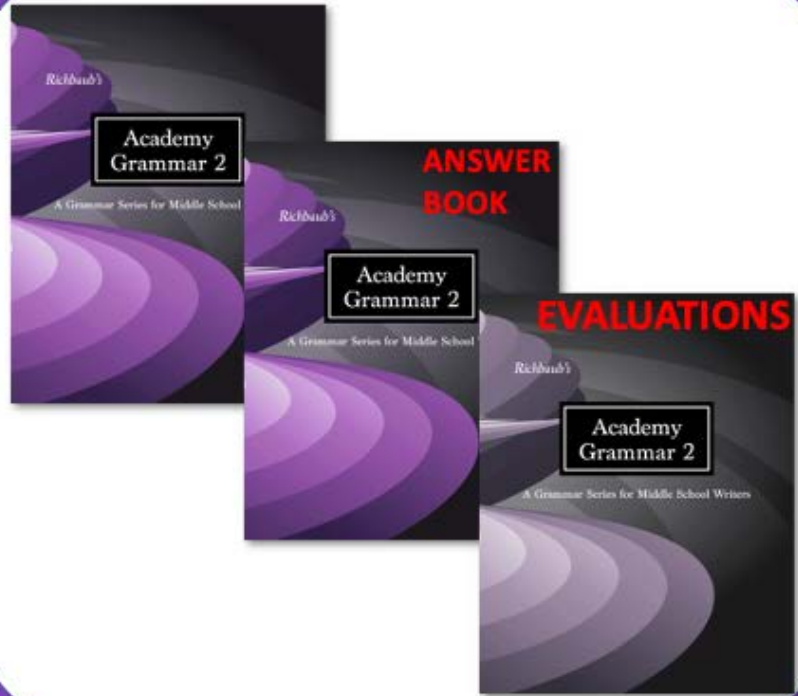


2 yr. Grammar

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Everything you need to teach the second year of a two-year foundational grammar program!

Richbaub's

Academy Grammar

A Grammar Series for Middle School Writers

Introduction

Teaching grammar is important, but not many agree on how to best deliver this knowledge to our students or how deep to go. A complicating factor is that conveying this special knowledge about the language does not immediately yield sublime prose with every written draft or perfect elocution with each utterance, but what can be counted on is that, in whatever academic or professional pursuits lie ahead for our students, an understanding of grammar must be in place if they are to have a chance to become expert communicators via the English language.

On the most practical level, teaching writing in middle school is certainly facilitated when teachers and students are familiar with action and linking verbs and can identify introductory elements like prepositional and participial phrases, subordinate clauses, and adverbs. Understanding grammatical forms also brings clarity to punctuation rules.

In high school, when communicating about writing, teachers frequently use grammatical terms with students, such as fragment, subordinate clause, misplaced modifier, preposition, conjunction, pronoun usage, run-on, parallel structure, agreement, etc. and a background in grammar undoubtedly makes this knowledge more accessible.

But how much time can middle school teachers allot to teaching grammar when they are also charged with teaching other aspects of writing, as well as reading, literature, and vocabulary? Which grammar topics should be covered and in what sequence? Which topics do not require formal study? Which topics should be left for future study?

Good news: Richbaub's grammar materials were created to answer these questions for middle school teachers!

Richbaub's grammar materials are always suitable in scale, rich in spiraled content, and developmentally appropriate for students. Building on the basic grammar taught at the elementary level, Richbaub's completes students' foundation in rudimentary grammar and secures a context for all future references to and lessons in grammatical things.

In addition, Richbaub's very clearly communicates to students that the study of grammar is all about better writing, i.e. understanding the English language's patterns and components and practicing putting words together in the clearest, most effective, and most correct way.

And for teachers, Richbaub's materials provide the perfect grammar strand, fitting seamlessly beside the reading, literature, writing, and vocabulary study in today's middle school English classrooms.

Welcome to Richbaub's!

Richard Gieson, Jr.

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Preview

Chapter 1

A Review of Prepositions, Nouns, Pronouns, & Verbs (part 1)

A. Terms to get reacquainted with. How many do you recall?

- | | | |
|------------------------------------|------------------------------------|-----------------------|
| • Preposition | • Pronoun | • Infinitive |
| • Prepositional phrase | • Personal pronoun | • Helping verb |
| • Object of the preposition (o.p.) | • Objective case personal pronoun | • Main verb |
| • Conjunction | • Nominative case personal pronoun | • Verb phrase |
| • Noun | | • Single-word verb |
| | | • Poluted verb phrase |

B. ACTIVITY: Select three terms from the list above, but you may only choose one single-word term. (In other words, you may *not* pick preposition, pronoun, and infinitive since they are all one-word terms.) Then turn to a neighbor and try to explain each of your three terms to them.

