



THE Vanguard School

Grammar Study Guide

Summary of Objectives

To do well on the grammar and writing portions of the 7th and 8th Grade English placement test, students must demonstrate their ability to do the following:

GRAMMAR OBJECTIVES

1. Identify the following types of words in a sentence:
 - Nouns
 - Pronouns
 - Verbs (all types)
 - Adjectives
 - Adverbs
 - Prepositions
2. Accurately locate the subject and predicate (verb) of a sentence.
3. Identify the following types of sentences:
 - Declarative
 - Interrogative
 - Imperative
 - Exclamatory

The attached worksheets will help students review and practice the concepts listed above.

WRITING OBJECTIVES

4. Write a well-organized and developed paragraph that addresses a prompt with multiple questions. The paragraph should include a topic sentence, a variety of supporting details, and a conclusion.
5. Demonstrate mastery of the basic mechanics of good writing, including capitalization, commas, apostrophes, mature sentence structure, and interesting vocabulary.

Grammar Basics

Nouns

A **noun** is a word that names a person, place, thing, or idea.

PERSONS	Maya Angelou, Mr. Johnson, firefighters, audience, children, Americans, mom
PLACES	hospital, library, home, New Zealand, national parks, Europe, kitchen
THINGS	dolphin, burritos, 1776, Big Dipper, money, poem, Declaration of Independence
IDEAS	joy, expectation, freedom, destiny, perfection, strength, patience, happiness

Exercise A: Is it a Noun?

Decide if each word below is a noun.

- If a word is a noun, tell if it names a **person**, **place**, **thing**, or **idea** on the line.
- If a word is not a noun, write an **X** on the line.

_____ novelist	_____ lose	_____ believe	_____ supposedly
_____ biscuits	_____ loss	_____ belief	_____ bedroom
_____ sharpen	_____ silly	_____ across	_____ school
_____ sharpener	_____ silliness	_____ for	_____ student
_____ gratitude	_____ patriotism	_____ advertise	_____ whenever

Exercise B

Underline the nouns in the sentences below. The number in parentheses indicates the number of nouns in each sentence.

Example: This past summer, Joey and his sister Dawn took a sailing class. (5)

1. On the first day, their teacher demonstrated how to use the various cameras and answered questions. (4)
2. Each camera had a least one mysterious button that had to be explained. (2)
3. After this first lesson, the class learned about composition. (3)
4. The teacher displayed his best photos, and Dawn was impressed and inspired by his work. (4)
5. The next class was a trip to the zoo. (3)
6. Joey got a great shot of a monkey showing its teeth. (4)
7. Dawn, who adores koalas, was determined to get a picture to put in her room. (4)
8. Waiting patiently, Dawn finally saw a koala that was looking in her direction. (3)
9. Joey wanted to see the pictures right away, so his dad downloaded images to the family's computer. (5)
10. Dawn bought a shiny silver frame for her best picture of a koala, which now sits on her desk. (5)

Compound Nouns

You may have noticed from some of the examples on the previous page that two or more words may be used together to name a single person, place, thing, or idea. These word groups are called **compound nouns**. Some compound nouns are spelled as one word. Others are spelled with hyphens or as multiple words.

EXAMPLES	baseball	Guinea pigs	Mount Fuji
	Danny Thomas	merry-go-round	Commander in Chief
	Bryant Park	newsroom	sister-in-law
	Mississippi River	Korean War	copyright
	self-respect	houseboat	Boston Pops Orchestra

Exercise C

Underline the nouns in the sentences below. The number in parentheses indicates the number of nouns in each sentence. **Count all compound nouns as a single noun.**

Example: Thomas Hooker has been called the father of American democracy. (3)

1. Thomas Hooker immigrated to the Massachusetts Bay Colony in 1633 to find religious freedom. (4)
2. Disagreements with the religious leaders of the colony soon developed. (3)
3. Hooker and several followers carved out a new, independent settlement nearby, which eventually became the thriving city of Hartford, Connecticut. (5)
4. He supported the right of the people – not just the members of the church – to vote for their judges. (5)
5. Hooker explained his beliefs in a book published in 1648 by Wiley and Sons Printing Company. (5)

Challenge Round!

Work with a partner to identify the **fifty nouns** in the article below! *Count compound nouns as one noun.*

James Meredith wanted to become the first African American to attend the University of Mississippi. He applied in 1961, but he was not admitted. He applied again, but that application was also rejected. Meredith believed that he had been denied admission because of his race. He filed a lawsuit against the university.

The case received national attention. When it was first heard in court, the judge ruled in favor of the university. Meredith's lawyers appealed the case to a higher court, which ruled in favor of Meredith. Their decision said that his case involved educational segregation. The University of Mississippi was ordered to accept Meredith's application.

