debate
legislative
who
have stood
here
before
me

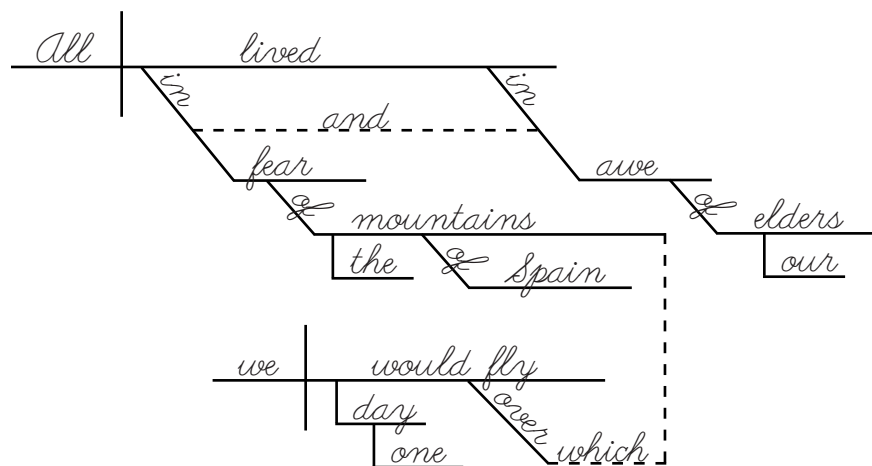
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 23

(Only diagrams with new or unusual elements will be included.)

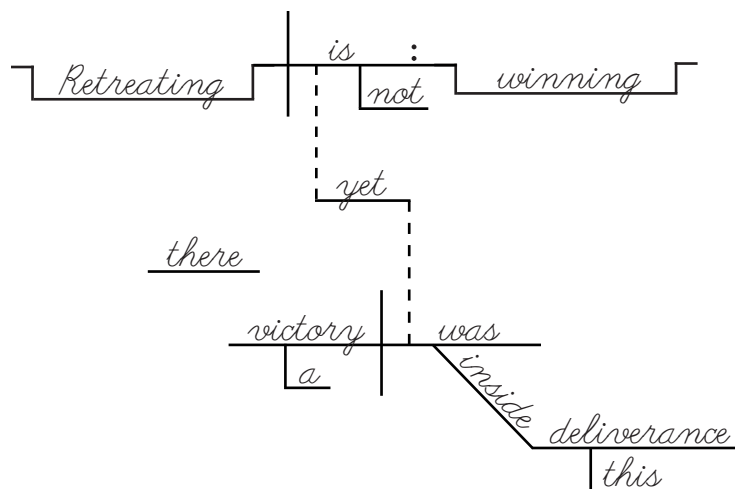
Parts of Speech - Adjective Pronoun Review

1. ^I [All ^a lived (in fear) (^b of the mountains) (^c of Spain), [^{II d} (over which) we would one day fly], and (^e in awe) (^f of our elders).]



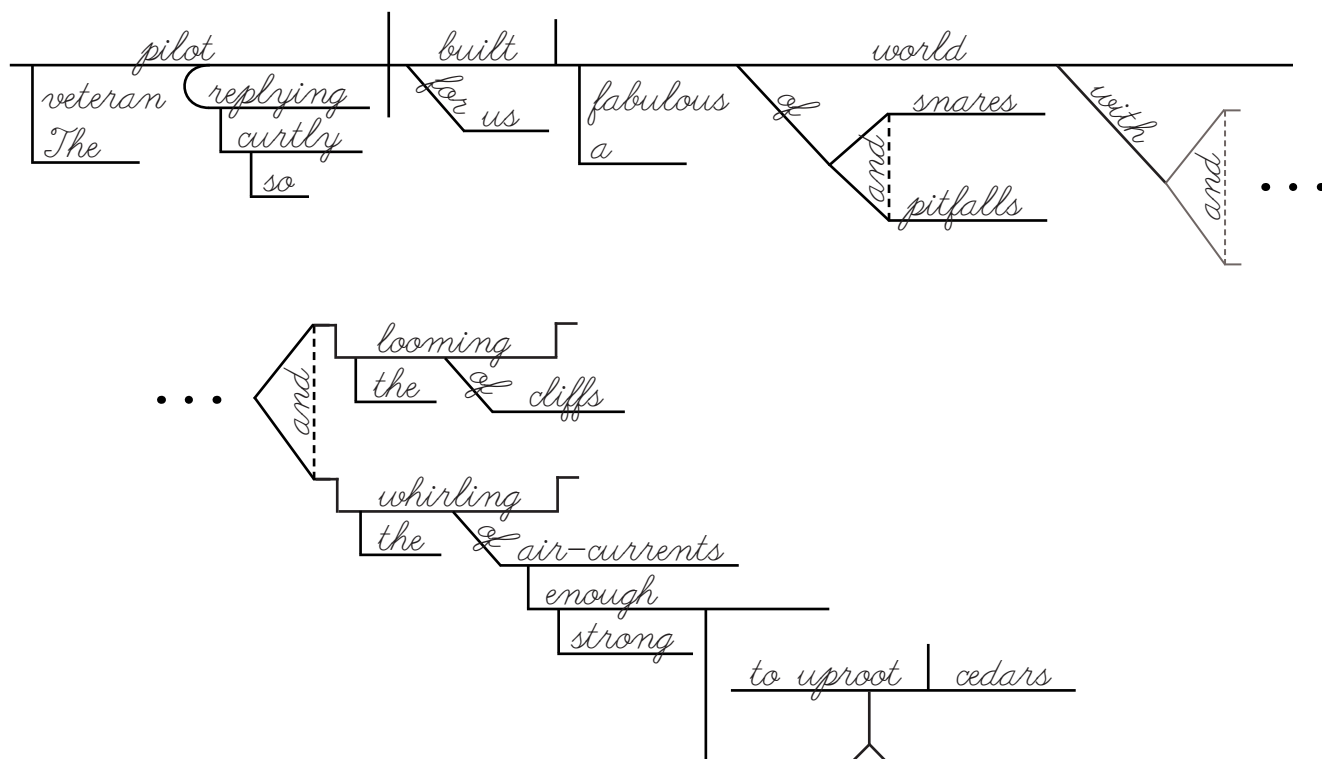
Parts of Speech - Gerunds

1. ^I [Retreating ^{PN} is not winning], yet [^a there was a victory (inside this deliverance)].]



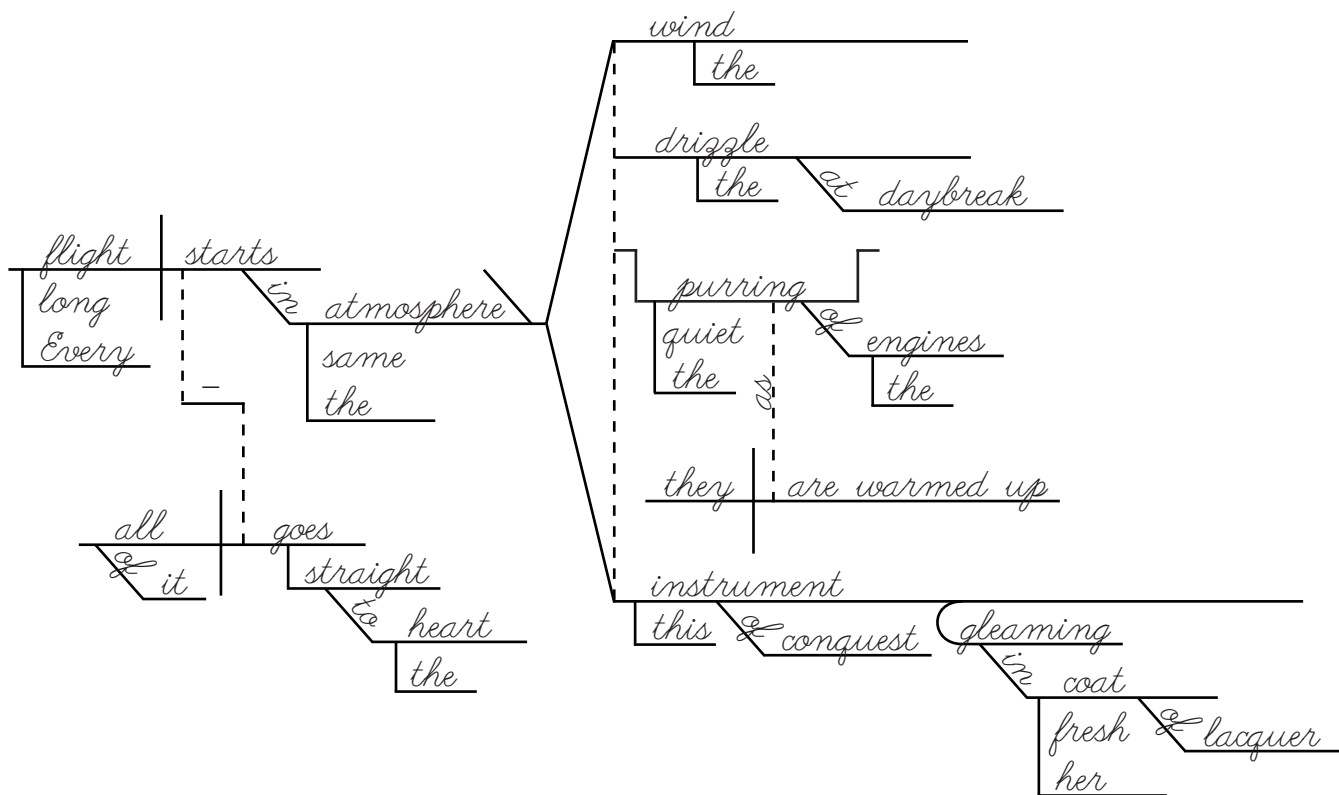
Parts of Speech - Gerunds

4. [^IThe veteran ^{pilot}, replying so curtly, ^abuilt (for us) a fabulous world ^{DO}
(^bof snares and pitfalls), (^cwith the looming (^dof cliffs) and the whirling (^e
air-currents)) strong enough (^fto uproot cedars).]



Analysis - Complex Sentences

4. [^IEvery long flight starts (^ain the same atmosphere): the wind, the drizzle ^{PN} ^{PN}
(^bat daybreak), the quiet ^{PN} ^cpurring (of the engines) [^{II}as they are warmed up]; this
instrument (^dof conquest) gleaming (^ein her fresh coat) (^fof lacquer)] - [^{III}all (^gof it)
goes straight (^hto the heart).]



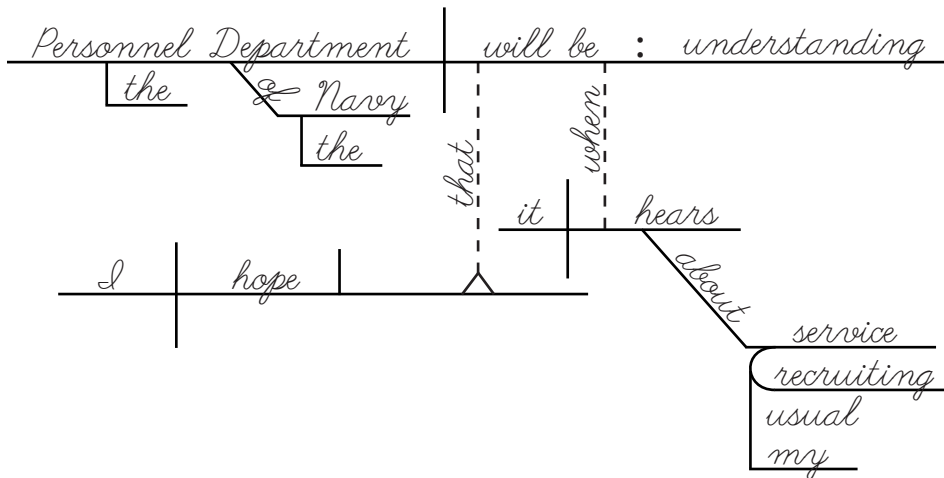
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 24

(Only diagrams with new or unusual elements will be included.)

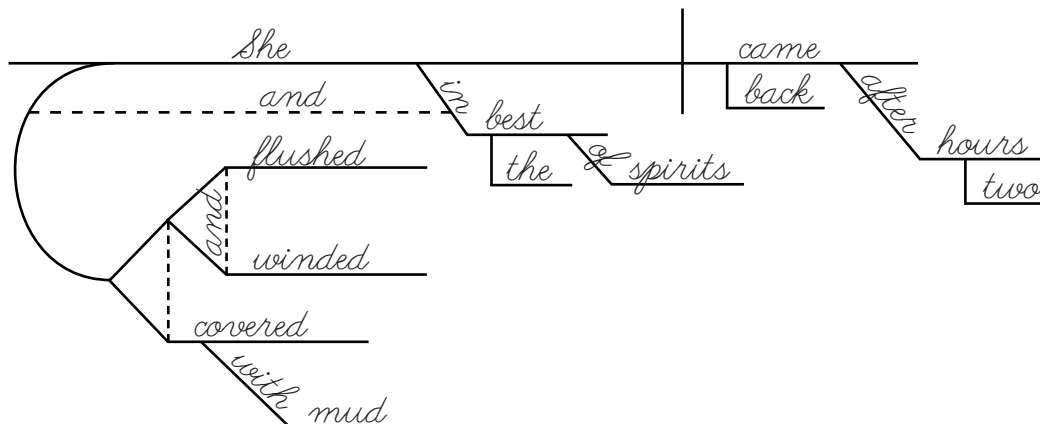
Grammar Assignment

1. ^I [I ^{II} hope [that the ^a Personnel Department (of the Navy) ^{PA} will be understanding]
^{III} [when ^b it hears (about my unusual recruiting services).]



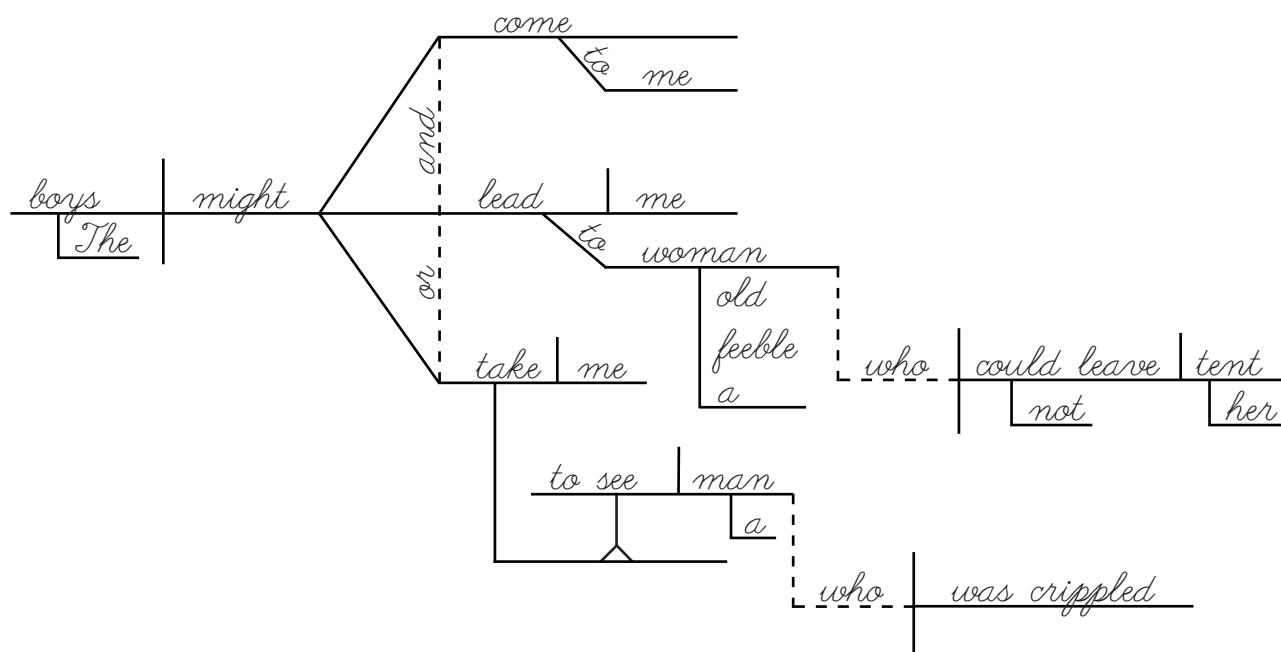
Parts of Speech - Verbals: General Review

2. ^I [She ^a came back (after two hours), ^b flushed and winded, covered (with mud)
^c and (in the best) ^d (of spirits).]
 +



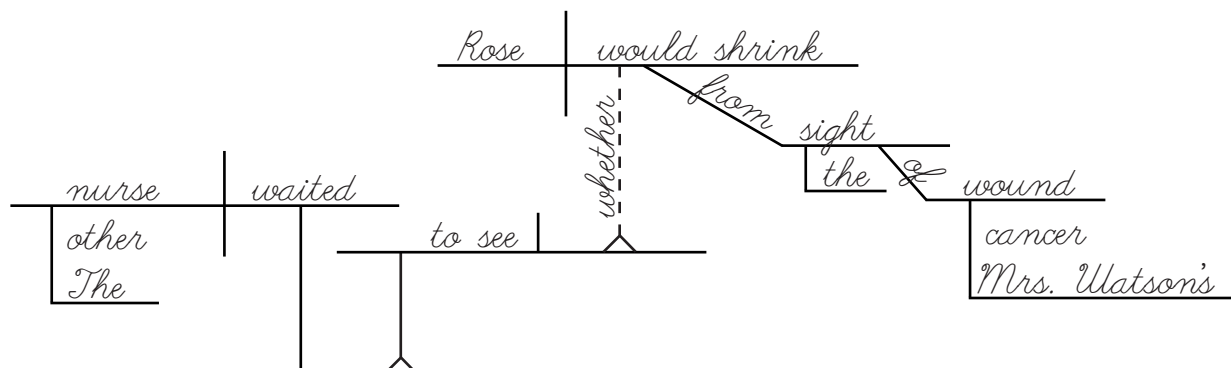
Parts of Speech - Verbals: General Review

4. [^IThe boys ^amight come (to me) and ^{DO}lead ^bme (to a feeble old woman) [^{II}who
^{DO}could not leave her tent], or ^{DO}take ^cme (to see a man) [^{III}who was crippled].]



Analysis - Complex Sentences: Noun Clauses

4. [^IThe other nurse ^awaited (to see [^{II}whether ^bRose would shrink (from the sight
^b(of Mrs. Watson's cancer wound)]).]



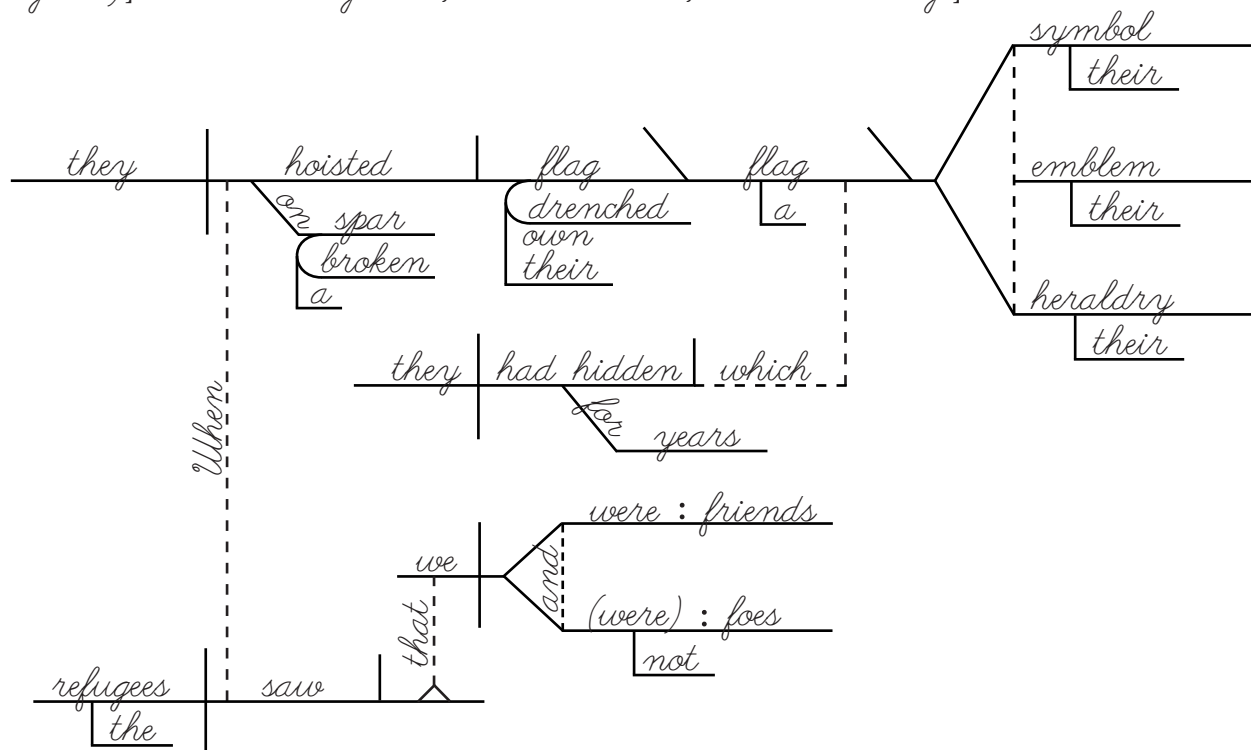
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 25

(Only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. [^I When the refugees saw [^{II} that we were friends and not foes]], ^{PN} they ^{PN} hoisted
^a (on a broken spar) their own ^{DO} drenched ^{App} flag; ^{IV} a ^{App} flag [^{IV} which they had hidden
^b (for years)] . . . ^{App} their ^{App} symbol, ^{App} their ^{App} emblem, ^{App} their ^{App} heraldry.]

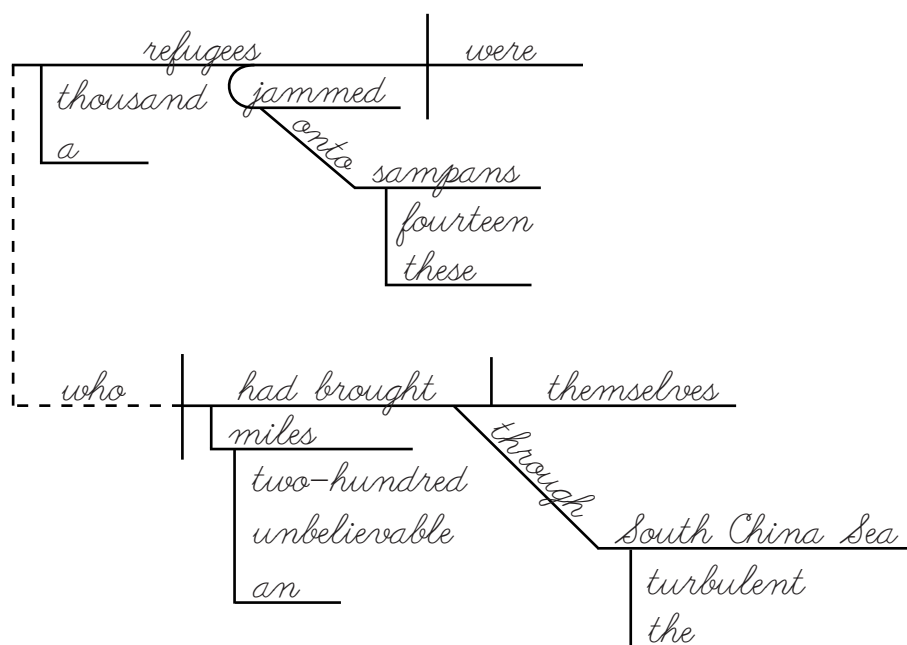


Parts of Speech - Pronouns: Compound Personal

3. [^I Jammed (^a onto these fourteen sampans) were a thousand refugees [^{II} who had
^{DO} brought themselves an unbelievable two hundred miles (^b through the turbulent
South China Sea)].]

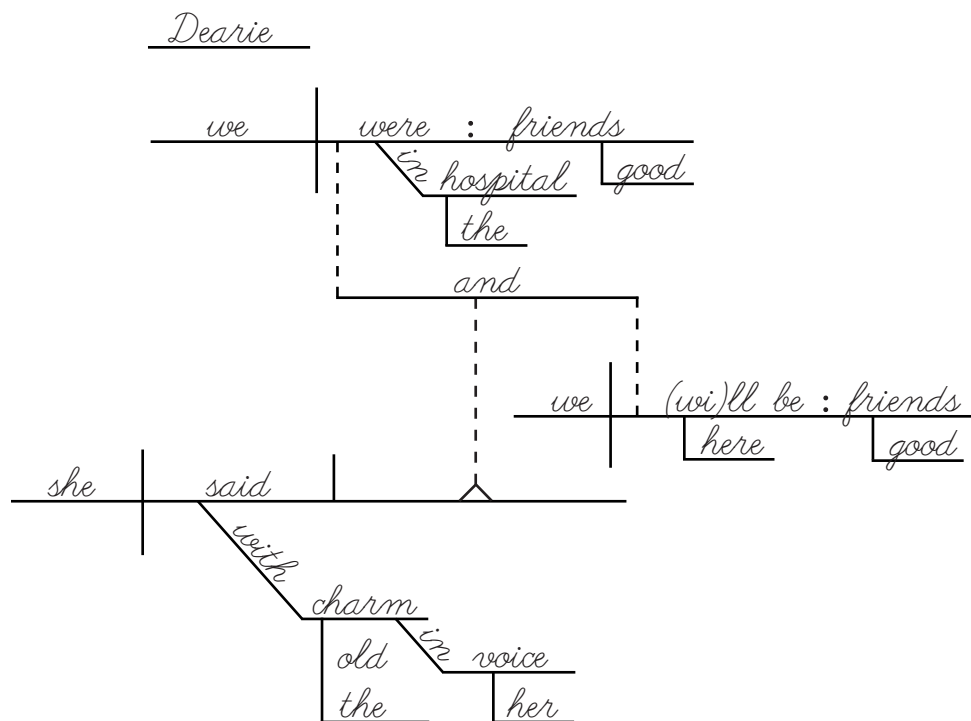
See diagram next page.

Parts of Speech - Pronouns: Compound Personal



Analysis - Complex Sentences: Noun Clauses

3. ^I["Dearie," ^{II}[she said, ^a(with the old charm) ^b(in her voice)], "we were good friends ^{PN}
^c(in the hospital)], and ^{III}[we'll be good friends here." ^{PA}]
 +



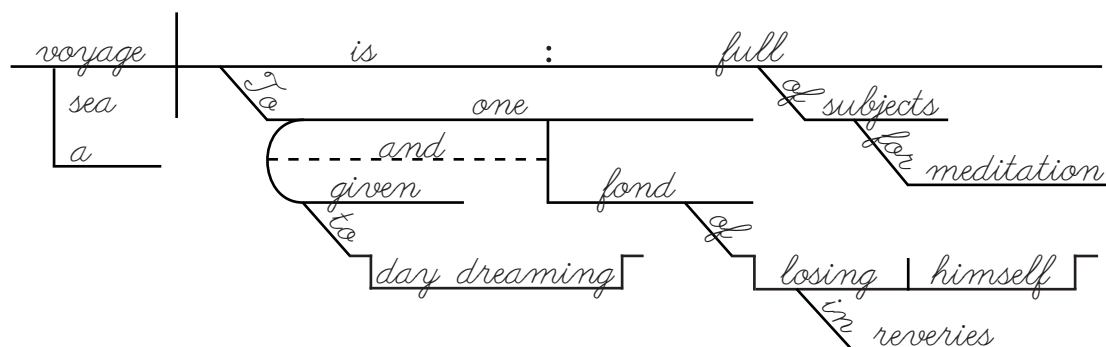
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 7 - DIAGRAMS: WEEK 26

(Only diagrams with new or unusual elements will be included.)

Parts of Speech - Compound and Personal Pronouns

3. [^I(To one) ^agiven ^b(to day dreaming), ^cand ^dfond (of losing himself) (in reveries),
a sea voyage is ^{PA}full ^e(of subjects) ^f(for meditation).]

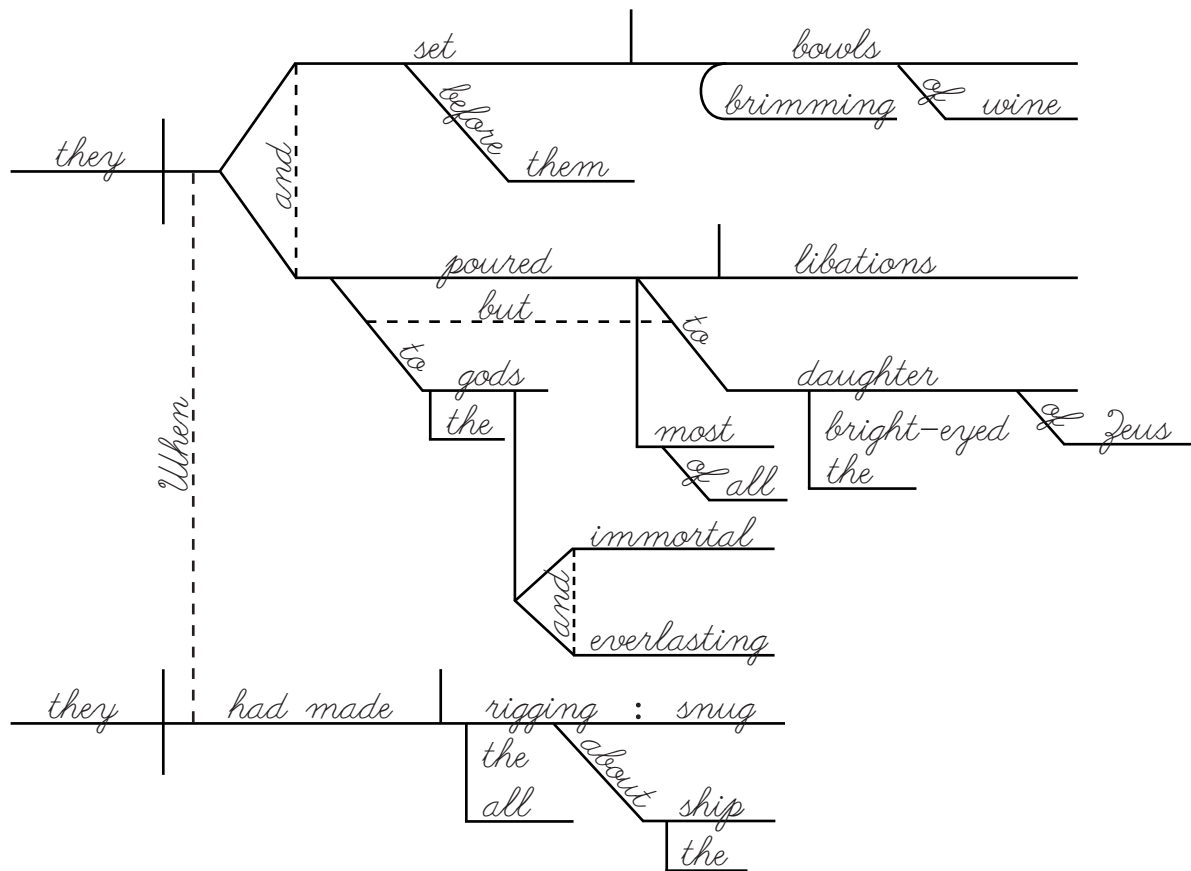


Parts of Speech - Verb Review

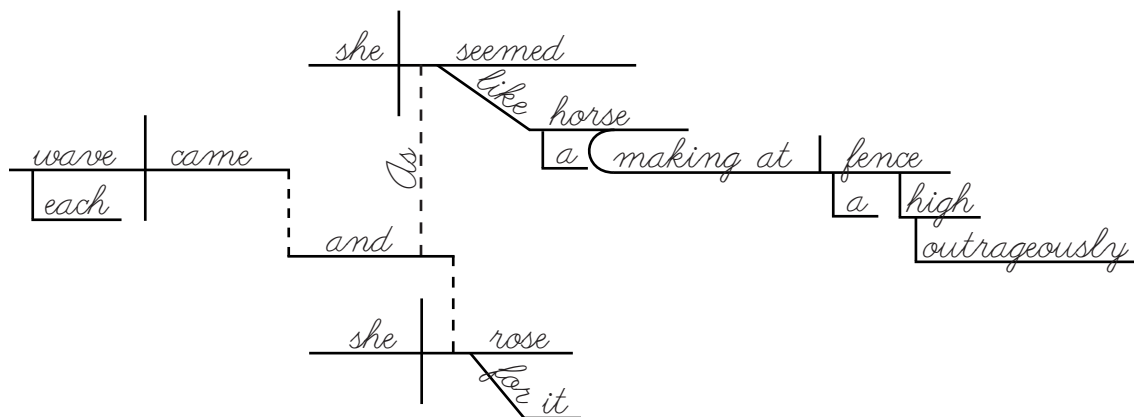
2. [^I(When) ^{DO}they ^ahad made snug all the rigging (about the ship)] ^{II}they set
^b(before them) ^{DO}brimming bowls ^c(of wine), ^{DO}and ^dpoured libations (to the gods),
^eimmortal ^fand everlasting, ⁺but ⁺most (of all) (to the bright-eyed daughter)
^g(of Zeus).]

See diagram next page.

Parts of Speech - Verb Review



3. ^I [[As each wave came], and ^{II} [she rose ^a (for it)], ^{III} she seemed ^b (like a horse)
^c
 (making at a fence outrageously high).]



Language Arts Teacher's Guide



8th Grade Binder – Key & Diagrams

8th Grade Week 1

Grammar Assignment

1. Analyze and diagram:

I a b II
 [(In the second year) (of the World War), a former student [who was then fighting
 c d e DO f
 (in France)] requested - (of all the things) (in the world) - a copy (of Horace),
 APP
 a small book.]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate adjective clause	introduced by the relative pronoun "who"	modifies the noun "student"
a	adverbial phrase	prepositional	time, modifies the verb "requested"
b	adjectival phrase	prepositional	modifies the noun "year"
c	adverbial phrase	prepositional	place, modifies the verb "was fighting"
d	independent phrase	prepositional	absolute use
e	adjectival phrase	prepositional	modifies the noun "things"
f	adjectival phrase	prepositional	modifies the noun "copy"

2. Parse: book, France, requested

book: noun, common, neuter gender, 3rd person, singular, in apposition with the noun "copy," objective case

France: noun, proper, neuter gender, 3rd person, singular, object of the preposition “in,” objective case

requested: verb, weak, transitive, active, indicative, past tense, subject is "student," 3rd person, singular

3. Give a synopsis of the verb "to request," active, indicative, 3rd person, singular

Present:	he requests	he is requesting
Past:	he requested	he was requesting
Future:	he will request	he will be requesting
Present Perfect:	he has requested	he has been requesting
Past Perfect:	he had requested	he had been requesting
Future Perfect:	he will have requested	he will have been requesting

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. ^I [We are told] ^{II} [that ^a *a hundred years ago most public-school boys (in England)* ^{DO} *knew their Horace*] ^{III} [if ^{DO} *they knew nothing else*]].

I is the principal clause.

II is a subordinate noun clause, introduced by the subordinate conjunction “that,” object of the verb “are told.”

III is a subordinate adverbial clause, introduced by the subordinate conjunction “if,” concessive, modifies the verb “knew” in clause II.

“a hundred years ago” is an adverbial objective, modifying the verb “knew.”

“nothing else” together form a (compound) indefinite pronoun (cf. §104).

2. ^I [Young Platt was one ^a *(of three Etonians)* ^b *(in that line)* ^c *(of trenches),*] ^{II} *and* [they ^d *had recently been joined* ^{III} *(by a Harrovian)* ^{DO +} [who *was always quoting Horace.*]]

This is a compound sentence uniting a simple and a complex sentence.

I is an independent clause.

II is a principal clause.

III is a subordinate adjective clause, introduced by the relative pronoun “who,” modifying the noun “Harrovian.”

d. is an adverbial phrase of agent, modifying the verb “had been joined.”

“Etonians” and “Harrovian” are proper nouns (though in a sense they are used as common nouns).

3. ^I [He spoke] ^{II} [as ^a *prophets speak,*] *(piercing the future.)]*

II is a subordinate adverbial clause, introduced by the subordinate conjunction “as,” manner, modifies the verb “spoke.”

a. is an adverbial phrase, participial, manner, modifies the verb “spoke” (but it may be considered part of clause II and then it would modify the verb “speak”).

4. ^I [As long as ^a the Pontiff climbs the Capitol ^b (with the silent Vestal) (by his side),
^{II} I shall be famed, ^{III c}] and [(beyond the boundaries) (of Rome) I shall travel far.]
^d

+

This is a compound, declarative sentence, uniting a complex and a simple sentence (although by meaning, the adverbial clause modifies both principal clauses and in a way makes two understood complex sentences).

I is a subordinate adverbial clause, introduced by the subordinate conjunction “as long as,” time, modifies the verbs “shall be famed” and “shall travel far”; or may be considered to modify clauses II and III.

II and III are both principal clauses, because I modifies both of them.

a. is an adverbial phrase, prepositional, accompaniment, modifies the verb “climbs.”

b. is an adjectival phrase, prepositional, modifies the (proper) noun “Vestal” (which may be considered to be used as a common noun – but do not confuse the children with this distinction).

^I ^{APP} ^{DO} ^{PA}
5. [We ourselves know it and are glad.]
+

“ourselves” is a pronoun, personal (compound), [antecedent omitted in parsing], neuter gender, 1st person, plural, in apposition with “we,” nominative case.

