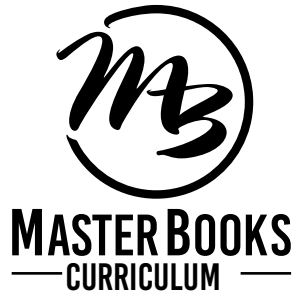




# JENSEN'S GRAMMAR



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## Dedication

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

— Frode Jensen

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

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

## Dear Student

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

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

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

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

Sincerely,

Frode Jensen

Author

# Using This Workbook

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

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



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

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**Includes answer keys for worksheets and tests**

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**Worksheets for each chapter**

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

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

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## Course Description

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

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

# Grading Criteria

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

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

## Scoring the lessons

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

## Grading the lessons and tests

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

90-100 = A

80-89 = B

70-79 = C

51-69 = D

50 and lower = F

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

## Alternate Tests

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

# Form Words

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



## Function Words

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

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



## Keys to Formula Writing

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

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

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

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

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

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

The final step is to fill in the extras.

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

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

# Verbals

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

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

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

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

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

## Major Punctuation

I = Independent Clause

*c/c* = Coordinate Conjunction (FANBOYS)

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

sub = Subordinators

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

\* = also prepositions

*c/a* = Conjunctive Adverbs

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

### Basic Rules

Rule 1: I, *c/c* I.

Rule 2: I sub I.

Rule 3: Sub I, I.

Rule 4: I; I.

Rule 5: I; *c/a*, I.

I; I, *c/a*.

I; xxx, *c/a*, xxx.

## Suggested Daily Schedule

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

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

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

| Date                            | Day     | Assignment  | Due Date | ✓ | Grade |
|---------------------------------|---------|---|----------|---|-------|
| Second Semester — Third Quarter |         |   |          |   |       |
| Week 1                          | Day 91  | Study Day for Test 7A or 7B   |          |   |       |
|                                 | Day 92  | <b>Test 7A</b> • Pages 283-284 or Test 7B • Pages 285-286 (Lessons 1-35)  |          |   |       |
|                                 | Day 93  | Watch DVD • Lecture 7: Lesson 39  |          |   |       |
|                                 | Day 94  | Lesson 39 • Transformations 2: Passives • Exercise 39 • Pages 155-156 • Extra practice assignments available on free download |          |   |       |
|                                 | Day 95  | Watch DVD • Lecture 7: Lesson 40  |          |   |       |
| Week 2                          | Day 96  | Lesson 40 • Major Punctuation 1: I, c/c I. • Exercise 40<br>Pages 157-158   |          |   |       |
|                                 | Day 97  | Watch DVD • Lecture 7: Lesson 41  |          |   |       |
|                                 | Day 98  | Lesson 41 • Major Punctuation 2: I sub I. • Exercise 41<br>Pages 159-160  |          |   |       |
|                                 | Day 99  | Watch DVD • Lecture 7: Lesson 42  |          |   |       |
|                                 | Day 100 | Lesson 42 • Major Punctuation 3: Sub I, I • Exercise 42<br>Pages 161-162  |          |   |       |
| Week 3                          | Day 101 | Watch DVD • Lecture 7: Lesson 43  |          |   |       |
|                                 | Day 102 | Lesson 43 • Major Punctuation 4: I ; I. • Exercise 43<br>Pages 163-164  |          |   |       |
|                                 | Day 103 | Study Day for Test 8A or 8B   |          |   |       |
|                                 | Day 104 | <b>Test 8A</b> • Pages 287-288 or Test 8B • Pages 289-290 (Lessons 1-40)  |          |   |       |
|                                 | Day 105 | Watch DVD • Lecture 7: Lesson 44  |          |   |       |
| Week 4                          | Day 106 | Lesson 44 • Major Punctuation 5: I; c/a, I. • Exercise 44<br>Pages 165-166  |          |   |       |
|                                 | Day 107 | Watch DVD • Lecture 7: Lesson 45  |          |   |       |
|                                 | Day 108 | Lesson 45 • Major Punctuation 6: Combinations • Exercise 45<br>Pages 167-170  |          |   |       |
|                                 | Day 109 | Watch DVD • Lecture 8: Lesson 46  |          |   |       |
|                                 | Day 110 | Lesson 46 • Relative Patterns 1: Introduction • Exercise 46<br>Pages 171-172  |          |   |       |
| Week 5                          | Day 111 | Watch DVD • Lecture 8: Lesson 47  |          |   |       |
|                                 | Day 112 | Lesson 47 • Relative Patterns 2: Who & Whom • Exercise 47<br>Pages 173-174  |          |   |       |
|                                 | Day 113 | Watch DVD • Lecture 8: Lesson 48  |          |   |       |
|                                 | Day 114 | Lesson 48 • Relative Patterns 3: Punctuation • Exercise 48<br>Pages 175-178   |          |   |       |
|                                 | Day 115 | Study Day for Test 9A or 9B   |          |   |       |
| Week 6                          | Day 116 | <b>Test 9A</b> • Pages 291-292 or Test 9B • Pages 293-294 (Lessons 1-45)  |          |   |       |
|                                 | Day 117 | Watch DVD • Lecture 8: Lesson 49  |          |   |       |
|                                 | Day 118 | Lesson 49 • Relative Patterns 4: Object of Preposition Variations<br>Exercise 49 • Pages 179-180                              |          |   |       |
|                                 | Day 119 | Watch DVD • Lecture 8: Lesson 50  |          |   |       |
|                                 | Day 120 | Lesson 50 • Relative Patterns 5: S LV N Variations • Exercise 50<br>Pages 181-182   |          |   |       |