When Meredith arrived in the fall of 1962, a large group of protesters tried to stop him, so federal marshals were sent to the campus to protect him. During the riots, two people were killed, and many others were injured. But Meredith bravely registered for classes. President Kennedy addressed the nation, saying that Meredith would continue to be protected, regardless of the cost.

Meredith wrote about his experiences in a book titled *Three Years in Mississippi*. His courage made him a respected hero for many Americans.

Grammar Basics

Pronouns

A **pronoun** is a word used in place of one or more nouns. There are many types of pronouns, but the most commonly used are called the personal pronouns. A personal pronoun refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person). Some personal pronouns can also express possession.

Personal Pronouns	<i>Singular</i>	<i>Plural</i>
<i>1st Person</i>	I, me, my, mine.....	we, us, our, ours
<i>2nd Person</i>	you, your, yours	you, your, yours
<i>3rd Person</i>	she, her, hers.....	they, them, their, theirs
	he, him, his, it, its	

In many cases, a pronoun refers to a noun used elsewhere in the sentence. This noun is called the pronoun's **antecedent**.

EXAMPLE **Arlon** wanted a sandwich, but **he** did not have **his** wallet handy. [The pronouns *he* and *his* refer to the antecedent *Arlon*.]

Sometimes a pronoun's antecedent is not stated.

EXAMPLE Are **you** going to the library? [The pronoun *you* does not refer to another noun used in the sentence.]

Exercise A

Underline the personal pronouns in the sentences below. Circle the pronoun's antecedent if it is stated in the sentence.

Example: Parker brought her tap shoes to the show, but she did not dance.

- The gazelles came down to the stream, but they did not drink.
- Dean and Jim decided to pool their resources and buy a video camera.
- Don't play the piano; it needs tuning.
- Here are the flowers I was talking about; aren't they beautiful?
- The day Dave didn't use his sunblock, he got badly sunburned.
- Mary told George that she would love to see the film.
- You forgot your phone at my house the last time you visited.
- Because it is a surprise party, we should hide in the back room before the birthday girl sees us.
- The injured turtle pulled its head inside its shell.
- Frieda saw several friends at the pool and invited them to join her for tacos.
- The crowd lifted their voices in a cheer as the team took the field.

12. Debra set up an easel and palette, and then she began to paint our portrait.
13. On his trip to India. Steve Decker was attacked by a cow.
14. Sandrine signed her name inside the book's front cover.
15. Carla called out, "The red bass guitar is mine!"

Grammar Basics

Verbs

A **verb** is a word that expresses action or a state of being.

A noun or pronoun cannot make a sentence alone. It must act in some way, or something must be said about it. The part of speech that performs this function is the verb.

EXAMPLES The students **looked** through the telescope and **observed** the comet. (the verbs *looked* and *observed* express the action of the noun “students”)
 The night sky **was** cloudy. (the verb *was* helps make a statement about the noun “sky”)

Exercise A

Underline the verb in each sentence.

Example: *The ducks swam in the lake.*

1. A lady threw bread to the ducks.
2. Several birds flew by.
3. The sky was a bright blue.
4. We saw a beautiful sea gull.
5. One of the ducks made a strange noise.
6. She called her ducklings to her.
7. We took a photograph of the ducks and birds.
8. My sister identified the duck as a Muscovy.
9. We learned the names of all the ducks.

Exercise B

Some sentences contain more than one verb, which we call a **compound verb**. Underline the compound verb in each sentence below.

Example: *Mary Ellen has three cats but wants several more.*

1. She sliced vegetables for the stew and turned on the oven.
2. Lyle and Hector walked through the park and boarded the train.
3. The fox watched the chickens and planned his next move.
4. The spilled orange juice covered the table but missed the floor.
5. Michelle is afraid of spiders but enjoyed the insect exhibit at the museum.
6. Yesterday we drove into the city, visited the farmer’s market, and saw a free concert.

Grammar Basics

Action Verbs and Linking Verbs

There are two main types of verbs in English: **action verbs** and **linking verbs**.

An **action verb** expresses physical or mental activity. It tells what the subject does.

EXAMPLES Carlos **Painted** this picture from a snapshot he **had taken**. [physical activities]
His friends **think** that he **should consider** a career in art. [mental activities]

A **linking verb** helps make a statement about the subject by linking the subject with a word that identifies or describes it.

EXAMPLES Judy Blume **is** a writer. [the word *writer* identifies the subject, *Judy Bloom*]
Her books **remain** popular among young readers. [the word *popular* describes *books*]

Some verbs can function as either action verbs or linking verbs.

ACTION We **smelled** smoke in the room. [the subject *we* is performing the action of smelling]
LINKING The room **smelled** smoky. [the verb links *room* with a word that describes it, *smoky*]

Exercise A: Action Verbs

Underline the action verb in each sentence. Some sentences contain more than one verb.