8th Grade Week 2

Grammar Assignment

1. Analyze and diagram:

I
II
PA
a
b

III
c

/Guillaumet knew [that he was responsible (for the fate) (of those men),
 [in as much as his work contributed (to it.)]]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
II	subordinate noun clause	introduced by the subordinate conjunction "that"	direct object of the verb "knew"
III	subordinate adverbial clause	introduced by the subordinate conjunction "in as much as,"	degree, modifies the verb and complement "was responsible"
a	adverbial phrase	prepositional	reference, modifies the adj. "responsible"
b	adjectival phrase	prepositional	modifies the noun "fate"
c	adverbial phrase	prepositional	reference, modifies the verb "contributed"

2. Parse: Guillaumet, that, contributed, it

Guillaumet: noun, proper, masculine gender, 3rd person, singular, subject of the verb "knew," nominative case
 that: conjunction, subordinate, connects the noun clause II to the principal clause I.
 contributed: verb, weak, transitive, active, indicative, past tense, subject is "work," 3rd person, singular
 it: pronoun, personal, antecedent "fate," neuter gender, singular, 3rd person, object of the preposition "to," objective case.

3. Give a synonym for "fate": destiny, future... Accept any reasonable noun.

4. Give the principal parts of the verbs in this sentence.

knew:	to know	knew	known
was:	to be	was / were	been
contributed:	contribute	contributed	contributed

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. ^I [^a I was crawling (^b *along the sheer wall*), (^c *hanging (over space), (digging and kicking pockets)* (^d *in the ice*)] [^{II} so that ^{III} I could hold on], [when suddenly my heart conked.]]

I is the principal clause.

II is a subordinate adverbial clause, introduced by the subordinate conjunction “so that,” purpose, modifies the participial phrase c.

III is a subordinate adverbial clause, time, modifying the verb “was crawling.”

a. is an adverbial phrase, prepositional, place, modifying the verb “was crawling.”

b. is an adverbial phrase, prepositional, place, modifying the participle “hanging.”

c. is an adjectival phrase, participial, modifying the pronoun “I.” It may be considered adverbial of manner, modifying the verb “was crawling.”

“could hold on” is subjunctive mood, past tense.

2. ^I [^{II} The body, [^{PN} we may say,] ^{APP} is but an honest tool, a servant.]

I is a subordinate noun clause, no introductory word, direct object of the verb “may say”.

II is the principal clause.

“but” is an adverb, simple, assertion, modifies the verb “is.”

3. [^I [^{DO} If we were to talk (^a *to Guillaumet*) (^b *about his courage*),] ^{II} he would shrug his shoulders.]

I is a subordinate adverbial clause, introduced by the subordinate conjunction “if,” condition, modifies the verb “would shrug.”

a. and b. are adverbial phrases of reference, both modifying “were to talk”

“were to talk” is a verb phrase, and should be parsed as “were: verb, irregular weak, intransitive, active, subjunctive, past, subject is ‘we,’ 1st person, plural.” “to talk” is an infinitive, simple, active, completes “were.”

“would shrug” is also subjunctive mood, past tense.

4. ^I [This sentence] ^{II} [that ^a defines man's place (in the universe),] ^{III} [that honors him,
^{IV} [that ^{DO} re-establishes the true hierarchy,] ^b floated back (into my thoughts.)]

II, III, and IV are subordinate adjective clauses, introduced by the relative pronoun “that,” all modifying the noun “sentence.”

5. ^I [Guillaumet] ^{PN} ^a was one (of those bold and generous men) [^{II} who ^b had taken ^{DO} ^c (upon themselves) the task (of spreading their foliage) (over bold and generous ^d horizons.)]]

b. is an adverbial phrase, prepositional, reference, modifying the verb “had taken.”

c. is an adjectival phrase, prepositional, modifying the noun “task.”

“one” is a pronoun, adjective (numeral), masculine, singular, 3rd person, predicate nominative of the noun “Guillaumet,” nominative case.

“spreading” is a gerund, imperfect, active, object of the preposition “of.”

8th Grade Week 3

Grammar Assignment

1. Analyze and diagram:

I APP a DO APP APP
[Thibault, a lad (in Rabuteau's house), remembered her, her gaiety and speech.

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal	---	---
a	adjectival phrase	prepositional	modifies the noun "lad"

2. Identify the part of speech above each word.

Pron. verb pron. prep. art. noun conj. verb pron. (def.) verb prep. adj. pron. (adj. num.)
She had clapped him on the shoulder and said she could wish for many more
 prep. adj. adj. noun
of such good will.

3. Parse: *led*, *Rabuteau's*, *remembered*, and

lad: noun, common, masculine gender, 3rd person, singular, in apposition with the subject "Thibault," nominative case

Rabuteau's: noun, proper, masculine, 3rd person, singular, show's possession of the noun "house," possessive case.

remembered: verb, weak, transitive, active, indicative, past tense, subject is "Thibault," 3rd person, singular

and: conjunction, coordinate (copulative), connects the nouns "gaiety" and "speech."

4. Rewrite the above sentences and continue the account (about a paragraph). Show your knowledge of adverbial clauses by including at least two of them in your writing. (Underline them.)

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

- I a DO b c
1. [(In Poitiers), they lodged her (in the house) (of the Advocate General), a
APP APP II PN d
layman, Rabuteau, [whose house was called "The Hostel (of the Rose.)"]]

I is the principal clause.

II is a subordinate adjective clause, introduced by the subordinate conjunction "whose," modifies the noun "Advocate General," or "Rabuteau."

"layman" and "Rabuteau" are in apposition with "Advocate General."

- I II b. DO
2. [All that time (in Poitiers) [whenever Joan spoke (of Charles)] she called him
"Dauphin" only.]

I is the principal clause.

II is a subordinate adverbial clause, introduced by the subordinate conjunction "whenever," modifying the verb "called."

b. is an adverbial phrase, prepositional, reference, modifies the verb "spoke."

"All that time" is an adverbial objective.

"whenever" is a subordinate conjunction, time, connects the adverb clause II to the verb "called."

"Dauphin" is a complement: noun, proper, masculine, 3rd person, singular, predicate objective of the pronoun "him," objective case.

- I a II PN
3. [(Many years after), [when all had become an ancient tale,] one man
b c DO III DO
lingering (in the extreme) (of age) would point out the thing [which he had
d e f g
seen (in youth), (by the stepping-stone) (at the corner) (of St. Stephen's Street.)]]

a. may be considered "after many years," as an adverbial prepositional phrase of time, modifying "would point out," or an adverbial objective modified by an adverb "after," equivalent of "later."

f. is an adjectival prepositional phrase modifying "stepping-stone"

8th Grade Week 4

Grammar Assignment

1. *Analyze and diagram:*

I a b IO
[I was one day wandering (about the streets) (in North Kensington), telling myself
DO c d
stories (of feudal sallies and sieges) (in the manner of Walter Scott), and vaguely trying
DO e f g +
to apply them (to the wilderness) (of bricks and mortar) (around me).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent</i>	<i>- - -</i>	<i>- - -</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “was wandering”</i>
<i>b</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “streets”</i>
<i>c</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “stories”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>propositional</i>	<i>manner, modifies the verb “[was] telling”</i>
<i>e</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the infinitive “to apply”</i>
<i>f</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “wilderness”</i>
<i>g</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “wilderness”</i>

2. Parse: day, myself, and me.

day: noun, common (class), neuter, 3rd person, singular, adverbial objective of the verbs “was wandering, [was] telling, [was] trying,” objective case.

myself: pronoun, personal (compound), antecedent is “I,” masculine [known from dictation], 1st person, singular, indirect object of the verb “was telling,” objective case.

me: pronoun, personal, antecedent is "I," masculine, 1st person, singular, object of the preposition "around," objective case.

3. Find a synonym for: sallies, vaguely, and mortar.

The synonym should be the same part of speech and make sense if substituted in the original sentence.

sallies: [any word signifying a brief charge, an attack, especially from a besieged location; foray, thrust, sortie...]

vaguely: [any word signifying lack of definition or certitude; absent-mindedly, roughly...]

mortar: [concrete or cement; distinct from the meaning of mortar as artillery.]

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. [(At the early age) (of sixteen), G.K. Chesterton was already the kind (of being)
- [that he was to remain all (of his life): absent-minded, good-natured, yet
- stubbornly loyal (to his ideas and convictions).]]

II is a subordinate adjective clause, introduced by the relative pronoun “that,” modifying the noun “kind.”

e. is an adverbial phrase, prepositional, reference, modifying the adjective “loyal.”

“was to remain” may be considered a single verb form, but should be parsed as follows (*cf.* parsing examples after §184):

was to remain:

was: verb, irregular weak, intransitive, active, indicative, past, subject is “he,” 3rd person, singular.

to remain: infinitive, simple, active, completes the verb “was.”

“that” is a relative pronoun, antecedent is “kind,” acting as predicate nominative of “he.”

“absent-minded,” “good-natured,” and “loyal” are all adjectives in the appositive position (*cf.* §128), modifying “kind.”

2. [A tall, awkward, untidy scarecrow, young Chesterton sat (at his desk),
(drawing pictures) (all over his blotter and his books.)]

b. is an adjective phrase, participial, modifying “Chesterton”; or may be considered an adverbial phrase of manner, modifying “sat.”

“all over” may be considered a single preposition.

c. is an adverbial phrase, prepositional, place, modifying the participle “drawing.”

3. [^I I ^{DO} can see him now, smiling and sometimes scowling [^{II} as ^a he talked (to himself,)] apparently oblivious (to everything) [^b that ^{III} he passed.]]

“smiling,” “scowling,” and “oblivious” are in the appositive position.

a. and b. are both adverbial phrases of reference.

4. I DO a b
 4. [[When Mrs. Chesterton visited the master (to seek his advice) (about her son's
II III c IV DO
 future),] he remarked: ["Six foot (of genius)."] [Cherish him."]]

II is the principal clause. By convention and to show this primacy, we have opened the brackets for II before clause I and closed them after clause IV; you may choose not to nest them in this way.

III has an understood subject and verb: "[he is]..." and so is a subordinate noun clause. If it were analyzed alone, it would be a simple declarative exclamatory sentence.

I a b c
 5. [G.K.'s thoughts strayed far (from his lessons), and came (to grips) (with deep
d
 problems) (beyond his years.)]

"far" is an adverb, modifying "strayed." It also may be considered to modify phrase a.

a. is an adverbial phrase, prepositional, separation, modifying the verb "strayed."

b. is an adverbial phrase, prepositional, result, modifying the verb "came." It's use is idiomatic.

c. is an adjectival phrase modifying "grips."

d. is an adjectival phrase modifying "problems."

8th Grade Week 5

Grammar Assignment

1. Analyze and diagram:

I
a
II
PA
III

[When I came (to our corner,)] [the shower was over,] and [there was a great watery

b
IV DO
+
APP
c

sunset right (over number 80),] [what Mr. Ruskin calls "an opening (into eternity)."]

This is a compound, declarative sentence (uniting two complex sentences).

CU/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	intro. by the subordinate conj. "when"	time [or circumstance], modifies the verb "was"
II	principal clause	---	---
III	principal clause	---	---
IV	subordinate noun clause	introduced by the double relative pronoun "what"	in apposition with "sunset"
a	adverbial phrase	prepositional	place, modifies the verb "came"
b	adverbial phrase	prepositional	place, modifies the verb "was"
c	adjectival phrase	prepositional	modifies the noun "opening"

2. Parse: day, myself, and me.

over (first use): adjective, descriptive (simple), no degree of comparison, modifies the noun "shower."

right: adverb, simple, manner, no degree of comparison, modifies the preposition "over."

over (second use): preposition, shows the relation between "was" and "number 80."

3. Give the principal parts of the verbs used in this sentence.

Infinitive	Past Tense	Perfect Participle
Come	Came	Come
Be	Was/were	Been
Call	Called	Called

4. Explain why G.K. Chesterton might have described the scene in this sentence as "an opening into eternity." [Accept any thoughtful answer which makes sense. The central idea here is that a material beauty can be a reflection or a reminder of something higher.]

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

I

DO

1. [*Seldom have I enjoyed a walk so much!*]

“so” is an adverb, simple, degree, no degree of comparison, modifies the adverb “much.”

“much” is an adverb, simple, degree, no degree of comparison, modifies the verb “have enjoyed.”

I

APP

PA

2. [*My sister water was all there, and most affectionate.*]

+

“all” is an adverb, simple, manner, no degree of comparison, modifies the adverb “there.”

“there” is an adverb, simple, place, no degree of comparison, modifies the verb “was.”

I

II DO

PA

APP a

3. [*Everything [that I passed] was lovely: a little boy (pickabacking another little boy) home, two little girls (taking shelter) (with a gigantic umbrella), the gutters boiling (like rivers) and the hedges glittering (with rain).*]

+

a. and b. are adjectival participial phrases, modifying “boy” and “girl” respectively.

“another” is an adjective, quantity (number), no degree of comparison, modifies the noun “boy.”

I

a

II

IO

DO

APP

4. [*Mr. Meredith says (in the book) [you gave me,] “Rain. Oh, the glad refresher (of the grain)!”*]

The expressions in quotation marks do not constitute a clause or a phrase but are simply interjections; however, “Rain” is the direct object of “says,” and “refresher” is in apposition with “rain.”

DO

5. [*Yes, I like rain!*]

“Yes” is an interjection.

8th Grade Week 6

Grammar Assignment

1. Analyze and diagram:

I
a
b
c
DO
II

[So, (after one glance) (at the boy) (beside him), accepted him [as he accepted

d
DO
e

everything, calmly and (without astonishment),] and rested himself (in this blessed

f
+
+

comradeship) (of a tuneful kindred spirit).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	intro. by the subord. conjunction "as"	manner [or comparison], modifies the verb "accepted" (clause I)
a	adverbial phrase	prepositional	time, modifies the verb "accepted"
b	adjectival phrase	propositional	modifies the noun "glance"
c	adjectival phrase	prepositional	modifies the noun "boy"
d	adverbial phrase	prepositional	manner, modifies the verb "accepted" (clause II)
e	adverbial phrase	prepositional	place, modifies the verb "rested"
f	adjectival phrase	prepositional	modifies the noun "comradeship"

2. Parse: day, myself, and me.

calmly: adverb, simple, manner, positive degree of comparison, modifies the verb "accepted" (clause II).

comradeship: noun, abstract, neuter, singular, 3rd person, object of the preposition "in," objective case.

tuneful: adjective, descriptive (simple), positive degree of comparison, modifies the noun "spirit."

3. Find a synonym for:

a **swath** is from Old English, swæð, swaðu "track, trace, band" (cf. Old Frisian, swethe "boundary made by a scythe," German Schwad "a row of cut grass"). It means a "space covered by the single cut of a scythe" (from the late 15c.), and "strip, lengthwise extent" (from c.1600). Today it refers to: the width of a scythe stroke; a path made by mowing; or something likened to a path made by mowing. Today, it's usually used in the third, figurative sense. ("To swathe" is a verb, meaning wrap or bandage.)

a **coulter** is a blade or sharp-edged disc attached to a plough so that it cuts through the soil vertically in advance of the ploughshare. May be spelled colter. From the Old English culter, from Old French coltre, both from Latin culter, knife, ploughshare.

a **paean** is a song or lyric poem expressing triumph or thanksgiving. In classical antiquity, it is usually performed by a chorus, but some examples seem intended for an individual voice (monody). It comes from the Greek παῖον, "song of triumph, any solemn song or chant."

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

I II PA III

1. [Zachary listened, awed and silent again;] [the chant was still lovely] but [it lacked

DO + +

the tenor notes.]

“awed” and “silent” will be parsed as adjectives, descriptive (simple), positive degree of comparison, modify Zachary; they are in the appositive position, which you will want to point out, but which appears in neither the parsing nor the diagram.

“awed” could be considered a participle instead; it may simply be a fossil participle, like “impressed.”

2. [The plough (with its wheeling gulls) reached the bottom (of the hill), turned and came up again,] and [(as it neared the steepest part (of the slope,)) Zachary was sure (of himself and the music.)]

This is a compound sentence, uniting a simple and a complex sentence.

a. may be an adjective phrase modifying “plough” or an adverbial phrase of accompaniment or manner, modifying “reached.”

“up” and “again” are adverbs modifying “came.”

c. is an adverbial phrase of reference, modifying the adjective “sure.”

3. [The old man's voice, very frail, yet so sure and sensitive (in pitch and tone), rose lonely
and serene (in the immemorial chant) [that his fathers had sung (before him) century
(after century) (over these same green hills.))]]

“yet” and “so” are adverbs modifying “sure” and “sensitive.” These two adjectives are in the appositive position, which will only appear in the diagram.

a. is an adverbial phrase of manner.

“century” (first use) is an adverbial objective. d. is idiomatic and may be analyzed as an adverbial phrase of time because it is modifying an adverbial element (“century” used as an adverbial objective). However, “century after century” may simply be treated together as a single element, used as an adverbial objective.

b. is an adverbial phrase of place, modifying “beat.”
II. is an adverbial clause of time or circumstance, modifying beat.
c. is an adverbial phrase of time.
d. is an adverbial phrase of reference.

d. is an adverbial phrase of separation modifying the adverb “back,” or modifying the participle “curling.” “all” seems to be an adverb here, modifying the adjective “one,” equivalent to “entirely” or “completely.” It may also be considered an adjective, quantitative (bulk), no degree of comparison, modifying “it.”

5. [Sol's deep bass accompaniment, the rhythmic swing and turn (at the start) (of each ascent and descent), the swath (of rose-red earth curling back) (from the coulter) (like foam) (from a ship's prow), it seemed (to Zachary) all one action, one glorious paean (of adoration) rising (from the altar) (of earth) (to the throne) (of heaven.)]

In this interpretation, “it” is only rhetorical, or introductory, not acting as a personal pronoun (see §62[a]). “all” would then be considered the subject: “all seemed to Zachary one action.” It would be a pronoun, adjective (numeral), neuter gender, plural, 3rd person, real subject of “seemed.”

8th Grade Week 7

Grammar Assignment

1. Analyze and diagram:

I
a
II b

[(After the turf is won and safely stacked (at home),] (on many a winter's night) will the
+
DO
DO
 high-leaping, bright-blazing turf fire warm you and cheer you.]
+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate adverbial clause	intro. by the subord. conjunction "after"	time or circumstance, modifies the verbs "will warm" and "[will] cheer"
II	principal clause	---	---
a	adverbial phrase	prepositional	place, modifies the verb "[is] stacked"
b	adverbial phrase	propositional	time (or circumstance), modifies the verbs "will warm" and "[will] cheer."

2. Parse:

will warm: verb, weak, transitive, active, indicative, future, subject is "fire," 3rd person, singular.

is won: verb, strong, transitive, passive, indicative, present, subject is "turf," 3rd person, singular.

safely: adverb, simple, manner, positive degree of comparison, modifies the verb "[is] stacked."

at: preposition, shows a relation between the verb "[is] stacked" and the noun "home."

3. Put "The fire warms you" in the subjunctive mood, all tenses.

Present: "[May] the fire warm you." [definite: "be warming..."]

Present perfect: "[May] the fire have warmed you." [definite: "have been warming..."]

Past perfect: "Had the fire warmed you..." [definite: "had the fire been warming..."]

4. Why can Seamus MacManus say it was "a long and toilsome, joyous, bright day in the bog"?

The students should try to explain the paradox, that hard work should give a joyful day.

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

I	a	II	b
1. [<i>The <u>call</u> (of a dozen fathers): ["<u>Go</u> (to your work), brave boys!"] soon <u>rings</u> out.</i>]			

II is a noun clause, no introductory word, in apposition with the noun “call.”

b. is an adverbial phrase of place.

2. [(With brightness (in your eyes) and merry music (on your lips)), tripping you come (to your task) once more,] and [(in a few minutes' time) the bog is again busy (with a toiling multitude).]

a. is an adjective phrase modifying “you”; it may be considered an adverbial phrase of manner, modifying “come.”

b. and c. are adverbial phrases of specification, modifying the phrase “with brightness” and “with merry music,” respectively. They may be considered adjectival, modifying “brightness” and “music” respectively.

f. is an adverbial phrase of cause or manner, modifying “busy.”

“a few” acts as a single adjective, numeral (indefinite), modifying “minute’s.”

I a **b**

3. [(Keeping hands and eyes close) (upon their labour), they work hard and still harder

II + +

[as the sun mounts high and still higher.]

b. is an adverbial phrase of reference, modifying the adjective “close.”

“close” is an adjective modifying “hands” and “eyes”; it is equivalent to a complement of the transitive verbal “keeping.”

“still” is an adverb, modifying the adverb “harder” or “higher.”

b. is an adverbial phrase of cause, modifying “leaps quicker.”

I is an adverbial clause of time or circumstance.

The verb in clause I is compound: “is won, [is] dragged, [is] stacked.”

“there” is merely rhetorical.

c. is an adverbial phrase of time (not place, in spite of the image), modifying “is.” “ahead of” is the equivalent of a single preposition, replaceable by “before” or “in front of.”

8th Grade Week 8

Grammar Assignment

1. Analyze and diagram:

I
a
b
c

[A slope (of roof) or a dormer window looked out (from the twisted russet branches) (of an elm,) [just as old mirrors were framed (in gilt garlands.)]]

II
+
d
+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	introduced by the sub. conj. "as"	comparison, modifies the verb "looked"
a	adjectival phrase	prepositional	modifies the noun "slope"
b	adverbial phrase	prepositional	place, modifies the verb "looked"
c	adjectival phrase	prepositional	modifies the noun "branches"
d	adverbial phrase	prepositional	manner, modifies the verb "were framed"

2. Parse:

or: conjunction, coordinate, alternative, connects "slope" and "window."

were framed: verb, weak, transitive, passive, indicative, past, subject is "mirrors," 3rd person, plural.

in: preposition, shows a relation between the verb "were framed" and the noun "gilt."

3. Give a synopsis of "to frame" in the 3rd person plural, passive voice, indicative, in all six tenses.

Present: They are framed

Present perfect: They have been framed

Past: They were framed

Past perfect: They had been framed

Future: They will be framed

Future perfect: They will have been framed

4. Give a synonym for "russet" and "dormer."

The word *russet* emerged in English around 1248, "cloth of reddish-brown color" (sense of the color itself is first recorded 1422), from the Old French *rousset*, from *rosset* (adj.) "reddish," dim. of *ros*, *rous* "red," from L. *russus*, related to *ruber* "red," from PIE **reudh-* "red" (see *red*). As a color name, attested from 1532. The word was first applied to a type of apples 1629, to a type of pears 1725.

The word *dormer* appeared in 1592, originally "window of a sleeping room," from Middle French *dormeor*, "sleeping room," from *dormir* "to sleep," from the Latin *dormire* (see *dormant*).

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

1. [The ragged cliff-side (behind Cécile's kitchen door) was beautiful]; [the wild cherry
and sumach and the blackberry vines had turned crimson,] and [the birch and poplar
saplings were yellow.]

a. is an adjective phrase modifying “cliff-side.”

The nouns “blackberry,” “birch” and “poplar” should be parsed as adjectives because of their use.

I a **b**

2. [(In the Upper Town) the grey slate roofs and steeples were framed and encrusted (with gold.)]

+ +

b. is an adverbial phrase of manner modifying the participles “framed” and “encrusted.”

3. [A sharp gable rose out (of a soft drift) (of tarnished foliage)] [so that it resembled a
DO
piece (of agate) set (in fine goldsmith's work.)]

II is a subordinate adverbial clause of result modifying the verb “rose.”

4. [Most beautiful was the tarnished gold (of the elms), (with a little brown (in it), a little bronze, a blue (like amethyst)), [which made them melt (into the azure haze) (with a kind) (of happiness.)]

b. is adjective phrase, modifying “gold”; the nouns “brown,” “bronze,” and “blue” are compound objects of the preposition “with.” All three nouns are the antecedents of “which.”

“melt” is a complement of the transitive verb “made.”

“all” is an adjective, quantitative, subclass of bulk, in the three instances.
f. and g. are adjective phrases.

8th Grade Week 9

Grammar Assignment

1. Analyze and diagram:

I DO II a
[I have seen you [as you sat, uninvited and unforced, listening (in complete silence)
b c +
(to the third movement) (of Beethoven's Ninth Symphony.)]]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent clause</i>	---	---
<i>II</i>	<i>subordinate adverbial clause</i>	<i>intro. by the subord. conjunction "as"</i>	<i>circumstance or time, modifies the verb "have seen"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the participle "listening"</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the participle "listening"</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "movement"</i>

2. Parse:

I: pronoun, personal, antecedent is Whitaker Chambers, masculine gender, singular, 1st person, subject of the verb "have seen"

have seen: verb, strong, transitive, active, indicative, present perfect, subject is "I,"
1st person, singular.

listening: participle, active, imperfect, belongs to "you"

uninvited: participle, passive, perfect, belongs to "you"

3. When were you “in reverence and awe of life”? (Answer this question using two introductory commas somewhere in your response.)

The quote comes from the dictation for this week.

4. Why do you think these children might have sat “uninvited and unforced, listening in complete silence to Beethoven's Ninth Symphony”?

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

I	APP	DO	a	b
1.	[<u>I</u> myself <u>have watched</u> greatness (touch you) (in another way.)]			

a. is a complement of the transitive verb “have watched.” It completes the meaning of the verb. See example in §269[4], p. 268, concerning infinitives as complements of transitive verbs; CG3 (Baskerville-Sewell’s *English Grammar*, the third and most complete book of this series) gives as example of infinitives or infinitive phrases as complements, “...that cry which made me *look a thousand ways*,” and “I hear the echoes *throng*.” “Touch you” does constitute a phrase because “touch” governs an object, “you,” and is not a substantive element, object of the verb (see §263 and the NOTE). In an analysis chart, this phrase would be classed as: adverbial phrase, infinitive, completes the verb “have watched.”

b. is an adverbial prepositional phrase of manner, modifying phrase a., or the infinitive “touch.”

2. [I knew [that you could feel (in your souls) the reverence and awe (for life and the world) [which is the ultimate meaning (of Beethoven and Shakespeare.)]]

II is a noun clause, the object of the verb “knew.” This kind of noun clause is the simplest for the students to understand.

b. is an adjectival phrase modifying both “reverence” and “awe.” Because these words are synonyms, they are treated as the singular antecedent of “which” in clause III.

3. [I felt a great faith [that sooner or later you would understand.]]

It is a noun clause, in apposition with the noun “faith.”

4. [True wisdom comes (from the overcoming) (of suffering and sin)]; [all true wisdom is
therefore touched (with sadness.)]

a. is an adverbial prepositional phrase of origin modifying the verb “comes.”

b. is an adjectival prepositional phrase modifying the gerund “overcoming.”

c. is an adverbial prepositional phrase of manner or agent modifying the participial adjective “touched.” Touched is a participle acting as a predicate adjective, not as part of a passive verb, because it speaks of a lasting condition, not of “an action clearly and definitely, at a given time.” (cf. §152; the Parsing Example which follows implies the contrary and is misleading, it will be corrected in a later edition of CG2.)

I II III IO IV PN
 5. [I thought [that you understood [when I told you [that that music was the moment
 V a b c d
 [(at [which) Beethoven finally passed (beyond the suffering) (of his life) (on earth) and
 e f +
reached (for the hand) (of God.)]]]]

II is a noun clause, direct object of the verb “thought.”

IV is a noun clause, direct object of the verb “told.”

b. is an adverbial prepositional phrase of place or reference.

e. is an adverbial prepositional phrase of reference.

8th Grade Week 10

Grammar Assignment

1. Analyze and diagram:

PN a

I APP APP APP

[Duty, Honor, Country: those three hallowed words are your rallying points, (to build courage) [when courage seems to fail.]]

II

This is a complex, declarative sentence. [If the teacher decides to parse "hallowed," it is a fossil participle, to be parsed as a simple descriptive adjective. "Rallying" is a participial adjective. "Duty, Honor, Country," though they come before "words," are best analyzed as appositives, because of the structure of the clause ("words are" stand out as subject and verb). The teacher may accept either, however.]

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	intro. by the subordinate conjunction "when"	circumstance, modifies the infinitive phrase "to build courage"
a	adjective phrase	infinitive	modifies the noun "points"

2. Parse:

those: adjective, demonstrative, no comparison, plural, modifies the noun "words"

your: pronoun, personal, antecedent is the Marine Corps troops at West Point, masculine gender, plural, 2nd person, possessive case, modifies the noun "points"

when: conjunction, subordinate, time, connects the principal clause to the subordinate adjective clause

3. Give two synonyms for "to build" as used in this sentence.

to edify, to increase, to augment...

4. Explain in a short paragraph what this sentence means.

The students should try to explain what it means for words to be rallying points, and how those words might build courage.

In-Class Analysis Sentences

Sentences should be analyzed in full, as in the assignment; in the present key, we will only be providing an abbreviated analysis, resolving the more difficult elements.

- I a II DO b
1. [(From your ranks) come the great captains [who hold the nation's destiny (in their hands) the moment [when the war tocsin sounds.]]]
- III

a. is an adverbial prepositional phrase of origin, modifying “come.”

“moment” is an adverbial objective modifying the verb “hold.”

III is an adjectival subordinate clause introduced by the subordinate conjunction “when” and modifying the adverbial objective “moment” (see §219 and the Parsing Example following).

- I a b PN c d
2. [The memory (of my days) (of old) is one (of wondrous beauty), watered (by tears), and coaxed and caressed (by the smiles) (of yesterday.)]
- e f
- + +

“one” is a pronoun, adjective (numeral), neuter gender, singular, 3rd person, predicated of the subject, “memory,” nominative case.

“watered,” “coaxed,” and “caressed” are participles, not participial adjectives.

- I a b c d
3. [I listen vainly (for the witching melody) (of faint bugles) (blowing reveille), and (of far drums) (beating the long roll.)]
- e +

a. is an adverbial prepositional phrase of reference modifying “listen.”

“witching” is a participial adjective.

c. and e. are participial phrases, modifying “bugles” and “drums” respectively.

- I a DO b DO c
4. [(In my dreams) I hear again the crash (of guns), the rattle (of musketry), the strange, mournful mutter (of the battlefield.)]
- DO d

a. is an adverbial prepositional phrase which may be considered circumstance, place or time.

I a
II
DO
b

5. [(On the day) [when I cross the river] my last conscious thoughts will be (of The Corps, and The Corps, and The Corps.)))]

+ +

a. is an adverbial prepositional phrase of time, modifying the verb “will be.”

II is an adjectival subordinate clause introduced by the subordinate conjunction “when” and modifying the object of the preposition “day” (see §219 and the Parsing Example following).

b. is an adverbial prepositional phrase of reference modifying the verb “will be,” or may be considered an adjectival prepositional phrase modifying “thoughts.” The two possible interpretations for this phrase come from the fact that it is in the predicate position, both completing the verb and describing the subject.

8th Grade Week 11

Grammar Assignment

1. Analyze and diagram:

I a
b
c

[(Besides my natural desire) to be (among my friends) and to be (at home) again, I have

DO
d
+

a yearning (after our English customs and English manners.)]

+

This is a simple, declarative sentence. [We have construed "a." as adverbial of accompaniment, modifying "have," but the teacher may accept any logical, defensible answer: for example, it may be considered an independent phrase, absolute use. In a difficult sentence, the essential is that the answer show logical reflection, and that the diagram match the analysis.]

Cl/Phr	Nature	Form	Office/Function
I	independent clause	---	---
a	adverbial phrase	prepositional	accompaniment, modifies the verb "have"
b	adverbial phrase	prepositional	local, modifies the infinitive "to be"
c	adverbial phrase	prepositional	local, modifies the infinitive "to be"
d	adverbial phrase	prepositional	reference, modifies the gerund "yearning"

2. Parse:

my: pronoun, personal, antecedent is Charles Dickens, masculine gender, singular, 1st person, possessive case, modifies the noun "desire"

home: noun, common (class), neuter gender, singular, 3rd person, objective case, object of the preposition "at"

our: pronoun, personal, antecedent is Englishmen, masculine gender, plural, 1st person, possessive case, modifies the nouns "customs" and "manners"

3. Give all the cases, singular and plural, of the personal pronouns.

The students should draw the chart, §55, omitting the Old Form.

4. What custom might an American yearn after if he were in a foreign land? (Respond in a paragraph.)

In-Class Analysis Sentences

1. [Coupled (with all the good qualities) [that such an Englishman possesses], the American gentleman has a warmth (of heart) and an earnestness, [(to which) I render up myself hand and heart.]]

The participle “coupled” seems best analyzed as modifying the nouns “warmth” and “earnestness.” Restated, the grammatical connection is easier to see: “An American gentleman has warmth of heart and earnestness, coupled with the all the good qualities that such an Englishman possesses...” The idea is subtle, and the teacher may accept any logical, defensible answer: “coupled” as independent, or “coupled” as modifying “has.”

“all” is an adjective, numeral (quantity in number), no degree of comparison, modifies the noun “qualities.”

“such” is an adjective, descriptive (simple), no degree of comparison, modifies the noun “Englishman.”

“hand and heart” may be considered an adverbial objective, and diagrammed either as a single or a compound element.

2. [No man would retain his seat (in a public conveyance) (to the exclusion of a lady), or
hesitate (for an instant) (in exchanging places) (with her), [if the wish were but
remotely hinted.]]

“would retain” is subjunctive mood because it is conditional, and past tense.

“but” here is an adverb modifying the adverb “remotely” or “were hinted.”

b. is an adverbial prepositional phrase of result modifying the verb “would retain.”

d. is an adverbial prepositional phrase of manner or reference, modifying “[would] hesitate.”

“exchanging” is a gerund, object of the preposition “in”; “places” is the object of “exchanging,” but the two words do not form a phrase. Phrases are modifiers, not substantives, and so, because “exchanging” is a substantive here, thought it has its own object, the two are not considered a phrase (§263, NOTE).

e. is an adverbial phrase of reference modifying “d.”

“were hinted” is subjunctive mood because it is conditional.

“hinted” here is part of the verb, because “were hinted” indicates an action at a definite time rather than a state or condition of the “wish.”

3. ^I [I ^a have never met (with anyone) here [^{II} who would not have been hurt and offended
^{III} [^{IO} if I ^{DO} had offered him money, (for any trifling service) [^{IV DO} which ^{+ IO} he had rendered me.]]]

b. is an adverbial prepositional phrase of reference, modifying “had offered.”

“trifling” is a fossil participle, to be treated as an adjective.

For “hurt” and “offended,” see the last note in the sentence above, for “hinted.”

4. ^I [I ^a shall be truly glad (to leave America), [^{II} though I ^{DO} have formed a perfect attachment
^b (to many) [^{III} who live here.]]]

a. is an adverbial infinitive phrase of cause, modifying the adjective “glad.”

II is a subordinate adverbial clause of concession, modifying the verb and complement “shall be glad.”

b. is an adverbial prepositional phrase of reference, modifying “have formed,” or an adjective phrase modifying “attachment.”

5. ^I [I ^{DO} am going now, ^a to meet a whole people (of my readers) (^b in the Far West) - two
^c thousand miles (from New York) - (^d on the borders) (^e of the Indian Territory)!]

We have treated “am going to meet” is a single verb phrase (equivalent of “will meet”) though it could be construed as a verb with infinitive complement (equivalent of “I am travelling to meet”). In that case, “to meet a whole people” would be an adverbial phrase, complement of the verb “am going.”

b. is an adjective phrase modifying “readers,” or adverbial of place, modifying “am going to meet.”

“two thousand miles” is an adverbial objective, modifying “am going to meet.”

c. is an adverbial phrase of separation, modifying the adverbial objective “two thousand miles.”

d. is an adverbial prepositional phrase modifying the verb “am going to meet,” or may be considered adjectival, modifying the noun “readers.”

8th Grade Week 12

Grammar Assignment

1. Analyze and diagram:

I
DO
II
a
b

[I remember my father most fondly [as he sat (in his arm-chair) (under the red-shaded lamp), (with a little heap) (of volumes) (on the table) (beside him)]]; [then, (excluding himself), (eschewing all gestures or dramatic effects), (allowing the melody (of the lines) (to work its own spell)), he would discourse the lyrics [which we soon knew (by heart).]]

c
d
e
f
III
g

h
i
j

k
DO
IV
l

This is a compound, declarative sentence (uniting complex with complex). [This is a long assignment, though not especially difficult, so you may want to omit one of the questions below, work part or all of the assignment in class together, or give the students extra time in class to work on it alone.]

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	introduced by the sub. conj. "as"	time or circumstance, modifies the verb "remember"
III	principal clause	---	---
IV	adjectival clause	introduced by the rel. pronoun "which"	modifies the noun "lyrics"
a	adverbial phrase	prepositional	place, modifies the verb "sat"
b	adjectival phrase	prepositional	modifies the noun "arm-chair"
c	adverbial phrase	prepositional	accompaniment, modifies the verb "sat"
d	adjectival phrase	prepositional	modifies the noun "heap"
e	adjectival phrase	prepositional	modifies the noun "heap"
f	adjectival phrase	prepositional	modifies the noun "table"
g	adjectival phrase	participial	modifies the pronoun "he"
h	adjectival phrase	participial	modifies the pronoun "he"
i	adjectival phrase	participial	modifies the pronoun "he"
j	adjectival phrase	prepositional	modifies the noun "melody"
k	adverbial phrase	infinitive	complement of the participle "allowing"
l	adverbial phrase	prepositional	manner, modifies the verb "knew"

2. Parse:

little: adjective, numeral (bulk), positive degree of comparison, modifies the noun "heap"

allowing: participle, active, imperfect, belongs to the pronoun "he"

himself: pronoun, personal (compound), antecedent is "father," masculine, 3rd person, singular, object of the participle "excluding," objective case.

3. Justify the mood of the verb "would discourse."

"Would discourse" is indicative mood, because it simply indicates a customary action, not a wish or condition or contrary to fact...

4. Using synonyms, express the ideas contained in the following phrases: "excluding himself, eschewing all gestures or dramatic effects, allowing the melody of the lines to work its own spell."

The students should show that they understand the overall meaning: In that situation, the author's father would not bring himself to the forefront or impose an interpretation by his acting abilities, but let the rhythm and beauty of the words themselves enchant his listeners and speak for themselves, as it were, to have their own objective effect.

