

SPLASHES FROM THE RIVER
PRESENTS

The Basic Cozy Grammar Course®

Reproducible Workbook

by
MARIE RACKHAM

Formatted by Tyson Mielke

We welcome feedback!

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of the means listed below.**

Splashes From The River Multimedia Entertainment Inc.

633 Birch St.

Campbell River, British Columbia

Canada V9W2T2

www.splashesfromtheriver.com

e-mail: splashes@island.net

Phone: 250-287-7905

Phone: 1-800-201-2280 (orders only)

Fax: 250-286-4543

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The Basic Cozy Grammar Course®

(2 Video or DVD set with reproducible workbook)

Imagine learning grammar in front of a cozy fire with soft strains of classical music playing in the background, or on the beach while gulls and eagles soar overhead. Marie will quickly make you feel at home in her cozy beachside cottage. In this "living textbook" she walks you through 27 rules and concepts of basic English grammar in a whimsical, fun-loving way.

The Basic Cozy Punctuation Course®

(2 Video or DVD set with reproducible workbook)

Now, I'm sure you've wondered what all those dots, lines, and squiggles mean; and if not what they mean, then at least how to use them correctly. Using correct punctuation can seem a bit daunting — even experts and publishers don't always agree. But don't worry because in this course Marie presents the most basic and cozy ways to use punctuation marks. Follow Marie to a lighthouse, a waterfall, a fishing pier, and many other scenic spots while she whisks you through an introduction and fifteen punctuation lessons.

The Basic Cozy Essay Course®

(1 Video or DVD with reproducible notebook)

If you have never been taught to write a formal essay, it can be a fearsome assignment. The biggest problem people face when writing an essay is not knowing the formula to clearly communicate thoughts and ideas. Marie's teaching mantra is, "no one fails if they have the tools." In this course Marie utilizes her neighbor's charming garden and a walk among the tidal pools on the beach to supply you with the tools for writing an essay.

The Cozy Classroom Collection®

(1 Compact Disc)

In recent years many studies have been conducted on the effects of classical music on learning. The results of these studies are interesting and varied: increased IQ's, accelerated learning, greater retention of material learned, higher test scores, and reduced stress and tension, to name a few. The Cozy Classroom Collection CD is a selection of classical piano compositions that have been performed, arranged, edited, and recorded to facilitate learning.

The Basic Cozy Spelling Course®

(30 Units in 1 reproducible workbook)

Spelling is more than a specific skill for writing. It is important for developing literacy and a necessary aspect of learning to read. Word study and spelling enhance students' reading skills, writing skills, correctness in pronunciation, vocabulary, clarity in thinking, and spelling accuracy.

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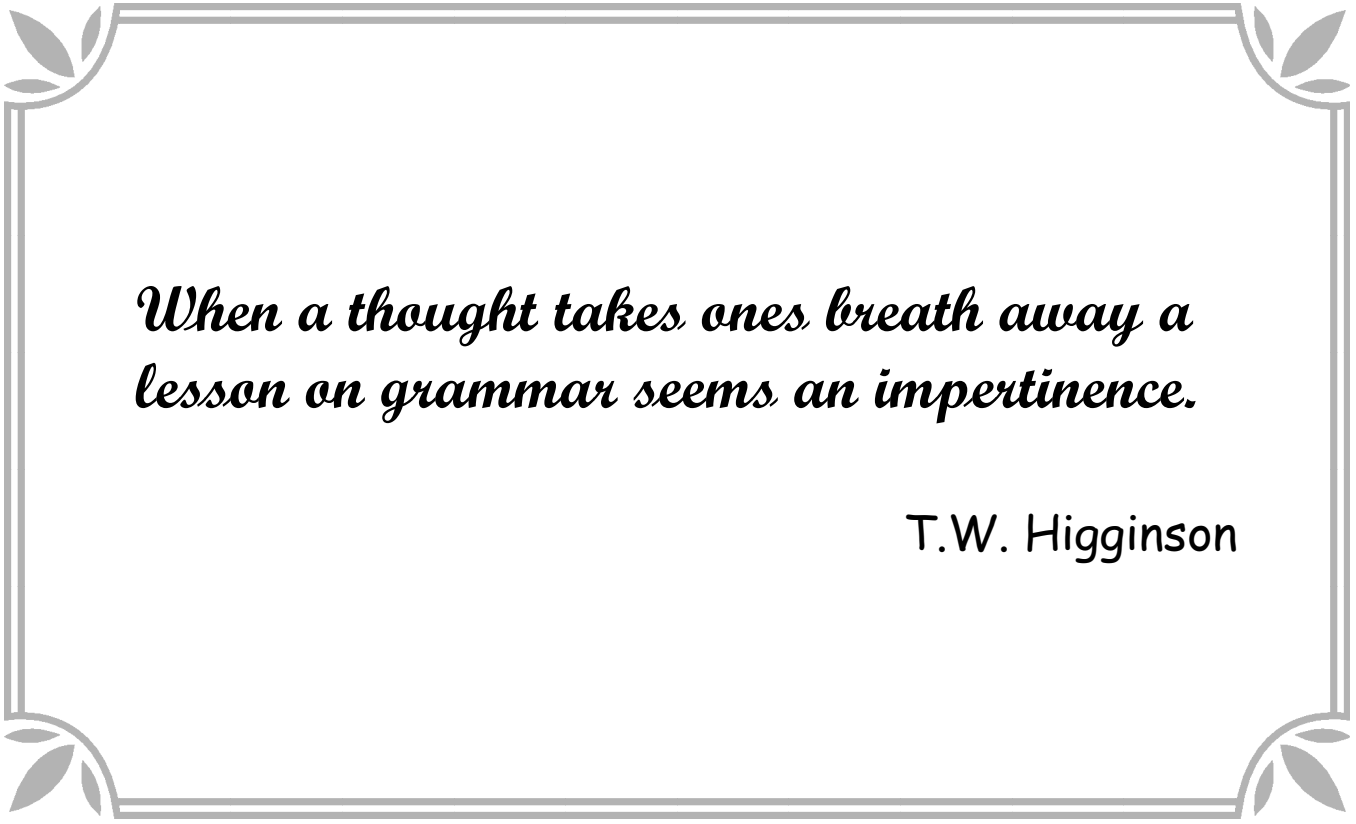
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*When a thought takes ones breath away a
lesson on grammar seems an impertinence.*

T.W. Higginson

"Why grammar? It stifles creativity!"

Over the years that question has been hurled at me many times - sometimes gently, but more often vehemently. My answer has always been the same, "Because grammar is the technique of English."

During the late 1960's and the early 1970's, education, influenced by the social changes of the 60's, went through a period where the teaching of grammar was thought to be stifling to creativity. Often I was made to feel like a dinosaur for teaching grammar. Oddly enough, much of the criticism came from colleagues who held master's degrees. I remember saying on more than one occasion, "It is easy for you to say but you already have grammar skills or you wouldn't have been able to write a master's thesis. Now, you want to deny these same skills to present and future students. I am not against progress in education but, in the heat of the excitement of making changes, we must be very sure that what we consider to be progression is not regression, or even suppression, in disguise." I never wavered; I continued to teach grammar. In 1991 I was vindicated. In the fall of that year, I decided that it was time to learn to use a computer. The instructor suggested that I would learn more quickly if I worked on a continuous project. I thought of my grammar course which was hand-written in a tattered, old duo-tang. This became my computer project. I spent every opportunity available to me in the computer room: early mornings, lunch times, after school, and in the evenings. It was during the lunch time periods, particularly, that I noticed a pattern emerging. The younger teachers on staff, one by one, would creep into the computer room and peer over my shoulder. At first they were bemused by this "old dog learning a new trick;" but, then they became interested in my grammar project. Without exception each would whisper into my ear, "When you are finished, may I have a copy? I was never taught grammar and I am terrified to teach it." I promised to give them a copy and when they left I shook my head and thought to myself, "Another product of the 70's, and the 80's, and the 90's, and. . . ."

In my teaching experience I could always relate poor grades directly to poor organization. Organization is extremely important for both teacher and student. In my opinion good organization prevents many learning and teaching problems. Lack of organization distracts from learning. When I was teaching, at the beginning of each lesson I would ask the students to hold up the supplies (textbooks, notebooks, pens, pencils, etc.) that they needed for that particular lesson. If a student was missing something, I could provide substitute supplies for that lesson. I could then proceed with the lesson knowing that the students would not interrupt because they were unprepared. Every distraction causes an interruption in learning, which in turn causes gaps in learning. If you are home-schooling don't allow outside interruptions such as telephones, door-bells, deliveries, etc. to interrupt a teaching session. If you are in a school setting ask administrators, counselors, secretaries, etc., not to interrupt a teaching session. Quiet interruptions can occur when the students are working independently, but it is preferable to keep all interruptions to a minimum. Good organization enhances learning. When both teacher and student are organized, learning flourishes. Establishing good organizational skills leads to self-discipline. When we learn self-discipline, we can achieve great things; and, as a result, we become productive members of society.

Learning is a slow process. In this world of 'instant everything' the art of discipline is easily eroded. With the flick of a switch, the push of a button, the turn of a dial, or the click of a mouse, we can be distracted immediately. Mastering a technique is not instant. It needs the discipline to focus, to organize, and to practise. It also needs the encouragement of parents and teachers. I learned the art of discipline at a young age when I started my music training. At the beginning I would practise the piano half an hour a day. Gradually, over the years, my practice time increased to four hours a day. I could focus so intently that the time seemed to fly by. I remember one particularly long practice session. I had been playing with such intensity and passion that when I finished the seat of my slacks was stuck to the piano bench. When I stood up, my slacks ripped and I had a well-ventilated rear end. Learning the art of discipline has been the greatest lesson of my life. When I took university courses, I had no problems; when I studied millinery and flower making, it was a breeze; when I learned the computer, I improved daily; and, when I started to compose, the music flowed. Mastering any technique is easier when you have learned the art of discipline. Life is easier when you are disciplined.

It is time to stop giving grammar a bad name and look at it for what it is: a technique. It is a tool that can enhance creativity - not stifle it. It is not only a valuable tool for creative writing but also a wonderful aid for teaching. When I was guiding students in creative writing classes, it was so helpful, from a teaching point of view, to be able to say, "Here you used an adjective where you should have used an adverb;" or, "at this point you used a principal verb without an auxiliary verb;" or, "if you place the subject at the end of this sentence it will improve the flow of your story." This is a much more satisfying learning situation than saying, "You have made some mistakes so I have inserted the corrections in red ink."

I was motivated to participate in the production of *The Basic Cozy Grammar Course®* for two reasons. First, I am aware of the public's concerns and impressions, whether rightly or wrongly, about the lack of language skills demonstrated by students today. This course will enable students, teachers, parents, and home-schoolers to learn the basics of grammar. Second, I wanted to get out of the classroom - to present grammar in an everyday setting. The coziness of a home, the familiarity of a garden, the fascination of a beach, and the ever changing moods of the Pacific Coast weather combined to make a stimulating, but non-threatening, setting for teaching a potentially dry and boring subject.

At this time, I must comment on the music used in this course. Classical music, particularly Contrapuntal music (Bach, Vivaldi, etc.), enhances learning. Played at a low level, classical music has a calming effect on the learner. During the 1980's I taught remedial English at the Grade 8, 9, and 10 levels. The students were not stupid, but they were disorganized and hyperactive. Once I addressed their organizational skills, I worked on their hyperactivity. It proved to be a simple solution — classical music. Before the beginning of each class I would start a classical audio tape so the music would be playing when the students entered the classroom. Of course they thought the music was "dumb", but I ignored their comments and let the music continue. The results were amazing. Ten to fifteen minutes into the class the hyperactivity gradually reduced (a significant calmness washed over the class) and learning could take place. For this reason I recorded a variety of classical piano music for this course. Any classical music will work but I found that instrumental music was the best. Vocal music seemed to distract from learning; so, during lessons avoid opera or classical songs. Let me leave you with something to consider. A few years ago I saw a television documentary about the effects of music on plants. The experimenters set up two large terrariums, each containing a variety of plants, and each connected to an audio speaker. Into one terrarium

they played classical music, and into the other they played hard rock music. After a time the plants exposed to classical music leaned towards the speaker; but, the plants exposed to rock music leaned away from the speaker. Form your own conclusion.

Finally, let me emphasize again; this grammar course is a basic course. It is an introduction to grammar. If you desire to explore the mysterious world of infinitives, gerunds, participles, tenses, moods, etc., there are many comprehensive grammar books available in bookstores and on the internet. This workbook is meant to be used in conjunction with the videos or DVDs. It contains lesson notes, exercises, sample tests, and an answer key. I suggest that you study each lesson as follows:

- 1) watch the video lesson until you feel comfortable with the information.
- 2) do the exercises in the workbook.
- 3) mark your exercises using the answer key.
- 4) if necessary repeat steps 1 to 3

STUDY NOTE:

In many of the exercises the instructions begin with "Copy the sentences" With the wonderful invention of the copier machine the skill of hand copying is becoming a lost art. Hand copying develops eye/hand co-ordination: the ability to look at something and reproduce it correctly, such as making a note of a telephone number. I encourage you to develop your eye/hand co-ordination by hand copying the sentences in the exercises.

Please email me at grammarhelp@splashesfromtheriver.com if you have any questions about grammar.

Good luck!

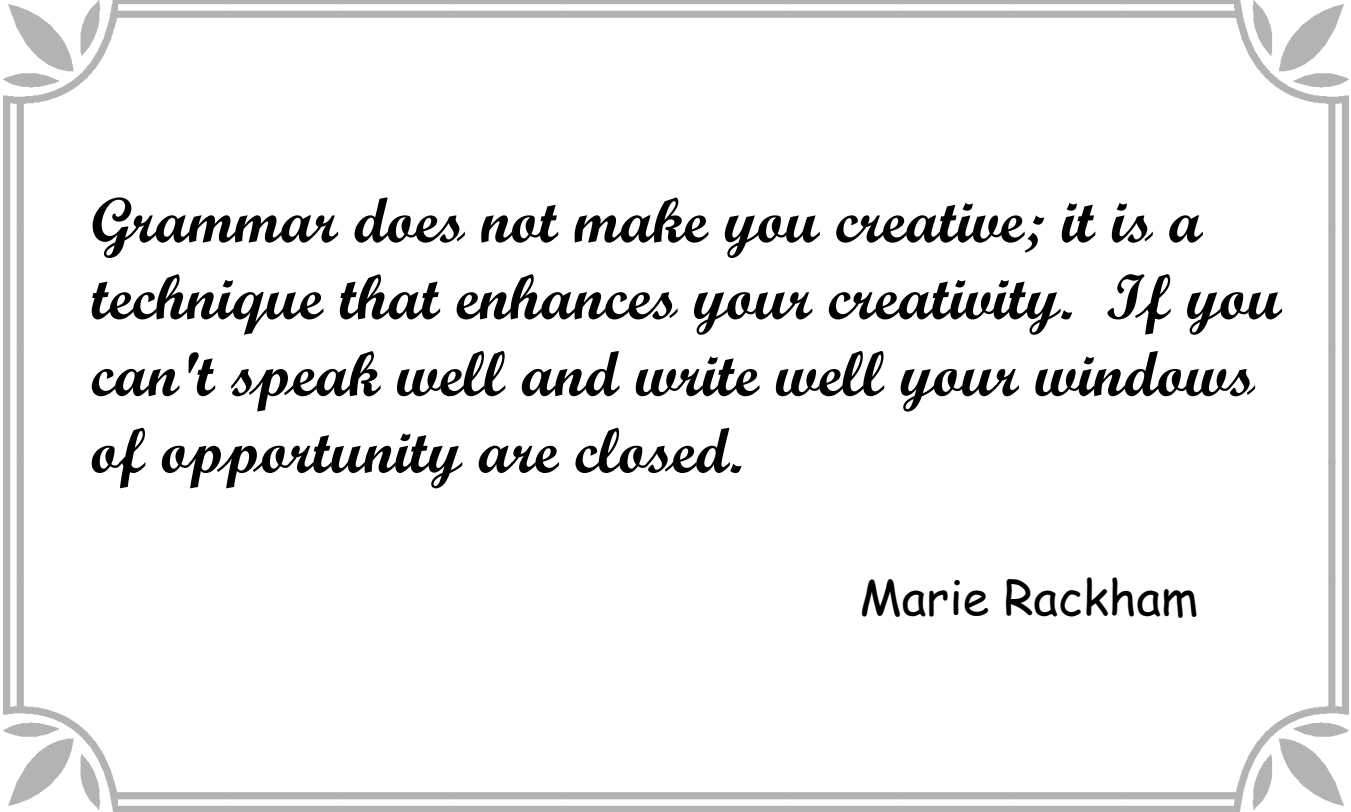
Marie Rackham

In this course I have used the traditional terms for grammar; for example, *noun, verb, transitive, intransitive, copula, adjective, adverb* etc.