Example: *The tourists visited the large wildlife preserve.*

1. Dmitri liked the cougar exhibit best.
2. A rescue team had found two orphaned cougars in the mountains.
3. The team treated the cougars' injuries and brought them back to the preserve.
4. The wildlife preserve staff members raised the cougars to adulthood.
5. They named the cougars Wolfgang and Julianna.
6. Next year the wildlife preserve will provide mates for the brother and sister pair.
7. The cougars enjoy healthy lives with good care.
8. Dmitri took several pictures of the magnificent cats and posted them on-line.

Add your own action verb to the sentences below:

9. Kim _____ and _____ to impress the judges.
10. A runner from Nigeria _____ the marathon this weekend.
11. Neither of the boys _____ the answer to the question.
12. Another meteor _____ across the sky.

Exercise B: Linking Verbs

Underline the linking verb in each sentence. Circle the two nouns or pronouns that are connected by the verb.

Example: The pilot remained calm.

1. Beryl Markham was a famous pilot.
2. She stayed alert on many difficult and long flights.
3. Her accomplishments seem remarkable to many people.
4. Markham became the first woman to fly nonstop from England to America.
5. The task was difficult because of strong opposing winds.
6. I am interested in a pilots' group called the Ninety Nines.
7. Ninety-Nine was the number of its original members.
8. Members were female pilots only.
9. The club remains active today.
10. Female pilots are more common now than many years ago.

The most common linking verbs are forms of the verb **be**, with or without helping verbs:

be	shall be	would be
being	will be	can be
am	has been	should have been
is	have been	would have been
are	had been	could have been
was	should be	might be
were	could be	might have been

Other common linking verbs include:

appear	look	sound
become	remain	stay
feel	seem	taste
grow	smell	turn

Exercise C: Action Verb or Linking Verb?

Underline the verb or verb phrase in each sentence. On the line, write **AV** if the verb is an action verb or **LV** if it is a linking verb.

- If the verb expresses the action of the subject, it is an **action verb**.
- If the verb helps make a statement about the subject by connecting it with a word that identifies or describes the subject, it is a **linking verb**.

- _____ 1. Mr. Singh looked in the cabinet for a serving dish.
- _____ 2. The vegetable curry looked tasty.
- _____ 3. The children grew tired after several hours on the trampoline.
- _____ 4. Martin grew roses in his garden.
- _____ 5. The soup tasted salty.
- _____ 6. The chef tasted the soup before serving it.
- _____ 7. Darleen could have been the next big thing.
- _____ 8. Darlene could have achieved her goal with hard work.
- _____ 9. Mike and Ike remained by the pool to help the tired swimmer.
- _____ 10. The traffic light remained red for several minutes.
- _____ 11. Tonight the band will be playing popular German songs.
- _____ 12. The audience will be happy with the performance.

Grammar Basics

Adjectives

An **adjective** is a word that modifies a noun or pronoun. Adjectives answer the questions *what kind, which one, how many/how much, and whose*.

EXAMPLES Mr. Cruz collects **Egyptian** art. [What kind of art?]
Sandy won **first** prize. [Which prize?]
Our computer class has **seventeen** students [How many students?]
Do you have **enough** money? [How much money]
We found **Mr. Wilson's** lost wallet. [Whose wallet?]

→ The most frequently used adjectives are the **article adjectives**: *a, an, and the*.

→ Possessive nouns and pronouns function as adjectives because they answer the question “whose?”

EXAMPLES Gary lost **his** history textbook.
I treasure **grandmother's** recipe for lasagna.

→ An adjective can appear before or after the word it modifies.

EXAMPLE The **soccer** players, **confident** and **enthusiastic**, were **ready** to begin the game. [All of the adjectives modify the noun *players*]

Exercise A

In each sentence below, underline all the adjectives, including the articles *a, an, and the*.

Example: *Jenny Lind was a popular Swedish singer with a beautiful voice.*

1. Jenny Lind starred in several operas and gained great fame in European cities.
2. At the absolute height of her brilliant career, she stopped performing in operas.
3. In 1849, the talented diva gave up an operatic career and began planning a concert tour.
4. From 1850 to 1851, Lind gave ninety-three concerts for American audiences.
5. This extraordinary performer delighted enthusiastic audiences for many years.

Exercise B

Underline all the adjectives except the articles *a, an, and the*. Draw an arrow from each adjective to the word it modifies.

Example: *President Thomas Jefferson gave two American explorers a difficult assignment.*

1. These bold explorers were Meriwether Lewis and William Clark.
2. They were to explore the uncharted lands in the western United States.