In-Class Analysis Sentences

I a b c d
1. [The conjunction (in my father) (of the love (of literature) and the talent (for acting))
e II f +
endowed my youth (with riches) [that have fructified (throughout my life.)]]

b. is an adjectival prepositional phrase modifying the noun "conjunction." We have nested phrases c. and d. for clarity, because each of these modifies one of the two objects of the preposition.

d. is an adjectival prepositional phrase modifying "talent." "acting" is a gerund, object of the preposition.

e. is an adverbial phrase of manner, modifying the verb "endowed."

I a b c II d
2. [(For some eight years) (of my life) (on those evenings) [when we were (at home,)] he
e f III g h
read (to me, my brother) and (to [whatever friends might be (in the house,)] (for an
i APP j APP k APP l
hour or more) (from his old favorites) - most (of Shakespeare), most (of Dickens), most (of
+ APP m
Tennyson), much (of Browning.)]

II is a subordinate adjective clause, introduced by the subordinate conjunction "when," modifying "evenings."

III is a noun clause, introduced by the indefinite relative adjective "whatever," and is the object of the preposition "to." These adjectives will be considered more in weeks 14 and 15 but this sentence allows an example and a foretaste; however, if this clause is too difficult, rewrite the sentence as, "...read to me and my brother for an hour..."

"some" (in phrase a.) is an adverb modifying the adjective "eight," and is equivalent to "approximately."

"might be" is in the indicative mood, equivalent to "happened to be."

i. is an adverbial prepositional phrase of source or origin, modifying the verb "read."

"most" and "much" are adjective pronouns, numeral subclass.

8th Grade Week 13

Grammar Assignment

1. Identify the parts of speech and merely analyze the clauses in the following sentence from Dickens' "The Chimes." [We have analyzed the entire sentence, to give the teacher that option.]

(I) adv adv adj n v pro verbal (inf.) adj (a) prep art n (b) prep art n
 [Much too sturdy chimes were they to be dependent (on the pleasure) (of the wind),
 moreover,] and [fighting gallantly (against it) [when it took an adverse whim], they
would pour their cheerful notes (into a listening ear) right royally.]

This is a compound, declarative sentence (uniting simple and complex).

Cl/Phr	Nature	Form	Office/Function
I	independent clause	---	---
II	principal clause	---	---
III	subordinate adverbial clause	intro. by the sub. conjunction "when"	time or circumstance, modifies the participle "fighting"
a	adverbial phrase	prepositional	reference, modifies the adjective "dependent"
b	adjective phrase	prepositional	modifies the noun "pleasure"
c	adverbial phrase	prepositional	reference, modifies the participle "fighting"
d	adverbial phrase	prepositional	place, modifies the verb "would pour"

2. Parse:

dependent: adjective, descriptive (simple), positive degree of comparison,
 complement of the infinitive "to be" [or] modifies the noun "chimes"

fighting: participle, active, imperfect, belongs to the pronoun "they"

listening: participle, active, imperfect, adjective, descriptive, no degree of
 comparison, modifies the noun "ear"

3. Tell how Dickens in this sentence gives a personality to the bells he is describing.

In-Class Analysis Sentences

I

DO

a

1. [Heaven preserve us, sitting snugly (round the fire)!]

“preserve” is in the subjunctive mood.

“sitting” is a participle, belonging to “us”

I

a

II

2. [The foul blast roars and whistles high up (in the steeple), [where it is free to come and go
b + c d +
(through many an airy arch and loophole), and (to twist and twine itself) (about the
e + + f +
giddy stair), and (twirl the groaning weathercock), and (make the very tower shake and
+ + +
shiver)!]

II is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “steeple.”

The infinitives “to come and go” and the infinitive phrases c., e., and f. are adverbial of purpose or manner, modifying the adjective “free.”

b. is an adverbial prepositional phrase modifying the infinitives “to come” and “go.”

“groaning” is a participial adjective.

“very” is an adjective, descriptive, modifying the noun “tower.”

the infinitives “shake” and “shiver” are adverbial of result, complements of the infinitive “make.”

I

a

b

c

d

3. [High up (in the steeple) (of an old church), far (above the light and murmur) (of the
e
town) and far (below the flying clouds) [that shadow it,] is the wild and dreary place
f + III g h +
(at night):] and [high up (in the steeple) (of an old church), dwelt the Chimes.]
+

a., c. and e. are adverbial phrases of place modifying the verb “is.”

g. is an adverbial phrase of place modifying the verb “dwelt.”

“High” is an adverb modifying the adverb “up,” which modifies phrase a.

“far” is an adverb here; the first instance modifies c., the second modifies e.

4. [Centuries ago, these Bells had been baptized (by bishops): so many centuries ago, [that the register (of their baptism) was lost long, long (before the memory) (of man).]]

II is a subordinate adverbial clause of result.

“Centuries” in both uses here is an adverbial objective, modifying “had been baptized”; “ago” is an adverb modifying “centuries”; “many” is an adjective modifying “centuries.” An adverbial objective can take either an adjective or an adverb, because it is a noun but fills the role of an adverb, and so can be modified based on either aspect.

5. [These bells had clear, loud, lusty, sounding voices;] and [far and wide they might be heard (upon the wind).]

Point out to the children the use and meaning of “sounding” – a participial adjective near in meaning to “resonating.” Present the verb “to sound.”

6. [Bent (on being heard) (on stormy nights), (by some poor mother (watching a sick child), or some lone wife [whose husband was (at sea)]), they had been sometimes known (to beat a blustering Nor’ Wester).]

“Bent” is a faded participle, to be treated as a simple descriptive adjective, because here it is equivalent to the adjective “intent.”

a. is a prepositional adverbial phrase of reference modifying the adjective “bent.” The object of the preposition is the gerund “being heard,” passive, imperfect.

d. is an adjectival participial phrase modifying “mother.”

f. is an adverbial infinitive phrase, complement of the verb “had been known.”

“blustering” is a participial adjective.

A “Nor’ Wester” is a storm or gale blowing from the northwest.

8th Grade Week 14

Grammar Assignment

1. Analyze and diagram:

I
PN
a
APP
II

[The house became the center (of the universe), the only spot [where life could be sustained,]] and [the great cast-iron stove was the soul (of it).]

III
PN
b

+

This is a compound, declarative sentence (uniting simple and complex).

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the subord. conjunction "where"	modifies the noun "spot"
III	independent clause	---	---
a	adjective phrase	prepositional	modifies the noun "universe"
b	adjective phrase	prepositional	modifies the noun "soul"

2. Parse:

spot: noun, common, neuter, 3rd person, singular, in apposition with the noun "center"

where: conjunction, subordinate, place, joins clauses I and II.

could be sustained: defective verb with infinitive, transitive, passive, indicative, past, subject is "life," 3rd person, singular

3. "The great cast-iron stove was the soul of the house." Put the verb in all tenses of the subjunctive mood.

"[May] the great cast-iron stove be the soul of the house." [Present subjunctive]

"[If] the great cast-iron stove were the soul of the house." [Past subjunctive]

"[May] the great cast-iron stove have been the soul of the house." [Present perfect subj.]

"[If] the great cast iron stove had been the soul of the house." [Past perfect subjunctive]

4. Write a few lines of commentary on the sentence in question 1, showing something of the profound reality that it expresses.

Answers will vary, but grade the student as you would for a composition: how objectively and thoughtfully he treats the topic, considering the different terms of the sentence: the house and the stove as center of the universe in more ways than just for physical warmth or survival. The students should be reflecting on their own for this question, without hints or indications of direction.

In-Class Analysis Sentences

1. [The two men took the double-handed saw and sawed, sawed, sawed (from morning
(till night)); [it was then the turn (of the axes),] and [the logs were split [as their size
required.]]

“it” is the grammatical subject but not the real subject of II.

IV is a subordinate adverbial clause of manner or degree.

2. [(In the mornings) Tit'Be jumped (out of bed) long (before daylight) (to see [if the
great sticks (of birch) had done their duty and burned all night])).]

d. is an adverbial infinitive phrase of purpose modifying the verb “jumped.”

It is a subordinate noun clause, object of the infinitive “to see.”

3. [[^IIf ^{PA}the ^{II}fire ^{DO}should be ^aout] [^bhe lost no time (in rekindling it) (with birch-bark and cypress branches,) ^{DO}placed ^cheavier pieces (on the mounting flame), and ^dran back + III
to snuggle (under the brown woollen blankets and patchwork quilt) [^{+ III}till the comforting
^{DO}warmth once more ⁺filled the house.]]

I. is a subordinate adverbial clause of condition; “should be” is a defective verb with infinitive, intransitive, active, subjunctive, past tense, subject is “fire,” 3rd person, singular.

a. is an adverbial prepositional phrase of reference or manner. The gerund “rekindling” is the object of the preposition, with its own object, “it.” Of course, “rekindling it” is not a phrase.

“to snuggle” is an infinitive acting as an adverb of purpose, modifying the verb “ran.”

d. is an adverbial prepositional phrase of place, modifying the infinitive “to snuggle.”

III is a subordinate adverbial clause of time, modifying the infinitive “to snuggle.”

“there” is an introductory or rhetorical word, the grammatical subject, not the real subject. It is to be treated as an independent element.

“tempered” is a fossil or faded participle, to be treated as a simple adjective.

“straight” is an adverb modifying “fell” or phrase a.

I a DO b

5. [(On such days) the men only left the house (to care for the beasts), and came back

c d e f +

(on the run), (their faces rasped (with the cold) and glistening (with snow-crystals

g h +

melted (by the heat) (of the house))).]

g. is an adverbial prepositional phrase of cause.

8th Grade Week 15

Grammar Assignment

1. Analyze and diagram:

I
DO
a
b

[Again the peeling organ heaves its thrilling thunders, (compressing air) (into music),

c
d

and (rolling it forth) (upon the soul).]

+

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent clause	---	---
a	adjective phrase	participial	modifies the noun "organ"
b	adverbial phrase	prepositional	result, modifies the participle "compressing"
c	adjective phrase	participial	modifies the noun "organ"
d	adverbial phrase	prepositional	reference, modifies the participle "rolling"

2. Parse:

peeling: participle, active, imperfect, adjective, descriptive, positive degree of comparison, modifies the noun "organ"

compressing: participle, active, imperfect, belongs to the noun "organ"

its: pronoun, personal, antecedent is "organ," neuter gender, singular, shows possession of the noun "thunders," possessive case

3. In the following passage, how does the author express the power of music on the hearer?

Again the peeling organ heaves its thrilling thunders, compressing air into music, and rolling it forth upon the soul... And now it is winding up in full jubilee—it is rising from the earth to heaven; the very soul seems rapt away and floated upwards on this swelling tide of harmony!

Answers will vary, but grade the student as you would for a composition: how objectively, broadly and thoughtfully he treats the topic, considering the key idea of the effect of music on the soul but also commenting on the author's images and word choice to achieve and overall effect.

In-Class Analysis Sentences

I II

1. [*The stillness, the desertion, and obscurity [that were gradually prevailing around]*

+ DO a

gave a deeper and more solemn interest (to the place).]

“stillness,” “desertion,” “obscurity,” and “interest” are all abstract nouns.

2. [Suddenly the notes (of the deep-laboring organ) burst (upon the ear), falling (with doubled and redoubled intensity), and (rolling, [as it were,] huge billows) (of sound).]

II is a subordinate adverbial clause of manner or comparison, modifying the participle “rolling.” “It” is an impersonal, rhetorical use of the pronoun, in an idiomatic expression. “Were” is in the subjunctive mood because it does not express a real situation but a manner of imagining it.

“deep-laboring” is a participial adjective; “falling” an “rolling” are participles.

3. [How well do their volume and grandeur accord (with this mighty building)!]

This is an exclamatory declarative sentence.

“How” is a simple adverb of degree, modifying the simple adverb of manner, “well,” which modifies the verb “do accord.”

a. is an adverbial prepositional phrase of reference, modifying the verb “accord.”

4. [And now they rise (in triumphant acclamation), (heaving higher and higher their
accordant notes) and (piling sound) (on sound).]

5. [The last beams (of day) were now faintly streaming (through the painted windows)
(in the high vaults) (above me)]; [the lower parts (of the abbey) were already wrapped
(in the obscurity) (of twilight).]

“were streaming” is a verb in the definite form because the action of “streaming” is occurring at a precise moment; by contrast, “were wrapped” is not a passive verb but an intransitive verb and a participle, because “wrapped” is a state belonging to the “parts of the abbey,” vs. an action occurring at a definite moment (compare: “were being wrapped”).

c. is an adjective phrase modifying “windows”; d. is an adjective phrase modifying “vaults.”

f. is an adverbial phrase of manner, modifying the participle “wrapped.”

8th Grade Week 16

Grammar Assignment

1. Analyze and diagram:

I
DO
a
b
II c

[One cannot buy the friendship (of a Mermoz), (of a companion) [(to whom) one is

PA
d
e

bound forever (by ordeals suffered) (in common).]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the relative pronoun "whom"	modifies the noun "companion"
a	adjectival phrase	prepositional	modifies the noun "friendship"
b	adjective phrase	prepositional	modifies the noun "friendship"
c	adverbial phrase	prepositional	reference, modifies the participle "bound"
d	adverbial phrase	prepositional	means or manner, modifies the participle "bound"
e	adverbial phrase	prepositional	manner, modifies the participle "suffered"

2. Parse:

cannot buy: defective verb with adverb and infinitive, transitive, active, indicative, present, subject is "One," 3rd person, singular

whom: pronoun, relative, antecedent is "companion," neuter gender, singular, object of the preposition "to," objective case.

suffered: participle, passive, imperfect, belongs to the noun "ordeals"

3. Give a synonym for "ordeals" and "in common."

Answers may vary.

4. "One cannot buy the friendship of a Mermoz, of a companion to whom one is bound forever by ordeals suffered in common." Why not? [or] Explain.

Answers may vary, but grade the student as you would for a composition: how objectively and thoughtfully he treats the topic, really trying to analyze deeply and learn something more about the nature of friendship, the fact that suffering binds people together... He may use what he knows from the dictation.

In-Class Analysis Sentences

1. [(Round the table) (in the evening), (at Casablanca), (at Dakar), (at Buenos Aires),
we take up conversations interrupted (by years) (of silence),] [we resume friendships (to
the accompaniment) (of buried memories).]

h. is an adverbial prepositional phrase of manner or accompaniment, modifying the verb “resume.”
“interrupted” is a participle; “buried” is a participial adjective.

2. [Thus is the earth (at once) a desert and a paradise, rich (in secret hidden gardens),
gardens inaccessible, but [(to which) the craft leads us ever back, one day or another.]

II is an adjectival clause, modifying the noun “gardens” (in its second use).

“but” is a conjunction joining the two adjectival elements that modify “gardens”: “inaccessible” and clause II.

a. is an adverbial prepositional phrase of time or manner, modifying the verb “is.”

b. is an adverbial prepositional phrase of manner or means, modifying the adjective “rich.”

“ever” is an adverb, modifying the adverb “back.” It may be considered to modify the verb “leads.”

“day” and “another” are both adverbial objectives. “one” is an adjective, quantitative (indefinite number), no comparison, modifies the noun “day”; “another” is a pronoun, adjective, quantitative, distributive numeral, no comparison, modifies the noun “day.”

I DO DO II DO a

3. [*Life may scatter us and keep us apart,*] [*it may prevent us (from thinking) very often*

b + III IV

(of one another]; but [*we know [that our comrades are somewhere - silent, forgotten, but*

+ +

deeply faithful.]]

The defective verb “may” is understood before “keep,” which is an infinitive. Both verbs should be parsed as follows: defective verb with infinitive, transitive, active, subjunctive, present, subject is “Life,” 3rd person, singular.

a. is an adverbial prepositional phrase of separation or result.

b. is an adverbial prepositional phrase of reference, modifying the gerund “thinking.”

“somewhere” is an adverb, simple, place, no comparison, modifies the verb “are.”

a. is an independent participial phrase, because it does not modify any word in the sentence (the understood planter is not directly referred to).

“endured” is a participial adjective.

8th Grade Week 17

Grammar Assignment

1. Analyze and diagram:

I
a
b
PN
II
c

[The power (of poetically running one's head (against a post)) is one [which varies (in

III
PN
d

different people))] and [which is a part (of my own nature).]]

+

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the relative pronoun "which"	modifies the pronoun "one"
III	subordinate adjective clause	intro. by the relative pronoun "which"	modifies the pronoun "one"
a	adjective phrase	prepositional	modifies the noun "power"
b	adverbial phrase	prepositional	place, modifies the gerund "running"
c	adverbial phrase	prepositional	reference or place, modifies the verb "varies"
d	adjective phrase	prepositional	modifies the noun "part"

2. Parse: poetically, running, one's, and one

poetically: adverb, simple, manner, positive degree of comparison, modifies the gerund "running"

running: gerund, active, imperfect, object of the preposition "of"

one's: pronoun, adjective (numeral), neuter gender, singular, 3rd person, shows possession of "head," possessive case

one: pronoun, adjective (numeral), neuter gender, singular, 3rd person, predicate nominative of "power," nominative case.

3. Give the principal parts of the verb "to run."

simple infinitive: run

past tense: ran

past participle: ran

4. In a few sentences, explain why "poetically running one's head against a post" is a power to be coveted.

Answers will vary, but grade the student as you would for a composition: how objectively and thoughtfully he treats the topic, defining the different terms of the sentence. The student may refer to the entire dictation, but should focus on the sentence at hand or he may be off-topic.

In-Class Analysis Sentences

1. [Being young, **I** wrote a lot (of little poems), mostly (about the beauty and necessity
of Wonder)), [**which** was a genuine feeling (with me).]]

“Being young” is not a participial phrase; “young” is a complement of “being,” not an object..

“mostly” is an adverb modifying b.

b. is an adjectival phrase modifying “poems.”

The antecedent of “which” is “the beauty and necessity of Wonder.”

2. [I ^I ^{PA} ^a ^{II} ^b ^c am interested (in the post) [that stands waiting (outside my door), (to hit me) ^d ^e ^f (over the head), (like a giant's club) (in a fairy tale).]

“interested” is a fossil or faded participle, to be treated like a simple adjective.

a. is an adverbial phrase of reference modifying the adjective “interested.”

c. is an infinitive phrase, adverbial of purpose, modifying the participle “waiting.”

d. is an adverbial phrase of manner or place modifying the infinitive phrase c., or the infinitive “to hit.”

3. [All my mental doors open outwards (into a world) [which] I have not made.

a. is an adverbial phrase of reference or place, modifying the verb “open.”

4. [My last door (of liberty) opens (upon a world) (of sun and solid things) and
(of objective adventures).]

APP II

APP b

+ **PN**

+

PA

c

+

- c. is an adverbial phrase of reference modifying the adjective “marvelous.”

8th Grade Week 18

Grammar Assignment

1. Analyze and diagram:

I a b c DO d

[Moving (from one room) (to the next) I inhaled (in passing) that incense (of an old library) [which is worth all the perfumes (of the world).]]

II PA e

This is a complex, declarative sentence. [You may want to tell the children that “worth” is an adjective that takes an object.]

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	intro. by the relative pronoun “which”	modifies the noun “incense”
a	adverbial phrase	prepositional	place, modifies the participle “moving”
b	adverbial phrase	prepositional	place, modifies the participle “moving”
c	adverbial phrase	prepositional	circumstance, modifies the verb “inhaled”
d	adjectival phrase	prepositional	modifies the noun “incense”
e	adjectival phrase	prepositional	modifies the noun “perfumes”

2. Parse: I, inhaled and passing

I pronoun, personal, antecedent is Saint-Exupéry (or unknown), masculine gender (or neuter gender), singular, 1st person, subject of the verb “inhaled,” nominative case

inhaled verb, weak, transitive, active, indicative, past, subject is “I,” 1st person, singular

passing gerund, imperfect, active, object of the preposition “in”

3. Write all the possible participial forms of “to inhale.”

Active:	Passive:
Imperfect: inhaling	Imperfect: being inhaled
Perfect: having inhaled	Perfect: inhaled or having been inhaled
Perfect definite: having been inhaling	

4. Why might “the incense of an old library” be worth more than “all the perfumes of the world”?

In-Class Analysis Sentences

I a

DO

1. [(From the very threshold) this legendary castle promised an asylum as assured, as

II

peaceful, as secret [as a monastery.]]

II is an understood clause (“as a monastery [is]”) of degree or comparison.

“as” in the first three uses is a conjunctive adverb, working with the conjunction “as” in clause II to connect the two clauses (see §209, the second kind of conjunctive adverb).

I

DO

a

b

c

2. [Each passing year had added something (to the charm) (of the house), (to the

d

e

complexity (of its visage) and its friendly atmosphere), and (to the dangers encountered)

f

g

+

h

+

(on the journey) (from the drawing-room) (to the dining-room).]

a, c., and e. are adverbial phrases of reference, modifying the verb “had added.”

f. is an adverbial phrase of circumstance, time or place, modifying the participle “encountered.”

g. and h. are adjectival phrases, modifying the noun “journey.”

I

II

PA

III

3. [My hosts merely explained [that the house was a little run down,]] and [this

a

DO

IV

+

superiority (to circumstance) enchanted me]; [I suspected [that my friends were not

b

saddened (by the fact).]]

“run down” may be considered a single past participial adjective

a. is an adjectival prepositional phrase modifying “superiority.”

II is an adverbial clause of manner, modifying the participle “transported.”
 III is an adverbial clause of circumstance or time, modifying the participle “stirring.”
 g. is an adverbial clause of result, modifying the participle “stirring.”
 h. is an adjectival phrase modifying “shadows,” or an adverbial phrase of place modifying f.

II is an adjectival clause modifying the noun “darkness.” (The antecedent of “which” is therefore “darkness.”)

a. is an independent participial phrase, absolute use.
“there” is merely a rhetorical place-holder; the real subject of I is the gerund “settling.”

b. is an adverbial prepositional phrase of result, modifying the gerund “settling.” It may also be considered adjectival, because gerunds enjoy certain properties of both verbs and nouns and may be modified by adverbs or adjectives.

c. is an adjectival phrase modifying “settling.”

f. is an adverbial prepositional phrase of place, modifying the verb and complement “went on creaking.”

8th Grade Week 19

Grammar Assignment

1. Analyze and diagram:

I
a
DO
b
II

[The gift (of a corsair) launched Duguay-Trouin (on a career) [which included the

DO
c
DO
d
III
e

taking (of Rio de Janiero) and the winning (of the highest prize) [that was open (to a

f
+ APP
g
h

seaman) (of the time) – the rank (of Admiral) (of the King's Fleet).]]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adjective clause	introduced by the relative pronoun "which"	modifies the noun "career"
III	subordinate adjective clause	introduced by the relative pronoun "that"	modifies the noun "prize"
a	adjectival phrase	prepositional	modifies the noun "gift"
b	adverbial phrase	prepositional	reference, modifies the verb "launched"
c	adjectival phrase	prepositional	modifies the gerund "taking"
d	adjectival phrase	prepositional	modifies the gerund "winning"
e	adverbial phrase	prepositional	reference, modifies the adjective "open"
f	adjectival phrase	prepositional	modifies the noun "seaman"
g	adjectival phrase	prepositional	modifies the noun "rank"
h	adjectival phrase	prepositional	modifies the noun "Admiral"

2. Parse: taking, seaman, and rank.

taking	gerund, imperfect, active, direct object of the verb "included"
seaman	noun, common (class name), masculine, 3 rd person, singular, object of the preposition "to," objective case
rank	noun, common (class name), neuter, 3 rd person, singular, in apposition with the noun "prize" (object of the preposition), objective case

3. Give a noun as a synonym for "taking" and for "winning."

In-Class Analysis Sentences

1. [(Within the dark interior) (of the one-time cathedral) is a mosaic (telling [that
Jacques Cartier knelt (to receive the Church's blessing) (before setting forth) (on his
memorable voyage) destined (to carry him) (to the spot) [where today stands the city (of
Montreal).]])]

It is a noun clause, object of the participle “telling.”

III is an adjective clause introduced by the subordinate conjunction “where,” modifying the noun “spot.”

c. is an adjectival participial phrase modifying the noun “mosaic.”

d. is an adverbial infinitive phrase of purpose, modifying the verb “knelt.”

f. is an adverbial prepositional phrase of reference or place, modifying the gerund “setting forth.”

g. is an adverbial infinitive phrase of result, modifying the participle “destined.”

2. [The event (of the year) is the ceremony (of blessing the fleet) [which departs (in March) (for the Banks) (of Newfoundland).]]

d. is an adverbial prepositional phrase of reference or place modifying the verb “departs.”

3. [Carter~~s~~ are vociferous (in their efforts) (to make headway) (in the perilously narrow and winding thoroughfares) [which form the main arteries (of the town).]]

a. is an adverbial prepositional phrase of reference, specification or manner modifying the adjective “vociferous.”

b. is an adjectival infinitive phrase modifying the noun “efforts.”

c. is an adverbial prepositional phrase of place modifying phrase b.

4. [The antique house (of Duguay-Trouin), (with its overhanging third floor), seems to
look out (on the feverish rush) (of springtime) (with naught) (but disdain).]

b. is an adjectival prepositional phrase modifying the noun “house.”

“seems to look” may be taken as a single verb, parsed as: defective verb and infinitive, intransitive, active, indicative, present, subject is “house,” 3rd person, singular.

c. is an adverbial prepositional phrase of reference, modifying the infinitive and adverb, “to look out.”

f. is an adverbial prepositional phrase of separation modifying phrase e.

5. [What is the outfitting (of a paltry fishing fleet) compared (with that) (of the
 men-o'-war) (of other days)?]

“What” is an interrogative pronoun.

“compared” is a participle modifying the gerund and phrase, “outfitting of a paltry fishing fleet.”

“that” is a pronoun, adjective (demonstrative), antecedent is “outfitting,” neuter, 3rd person, singular, object of the preposition “that,” objective case.

b. is an adverbial phrase of reference modifying the participle “compared.”

8th Grade Week 20

Grammar Assignment

1. Analyze and diagram:

I
a
II
b

[My father often explains (to us) [that the only real difference (between a man and an

PN
c
+

ape) is the capacity (for wonder).]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate noun clause	introduced by the subordinate conjunction "that"	direct object of the verb "explains"
a	adverbial phrase	prepositional	reference, modifies the verb "explains"
b	adjectival phrase	prepositional	modifies the noun "difference"
c	adjectival phrase	prepositional	modifies the noun "capacity"

2. Parse: my, that, real, and between.

my	pronoun, personal, antecedent is Clara Lejeune-Gaymard (or unknown), feminine gender (or neuter gender), singular, 1 st person, shows possession of the noun "father," possessive case
that	conjunction, subordinate, substantive, connects the principal and subordinate clauses
real	adjective, descriptive (simple), positive degree of comparison, modifies the noun "difference"
between	preposition, shows the relation between "difference" and "man" and "ape"

3. Give all the possible gerunds for the verb: "to explain."

<p style="text-align: center;"><i>Active:</i></p> <p>Imperfect: explaining</p> <p>Perfect: having explained</p> <p>Perfect definite: having been explaining</p>	<p style="text-align: center;"><i>Passive:</i></p> <p>Imperfect: being explained</p> <p>Perfect: having been explained</p>
--	--

4. "The only real difference between a man and an ape is the capacity for wonder." Continue these words of Jerome Lejeune, expounding and clarifying them.

In-Class Analysis Sentences

1. [His big blue eyes, [which sparkle (with intelligence and humor),] gaze (at you) (with an infinite tenderness)]; [who said [that blue eyes look (at you) coldly?]]

a. and c. are adverbial phrases of manner.

2. [Admiring a sunset, contemplating beauty, being aware (of the Infinite), and hence being able to reason (about the human condition) – only man has that power.]

The gerunds in this sentence are in apposition with the direct object “power.”

“aware” is a complement of “being.”

a. is an adverbial phrase of reference modifying the adjective “aware.”

“able” is a complement of “being.” “to reason” is an infinitive modifying the adjective “able,” as an adverb of specification.

b. is an adverbial phrase of reference modifying the infinitive “to reason.”

3. Ah, [*it's true* [*that* *Papa* *knew* *all these things and many others, too.*]]

“Ah” is an interjection.

“it” is not the real subject of “[i]s”; the real subject is clause II.

“all” is an adjective, quantity (indefinite number), no comparison, modifying the noun “things.”

“others” is a pronoun, adjective (numeral), neuter gender, 3rd person, plural, direct object of the verb “knew,” objective case.

4. [Papa enjoyed reading Greek and Latin, was acquainted (with all the classics),
DO b + DO c
had an appreciation (for painting and music), and nourished his mind (with philosophy
+
and theology).]

a. is an adverbial phrase of reference modifying the participle “acquainted.” “acquainted” is a participle rather than part of a passive verb, because it denotes a state of being, not a precise action.

b. is an adjective phrase modifying the noun “appreciation.”

c. is an adverbial phrase of means or manner, modifying the verb “nourished.”

a. is an adverbial prepositional phrase of result modifying the verb “had succeeded.”

III is an adverbial clause of cause or reason, modifying the adjective “triumphant” (which itself modifies “him”).

IV is an adverbial clause of concession or circumstance, modifying clause III. (It is perfectly acceptable to say that it is modifying the verb “had succeeded,” in which case the brackets of clause III would only close at the end of the sentence, nesting clause IV within it.)

V is a noun clause, direct object of the verb “concluded.”

The antecedent of “it” is the gerund “constructing,” with its modifier and its object.

a. is an adverbial prepositional phrase of cause or reason, or else manner, modifying the verb and complement, “was a formidable orator.”

III is an adverbial clause of cause or reason, modifying the verb and complement, “was almost celebratory”; in a diagram, it would descend from the verb “was.”

b. is an adverbial phrase of accompaniment or reference, modifying the participle “combined.”

8th Grade Week 21

Grammar Assignment

1. Analyze and diagram:

I a b c d
[Papa would come (down the stairs) (with his big smile) (to keep us company) and (to
e +
hear the story) (of our adventures).]

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verb “would come”</i>
<i>b</i>	<i>adverbial phrase</i> <i>[or adjectival]</i>	<i>prepositional</i>	<i>manner, modifies the verb “would come”</i> <i>[or modifies the noun “Papa”]</i>
<i>c</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb “would come”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>infinitive</i>	<i>purpose, modifies the verb “would come”</i>
<i>e</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “story”</i>

2. Parse: to hear, story and our

to hear infinitive, simple, active, adverbial of purpose

story noun, common (class), neuter, 3rd person, singular, object of the infinitive
"to hear," objective case

our pronoun, personal, antecedent is the children and their friends, neuter gender, 1st person, plural, shows possession of the noun “adventures,” possessive case

3. Give all forms of the infinitive "to hear."

<i>Active:</i>		<i>Passive:</i>	
<i>Simple:</i>	<i>to hear</i>	<i>Simple:</i>	<i>to be heard</i>
<i>Imperfect:</i>	<i>to be hearing</i>	<i>Perfect:</i>	<i>to have been heard</i>
<i>Perfect:</i>	<i>to have heard</i>		
<i>Perfect definite:</i>	<i>to have been hearing</i>		

4. What does this sentence reveal to us about Papa?

In-Class Analysis Sentences

I DO a II DO
1. [Mama would always start off the meal (by asking Papa [whom he had seen] and
III DO +
[what they had said]).]

II and III are subordinate noun clauses, objects of the gerund “asking.” They are each introduced by an interrogative pronoun, each one acting as direct object in its clause, as well as introducing the clause.

a. is an adverbial prepositional phrase of manner. “Papa” is not the object of the gerund “asking” but plays the role of an indirect object; the compound object of “asking” is clauses II and III.

2. [(At these dinners) we became acquainted (with a great number) (of personalities,
both French and foreign), [who remember today the old house dating back (to the
Middle Ages): a house [where the children reigned,] (with a charming disarray
and a hospitality (without limits)).]

III is an adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “house” (second use).

b. is an adverbial phrase of reference modifying the participial adjective “acquainted.”

d. is an adverbial phrase of reference modifying the participle “dating.”

3. [^IIt ^{PN}was ^athe house (of our dear God), [^{II}where ^{PA}all friends were welcome to eat, to sleep
^b(for a night) or ^c(for several months).]]

+

II is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “house.”

“to eat” and “to sleep” are acting as adverbs (of reference), modifying the adjective “welcome.”

4. [I can still see Mama, (greeting us) (with open arms) and (bringing food) (out of the refrigerator) (to meet the invasion).]

e. is an adverbial infinitive phrase of purpose, modifying the participle “bringing” (or phrase c.).

5. [[^IWhen ^{PA}the ^{II}meal ^awas ready,] my ^{III}father ^{IV}would disappear (with my mother) [^{DO}so that ^ewe ^fwould be free (to discuss things) (at our leisure) (among friends),] but [usually our ^gfriends ⁺held him back (to hear him speak), captivated (by his learning, his eloquence, and his very wide knowledge (of people and things)).]]
 + +

“would disappear” is past tense, indicative mood. “would be [free]” is past tense, subjunctive mood, since it expresses an intention or a reason.

8th Grade Week 22

Grammar Assignment

1. Analyze and diagram:

I **a**
[Still the light seemed to be expanding (in that brilliant after-glow), flickering and
b **c** +
pulsing (with a life) (of its own).]

(It is acceptable to consider “expanding” a PA instead of considering “to be expanding” an imperfect infinitive, completing the defective verb “seemed.”)

This is a simple, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the participle “expanding”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>manner, modifies the participles “flickering” and “pulsing”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “life”</i>

2. Parse: still, and seemed to be expanding.

still adverb, simple (time), no degree of comparison, modifies the verb "seemed to be expanding"

seemed to be expanding defective verb and infinitive, intransitive, active, indicative,
past, subject is "light," 3rd person, singular.

3. Rewrite the sentence using a synonym for every verb form.

4. Write another intriguing sentence describing a play of light.

In-Class Analysis Sentences

1. I APP II a b c
[The sun itself had gone down] but [(in its wake) the whole (of the sky) (at the western
d + PN
end) (of the valley) had become a vast stained-glass window.]

“down” may also be considered an adverb, rather than part of the verb.

“whole” is an abstract noun, equivalent to “entirety.”

2. I APP APP APP APP II
[All the Pre-Raphaelite colors were there, rose and purple, gold and green, [as the
a b +
clouds sank away (along the edge) (of the horizon).]]

II is an adverbial clause of time.

“All” is an adjective, quantitative (indefinite number).

3. I a b c II d
[I sat (on the wall) (by the steps) (to watch [whatever might happen (in the valley
below))].]

c. is an adverbial infinitive phrase of purpose, modifying the verb “sat.”

“whatever” is an indefinite pronoun introducing the noun clause II; the pronoun is the subject of the clause; the clause is the object of the infinitive “to watch.”

“might happen” is a defective verb with an infinitive, intransitive, active, subjunctive, past, subject is “whatever,” 3rd person, singular.

“below” is an adjective in this sentence.

4. I PA APP a
[Only the mountains were still, that great standing circle (surrounding the valley)];
a
[their presence was solemn somehow], and [just (for a moment) everything else felt
+
eternal, too.]

5. [[What did seem entirely possible (for a moment)] was to slip away (through a
 c d APP III e
 chink) (in time) (into a different dimension, the secret reality [that lay (behind the
 f
 appearance) (of things.))]]]

II is a noun clause introduced by the double relative pronoun “what” and acting as subject of the verb “was.”

8th Grade Week 23

Grammar Assignment

1. Analyze and diagram:

I DO a II III DO
[[WhatFr. Latour always asked (of the new priests),] was [that they plant fruit trees
IV
[wherever they might be stationed.]]

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	subordinate noun clause	introduced by the double relative pronoun "what"	subject of the verb "was"
II	principal clause	---	---
III	subordinate noun clause	introduced by the subordinate conjunction "that"	predicate nominative of the verb "was"
IV	subordinate adverbial clause	introduced by the subordinate conjunction "wherever"	place, modifies the verb "plant"
a	adverbial phrase	prepositional	reference, modifies the verb "asked"

2. Parse: wherever, ought to plant, trees, to add

wherever conjunction, subordinate, place, joins clause IV to clause III.

plant verb, transitive, active, subjunctive, present, subject is "priests," 3rd person, plural.

trees noun, common (class), neuter, 3rd person, plural, object of the verb “plant,”
objective case

might be stationed defective verb and infinitive, passive, subjunctive, past, subject
is "they," 3rd person, plural

3. What do the following sentences by Willa Cather reveal about Fr. Latour, and how he saw the role of a missionary?

He urged the new priests to plant fruit trees wherever they went, and to encourage the Mexicans to add fruit to their starchy diet. Wherever there was a French priest, there should be a garden of fruit trees and vegetables and flowers.

In-Class Analysis Sentences

1. I DO II PA a b
 1. [Father Latour grew fruit [that was hardly to be found even (in the old orchards) (of
APP APP APP APP APP c
 California): cherries and apricots, apples and quinces, and the peerless pears (of France) -
APP + + +
 the most delicate varieties.]]

“to be found” is a simple passive infinitive, acting as complement of the verb “was.”

“varieties” is in apposition with the word “pears.”

2. I II a
 2. [[Wherever there was a French priest,] there should be a garden (of fruit trees and
+
 vegetables and flowers).]
+

3. I a DO b APP
 3. [He often quoted (to his students) that passage (from their fellow Auvergnat, Pascal):
II c
 [that man was lost and saved (in a garden).]]
+

II is a subordinate noun clause, in apposition with the noun “passage.”

“was lost [and] saved” is a passive verb, not an intransitive verb with participles, because the words indicate a particular action at a precise time rather than a state or condition.

4. I DO a II
 4. [He had one hill-side solidly clad (with that low-growing purple verbena) [which
b c
matx (over the hills) (of New Mexico).]]

“there” in clause II is merely rhetorical, with no logical or grammatical role. It may also be interpreted as an adverb, which is acceptable.