NOTE: You may have learned different terms from the ones that I have presented in this course. Don't let this alarm you. It is more important for you to know what a word does, rather than how it's named. For example, what you may call a *modifier*, is what I call an *adjective*. What matters is that you understand that a *modifier/adjective* describes a noun — in other words, what it does.

JUST A NOTE:

Marie taught for six years in a multicultural school. Some of the items used for examples in this course were gifts from former students. Marie regards these items as *gifts of love* and *not religious icons*. She believes that love is love regardless of the form it takes.



Grammar does not make you creative; it is a technique that enhances your creativity. If you can't speak well and write well your windows of opportunity are closed.

Marie Rackham

LESSON 1

KINDS of SENTENCES

A sentence is a group of related words expressing a complete thought.

There are four kinds of sentences:

1. Interrogative

- asks a question
- ends with a question mark (?)

Example: Won't you come into the house?

NOTE: When you interrogate someone you ask questions.

2. Imperative

- gives a command
- ends with a period (.)
- usually does not have a subject because the subject is understood or indicated by a look or gesture (*subjects are discussed in LESSON 2*)

Example: Come into the house.

3. Assertive [Also called Declarative]

- makes a statement
- ends with a period (.)

Example: We are in the house.

NOTE: Most sentences are assertive sentences.

4. Exclamatory

- expresses strong feelings such as joy, anger, sadness, excitement, and fear
- ends with an exclamation mark (!)

Example: What a cozy house!

KINDS OF SENTENCES

EXERCISE 1: Beside each sentence write the kind of sentence.
(Assertive, Interrogative, Imperative, or Exclamatory).

1. Shovel the snow from the path.
2. Did you slip on the icy road?
3. The house is burning!
4. The ice is melting quickly.
5. Go to your room.
6. Get help now!

EXERCISE 2: In the following sentences put in the punctuation and state the kind of sentence.

1. That girl is going to fall
2. Are you going to the store
3. Call the doctor
4. It must be in the basement
5. Don't put the cup there

EXERCISE 3: In the following sentences put in the punctuation and state the kind of sentence.

1. What's the problem
2. Go to school
3. Run for your life
4. Please buy me a chocolate bar
5. Look out for the car

EXERCISE 4: In the following sentences put in the punctuation and state the kind of sentence.

1. Do you know where France is
2. My brother works at the computer store
3. How lovely and warm the day is
4. Slowly the old man descended the stairs
5. I enjoyed the movie

LESSON 2

SUBJECT & PREDICATE

A sentence is divided into two parts: The subject and the predicate.

SUBJECT

— tells what the sentence is about

PREDICATE

— tells us something about the subject

Example: The axe splits the wood.

“The axe” is the subject of the sentence.

“splits the wood” is the predicate of the sentence.

Example: The wood is dirty.

“The wood” is the subject of the sentence.

“is dirty” is the predicate of the sentence.

Example: The house is warm.

“The house” is the subject of the sentence.

“is warm” is the predicate of the sentence.

Example: I love my slippers.

“I” is the subject of the sentence.

“love my slippers” is the predicate of the sentence.

Example: The fire burns brightly.

“The fire” is the subject of the sentence.

“burns brightly” is the predicate of the sentence.

SUBJECT & PREDICATE

EXERCISE 1: Underline the subject once and the predicate twice.

1. The boat moved south.
2. The maple trees whispered in the breeze.
3. Small birds chirped sweetly.
4. The flowers in the garden gave off a sweet perfume.
5. The big, yellow bees buzzed among the flowers.

EXERCISE 2: Underline the subject once and the predicate twice.

1. The stars in the night sky twinkled cheerfully.
2. He called the dog.
3. Four girls went for pizza.
4. The policeman caught the thief.
5. A puff of smoke from the camp fire burned our eyes.

EXERCISE 3: Underline the subject once and the predicate twice.

1. Joan's cat played with a ball.
2. A cozy fire burned in the fireplace.
3. Cheeky crows cawed from the high tree-top.
4. The herd of elephants thundered across the plains.
5. A formation of Canada geese flew southward.

EXERCISE 4: Underline the subject once and the predicate twice.

1. The crowds cheered the winning hockey team.
2. The trees in the park provided shade for the picnic.
3. John mowed the lawn.
4. Many people were in the mall.
5. I rode the elevator to the fifth floor.

LESSON 3

MAIN SUBJECT & MAIN PREDICATE

The main subject is the one word that tells what the sentence is about. The main predicate is the one word that tells us what the subject does.

Example: The fire burns brightly.
main subject main predicate

Example: The chair rocks gently.
main subject main predicate

Example: I sit in the chair.
main subject main predicate

NOTE: Occasionally a subject is just one word. In this case the subject and the main subject are the same.

Example: I sit in the chair.
“I” is the subject of the sentence, but because it is only one word, it is also the main subject of the sentence.

NOTE: This can also apply to predicates. Occasionally a predicate is just one word. In this case the predicate and the main predicate are the same.

Example: The three boys stayed.
“stayed” is the predicate of the sentence but, because it is only one word, it is also the main predicate.

NOTE: On rare occasions we find two word sentences. In this case the subject and predicate are also the main subject and main predicate.

Example: Jesus wept.
“Jesus” is the subject and the main subject,
“wept” is the predicate and the main predicate.

MAIN SUBJECT & MAIN PREDICATE

EXERCISE 1: Underline the main subject once and the main predicate twice.

1. The boat moved south.
2. The maple trees whispered in the breeze.
3. Small birds chirped sweetly.
4. The flowers in the garden gave off a sweet perfume.
5. The big, yellow bees buzzed among the flowers.

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EXERCISE 4: Underline the main subject once and the main predicate twice.

1. The crowds cheered the winning hockey team.
2. The trees in the park provided shade for the picnic.
3. John mowed the lawn.
4. Many people were in the mall.
5. I rode the elevator to the fifth floor.

LESSON 4

ORDER IN SENTENCES

Have you ever wondered why some writing seems more interesting than other writing? Good writers vary the order in sentences. It avoids monotony!

1. Natural Order

— subject at the beginning

Example: The seagulls fly through the air.

2. Inverted Order

— subject at the end.

Example: Through the air fly the seagulls.

3. Split Order

— subject in the middle

Example: Through the air the seagulls fly.

ORDER IN SENTENCES

EXERCISE 1: Copy the sentences. Underline the complete subject and state whether the sentence is in **NATURAL**, **INVERTED** or **SPLIT** order.

1. Over the ditch hopped the little deer.
2. Across the street children could be heard clearly.
3. The family of raccoons raided the garbage can.
4. In the summer breeze the trees swayed gently.
5. Above the valley rose the majestic mountain into the clouds.

EXERCISE 2: Copy the sentences. Underline the complete subject and state whether the sentence is in **NATURAL**, **INVERTED** or **SPLIT** order.

1. Between the rows of carrots he planted marigolds.
2. Up the street screamed the police car.
3. Flocks of geese flew in formation.
4. At the stroke of twelve the ghost appeared in the room.
5. The two boys paddled the canoe up the river.

EXERCISE 3: The sentences in the following paragraph are in natural order. Rewrite the paragraph changing sentences 1, 6, and 7 to **SPLIT** order sentences and sentences 4 and 8 to **INVERTED** order sentences.

(1) The two boys approached the haunted house with excitement. (2) They were determined to see the ghost of the crying lady. (3) The dark, overgrown path lay ahead of them. (4) The decaying house loomed ominously at the end of the path. (5) A cold, piercing wind swirled around them. (6) The boys ascended the front steps cautiously. (7) The boys stopped at the top of the stairs. (8) A quiet moaning came from within the house.

LESSON 5

NOUNS

A noun is the name of a person, place, or thing and is usually the main subject of a sentence. A noun is usually something you can touch, see, and hear. However, abstract nouns name qualities: things we cannot touch, see, or hear.

Nouns Name:

Persons — Bob, Sherry, boy, girl, Jacque

Places — Europe, New York City, home, Japan

Things — table, chair, napkin

Groups — stack, bouquet, cutlery

Things Heard — tinkle tinkle, ha ha, tra la la

Qualities — honor, loyalty, honesty, trust, courage, kindness

Kinds of Nouns

Concrete Noun

- A word used to name objects which have an actual existence — that we can see or touch. Concrete Nouns are of two kinds:

1. Proper Noun

- used to name a particular person, place, or thing
- it begins with a capital letter

Example: Jacque, Sherry, New York City, Europe, Japan, Myott China, Golden Dawn Rose

2. Common Noun

- all other nouns

Example: knife, fork, spoon, plate, cup, saucer, vase

Abstract Noun

— A word used to name a quality, action, or condition.

1. Quality

Example: honesty

2. Action

Example: laughter

3. Condition

Example: poverty

Collective Noun

— A word used to name a group of people, animals, or things.

1. People

Example: army

2. Animals

Example: herd

3. Things

Example: album

Compound Noun

— A word made up of two or more words used together. They can be one word, two words, or hyphenated.

Example (one word):	barnyard	flashlight
Example (two words):	seat belt	cruise ship
Example (hyphenated):	son-in-law	forget-me-not

Number In Nouns

1. Singular

— a noun that names one thing

Example: cup, fork

2. Plural

— a noun that names two or more things

Example: cups, forks

NOUNS

EXERCISE 1: Copy the following sentences and underline the nouns.

1. John rode his bicycle to the store.
2. Sally caught six trout in the lake.
3. Bob built a birdhouse in the yard.
4. His courage was rewarded with a medal.
5. The bumblebee darted among the blossoms with a happy buzz.

EXERCISE 2: Write a proper noun beside each of the common nouns.

river _____ girl _____ city _____
 park _____ street _____

Write a common noun beside each of the proper nouns.

Canada _____ July _____ Sally _____
 Roberto _____ Mars _____ Titanic _____

EXERCISE 3: Write the plural forms of these nouns.

army _____ cross _____ bandit _____
 echo _____ car _____ shirt _____

EXERCISE 4: Underline the nouns.

1. A bottle of paste sat on the table.
2. The dish fell with a crash.
3. Mark, Michael and Mary came to the dance.
4. The snow on the mountain sparkled in the sunshine.
5. Shouts and squeals of delight could be heard at the fair.

EXERCISE 5: Underline the nouns.

1. Christmas is in December.
2. Pies, cakes and cookies were on the tray.
3. The wind blew Susan's hat down the road.
4. The pupils sat in rows in the classroom.
5. David ate ham and eggs for breakfast.

LESSON 6

PRONOUNS

A pronoun is a word that takes the place of a noun. Example: Sherry, Bob, Jacque, and I are here for dinner. This sentence can be shortened by using one pronoun for the subject: We are here for dinner.

Kinds of Pronouns

1. **Subjective** — used to name a particular person, place or thing
Example: I, you, (thou), he, she, it, us, them
2. **Objective** — used as the object of a sentence
Example: me, you, him, her, it, us, them
3. **Possessive** — shows ownership
Example: mine, yours, (thine), his, hers, its, ours, theirs
4. **Compound Personal**
Example: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves
5. **Demonstrative** — used to point out
Example: this, that, these, those
6. **Interrogative** — used to ask
Example: who, whom, whose, what, which
7. **Indefinite**
Example: other, some, many, few, each, one, neither, either, none, all, several, both

NOTE: Some of these indefinite pronouns seem to have a definite meaning. For example, one. If we use one as a number, such as one apple, then one has a definite meaning. In this example one is used as an adjective. (See Lesson 12). However, in the example, “One of my friends is visiting next week.”, the word one becomes an indefinite pronoun because it is vague or indefinite. I do not specify what friend is visiting.

PRONOUNS

EXERCISE 1: Underline the pronouns and state the kind.

1. He gave some to her.
2. These are yours and this is mine.
3. Who is it?
4. Each of the boys works by himself.

EXERCISE 2: Rewrite the following paragraph using pronouns for the underlined nouns.

When John arrived home for Christmas, John's parents were happy to see John. John told John's parents that John had gifts in the car. John and John's parents went to fetch the gifts.

EXERCISE 3: Copy the sentences and underline the pronouns.

1. He accepted the gifts and gave them a party.
2. Whom did you send with him?
3. You will go by yourselves and tell him that I will come later.
4. I will make a cake.
5. You will find several over there.
6. These are mine and those are yours.

EXERCISE 4: Copy the sentences and underline the pronouns.

1. Who are you?
2. He found his ball.
3. That is the dress I want.
4. Some are missing but none are lost.
5. She made it herself and put it here.
6. I am sure you will help us.

LESSON 7

VERBS

A verb is the main predicate. It is the telling, asking, or commanding word in the sentence. It may express ACTION, POSSESSION, or EXISTENCE. Most verbs express ACTION.

1. Verbs of Action

JUMP, THROW, GATHER, SEE are verbs of action.

Example: I jump onto the log.
I throw a rock.
I gather driftwood.
I see the fog.

2. Verbs of Possession (Ownership)

HAVE, HAS, HAD, are verbs of possession or ownership.

Example: I have a stick.

3. Verbs of Existence

AM, IS, ARE, WAS, WERE are verbs of existence.

Example: I am, I exist.
The seagull is, the seagull exists.

VERBS

EXERCISE 1: Copy the following sentences and underline the verbs.

1. The Flyers defeated the Oilers.
2. Two fishermen rowed a boat out to sea.
3. I have six oranges.
4. They are my friends.
5. Who leads in the race?
6. Leave the room!

EXERCISE 2: Copy the following sentences and underline the verbs.

1. Little Miss Muffet sat on a tuffet.
2. The three bears ate porridge for breakfast.
3. Little Red Riding Hood visited her grandmother.
4. The three little pigs are fat.
5. Little Boy Blue blows his horn.
6. The big, bad wolf has big teeth.

EXERCISE 3: Copy the following sentences and underline the verbs.

1. The kitten slept on the cushion.
2. All of my friends are here.
3. Jimmy has my book.
4. Go to the store.
5. Many stars twinkle in the sky.
6. I love chocolate cake.

LESSON 8

VERB PHRASES

A verb phrase is a verb, or main predicate, of more than one word. It contains a principal verb and an auxiliary verb. Example: The wind is blowing. Is blowing is a verb of more than one word so we call it a verb phrase.

Principal Verb

- the most important word in the verb phrase.
- the final word in the verb phrase.

Auxiliary Verb

- helping word or words in the verb phrase.

Example: I am walking. I am walking I am walking
verb phrase *auxiliary verb* *principal verb*

Verb Phrase Examples:

Example: My stick is writing in the sand.
verb phrase

Example: My stick is waving in the air.
verb phrase

Example: My feet may get wet.
verb phrase

Example: I might have been hurt.
verb phrase

List of Auxiliary Verbs:

am, are, be, been, can, could, did, do, has, had, have, is, may, might, ought, shall, should, was, were, will, would

VERB PHRASES

EXERCISE 1: Copy the following sentences and underline the verb phrases. Draw a second line under the principal verb.

1. He is looking for us.
2. Mary had been helping her mother.
3. What have you been doing?
4. We were learning about dinosaurs.
5. She should have been working today.
6. I am feeling happy.

EXERCISE 2: Copy the sentences and underline the verb phrases.

1. They have read the story.
2. The moon will be shining through the trees.
3. Harry is sharpening a pencil for me.
4. The summer days have gone.
5. He has been a computer expert.
6. She may have been sleeping for hours.

EXERCISE 3: Copy the sentences and underline the verb phrases.

1. The wind has risen again.
2. Piles of dead leaves had been blown into corners of the garden.
3. Did you open the window?
4. The barn door should have been locked last night.
5. They had disappeared.
6. All this could have been avoided.

EXERCISE 4: Copy the sentences and underline the verb phrases.

1. They will have gone by ten o'clock.
2. We had reached the shelter before the snow fell.
3. We have seen that movie three times.
4. The plane should have landed two hours ago.
5. He will be finished soon.
6. I might have been bitten by the dog.