| Date                             | Day     | Assignment  | Due Date | ✓ | Grade |
|----------------------------------|---------|---|----------|---|-------|
| Week 7                           | Day 121 | Watch DVD • Lecture 8: Lesson 51  |          |   |       |
|                                  | Day 122 | Lesson 51 • Relative Patterns 6: From Passives • Exercise 51<br>Pages 183-184 • (JG)  |          |   |       |
|                                  | Day 123 | Watch DVD • Lecture 8: Lesson 52  |          |   |       |
|                                  | Day 124 | Lesson 52 • Relative Patterns 7: Combinations • Exercise 52<br>Pages 185-188<br>Extra practice assignments available on free download |          |   |       |
|                                  | Day 125 | Watch DVD • Lecture 9: Lesson 53  |          |   |       |
| Week 8                           | Day 126 | Lesson 53 • Noun Functions 5: Review • Exercise 53<br>Pages 189-192   |          |   |       |
|                                  | Day 127 | Study Day for Test 10A or 10B   |          |   |       |
|                                  | Day 128 | <b>Test 10A</b> • Pages 295-296 or Test 10B<br>Pages 297-298 (Lessons 1-50)   |          |   |       |
|                                  | Day 129 | Watch DVD • Lecture 9: Lesson 54  |          |   |       |
|                                  | Day 130 | Lesson 54 • Infinitives 1 • Exercise 54 • Pages 193-196   |          |   |       |
| Week 9                           | Day 131 | Watch DVD • Lecture 9: Lesson 55  |          |   |       |
|                                  | Day 132 | Lesson 55 • Infinitives 2: Function - Modifier • Exercise 55<br>Pages 197-200   |          |   |       |
|                                  | Day 133 | Watch DVD • Lecture 9: Lesson 56  |          |   |       |
|                                  | Day 134 | Lesson 56 • Infinitives 3: Function - Noun Substitute • Exercise 56<br>Pages 201-202  |          |   |       |
|                                  | Day 135 | Watch DVD • Lecture 9: Lesson 57  |          |   |       |
| Second Semester — Second Quarter |         |   |          |   |       |
| Week 1                           | Day 136 | Lesson 57 • Infinitives 4: Compounds & Inserts • Exercise 57<br>Pages 203-204   |          |   |       |
|                                  | Day 137 | Watch DVD • Lecture 9: Lesson 58  |          |   |       |
|                                  | Day 138 | Lesson 58 • Infinitives 5: Summation • Exercise 58 • Pages 205-206  |          |   |       |
|                                  | Day 139 | Study Day for Test 11A or 11B   |          |   |       |
|                                  | Day 140 | <b>Test 11A</b> • Pages 299-300 or Test 11B<br>Pages 301-302 (Lessons 1-55)   |          |   |       |
| Week 2                           | Day 141 | Watch DVD • Lecture 10: Lesson 59   |          |   |       |
|                                  | Day 142 | Lesson 59 • Gerunds 1: Form & Function • Exercise 59<br>Pages 207-210   |          |   |       |
|                                  | Day 143 | Watch DVD • Lecture 10: Lesson 60   |          |   |       |
|                                  | Day 144 | Lesson 60 • Gerunds 2: Subject Complements • Exercise 60<br>Pages 211-214   |          |   |       |
|                                  | Day 145 | Watch DVD • Lecture 10: Lesson 61   |          |   |       |
| Week 3                           | Day 146 | Lesson 61 • Gerunds 3: Phrases • Exercise 61 • Pages 215-216  |          |   |       |
|                                  | Day 147 | Watch DVD • Lecture 10: Lesson 62   |          |   |       |
|                                  | Day 148 | Lesson 62 • Gerunds 4: Compounds & Inserts • Exercise 62<br>Pages 217-218   |          |   |       |
|                                  | Day 149 | Watch DVD • Lecture 10: Lesson 63   |          |   |       |
|                                  | Day 150 | Lesson 63 • Gerunds 5: Summation • Exercise 63 • Pages 219-220  |          |   |       |