“violet” and “blue” are in apposition with the noun “shades”; “color” and “variations” are in apposition with “blue.”

8th Grade Week 24

Grammar Assignment

1. Analyze and diagram only the first sentence:

I DO II III a

[[[What] I am simply saying here] is [that numbers (of ordinary poor people)

b

acted (in miracle plays.)]] The plays could be staged in whichever town or village

desired to do so.

This is a compound, declarative sentence, uniting two complex sentences.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate noun clause</i>	<i>introduced by the double relative pronoun “what”</i>	<i>subject of the verb “is”</i>
<i>II</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>III</i>	<i>subordinate noun clause</i>	<i>introduced by the subordinate conjunction “that”</i>	<i>predicate nominative of the verb “is”</i>
<i>a</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “numbers”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or place, modifies the verb “acted”</i>

2. Identify the parts of speech in the second sentence.

art noun defective verb + inf. prep adj. noun conj. noun verb inf. adv.
The plays could be staged in whichever town or village desired to do so.

3. *Imagine the cook or the carpenter or the villager of your choice acting in a miracle play. What role would be perfect for him? Why?*

In-Class Analysis Sentences

1. [To amuse oneself is a mark (of gaiety, vitality and love (of life))]; [it
shows [whether a man's own thoughts are attractive, artistic and satisfying.]]

Clause III is a noun clause, acting as the object of the verb “shows.”

2. [(In healthier ages) any amount (of fun) was really provided (by the people) and not
merely (for the people).]

3. [The ^Imen ^a(of the mediaeval guilds) ^benacted ^{DO}(in person) the miracle plays,
^c(with all their highly-coloured symbolism) ^d(of the mysteries) ^e(of heaven and hell).]
 +

c. is an adjective phrase modifying the noun “plays,” but may be considered adverbial of manner or specification, modifying the verb “enacted.”

4. [I confess [I cannot easily imagine a railway-porter (feeling quite comfortable) (in the costume) (of the Archangel Gabriel); or even a plumber (getting the full delight) (from being the Devil).]]

Clause II is a noun clause, object of the verb “confess,” with no introductory word.

a. is considered a phrase because “comfortable” is the complement of the participle “feeling.”

e. is an adverbial phrase of cause, source, or origin, but may be considered an adjective phrase modifying the noun “delight.”

5. ^I [Whoever ^{DO} had the happiness (of acting Caiphas)] ^a ^{II} used to borrow ^{DO} a cope or chasuble ^{DO}
^b
 (from the parish church).]

In phrase a., the gerund “acting” is the object of the preposition “of”; “Caiphas” is the object of the gerund, but the two do not constitute a phrase, since gerunds act as nouns whereas phrases are only modifiers.

b. is an adverbial phrase of place or reference modifying the verb “used to borrow.”

6. ^I [I daresay ^{II} [that they acted as badly ^{III} [as Bottom the Weaver]]; ^{IV} but [I am not talking
^a ^b +
 (about art), but (about amusement).]
 +

Clause II is a noun clause, object of the verb “daresay.”

Clause III is an understood subordinate adverbial clause of degree (...as Bottom the Weaver [acted]), introduced by the subordinate conjunction “as.” The first “as” is a conjunctive adverb, working together with the subordinate conjunction to modify the verb “acted.” Bottom the Weaver is a character in Shakespeare’s *Midsummer Night’s Dream*.

a. and b. are adverbial phrases of reference, modifying the verb “talking.”

8th Grade Week 25

Grammar Assignment

1. Analyze and diagram only the first sentence:

I a b PN
[The demarkations (between the ever shifting States) (of Europe) are only dotted lines,]
II c PA PA
but [(between the Christian and the non-Christian) the boundary is hard and full.]
+ + +

This is a compound, declarative sentence, uniting two simple sentences. [Notice that “Christian” and “non-Christian” are in fact adjectives acting as nouns: “Christian [States].”]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>independent clause</i>	---	---
<i>II</i>	<i>independent clause</i>	---	---
<i>a</i>	<i>adjective phrase</i>	<i>prepositional</i>	<i>modifies the noun “demarcations”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “States”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “boundary”</i>

2. Parse: shifting, between (first use), and hard

shifting: participle, active, imperfect, adjective, descriptive, positive degree of comparison, modifies the noun "States"

between: preposition, shows the relation between “demarcations” and “states”

hard: adjective, descriptive, positive degree of comparison, modifies the noun "boundary"

3. Give a synonym for "demarcation."

4. Explain why Belloc's statement is true.

In-Class Analysis Sentences

1. I II DO III a
 1. [A man [who recognizes this truth] will ask, ["(In what place) could I find the best
DO b IV DO c
 single collection (of all the forms) [which European energy has created], and (of all the
V d PA +
 outward symbols) [(in [which] its soul has been manifest)?"]]

III is a noun clause, object of the verb “will ask.”

2. I a
 2. [Every traveler has heard (of the vast unbroken amphitheatre and the ruined temple)
b II PN III + PN IV
 (in a market square) [that is still called the forum;]] [they are famous] - but [[when
DO V c VI PN +
you see them] it seems (to you) [that they should be more famous still.]]

a. is an adverbial phrase of reference modifying the verb “has heard.”

II is an subordinate adjectival clause introduced by the relative pronoun “that,” modifying the noun “square.”

VI is a subordinate noun clause introduced by the subordinate conjunction “that” and acting as subject of the verb “seems.” “It” is a mere rhetorical place-holder.

3. I a DO II
 3. [The ruins (in the Forum) have something so familiar yet so unexpected [that the
III b c
centuries [(in [which] they were built] come actively (before you).]]

II is a subordinate adverbial clause of result, introduced by the conjunctive adverb and subordinate conjunction “so...that,” modifying the adjectives “familiar” and “unexpected” (or clause I).

4. ^I [[When Charlemagne was dead] ^{PA} and ^{II} [Christendom almost extinguished], ^{PA} the ^{III}
⁺ barbarian and the Saracen alternately built, and broke ^{DO} ^{IV} against, a keep [that still
⁺ ^V stands] and [that is still so strong] [that one might still defend it.]]
⁺ ^{PA} ^{VI} ^{DO}

II is a subordinate adverbial clause introduced by the understood subordinate conjunction “when,” with an understood verb, “was.”

“against” is an adverb modifying the verb “broke.”

IV and V are subordinate adjective clauses introduced by the relative pronoun “that” and modifying the noun “keep.”

VI is a subordinate adverbial clause of result, introduced by the conjunctive adverb and subordinate conjunction “so...that” and modifying the adjective “strong” (or clause V).

5. ^I [[When all the fear and anarchy (of the mind) had passed,] ^a and [when it was
^{IV} ⁺ ^V ⁺ discovered [that the West still lived,]] a dawn broke]; [the Medieval civilization began to
sprout vigorously.]

We have placed the clause indicator over the subordinate conjunction “and” because we have nested the clauses, placing the initial bracket before clause I. If you choose not to nest clauses, the numbering will be different; the principal clause will be “a dawn broke,” and be numbered IV.

IV is a subordinate noun clause, introduced by the subordinate conjunction “that,” acting as subject of the verb “was discovered.” “it” is a rhetorical place-holder.

“to sprout” is an infinitive acting as an adverb of result.

8th Grade Week 26

Grammar Assignment

1. Analyze and diagram only the first sentence:

I DO a b II

[[What] the pilgrims say and do (in Southwark) and (along the road)] constitutes a

DO c +

story (of marvelous interest and veracity).]

+

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>subordinate noun clause</i>	<i>introduced by the double relative pronoun “what”</i>	<i>subject of the verb “constitutes”</i>
<i>II</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verbs “say” and “do”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>place, modifies the verbs “say” and “do”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “story”</i>

2. Parse: What, do, and Southwark.

what: pronoun, relative, (double), antecedent unknown, neuter, singular,
3rd person, direct object of the verbs "say" and "do," objective case

do: verb, strong, transitive, active, indicative, present, subject is "pilgrims,"
3rd person, plural

Southwark: noun, proper, neuter, 3rd person, singular, object of the preposition "in,"
objective case

3. Give three other words belonging to the same family as "veracity."

verity, veritable, very, verily, aver, verify...

4. Are there one or two lines from The Canterbury Tales that remain fixed in your mind because of its interest or veracity? Which line or lines?

In-Class Analysis Sentences

1. [(Above all), Chaucer was a story-teller (of a far wider gamut) [than any (of his successors).]

II is a subordinate adverbial clause whose verb [“were”] is understood.

a. is an adverbial prepositional phrase of degree and modifies the verb “was.”

b. and c. are both adjectival prepositional phrases.

2. [It is clear [that he made no effort (to select an individual) (from every class and profession),]] but [the group (as a whole) is a completely adequate cross-section (of English life).]

II is a subordinate noun clause, acting as the real subject of the verb “is” in clause I.

a. is an adjectival infinitive phrase modifying the noun “effort.”

b. is an adjectival prepositional phrase modifying the noun “individual,” or may be considered an adverbial prepositional phrase of reference, modifying the infinitive “to select.”

c. is an adjectival prepositional phrase modifying the noun “group,” but may be considered adverbial, modifying the verb “is.”

3. [The Canterbury Tales, [though they form a story (on a grand scale),] are a collection
- the work (of one great imagination).]

II is a subordinate adverbial clause of concession, modifying the verb “are.”

a. is an adjectival prepositional phrase modifying “story” (or an adverbial phrase of reference modifying the verb “form”).

4. [The reader passes (from one kind) (of narrative) (to another), and (at the end) has
read (through something akin (to a little library)) (of masterpieces).]

f. is an adverbial phrase of reference modifying the adjective “akin,” which itself modifies “something.” Phrase f. need not have been nested within phrase e.; we have done so for clarity of modification.

I

5. [*The romance, the saint's legend, the fabliau, the fable, the exemplary anecdote are all*

II

PN

III

IV

a

there, [*though each is something more [*than a typical specimen*] [*because (in each)**

appears Chaucer's personality and his artistry.]]]

II. is an adverbial clause of concession, modifying clause I.

III. is an understood clause of degree, modifying the adverb "more."

8th Grade Week 27

Grammar Assignment

1. *Analyze and diagram:*

I APP APP a APP b
[The trim hedge, the grass-plot (before the door), the woodbine trained up (against the
c d APP
wall), and (hanging its blossoms) (about the lattice); the holly, providently planted
e + f g h
(about the house), (to cheat winter) (of its dreariness), and (to throw in a semblance)
i j + DO k
(of green summer) (to cheer the fireside); all these bespeak the influence (of taste),
l m n
flowing down (from high sources), and (pervading the lowest levels) (of the public
+
mind).] [“hedge, “grass-plot,” “woodbine” are in apposition with the subject of the sentence, “these.”]

This is a simple, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	independent clause	---	---
a	adjectival phrase	prepositional	modifies the noun "grass-plot"
b	adverbial phrase	prepositional	place, modifies the participle "trained"
c	adjectival phrase	participial	modifies the noun "woodbine"
d	adverbial phrase	prepositional	place, modifies the participle "hanging"
e	adverbial phrase	prepositional	place, modifies the participle "planted"
f	adverbial phrase	infinitive	purpose, modifies the participle "planted"
g	adverbial phrase	prepositional	reference, modifies the infinitive "to cheat"
h	adverbial phrase	infinitive	purpose, modifies the participle "planted"
i	adjectival phrase	prepositional	modifies the noun "semblance"
j	adverbial phrase	infinitive	purpose, modifies the infinitive "to throw"
k	adjectival phrase	prepositional	modifies the noun "influence"
l	adverbial phrase	prepositional	place or origin, modifies the participle "flowing"
m	adjectival phrase	participial	modifies the noun "taste"
n	adjectival phrase	prepositional	modifies the noun "levels"

2. Parse “up” and “to cheer.”

up adverb, simple, place, no degree of comparison, modifies the participle
"trained"

to cheer infinitive, simple, active, adverb of purpose, modifies the participle "planted"

3. Explain how "all these bespeak the influence of taste, flowing down from high sources and pervading the lowest levels of the public mind."

Grammar Assignment Option

1. Analyze and Diagram:

I a II b
[Men are brought more and more together (by [whatever amusements pertain (to the
III + c DO d
country),]) and [the sound (of hound and horn) blend all feelings (into harmony).]
+ +

This is a compound, declarative sentence, uniting a complex and a simple sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	---	---
<i>II</i>	<i>subordinate noun clause</i>	<i>introduced by the indefinite relative adjective “whatever”</i>	<i>object of the preposition “by”</i>
<i>III</i>	<i>independent clause</i>	---	---
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>means, modifies the verb “are brought”</i>
<i>b</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference or place, modifies the verb “pertain”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “sound”</i>
<i>d</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>result, modifies the verb “blend”</i>

2. Parse "whatever," "together," and "and" (first instance).

whatever	adjective, pronominal (indefinite relative), no comparison, modifies the noun "amusements"
together	adverb, simple, manner, no degree of comparison, modifies the verb "are brought"
and	conjunction, coordinate, copulative, connects the adverbs "more" and "more"

3. Give the principal parts of the verbs used in this sentence, labeling each part clearly. Tell the class of each.

	present tense	past tense	past participle	class
brought:	bring	brought	brought	strong
pertain:	pertain	pertained	pertained	weak
blend:	blend	blended	blended	irregular weak

4. Could such a sentence be true of the city? Explain.

In-Class Analysis Sentences

1. I DO a b DO
[The English possess a quick sensibility (to the beauties) (of nature), and a keen relish
c d +
(for the pleasures and employments) (of the country).]
+

a. through d. are all adjective phrases.

2. I DO a b II
[The merchant has his snug retreat (in the vicinity) (of the metropolis), [where he
DO DO c d
often displays as much pride and zeal (in the cultivation (of his flower-garden), and the
e III + f g +
maturing (of his fruits),) [as he does (in the conduct (of his business), and the success
h +
(of a commercial enterprise)).]]]

II is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “retreat.”

III is a subordinate adverbial clause of degree or comparison, introduced by the conjunctive adverbs “as...as,” modifying the adverb much. (The first “as” is an adverb which is acting in coordination with the second, itself really a conjunction.)

3. I a b
[(In the most dark and dingy quarters) (of the city), the drawing-room window
+ DO c II PA d III
resembles frequently a bank (of flowers); [whatever spot is capable (of vegetation)] has
DO DO IV DO e
its grass-plot and flower-bed,] while [every square has its mimic park, laid out (with
+ + f
picturesque taste), and gleaming (with refreshing verdure).]
+

II is a subordinate noun clause, introduced by the indefinite relative adjective “whatever,” acting as subject of the verb “has.”

“while” is acting as a coordinate conjunction, linking clause III and the independent clause IV.

5. [The English gentlemen exhibit a union (of elegance and strength), a robustness (of frame) and freshness (of complexion), [which I am inclined to attribute (to their living so much) (in the open air), and (pursuing so eagerly the invigorating recreations) (of the country).]]

“to attribute” is acting as an adverb of reference or result, modifying the participle “inclined.”

6. [(In rural occupation), there is nothing mean and debasing]: [it leads a man forth (among scenes) (of natural grandeur and beauty)]; [it leaves him (to the workings) (of his own mind), operated upon (by the purest and most elevating) (of external influences).]

or: (by the purest and most elevating external influences).

“there” is merely rhetorical.

In the original form of the sentence, g. is an adjectival prepositional phrase, modifying the understood substantive in f. Thus: “the purest and most elevating [ones] of [all the] external influences.] g. may be analyzed and diagrammed as modifying the adjectives “purest” and “elevating.” Since this explanation is difficult, you may want to use the simplified version of the sentence.

8th Grade Week 28

Grammar Assignment

1. Analyze and diagram:

I a b c
[(With the environment (of the New World) and the traditions (of the Old)), the South
PN d + II DO DO
thus became the seat (of an agrarian civilization) [which had strength and promise
e f +
(for a future greatness second (to none)).]

This is a complex, declarative sentence.

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjective clause</i>	<i>introduced by the relative pronoun “which”</i>	<i>modifies the noun “civilization”</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>cause, modifies the verb “became”</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “environment”</i>
<i>c</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “traditions”</i>
<i>d</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun “seat”</i>
<i>e</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the nouns “strength” and “promise”</i>
<i>f</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>reference, modifies the adjective “second”</i>

2. Parse: seat, which, and greatness.

seat: noun, common (class), neuter, 3rd person, singular, predicate
nominative of the verb “became,” nominative case

which: pronoun, relative, antecedent: civilization, neuter, singular, 3rd person,
subject of the verb “had,” nominative case

greatness: noun, abstract, neuter, 3rd person, singular, object of the preposition
“for,” objective case

3. "The South's greatness would be second to none." Rewrite this sentence in the indicative mood and explain the difference in meaning between the two versions.

4. Why might "the environment of the New World and the traditions of the Old" give rise to "strength and promise for a future greatness"?

In-Class Analysis Sentences

1. [The life (of the South) was leisurely and unhurried (for the planter, the yeoman, or the landless tenant)]; [it was a way (of life), not a routine (of planting and reaping) merely (for gain).]

b. is an adverbial phrase of reference, modifying the verb and predicate adjectives (or complements) “was leisurely and unhurried.”

e. is an adverbial phrase modifying the gerunds “planting” and “reaping.”

2. [It could be seen [how the houses were homes, [where families lived sufficient and complete (within themselves), working together and fighting together.]]]

II is a subordinate noun clause, the real subject of I.

III is a subordinate adjective clause, introduced by the subordinate conjunction “where,” modifying the noun “homes.”

a. is an adverbial prepositional phrase of manner or reference, modifying the adjectives “sufficient” and “complete.”

3. [It was said [that [when he was (in the field) (as a soldier) or (in the city) (as President) (of the United States),] Washington was homesick (at the smell) (of fresh-plowed earth).]

II is a subordinate noun clause, the real subject of I.

III is a subordinate adverbial clause of time, modifying the verb and complement “was homesick.”

b. and d. are adverbial prepositional phrases of manner.

f. is an adverbial prepositional phrase of cause or circumstance.

4. ^I [When ^{II} death came], ^a they were buried ^b (*in their own lonely peaceful graveyards*), (*to await doomsday together*).]

b. is an adverbial infinitive phrase of purpose, modifying the verb “were buried.”

5. ^I [*Southern* ^{PA} life might be organized ^a (*about the plantation*) ^b (*with its wide fields*)] ^{II} or [it ^c might center ⁺ (*around a small farm*)].]

“organized” is a participial predicate adjective, not part of a passive verb, because it expresses a state, not an action at a given time.

a. and c. are adverbial prepositional phrase of reference, modifying, respectively, the participial adjective “organized” and the verb “might center.”

b. is an adjectival prepositional phrase modifying the noun “plantation.”

8th Grade Week 29

Grammar Assignment

1. *Analyze and diagram:*

I PN II DO a
[This is the rich Homeric light [that suggests the dust flung (by the galloping horses)
DO b APP III IV
and the wheels (of chariots),] an epic color [which deepened and darkened [as the
+ +
blue sky turned paler.]]

This is a complex, declarative sentence. [The noun “color” is in apposition with the noun “light.”]

<i>Cl/Phr</i>	<i>Nature</i>	<i>Form</i>	<i>Office/Function</i>
<i>I</i>	<i>principal clause</i>	<i>---</i>	<i>---</i>
<i>II</i>	<i>subordinate adjective clause</i>	<i>intro. by the relative pronoun "that"</i>	<i>modifies the noun "light"</i>
<i>III</i>	<i>subordinate adjective clause</i>	<i>intro. by the relative pronoun "which"</i>	<i>modifies the noun "color"</i>
<i>IV</i>	<i>subordinate adverb clause</i>	<i>introduced by the subordinate conjunction "as"</i>	<i>circumstance or time, modifies the verbs "deepened" and "darkened"</i>
<i>a</i>	<i>adverbial phrase</i>	<i>prepositional</i>	<i>agent, modifies the participle "flung"</i>
<i>b</i>	<i>adjectival phrase</i>	<i>prepositional</i>	<i>modifies the noun "chariots"</i>

2. Parse: Homeric, galloping, of, and paler.

Homeric	adjective, descriptive (proper), no degree of comparison, modifies the noun "light"
galloping	participle, active, imperfect, adjective, descriptive, no degree of comparison, modifies the noun "horses"
of	preposition, shows the relation between its object, "chariots," and the noun "wheels"
paler	adjective, descriptive, comparative degree, complement of the noun "sky"

3. Put the sentence, "This is the rich Homeric light," in the subjunctive mood, present and present perfect tenses, and explain the differences in meaning of the three sentences.

"May this be the rich Homeric light." "May this have been the rich Homeric light."

4. Why do you think the author has chosen the adjectives "Homeric" and "epic" to evoke the light?

In-Class Analysis Sentences

1. [I stood (with the declining sun) (in my eyes),] the whole landscape, (with the dome (in the center), the tomb (of Hadrian) (with its Angel), and the long, dark ridge (of the Janiculum) (to the left)), took on the exquisite colors [that are not the least (of Rome's glories).]]

The objects of the preposition “with” are “dome,” “tomb,” and “ridge.”
“least” is an adjective acting as a substantive (“the least [one]”).

2. [The dome grew sharper (against the sky),] and [gradually an upsurge (of dull red light) spread (in the west) and moved up to blend and mingle (with the still dark blue) (of a summer's day) (in Italy).]

The infinitives “to blend” and “mingle” are acting as adverbs of result.

3. [The streets remain strangely luminous (in the dark), (colored pink) [as if the soft volcanic tufa had soaked up the sun and would store it (until morning).]]

II is a subordinate adverbial clause of comparison modifying participial phrase b.

b. is an adjectival participial phrase, modifying the noun “streets”; it is a phrase because “pink” is a complement of “colored.”

4. [The fading light glows (from walls) (of saffron, rose-red and peach),] and [the pavements shine warmly, [as though the lava remembered prehistoric fires.]]

IV is acting as direct object of the verb “knows.” The understood antecedent of “it” is the ringing of the bells.

8th Grade Week 30

Grammar Assignment

1. Analyze and diagram:

I a
II
b
c
d

[(On the 29th of April), [as I was fishing (from the bank) (of the river) (near the Nine-Acre-Corner bridge), standing (on the quaking grass and willow roots), [where the muskrats lurk]], I heard a singular rattling sound, somewhat (like the noise) (of the sticks) [which boys play (with their fingers).]]

e
III

DO
+
f
g

IV DO
h

This is a complex, declarative sentence.

Cl/Phr	Nature	Form	Office/Function
I	principal clause	---	---
II	subordinate adverbial clause	intro. by the subord. conjunction "as"	circumstance or time, modifies the verb "heard"
III	subordinate adverbial clause	intro. by the subord. conjunction "where"	place, modifies the participle "standing"
IV	subordinate adjectival clause	intro. by the relative pronoun "which"	modifies the noun "sticks"
a	adverbial phrase	prepositional	time, modifies the verb "heard"
b	adverbial phrase	prepositional	place, modifies the verb "was fishing"
c	adjectival phrase	prepositional	modifies the noun "bank"
d	adverbial phrase	prepositional	place, modifies the verb "was fishing"
e	adverbial phrase	prepositional	place, modifies the participle "standing"
f	adjectival phrase	prepositional	modifies the noun "sound"
g	adjectival phrase	prepositional	modifies the noun "noise"
h	adverbial phrase	prepositional	manner, modifies the verb "play"

2. Parse: as, near, somewhat

as conjunction, subordinate, circumstance / time, connects clauses I and II.

near preposition, shows the relation between the "Nine-Acre-Corner bridge" and "was fishing"

somewhat adverb, simple, degree, modifies phrase f.

3. Imagine what else the sound might have been, and write a few lines in the style of the author.

In-Class Analysis Sentences

1. I DO a
 1. [Looking up, I observed a very slight and graceful hawk, (like a nighthawk), alternately
b + c
 soaring (like a ripple) and tumbling a rod or two over and over, (showing the under
d II + e + f g
 side) (of its wings), [which gleamed (like a satin ribbon) (in the sun), or (like the
h +
 pearly inside) (of a shell).]]

“Rod” and “over and over” are adverbial objectives.

h. modifies the noun “inside.”

2. I DO a II PA
 2. [This sight reminded me (of falconry and [what nobleness and poetry are associated
b + +
 (with that sport))].]

“falconry” and clause II are both objects of the preposition “of.”

b. is an adverbial prepositional phrase of reference, modifying the participle “associated.”

3. I a b
 3. [The merlin did not simply flutter (like a butterfly), nor soar (like the larger hawks),]
II c d e +
 but [it sported (with proud reliance) (in the fields) (of air).]
+

4. I a
 4. [Mounting again and again (with its strange chuckle), it repeated its free and
DO + b c +
 beautiful fall, turning over and over (like a kite), and then recovering (from its lofty
II + DO d +
 tumbling), [as if it had never set its foot (on terra firma).]]

c. is an adverbial prepositional phrase of reference modifying the participle “recovering.”

II is a subordinate adverbial clause of comparison, modifying the participle “recovering.”

I DO a
 4. [*It appeared to have no companion (in the universe)—sporting there alone—and to*
 DO b II c +
need none (but the morning and the ether) [(with which) it played.]]
 +

“appeared to have” and “[appeared] to need” are considered verb phrases.

b. is an adverbial prepositional phrase of separation, modifying the verb phrase “[appeared] to need.”

“sporting” is a participle modifying “It.”

“alone” is an adverb of manner modifying the participle “sporting.”

“none” is an adjectival pronoun.

I PA a b PA c
 5. [*Was its native nest made (in the angle) (of a cloud), woven (of the rainbow's*
 PA d
trimmings and the sunset sky), and lined (with some soft midsummer haze) caught up
 e + +
(from earth)?]

c. is an adverbial prepositional phrase of material, modifying the participle “woven.”

d. is an adverbial prepositional phrase of means or material.

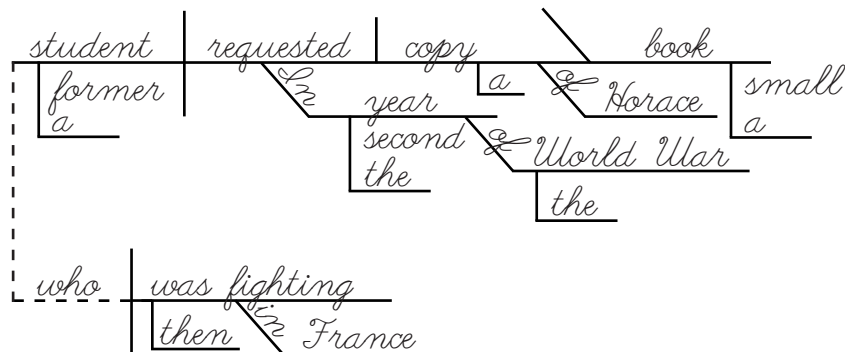
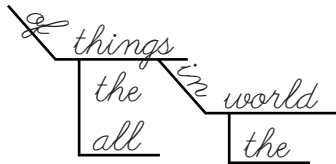
e. is an adverbial prepositional phrase of place or origin.

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 1

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. [^I (In the second year) (^b of the World War), a former student [^{II} who was then fighting (^c in France)] requested - (^d of all the things) (^e in the world) - a ^{DO} copy (^f of Horace), a small ^{app} book.]

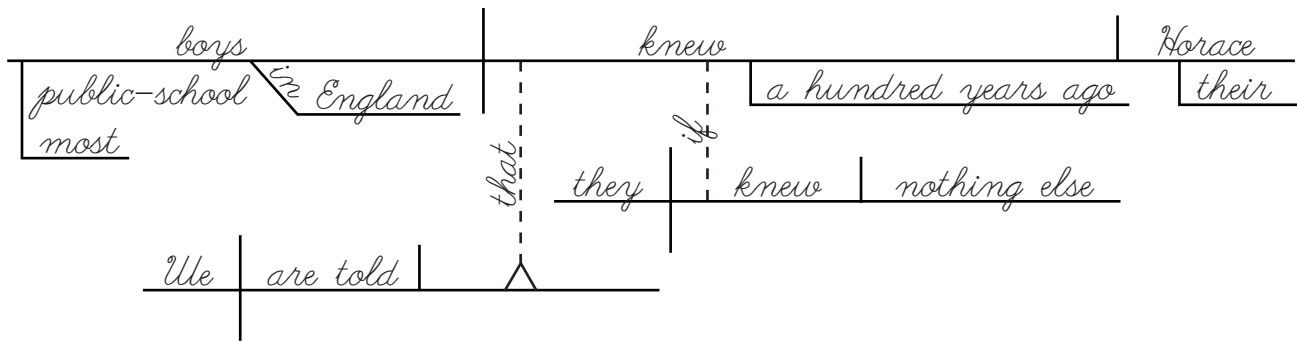


In-Class Analysis Sentences

1. [^I We are told [^{II} that a hundred years ago most public-school boys (^a in England) knew their Horace] [^{III} if they knew nothing else].]

(See diagram, next page.)

In-Class Analysis Sentences, cont.

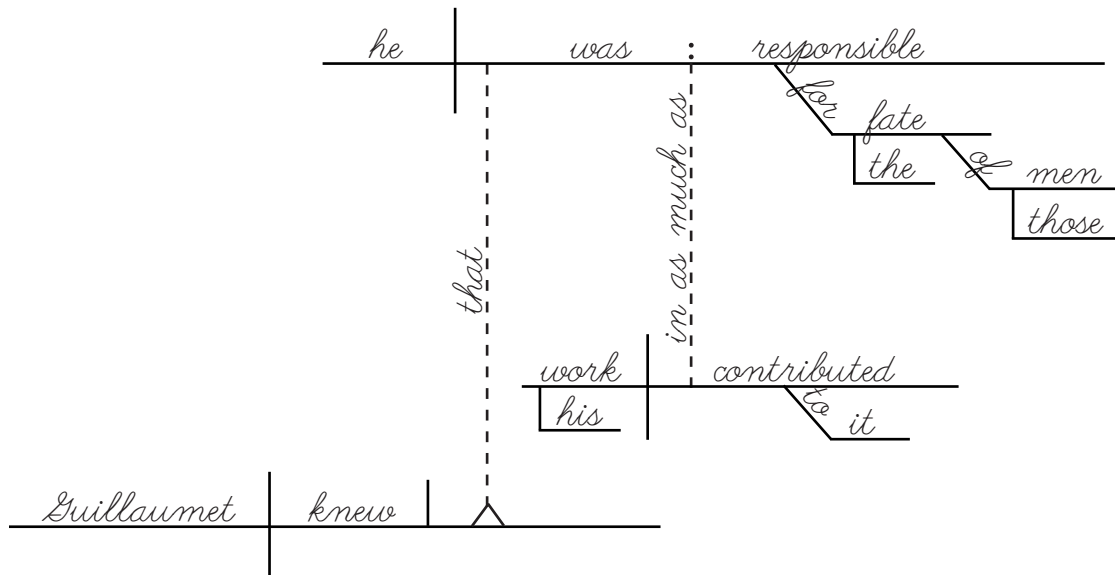


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 2

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. ^I Guillaumet knew [^{II} that he was responsible ^a (for the fate) ^b (of those men),
^{III} [in as much as his work contributed ^c (to it)]].]

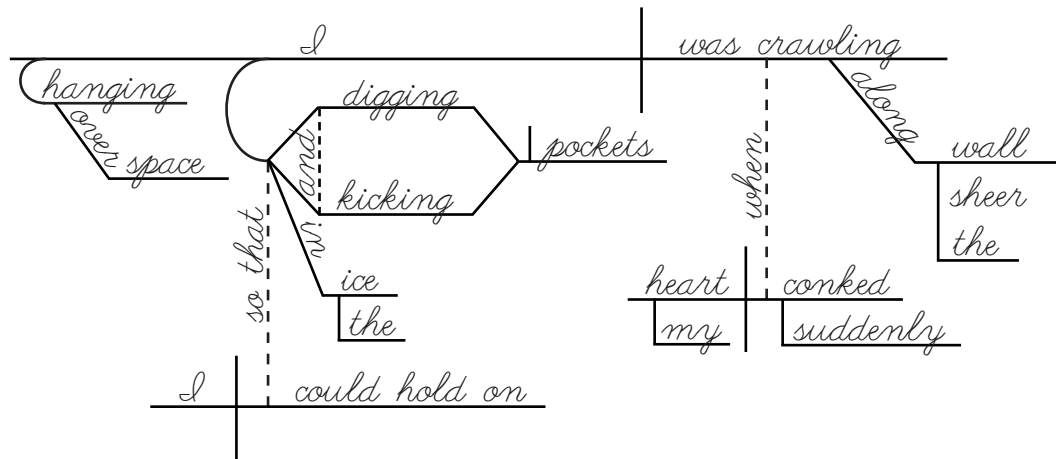


In-Class Analysis Sentences

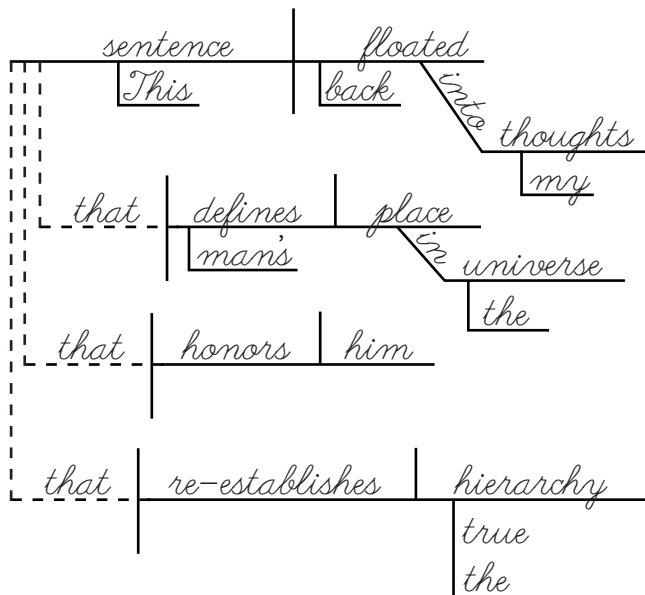
1. ^I [I was crawling ^a (along the sheer wall), hanging ^b (over space), ^c (digging and
kicking pockets) ^d (in the ice) [^{II} so that I could hold on], [^{III} when suddenly my
heart conked].]

(See diagram, next page.)

In-Class Analysis Sentences, cont.



4. [^IThis sentence [^{II}that defines man's place (in the universe),] [^{DO}that honors him]
- [^{IV}that re-establishes the true hierarchy], [^{DO}floated back (into my thoughts).]



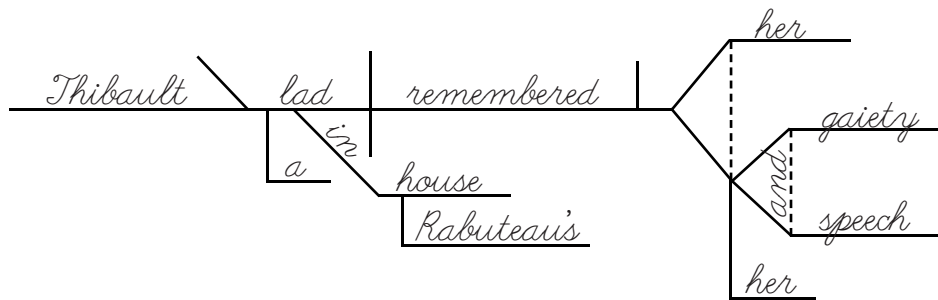
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 8 – DIAGRAMS: WEEK 3

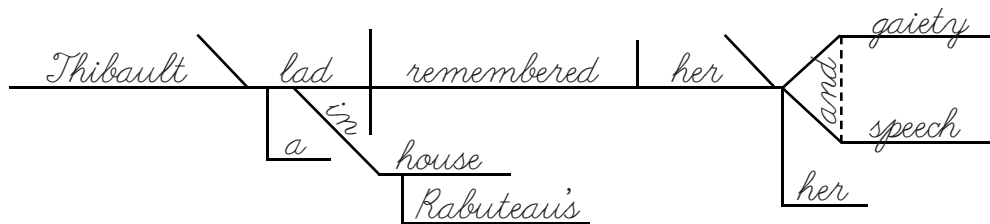
(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. ^I [Thibault, ^{APP} a ^a lad (in Rabuteau's house), remembered ^{DO} her, ^{DO} her gaiety and ^{DO} speech.]
+

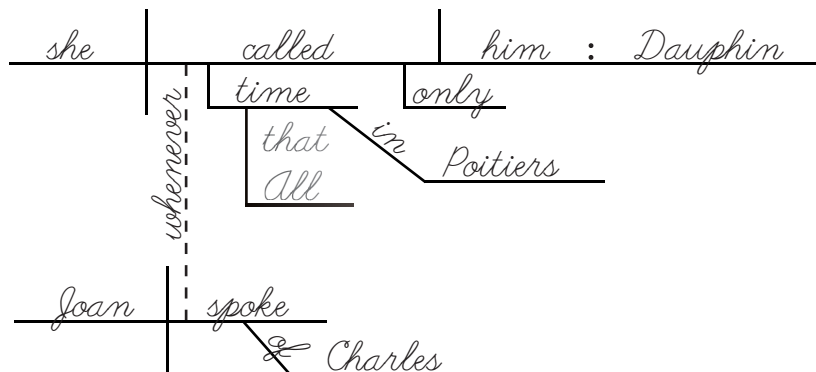


NOTE: If a student understands the sentence to mean that "her gaiety and speech" are what he knew of her, then the teacher may accept "her gaiety and speech" as appositives for "her." The diagram would then be:



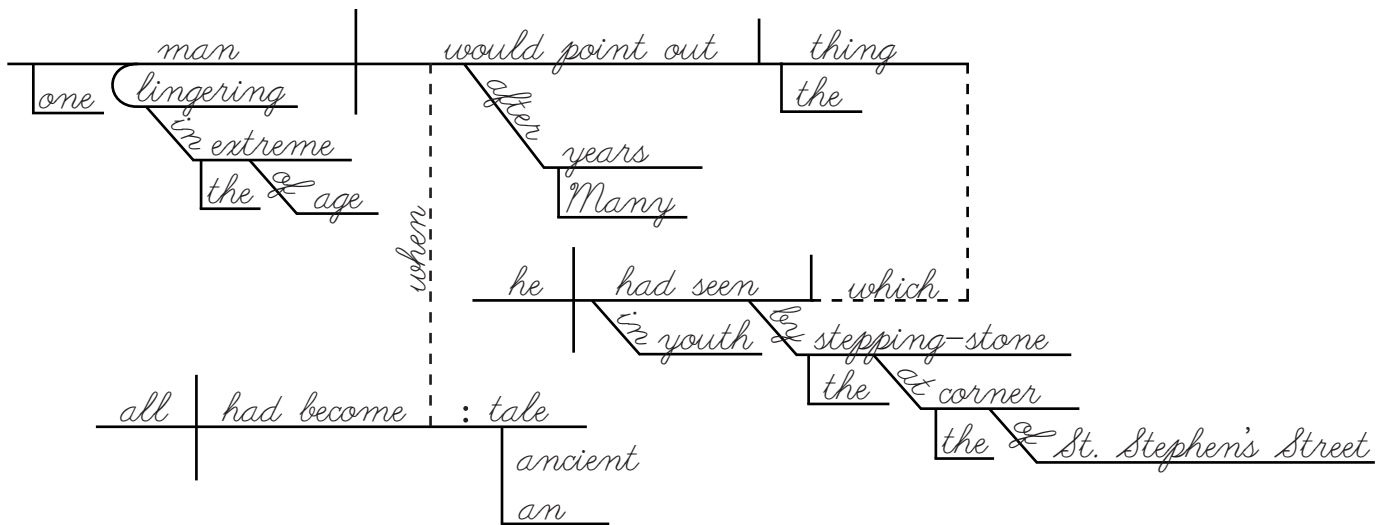
In-Class Analysis Sentences

1. ^I [All that time (in Poitiers) [^{II} whenever Joan spoke (^b of Charles)], she called ^{DO} him "Dauphin" only.]