C. Take the quiz on the next page. Who will do better, you or your partner?

POETRY BREAK

WILLIAM CONTEMPLATED DAILY
 HOW TO WIELD WORDS AND PHRASES
 AND HOW TO MAGNIFICENTLY MANIPULATE AND MANAGE
 ALL OF THEIR WAYS: THE PREPOSITIONS, THE CONJUNCTIONS,
 THE PRONOUNS, THE INFINITIVES, AND EVEN THOSE HELPING VERBS
 AND SOME SAY HE MAY HAVE KNOWN OVER 27,000 WORDS
 YET AS A TEEN, WHILE SIPPING WARM TEA IN HIS ROOM,
 HE DREAMED MOSTLY OF BECOMING A BALLER—
 UNINTERRUPTED BY WHAT WAS TO COME.
 “TIME FOR DINNER!” CALLED HIS MUM,
 BUT HE CARRIED ON,
 THIS SHAKESPEARE FELLOW

QUIZ

1. _____ Prepositions
2. _____ Prepositional phrases
3. _____ Object of the preposition (o.p.)
4. _____ Conjunctions
5. _____ Nouns
6. _____ Pronouns
7. _____ Personal pronouns
8. _____ Objective case personal pronouns
9. _____ Nominative case personal pronouns
10. _____ Infinitive
11. _____ Helping verbs
12. _____ Main verb
13. _____ Verb phrases
14. _____ Single-word verb
15. _____ Polluted verb phrase

A The most common, and most commonly misused, pronouns. There are lots of rules about how to properly use them.

B In a verb phrase, this is the last and most important word

C Groups of words beginning with a preposition that reveal location in time or space

D Words for people, places, things, and ideas

E The last word in a prepositional phrase (always a noun or pronoun). Nickname is "o.p."

F The personal pronouns you may only use in an object position (*o.p.*, *d.o.*, or *i.o.*).

G Small words that begin phrases about something's location in time or space

H Alternative words for nouns

I to + verb

J Words that connect

K They are added to verbs to make verb phrases

L Verbs that consist of more than one word because they include helpers

M The personal pronouns you may only use in the subject or predicate nominative position

N A verb phrase that has a non-verb, like *not* or *never*, between the helping verb(s) and main verb

O A verb that has no helpers

How did you do? After you review the answers, rate your performance.



1.2 – Noun & Pronoun Refresher

Armed with a sound knowledge of nouns and pronouns, you will be more skilled at telling where a prepositional phrase ends as well as better able to identify subjects in a sentence, which is something coming up in Chapter 2.

Advanced writing concepts are also linked to an understanding of nouns and pronouns, things like when to use I vs. when instead to use me, how subject-verb and pronoun-antecedent agreement work, and how using concrete nouns can improve the details and imagery in your writing.

A. Nouns are the most basic part of speech in the universe. Nouns are the words we use for the people, places, things, and ideas all around us, words like *boat, freedom, Africa, fork, grass, pencil*, etc.

B. Pronouns are a close cousin to nouns. Pronouns are alternate words we use for people, places, things, and ideas. For instance, in place of the nouns *Joe and Mary*, you might instead simply use the pronoun *they*. Instead of saying the noun *box*, you could use the pronoun *it*.

C. As you can see, although pronouns are used for the same kinds of things as nouns (people, places, things, and ideas), pronouns are not as specific as nouns.

D. One reason pronouns exist, however, is to provide us some variety.

E. Here's what a world without pronouns might sound like:

Mark had never seen Diane, a health fanatic, at the candy shop before, and Diane was buying sugar coated sour gummies! Diane approached Mark, and Diane said, "Mark, Diane usually doesn't eat this stuff, so please don't tell Mary, Sharon, or Joe. Mary, Sharon, and Joe would be so disappointed in Diane." Mark reassured Diane that he wouldn't say anything to Mary, Sharon, or Joe, but Mark wondered what other secrets Diane was hiding from Mark, Mary, Sharon, and Joe.



With pronouns you can refer to someone named Mark as *he* or *him*, someone named Diane as *she* or *her*, and a group of people as *we* or *them* once in a while instead of saying their specific names all of the time. Isn't that just wonderful?