| Date   | Day     | Assignment   | Due Date | ✓ | Grade |
|--------|---------|--|----------|---|-------|
| Week 4 | Day 151 | Study Day for Test 12A or 12B  |          |   |       |
|        | Day 152 | <b>Test 12A</b> • Pages 303-304 or Test 12B<br>Pages 305-306 (Lessons 1-60)  |          |   |       |
|        | Day 153 | Watch DVD • Lecture 11: Lesson 64  |          |   |       |
|        | Day 154 | Lesson 64 • Participles 1: Function • Exercise 64 • Pages 221-222  |          |   |       |
|        | Day 155 | Watch DVD • Lecture 11: Lesson 65  |          |   |       |
| Week 5 | Day 156 | Lesson 65 • Participles 2: -EN Forms • Exercise 65 • Pages 223-226   |          |   |       |
|        | Day 157 | Watch DVD • Lecture 11: Lesson 66  |          |   |       |
|        | Day 158 | Lesson 66 • Participles 3: Punctuation & Placement • Exercise 66<br>Pages 227-228  |          |   |       |
|        | Day 159 | Watch DVD • Lecture 11: Lesson 67  |          |   |       |
|        | Day 160 | Lesson 67 • Participles 4: Generation • Exercise 67 • Pages 229-230  |          |   |       |
| Week 6 | Day 161 | Watch DVD • Lecture 11: Lesson 68  |          |   |       |
|        | Day 162 | Lesson 68 • Participles 5: Compounds & Inserts • Exercise 68<br>Pages 231-232 • Study for Test 13A or 13B                  |          |   |       |
|        | Day 163 | <b>Test 13A</b> • Pages 307-308 or Test 13B<br>Pages 309-310 (Lessons 1-65)  |          |   |       |
|        | Day 164 | Watch DVD • Lecture 11: Lesson 69  |          |   |       |
|        | Day 165 | Lesson 69 • Participles 6: Summation • Exercise 69 • Pages 233-236   |          |   |       |
| Week 7 | Day 166 | Watch DVD • Lecture 12: Lesson 70  |          |   |       |
|        | Day 167 | Lesson 70 • Verbal Differences • Exercise 70 • Pages 237-238   |          |   |       |
|        | Day 168 | Watch DVD • Lecture 12: Lesson 71  |          |   |       |
|        | Day 169 | Lesson 71 • Verbal Notes • Exercise 71 • Pages 239-240   |          |   |       |
|        | Day 170 | Watch DVD • Lecture 12: Lesson 72  |          |   |       |
| Week 8 | Day 171 | Lesson 72 • Parallelism • Exercise 72 • Pages 241-244  |          |   |       |
|        | Day 172 | Watch DVD • Lecture 12: Lesson 73  |          |   |       |
|        | Day 173 | Lesson 73 • Internal Punctuation 3: Modifiers • Exercise 73<br>Pages 245-248 • Study for Test 14A or 14B                   |          |   |       |
|        | Day 174 | <b>Test 14A</b> • Pages 311-312 or Test 14B<br>Pages 313-314 (Lessons 1-70)  |          |   |       |
|        | Day 175 | Watch DVD • Lecture 12: Lesson 74  |          |   |       |
| Week 9 | Day 176 | Lesson 74 • Noun & Verb Functions: Review • Exercise 74<br>Pages 249-250   |          |   |       |
|        | Day 177 | Watch DVD • Lecture 12: Lesson 75  |          |   |       |
|        | Day 178 | Lesson 75 • Structural Alternatives • Exercise 75 • Pages 251-252<br>Extra practice assignments available on free download |          |   |       |
|        | Day 179 | Study Day for Test 15A or 15B  |          |   |       |
|        | Day 180 | <b>Test 15A</b> • Pages 315-316 or Test 15B<br>Pages 317-318 (Lessons 1-75)  |          |   |       |
|        |         | End-Term Grade   |          |   |       |