LESSON 9

AGREEMENT of VERBS

*A verb must agree with its subject in number. Example: This log is interesting.
This log is also interesting. Both logs are interesting.*

1. A singular verb is used with: (*Singular means one.*)

- a singular object
Example: This log is interesting.
- singular objects joined by OR or Nor
Example: This log (or) that log is interesting.
- sums of money
Example: Ten dollars is in my pocket.
- subjects containing
each, every, either, neither, any, none, one
Example: Each of the logs is interesting.
None of the logs is interesting.

2. A plural verb is used with: (*Plural means more than one.*)

- a subject plural in number
Example: The logs are interesting.
- subjects joined by AND
Example: This log (and) that log are interesting.
- the subject YOU
Example: You are interesting.

AGREEMENT OF VERBS

EXERCISE 1: Rewrite the sentences using the correct verb.

1. Many apples (is, are) on the tree.
2. The pen and pencil (is, are) on the desk.
3. Rain and sleet (cling, clings) to the branches.
4. Jim (was, were) here.
5. Each of his friends (is, are) at the party.
6. Every day Bill or Jim (knock, knocks) on my door.
7. Twenty cents (was, were) found in the hall.
8. The little girl and her brother (is, are) waiting for me.

EXERCISE 2: Rewrite the sentences using the correct verb.

1. My friend (visit, visits) the elderly.
2. One hundred dollars (is, are) in my bank account.
3. Janet (dig, digs) in the garden.
4. None of the stores (was, were) open tonight.
5. The crows (come, comes) to my garden everyday.
6. David and Tyson (work, works) together.
7. Bob or Jack (wash, washes) the car.
8. We (study, studies) lions and tigers in school.

LESSON 10

TENSE of VERBS

Tense is the change in the form of the verb to show whether the time is past, present, or future.

1. Present Tense

— shows the action occurring now, in the present.

Example: Today I climb the stump.

Example: Today I am climbing the stump.

2. Past Tense

— shows action that occurred in the past

Example: Yesterday I climbed that rock.

3. Future Tense

— shows action that will occur in the future.

Example: Tomorrow I will climb that rock.

TENSE OF VERBS

EXERCISE 1: Copy the sentences, underline the verb (or verb phrase) and state the tense.

1. The sun is sinking over the horizon.
2. Tomorrow it will snow.
3. Shall we plan a picnic in the park?
4. We held our picnic there last year.
5. Meet me at the mall.
6. They arrived yesterday.

EXERCISE 2: Copy the sentences, underline the verb (or verb phrase) and state the tense.

1. The class will go to the gym.
2. We walk to the falls.
3. The bus will stop for lunch at Nanaimo.
4. John made a bird house.
5. We eat lunch now.
6. The fox hid in the bushes.

EXERCISE 3: Copy the sentences, underline the verb (or verb phrase) and state the tense.

1. The plants froze last night.
2. Come here!
3. He will work all day tomorrow.
4. The horse galloped over the hill.
5. I shall bring chips and dip to the party.
6. Bob sees many hockey games.

LESSON 11

TRANSITIVE, INTRANSITIVE, & COPULA VERBS

These types of verbs sound intimidating, but they are not really. Here's a tip: Intransitive verbs answer questions 'how', 'where', 'when', and 'why'. Transitive verbs always answer the question 'what'.

1. Transitive Verb

- expresses action that moves from the subject to the object
- requires a doer (*subject*) and receiver (*object*) of the action

Example: The waves lap the beach.
 subject transitive object
 (doer) verb (receiver)

Example: I kick the seaweed.
 subject transitive object
 (doer) verb (receiver)

2. Intransitive Verb

- 'In' is a prefix which means 'no' or 'not'
- means no movement of the action
- expresses action but with no object or receiver of the action

Example: The waves lap gently.
 subject intransitive
 (doer) verb

Example: I kick hard.
 subject intransitive
 (doer) verb

REMEMBER: Transitive and Intransitive verbs are action words.

TRANSITIVE, INTRANSITIVE, & COPULA VERBS

EXERCISE 1: The following sentences contain transitive verbs.
Underline the main subject once, the transitive verb twice and the object three times.

1. Sweet smells filled the air.
2. Mother set the table for dinner.
3. Grandma was knitting a sweater for baby.
4. Who planted the trees in the orchard?
5. Open the window, please.
6. Judy bought an ice-cream cone.
7. The squirrels gathered the nuts in autumn.
8. After dinner the men washed the dishes.
9. The postman delivered the mail.
10. The driver honked his horn at the corner.

EXERCISE 2: The following sentences contain intransitive verbs.
Underline the main subject once and the intransitive verb twice.

1. The horse galloped across the field.
2. The ripest fruit fell to the ground.
3. The lightning flashed brightly.
4. The stars twinkle in the night sky.
5. The boy tripped over the log.
6. The birds sang sweetly.
7. The wheel turned slowly.
8. The trout darted away.
9. We stopped for lunch.
10. In the forest owls hooted eerily.

EXERCISE 3: The following sentences contain copula verbs.
Underline the main subject once, the copula verb
twice and the complement three times.

1. The little dog became my friend.
2. The sky is blue.
3. Those boys are my cousins.
4. The girls seem happy.
5. George was president of the club.
6. Prince Charles will be king one day.

EXERCISE 4: Copy the following sentences, underline the verbs
and state whether the verbs are TRANSITIVE,
INTRANSITIVE or COPULA.

1. The policeman caught the thief.
2. The apples are ripe.
3. Jane played the piano.
4. The baby gurgled contentedly.
5. Tomorrow will be sunny.
6. The soldiers stood still.
7. The fox chased the rabbit.
8. That painting is beautiful.

LESSON 12

ADJECTIVES

An adjective is word that describes or modifies a noun or pronoun.

1. Proper

— adjectives formed from proper nouns

Example: This is a Chinese symbol.

Chinese is a proper adjective made from the proper noun, China. The adjective Chinese, describes the noun, symbol.

2. Pronominal

— adjectives formed from pronouns

Example: This is my Buddah.

My is a pronominal adjective made from the pronoun, me. The adjective my, describes the noun Buddah.

3. Qualitative or Descriptive

— adjectives that express a quality or characteristic of a noun

Example: This is a smooth, brown, wooden duck.

The qualitative adjectives smooth, brown, wooden describe the noun duck.

4. Quantitative or Numbers

— adjectives that express number or quantity

Example: Here are two birds, three whales, and several stones.

The quantitative adjectives two, three, several, describe the nouns birds, whales, rocks.

5. Predicate

- adjectives located in the predicate of the sentence

Example: The piano is colorful.

*The predicate adjective **colorful** describes the noun **piano**.*

6. Articles

- the (definite) a, an (indefinite)
- an is used with a noun that begins with a vowel

Example: The lantern. A crystal. An ornament.

*The adjectives **the**, **a**, **an**, describe the nouns **lantern**, **crystal**, **ornament**.*

7. Demonstrative

- adjectives that “point out” or demonstrate (this, that, these, those)

Example: This man is mine.

*The demonstrative adjective **this** describes the noun **man**.*

8. Interrogative

- adjectives that ask questions (which?, what?)

Example: Which figure is taller?

*The interrogative adjective **which** describes the noun **figure**.*

9. Possessive

- adjectives formed from nouns

Example: One peacock's feather. (*singular*)

*The singular possessive adjective **peacock's** describes the noun **feather**.*

Example: Three peacocks' feathers (*plural*)

*The plural possessive adjective **peacocks'** describes the noun **feathers**.*

ADJECTIVES

EXERCISE 1: Underline the adjectives and state the kind.

1. The first girl won those beautiful dolls.
2. Which lady is your American aunt?
3. The night was cold and stormy.
4. The noise of that crash was deafening.
5. What names did you give your two Persian kittens?
6. The boy's coat is red.

EXERCISE 2: Underline the adjectives in the following sentences.

1. A warm sun shone down on the weary hikers.
2. Bright, green lights circled the tiny gingerbread house.
3. His dad wore those boots in the Japanese garden.
4. Pine needles formed a thick carpet on the floor of the dense forest.
5. Several robins with bright, red breasts hopped about our neighbor's garden.

EXERCISE 3: Underline the adjectives in the following sentences.

1. The thick, green branches droop under a heavy load of white snow.
2. Those people carried many packages into the waiting taxi.
3. Seventy-six trombones led the big band onto the green field.
4. Your two suitcases are by the front door.
5. These silver earrings are beautiful.

EXERCISE 4: Underline the adjectives in the following sentences.

1. The team captain scored two goals in the game.
2. Their picnic lunch was interrupted by a heavy rainfall.
3. That boy has been naughty.
4. Which person borrowed my book about African Elephants?
5. The clumsy fellow stepped on the dog's tail.

LESSON 13

COMPARISON of ADJECTIVES #1

Many adjectives change their form to show a difference in the ideas being expressed.

There are three degrees of adjectives:

1. Positive Degree

Example: This figure is tall.

The positive degree tall makes a statement about one of the figures.

2. Comparative Degree

Example: This figure is taller.

The comparative degree taller compares the height of two figures.

3. Superlative Degree

Example: This figure is tallest.

The superlative degree tallest compares the height of three or more figures.

COMPARISON OF ADJECTIVES #1

EXERCISE 1: Write the three degrees of comparison for the following adjectives.

fair, great, green, kind, loud,
old, proud, small, sweet, tall

	POSITIVE	COMPARATIVE	SUPERLATIVE
Example:	<i>rich</i>	<i>richer</i>	<i>richest</i>

LESSON 14

COMPARISON of ADJECTIVES #2

Adjectives are compared in three ways: Regular, Phrasal, and Irregular.

1. Regular Comparison — adding er and est to the positive degree

Example: Tall — Positive Degree
Taller — Comparative Degree
Tallest — Superlative Degree

— Adjectives of one syllable and some adjectives of two syllables add er and est to the positive degree.

Example: Big — Positive Degree
Biggerer — Comparative Degree
Biggest — Superlative Degree

NOTE: Double the “g” to keep the short vowel sound.

Example: Pretty — Positive Degree
Prettierer — Comparative Degree
Prettiest — Superlative Degree

NOTE: Change the “y” to “i” before adding er or est.

2. Phrasal Comparison — using more than one word

- We use phrasal comparison to make speech less awkward. Adjectives of three or more syllables and most adjectives of two syllables use phrasal comparison. We do this by adding the words more and most, or less and least.

Example: beautiful — POSITIVE DEGREE
more beautiful — COMPARATIVE DEGREE
most beautiful — SUPERLATIVE DEGREE

Example: beautiful — POSITIVE DEGREE
less beautiful — COMPARATIVE DEGREE
least beautiful — SUPERLATIVE DEGREE

3. Irregular Comparison — using different words for different degrees

Example: <u>POSITIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
many	more	most
little	less	least
good	better	best
bad	worse	worst

COMPARISON OF ADJECTIVES #2

EXERCISE 1: Write the three degrees of comparison for the following adjectives.

wonderful
clear
young

industrious
courageous
good

ambitious
selfish
ugly

POSITIVE

COMPARATIVE

SUPERLATIVE

EXERCISE 2: Fill in the blanks with the correct form of the adjectives.

1. (graceful) Of the two planes Don's is_____.
2. (lazy) He is the_____boy in the class.
3. (pretty) Janet is the_____of the two girls.
4. (few) There are_____apples in the box today than yesterday.
5. (terrifying) The hurricane was the_____I had ever seen.

EXERCISE 3: Fill in the blanks with the correct form of the adjectives.

1. (large) Which is_____, Africa or Asia?
2. (happy) Joan is the_____person I know.
3. (capable) Of the two girls, I think she is_____.
4. (green) This is the_____patch of grass in the yard.
5. (clean) Joe's face is the_____of the two.

EXERCISE 4: Fill in the blanks with the correct form of the adjectives.

1. (good) Which is the_____road to Oxford?
2. (many) Which of the two baskets contains_____cherries?
3. (bad) My cold is much_____today than it was yesterday.
4. (bad) Fred is the_____boy in the class.
5. (little) Your need now is_____than it was before.

ADVERBS

EXERCISE 1: Underline the adverb once and the word modified twice. State whether the word modified is a verb, adjective, or adverb.

1. Joe sees clearly.
2. They arrived quite unexpectedly.
3. It was a bitterly cold night.
4. The farmer works very hard.
5. The soldiers fought bravely.
6. The table has a highly polished surface.

EXERCISE 2: Underline the adverb once and the word modified twice. State whether the word modified is a verb, adjective, or adverb.

1. Sarah was extremely angry.
2. Greg listened intently to the story.
3. The old man speaks rather slowly.
4. The day at the fair had been exceedingly enjoyable.
5. Jane sews very well.
6. July was an unusually wet month.

EXERCISE 3: Underline the adverb once and the word modified twice. State whether the word modified is a verb, adjective, or adverb.

1. Our holidays passed too quickly.
2. How short the time had seemed.
3. Suddenly a wolf howled quite loudly.
4. Soon Christmas will come.
5. The snow fell softly and quietly.
6. This cake is too sweet.

KINDS of ADVERBS

There are eight different kinds of adverbs.

1. Adverbs of Time

— When? How often?

Example: I do my exercises now.

Now is an adverb of time that describes the verb do.

It answers the question, when?

Example: I rarely exercise.

Rarely is an adverb of time that describes the verb exercise.

It answers the question, how often?

2. Adverbs of Place

— Where?

Example: I am here, I wish I were there.

Here, there are adverbs of place and answer the question where?

3. Adverbs of Manner

— How?

Example: I pedal quickly.

Quickly is an adverb of manner that describes the verb pedal.

It answers the question how?

4. Adverbs of Degree

— How much?

Example: I pedal very quickly.

*Very is an adverb of degree that describes the other adverb "quickly".
It answers the question how much?*

5. Adverbs of Cause or Reason

— Why?

Example: I have had enough, therefore I will stop.

*Therefore is an adverb of cause that describes the verb will stop.
It answers the question, why?*

6. Adverbs of Negation

Example: I will not pedal again.

Not is an adverb of negation that describes the verb will pedal.

7. Adverbs of Affirmation

Example: Yes, I will stop.

Yes is an adverb of affirmation that describes the verb will stop.

8. Adverbs of Emphasis

Example: I will definitely stop.

Definitely is an adverb of emphasis that describes the verb will stop.

KINDS OF ADVERBS

EXERCISE 1: Underline the adverbs and state the kind.

1. The very little dog barked angrily.
2. Therefore Grandpa was exceedingly happy.
3. There, in the tree, the owl hooted continuously.
4. Yesterday he went to school happily.
5. Why is he here?

EXERCISE 2: Underline the adverbs and state the kind.

1. Wild flowers grow everywhere and bloom profusely.
2. When do you leave and where are you going?
3. He looked up and pointed there.
4. I shall never steal again.
5. Confidently he entered the room.

EXERCISE 3: Underline the adverbs and state the kind.

1. We received the new furniture today.
2. He came early and left late.
3. I have played twice already and will not play again.
4. Slowly and surely we reached the top of the mountain.
5. I was too tired to watch T.V.

LESSON 17

COMPARISON of ADVERBS

Many adverbs change their form to show a difference in the ideas being expressed.

There are three degrees of adverbs:

1. Positive Degree

Example: This plant grows fast.

*The positive degree **fast** describes the verb **grow** and describes the growth of **one** plant.*

2. Comparative Degree

Example: This plant grows faster.

*The comparative degree **faster** describes the verb **grows** and compares the growth of **two** plants.*

3. Superlative Degree

Example: This plant grows fastest.

*The superlative degree **fastest** describes the verb **grows** and compares the growth of **three or more** plants.*

Adverbs are compared in the following ways:

1. Regular Comparison

— Adverbs of one syllable are usually compared by adding **er** or **est**.

POSITIVE

fast
soon

COMPARATIVE

faster
sooner

SUPERLATIVE.

fastest
soonest

2. Phrasal Comparison

- Adverbs ending in **ly** are usually compared by using **more** and **most**, or **less** and **least**.

POSITIVE

quickly
quickly

COMPARATIVE

more quickly
less quickly

SUPERLATIVE.

most quickly
least quickly

3. Irregular Comparison

- Some adverbs have irregular forms of comparison. They use different words for different degrees.

POSITIVE

well
much

COMPARATIVE

better
more

SUPERLATIVE.

best
most

4. Non-Comparable Adverbs

- Some adverbs, by reason of their meaning, cannot be compared.