3. The long and difficult expedition began in St. Louis, Missouri, in early 1804.
4. They made their winter camp in what is now North Dakota.
5. During that cold winter, a Shoshone woman named Sacagawea joined the important expedition.
6. Her name translates into the English language as “Bird Woman.”
7. Sacagawea and her husband, a successful trader, accompanied the explorers through a large portion of the West.
8. As an interpreter of native languages, Sacagawea was helpful to the expedition.
9. The group, daring and resourceful, overcame many obstacles.
10. The two-year journey was successful.

Proper Adjectives

A proper adjective is formed from a proper noun and begins with a capital letter.

- EXAMPLES Does every **Shakespearean** play have five acts?
Italian gelato is much richer than ordinary ice cream.
Senator Davis is an important member of that **Congressional** committee.

Exercise D

Underline the adjectives in the sentences below. Capitalize all proper adjectives.

A

Example: *Mark Twain is a popular American author who has created many memorable characters.*

1. The french novelist Jules Verne predicted such inventions as the submarine and the television.
2. A norwegian expedition reached the South Pole a month before a british expedition arrived.
3. I enjoy delicious georgia peaches almost as much as juicy michigan cherries.
4. Candy skulls are a delicious tradition during the mexican holiday called the Day of the Dead.
5. Mr. and Mrs. Sanderson are looking forward to their tour of several european cities.
6. Nicola’s favorite new orleans restaurant often has lively cajun music.
7. Joel’s mother told us that her college years seemed to pass by in a new york minute.
8. Cassie will study italian art on a mediterranean cruise next summer.
9. This alaskan salmon is so much better than the ordinary atlantic salmon we usually buy.
10. The inca ruins at Machu Pichu are located high in the peruvian Andes Mountains.

Grammar Basics

Adverbs

An **adverb** is a word that modifies a verb, an adjective, or another adverb. An adverb tells *where*, *when*, *how*, or *to what extent* (how much or how long).

EXAMPLES **Soon** many birds will be flying **south** for the winter. [The adverb *soon* tells *when*, and the adverb *south* tells *where*. Both adverbs modify the verb *will be flying*.]

Amelia appears **thoroughly** confident on the stage. [The adverb *thoroughly* modifies the adjective *confident* by telling *to what extent*.]

Luis left the room **quite suddenly**. [*Suddenly* modifies the verb *left* by telling *how*. *Quite* modifies the adverb *suddenly* by telling *to what extent*.]

Exercise A

Underline the adverbs in the following sentences. Then, draw an arrow to the word each adverb modifies.

Examples: *Near the Arctic Circle, the cold winds cut very quickly through the warmest clothing.*

1. Only lichens and a few other hardy plants actually grow north of the Arctic Circle.
2. Lichens can be easily seen in a light dusting of snow.
3. Sometimes caribou feed on the lichens.
4. Wolves often closely follow the caribou.
5. Most people never experience the harsh environment of the tundra.
6. Is the blimp somewhat risky for passenger travel?
7. Tuan really likes the airships.
8. Airships can be an extremely effective means of advertising.
9. They float magically among the clouds.
10. Current designs seem much safer than those of the past.
11. The submarine descended rather slowly.
12. No bird flies more swiftly than the peregrine falcon.
13. Janine's unusual invention works quite effectively.
14. Roy is always hungry.

15. Turn left at the stop sign and drive slowly through the roundabout.
16. If you arrive early for the concert, you can easily find a seat.
17. We can probably see that movie later.
18. She never returns my terribly important phone calls.
19. That song was especially moving.
20. The cat crept across the stage almost silently.

More about Adverbs

- The common words *not*, *very*, *too*, and *well* function as adverbs.
I am **not** fond of desserts that are **too** sweet.
The **very** hungry caterpillar cleaned his plate **well**.
- Some adverbs are used to introduce a question.
How will we ever finish our work on time?
Where are the cupcakes?
When will the guests arrive?
- The words *here* and *there* are adverbs, even when they begin a sentence.
There is no reason to fear.
Here is the nearest exit.
Uncle Timothy is **here**!

Exercise B

Underline the adverbs in the following sentences.

1. Changes in our economy have occurred somewhat rapidly.
2. Pam reached the meeting too late to hear the complete discussion.
3. When will help finally arrive?
4. Here are the books you requested yesterday.
5. Although they are not experienced, these young basketball players perform quite well as a team.
6. How did you get here so quickly?
7. Usually it seems that each project goes more smoothly than the previous one.
8. People who travel to England often visit the Tower of London.
9. Today there is no reason to claim ignorance of world events.
10. Frequently, my mother will completely rearrange the furniture in our living room.

Grammar Basics

Prepositions and Prepositional Phrases

A **preposition** is a word that shows the relationship of a noun or pronoun to another word in a sentence. Notice how the prepositions in bold express a different relationship between the noun house and the verb walked:

I walked **to** the house.

I walked **around** the house.

I walked **through** the house.