In-Class Analysis Sentences, cont.

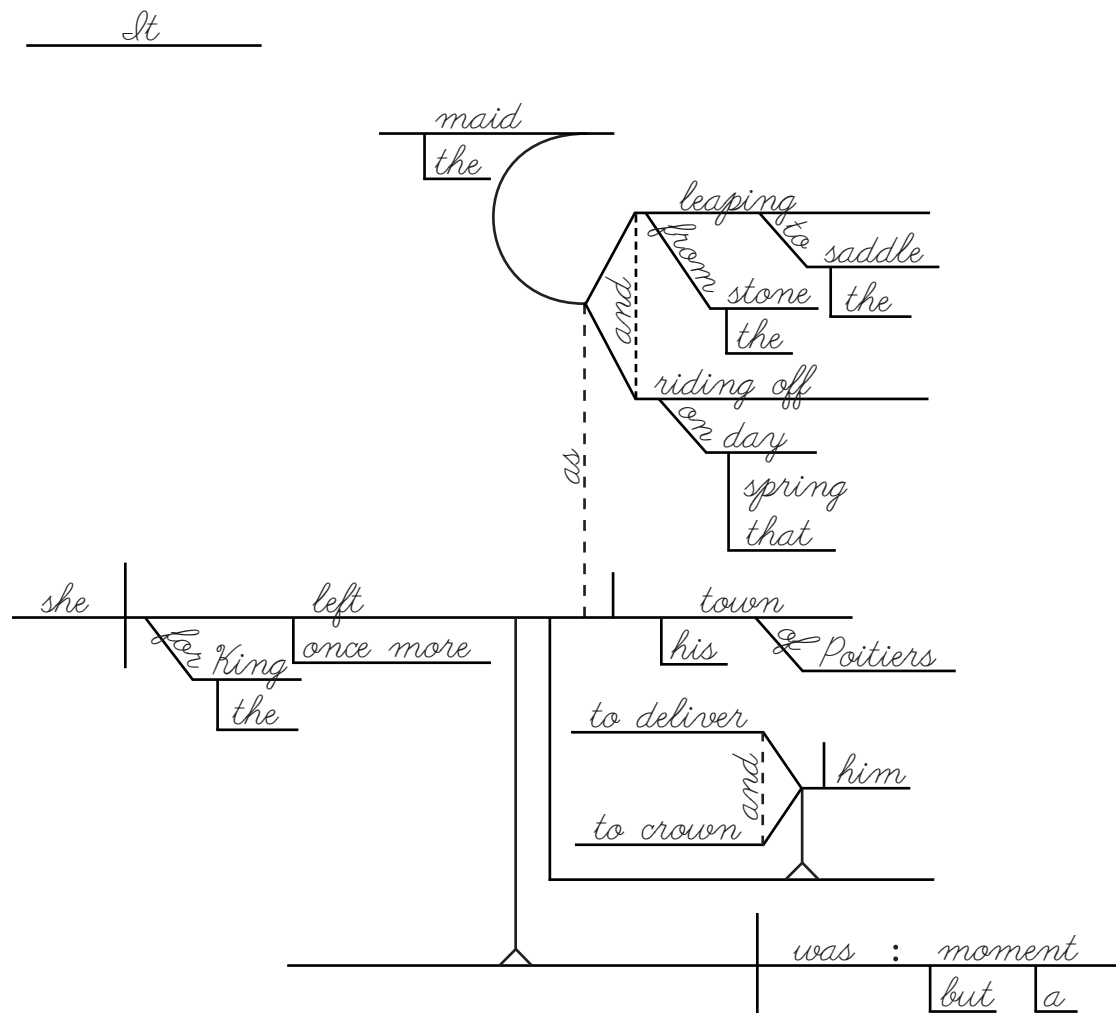
3. ^{I a} [(Many years after), [^{II} when all had become an ancient tale,] ^{PN} one man
^b lingering (in the extreme) ^c (of age) would point out ^{DO} the thing [^{III DO} which he had seen
^d (in youth), ^e (by the stepping-stone) ^f (at the corner) ^g (of St. Stephen's street).]



4. ^I [It was but a moment; the Maid leaping ^a (from the stone) ^b (to the saddle)
^c and riding off (on that Spring day) [^{II} as she left ^{DO} his town (of Poitiers) ^d (for the
^e King) once more, ^f (to deliver [him]) ^g (to crown him).]

(See diagram next page.)

In-Class Analysis Sentences, cont.

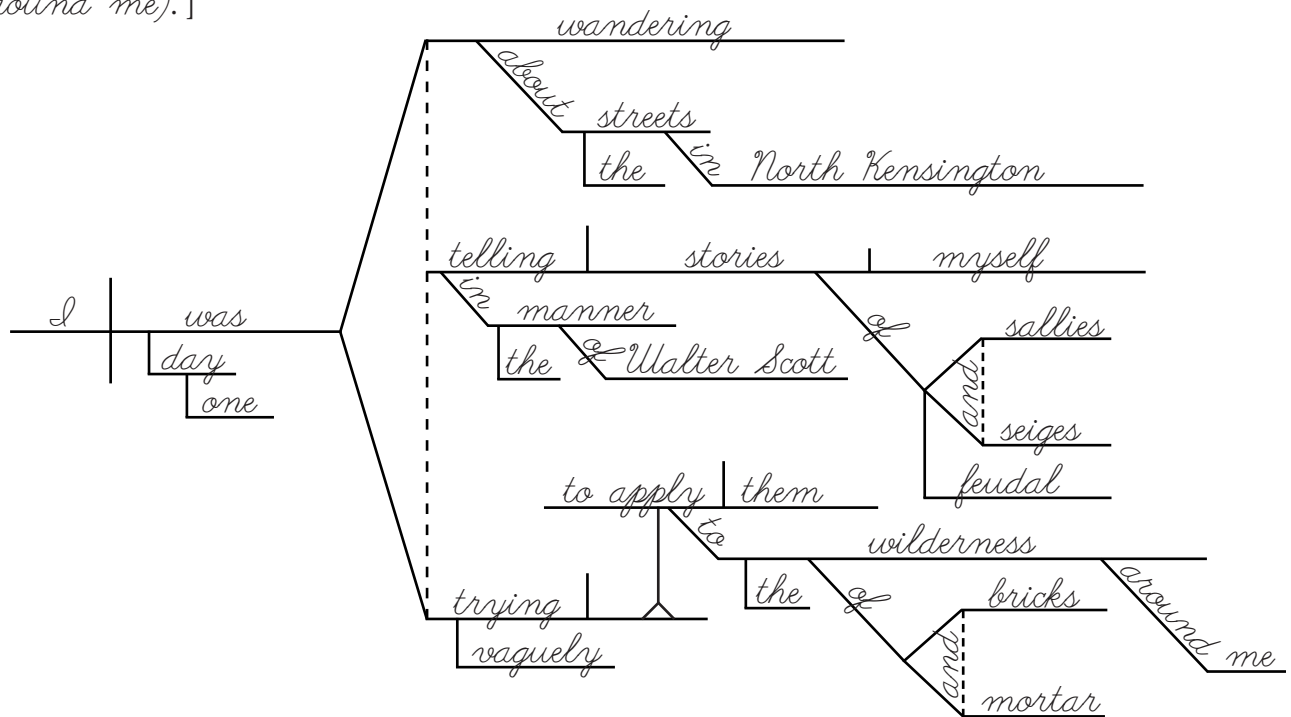


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 4

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

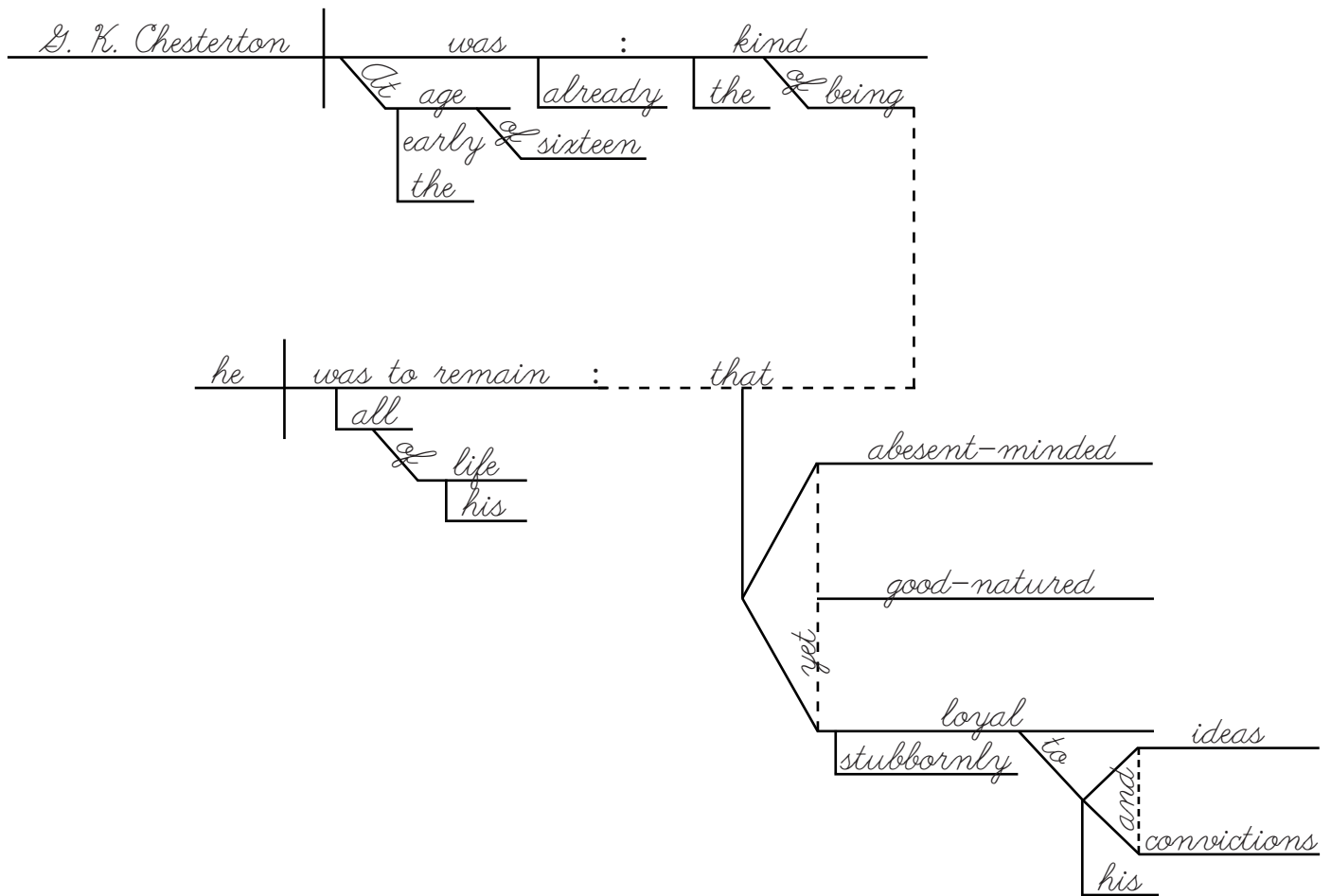
1. [^II ^{DO}was ^{DO}one day ^awandering ^b(about the streets) (in North Kensington), telling ^{IO}myself ^{DO}stories ^c(of feudal sallies and sieges) ^d(in the manner) ^e(of Walter Scott), and vaguely trying ^{DO}to apply ^fthem ^g(to the wilderness) ^g(of bricks and mortar) ^h(around me).]



In-Class Analysis Sentences

1. [^{I a}(At the early age) ^b(of sixteen), ^{PN c}G.K. Chesterton was already the kind (of being)
^{II PN d}[that he was to remain all (of his life): absent-minded, good-natured, yet ^estubbornly loyal (to his ideas and convictions).]

In-Class Analysis Sentences, cont.



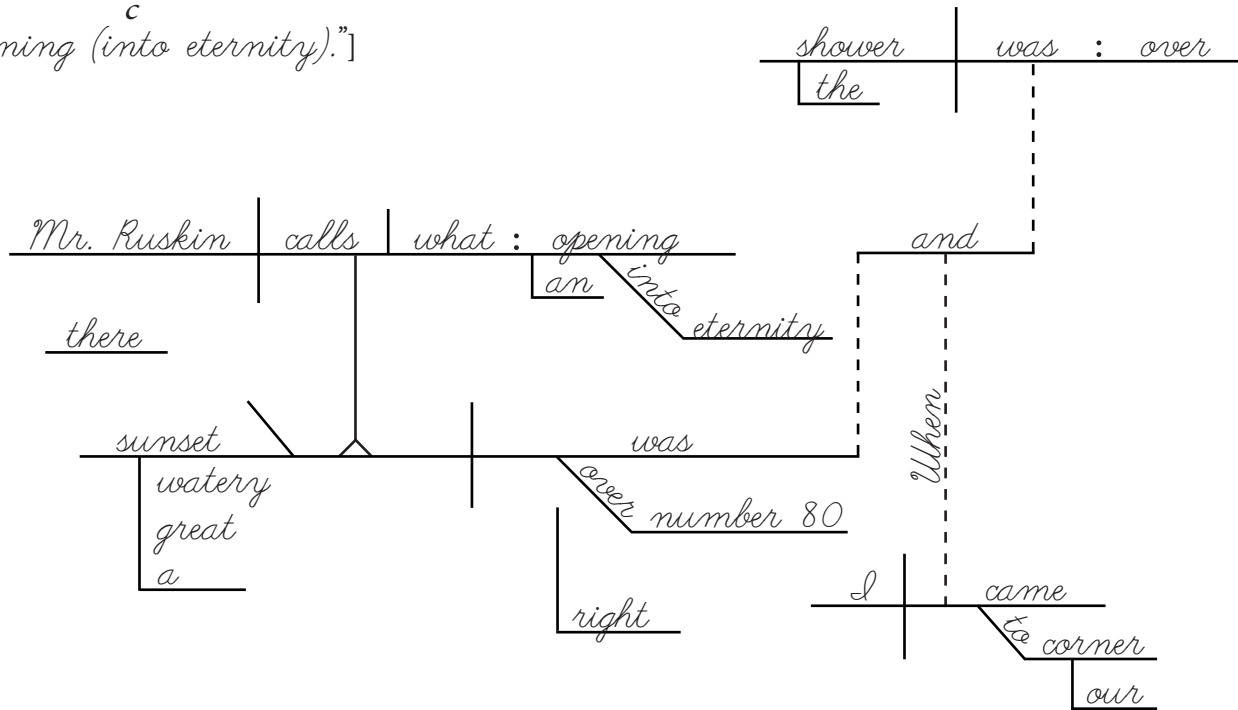
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 8 – DIAGRAMS: WEEK 5

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

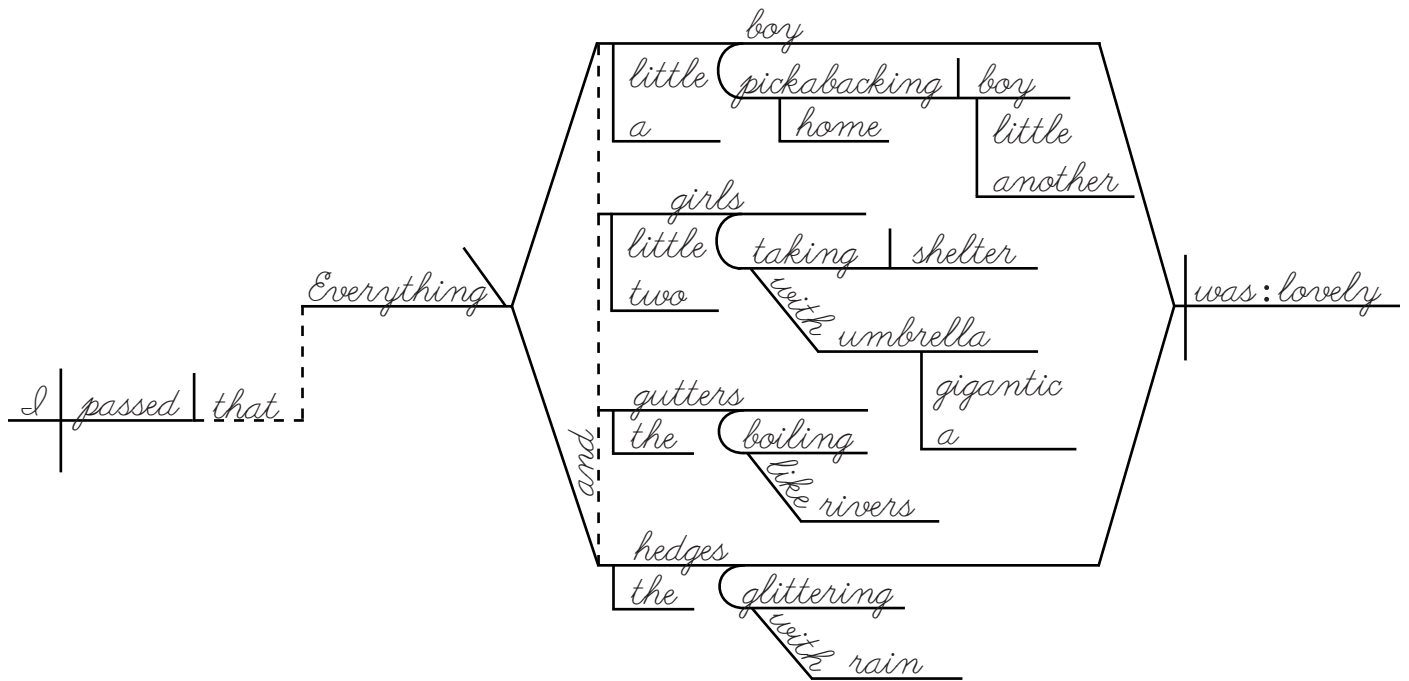
1. [^IWhen ^aI came (to our corner),] [^{II}the shower ^{PA}was ^{III}over,] and [^bthere ^cwas ^{IV DO}a ^{DO}great watery sunset ^{DO}right (over number 80),] [^{DO}what ^{DO}Mr. Ruskin ^{DO}calls "an opening (into eternity)."]



In-Class Analysis Sentences

3. [^IEverything [^{II DO}that ^{PA}I passed] ^{APP}was ^alovely: a little boy (^bpickabacking another little boy) ^chome, ^dtwo little girls (^etaking shelter) (^fwith a gigantic umbrella), ^gthe gutters ^hboiling (ⁱlike rivers) ^jand the hedges ^kglittering (^lwith rain).]

In-Class Analysis Sentences, cont.

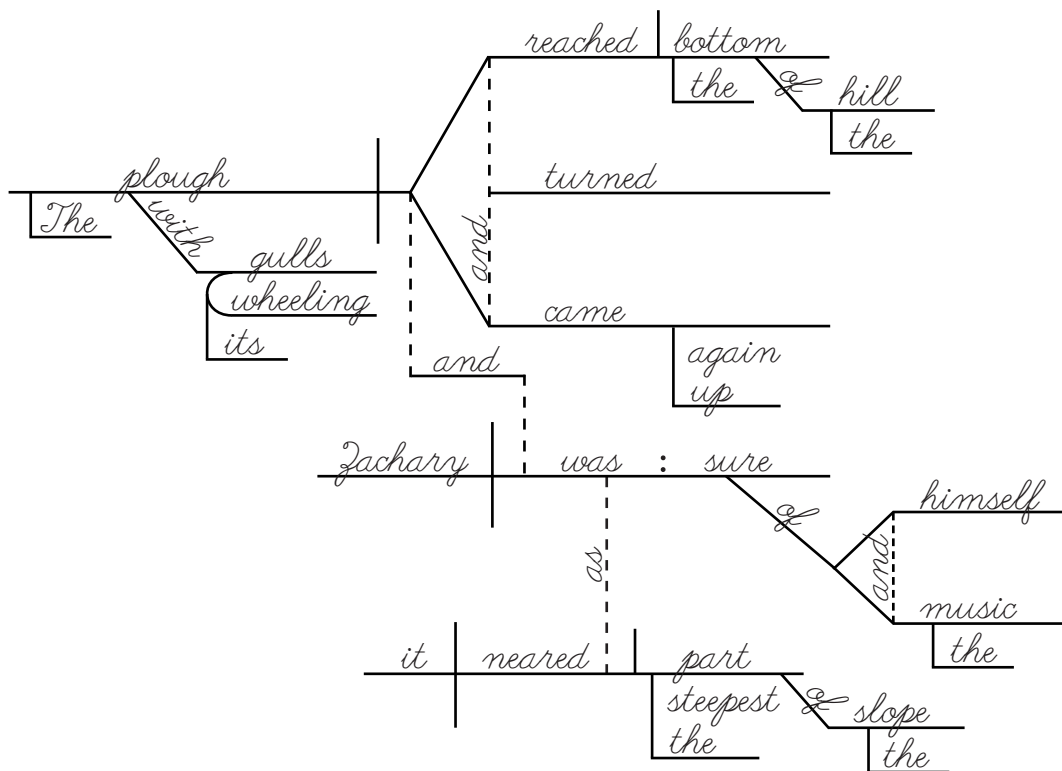


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 6

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

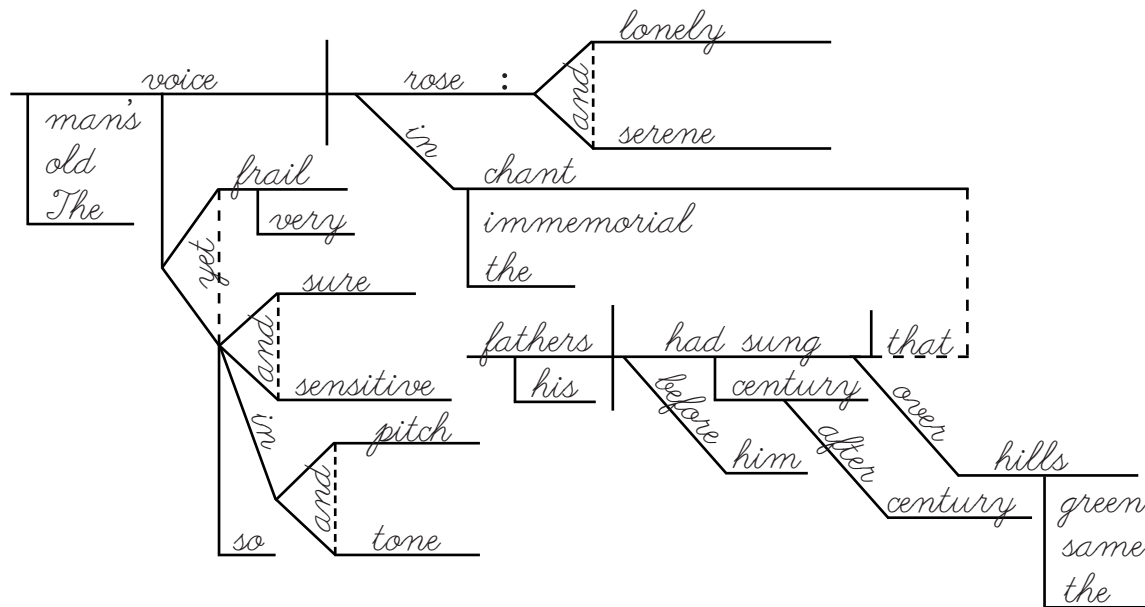
In-Class Analysis Sentences

2. ^I [The plough ^a (with its wheeling gulls) reached the bottom ^{DO} ^b (of the hill), turned and came up again,] and ^{II} [as ^{DO} ^c it neared the steepest part (of the slope),] ^{III} [Zachary ^{PA} ^d was sure (of himself and the music).]



In-Class Analysis Sentences, cont.

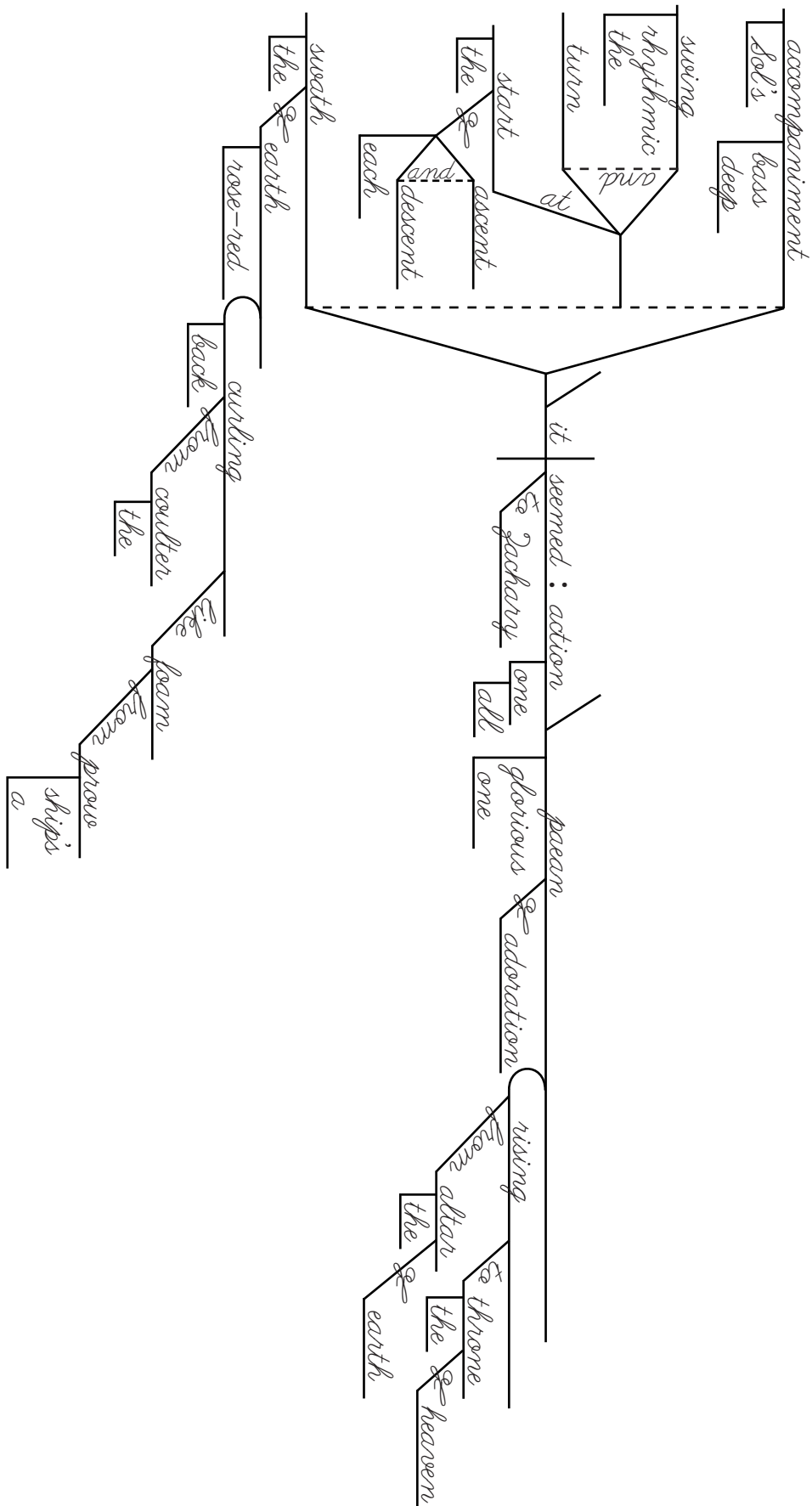
3. [^IThe old man's voice, ^{PA}very frail, ^{PA}yet so ^bsure and sensitive ^a(in pitch and tone),
^crose ^{PA}lonely and ^{PA}serene ^b(in the immemorial chant) [^{II DO}that his fathers had sung
 (before him) ^ccentury ^d(after century) ^e(over these same green hills)].]



4. [^ISol's deep bass accompaniment, the rhythmic swing and turn ^a(at the start)
 (of each ascent and descent), ^bthe swath ^c(of rose-red earth curling back) ^d(from the
 coulter) ^e(like foam) ^f(from a ship's prow), it ^{APP}seemed ^g(to Zachary) ^{PN}all one action,
 one glorious ^{APP}paean ^h(of adoration) ⁱrising (from the altar) ^j(of earth) ^k(to the throne)
 (of heaven)].]

(See diagram next page.)

In-Class Analysis Sentences, cont.



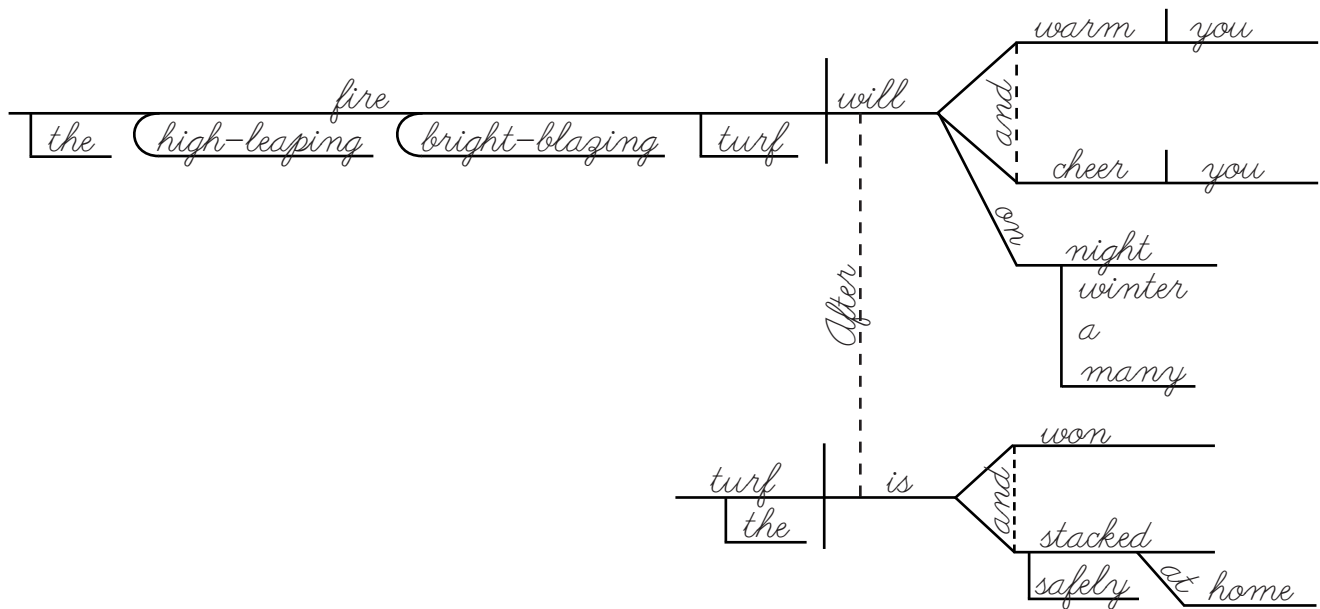
LANGUAGE ARTS TEACHER'S GUIDE

GRADE 8 - DIAGRAMS: WEEK 7

(Diagrams for Grammar Assignments will be provided, otherwise only diagrams with new or unusual elements will be included.)

Grammar Assignment

1. [^IAfter the turf ^ais won and safely stacked (at home),] ^{II b}(on many a winter's night) ^{DO}will the high-leaping, bright-blazing turf ^{DO}fire warm you and cheer you.]

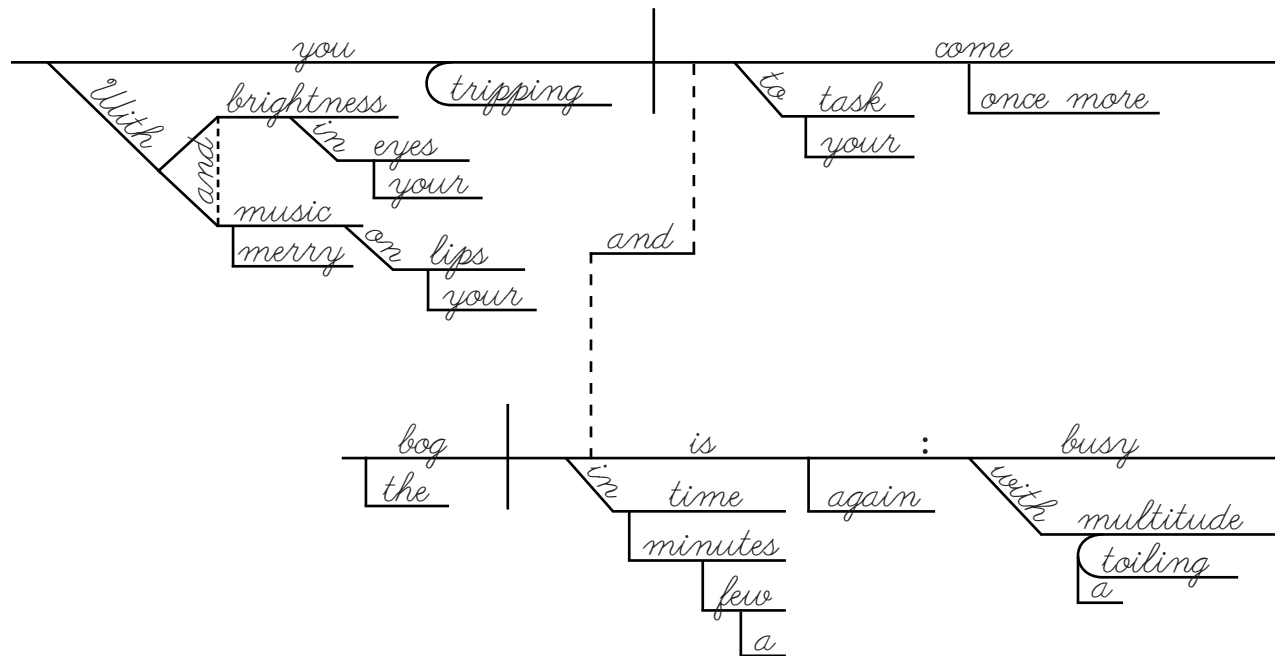


In-Class Analysis Sentences

2. [^{I a}With brightness (in your eyes) and merry music ^b(on your lips)), tripping ^cyou ^dcome (to your task) once more,] and [^{II e}(in a few minutes' time) the bag ^fis again busy (with a toiling multitude).]

(See diagram next page.)

In-Class Analysis Sentences, cont.