Example: now, so, yonder, here, there, perfectly, therefore, why

COMPARISON OF ADVERBS

EXERCISE 1: Write the three degrees of comparison for the following adverbs.

slowly	much	clearly	late
diligently	badly	plainly	near
happily	little	fondly	well

POSITIVE

COMPARATIVE

SUPERLATIVE

EXERCISE 2: Beside each adverb write the comparative form.

unsteadily	recently	well
proudly	slowly	calmly

Beside each adverb write the superlative form.

roughly	badly	brilliantly
skilfully	wisely	reasonably

EXERCISE 3: Underline the adverbs and state the degree.

1. He ran quickly up the hill.
2. The fireman quickly and efficiently unrolled the hoses.
3. Mary worked faster than Ruth.
4. Of all the boys Tom sat most quietly.
5. The wind blew more fiercely today than yesterday.

PHRASES & PREPOSITIONS

A phrase is a group of words that does the work of a single word. A phrase has no subject or predicate and does not make a statement or complete thought.

Adjective Phrases & Adverb Phrases

- Adjective phrases and adverb phrases begin with a preposition and end with a noun.

Preposition

- A preposition is a word that begins an adjective phrase or an adverb phrase.

Example: I march around the tree.

Around the tree is a phrase that begins with the preposition around and ends with the noun tree.

Example: I run my hand up the bark.

Up the bark is a phrase that begins with the preposition up and ends with the noun bark.

Example: I stand under the branches.

Under the branches is a phrase that begins with the preposition under and ends with the noun branches.

Some Common Prepositions Are:

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

PHRASES & PREPOSITIONS

EXERCISE 1: Write a preposition in each blank.

1. Sarah came home _____ school.
2. The wind sang _____ the trees.
3. The fire engines sped _____ the fire.
4. He went _____ help.
5. They took shelter _____ the cave.

EXERCISE 2: Write a preposition in each blank.

1. He broke the end _____ his pencil.
2. She held the umbrella _____ her head.
3. He climbed _____ the mountain.
4. He walked _____ the room.
5. The young girl wore a hat _____ a flower.

EXERCISE 3: Write a preposition in each blank.

1. The girl sat _____ the tree.
2. They walked _____ the door.
3. What is the distance _____ Paris _____ London?
4. She recited the poem _____ memory.
5. Joy drew a picture _____ a martian.

ADJECTIVE PHRASES

An adjective phrase is a group of words that does the work of an adjective. It starts with a preposition and ends with a noun.

An Adjective Phrase:

- describes or modifies a noun or pronoun
- usually follows the noun or pronoun it modifies
- has no subject or predicate
- does not make a complete statement or thought

Example: This is a painting of a rock pool.

Of a rock pool is an adjective phrase that describes the noun painting.

Example: It shows mountains with snowy peaks.

With snowy peaks is an adjective phrase that describes the noun mountains.

Example: An eagle with a white head sits on the rock.

With a white head is an adjective phrase that describes the noun eagle.

ADJECTIVE PHRASES

EXERCISE 1: Underline each adjective phrase and state the word it modifies.

1. The pen on the table is yours.
2. Here is a bouquet of flowers.
3. The eagle in the tree saw the deer in the meadow.
4. That boy on the basketball team won the award for best player.
5. The man on the corner sells baskets of apples.

EXERCISE 2: Underline each adjective phrase and state the word it modifies.

1. The paintings on the walls of the museum were moved.
2. The little girl loved the story of the three bears.
3. The girl with blonde hair bought a gift for her mother.
4. Jugs of lemonade and plates of chicken sandwiches were set on the table in the yard.
5. Flocks of Canada geese flew south.

EXERCISE 3: Rewrite the following sentences using an adjective phrase in place of the underlined adjective.

1. The house shingles are rotten.
2. She wore a sleeveless blouse.
3. The meadow grass grew high.
4. A Spanish explorer conquered the Mexican Aztecs.
5. Many coastal fishermen own wooden boats.

ADVERB PHRASES

An adverb phrase is a group of words that does the work of an adverb. It starts with a preposition and ends with a noun.

An Adverb Phrase:

- describes or modifies a verb
- has no subject or predicate
- does not make a complete statement or thought
- answers the question: **HOW? WHEN? WHERE?**

Adverb Phrases can be found anywhere in a sentence.

Example: I walk across the room.

Across the room is an adverb phrase that describes the verb walk.

It answers the question where I walk.

Example: I dance on my toes.

On my toes is an adverb phrase that describes the verb dance.

It answers the question how I dance.

Example: At one o'clock I eat my lunch.

At one o'clock is an adjective phrase that describes the verb eat.

It answers the question when I eat.

There can be more than one phrase in a sentence.

Example: I proceed up the stairs, around the table, and into the kitchen.

Up the stairs, around the table, and into the kitchen are three adverb phrases that describe the verb proceed.

ADVERB PHRASES

EXERCISE 1: Underline each adverb phrase and state the verb it modifies.

1. The man climbed up the ladder.
2. Yellow daffodils grew beside the lake.
3. Many robins nested in the maple tree.
4. During the evening the moon rose over the hills.
5. It was given to me but it belongs to you.

EXERCISE 2: Underline each adverb phrase and state the verb it modifies.

1. In the warm sunshine the boys sat on the beach.
2. The shovel lay on the ground near the shed.
3. The car drove through the woods and over the bridge.
4. They arrived at five o'clock.
5. Beyond the village we found a motel.

EXERCISE 3: Supply an adverb phrase for each underlined word.

1. The crew worked carelessly.
2. The boy went home.
3. We were treated kindly.
4. The detective wrote his report honestly.
5. Put the books here.

LESSON 21

MISPLACED PHRASES

A phrase should be placed as closely as possible to the word it modifies. Most misplaced phrases are adjective phrases.

Example: The man saw a seagull in a red hat.
(misplaced phrase)

The man in a red hat saw a seagull. *(correct)*

Example: The lady used the computer with yellow sneakers.
(misplaced phrase)

The lady with yellow sneakers used the computer. *(correct)*

Example: The little girl saw a killer whale with a camera.
(misplaced phrase)

The little girl with a camera saw a killer whale. *(correct)*

NOTE: Misplaced Phrases are sometimes referred to as Misplaced Modifiers.

MISPLACED PHRASES

EXERCISE 1: Rewrite the following sentences correctly.

1. The man spotted the bear with the gun.
2. The donkey passed the trees with long ears.
3. Found: A tricycle by a man with three green wheels.
4. The horse jumped over the fence with a black mane.
5. The little girl was carrying a kitten with long auburn curls.

EXERCISE 2: Rewrite the following sentences correctly.

1. The boy found the dog in the black sweater.
2. Lost: A silk umbrella by an old woman with a silver handle.
3. The moose grazed in the pond with large antlers.
4. A shooting star was seen by the children in the sky.
5. The mountains were reflected in the ocean with snowy peaks.

EXERCISE 3: Rewrite the following sentences correctly.

1. Wanted: A side table by a lady with a marble top.
2. The man drove a blue classic car with brown eyes.
3. The hawk caught a rabbit with sharp talons.
4. The cookies were eaten by the boy with pink icing.
5. The boy sat at the window with a tear-stained face.

CO-ORDINATE CONJUNCTIONS

A co-ordinate conjunction is a word that joins words or groups of words used in the same way.

The most common co-ordinate conjunctions are:

— and, but, or, yet, both-and, not only-but also

Conjunctions join:

1. Nouns

Example: Seaweed **(and)** shells are in the pond.

2. Pronouns

Example: You **(or)** I can look into the pond.

3. Verbs

Example: Little crabs **(either)** scurry **(or)** hide.

4. Adjectives

Example: The pool is calm **(yet)** alive.

5. Adverbs

Example: The starfish sit quietly **(but)** alertly.

6. Phrases

Example: The rocks are **(not only)** around the pool **(but also)** in the pool.

7. Clauses (Simple Sentences)

Example: I watch **(and)** the eagles wait.

CO-ORDINATE CONJUNCTIONS

EXERCISE 1: Underline the conjunctions and state what they join.

1. Her clothes were tattered and dirty.
2. She danced or sang as requested.
3. The vegetables are either in the box or in the bin.
4. Joan spoke quickly but clearly.
5. Both John and James came to the party.
6. Neither Sally nor Jean could find the answer.

EXERCISE 2: Underline the conjunctions and state what they join.

1. Both gold and diamonds are valuable.
2. Bob left but Bill stayed.
3. They visited not only yesterday but also today.
4. This book must be either his or hers.
5. He was neither at the park nor in the pool.
6. Mary is chubby yet pretty.
7. Slowly and sadly we followed the coffin.

EXERCISE 3: Underline the conjunctions and state what they join.

1. Boys and girls skated around the rink.
2. You or she must attend the meeting.
3. Jane went to the movies but I had to baby sit.
4. Our friends came either by train or by bus.
5. The little girl jumped up and down.
6. They were poor but honest people.
7. Many small birds warbled and twittered.

LESSON 23

PRINCIPAL CLAUSES & COMPOUND SENTENCES

A clause is a group of words that forms part of a sentence and has a subject and predicate. When a simple sentence becomes part of a compound sentence we call it a principal clause.

Principal Clause

- a clause which makes a statement
- it can stand alone like a simple sentence
- has a subject and a predicate

Compound Sentence

- a sentence that contains two or more principal clauses joined by co-ordinate conjunctions such as: **and, but, or, yet, nor**

Example: I toss the food. The seagulls scramble. (Simple Sentences)

I toss the food **and** the seagulls scramble. (Compound Sentence)

principal clause  principal clause
co-ordinate conjunction

Example: The seagulls fly around me. They do not come near me. (Simple Sentences)

The seagulls fly around me **but** they do not come near me. (Compound Sentence)

principal clause  principal clause
co-ordinate conjunction

Example: The cormorants ride on the log. The seals sit on the rock. (Simple Sentences)

The cormorants ride on the log **yet** the seals sit on the rock. (Compound Sentence)

principal clause  principal clause
co-ordinate conjunction

PRINCIPAL CLAUSES & COMPOUND SENTENCES

EXERCISE 1: Expand the following simple sentences into compound sentences.

- | | |
|-----------------------------------|---|
| 1. We looked for the lost kitten. | We could not find it. |
| 2. The men picked the plums. | They packed them into boxes. |
| 3. Satisfaction is guaranteed. | Your money will be refunded. |
| 4. The wind blew fiercely. | The waves battered the shore. |
| 5. You may buy it for cash. | You may pay for it on the installment plan. |

EXERCISE 2: Underline each principal clause and circle each co-ordinate conjunction.

1. A steady wind blew and the flag fluttered all day.
2. The sky became heavily overcast and flocks of birds huddled together in the trees.
3. Come into the house or stay outside.
4. I went to the store but it was closed.
5. He works very hard yet he cannot get a promotion.

LESSON 24

SUBORDINATE CLAUSES & COMPLEX SENTENCES

A complex sentence contains one principal clause and one, or more, subordinate clauses.

Subordinate Clause:

- does the work of a single word or phrase
- has a subject and predicate but does **not** stand alone
- begins with a subordinate conjunction

Commonly used subordinate conjunctions are: (*Conjunctions are joining words.*)

after, although, as, as if, because, before, for, if, since, so, than, that, though, unless, until, when, where, which, while, who, whom.

Example: Before I recycle them,

NOTE:

This is a subordinate clause because it begins with the **subordinate conjunction**, before; it has a **subject**, I; and a **predicate**, recycle them. However, a subordinate clause does not stand alone — it needs to be finished or completed by adding the **principal clause**, I wash the tins.

This forms the sentence: Before I recycle them I wash the tins.

Subordinate Clause Principal Clause

REMEMBER: A principal clause stands alone.

Complex Sentence

- When we join a principal clause with one or more subordinate clauses, we form a **Complex Sentence**.

Example: We do not pollute the earth If we recycle.

Principal Clause

Subordinate Clause

Example: Because I recycle I have very little garbage.

Subordinate Clause

Principal Clause

SUBORDINATE CLAUSES & COMPOUND SENTENCES

EXERCISE 1: Underline the subordinate clause and circle the subordinate conjunction.

1. He went home before the party ended.
2. I will go when I am finished.
3. As the sun set the western sky was bathed in colour.
4. Because it was raining I stayed home.
5. Although I don't know him he may come to the party.

EXERCISE 2: Underline the subordinate clause and circle the subordinate conjunction.

1. She went for a walk while he slept.
2. I have not seen you since we were at school.
3. If the train is delayed we will have lunch.
4. Unless you finish your chores you cannot go out.
5. The dog waited in the car until his master returned.

EXERCISE 3: Underline the subordinate clause and circle the subordinate conjunction.

1. He missed the meeting so we left.
2. When the sun set the birds settled in their nests.
3. Unless the rain stops the game will be cancelled.
4. If you come tomorrow I will bake a cake.
5. She loved the child as if it were her own.

LESSON 25

INTERJECTIONS

An interjection is a word or sound that expresses or vents a strong feeling. It has no grammatical relation to the rest of the sentence. In other words, the rest of the sentence is complete without the interjection.

Some common interjections are:

oh!, ah!, alas!, wow!, hurrah!, bah!, pooh!, bravo!, yippee!,
ouch!, yum!, oops!

Interjections Express:

surprise, satisfaction, disdain, approval, grief, anger, disappointment,
sadness, disgust, joy, happiness, etc.

There are two ways to punctuate an interjection:

1. An exclamation mark is placed after the interjection when the strong feeling is vented on the interjection alone. The rest of the sentence is a simple statement so it begins with a capital letter and ends with a period or question mark.

Example: Ah! The fire is hot.

Example: Pooh! My hot dog isn't cooked.

2. An exclamation mark is placed at the end of the sentence when the entire sentence expresses strong feeling. In this case a comma is placed after the interjection.

Example: Yum, yum, I love toasted marshmallows!

INTERJECTIONS

EXERCISE 1: Underline the interjections and punctuate the sentences properly.

1. Wow I love this movie
2. Oh dear the roast is burned
3. Hurrah our team is winning
4. Yippee here comes the parade
5. Oops I dropped my glove
6. Bah I don't believe it
7. Ouch that needle hurts
8. Darn I've forgotten my book

EXERCISE 2: List five interjections commonly found in cartoons or comics.

LESSON 26

CONJUGATION of VERBS

Conjugation means the verb changes its form or spelling to agree with the pronoun used as the subject.

Subjective pronouns are: I, you, he, she, it, we, they

REMEMBER: These pronouns can be singular or plural. Singular means one; plural means more than one. They are divided into: First Person, Second Person, Third Person.

FIRST PERSON: The person or persons speaking.

SECOND PERSON: The person or persons spoken to.

THIRD PERSON: The persons or things spoken about.

Example:

FIRST PERSON

SINGULAR

PLURAL

I

we

SECOND PERSON

you

you

THIRD PERSON

he, she, it

they

NOTE: In English “you” can refer to one person or to many people.

Third person singular has three pronouns: he, she, it

In English, he, or she, refers only to human beings or to members of the animal world. That is, they denote a difference in the sexes: male and female. For inanimate objects, such as planter, table, shovel, we use the pronoun it.

NOTE: Every pronoun has its own verb form. This is called conjugation of verbs.

Conjugation of the verb to plant in the present, past and future tenses.

1. Present Tense - the action is happening now, in the present

	<u>SINGULAR</u>	<u>PLURAL</u>
FIRST PERSON	I plant	we plant
SECOND PERSON	you plant	you plant
THIRD PERSON	he plants she plants it plants	they plant

NOTE: The only change in the verb form is in the third person singular.

2. Past Tense - the action has already occurred; it has already happened in the past.

	<u>SINGULAR</u>	<u>PLURAL</u>
FIRST PERSON	I planted	we planted
SECOND PERSON	you planted	you planted
THIRD PERSON	he planted she planted it planted	they planted

3. Future Tense - the action may happen in the future; it hasn't happened yet.

	<u>SINGULAR</u>	<u>PLURAL</u>
FIRST PERSON	I shall plant	we shall plant
SECOND PERSON	you will plant	you will plant
THIRD PERSON	he will plant she will plant it will plant	they will plant

NOTE: The first person singular and plural use the auxiliary verb shall: the others use the auxiliary verb will.