A preposition is always used in combination with a noun or pronoun to form a **prepositional phrase**. The noun or pronoun which follows a preposition is called the **object of the preposition**. The phrase may also include adjectives which modify the object.

EXAMPLES Which flowers will grow best **in this sandy soil**?

During the thunderstorm, our dog hid **under Sandy's bed**.

Identifying prepositional phrases is much easier if you are familiar with the many words that can function as prepositions. Listed below are words that are often used as prepositions in a sentence:

aboard	among	beside	during	like	past	underneath
about	around	besides	except	near	since	until
above	at	between	for	of	through	up
across	before	beyond	from	off	throughout	upon
after	behind	by	in	on	to	with
against	below	concerning	inside	out	toward	within
along	beneath	down	into	over	under	without

Exercise A

Underline the prepositional phrase in each sentence. Circle the preposition. Write **OP** above the noun or pronoun that functions as the object of the preposition.

Example: Please don't run ^{OP} in the hallways.

1. This film takes place during the Depression.
2. I found my baseball glove underneath the stairs.
3. After the rainstorm the band continued playing.
4. Everyone ran five laps around the oval track.
5. Is Santa Monica near the beach?
6. I hope the prize inside this cereal box is a good one.
7. Our game against our greatest rivals will happen next month.
8. Ginnie made a chocolate birthday cake for me.

9. Most of the pretzels have been eaten.
10. The package was addressed to us and contained several new books.

Exercise B

Add a preposition that makes sense to the following sentences.

Example: *Several bystanders _____ the accident reported what they saw.*

1. We jumped _____ the dock _____ the water.
2. You should eat a healthy snack _____ basketball practice.
3. The colorful lizard hid _____ a large rock.
4. The fireworks exploded _____ the sky while music played _____ the stage.
5. Several cows grazed _____ the field _____ the red barn.

Exercise C

Underline the prepositional phrases in each sentence. Circle the preposition that begins each phrase.

Example: Lars and I went to the library after soccer practice.

1. We found the biographies near the mysteries.
2. The children's books with bright and colorful pictures were in the front section.
3. According to the librarian, some of the books were for sale because of damage.
4. I borrowed a mystery novel by Sue Grafton in spite of its torn cover.
5. A book about birds was the only book I liked aside from that one.
6. Lars purchased a sports book along with a poetry collection.
7. As of last Friday, I had read both of the books I borrowed.
8. During my next visit, I will purchase the books in addition to several more.

Grammar Basics

Subjects and Predicates

A sentence consists of two parts: the **subject** and the **predicate**.

- The *subject* of a sentence is the part about which something is being said.
- The *predicate* is the part which contains the verb and says something about the subject

In the examples below, the subjects are separated from the predicates by a vertical line:

Seagulls | were flying around the pier.

The members of the club | arrived.

The person in the front row | is my sister.

As you can see, the subject and predicate may be only one word each, or they may be more than one word. In most sentences, the subject will be at the beginning and the predicate will follow it.

Exercise A

Draw a vertical line between the subject and predicate in the following sentences.

Example: *Most of us | are doing well in school.*

1. Some large animals can move very quickly.
2. The rhinoceros can charge with great speed and change direction rapidly.
3. Its big, bulky body makes it a fearsome sight.
4. The legs of a rhinoceros are rather stout and short and end in broad feet.
5. A large, heavy horn juts from its upper lip.
6. The rhinoceros might charge at the slightest disturbance.
7. Its eyesight is very poor.
8. Swarms of bloodsucking parasites crawl all over its back.

Simple and Complete Subjects

The **simple subject** is the main noun or pronoun within the complete subject of a sentence. This noun or pronoun names the person, place, thing, or idea being talked about. The **complete subject** consists of the simple subject and all the words related to it. If the subject of a sentence is just one word, it functions as both the simple and complete subject.

EXAMPLES Most successful students budget their time wisely.

Complete subject: Most successful students

Simple subject: students

They persevere through any challenge.

Complete subject: They

Simple subject: They

Exercise B

Underline the complete subject in the sentences below. Circle the simple subject.

Example: That adventurous poet called his autobiography *The Big Sea*.

1. Many writers' first novels are autobiographical.
2. The first novel by Thomas Wolfe was written about his early life in Asheville, North Carolina.
3. He includes people and events from his childhood in his fictional world.
4. Wolfe's boyhood home is still standing in Asheville.
5. The whole town mourned the early death of its most famous citizen.

Simple and Complete Predicates

The **simple predicate** of a sentence is also called the **verb**. It may be a single word or a verb phrase, consisting of a main verb plus helping verbs. The **complete predicate** is made up of the verb and all the words related to it.