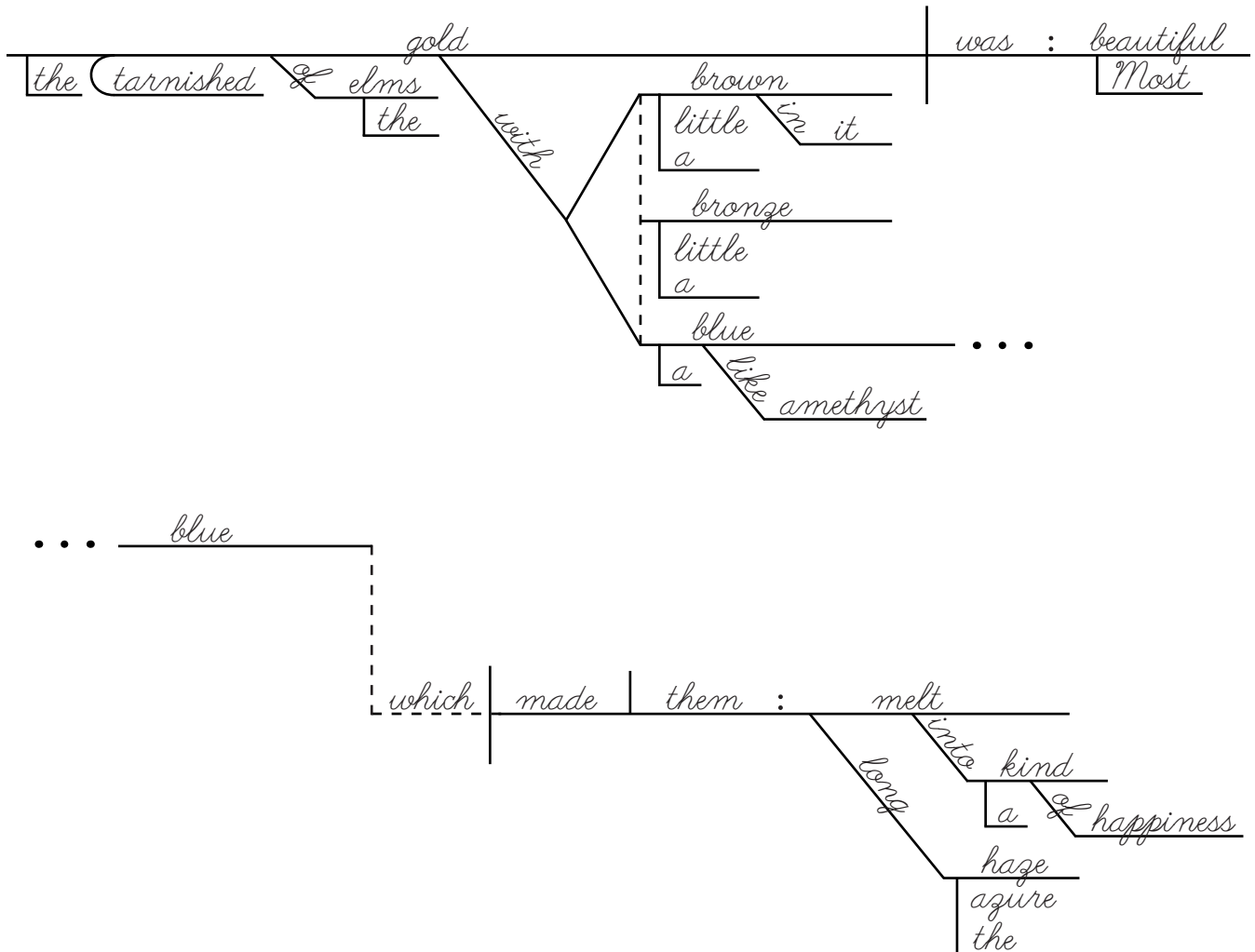


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 8

(Only diagrams with new or unusual elements will be included.)

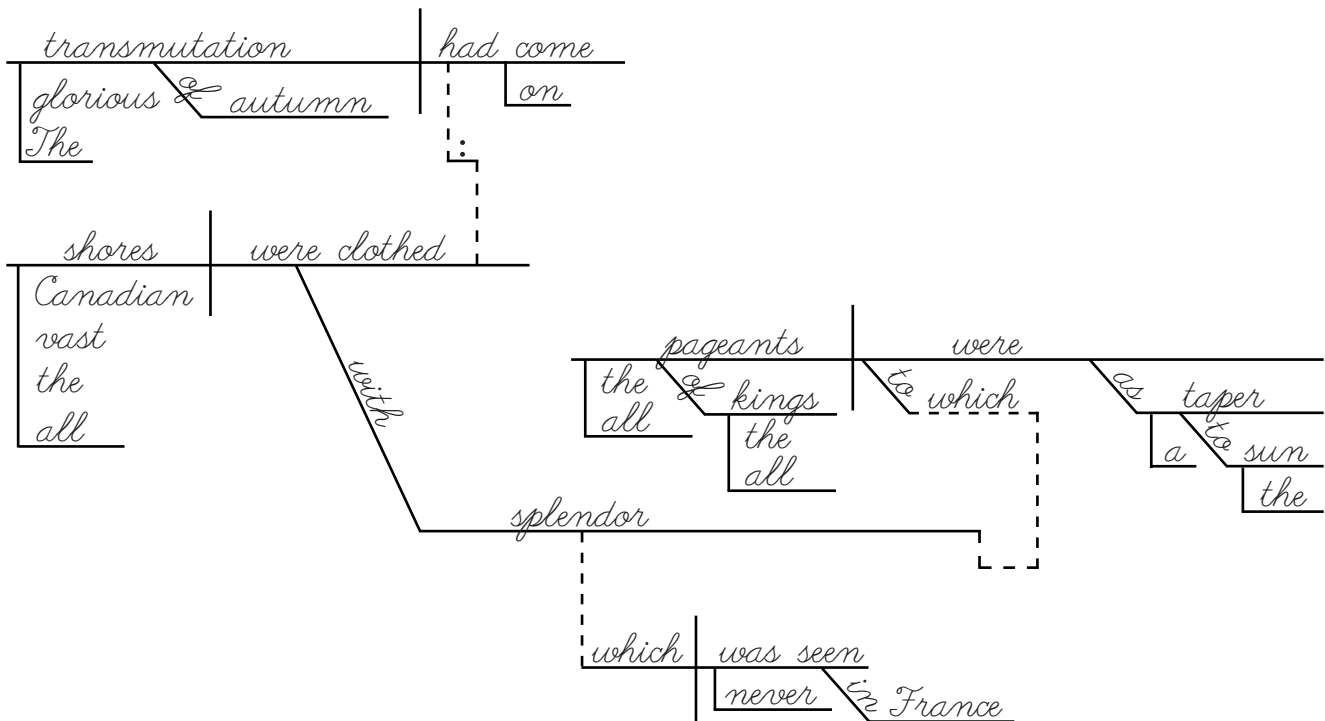
In-Class Analysis Sentences

4. ^I [Most beautiful ^{PA} was the tarnished ^a gold (of the elms), (^b with a little brown
^c (in it), a little bronze, a blue ^d (like amethyst)), [^{II} which ^{DO} made them melt ^e (into
the azure haze) (^f with a kind) (^g of happiness).]



In-Class Analysis Sentences

2. ^I[The glorious transmutation ^a(of Autumn) had come ^{II}on:] [all the vast Canadian shores ^bwere clothed (with a splendor)] [^{III}which was never seen ^c(in France)]; [^{IV} ^d(to which) all the pageants ^e(of all the kings) were ^f(as a taper) ^g(to the sun).]

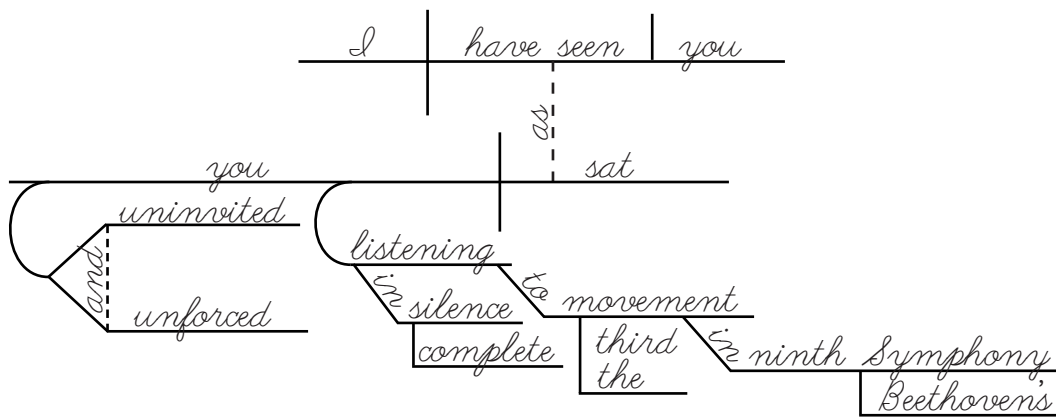


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 – DIAGRAMS: WEEK 9

(Only diagrams with new or unusual elements will be included.)

Grammar Assignment

^I 1. [I have seen you [^{DO} ^{II} as you sat, ^auninvited and unforced, listening (in complete silence) ^b(to the third movement) ^c(of Beethoven's Ninth Symphony).]



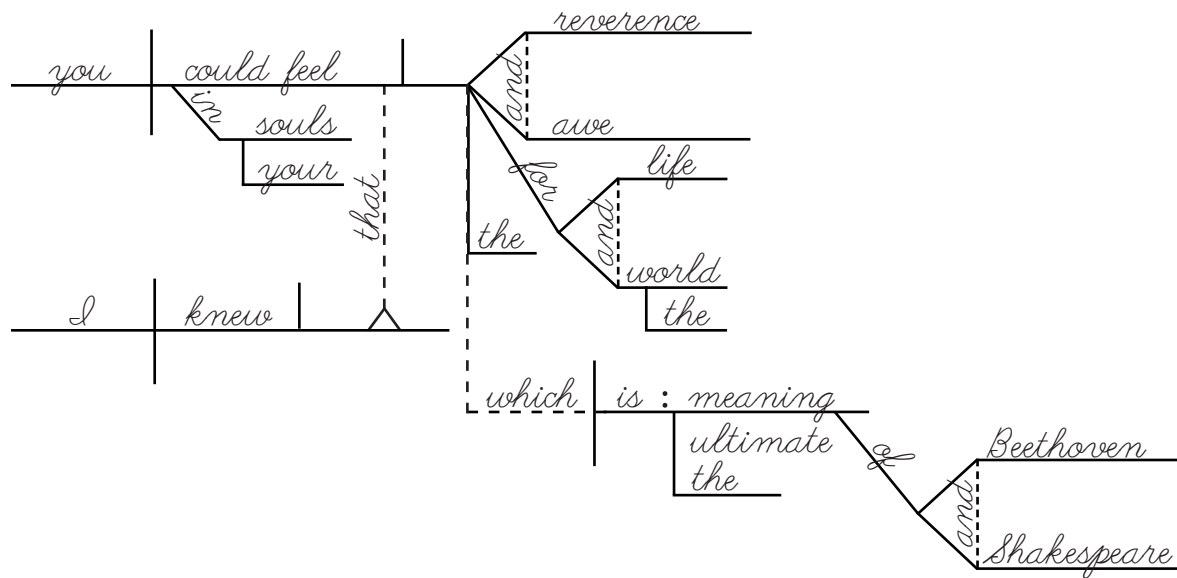
In-Class Analysis Sentences

^I 1. [I myself have watched greatness ^{DO} (touch you) ^a ^b(in another way).]



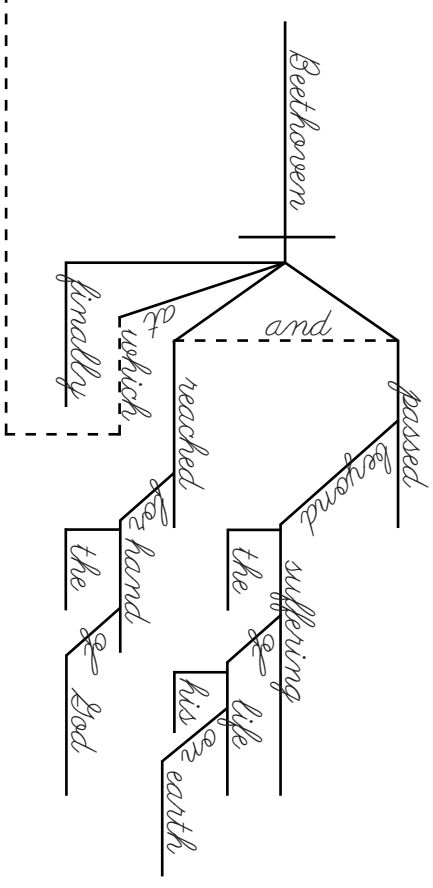
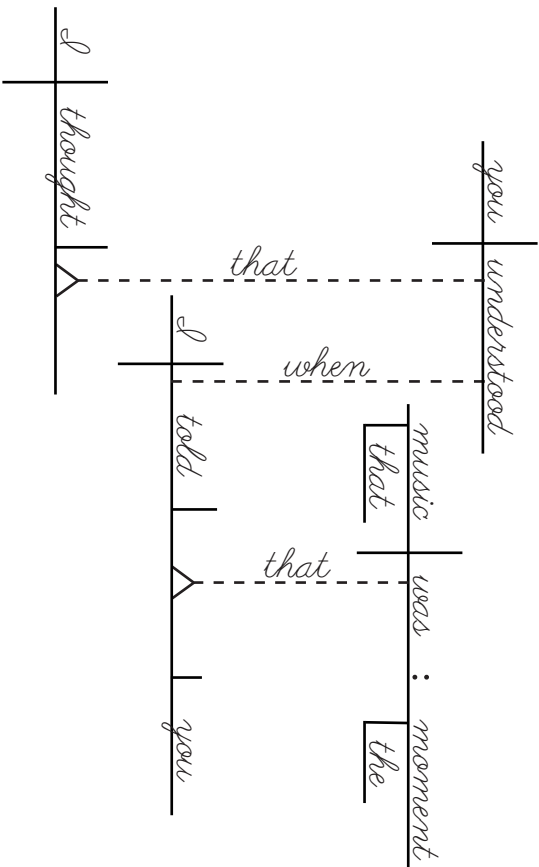
In-Class Analysis Sentences

2. ^I [I knew ^{II} [that you could feel ^a (in your souls) the reverence ^{DO} and awe ^{DO} ^b (for life and the world)] ^{III} [which is ^{PN} the ultimate meaning ^c (of Beethoven and Shakespeare).]



5. ^I [I thought ^{II} [that you understood ^{III} [when I told you ^{IO} [that that music was ^{IV} the moment] ^{PN} (at ^{IV a} [which]) Beethoven finally passed ^b (beyond the suffering) ^c (of his life) ^d (on earth) and reached ^e (for the hand) ^f (of God).]

(See diagram next page.)



LANGUAGE ARTS TEACHER'S GUIDE

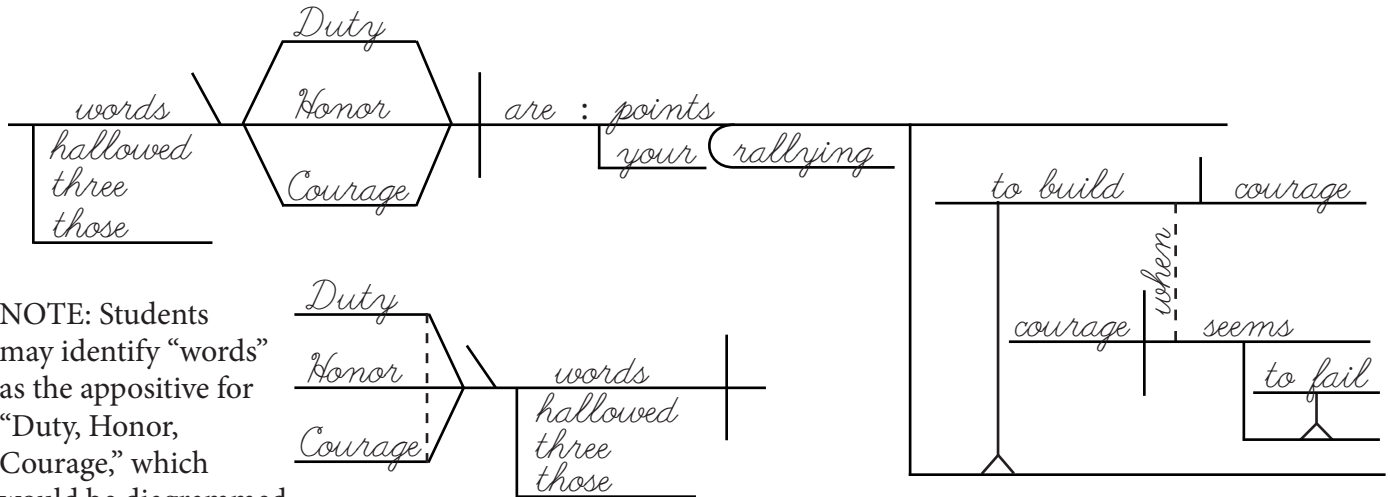
GRADE 8 - DIAGRAMS: WEEK 10

(Only diagrams with new or unusual elements will be included.)

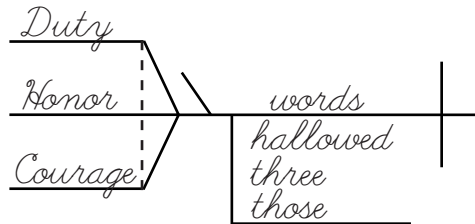
Grammar Assignment

I APP APP APP PN
1. [Duty, Honor, Country: those three hallowed words are your rallying points,

a II b
(to build courage) [when courage seems (to fail)]]



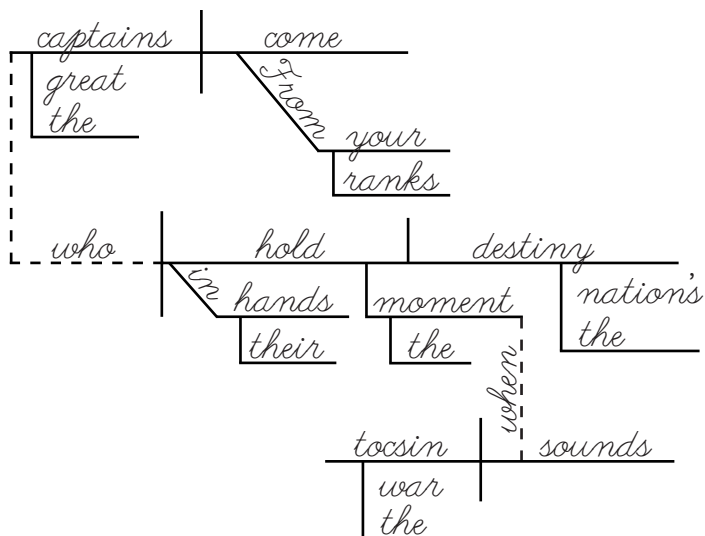
NOTE: Students may identify "words" as the appositive for "Duty, Honor, Courage," which would be diagrammed as shown here.



In-Class Analysis Sentences

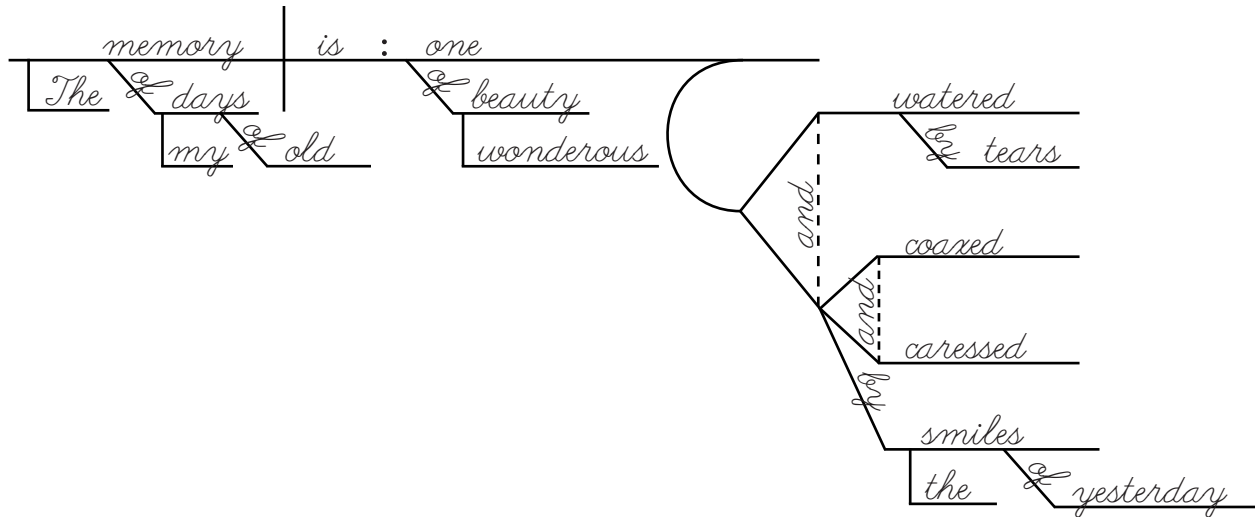
I a II DO
1. [(From your ranks) come the great captains [who hold the nation's destiny

b III
(in their hands) the moment [when the war tocsin sounds]]]



In-Class Analysis Sentences

2. ^I [The ^a memory (of my days) (of old) ^b is ^{PN} one (of wondrous beauty), ^c watered
^d (by tears), and ^e coaxed and ^f caressed (by the smiles) (of yesterday).]

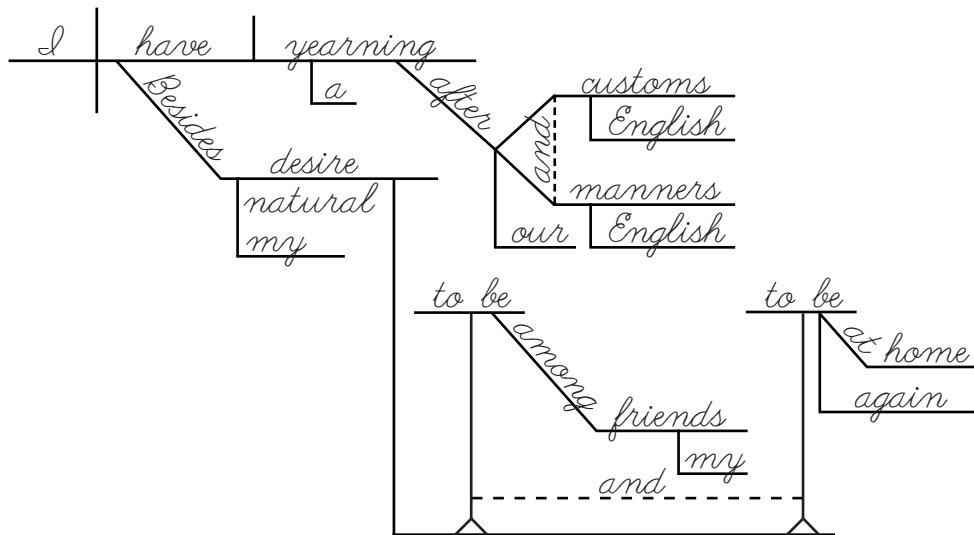


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 11

(Only diagrams with new or unusual elements will be included.)

Grammar Assignment

^{I a} 1. [(Besides my natural desire) to be ^b (among my friends) and to be ^c (at home)
+
again, I have a yearning ^d (after our English customs and English manners).]
+

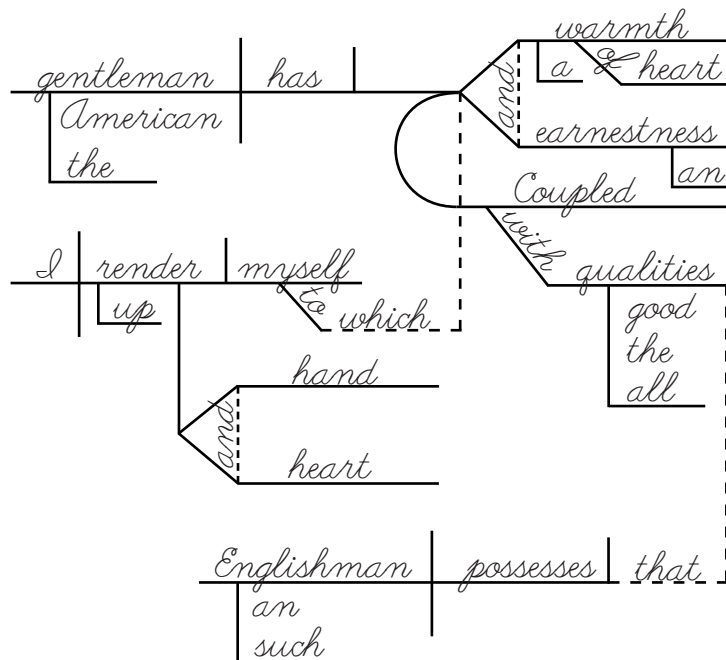


In-Class Analysis Sentences

^{I a} 1. [Coupled (with all the good qualities [^{II DO} that such an Englishman possesses], the
^{DO b} American gentleman has a warmth (of heart) and an earnestness [^{DO III c} (to which)
+
^{DO} I render up myself hand and heart].]
+

(See diagram next page.)

In-Class Analysis Sentences

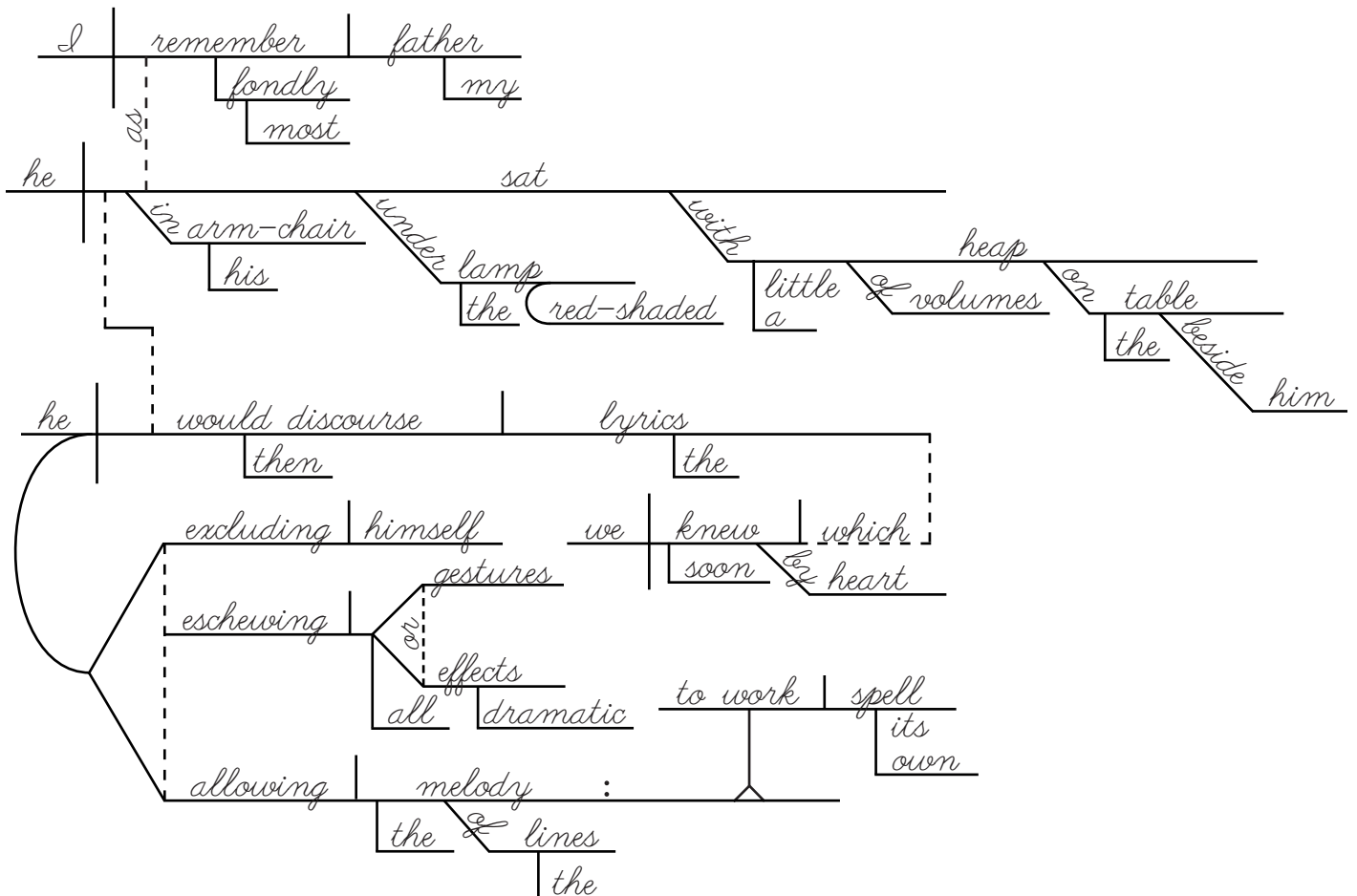


LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 12

(Only diagrams with new or unusual elements will be included.)

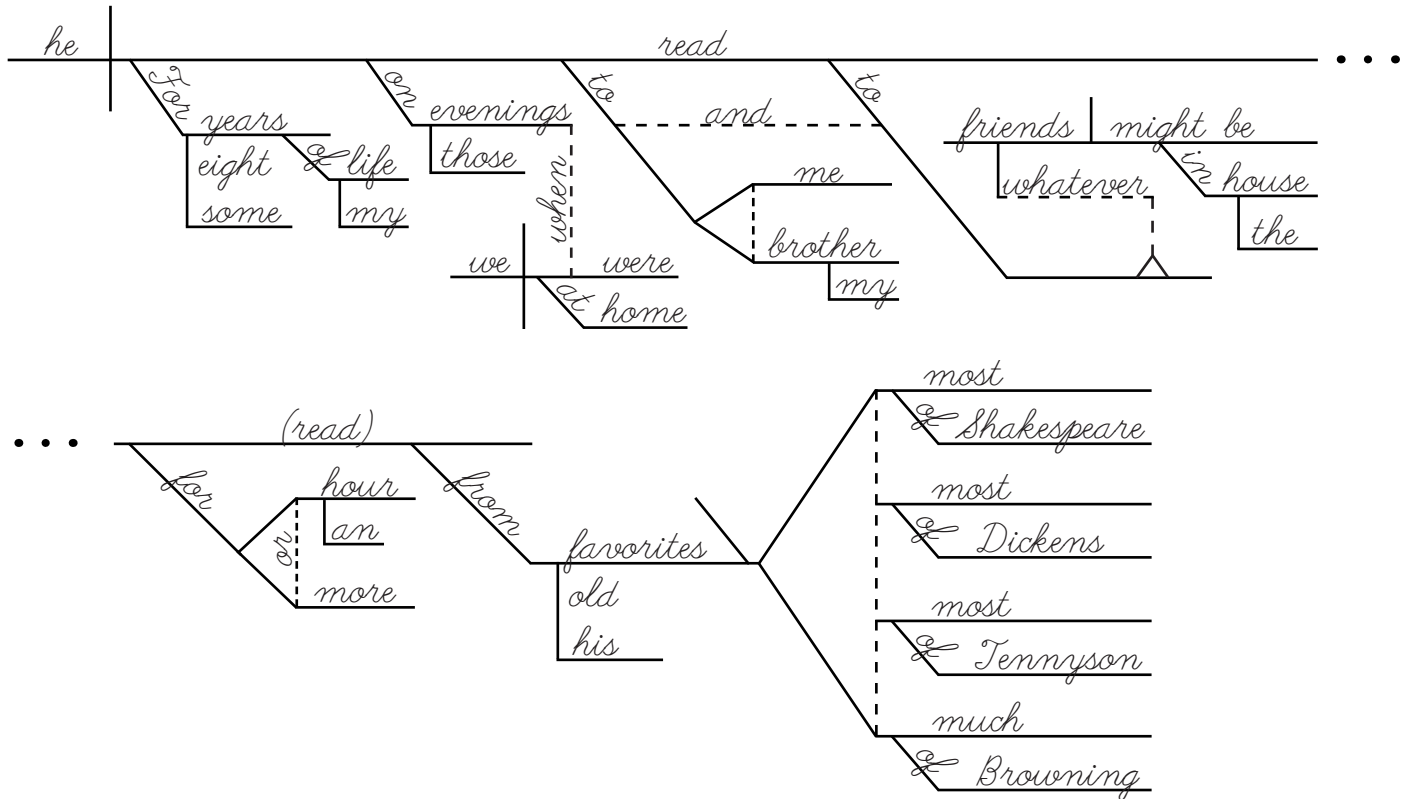
Grammar Assignment

1. ^I [I ^{DO} remember my father most fondly ^{II} [as ^a he ^b sat (in his arm-chair) (under the red-shaded lamp), ^c (with a little heap) ^d (of volumes) ^e (on the table) ^f (beside him))] ^{III} ^g [then, (excluding himself), ^h (eschewing all gestures or dramatic effects), ⁱ (allowing the melody (of the lines) ^j (to work its own spell)), ^k he would discourse the lyrics ^{DO} ^{IV} [which we soon knew ^I (by heart).]



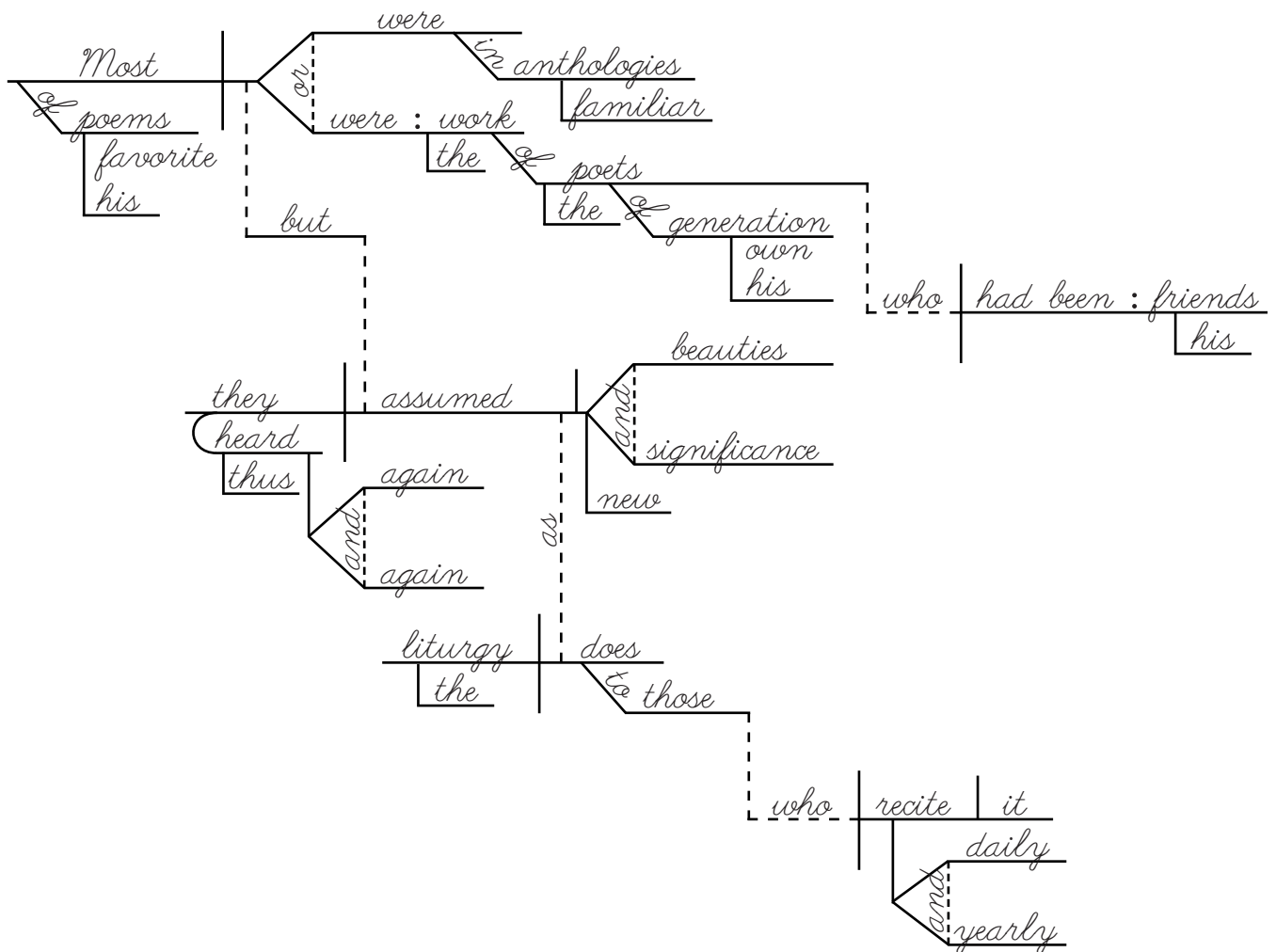
In-Class Analysis Sentences

2. [^{I a}For some eight years (^bof my life) (^con those evenings) [^{II}when we were (^dat home)], ^ehe read (to me, my brother) and (^fto [^{III}whatever] friends might be (^gin the house)]), (^hfor an hour or more) (ⁱfrom his old favorites) - ^{APP}most (^jof Shakespeare), ^{APP}most (^kof Dickens), ^{APP}most (^lof Tennyson), ^{APP}much (^mof Browning).]



In-Class Analysis Sentences

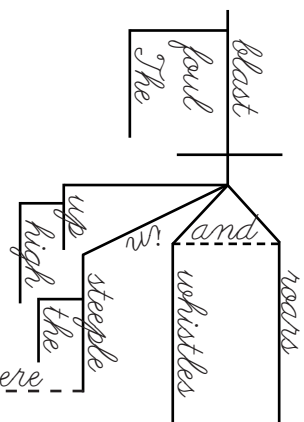
4. ^I Most ^a (of his favorite poems) ^b were (in familiar anthologies) ^{PN} or were the work
^c (of the poets) ^d (of his own generation) [^{II} who ^{PN} had been his friends]; ^{III} but [heard thus,
^{DO} again and again, ^{DO} they assumed new beauties and significance, [^{IV} as the liturgy
^e does (to those) [^V who ^{DO} recite it daily and yearly].]