CONJUGATION OF VERBS

Conjugate the following verbs in present, past, and future tenses: sing, sleep, work

PRESENT TENSE
FIRST PERSON
SECOND PERSON
THIRD PERSON

SINGULAR

PLURAL

PAST TENSE
FIRST PERSON
SECOND PERSON
THIRD PERSON

SINGULAR

PLURAL

FUTURE TENSE
FIRST PERSON
SECOND PERSON
THIRD PERSON

SINGULAR

PLURAL

COMMON ERRORS

We often hear bad grammar on television and in our daily lives.

1. Confusing GOOD and WELL

- GOOD is an adjective that should always describe a noun.
- WELL is an adverb that should always describe a verb.

Example: (Incorrect) “He played good today.”
In this example good is used as an adverb.

There are two ways to correct this:

1. (Correct): He played well today.
 \wedge \wedge
 Verb Adverb

2. (Correct): He played a good game today.
 \wedge \wedge
 Adjective Noun

2. Using principal verbs without auxiliary verbs

Example: (Incorrect)
“I seen it. I seen the whole thing. I done what I could.”

This example can be corrected in two ways:

1. I saw it. I saw the whole thing. I did what I could.
2. I had seen it. I had seen the whole thing.
I had done what I could.

NOTE: Seen and done are principal verbs that need the help of auxiliary verbs.

3. Using a Double Negative

A negative is a word like no, not, never, none, nothing

NOTE: Only one negative should be used in a sentence.

A double negative often occurs when a negative contraction is used such as didn't, haven't, isn't. **Didn't** is the contraction for **did not**, **haven't** is the contraction for **have not**, and **isn't** is the contraction for **is not**.

REMEMBER: **n't** is the contraction for **not**.

Example: (Incorrect) "I **didn't** have **no** gas in the boat." (2 Negatives)

This example can be corrected in two ways:

1. I **didn't** have any gas in the boat. (1 Negative)
2. I had **no** gas in the boat. (1 Negative)

COMMON ERRORS

EXERCISE 1: Fill in the blanks with the correct word from the parentheses.

1. (any, no) There wasn't _____ candy in the box.
2. (anybody, nobody) We didn't find _____ there.
3. (none, any) He hadn't _____ of the apples left.
4. (anything, nothing) They wouldn't let me do _____.
5. (anywhere, nowhere) I can't find my purse _____.

EXERCISE 2: Rewrite the following sentences correctly.

1. She hasn't none of the crayons.
2. He didn't see nothing.
3. Joe didn't catch no fish today.
4. I didn't go nowhere.
5. That isn't no help to me.

EXERCISE 3: Rewrite the following sentences correctly.

1. The man seen a moose.
2. Sally done her home work.
3. Bob and Mike seen the hockey game.
4. I done the dishes.
5. They seen the dog run away.

EXERCISE 4: Fill in the blank with the correct word from the parentheses.

1. (good, well) I worked _____ today.
2. (good, well) She plays the piano _____.
3. (good, well) This is a _____ cake.
4. (good, well) She sees _____ with her new glasses.
5. (good, well) I enjoy a _____ movie.
6. (good, well) He was pleased with the _____ work she did.

Sample Tests & Answer Key

GRAMMAR TEST 1

I Underline the complete subject once and the complete predicate twice.

1. The train sped down the steel track.
2. Jennifer Schroeder is a blue-eyed angel.
3. Did that girl use foul language?
4. Don't jump on the couch!
5. The bald headed baby smiled at his sister.

II Underline the main subject once and the main predicate twice.

1. The pulp mill employs a large working force.
2. The elephant lost his trunk.
3. The black and white soccer ball screamed in pain when Susan kicked it.
4. That big, striped tiger clawed the zoo-keeper.
5. Down the road ran the boy.

III State whether the following sentences are ASSERTIVE, INTERROGATIVE, IMPERATIVE, or EXCLAMATORY.

Write the proper punctuation at the end of the sentence.

1. Did you play any Halloween tricks
2. Sit down and pay attention
3. We lost the game yesterday
4. What big eyes you have
5. Bring the tetherball and the rope
6. Did you remember to bring your trumpet to the practice
7. Yippee Christmas is here
8. Please turn off the computer when you are finished
9. Where are my art supplies
10. I am going for a walk

IV Write the following sentences in inverted order.

1. An old pedlar limped along the road.
2. A heavy pack was strapped on his back.
3. A carved walking stick was in his hand.
4. An old, black dog trailed with a dejected air at his heels.
5. Clouds of dust rose from his shuffling feet.

V Write the following sentences in natural order.

1. From behind a hill rose the sun.
2. Sweetly, from the hedges, came the morning songs of many birds.
3. Like stately ships across the sky sailed graceful clouds.
4. From a neighboring farm house came sounds of early rising.
5. In the life of the old pedlar another day began.

VI Write the following sentences in split order.

1. The young boy ran into the school.
2. Many birds nested in the trees.
3. The sun set behind the majestic mountains.
4. Tiny lights twinkled on the beautifully decorated Christmas tree.
5. The dancers leaped and twirled across the stage.

GRAMMAR TEST 2

I Underline the complete subject once and the complete predicate twice.

1. Many stars sparkled in the sky.
2. Across the bridge plodded the old man.
3. The mongoose raced into the bush.

II Underline the main subject once and the main predicate twice.

1. The colt frolicked down the hill.
2. The six boys sang at the concert.
3. Into the pool dove the swimmer.

III State whether the following sentences are ASSERTIVE, INTERROGATIVE, IMPERATIVE, or EXCLAMATORY.

Write the proper punctuation at the end of the sentence.

1. Come to my desk
2. How are you
3. The sun is setting
4. Ouch that hurt
5. Where is my book

IV Underline the nouns.

1. Apples, oranges, and peaches were in the bowl.
2. Where are the cats and dogs?
3. The earth and moon revolve around the sun.
4. Look at the shooting star!

V Rewrite these sentences using pronouns to make the sentences less awkward.

1. John went to John's father's store to buy John a knife.
2. John took with John John's gun and John's dog.

VI Underline the verbs and verb phrases.

1. Wellington defeated Napoleon.
2. We were talking about England.
3. John will do that.
4. She had been seen at the park.

VII Underline the verb and state if it is TRANSITIVE, INTRANSITIVE, or COPULA.

1. The bad boy broke the window.
2. My father is a doctor.
3. The sun sank slowly in the west.
4. The choir sang well.

VIII Underline the verb and state the tense.

1. We will sit in the front row.
2. They went to the store.
3. I am washing the clothes.
4. John will be seeing him tomorrow.

GRAMMAR TEST 3

I Underline the complete subject once and the complete predicate twice. State whether the sentence is in SPLIT, NATURAL, or INVERTED order.

1. The colt frolicked down the hill.
2. Into the bush ran the mongoose.
3. Around the pole the snake coiled.

II Underline the nouns and state whether the sentence is ASSERTIVE, IMPERATIVE, INTERROGATIVE, or EXCLAMATORY.

1. The bowl contained chocolates, toffees, mints, and peanut brittle.
2. Close the door and open the window.
3. Did boys and girls attend the picnic in the park?

III Underline the verbs and verb phrases and state the tense. (past, present, future)

1. The boys will sing at the concert.
2. Do not fold, staple, or mutilate.
3. She had been seen at the park.

IV Underline the verb and state whether it is TRANSITIVE, INTRANSITIVE, or COPULA.

1. The storm lashed the beach.
2. My brother is a lawyer.
3. The moon is rising from the east.

V Underline the adjectives.

1. Those six apples are red and juicy.
2. The setting sun resembled a large, golden ball.

VI Underline the adverbs.

1. He walked quickly to work.
2. She smiled most pleasantly.
3. The sun was very bright.

GRAMMAR TEST 4

I Underline the nouns in the following sentences.

1. Mary told the gardener about the flowers.
2. Night sank upon the dusky beach and on the purple sea.
3. Above the altar in the chapel John saw a beautiful picture.

II Underline the pronouns in the following sentences.

1. I saw him with her.
2. Mary says she found it.
3. Have you seen them today?
4. They left us at the depot.

III Underline the verbs in the following sentences.

1. He sleeps soundly.
2. We fought a good fight.
3. He talked for two hours.
4. He became an official soon after.
5. The swallows twitter underneath the eaves.
6. He walked, ran, and jumped to the park.

IV Underline the adjectives in the following sentences.

1. The young boy bought three oranges.
2. Red cherries grew on the old tree.
3. The way was long; the wind was cold.
4. The green corn sways in the gentle breeze.
5. His voice was loud and shrill.

V Underline the adverbs in the following sentences.

1. He sang sweetly.
2. Mary is a very clever girl.
3. They went for a rather long walk.
4. The weather is unusually cold.
5. She came down too soon.
6. How brightly the full moon shines!

VI Underline the conjunctions in the following sentences. Tell whether the conjunctions join nouns, adjectives, adverbs, phrases, or clauses.

1. He called but no one answered.
2. He spoke slowly and sadly.
3. They are poor but honest.
4. Will you have tea or coffee?
5. They raced over the hills and across the valley.

VII Underline the interjections in the following sentences.

1. Alas, the kitten is dead!
2. Oh! I dropped the book.
3. Bravo! That was an excellent play.
4. Hurrah, the team won the trophy!
5. Ah, what a lovely dress!
6. Wow! He hit the ball over the fence and made a home run.

VIII Underline the phrases in the following sentences and tell whether they are adjective or adverb phrases.

1. The broken plate lay on the floor.
2. They arrived by the last boat.
3. The point of my pencil breaks easily.
4. The colors of the sunrise are glorious.
5. Into the sea the sun went down.
6. The title of that poem is most suitable.
7. She picked a bouquet of wild roses.
8. The dog jumped over the fence.

IX Look at the underlined word and tell what part of speech it is (noun, verb, adjective, etc.)

1. The sound of her voice sent the child into a sound slumber.
2. In fall the leaves fall and decay.
3. It was a cold, fall day.
4. The horse walked down the street and fell down.
5. William runs fast. He is a fast runner.
6. This is hard work.
7. They work hard.

SENTENCE REVIEW

EXERCISE 1: State whether the sentence is simple, compound, or complex.

1. The plane swooped down over the houses and a great roar filled the air.
2. As the children neared home they could see Father busy at the seeding.
3. The book related an interesting story of adventure on the high seas.
4. The kettle sang gaily on the kitchen range while Mother hummed an old Irish air.
5. Move quickly when I open the door.

EXERCISE 2: State whether the sentence is simple, compound, or complex.

1. Mother had cleaned the windows and golden shafts of sunlight shone through them.
2. She quickly took off her hat and glanced into the mirror.
3. The rattle of the streetcars and the honking of automobile horns kept him from sleep.
4. The referee, who had been in charge of the game, said that the collision was accidental.
5. You may study the rules carefully, you may even memorize the more important ones, but you may still make mistakes.

EXERCISE 3: Change the following compound sentences into complex sentences substituting a subordinate clause for one of the principal clauses.

1. His recovery was a miracle but no one ever expected it.
2. Our captain scored the goal but it was disputed by the other team.
3. Tom had played only two games and he scored the winning run.
4. Minutes ticked away and we became anxious for their safety.
5. I arrived at the theater and an usher took me to my seat.
6. We had lunch and my friends left for the city.

KINDS OF SENTENCES

EXERCISE 1: Beside each sentence write the kind of sentence.
(*Assertive, Interrogative, Imperative, or Exclamatory*).

- | | |
|-----------------------------------|----------------------|
| 1. Shovel the snow from the path. | <i>Imperative</i> |
| 2. Did you slip on the icy road? | <i>Interrogative</i> |
| 3. The house is burning! | <i>Exclamatory</i> |
| 4. The ice is melting quickly. | <i>Assertive</i> |
| 5. Go to your room. | <i>Imperative</i> |
| 6. Get help now! | <i>Exclamatory</i> |

EXERCISE 2: In the following sentences put in the punctuation and state the kind of sentence.

- | | |
|--------------------------------|----------------------|
| 1. That girl is going to fall! | <i>Exclamatory</i> |
| 2. Are you going to the store? | <i>Interrogative</i> |
| 3. Call the doctor. | <i>Imperative</i> |
| 4. It must be in the basement. | <i>Assertive</i> |
| 5. Don't put the cup there. | <i>Imperative</i> |

EXERCISE 3: In the following sentences put in the punctuation and state the kind of sentence.

- | | |
|-----------------------------------|----------------------|
| 1. What's the problem? | <i>Interrogative</i> |
| 2. Go to school. | <i>Imperative</i> |
| 3. Run for your life! | <i>Exclamatory</i> |
| 4. Please buy me a chocolate bar. | <i>Imperative</i> |
| 5. Look out for the car! | <i>Exclamatory</i> |

EXERCISE 4: In the following sentences put in the punctuation and state the kind of sentence.

- | | |
|---|----------------------|
| 1. Do you know where France is? | <i>Interrogative</i> |
| 2. My brother works at the computer store. | <i>Assertive</i> |
| 3. How lovely and warm the day is! | <i>Exclamatory</i> |
| 4. Slowly the old man descended the stairs. | <i>Assertive</i> |
| 5. I enjoyed the movie. | <i>Assertive</i> |

SUBJECT & PREDICATE

EXERCISE 1: Underline the subject once and the predicate twice.

1. The boat moved south.
2. The maple trees whispered in the breeze.
3. Small birds chirped sweetly.
4. The flowers in the garden gave off a sweet perfume.
5. The big, yellow bees buzzed among the flowers.

EXERCISE 2: Underline the subject once and the predicate twice.

1. The stars in the night sky twinkled cheerfully.
2. He called the dog.
3. Four girls went for pizza.
4. The policeman caught the thief.
5. A puff of smoke from the camp fire burned our eyes.

EXERCISE 3: Underline the subject once and the predicate twice.

1. Joan's cat played with a ball.
2. A cozy fire burned in the fireplace.
3. Cheeky crows cawed from the high tree-top.
4. The herd of elephants thundered across the plains.
5. A formation of Canada geese flew southward.

EXERCISE 4: Underline the subject once and the predicate twice.

1. The crowds cheered the winning hockey team.
2. The trees in the park provided shade for the picnic.
3. John mowed the lawn.
4. Many people were in the mall.
5. I rode the elevator to the fifth floor.

MAIN SUBJECT & MAIN PREDICATE

EXERCISE 1: Underline the main subject once and the main predicate twice.

1. The boat moved south.
2. The maple trees whispered in the breeze.
3. Small birds chirped sweetly.
4. The flowers in the garden gave off a sweet perfume.
5. The big, yellow bees buzzed among the flowers.

EXERCISE 2: Underline the main subject once and the main predicate twice.

1. The stars in the night sky twinkled cheerfully.
2. He called the dog.
3. Four girls went for pizza.
4. The policeman caught the thief.
5. A puff of smoke from the camp fire burned our eyes.

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2. The trees in the park provided shade for the picnic.
3. John mowed the lawn.
4. Many people were in the mall.
5. I rode the elevator to the fifth floor.

ORDER IN SENTENCES

EXERCISE 1: Copy the sentences. Underline the complete subject and state whether the sentence is in NATURAL, INVERTED or SPLIT order.

- | | |
|--|-----------------|
| 1. Over the ditch hopped <u>the little deer</u> . | <i>Inverted</i> |
| 2. Across the street <u>children</u> could be heard clearly. | <i>Split</i> |
| 3. <u>The family of racoons</u> raided the garbage can. | <i>Natural</i> |
| 4. In the summer breeze <u>the trees</u> swayed gently. | <i>Split</i> |
| 5. Above the valley rose <u>the majestic mountain</u> into the clouds. | <i>Split</i> |

EXERCISE 2: Copy the sentences. Underline the complete subject and state whether the sentence is in NATURAL, INVERTED or SPLIT order.

- | | |
|---|-----------------|
| 1. Between the rows of carrots <u>he</u> planted marigolds. | <i>Split</i> |
| 2. Up the street screamed <u>the police car</u> . | <i>Inverted</i> |
| 3. <u>Flocks of geese</u> flew in formation. | <i>Natural</i> |
| 4. At the stroke of twelve <u>the ghost</u> appeared in the room. | <i>Split</i> |
| 5. <u>The two boys</u> paddled the canoe up the river. | <i>Natural</i> |

EXERCISE 3: The sentences in the following paragraph are in natural order. Rewrite the paragraph changing sentences 1, 6, and 7 to split order sentences and sentences 4 and 8 to inverted order sentences.