EXAMPLES	The hockey player flicked the puck into the net.	He was hailed as a hero.
	<i>Complete predicate:</i> flicked the puck into the net	<i>Complete predicate:</i> was hailed as a hero
	<i>Simple predicate:</i> flicked	<i>Simple predicate:</i> was hailed

Exercise C

Underline the complete predicate in the sentences below. Circle the verb or verb phrase.

Example: Marguerite called the meeting to order.

1. The trainer walked slowly toward the tiger.
2. Bradley and Chloe flew a box kite in the park.
3. The band had begun the concert before our arrival.
4. The family gave generously to charities.
5. Some of the guests may have left the party early.

Exercise D

In the following sentences, write **S** over the simple subject. Write **V** over the verb.

1. We traveled to Orlando, Florida over Spring Break.
2. After a few minutes, the teakettle whistled.
3. The tree in our backyard has grown three feet in the last year.
4. The nation's economy is flourishing because of new tax rules.
5. Franklin Roosevelt served four terms as President of the United States.
6. Nobody in the accident suffered any injuries.
7. Marcia will sing two solos in tonight's choir concert.
8. My watch stopped at 8:22.

Grammar Basics

Subjects and Predicates 2

More About Subjects

→ The complete subject of a sentence might contain more than one noun or pronoun as the simple subject. This is called a **compound subject**.

EXAMPLE Two **doves** and a **sparrow** flew overhead.

→ In an imperative sentence (one that gives a command), the subject is often not stated. In this case, the subject is “understood” to be the pronoun **you**.

EXAMPLE (**You**) Try to understand my point of view.

→ In an interrogative sentence (one that asks a question), the subject is often “buried” within a verb phrase.

EXAMPLE Do your **parents** mind if you come home late? [the subject *parents* appears in the middle of the verb phrase *do mind*].

→ The simple subject will never be in a prepositional phrase. This means that the subject will not always be the noun or pronoun that is closest to the verb.

EXAMPLES The **chair** by the door is reserved for visitors. [the subject is *chair*, not *door*]
In the middle of the lake is a small **island**. [the subject is *island*, not *lake*]



Helpful Hint: The best way to find the subject of a sentence is to find the verb first. After you have found the verb, ask “Who?” or “What?” before the verb. This will help you correctly identify the subject even when it is located in an unusual place.

EXAMPLES Around the bend roared a freight train. “*What roared?*” **Train** is the subject.
At first considered an outcast, Van Gogh was later revered as a great artist. “*Who was revered?*” **Van Gogh** is the subject.

Exercise A

Write an **S** over the subject of each sentence. Some sentences contain more than one subject.

1. Before the equal rights movement, American women became leaders in their professions.
2. Evangeline Booth was General of the International Salvation Army from 1934 to 1939.
3. Men and women have always been treated equally by this organization.
4. Have you heard of Nellie Bly, the famous newspaper reporter?
5. In 1890 she traveled alone around the world.
6. Her travels through many countries were reported in the New York World.
7. Nellie Bly’s investigative reporting showed courage and cleverness.

8. In 1876 Melville Bissell invented the carpet sweeper.
9. After the death of her husband in 1888, Anne Bissell managed his company for forty years.
10. Under her management as corporation president, the company sold millions of carpet sweepers.
11. Crucial to the success of these women was perseverance and confidence.
12. Learn more about famous female leaders at this website.

More About Predicates

→ The complete predicate of a sentence might contain more than one verb. This is called a **compound verb**.

EXAMPLE She **traveled** around the world and **collected** many interesting art works.

→ In an interrogative sentence (one that asks a question), part of the verb may precede the subject.

EXAMPLE **Have** they **chosen** a new leader for the running club?

Exercise B

In the following sentences, underline the complete subject once and the complete predicate twice. Write an **S** above each simple subject and a **V** above each verb.

S V

Example: One popular form of poetry is the ballad.

1. Ballads tell simple stories and create strong moods.
2. In ballads, people live, work, love, and die.
3. The characters and images in ballads were often created by common people.
4. One famous ballad features the lament of a mother for her dead son.
5. The death of a dog and the heroism of a coal miner are related in other well-known ballads.
6. In some popular ballads, the humor of ordinary people is emphasized.
7. Everyone at some time or another has felt the emotions of the characters in a ballad.
8. This explains the popularity of this type of poem since the Middle Ages.
9. Ballads and other poems have been a popular form of entertainment for centuries.
10. Will our class read or write any ballads this year?

Grammar Basics

Types of Sentences

Sentences may be classified according to the kinds of messages they express. This method of classifying, which distinguishes between questions, statements, commands, or expressions of emotion, includes the four types of sentences described below.

→ A **declarative** sentence makes a statement. Most sentences are declarative. All declarative sentences are followed by periods.

EXAMPLE Dr. Rosaline Yalow won a Nobel Prize for medicine in 1977.