# Basic Sentences

## LESSON 1

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

1. It expresses a complete thought.

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

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

All of the above are complete in themselves.

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

2. Two grammatical parts are present.

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

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

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

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

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

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

3. A sentence begins with a capital letter.

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

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

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



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

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

12. my friend in the other room

13. some of the men at work

14. ate a whole chicken by himself

15. was a real drag

16. had been fighting for seven years

17. will want to go home afterwards

18. four horsemen

19. is playing in the street

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

20. The general looked toward his troops.

21. All of the men on the left side saluted.

22. On the right a different action was taking place.

23. A private was standing with his mouth open and eyes closed.

24. Others did not tell him what was going on.

25. The general and his officers did not laugh at the situation.

# Nouns as Namers

## LESSON 2

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

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

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

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

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

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

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

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

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

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

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





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

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

a.

b.

c.

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

a.

b.

c.

Underline the nouns found in each of the following sentences.

11. Henry went to the show with Jack.

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

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

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

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

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

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

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

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

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

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

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

# Noun Plurals

## LESSON 3

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

→ *deer, sheep, fowl, trout, salmon*

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

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



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

Form PLURALS for the following words.

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

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

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

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

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

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

23. Terminal illness precluded his participation in the extravaganzas.

24. The tawdry mercenary imbibed chilled ginger ale.

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

## GRAMMAR TESTS



Write the PLURALS of the following words.

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

Write the POSSESSIVES of each of the following words.

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

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

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

- A) Lord Aleric had some trouble finding his way through the dense forest.
- B) The woods at this late time of day seemed especially dark and dreary.
- C) No sign of the men in the lead remained visible.
- D) The shadows and sunlight played tricks on his eyes.
- E) An immense feeling of desolation covered the whole area.

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

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

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

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



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

31. \_\_\_\_\_ (5 words, use compound subject)

32. \_\_\_\_\_ (3 words, use a plural possessive)

33. \_\_\_\_\_ (4 words, use a singular  
possessive)

34. \_\_\_\_\_ (3 words, use only one noun)

35. \_\_\_\_\_ (7 words, use three nouns)

# Answers to Exercises

## Exercise 1

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

## Exercise 2

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

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

## Exercise 3

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

## Exercise 4

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

## Answers to Tests

### TEST 1A

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

### TEST 1B

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

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

### TEST 2A

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