Jensen's Grammar 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. 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.

Students completing this course will learn valuable skills.

- how to create, place, and punctuate relative clauses in order to write more sophisticated sentences
- a simple procedure to reduce the number of words in a sentence to help you search for subjects and verbs
- how to use a simple chart that unlocks the mystery of differentiating the major parts of speech
- how to use the words and structures you are being taught in your own sentences
- understanding the fundamentals of grammar in such a way that you will not forget them but will use them effectively

Also Available from Frode Jensen:

The purpose of this book is to teach grammar as a means, not an end. No one uses unfamiliar tools with ease; it only comes with practice. Writing sentences to satisfy the formulas found at the end of most exercises will give students the practice they need.
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

“ I’m loving this whole line so much. It’s changed our homeschool for the better!”

— Amy ★★★★★★

“ Your reputation as a publisher is stellar. It is a blessing knowing anything I purchase from you is going to be worth every penny!”

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— Kathy ★★★★★★
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Note: There are additional exercises available online as a free download: www.masterbooks.com/free-downloads.

These are noted in the schedule once a section has been completed. Though they provide helpful practice on various topics, 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

Includes answer keys for worksheets and tests

Worksheets for each chapter

Tests are included to help reinforce learning and provide assessment opportunities

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

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

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

NOTE: not all lists are complete; some words that occur on two different lists may be determined by substitution.
**Basic Sentence Patterns Information Sheet**

*(Lesson 31 Supplement)*

**TERMINOLOGY:**
- **S** = subject
- **O** = object
- **IO** = indirect object
- **V** = verb
- **LV** = linking verb
- **Nsc** = noun subject complement (PN)
- **Asc** = adjective subject complement (PA)
- **B** = adverbial constructions (includes most Pp’s)
- **Vbw** = verb base word, the main verb of the clause; it is **always the last verb** in a string of verbs: + may have been eating eating = Vbw
+ **NOTE:** In the patterns only the Vbw is listed; helpers do not affect the pattern

**PATTERNS:**
- #1 S - V - (B) One patterns quickly
- #2 S - V - O Two has an object
- #3 S - LV - Nsc Three is a noun
- #4 S - LV - Asc Four seems descriptive
- #5 S - V - IO - O Five gives the pattern another object

**PROCEDURE:**
1. Find the Vbw (main verb)
2. Determine if the Vbw is **active** or **linking**
   - A. if **ACTIVE** verb, ask the question *what?* and look to the right of the Vbw
     - no answer = pattern #1
     - 1st noun = pattern #2
     - 2nd noun = pattern #5
   - B. if **LINKING** verb, try a matching form of *seem* in its place
     - if *seem* works = pattern #4
     - if *seem* doesn’t work, try a matching form of *equal*
     - if *equal* works = pattern #3
     - if *equal* doesn’t work, proceed as if the verb is active.

<table>
<thead>
<tr>
<th>Vbw</th>
<th>active</th>
<th>linking</th>
</tr>
</thead>
<tbody>
<tr>
<td>what?</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>1st noun</td>
<td>2nd noun</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td>#2</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td>#3</td>
<td></td>
</tr>
<tr>
<td>equal</td>
<td>try active</td>
<td></td>
</tr>
</tbody>
</table>