→ An **imperative** sentence gives a command or makes a request. Like the declarative sentence, the imperative sentence is usually followed by a period. Very strong commands, however, may end with an exclamation mark.

EXAMPLES Go to the storm cellar now.
Please be courteous to other drivers.
Call 911 right away!

→ An **interrogative** sentence asks a question and is followed by a question mark.

EXAMPLE Why didn't Terry and Jan sign up for the dance?

→ An **exclamatory** sentence expresses strong feeling. It is always followed by an exclamation mark.

EXAMPLES Oh, my! How time flies!
What hope a rainbow brings after a storm!

Exercise

Classify each sentence below as **declarative**, **imperative**, **interrogative**, or **exclamatory**.

- _____ 1. Wasn't that an exciting ending to our ball game?
- _____ 2. The bases were loaded, and Roberta was next at bat.
- _____ 3. What a tense moment!
- _____ 4. Would she strike out, or would she make a miraculous hit?
- _____ 5. After rubbing her hands in the sand, Roberta took a firm grip on the bat.
- _____ 6. I'll knock this one out to the west side of town!
- _____ 7. Stand back out of my way.
- _____ 8. The ball was low, fast, and tricky.
- _____ 9. Crack! The ball whizzed past the fielders and crashed into a window half a block away!
- _____ 10. All the players quickly scampered off the field.

Grammar Study Guide

Worksheet Answer Key

► Nouns

Exercise A

person	x	x	x
thing	thing	idea	place
x	x	x	place
thing	idea	x	person
idea	idea	x	x

Exercise B

- day, teacher, cameras, questions
- camera, button
- lesson, class, composition
- teacher, photos, Dawn, work
- class, trip, zoo
- Joey, shot, monkey, teeth
- Dawn, koalas, picture, room
- Dawn, koala, direction
- Joey, pictures, dad, images, computer
- Dawn, frame, picture, koala, desk

Exercise C

- Thomas Hooker; Massachusetts Bay Colony; 1633; freedom
- Disagreements; leaders; colony
- Hooker; followers; settlement; city; Hartford, Connecticut
- right; people; members; church; judges
- Hooker; beliefs; book; 1648; Wiley and Sons Printing Company

Exercise D

- | | |
|------------------------------|-----------------------|
| 1. James Meredith | 26. application |
| 2. African American | 27. Meredith |
| 3. University of Mississippi | 28. fall |
| 4. 1961 | 29. 1962 |
| 5. application | 30. group |
| 6. Meredith | 31. protesters |
| 7. admission | 32. marshals |
| 8. race | 33. campus |
| 9. lawsuit | 34. riots |
| 10. university | 35. people |
| 11. case | 36. injured |
| 12. attention | 37. Meredith |
| 13. court | 38. classes |
| 14. judge | 39. President Kennedy |
| 15. favor | 40. nation |
| 16. university | 41. Meredith |
| 17. lawyers | 42. cost |
| 18. case | 43. Meredith |
| 19. court | 44. experiences |
| 20. favor | 45. book |
| 21. Meredith | 46. Years |
| 22. decision | 47. Mississippi |

- | | |
|-------------------------------|---------------|
| 23. case | 48. courage |
| 24. segregation | 49. hero |
| 25. University of Mississippi | 50. Americans |

► Pronouns

Exercise A

The antecedent for each pronoun is listed in parentheses

- they (gazelles)
- their (Dean and Jim)
- it (piano)
- I(not stated); they (flowers)
- his, he (Dave)
- she (Mary)
- you, your, my, you (not stated)
- it (party); we, us (not stated)
- its, its (turtle)
- them (friends); her (Frieda)
- their (crowd)
- she (Debra); our (not stated)
- his (Steve Decker)
- her (Sandrine)
- mine (Carla)

► Verbs

Exercise A

- | | |
|----------|---------------|
| 1. threw | 6. called |
| 2. flew | 7. took |
| 3. was | 8. identified |
| 4. saw | 9. learned |
| 5. made | |

Exercise B

- sliced, turned
- walked, boarded
- watched, planned
- covered, missed
- is, enjoyed
- drove, visited, saw

► Action Verbs and Linking Verbs

Exercise A

- liked
- had found
- treated, brought
- raised
- named
- will provide
- enjoy
- took, posted

Exercise B

Words connected by the linking verbs are in parentheses

- (Beryl Markham) was (pilot)
- (She) stayed (alert)
- (accomplishments) seem (remarkable)
- (Markham) became (woman)
- (task) was (difficult)

6. (I) am (interested)
7. (Ninety-nine) was (number)
8. (Members) were (pilots)
9. (club) remains (active)
10. (pilots) are (common)

Exercise C

- | | |
|------------|-------------|
| 1. action | 7. linking |
| 2. linking | 8. action |
| 3. linking | 9. action |
| 4. action | 10. linking |
| 5. linking | 11. action |
| 6. action | 12. Linking |