(1) With excitement the two boys approached the haunted house. (2) They were determined to see the ghost of the crying lady. (3) The dark, overgrown path lay ahead of them. (4) At the end of the path loomed ominously the decaying house. (5) A cold, piercing wind swirled around them. (6) Cautiously the boys ascended the front steps. (7) At the top of the stairs the boys stopped. (8) From within the house came a quiet moaning.

NOUNS

EXERCISE 1: Copy the following sentences and underline the nouns.

1. John rode his bicycle to the store.
2. Sally caught six trout in the lake.
3. Bob built a birdhouse in the yard.
4. His courage was rewarded with a medal.
5. The bumblebee darted among the blossoms with a happy buzz.

EXERCISE 2: Write a proper noun beside each of the common nouns.
(Answers may vary.)

river - <u>Mississippi</u>	girl- <u>Mary</u>	city - <u>Paris</u>
park - <u>Stanley Park</u>	street - <u>Lonsdale Ave.</u>	

Write a common noun beside each of the proper nouns.
(Answers may vary.)

Canada - <u>country</u>	July - <u>month</u>	Sally - <u>girl</u>
Roberto - <u>boy</u>	Mars - <u>planet</u>	Titanic - <u>ship</u>

EXERCISE 3: Write the plural forms of these nouns.

army - <u>armies</u>	cross - <u>crosses</u>	bandit - <u>bandits</u>
echo - <u>echoes</u>	car - <u>cars</u>	shirt - <u>shirts</u>

EXERCISE 4: Underline the nouns.

1. A bottle of paste sat on the table.
2. The dish fell with a crash.
3. Mark, Michael and Mary came to the dance.
4. The snow on the mountain sparkled in the sunshine.
5. Shouts and squeals of delight could be heard at the fair.

EXERCISE 5: Underline the nouns.

1. Christmas is in December.
2. Pies, cakes and cookies were on the tray.
3. The wind blew Susan's hat down the road.
4. The pupils sat in rows in the classroom.
5. David ate ham and eggs for breakfast.

PRONOUNS

EXERCISE 1: Underline the pronouns and state the kind.

1. He gave some to her.
Subjective Indefinite Objective
2. These are yours and this is mine.
Demonstrative Possessive Demonstrative Possessive
3. Who is it?
Interrogative Subjective
4. Each of the boys works by himself.
Indefinite Compound Personal

EXERCISE 2: Rewrite the following paragraph using pronouns for the underlined nouns.

When John arrived home for Christmas, his parents were happy to see him. He told his parents that he had gifts in the car. They went to fetch them.

EXERCISE 3: Copy the sentences and underline the pronouns.

1. He accepted the gifts and gave them a party.
2. Whom did you send with him?
3. You will go by yourselves and tell him that I will come later.
4. I will make a cake.
5. You will find several over there.
6. These are mine and those are yours.

EXERCISE 4: Copy the sentences and underline the pronouns.

1. Who are you?
2. He found his ball.
3. That is the dress I want.
4. Some are missing but none are lost.
5. She made it herself and put it here.
6. I am sure you will help us.

VERBS

EXERCISE 1: Copy the following sentences and underline the verbs.

1. The Flyers defeated the Oilers.
2. Two fishermen rowed a boat out to sea.
3. I have six oranges.
4. They are my friends.
5. Who leads in the race?
6. Leave the room!

EXERCISE 2: Copy the following sentences and underline the verbs.

1. Little Miss Muffet sat on a tuffet.
2. The three bears ate porridge for breakfast.
3. Little Red Riding Hood visited her grandmother.
4. The three little pigs are fat.
5. Little Boy Blue blows his horn.
6. The big, bad wolf has big teeth.

EXERCISE 3: Copy the following sentences and underline the verbs.

1. The kitten slept on the cushion.
2. All of my friends are here.
3. Jimmy has my book.
4. Go to the store.
5. Many stars twinkle in the sky.
6. I love chocolate cake.

VERB PHRASES

EXERCISE 1: Copy the following sentences and underline the verb phrases. Draw a second line under the principal verb.

1. He is looking for us.
2. Mary had been helping her mother.
3. What have you been doing?
4. We were learning about dinosaurs.
5. She should have been working today.
6. I am feeling happy.

EXERCISE 2: Copy the sentences and underline the verb phrases.

1. They have read the story.
2. The moon will be shining through the trees.
3. Harry is sharpening a pencil for me.
4. The summer days have gone.
5. He has been a computer expert.
6. She may have been sleeping for hours.

EXERCISE 3: Copy the sentences and underline the verb phrases.

1. The wind has risen again.
2. Piles of dead leaves had been blown into corners of the garden.
3. Did you open the window?
4. The barn door should have been locked last night.
5. They had disappeared.
6. All this could have been avoided.

EXERCISE 4: Copy the sentences and underline the verb phrases.

1. They will have gone by ten o'clock.
2. We had reached the shelter before the snow fell.
3. We have seen that movie three times.
4. The plane should have landed two hours ago.
5. He will be finished soon.
6. I might have been bitten by the dog.

AGREEMENT OF VERBS

EXERCISE 1: Rewrite the sentences using the correct verb.

1. Many apples are on the tree.
2. The pen and pencil are on the desk.
3. Rain and sleet cling to the branches.
4. Jim was here.
5. Each of his friends is at the party.
6. Every day Bill or Jim knocks on my door.
7. Twenty cents was found in the hall.
8. The little girl and her brother are waiting for me.

EXERCISE 2: Rewrite the sentences using the correct verb.

1. My friend visits the elderly.
2. One hundred dollars is in my bank account.
3. Janet digs in the garden.
4. None of the stores was open tonight.
5. The crows come to my garden everyday.
6. David and Tyson work together.
7. Bob or Jack washes the car.
8. We study lions and tigers in school.

TENSE OF VERBS

EXERCISE 1: Copy the sentences, underline the verb (or verb phrase) and state the tense.

- The sun is sinking over the horizon. *Present*
- Tomorrow it will snow. *Future*
- Shall we plan a picnic in the park? *Future*
- We held our picnic there last year. *Past*
- Meet me at the mall. *Present*
- They arrived yesterday. *Past*

EXERCISE 2: Copy the sentences, underline the verb (or verb phrase) and state the tense.

- The class will go to the gym. *Future*
- We walk to the falls. *Present*
- The bus will stop for lunch at Nanaimo. *Future*
- John made a bird house. *Past*
- We eat lunch now. *Present*
- The fox hid in the bushes. *Past*

EXERCISE 3: Copy the sentences, underline the verb (or verb phrase) and state the tense.

- The plants froze last night. *Past*
- Come here! *Present*
- He will work all day tomorrow. *Future*
- The horse galloped over the hill. *Past*
- I shall bring chips and dip to the party. *Future*
- Bob sees many hockey games. *Present*

TRANSITIVE, INTRANSITIVE, & COPULA VERBS

EXERCISE 1: The following sentences contain transitive verbs. Underline the main subject once, the transitive verb twice, and the object three times.

1. Sweet smells filled the air.
2. Mother set the table for dinner.
3. Grandma was knitting a sweater for the baby.
4. Who planted the trees in the orchard?
5. Open the window, please. (Imperative sentences do not have a subject.)
6. Judy bought an ice-cream cone.
7. The squirrels gathered the nuts in autumn.
8. After dinner the men washed the dishes.
9. The postman delivered the mail.
10. The driver honked his horn at the corner.

EXERCISE 2: The following sentences contain intransitive verbs. Underline the main subject once and the intransitive verb twice.

1. The horse galloped across the field.
2. The ripest fruit fell to the ground.
3. The lightning flashed brightly.
4. The stars twinkle in the night sky.
5. The boy tripped over the log.
6. The birds sang sweetly.
7. The wheel turned slowly.
8. The trout darted away.
9. We stopped for lunch.
10. In the forest owls hooted eerily.

EXERCISE 3: The following sentences contain copula verbs.
Underline the main subject once, the copula verb
twice, and the complement three times.

1. The little dog became my friend.
2. The sky is blue.
3. Those boys are my cousins.
4. The girls seem happy.
5. George was president of the club.
6. Prince Charles will be King one day.

EXERCISE 4: Copy the following sentences, underline the verbs,
and state whether the verbs are TRANSITIVE,
INTRANSITIVE, or COPULA.

- | | |
|---|---------------------|
| 1. The policeman <u>caught</u> the thief. | <i>Transitive</i> |
| 2. The apples <u>are</u> ripe. | <i>Copula</i> |
| 3. Jane <u>played</u> the piano. | <i>Transitive</i> |
| 4. The baby <u>gurgled</u> contentedly. | <i>Intransitive</i> |
| 5. Tomorrow <u>will be</u> sunny. | <i>Copula</i> |
| 6. The soldiers <u>stood</u> still. | <i>Intransitive</i> |
| 7. The fox <u>chased</u> the rabbit. | <i>Transitive</i> |
| 8. That painting <u>is</u> beautiful. | <i>Copula</i> |

ADJECTIVES

EXERCISE 1: Underline the adjectives and state the kind.

- The first girl won those beautiful dolls.
article quantitative demonstrative qualitative
- Which lady is your American aunt?
interrogative pronominal proper
- The night was cold and stormy.
article predicate predicate
- The noise of that crash was deafening.
article demonstrative predicate
- What names did you give your two Persian kittens?
interrogative pronominal quantitative proper
- The boy's coat is red.
article possessive predicate

EXERCISE 2: Underline the adjectives in the following sentences.

- A warm sun shone down on the weary hikers.
- Bright, green lights circled the tiny gingerbread house.
- His dad wore those boots in the Japanese garden.
- Pine needles formed a thick carpet on the floor of the dense forest.
- Several robins with bright, red breasts hopped about our neighbor's garden.

EXERCISE 3: Underline the adjectives in the following sentences.

- The thick, green branches droop under a heavy load of white snow.
- Those people carried many packages into the waiting taxi.
- Seventy-six trombones led the big band onto the green field.
- Your two suitcases are by the front door.
- These silver earrings are beautiful.

EXERCISE 4: Underline the adjectives in the following sentences.

- The team captain scored two goals in the game.
- Their picnic lunch was interrupted by a heavy rainfall.
- That boy has been naughty.
- Which person borrowed my book about African Elephants?
- The clumsy fellow stepped on the dog's tail.

COMPARISON OF ADJECTIVES #1

EXERCISE 1: Write the three degrees of comparison for the following adjectives.

fair, great, green, kind, loud,
old, proud, small, sweet, tall

<u>POSITIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
fair	fairer	fairest
great	greater	greatest
green	greener	greenest
kind	kinder	kindest
loud	louder	loudest
old	older	oldest
proud	prouder	proudest
small	smaller	smallest
sweet	sweeter	sweetest
tall	taller	tallest

COMPARISON OF ADJECTIVES #2

EXERCISE 1: Write the three degrees of comparison for the following adjectives.

POSITIVE

wonderful
clear
young
industrious
courageous
good
ambitious
selfish
ugly

COMPARATIVE

more wonderful
clearer
younger
more industrious
more courageous
better
more ambitious
more selfish
uglier

SUPERLATIVE

most wonderful
clearest
youngest
most industrious
most courageous
best
most ambitious
most selfish
ugliest

EXERCISE 2: Fill in the blanks with the correct form of the adjectives.

1. (graceful) Of the two planes Don's is more graceful.
2. (lazy) He is the laziest boy in the class.
3. (pretty) Janet is the prettier of the two girls.
4. (few) There are fewer apples in the box today than yesterday.
5. (terrifying) The hurricane was the most terrifying I had ever seen.

EXERCISE 3: Fill in the blanks with the correct form of the adjectives.

1. (large) Which is larger, Africa or Asia?
2. (happy) Joan is the happiest person I know.
3. (capable) Of the two girls, I think she is more capable.
4. (green) This is the greenest patch of grass in the yard.
5. (clean) Joe's face is the cleaner of the two.

EXERCISE 4: Fill in the blanks with the correct form of the adjectives.

1. (good) Which is the best road to Oxford?
2. (many) Which of the two baskets contains more cherries?
3. (bad) My cold is much worse today than it was yesterday.
4. (bad) Fred is the worst boy in the class.
5. (little) Your need now is less than it was before.

ADVERBS

EXERCISE 1: Underline the adverb once and the word modified twice. State whether the word modified is a verb, adjective, or adverb.

1. Joe sees clearly. *Verb*
2. They arrived quite unexpectedly. *Verb*
They arrived quite unexpectedly. *Adverb*
3. It was a bitterly cold night. *Adjective*
4. The farmer works very hard. *Verb*
The farmer works very hard. *Adverb*
5. The soldiers fought bravely. *Verb*
6. The table has a highly polished surface. *Adjective*

EXERCISE 2: Underline the adverb once and the word modified twice. State whether the word modified is a verb, adjective, or adverb.

1. Sarah was extremely angry. *Adjective*
2. Greg listened intently to the story. *Verb*
3. The old man speaks rather slowly. *Verb*
The old man speaks rather slowly. *Adverb*
4. The day at the fair had been exceedingly enjoyable. *Adjective*
5. Jane sews very well. *Verb*
Jane sews very well. *Adverb*
6. July was an unusually wet month. *Adjective*

EXERCISE 3: Underline the adverb once and the word modified twice. State whether the word modified is a verb, adjective, or adverb.

1. Our holidays passed too quickly. *Verb*
Our holidays passed too quickly. *Adverb*
2. How short the time had seemed. *Adjective*
3. Suddenly a wolf howled quite loudly. *Verb*
Suddenly a wolf howled quite loudly. *Adverb*
4. Soon Christmas will come. *Verb*
5. The snow fell softly and quietly. *Verb*
6. This cake is too sweet. *Adjective*

KINDS OF ADVERBS

EXERCISE 1: Underline the adverbs and state the kind.

- The very little dog barked angrily.
degree *manner*
- Therefore Grandpa was exceedingly happy.
cause *manner*
- There, in the tree, the owl hooted continuously.
place *manner or time*
- Yesterday he went to school happily.
time *manner*
- Why is he here?
cause *place*

EXERCISE 2: Underline the adverbs and state the kind.

- Wild flowers grow everywhere and bloom profusely.
place *manner*
- When do you leave and where are you going?
time *place*
- He looked up and pointed there.
place *place*
- I shall never steal again.
negation *time*
- Confidently he entered the room.
manner

EXERCISE 3: Underline the adverbs and state the kind.

- We received the new furniture today.
time
- He came early and left late.
time *time*
- I have played twice already and will not play again.
degree *time* *negation* *time*
- Slowly and surely we reached the top of the mountain.
manner *manner*
- I was too tired to watch T.V.
degree

COMPARISON OF ADVERBS

EXERCISE 1: Write the three degrees of comparison for the following adverbs.

<u>POSITIVE</u>	<u>COMPARATIVE</u>	<u>SUPERLATIVE</u>
slowly	more slowly	most slowly
diligently	more diligently	most diligently
happily	more happily	most happily
much	more	most
badly	worse	worst
little	less	least
clearly	more clearly	most clearly
plainly	more plainly	most plainly
fondly	more fondly	most fondly
late	later	latest
near	nearer	nearest
well	better	best

EXERCISE 2: Beside each adverb write the comparative form.

unsteadily	more unsteadily
proudly	more proudly
recently	more recently
slowly	more slowly
well	better
calmly	more calmly

Beside each adverb write the superlative form.

roughly	most roughly
skilfully	most skilfully
badly	worst
wisely	most wisely
brilliantly	most brilliantly
reasonably	most reasonably

EXERCISE 3: Underline the adverbs and state the degree.

1. He ran quickly up the hill. *Positive*
2. The fireman quickly and efficiently unrolled the hoses. *Positive*
3. Mary worked faster than Ruth. *Comparative*
4. Of all the boys Tom sat most quietly. *Superlative*
5. The wind blew more fiercely today than yesterday. *Comparative*

PHRASES & PREPOSITIONS

EXERCISE 1: Write a preposition in each blank. (*Answers may vary.*)

1. Sarah came home from school.
2. The wind sang through the trees.
3. The fire engines sped to the fire.
4. He went for help.
5. They took shelter in the cave.

EXERCISE 2: Write a preposition in each blank. (*Answers may vary.*)

1. He broke the end of his pencil.
2. She held the umbrella over her head.
3. He climbed up the mountain. (down)
4. He walked into the room. (around, across, about, from)
5. The young girl wore a hat with a flower.

EXERCISE 3: Write a preposition in each blank. (*Answers may vary.*)

1. The girl sat in the tree. (under, beneath, beside, near, against, by)
2. They walked through the door.
3. What is the distance from Paris to London?
4. She recited the poem by memory. (from)
5. Joy drew a picture of a martian.

