

## Weekly Grammar: Lessons 1-6

Name: \_\_\_\_\_

### Unit 1: The Eight Parts of Speech

- |            |              |                |                 |
|------------|--------------|----------------|-----------------|
| 1. Noun    | 3. Verb      | 5. Adverb      | 7. Conjunction  |
| 2. Pronoun | 4. Adjective | 6. Preposition | 8. Interjection |

#### Lesson 1: Nouns & Pronouns

**Noun:** The name of a person, place, thing, or idea (happiness, honesty, August)



Circle the nouns.

1. When Cecilia went to London last summer, she rode a bus for the first time.
2. Honesty is always the best policy.

**Pronouns:** A word that takes the place of a noun

#### **Personal Pronoun**

- 1<sup>st</sup> Person     *I, me, my, mine, we, us, our, ours*  
2<sup>nd</sup> Person     *you, your, yours*  
3<sup>rd</sup> Person     *he, him, his, she, her, hers, it, its, they, them, their, theirs*



Circle the personal pronouns.

1. Chad cried like a lost puppy when he jammed his toe.
2. Janice told Bonnie, “We should have brought our raincoats with us.”
3. The two children wrote poems and showed them to their parents.
4. “Your report is fine, but I think it should be retyped,” Ed told Joe.

**Reflexive:** Formed by adding *-self* or *-selves* to personal pronouns (*myself, yourself, herself, itself, etc.*)

**Indefinite:** Refers to unnamed things (*all, both, few, another, nothing, any, either, everything, someone*)

**Definite:** Used to point out specific people, places, or things (*this, that, these, those*)

**Interrogative:** Used to ask a question (*what, which, who, whom, whose*)

**Relative:** Refers back to people or things previously mentioned (*that, which, who, whom, whose*)



Circle the pronouns. Identify as personal, reflexive, indefinite, demonstrative, interrogative.

1. They congratulated themselves on their victory.
2. Aren't these the ones you wanted?
3. Someone told me to give this to you.
4. Which is the best car for my needs?

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### Lesson 2: Verbs, Adjectives, & Adverbs

**Action Verb:** Tells what action a subject is performing

Ex. The alligator *ate* my little brother.

**Verb Phrase:** A main verb plus one or more helping verbs

Ex. *be, is, was, been, have, has, do, does, might, can, should, will*

Ex. The alligator *could not swallow* my little brother easily.

**Transitive Verb:** An action verb that has an object (Answers the question *What?* or *Whom?*)

**Intransitive Verb:** An action verb that does not have an object

**Linking Verb:** Links the subject with another word in the sentence that renames or describes it

Ex. My little brother *must have been* a tasty appetizer.



Circle the verb/verb phrase, and identify it as transitive, intransitive, or linking.

1. Most raccoons can tip garbage cans over.
2. The steak might be very tough.
3. Don't forget the pigeons.
4. Some dinosaurs were rather gentle creatures.
5. Coyotes have howled along with the music at concerts in Los Angeles.
6. In some cities police on horses patrol streets.
7. The story must have been true.
8. They have existed everywhere for centuries.

**Adjective:** A word that modifies a noun or a pronoun

Ex. My *little* brother is gone, but he should have been *more* careful.

**Adverb:** A word that modifies a verb, an adjective, or another adverb

Ex. He swam *too slowly*.



Underline the adjectives and circle the adverbs.

1. The most northern point in the U.S. is Point Barrow, Alaska.
2. My work is accomplished more easily in the early part of the day.

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### Lesson 3: Prepositions, Conjunctions, & Interjections

**Preposition:** Shows the relationship between a noun or a pronoun and another word in the sentence

Ex. Put the card *inside* the box.

- *A preposition is always part of a group of words called a **prepositional phrase***
- *A prepositional phrase begins with a preposition and ends with a noun or a pronoun, called the **object of the preposition***



Underline the preposition and circle the object of the preposition.

1. They climbed aboard the ship.
2. Around the corner stormed the tardy student.
3. Don't put the papers near the fire.
4. Do you want to sit outside for a while?
5. His temperature dropped below 90 degrees.

**Conjunction:** Connects words or groups of words

**Coordinating Conjunction:** Single connection words

Ex. Each day I jog two miles *or* do exercises.

**Correlative Conjunction:** Pairs of connecting words

Ex. *Both* Chicago *and* New York City have large populations.

**Interjection:** A word that expresses strong feeling or emotion

Ex. *Ouch!* That must've hurt when the fire department pulled her loose.



Circle the conjunction and identify it as coordinating or correlative.

1. A pen or pencil will do.
2. Let's sit and rest for a while.
3. That road is not only dusty but also bumpy.
4. I remembered the date, but I forgot the time.