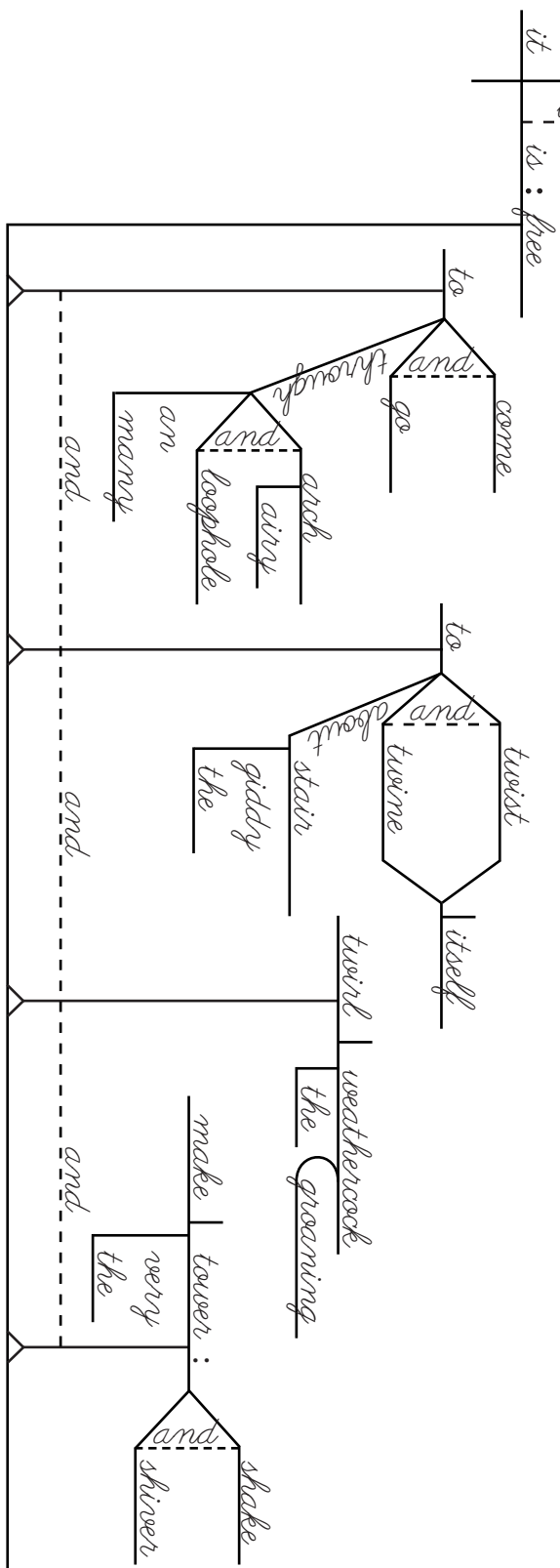
LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 13

(Only diagrams with new or unusual elements will be included.)

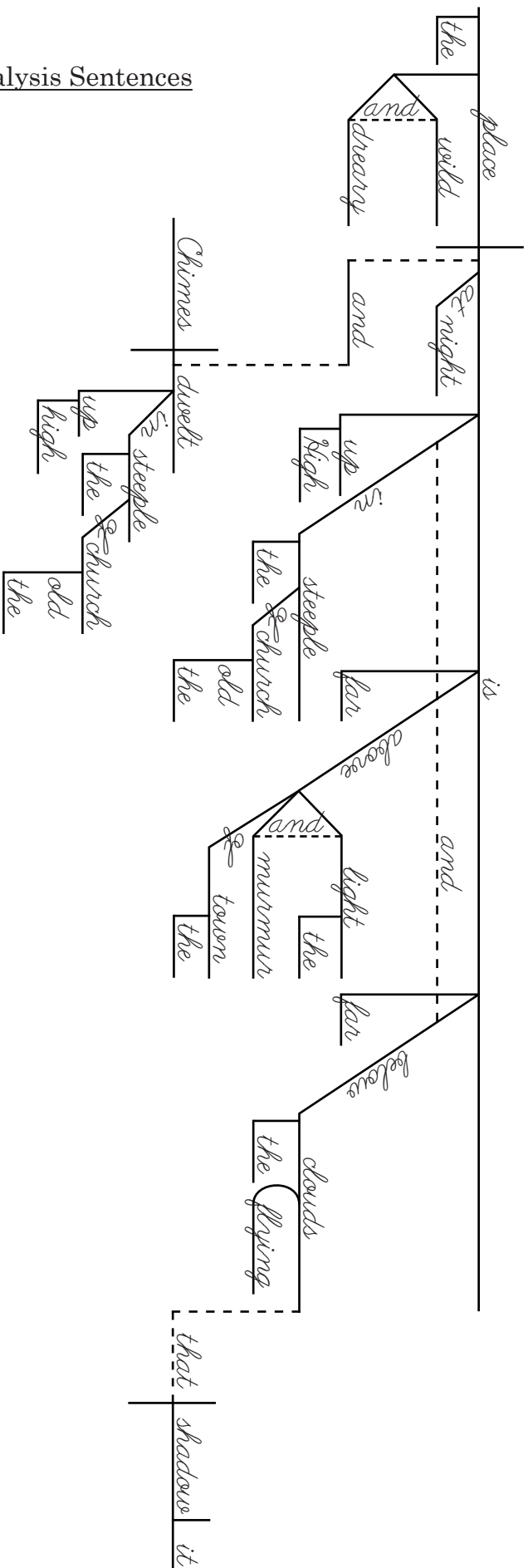
In-Class Analysis Sentences



1. [^IThe foul blast roars and whistles high up (in the steeple) [^{II}where it is free
to come and go (through many an airy arch and loophole), and (to twist and
twine itself) (about the giddy stair), and (twirl the groaning weathervane) and
(make the very tower shake and shiver).]



In-Class Analysis Sentences



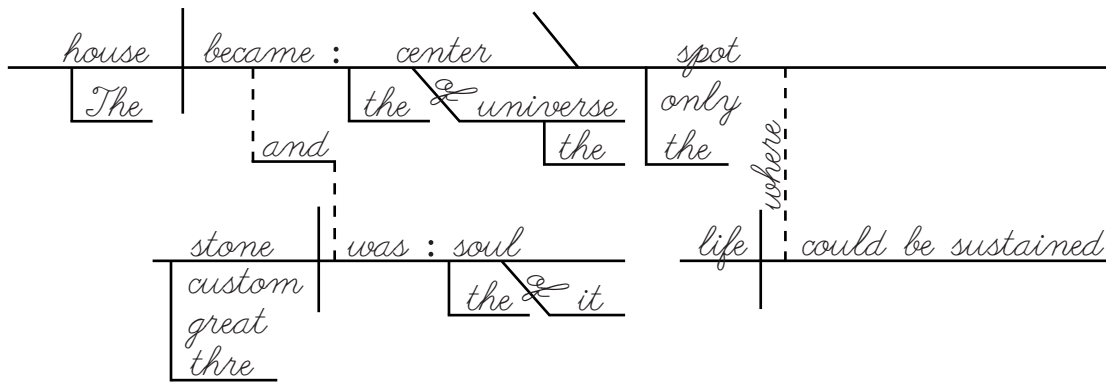
3. [High up (in the steeples) (of an old church), far (above the light and murmur) (of the town) and far (below the flying clouds) [that shadow it], is the wild and dreary place (at night) and high up (in the steeples) (of an old church), dwelt the

Chimes.]

LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 14

Grammar Assignment

1. ^I [The house became the center (of the universe), the only spot ^{PN} ^a ^{APP} ^{II} [where life ^{PN} ^b could be sustained,]] and [the great cast-iron stove was the soul (of it).]

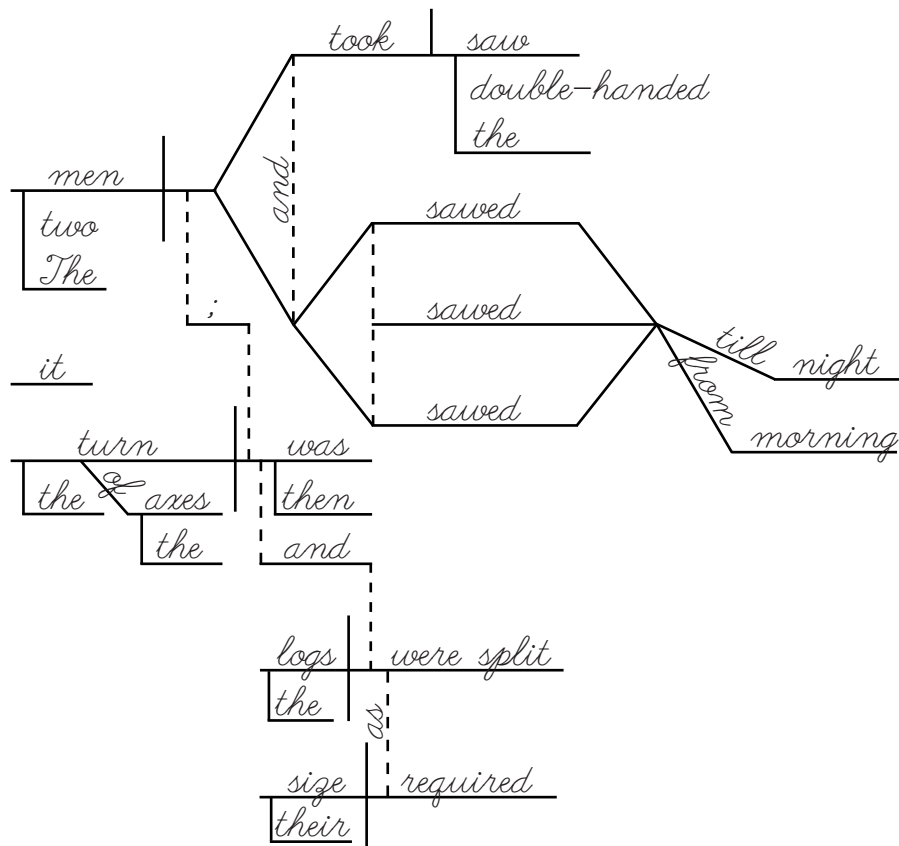


In-Class Analysis Sentences

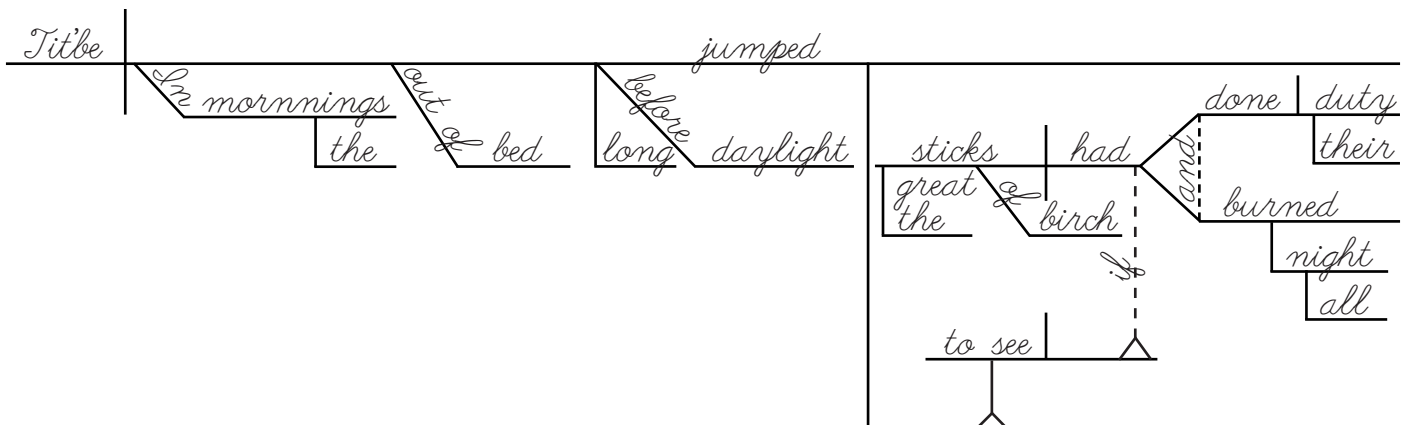
1. ^I [The two men took the double-handed saw ^{DO} and sawed, sawed, sawed,
^a (from morning) ^b (till night)]; ^{II} [it was then the turn (of the axes),] ^c and ^{III} [the logs
^{IV} were split [as their size required].]

(See diagram, next page.)

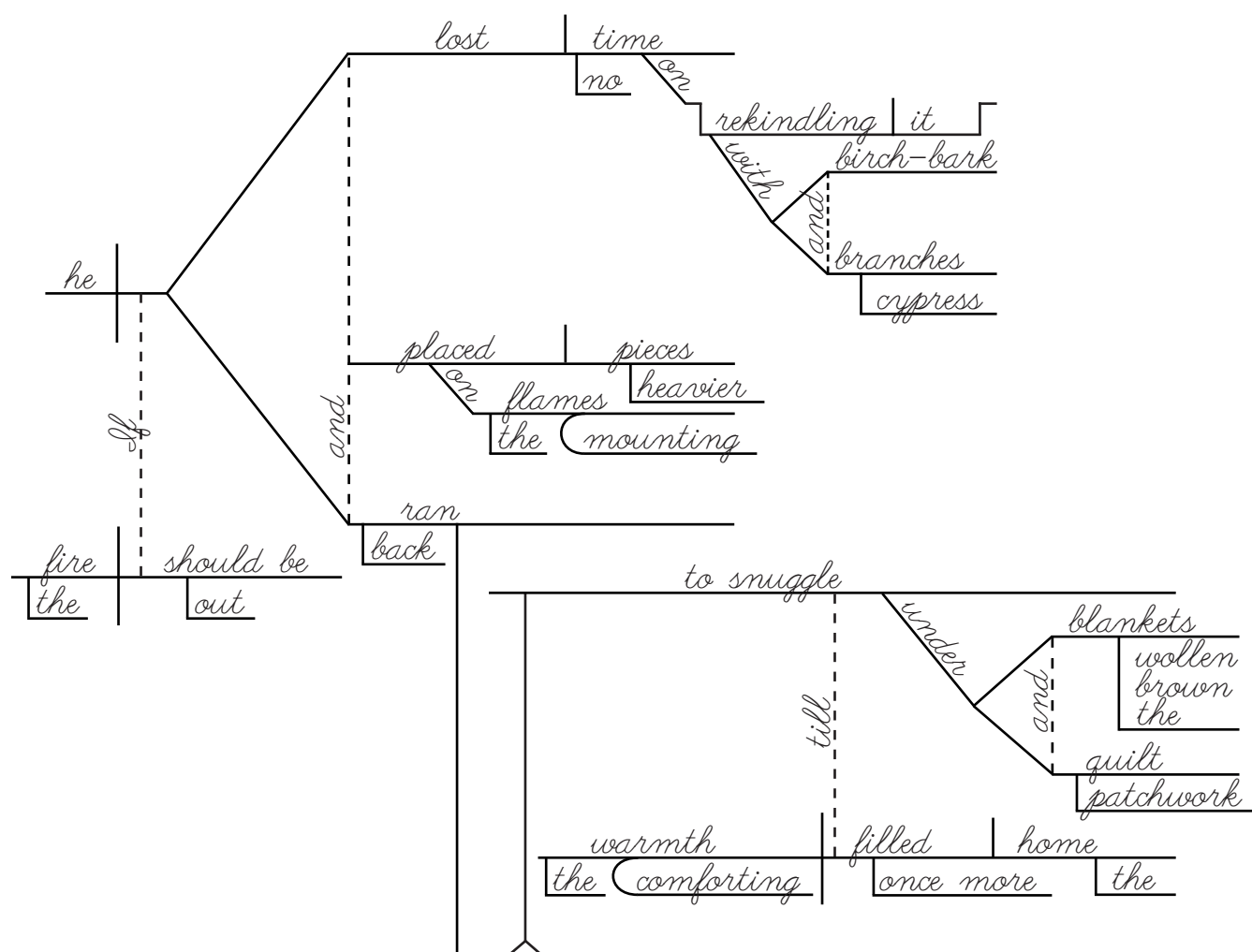
In-Class Analysis Sentences



2. ^{I a} [(In the mornings) Tit^b Be^c jumped out (of bed) long (before daylight) (to see ^d [if ^{II} the great ^e sticks (of birch) had done their duty and burned all night]).]
- DO
+



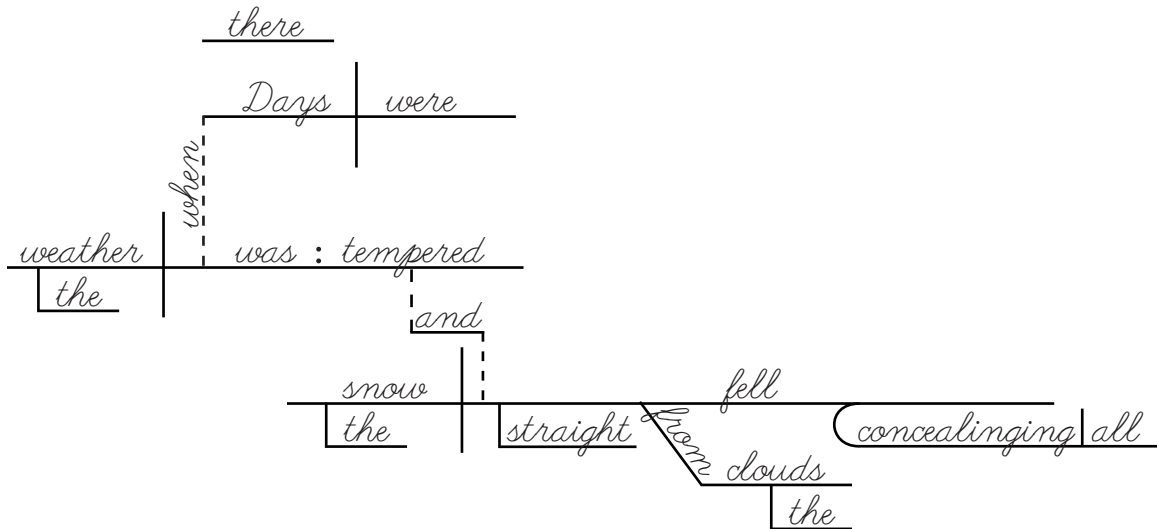
3. ^I [If the fire should be out] ^{P.A.} ^{II} [he lost no time (in rekindling it) (with birch-bark and cypress branches), placed heavier pieces (on the mounting flame), and ran back to snuggle (under the brown wollen blankets and patchwork quilt) ^{III} [till the comforting warmth once more filled the home].]



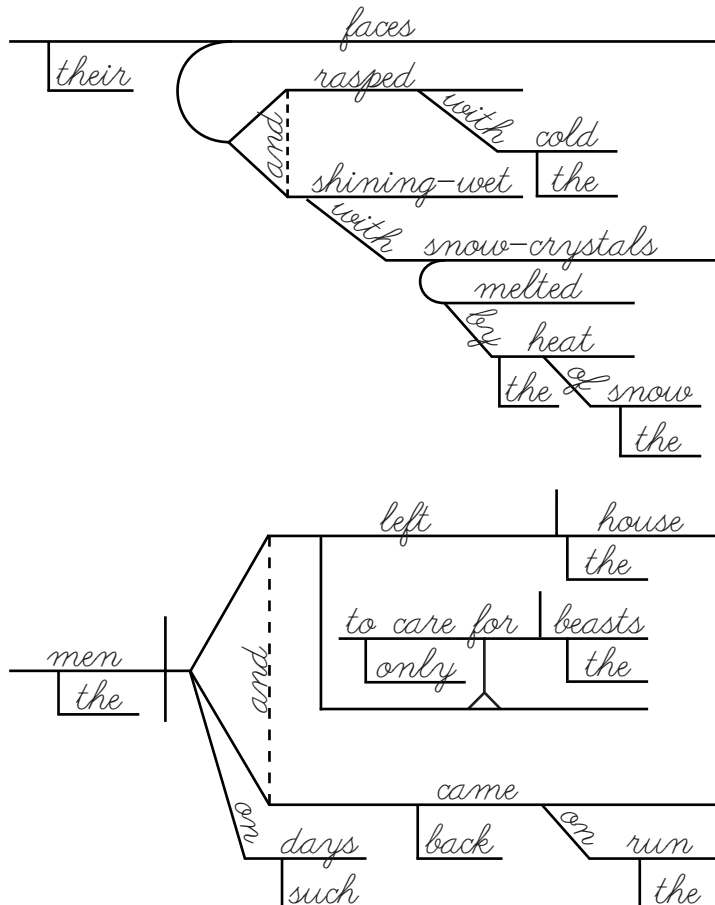
5. ^I [Days there were ^{II} [when the weather was tempered] and [the snow fell straight ^a (from the clouds) concealing all].]

(See diagram, next page.)

Sentence #4, cont.



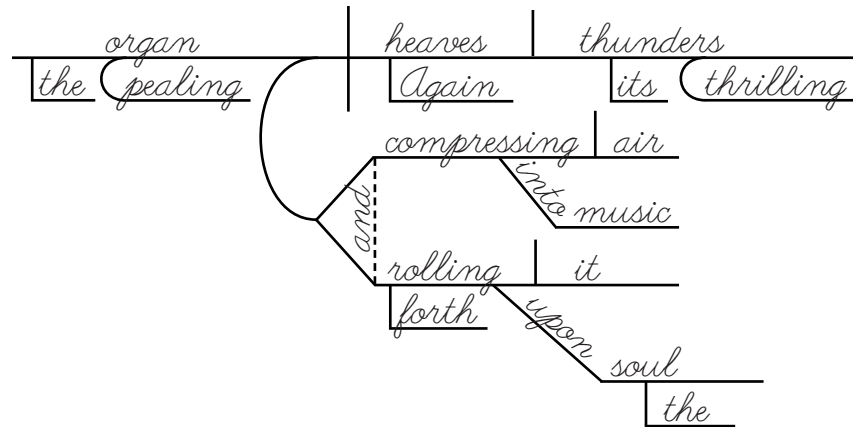
5. ^{I a} [(On such days) the men only left the house (to care for the beasts), and came ^{DO b} ⁺ back (on the run), ^c their faces ^d rasped (with the cold), and shining-wet ^e (with snow-crystals melted (by the heat) (of the house)).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 15

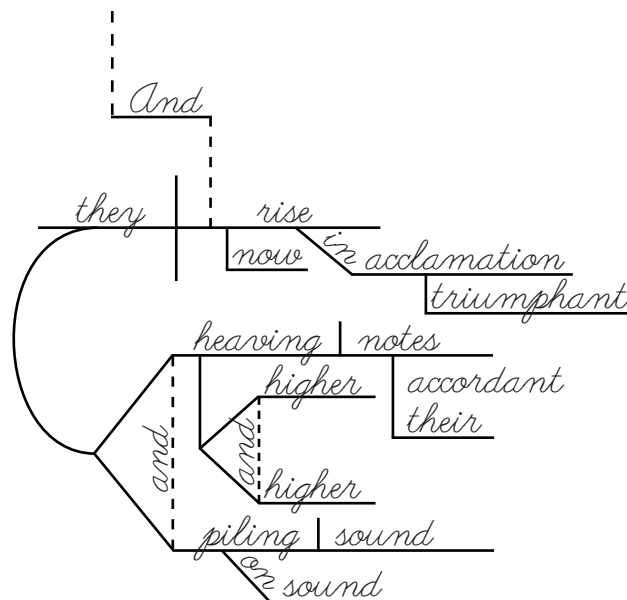
Grammar Assignment

I DO a b
1. [Again the pealing organ heaves its thrilling thunders, (compressing air) (into
music), and (rolling it forth) (upon the soul).]
c d
+



In-Class Analysis Sentences

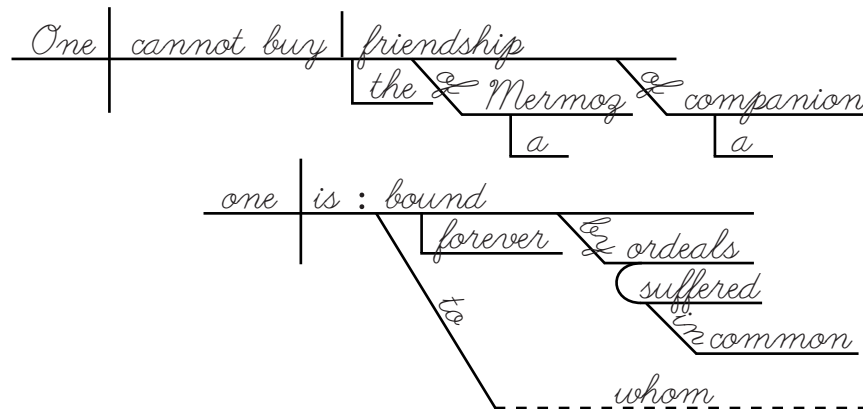
I a b
4. [And now they rise (in triumphant acclamation), (heaving higher and higher
their accordant notes) and (piling sound) (on sound).]
c d
+



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 16

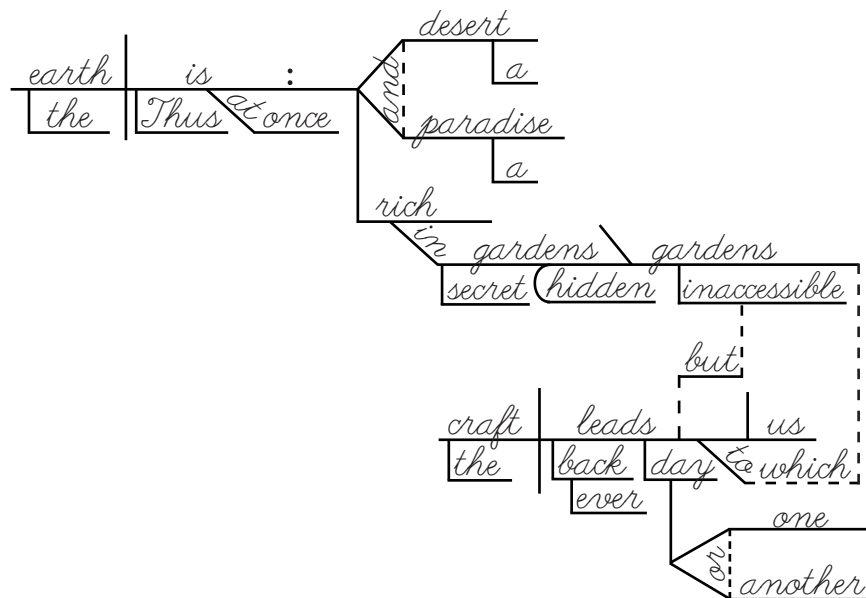
Grammar Assignment

1. ^I [One ^{DO} cannot buy ^a the friendship (of a Mermoz), ^b (of a companion) ^{II c} [(to whom)]
^{PA} one ^d is bound ^e forever (by ordeals suffered) (in common).]

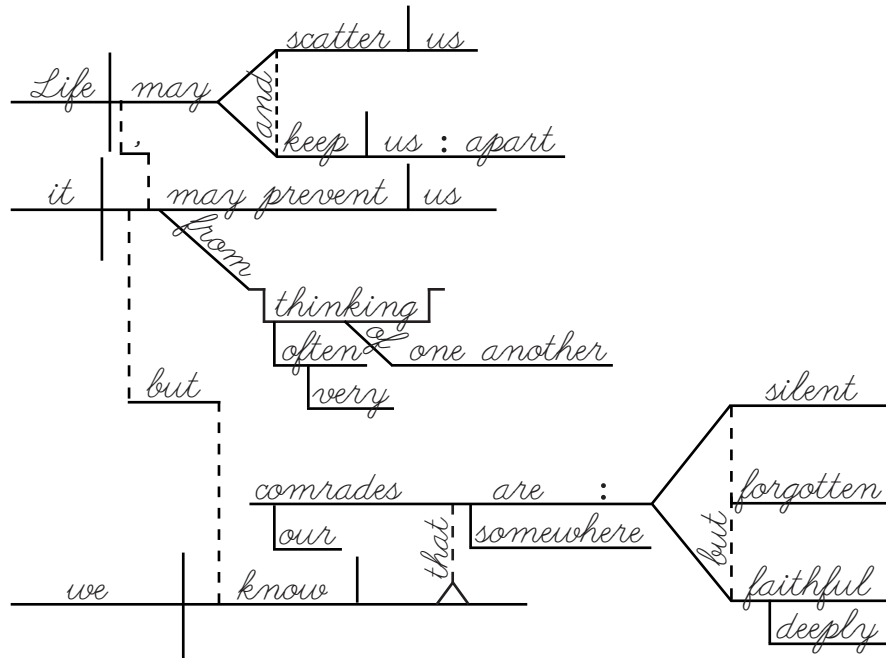


In-Class Analysis Sentences

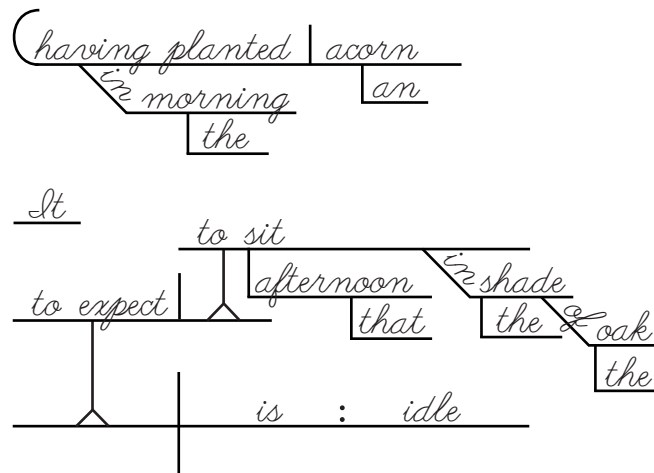
1. ^I [Thus is ^a the earth ^{PN} (at once) a desert and a paradise, ^{PN} rich ^{PA} (in secret hidden gardens), ^{APP} gardens inaccessible, but ^{II c} [(to which)] ^{DO} the craft leads us ever back, one day or another.].]



3. ^I [Life ^{DO} may scatter us and ^{DO} keep us apart;] ^{II} [it ^{DO} may prevent us (from thinking)
^b very often (of one another); but ^{III} [we ^{IV} know [that our comrades are somewhere -
 silent, forgotten, but deeply faithful].]



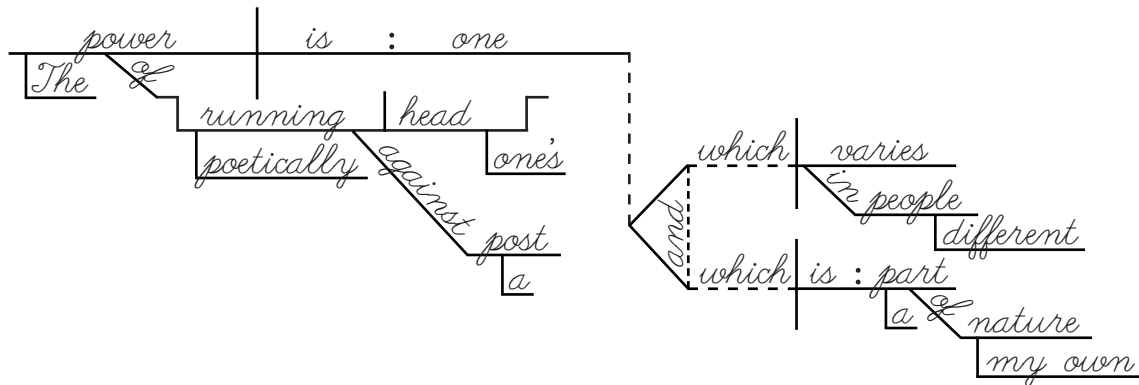
4. ^I [It ^{P.A.} is idle, (having planted an acorn) ^a (in the morning), ^b to expect that
 afternoon to sit ^c (in the shade) ^d (of the oak).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 17

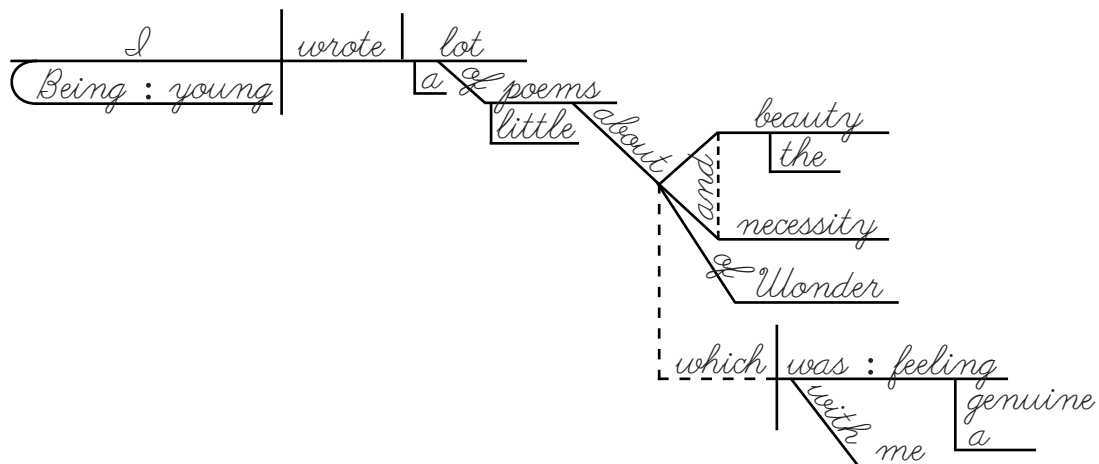
Grammar Assignment

1. ^I [The ^a power (of poetically running one's head (against a post)) ^b is one ^{PN} ^{II} which ^c varies (in different people)] ^{III} and ^{PN} ^d which is a part (of my own nature).]



In-Class Analysis Sentences

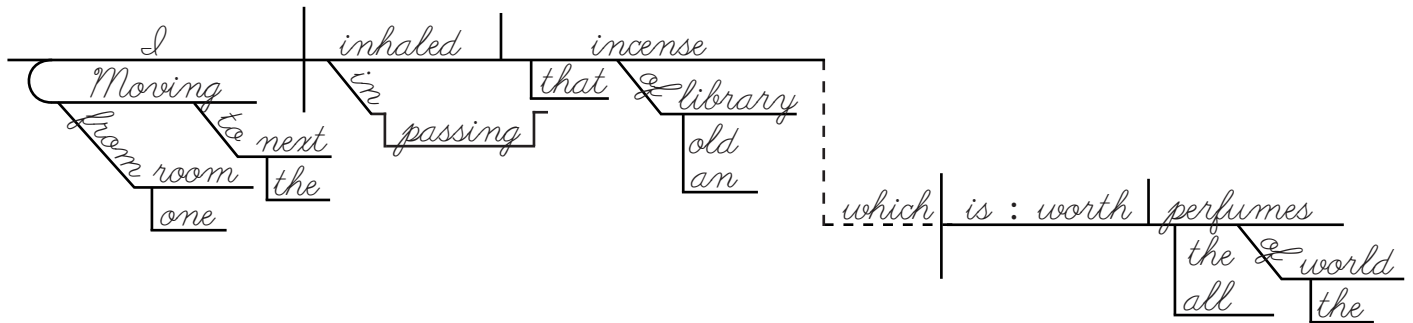
1. ^I ^a [(Being young), ^{PN} ^b I wrote a lot (of little poems), mostly (about the beauty and necessity (of Wonder)), ^c ^{II} which was ^{PN} ^e a genuine feeling (with me).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 18

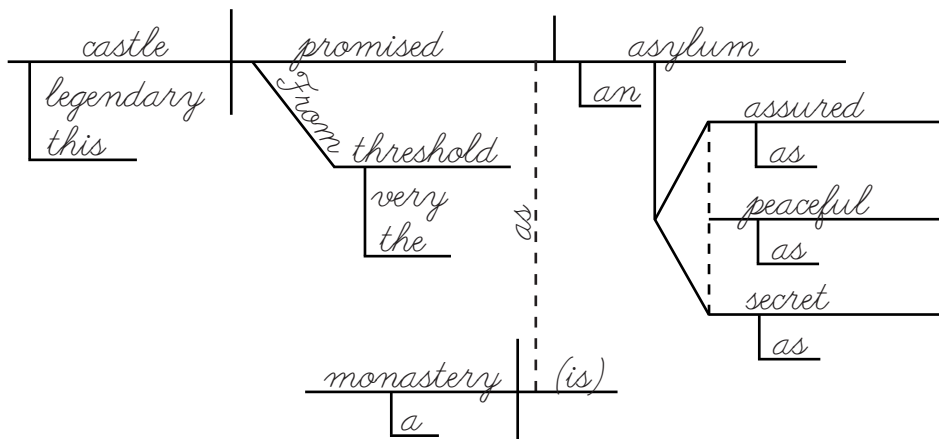
Grammar Assignment

I a b c DO
1. [Moving (from one room) (to the next) I inhaled (in passing) that incense
d II PA e
(of an old library) [which is worth all the perfumes (of the world).]