ADJECTIVE PHRASES

EXERCISE 1: Underline each adjective phrase and state the word it modifies.

- The pen on the table is yours.
pen
- Here is a bouquet of flowers.
bouquet
- The eagle in the tree saw the deer in the meadow.
eagle *deer*
- That boy on the basketball team won the award for best player.
boy *award*
- The man on the corner sells baskets of apples.
man *baskets*

EXERCISE 2: Underline each adjective phrase and state the word it modifies.

- The paintings on the walls of the museum were moved.
paintings *walls*
- The little girl loved the story of the three bears.
story
- The girl with blonde hair bought a gift for her mother.
girl *gift*
- Jugs of lemonade and plates of chicken sandwiches were set on the table in the yard.
jugs *plates*
table
- Flocks of Canada geese flew south.
flocks

EXERCISE 3: Rewrite the following sentences using an adjective phrase in place of the underlined adjective.

- The shingles on the house are rotten.
- She wore a blouse without sleeves.
- The grass in the meadow grew high.
- An explorer from Spain conquered the Aztecs of Mexico.
- Many fishermen on the coast own boats of wood.

ADVERB PHRASES

EXERCISE 1: Underline each adverb phrase and state the verb it modifies.

- The man climbed up the ladder.
climbed
- Yellow daffodils grew beside the lake.
grew
- Many robins nested in the maple tree.
nested
- During the evening the moon rose over the hills.
- It was given to me but it belongs to you.
given *belongs*

EXERCISE 2: Underline each adverb phrase and state the verb it modifies.

- In the warm sunshine the boys sat on the beach.
sat *sat*
- The shovel lay on the ground near the shed.
lay *lay*
- The car drove through the woods and over the bridge.
drove *drove*
- They arrived at five o'clock.
arrived
- Beyond the village we found a motel.
found

EXERCISE 3: Supply an adverb phrase for each underlined word.

- The crew worked without care.
- The boy went to his home.
- We were treated with kindness.
- The detective wrote his report with honesty.
- Put the books in this place.

MISPLACED PHRASES

EXERCISE 1: Rewrite the following sentences correctly.

1. The man spotted the bear with the gun.
The man with the gun spotted the bear.
2. The donkey passed the trees with long ears.
The donkey with long ears passed the trees.
3. Found: A tricycle by a man with three green wheels.
Found: by a man a tricycle with three green wheels.
4. The horse jumped over the fence with a black mane.
The horse with a black mane jumped over the fence.
5. The little girl was carrying a kitten with long auburn curls.
The little girl with long auburn curls was carrying a kitten.

EXERCISE 2: Rewrite the following sentences correctly.

1. The boy found the dog in the black sweater.
The boy in the black sweater found the dog.
2. Lost: A silk umbrella by an old woman with a silver handle.
Lost: by an old woman a silk umbrella with a silver handle.
3. The moose grazed in the pond with large antlers.
The moose with large antlers grazed in the pond.
4. A shooting star was seen by the children in the sky.
A shooting star in the sky was seen by the children.
5. The mountains were reflected in the ocean with snowy peaks.
The mountains with snowy peaks were reflected in the ocean.

EXERCISE 3: Rewrite the following sentences correctly.

1. Wanted: A side table by a lady with a marble top.
Wanted: by a lady a side table with a marble top.
2. The man drove a blue classic car with brown eyes.
The man with brown eyes drove a blue classic car.
3. The hawk caught a rabbit with sharp talons.
The hawk with sharp talons caught a rabbit.
4. The cookies were eaten by the boy with pink icing.
The cookies with pink icing were eaten by the boy.
5. The boy sat at the window with a tear-stained face.
The boy with a tear-stained face sat at the window.

CO-ORDINATE CONJUNCTIONS

EXERCISE 1: Underline the conjunctions and state what they join.

1. Her clothes were tattered and dirty. (adjectives)
2. She danced or sang as requested. (verbs)
3. The vegetables are either in the box or in the bin. (phrases)
4. Joan spoke quickly but clearly. (adverbs)
5. Both John and James came to the party. (nouns)
6. Neither Sally nor Jean could find the answer. (nouns)

EXERCISE 2: Underline the conjunctions and state what they join.

1. Both gold and diamonds are valuable. (nouns)
2. Bob left but Bill stayed. (clauses)
3. They visited not only yesterday but also today. (adverbs)
4. This book must be either his or hers. (pronouns)
5. He was neither at the park nor in the pool. (phrases)
6. Mary is chubby yet pretty. (adjectives)
7. Slowly and sadly we followed the coffin. (adverbs)

EXERCISE 3: Underline the conjunctions and state what they join.

1. Boys and girls skated around the rink. (nouns)
2. You or she must attend the meeting. (pronouns)
3. Jane went to the movies but I had to baby sit. (clauses)
4. Our friends came either by train or by bus. (phrases)
5. The little girl jumped up and down. (adverbs)
6. They were poor but honest people. (adjectives)
7. Many small birds warbled and twittered. (verbs)

PRINCIPAL CLAUSES & COMPOUND SENTENCES

EXERCISE 1: Expand the following simple sentences into compound sentences. (Answers may vary.)

- We looked for the lost kitten. We could not find it.
We looked for the lost kitten but we could not find it.
- The men picked the plums. They packed them into boxes.
The men picked the plums and they packed them into boxes.
- Satisfaction is guaranteed. Your money will be refunded.
Satisfaction is guaranteed or your money will be refunded.
- The wind blew fiercely. The waves battered the shore.
The wind blew fiercely and the waves battered the shore.
- You may buy it for cash. You may pay for it on the installment plan.
You may buy it for cash or you may pay for it on the installment plan.

EXERCISE 2: Underline each principal clause and circle each co-ordinate conjunction.

- A steady wind blew (and) the flag fluttered all day.
- The sky became heavily overcast (and) flocks of birds huddled together in the trees.
- Come into the house (or) stay outside.
- I went to the store (but) it was closed.
- He works very hard (yet) he cannot get a promotion.

SUBORDINATE CLAUSES & COMPOUND SENTENCES

EXERCISE 1: Underline the subordinate clause and circle the subordinate conjunction.

1. He went home before the party ended.
2. I will go when I am finished.
3. As the sun set the western sky was bathed in colour.
4. Because it was raining I stayed home.
5. Although I don't him he may come to the party.

EXERCISE 2: Underline the subordinate clause and circle the subordinate conjunction.

1. She went for a walk while he slept.
2. I have not seen you since we were at school.
3. If the train is delayed we will have lunch.
4. Unless you finish your chores you cannot go out.
5. The dog waited in the car until his master returned.

EXERCISE 3: Underline the subordinate clause and circle the subordinate conjunction.

1. He missed the meeting so we left.
2. When the sun set the birds settled in their nests.
3. Unless the rain stops the game will be cancelled.
4. If you come tomorrow I will bake a cake.
5. She loved the child as if it were her own.

INTERJECTIONS

EXERCISE 1: Underline the interjections and punctuate the sentences properly.

1. Wow I love this movie
 Wow! *I love this movie.* Wow, *I love this movie!*
2. Oh dear the roast is burned
 Oh dear! *The roast is burned.* Oh dear, *the roast is burned!*
3. Hurrah our team is winning
 Hurrah! *Our team is winning.* Hurrah, *our team is winning!*
4. Yippee here comes the parade
 Yippee! *Here comes the parade.* Yippee, *here comes the parade!*
5. Oops I dropped my glove
 Oops! *I dropped my glove.* Oops, *I dropped my glove!*
6. Bah I don't believe it
 Bah! *I don't believe it.* Bah, *I don't believe it!*
7. Ouch that needle hurts
 Ouch! *That needle hurts.* Ouch, *that needle hurts!*
8. Darn I've forgotten my book
 Darn! *I've forgotten my book.* Darn, *I've forgotten my book!*

EXERCISE 2: List five interjections commonly found in cartoons or comics. (Answers may vary.)

Pow!, Biff!, Bam!, Sock!, Poof!, Bang!, Boom!

CONJUGATION OF VERBS

<u>PRESENT TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(sing)	<u>SINGULAR</u> I sing you sing he, she, it sings	<u>PLURAL</u> we sing you sing they sing
<u>PAST TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(sing)	<u>SINGULAR</u> I sang you sang he, she, it sang	<u>PLURAL</u> we sang you sang they sang
<u>FUTURE TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(sing)	<u>SINGULAR</u> I shall sing you will sing he, she, it will sing	<u>PLURAL</u> we shall sing you will sing they will sing
<u>PRESENT TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(work)	<u>SINGULAR</u> I work you work he, she, it works	<u>PLURAL</u> we work you work they work
<u>PAST TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(work)	<u>SINGULAR</u> I worked you worked he, she, it worked	<u>PLURAL</u> we worked you worked they worked
<u>FUTURE TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(work)	<u>SINGULAR</u> I shall work you will work he, she, it will work	<u>PLURAL</u> we shall work you will work they will work
<u>PRESENT TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(sleep)	<u>SINGULAR</u> I sleep you sleep he, she, it sleeps	<u>PLURAL</u> we sleep you sleep they sleep
<u>PAST TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(sleep)	<u>SINGULAR</u> I slept you slept he, she, it slept	<u>PLURAL</u> we slept you slept they slept
<u>FUTURE TENSE</u> FIRST PERSON SECOND PERSON THIRD PERSON	(sleep)	<u>SINGULAR</u> I shall sleep you will sleep he, she, it will sleep	<u>PLURAL</u> we shall sleep you will sleep they will sleep

COMMON ERRORS

EXERCISE 1: Fill in the blanks with the correct word from the parentheses.

1. (any, no) There wasn't any candy in the box.
2. (anybody, nobody) We didn't find anybody there.
3. (none, any) He hadn't any of the apples left.
4. (anything, nothing) They wouldn't let me do anything.
5. (anywhere, nowhere) I can't find my purse anywhere.

EXERCISE 2: Rewrite the following sentences correctly.

1. She hasn't none of the crayons. *She hasn't any of the crayons.
She has none of the crayons.*
2. He didn't see nothing. *He didn't see anything.
He saw nothing.*
3. Joe didn't catch no fish today. *Joe didn't catch any fish today.
Joe caught no fish today.*
4. I didn't go nowhere. *I didn't go anywhere.
I went nowhere.*
5. That isn't no help to me. *That isn't any help to me.
That is no help to me.*

EXERCISE 3: Rewrite the following sentences correctly.

1. The man seen a moose. *The man saw a moose.*
2. Sally done her home work. *Sally did her homework.
Sally has done her homework.*
3. Bob and Mike seen the hockey game. *Bob and Mike saw the hockey game.
Bob and Mike have seen the hockey game.*
4. I done the dishes. *I did the dishes.
I have done the dishes.*
5. They seen the dog run away. *They saw the dog run away.*

EXERCISE 4: Fill in the blank with the correct word from the parentheses.

1. (good, well) I worked well today.
2. (good, well) She plays the piano well.
3. (good, well) This is a good cake.
4. (good, well) She sees well with her new glasses.
5. (good, well) I enjoy a good movie.
6. (good, well) He was pleased with the good work she did.

GRAMMAR TEST 1

I Underline the complete subject once and the complete predicate twice.

1. The train sped down the steel track.
2. Jennifer Schroeder is a blue-eyed angel.
3. Did that girl use foul language?
4. Don't jump on the couch! (*Imperative sentences do not have a subject.*)
5. The bald headed baby smiled at his sister.

II Underline the main subject once and the main predicate twice.

1. The pulp mill employs a large working force.
2. The elephant lost his trunk.
3. The black and white soccer ball screamed in pain when Susan kicked it.
4. That big, striped tiger clawed the zoo-keeper.
5. Down the road ran the boy.

III State whether the following sentences are ASSERTIVE, INTERROGATIVE, IMPERATIVE, or EXCLAMATORY. Write the proper punctuation at the end of the sentence.

- | | |
|--|----------------------|
| 1. Did you play any Halloween tricks? | <i>Interrogative</i> |
| 2. Sit down and pay attention. | <i>Imperative</i> |
| 3. We lost the game yesterday. | <i>Assertive</i> |
| 4. What big eyes you have! | <i>Exclamatory</i> |
| 5. Bring the tetherball and the rope. | <i>Imperative</i> |
| 6. Did you remember to bring your trumpet to the practice? | <i>Interrogative</i> |
| 7. Yippee, Christmas is here! | <i>Exclamatory</i> |
| 8. Please turn off the computer when you are finished. | <i>Imperative</i> |
| 9. Where are my art supplies? | <i>Interrogative</i> |
| 10. I am going for a walk. | <i>Assertive</i> |

IV Write the following sentences in inverted order.

1. An old pedlar limped along the road.
Along the road limped an old pedlar.
2. A heavy pack was strapped on his back.
Strapped on his back was a heavy pack.
3. A carved walking stick was in his hand.
In his hand was a carved walking stick.
4. An old, black dog trailed with a dejected air at his heels.
At his heels with a dejected air trailed an old, black dog.
5. Clouds of dust rose from his shuffling feet.
From his shuffling feet rose clouds of dust.

V Write the following sentences in natural order.

1. From behind a hill rose the sun.
The sun rose from behind a hill.
2. Sweetly, from the hedges, came the morning songs of many birds.
The morning songs of many birds came sweetly from the hedges.
3. Like stately ships across the sky sailed graceful clouds.
Graceful clouds sailed like stately ships across the sky.
4. From a neighboring farm house came sounds of early rising.
Sounds of early rising came from a neighboring farm house.
5. In the life of the old pedlar another day began.
Another day began in the life of the old pedlar.

VI Write the following sentences in split order.

1. The young boy ran into the school.
Into the school the young boy ran.
2. Many birds nested in the trees.
In the trees many birds nested.
3. The sun set behind the majestic mountains.
Behind the majestic mountains the sun set.
4. Tiny lights twinkled on the beautifully decorated Christmas tree.
On the beautifully decorated Christmas tree tiny lights twinkled.
5. The dancers leaped and twirled across the stage.
Across the stage the dancers leaped and twirled.

GRAMMAR TEST 2

I Underline the complete subject once and the complete predicate twice.

1. Many stars sparkled in the sky.
2. Across the bridge plodded the old man.
3. The mongoose raced into the bush.

II Underline the main subject once and the main predicate twice.

1. The colt frolicked down the hill.
2. The six boys sang at the concert.
3. Into the pool dove the swimmer.

III State whether the following sentences are ASSERTIVE, INTERROGATIVE, IMPERATIVE, or EXCLAMATORY. Write the proper punctuation at the end of the sentence.

- | | |
|------------------------|----------------------|
| 1. Come to my desk. | <i>Imperative</i> |
| 2. How are you? | <i>Interrogative</i> |
| 3. The sun is setting. | <i>Assertive</i> |
| 4. Ouch, that hurt! | <i>Exclamatory</i> |
| 5. Where is my book? | <i>Interrogative</i> |

IV Underline the nouns.

1. Apples, oranges, and peaches were in the bowl.
2. Where are the cats and dogs?
3. The earth and moon revolve around the sun.
4. Look at the shooting star!

V Rewrite these sentences using pronouns to make the sentences less awkward.

1. John went to John's father's store to buy John a knife.
John went to his father's store to buy himself a knife.
2. John took with John John's gun and John's dog.
John took with him his gun and his dog.

VI Underline the verbs and verb phrases.

1. Wellington defeated Napoleon.
2. We were talking about England.
3. John will do that.
4. She had been seen at the park.

VII Underline the verb and state if it is TRANSITIVE, INTRANSITIVE, or COPULA.

1. The bad boy broke the window. *Transitive*
2. My father is a doctor. *Copula*
3. The sun sank slowly in the west. *Intransitive*
4. The choir sang well. *Intransitive*

VIII Underline the verb and state the tense.

1. We will sit in the front row. *Future*
2. They went to the store. *Past*
3. I am washing the clothes. *Present*
4. John will be seeing him tomorrow. *Future*

GRAMMAR TEST 3

I Underline the complete subject once and the complete predicate twice. State whether the sentence is in SPLIT, NATURAL, or INVERTED order.

1. The colt frolicked down the hill.
2. Into the bush ran the mongoose.
3. Around the pole the snake coiled.

II Underline the nouns and state whether the sentence is ASSERTIVE, IMPERATIVE, INTERROGATIVE, or EXCLAMATORY.