Circle the interjection.

1. Wow! You're awesome at *Guitar Hero*, dude.

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### Unit 2: The Parts of a Sentence

#### Lesson 4: Subjects & Predicates

**Sentence:** A group of words that expresses a complete thought

##### *Two Main Parts*

**Subject:** Names the person, place, thing, or idea the sentence is about

**Predicate:** Tells something about the subject

**Complete Subject:** The group of words that names the person, place, or thing the sentence

**Simple Subject:** The main word in the complete subject

Ex. The skin of the hippopotamus is about two inches thick.

**Complete Predicate:** The group of words that tells something about the subject

**Simple Predicate:** The main word or phrase in the complete predicate

Ex. The report of the tornado blared from the radio.

**Compound Sub:** Two or more subjects in a sentence that share a verb and are joined by a conjunction

**Compound Verb:** Two or more verbs in a sentence that share a subject and are joined by a conjunction



Underline the compound subject and circle the compound verb.

1. Either Tracy or Kevin will wash the sheets and hang them on the line.
2. Water is leaking through the ceiling and will damage the carpet.
3. Ducks and geese can fly at a speed of 70 miles per hour.
4. My sister and I ate a quick dinner and hurried to the early movie.
5. Neon lamps were invented in 1911 and were widely used within a decade.

**Inverted Subjects:** When the verb comes before the subject in a sentence

(Often occur in questions/sentences beginning with *There* or *Here*)

Ex. Here come Paula and her younger sister.

Ex. Down the field raced the quarterback.

Ex. At the back of this book is an appendix.

**Understood Subjects:** A subject is not stated, but understood to be present

Ex. (you) Answer the phone.

Ex. (you) Please return my books to the library.

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### Lesson 5: Agreement

#### Subject and Verb Agreement

A verb must agree with its subject in number.

A singular subject takes a singular verb.

Ex. The *goose flies*.

A plural subject takes a plural verb.

Ex. The *geese fly*.

The helping verb must agree in number with the subject.

Ex. *Kim is* going

Ex. *They have* gone

#### Interrupting Words

Agreement of a verb with its subject is not changed by any interrupting words.

Ex. The *dogs* in the kennel *were* howling.

#### Compound Subjects

When subjects are joined by *or*, *nor*, *either/or*, or *neither/nor*, the verb agrees with the closer subject.

Ex. Beth or *Craig is* going to buy a computer.

Ex. Neither Art nor his *brothers have* ever owned a car.

When subjects are joined by *and* or *both/and*, the verb is plural.

Ex. Ted's *pen and pencil were* missing from his notebook.



Underline the correct verb.

1. The teams (is, are) tied.
2. Excessive salt in foods (makes, make) people thirsty.
3. The coach, not the players, (decides, decide) when to change pitchers.
4. The nuts of the pecan tree (has, have) a 70 percent fat content.
5. The collie, as well as many other dogs, (was, were) originally raised to work.
6. Both grades and attendance (was, were) considered in the final grade.
7. Peaches or watermelon (needs, need) to be added to the fruit salad.
8. Either Rebecca or her sister (is, are) going to drive you to the airport.
9. A few pine boughs, some straw, and a piece of heavy canvas (makes, make) a good bed on a camping trip.
10. Some of the food in the cafeteria (appear, appears) to be growing fur.

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### Lesson 6: Special Agreement Problems

1. A verb must agree in number with an indefinite pronoun used as a subject.  
Ex. *One* of the class officers *was* asked to be a member of the school board.
2. The subject and the verb of an inverted sentence must agree in number.  
Ex. Hidden in the back of the closet *was* Kevin's birthday *present*.
3. Use a singular verb with a collective-noun subject that is thought of as a unit, and use a plural verb with a collective-noun subject that is thought of as individuals.  
Ex. The *jury has* been out for ten hours.  
Ex. The *jury have* not been able to come to an agreement.
4. A subject that expresses an amount, a measurement, or a weight is usually singular and takes a singular verb.  
Ex. *Ten miles is* too far to walk.
5. Use a singular verb with *the number of* and a plural verb with *a number of*.  
Ex. *The number of* girls taking woodshop *has* doubled this year.  
Ex. *A number of* girls *are* taking woodshop this year.
6. Use a singular verb with certain subjects that are plural in form but singular in meaning.  
Ex. *Physics is* his major in college.
7. The verb part of a contraction must agree in number with the subject.  
Ex. The *game doesn't* start until four o'clock.
8. A verb agrees with the subject of a sentence, not with the predicate nominative.  
Ex. The major cleanup *problem is* bottles and paper.
9. A title is singular and takes a singular verb.  
Ex. Seven Gothic Tales *was* written by Isak Dinesen.