In-Class Analysis Sentences

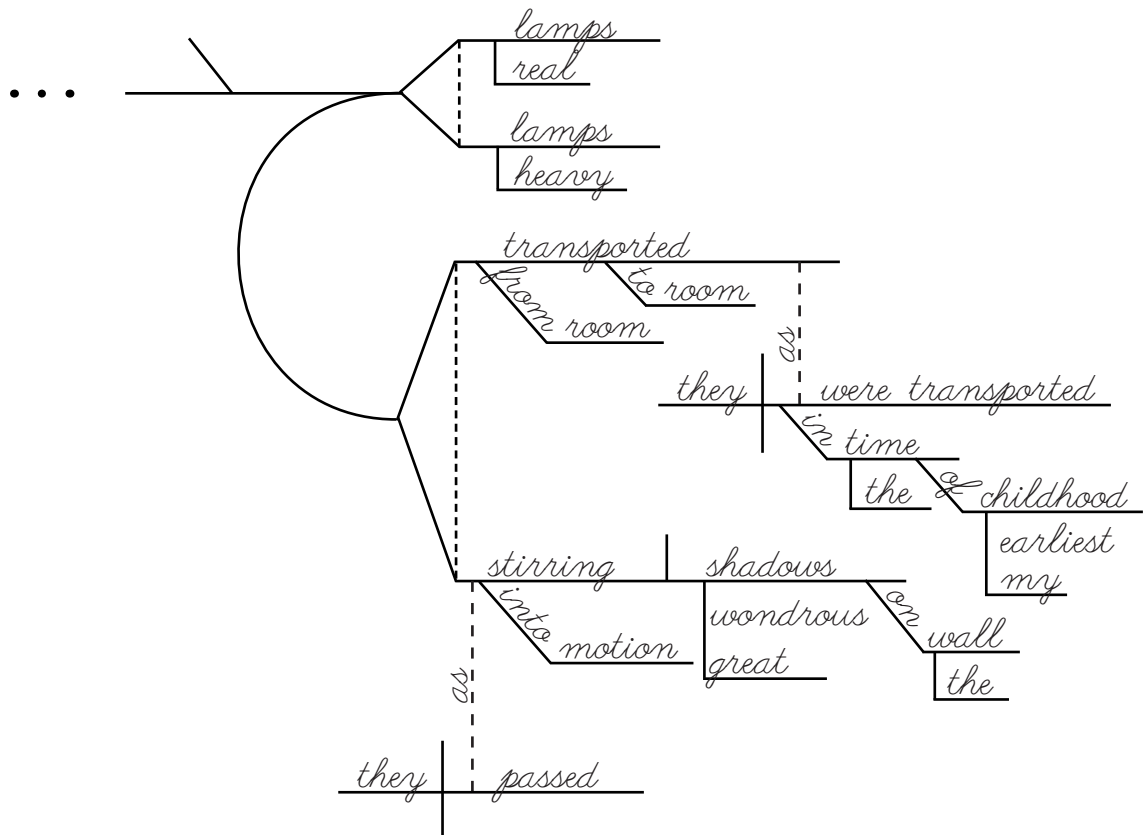
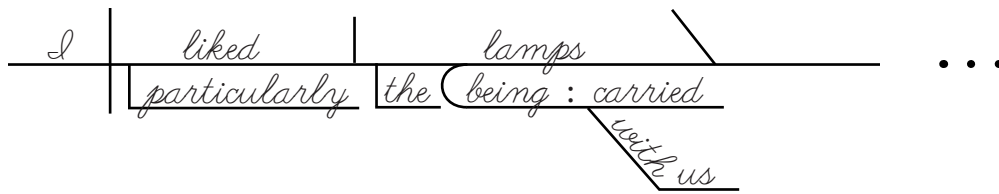
I a DO
1. [(From the very threshold) this legendary castle promised an asylum as
II
assured, as peaceful, as secret [as a monastery].]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 18

In-Class Analysis Sentences

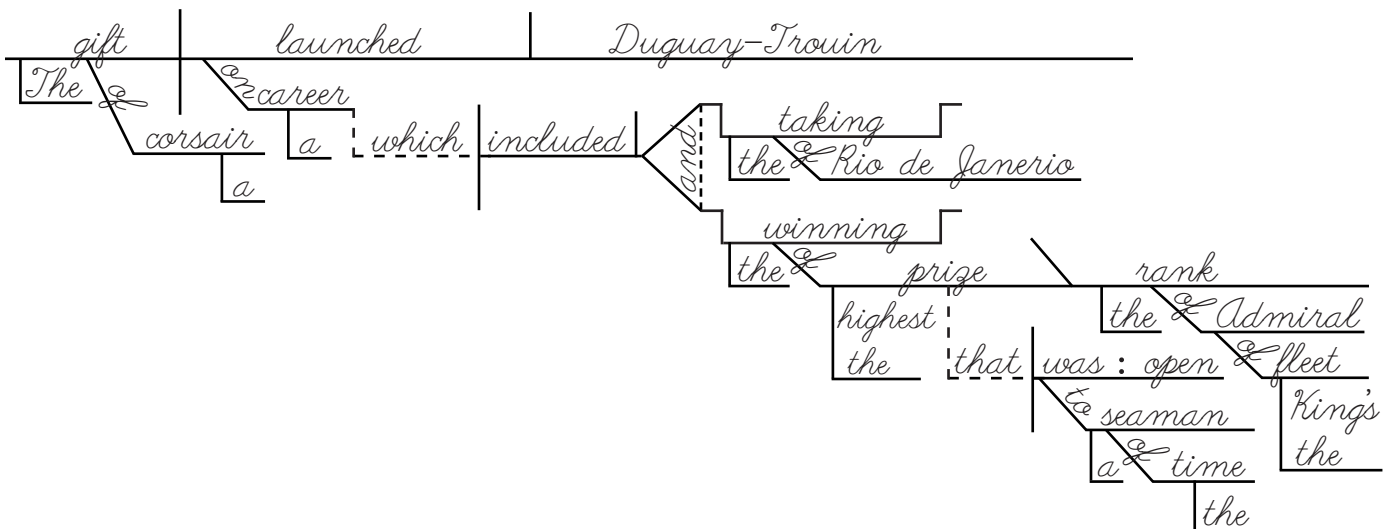
4. ^{I a} [Particularly I liked ^{DO} the lamps ^a being carried (with us): ^{APP} real lamps, heavy
^{APP} lamps, transported ^b (from room) ^c (to room) ^{II} [as they were transported ^d (in the
^e time) (of my earliest childhood)]; ^f (stirring ^g (into motion) ^{III} [as they passed] ^h great
wondrous shadows) (on the walls).]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 19

Grammar Assignment

1. ^I [The ^a gift (of a corsair) ^{DO} launched Duguay-Trouin (on a career) ^b ^{II} which included the taking (of Rio de Janeiro) and the winning (of the highest prize) ^{DO} ^c ^d ^{II} that was open (to a seaman) (of the time) - the rank (of Admiral) (of the King's fleet)]].]

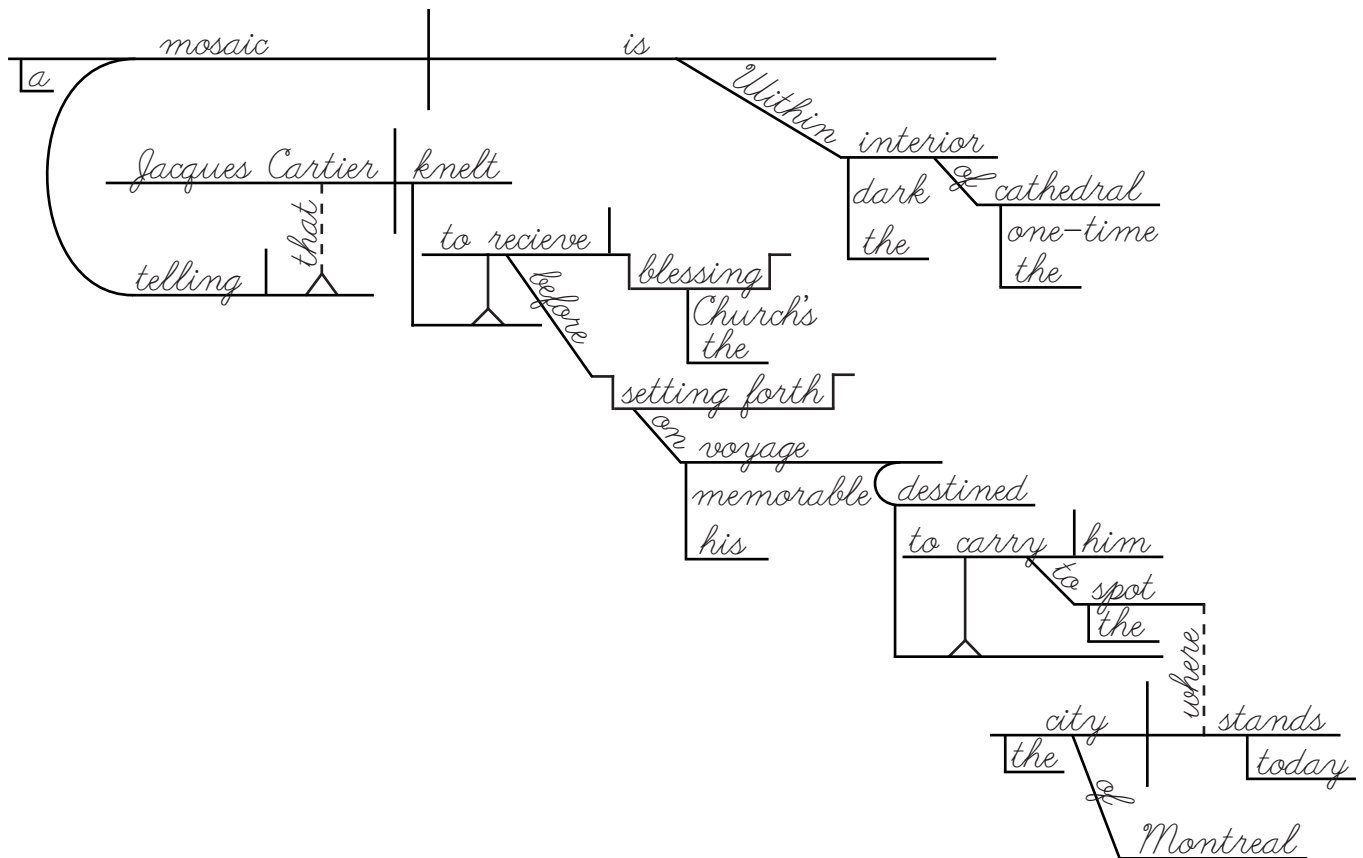


In-Class Analysis Sentences

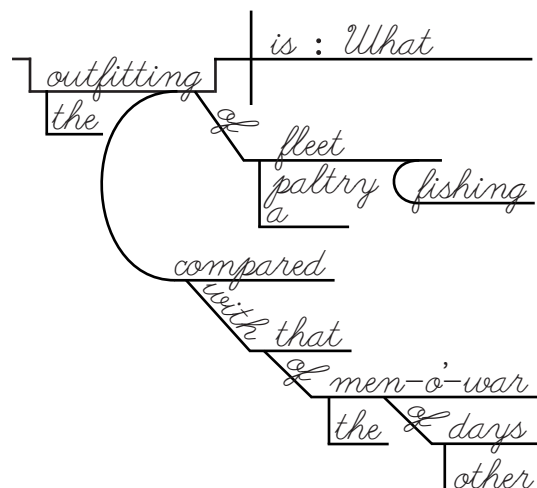
1. ^I ^a [(Within the dark interior) (of the one-time cathedral) ^b is a ^{PA} ^c mosaic (telling ^{II} ^d ^e that Jacques Cartier knelt (to receive the Church's blessing) (before setting forth) (on his memorable voyage) destined (to carry him) (to the spot) ^f ^g ^h ^{III} where today stands the ⁱ city (of Montreal).)]]

(See diagram, next page.)

In-Class Analysis Sentences



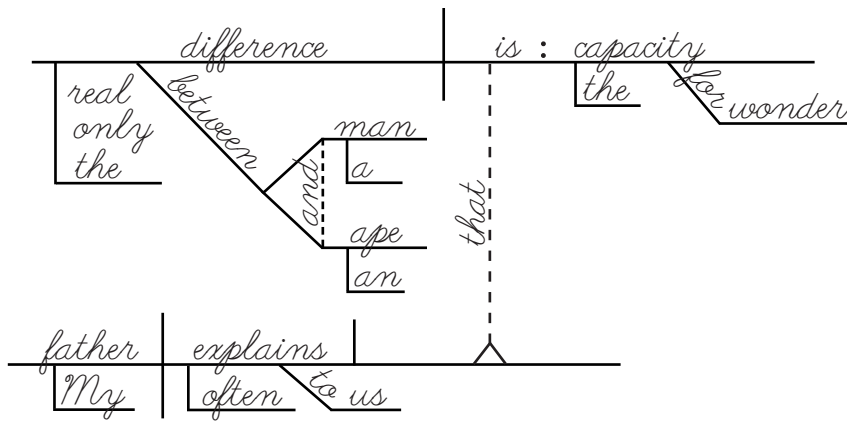
5. [What is the outfitting (of a paltry fishing fleet) compared (with that) (of the men-o'-war) (of other days)?]



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 20

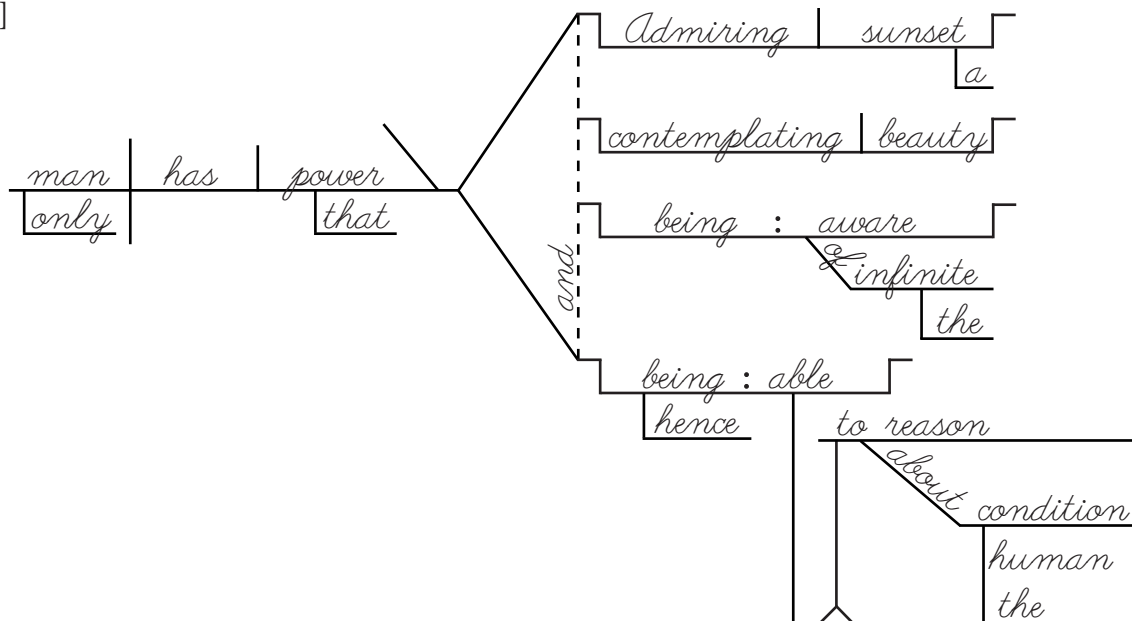
Grammar Assignment

1. ^I [My father often explains (to us) ^a [^{II} that the only real difference ^b (between a man and an ape) ^{PN} is ^c the capacity (for wonder).]]
+



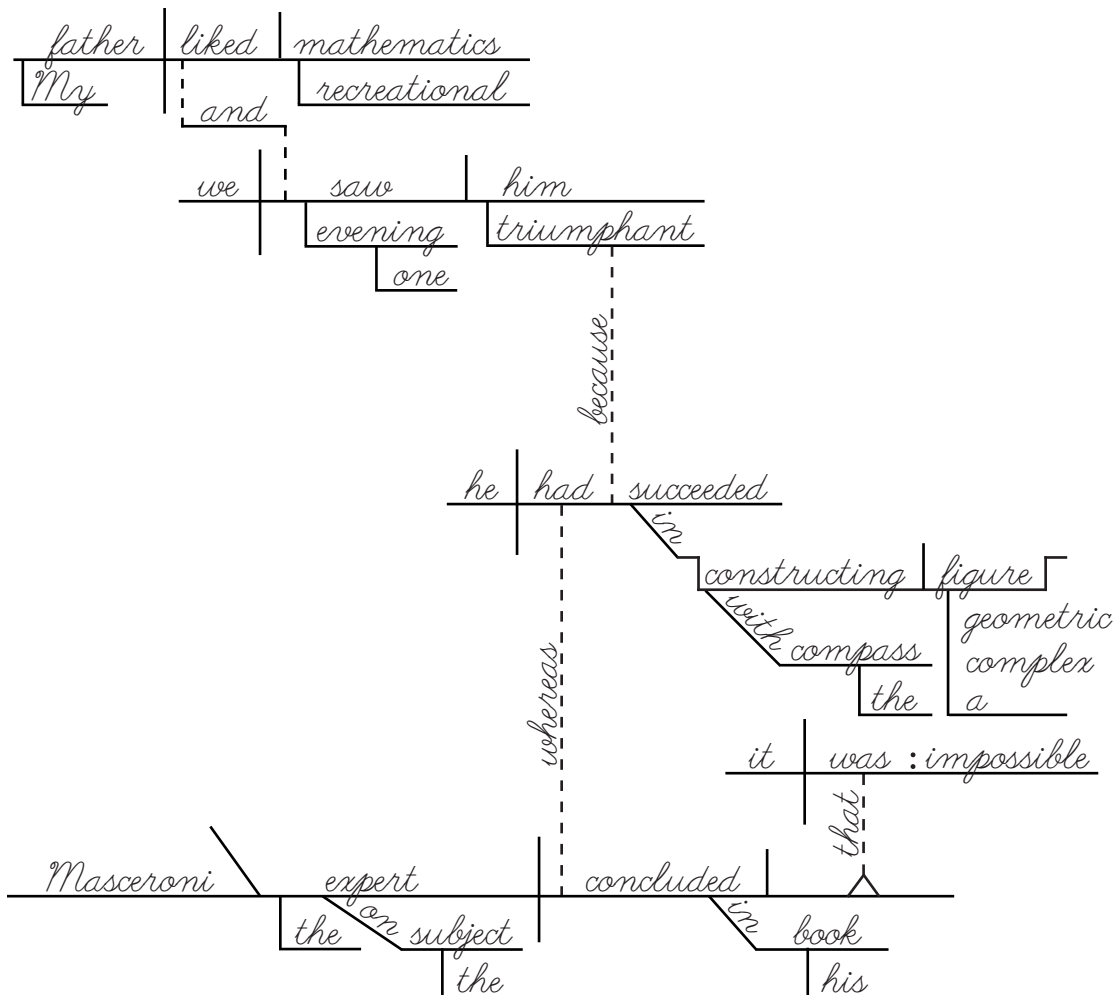
In-Class Analysis Sentences

2. ^I [Admiring a sunset, contemplating beauty, being aware (of the Infinite), and
^{APP} hence being able to reason (about the human condition) - only man has ^a that
^{APP} power.]
^{DO}



In-Class Analysis Sentences

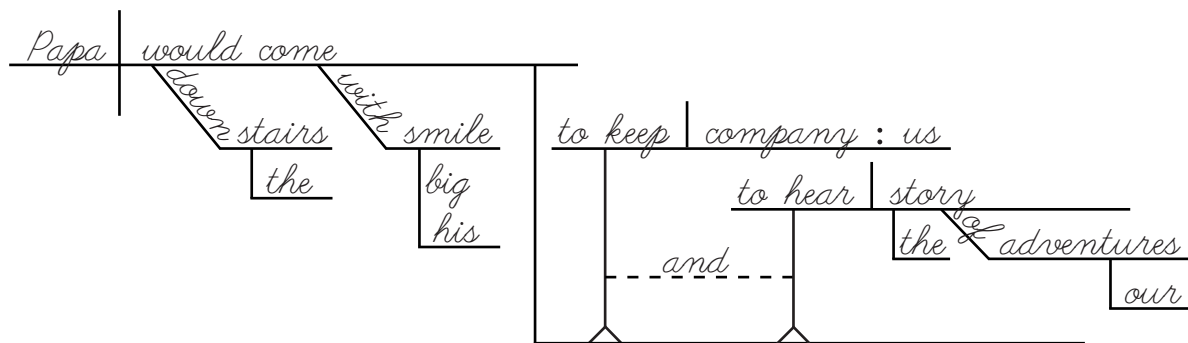
5. ^I [My father liked recreational mathematics] ^{DO} and [we saw him one evening
+
triumphant ^{III} [because he had succeeded (in constructing (with the compass)
a complex geometric figure),] ^a ^b ^{IV} [whereas Masceroni, the expert (on the subject),
^{APP} ^c
concluded (in his book) ^d [that it was impossible.]] ^V ^{PA}



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 21

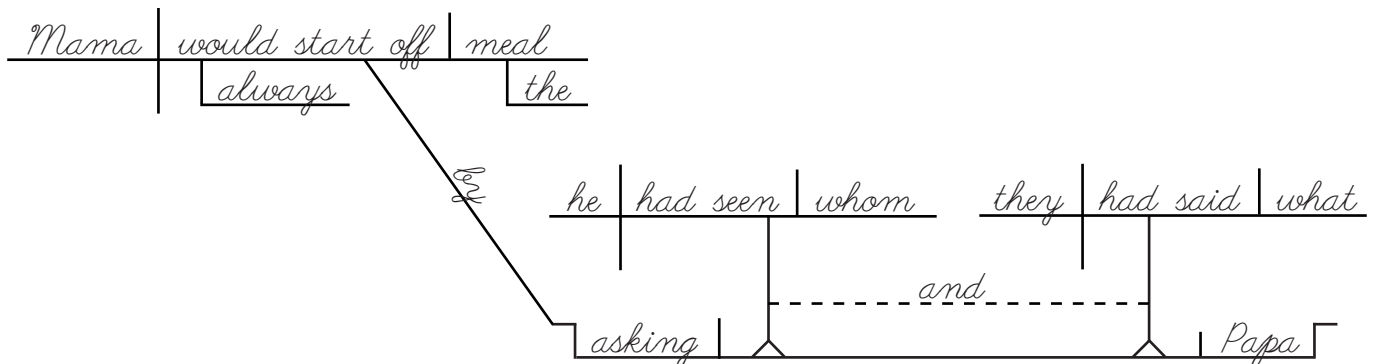
Grammar Assignment

1. ^I [Papa ^a would come (down the stairs) (with his big smile) (to keep us company) ^c and (to hear the story) (of our adventures).]
- +



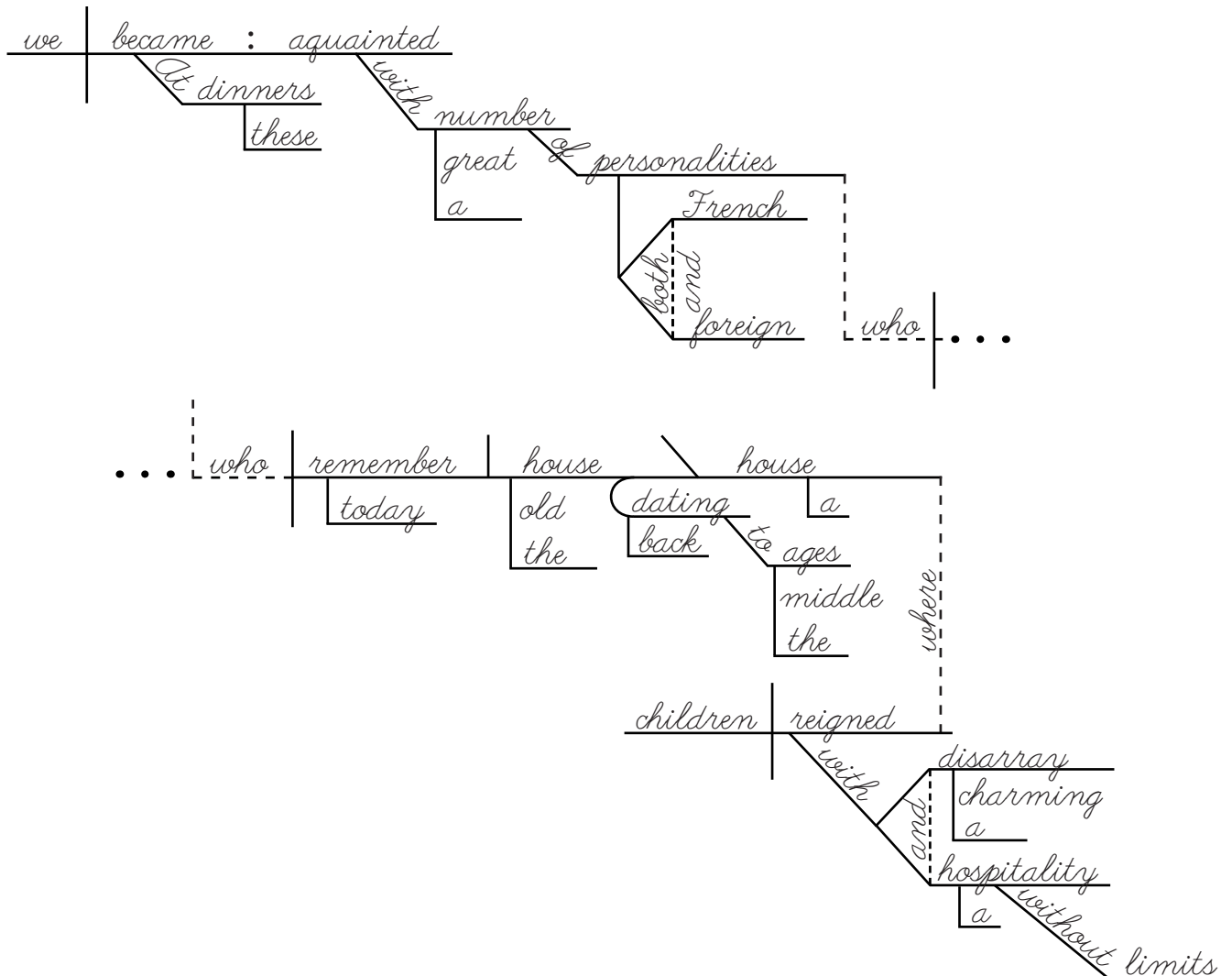
In-Class Analysis Sentences

1. ^I [Mama ^{D.O.} would always start off the meal (by asking Papa ^a [whom ^{II D.O.} he had seen] and [what ^{III D.O.} they had said]).]
- +



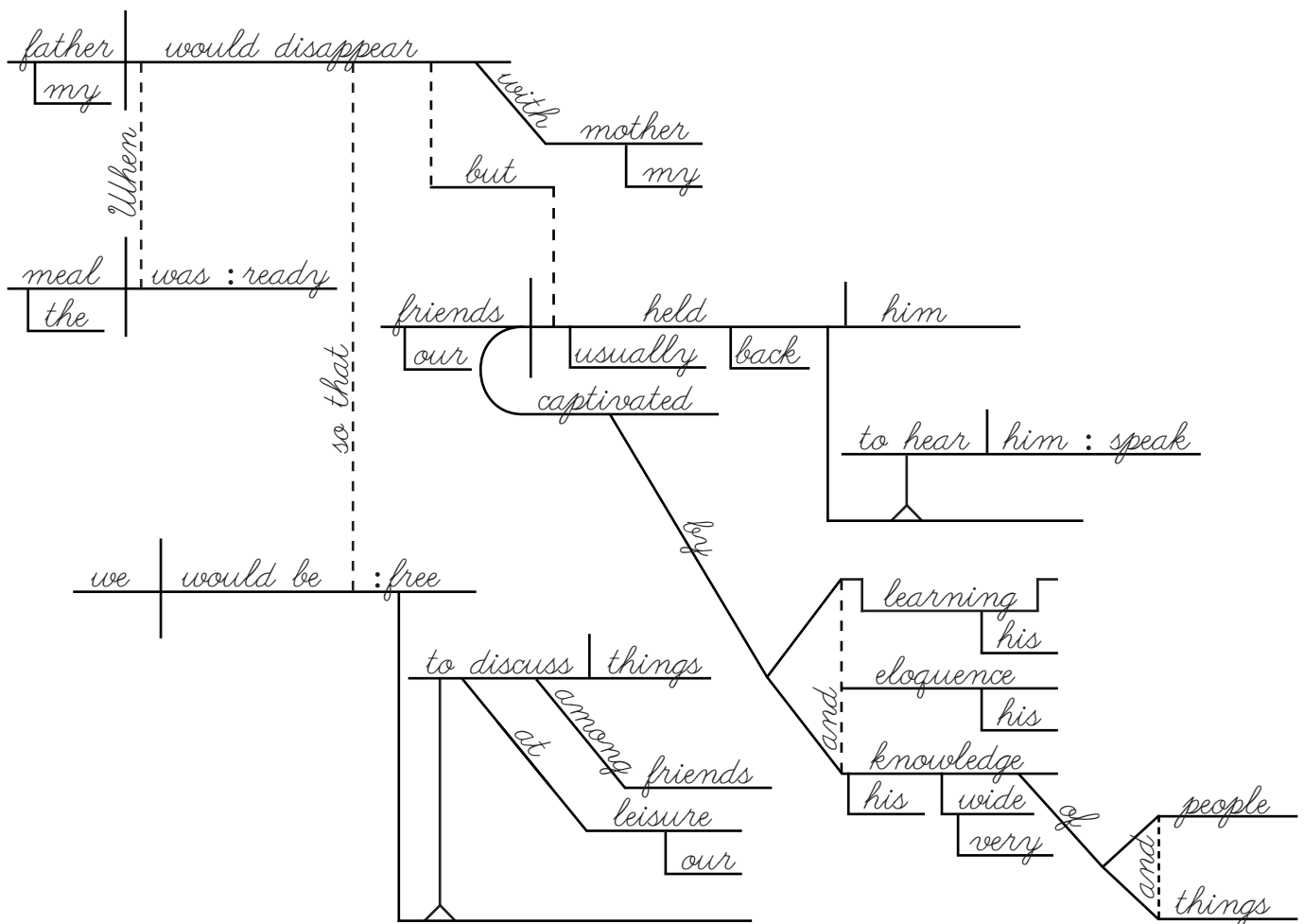
In-Class Analysis Sentences

2. ^{I a} [(At these dinners) we ^{PA} became ^b acquainted (with a great number) (^c of personalities, both French and foreign), [^{II} who remember today the old house ^{DO} dating back (to the Middle Ages): a house [^{APP} ^{III} where the children reigned,] (^e with a charming disarray and a hospitality (without limits)).]



In-Class Analysis Sentences

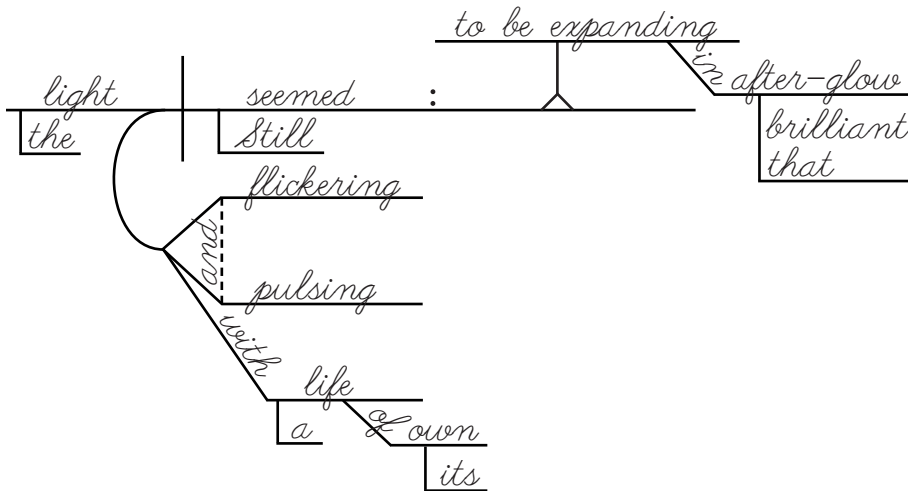
5. ^I [[When the meal was ready,] ^{PA} ^{II} my father would disappear ^a (with my mother)
^{III} [so that we would be ^{PA} ^b free (to discuss things) ^c (at our leisure) ^d (among friends),] ⁺ but
^{IV} [usually our friends held ^{DO} ^e him back (to hear him speak), ^f captivated (by his
learning, his eloquence, and his very wide knowledge ^g (of people and things)).] ⁺



LANGUAGE ARTS TEACHER'S GUIDE
GRADE 8 - DIAGRAMS: WEEK 22

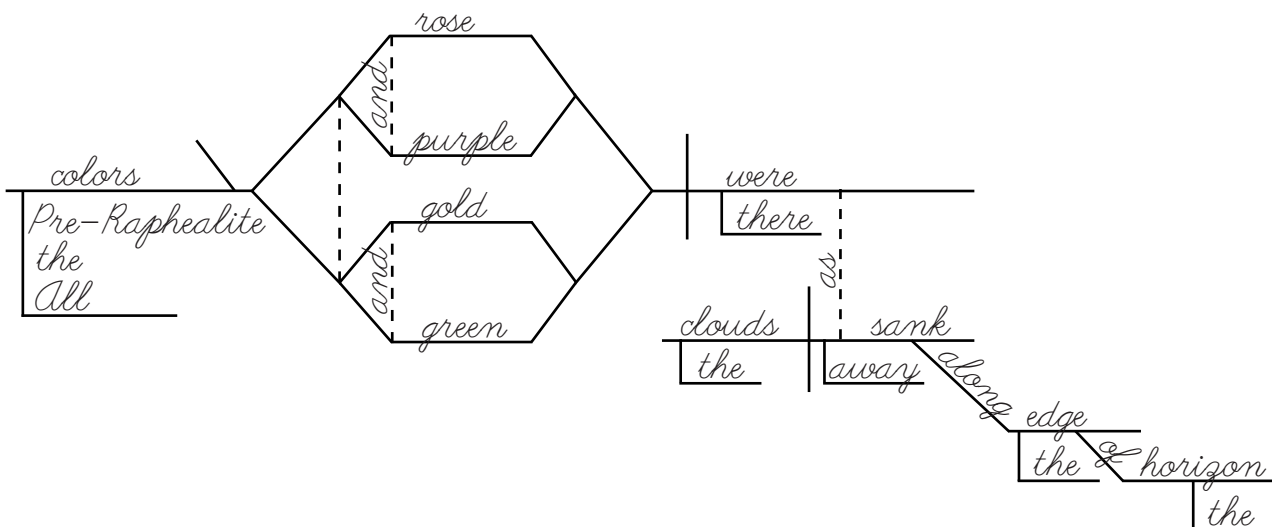
Grammar Assignment

- ^I 1. [^aStill the light seemed to be expanding (in that brilliant after-glow), flickering
and pulsing (with a life) (of its own).]
+



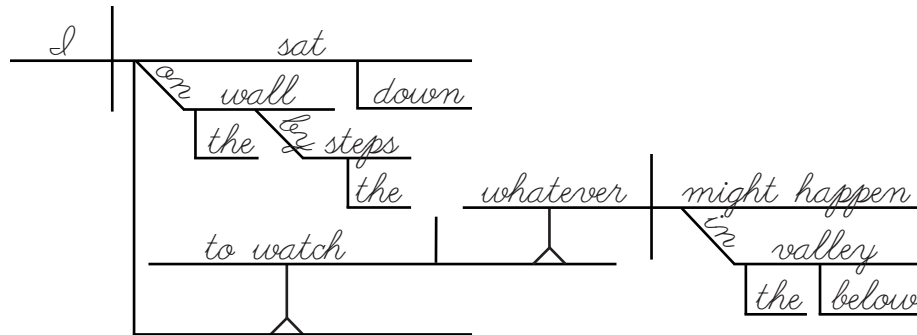
In-Class Analysis Sentences

- ^I 2. [^{APP}All the Pre-Raphaelite ^{APP}colors ^{APP}were ^{APP}there, rose and purple, gold and green, [^{II}as
the clouds sank away (along the edge) (of the horizon).]]

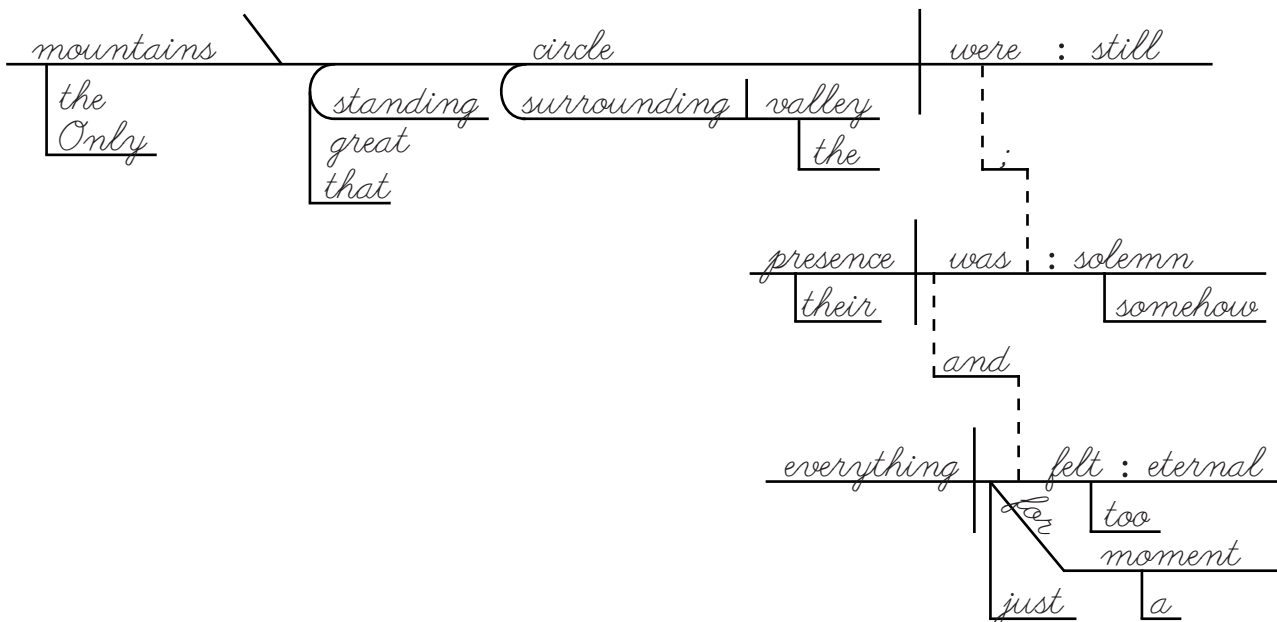


In-Class Analysis Sentences

3. [^II ^asat (on the wall) (by the steps) (to watch [^{II}whatever might happen (in the valley below)]).]



4. [^IOnly the mountains ^{PA}were still, that great standing circle (surrounding the valley)]; [^{II}their presence ^{PA}was solemn somehow], and [^{III}just (for a moment) ^beverything else ^{PA}felt eternal, too.].



In-Class Analysis Sentences

5. ^I [What ^{PA} did seem ^a entirely possible (for a moment)] ^{II} was ^{PN} to slip away ^b (through a chink) ^c (in time) ^d (into a different dimension, the secret reality [^{APP} ^{III} that lay ^e (behind the appearance) ^f (of things.)])]