1. The bowl contained chocolates, toffees, mints, and peanut brittle. *Assertive*
2. Close the door and open the window. *Imperative*
3. Did boys and girls attend the picnic in the park? *Interrogative*

III Underline the verbs and verb phrases and state the tense. (PAST, PRESENT, FUTURE)

1. The boys will sing at the concert. *Future*
2. Do not fold, staple, or mutilate. *Present*
3. She had been seen at the park. *Past*

IV Underline the verb and state whether it is TRANSITIVE, INTRANSITIVE, or COPULA.

1. The storm lashed the beach. *Transitive*
2. My brother is a lawyer. *Copula*
3. The moon is rising from the east. *Intransitive*

V Underline the adjectives.

1. Those six apples are red and juicy.
2. The setting sun resembled a large, golden ball.

VI Underline the adverbs.

1. He walked quickly to work.
2. She smiled most pleasantly.
3. The sun was very bright.

GRAMMAR TEST 4

I Underline the nouns in the following sentences.

1. Mary told the gardener about the flowers.
2. Night sank upon the dusky beach and on the purple sea.
3. Above the altar in the chapel John saw a beautiful picture.

II Underline the pronouns in the following sentences.

1. I saw him with her.
2. Mary says she found it.
3. Have you seen them today?
4. They left us at the depot.

III Underline the verbs in the following sentences.

1. He sleeps soundly.
2. We fought a good fight.
3. He talked for two hours.
4. He became an official soon after.
5. The swallows twitter underneath the eaves.
6. He walked, ran, and jumped to the park.

IV Underline the adjectives in the following sentences.

1. The young boy bought three oranges.
2. Red cherries grew on the old tree.
3. The way was long, the wind was cold.
4. The green corn sways in the gentle breeze.
5. His voice was loud and shrill.

V Underline the adverbs in the following sentences.

1. He sang sweetly.
2. Mary is a very clever girl.
3. They went for a rather long walk.
4. The weather is unusually cold.
5. She came down too soon.
6. How brightly the full moon shines!

VI Underline the conjunctions in the following sentences. Tell whether the conjunctions join nouns, adjectives, adverbs, phrases, or clauses.

1. He called but no one answered. *Clauses*
2. He spoke slowly and sadly. *Adverbs*
3. They are poor but honest. *Adjectives*
4. Will you have tea or coffee? *Nouns*
5. They raced over the hills and across the valley. *Phrases*

VII Underline the interjections in the following sentences.

1. Alas, the kitten is dead!
2. Oh! I dropped the book.
3. Bravo! That was an excellent play.
4. Hurrah, the team won the trophy!
5. Ah, what a lovely dress!
6. Wow! He hit the ball over the fence and made a home run.

VIII Underline the phrases in the following sentences and tell whether they are adjective or adverb phrases.

1. The broken plate lay on the floor. *Adverb*
2. They arrived by the last boat. *Adverb*
3. The point of my pencil breaks easily. *Adjective*
4. The colors of the sunrise are glorious. *Adjective*
5. Into the sea the sun went down. *Adverb*
6. The title of that poem is most suitable. *Adjective*
7. She picked a bouquet of wild roses. *Adjective*
8. The dog jumped over the fence. *Adverb*

IX Look at the underlined word and tell what part of speech it is (noun, verb, adjective, etc.)

1. The sound of her voice sent the child into a sound slumber. *Noun/Adjective*
2. In fall the leaves fall and decay. *Noun/Verb*
3. It was a cold, fall day. *Adjective*
4. The horse walked down the street and fell down. *Preposition/Adverb*
5. William runs fast. He is a fast runner. *Adverb/Adjective*
6. This is hard work. *Adjective/Noun*
7. They work hard. *Verb/Adverb*

SENTENCE REVIEW

EXERCISE 1: State whether the sentence is simple, compound, or complex.

1. The plane swooped down over the houses and a great roar filled the air.
Compound
2. As the children neared home they could see Father busy at the seeding.
Complex
3. The book related an interesting story of adventure on the high seas. *Simple*
4. The kettle sang gaily on the kitchen range while Mother hummed an old Irish air. *Complex*
5. Move quickly when I open the door. *Complex*

EXERCISE 2: State whether the sentence is simple, compound, or complex.

1. Mother had cleaned the windows and golden shafts of sunlight shone through them. *Compound*
2. She quickly took off her hat and glanced into the mirror. *Simple*
3. The rattle of the streetcars and the honking of automobile horns kept him from sleep. *Simple*
4. The referee, who had been in charge of the game, said that the collision was accidental. *Complex*
5. You may study the rules carefully, you may even memorize the more important ones, but you may still make mistakes. *Compound*

EXERCISE 3: Change the following compound sentences into complex sentences substituting a subordinate clause for one of the principal clauses.

1. His recovery was a miracle but no one ever expected it.
Because no one expected it his recovery was a miracle.
2. Our captain scored the goal but it was disputed by the other team.
After our captain scored the goal it was disputed by the other team.
3. Tom had played only two games and he scored the winning run.
Tom had played only two games when he scored the winning run.
4. Minutes ticked away and we became anxious for their safety.
As minutes ticked away we became anxious for their safety.
5. I arrived at the theater and an usher took me to my seat.
When I arrived at the theater an usher took me to my seat.
6. We had lunch and my friends left for the city.
After we had lunch my friends left for the city.

APPENDIX A: FEATURED MUSIC

- Opening
Debussy - *Arabesque No.2*
- Introduction to each Lesson
Rackham - *Tuba Whimsy*
- Lesson 1
Burgmüller - *Ave Maria*
Bach - *Prelude No.1*
Handel - *Little Fugue*
- Lesson 2
Beethoven - *Fur Elise*
- Lesson 3
Beethoven - *Moonlight Sonata*
- Lesson 5
Mozart - *Sonata in C*
Mozart - *Sonata in G*
- Lesson 6
Rackham - *I Come From A River*
Rackham - *Twinkle Variations*
Rackham - *Twilight Medley*
Rackham - *Syncopated Medley*
Giordani - *Caro Mio Ben*
- Lesson 7
Schubert - *Ecosaise in G*
- Lesson 9
Folk Song - *The Sailor's Hornpipe*
- Lesson 12
Debussy - *Golliwog's Cakewalk*
- Lesson 13
Debussy - *Little Shepherd*
- Lesson 14
Schumann - *Arabesque*
- Lesson 15
Mendelssohn - *Spring Song*
- Lesson 16
Mozart - *Sonata in A*
- Lesson 17
Folk Song - *English Country Garden*
- Lesson 18
Rackham - *The Phrase Ditty*
- Lesson 19
Bach - *Jesu, Joy Of Man's Desiring*
- Lesson 20
Debussy - *Arabesque No.1*
- Lesson 21
Chopin - *Prelude No.4*
- Lesson 23
Rackham - *Lovely Little Seagulls*
- Lesson 24
Rackham - *The Blue Green Island*
- Lesson 26
Beethoven - *Ode To Joy*
Debussy - *Reverie*
Mendelssohn - *On Wings Of Song*
Chopin - *Prelude No.7*
Chopin - *Prelude No.6,*
Ravel - *Pavan For A Dead Infanta*
- Lesson 27
Beethoven - *Pathetique Sonata*
Rackham - *Rusty Circles*
- Conclusion
Rackham - *Campbell River Born*
Debussy - *Arabesque No.2*

APPENDIX B: REPRODUCIBLE/PERFORMANCE RIGHTS

The Basic Cozy Grammar Course® Workbook Reproducible Rights And Video/DVD Classroom Performance Rights Agreement

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Sincerely,



David Mielke



Marie Rackham

Copyright Holders,
Splashes From The River Inc.

Audio/Visual Works Copyright Act of 1976, Section 110 (1)

How many times have you seen the phrase “For Home Use Only” on a videotape and wondered if it was really OK to show the program to students in a classroom or a library setting? While there has been a lot of confusion in this area, the North American copyright laws are quite clear in offering guidance on this question. The question can easily be answered by examining the context in which the video is being shown.

First, you'll need some background. The “public performance” of an audio-visual work is the exclusive right of the copyright holder to show their audio-visual work in public and charge for that performance. However, the Copyright Act of 1976, Section 110 (1) provides an exemption for certain performances of videos in the United States and Canada. This law has come to be known as the “classroom exemption” and provides the basis for responsible and legal use of videos in an educational setting, provided certain criteria are met.

There are four main criteria that must be met before an educator should feel comfortable in showing a videotape in their classroom. The Copyright Act states that the performance of an audio-visual work “by instructors or pupils” in the course of “face-to-face teaching activities” of a “non-profit educational institution” in a “classroom or similar place devoted to instruction” is exempt from the copyright holder's exclusive right to perform an audio-visual work.

The Report of the House Committee on the Judiciary, Report No 94-1476, which accompanied the passage of the Act in 1976, provides assistance in interpreting the four requirements of the classroom exemption:

(1) The term “instructors” is defined as the designated teacher of a class and may also include a guest lecturer or substitute teacher. “Pupils” are members of the enrolled class.

(2) A performance is only exempt if it occurs during “face-to-face” teaching activities. According to the House Report, instructors and pupils need to be in the same general place, but don't necessarily need to be able to see one another or be in the same room. Excluded from the exemption is broadcasting or other transmissions from a location into the classroom, whether by means of radio or television or open or closed circuit.

(3) According to Section 110(1), only performances by nonprofit educational institutions may take advantage of the classroom exemption. The House Report provides examples such as dance studios and language schools as profit-making institutions that may not take advantage of the exemption. Although the law states that profit-making institutions do not meet the explicit requirements of the classroom exemption, according to Nimmer on Copyright (1999), Section 8.15[B][3], a leading legal treatise on copyright law, the exemption may be interpreted to apply to private, nonproprietary educational institutions that charge tuition or other fees to meet operating expenses.

(4) The House Report also explains that a performance is exempt only if it takes place in a “classroom or similar place devoted to instruction” in which the audience members are of a particular class. For example, performances in an auditorium or stadium during a school assembly, graduation ceremony, class play or sporting event are not exempt unless the audience members are of a particular class. If the performance is not in a classroom, then the “similar place” must be a place that is actually used as a classroom for systematic instructional activities like a library, studio, workshop, gymnasium, training field, the stage of an auditorium or the auditorium itself.

So, if all of the conditions of the classroom exemption are met, it is permissible to show a legally obtained video or DVD in a classroom or public library without obtaining permission from the copyright owner even if labels like “For Home Use Only” appear on the outside of the video cassette. The “classroom exemption” supersedes these written warnings of the copyright holder. Another alternative would be to obtain the copyright owner's written permission for the intended use.

THE COPYRIGHT HOLDERS OF THE BASIC COZY GRAMMAR COURSE® HAVE PROVIDED YOU WITH WRITTEN PERMISSION (attached) TO UTILIZE COURSE MATERIALS IN ACCORDANCE WITH THE CLASSROOM EXEMPTION RULES AS DETAILED ABOVE.

PLEASE REMEMBER:

The videos/DVDs may not be copied without the expressed written consent from Splashes From The River Multimedia Entertainment Inc.

APPENDIX C: ADDITIONAL IDEAS

Here is an idea that a homeschool parent using *The Basic Cozy Grammar Course*® reported to us that we would like to pass on to you because we thought it was a great idea. She had two of her older students make up flash cards featuring definitions and examples of nouns, adjectives, verbs, etc., and the rules that apply to them - basically reiterating the points covered in the study notes section of each lesson. She said that the act of creating the flash cards and then the drill of using them was very helpful. The act of making the flash cards, coloring them, etc., seems to be particularly helpful to visual/kinesthetic learners. This idea has also been used in many adult literacy centers to great success.

A homeschool organization passed on this idea which many of our customers have found helpful. They have students make up additional examples, exercises, and answer key to distribute amongst other students in their homeschooling circles. Having to go through the process of doing this really helps them to gain a strong comprehension of the fundamentals of grammar, which of course prepares them for getting into the dissection and diagramming of sentences that advanced grammar requires.

A homeschool circle reported using the lesson on conjunctions (which features the beach, a tidal pool, and eagles) as the starting off point for a science lesson when some of the students asked why the beaches on the coast of British Columbia are covered with smooth stones instead of sand, why do we have so many logs washed up on our beaches, and what exactly were all the creatures shown in the pond?

A distance education student stationed overseas reported to us that his parents are using the classical music soundtrack featured in *The Basic Cozy Grammar Course*® as an opportunity to conduct music appreciation lessons, by utilizing the **Featured Music** Appendix in the workbook, which lists each piece of classical music and the composer used in each lesson. They would identify the piece as it is heard in the lesson, then research the composer, and, finally listen to different interpretations by various other performers that were available at a local music library.

A homeschooling parent reports that she is taking advantage of the fact that most of the exercises in the workbook are divided into three parts. What she does is have the students watch the video lesson twice through, then has them do the first set of exercises. Then she has them watch the lesson again and then do the second set of exercises. Then she has them watch the lesson again and then they do the last set of exercises. This seems to be a good formula for retention, particularly for the more advanced lessons.

An adult continuing education division of a university has reported having the students in their *Technical Business Writing Classes* make up their own additional exercises based on sample sentences that would pertain specifically to the workplace. This helps solidify their understanding of the basic grammar concepts they glean from the videos.

Some high school teachers who were not adequately trained to teach grammar have reported that they bought the course not for using with students, but just for them to use themselves at home, as a refresher/preparation for having to teach grammar in the classroom. They were fearful of getting caught not knowing their basic grammar. In this same vein, some homeschooling parents are doing the course on their own, and then teaching their children what they learned by making up their own examples in addition to the ones depicted in the tutorials. They find that the course inspires them to make up their own examples from every day situations, just as Marie does in the videos. They report that the course gives them the knowledge and confidence to do this.

Many corporations have been using the course to sharpen the grammar skills of their customer service representatives. They like the way the course is self contained so that employees can take it home and brush up on their grammar skills at their convenience. The facilitators will then usually help the customer relations employees come up with drills to help them see how these new skills can be applied in their particular day to day interactions with customers.

A middle school English teacher uses the course as an adjunct to her own curriculum. She shows the video lesson after conducting her own live classroom lesson and calls this interlude, "A Word From Marie". She finds that the students really enjoy this.

If you have any more ideas for getting the most out of *The Basic Cozy Grammar Course*® that you'd like to pass on to other homeschoolers then please email us at: ideas@splashesfromtheriver.com or call us toll-free at 1-800-201-2280

MARIE'S BIOGRAPHY

Marie Sophia Rackham was born in 1934 and raised in North Vancouver, British Columbia, Canada. She earned degrees in English and Geography from the University of British Columbia, and spent thirteen years studying piano with the Royal Conservatory of Music before moving to Campbell River in 1966.

She worked as a public school teacher for thirty-four years, teaching at all levels from kindergarten to grade twelve; and taught piano and theory privately in her own studio for twenty-three years.

During her time as an elementary classroom teacher, Marie conducted choirs, recorder, and string ensembles, and produced productions of *Cool In The Furnace*, *The Mikado*, and *Taming Of The Shrew*. The music curriculum she implemented inspired the creation of a district wide elementary music program.

At the high school level she produced productions of *The Wizard of Oz*, *Grease*, *Oklahoma!*, *Guys and Dolls*, and *South Pacific*. Teaching English at the high school level, Marie worked with remedial, regular, and honor students. Her emphasis with the remedial classes was developing their organizational skills and addressing their hyperactivity by using quiet, calming classical music. Over her many years of teaching language arts, Marie developed her own curriculum for teaching basic grammar and punctuation, which was eventually published through the local Resource Center and made available to all the schools in the district as a self contained workbook. This workbook became the inspiration for the award-winning *The Basic Cozy Grammar Course™* and *The Basic Cozy Punctuation Course™* Videos/DVDs, produced by Splashes From The River Multimedia Entertainment Inc., featuring Marie herself.

When Marie retired in 1994, she was recognized as a master classroom teacher and an annual award was established in her name. The Marie Rackham Try Award is given each year to an average student perceived as having tried their best.

Since retiring, Marie has been having lots of fun growing herbs, making fruit wine, playing with computers, and composing music; first, for original stage shows produced in California by the Rainbow Man Productions, and now, for the projects produced by Splashes From The River. In 1997 Marie wrote, arranged, and orchestrated the score for the original stage musical *Rediscovering The River - A personal Celebration Of Being Campbell River Born*.

Marie's philosophy of life is that it takes less effort to smile than it does to frown.

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