► Adjectives

Exercise A

1. several; great; European
2. the; absolute; her; brilliant
3. the; talented; an; operatic; a; concert
4. ninety-three; American
5. This; extraordinary; enthusiastic; many

Exercise B

The word modified is in parentheses

1. These, bold (explorers)
2. uncharted (lands); western (United States)
3. long, difficult (journey); early (1804)
4. their, winter (camp)
5. that, cold (winter); Shoshone (woman); important (expedition)
6. English (language); Bird (Woman)
7. her (husband); successful (trader); large (portion)
8. native(languages); helpful (Sacagawea)
9. daring, resourceful (group); many (obstacles)
10. two-year, successful (journey)

Exercise C

Underlined letters should be capitalized

1. French; such
2. Norwegian; British
3. delicious; Gorgia; juicy; Michigan
4. Candy; delicious; Mexican
5. their; several; European
6. favorite; New Orleans; lively; Cajun
7. Joel's; her; college; New York
8. Italian; Mediterranean; next
9. This; Alaskan; better; ordinary; Atlanctic
10. Incan; Peruvian

► Adverbs

Exercise A

Words modified are in parentheses

1. actually, north (grow)
2. easily (seen)
3. Sometimes (feed)
4. closely (follow)

5. never (experience)
6. somewhat (risky)
7. really (likes)
8. extremely (effective)
9. magically (float)
10. much (safer)
11. slowly (descended); rather (slowly)
12. swiftly (flies); more (swiftly)
13. effectively (works); quite (effectively)
14. always (hungry)
15. left (Turn); slowly (drive)
16. early (arrive); easily (find)
17. probably, later (see)
18. never (returns); terribly (important)
19. especially (moving)
20. silently (crept); almost (silently)

Exercise B

1. somewhat rapidly
2. too late
3. when, finally
4. here, yesterday
5. not, quite well
6. how, here, so quickly
7. usually, more smoothly
8. often
9. today, there
10. frequently, completely

► Prepositions and Prepositional Phrases

Exercise A

Prepositions are underlined; objects are italicized.

1. in the *hallways*
2. underneath the *stairs*
3. after the *rainstorm*
4. around the *oval track*
5. near the *beach*
6. inside this *cereal box*
7. against our *greatest rivals*
8. for *me*
9. of the *pretzels*
10. to *us*

Exercise C

Prepositions are underlined.

1. next to the *mysteries*
2. with bright and colorful pictures; in front of them
3. according to the librarian; of the books; for sale; because of damage
4. by Sue Grafton; in spite of its torn cover
5. about birds; aside from that one
6. along with a poetry collection
7. as of last Friday; of the books
8. during my next visit; in addition to several more

► Subjects and Predicates

Exercise A

1. animals | can
2. rhinoceros | can
3. body | makes
4. rhinoceros | are
5. horn | juts
6. rhinoceros | might
7. eyesight | is
8. parasites | crawl

Exercise B

The simple subject is underlined

1. Many writers' first novels
2. The first novel by Thomas Wolfe
3. He
4. Wolfe's boyhood home
5. The whole town

Exercise C

The verb or verb phrase is underlined

1. walked slowly toward the tiger
2. flew a box kite in the park
3. had begun the concert before our arrival
4. gave generously to charities
5. may have left the party early

Exercise D

<i>Subject</i>	<i>Verb</i>
1. We	traveled
2. teakettle	whistled
3. tree	has grown
4. economy	is flourishing
5. F. Roosevelt	served
6. Nobody	suffered
7. Marcia	will sing
8. watch	stopped

► Subjects and Predicates 2

Exercise A

1. women
2. Evangeline Booth
3. Men and women
4. you
5. she
6. travels
7. reporting
8. Melville Bissell
9. Anne Bissell
10. company
11. perseverance and confidence
12. (understood You)

Exercise B

The complete subject is listed first, with the simple subject underlined.

The *complete predicate* is listed second, with the verb underlined

1. Ballads
tell simple stories and create strong moods
2. people
In ballads...live, work, love, and die
3. The characters and images in ballads
were often created by common people
4. One famous ballad
features the lament of a mother for her dead son
5. The death of a dog and the heroism of a coal miner
are related in other well-known ballads
6. the humor of ordinary people
In some popular ballads...is emphasized
7. Everyone
at some time or another has felt the emotions of the characters in a ballad
8. This
explains the popularity of this type of poem since the Middle Ages
9. Ballads and other poems
have been a popular form of entertainment for centuries
10. our class
Will...read or write any ballads this year

► Types of Sentences

1. interrogative
2. declarative
3. exclamatory
4. interrogative
5. declarative
6. exclamatory
7. imperative
8. declarative
9. exclamatory
10. declarative