**MISCELLANEOUS INFORMATION:**
- Pattern #1 ends in a verb or B construction (B) constructions tell *where, when, and how*
- Pattern #2 answers the question *what?*
- Pattern #3 equality pattern, S = Nsc, they name the same thing, reversible
  - *be, become, & remain* the only LV’s that fit
  - LV + NM is giveaway
- Pattern #4 *seem* or one of its forms will always fit, Asc describes the subject
- Pattern #5 two nouns follow the verb
  - verb is a *give type*
  - can be rewritten as a Pattern #2 by putting the IO into a Pp as the OP
+ **NOTE:** all modifiers (Pp’s, B’s, Rp’s, most As) can be dropped to determine the basic pattern
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.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>noun</td>
</tr>
<tr>
<td>NM</td>
<td>noun marker</td>
</tr>
<tr>
<td>A</td>
<td>adjective</td>
</tr>
<tr>
<td>V</td>
<td>verb (usually active)</td>
</tr>
<tr>
<td>LV</td>
<td>linking verb</td>
</tr>
<tr>
<td>M</td>
<td>modal verb</td>
</tr>
<tr>
<td>B</td>
<td>adverb</td>
</tr>
<tr>
<td>I</td>
<td>intensifier</td>
</tr>
<tr>
<td>P</td>
<td>preposition</td>
</tr>
<tr>
<td>Pp</td>
<td>prepositional phrase</td>
</tr>
<tr>
<td>S</td>
<td>subject (simple)</td>
</tr>
<tr>
<td>OP</td>
<td>object preposition</td>
</tr>
<tr>
<td>O</td>
<td>direct object</td>
</tr>
<tr>
<td>IO</td>
<td>indirect object</td>
</tr>
<tr>
<td>Rp</td>
<td>relative pattern (clause)</td>
</tr>
<tr>
<td>BE</td>
<td>a form of BE as an auxiliary verb</td>
</tr>
<tr>
<td>HAVE</td>
<td>a form of HAVE as an auxiliary verb</td>
</tr>
<tr>
<td>Nsc/Asc</td>
<td>noun/adjective subject complement</td>
</tr>
<tr>
<td>Nbw</td>
<td>main noun, noun baseword</td>
</tr>
<tr>
<td>c/c</td>
<td>the words <strong>AND</strong>, <strong>OR</strong>, and a few others</td>
</tr>
<tr>
<td>c/a</td>
<td>conjunctive adverbs: <strong>HOWEVER</strong>, <strong>THEREFORE</strong>...</td>
</tr>
</tbody>
</table>

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
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 \textit{TO} + verb combination which either 1) substitutes for a noun, or 2) modifies some part of the sentence

GERUND: an \textit{-ING} form of a verb which substitutes for a noun

PARTICIPLE: an \textit{-ING} or \textit{-EN} form of a verb used as a modifier

\textit{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.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>FORM</th>
<th>FUNCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>infinitive</td>
<td>\textit{to} + verb</td>
<td>modifier or noun substitute</td>
</tr>
<tr>
<td>gerund</td>
<td>\textit{-ing}</td>
<td>noun substitute</td>
</tr>
<tr>
<td>participle</td>
<td>\textit{-ing, -en}</td>
<td>modifier</td>
</tr>
</tbody>
</table>

Major Punctuation

I = Independent Clause

c/c = Coordinate Conjunction (FANBOYS)
For, And, Nor, But, Or, Yet, So

\text{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

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Day 1</td>
<td>Dear Student • Read Pages 4-11 • Watch <em>Jensen's Grammar</em> DVD • Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 2</td>
<td>Watch <em>Jensen's Grammar</em> DVD • Lecture 1: Charts 1 &amp; 2 Lecture 2: Introduction • Lecture 1: Lesson 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 3</td>
<td>Lesson 1 • Basic Sentences • Exercise 1 • Pages 19-22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 4</td>
<td>Watch DVD • Lecture 2: Lesson 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 5</td>
<td>Lesson 2 • Nouns as Namers • Exercise 2 • Pages 23-26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 6</td>
<td>Watch DVD • Lecture 2: Lesson 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 7</td>
<td>Lesson 3 • Noun Plurals • Exercise 3 • Pages 27-30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 8</td>
<td>Watch DVD • Lecture 2: Lesson 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 9</td>
<td>Lesson 4 • Nouns: Possession • Exercise 4 • Pages 31-34</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Day 10</td>
<td>Watch DVD • Lecture 2: Lesson 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Day 11</td>
<td>Lesson 5 • Nouns: Derivational Suffixes • Exercise 5 • Pages 35-38</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 12</td>
<td>Watch DVD • Lecture 2: Lesson 6</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Day 13</td>
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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 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 NAvation 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.

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. **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)
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

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-solas, 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, 6’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. and  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. if’s
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