F. There are several types of pronouns, but the most important pronouns to know about, and also the most commonly misused pronouns, are **personal pronouns**.

Personal Pronoun Usage Inside Prepositional Phrases

A. There are two main types of personal pronouns. One kind can NEVER be used in a prepositional phrase.

Objective Case Personal Pronouns	Nominative Case Personal Pronouns
me	I
you	you
her	she
it	it
him	he
us	we
them	they
whom	who

As you can see, *you* and *it* are both objective and nominative case personal pronouns. They are “double purpose” personal pronouns.

Fyi, the nominative case is sometimes called the subjective case.

B. What’s most important here is that when using Personal Pronouns as objects of prepositions (o.p.’s), you MUST choose a word on the Objective Case Personal Pronouns list. Get it? OBJECTive case for OBJECTs of the preposition.

C. In other words, the words *she*, *he*, *they*, and *who* can NEVER be used inside prepositional phrases!!

Examples:

CORRECT: John went fishing (with me and my dad).

“with my dad and I” would be incorrect

INCORRECT: (To my mom and I), chocolate is a wonderful thing.

“To me and my mom” is correct

INCORRECT: They sat (near Bill and I).

“near me and Bill” is correct

CORRECT: This magazine article is (about him and us).

“about he and we” would be incorrect



Exercise 3

You will need to use Personal Pronouns for this exercise:

Personal Pronoun Refresher Box	
Objective Case Personal Pronouns	Nominative Case Personal Pronouns
me	I
you	you
her	she
it	it
him	he
us	we
them	they
whom	who

As you can see, *you* and *it* are “all-purpose” personal pronouns that can be used anywhere.

Part 1: Write prepositional phrases that...

each have a personal pronoun for the object of the preposition (o.p.).

1. **t** _____

2. **a** _____

3. **i** _____

each have two personal pronouns (o.p.'s).

4. **o** _____

5. **b** _____

6. **w** _____

Part 2: Circle only the correct prepositional phrases.

7. between her and I

12. to who

8. for Sarah and me

13. beneath whom

9. for me and them

14. with she

10. to me

15. with him

11. from you and us

16. to Jaylen and I

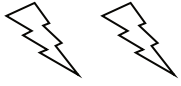


Mistakes with personal pronouns inside prepositional phrases are common when there are two or more o.p.'s.

THAT is a situation to be very careful about!

Prep Pal

about
above
across
after
against
along
around
at
before
behind
below
beneath
beside
beyond
by
down
during
for
from
in
in front of
inside
instead of
into
near
next to
of
off
on
out
over
through
to
toward
under
until
up
with
without



Extra Practice for Evaluation 1

Part 1: Write two **original, brand new** prepositional phrases. Each prepositional phrase should have ONE object of the preposition (o.p.). Also, use a different preposition for each phrase.

1. _____
2. _____

Part 2: Write an **original, brand new** prepositional phrase that has multiple o.p.'s.

3. _____

Part 3: Surround prepositional phrases with parentheses in the following sentences, **AND** circle the objects of the prepositions (o.p.'s) in the prepositional phrases.

Example: I threw the ball (over the fence).

4. In July we pitched our tents in a pine forest off the highway.
5. I called from Rita's phone.
6. The message about the party did not reach Melanie on time.
7. In the shadow of Mount K2, Manjaro we decided to relax in the courtyard with Doug and Jill.
8. The glass on the counter must be washed by your sister.
9. By that oak tree you will see a sign for a garage sale at my house.
10. Do you know anything about trigonometry?

Part 4: In your own words, write a definition for the following term:

11. object of the preposition (o.p.)

Prep Pally

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

Personal Pronoun Refresher Box	
Objective Case Personal Pronouns	Nominative Case Personal Pronouns
me	I
you	you
her	she
it	it
him	he
us	we
them	they
whom	who

As you can see, *you* and *it* are “all-purpose” personal pronouns that can be used anywhere.

Part 5: Circle the numbers of the prepositional phrases that are completely correct.

12. with Jerri and he
13. between my dad and I
14. over me
15. toward she and him
16. between me and him
17. for I
18. in front of we and they
19. from us and them
20. next to she

Mistakes with personal pronouns inside prepositional phrases are common when there are two or more o.p.'s.

THAT is a situation to be very careful about!

 **Evaluation 1: A Review of Prepositions & Prepositional Phrases, Nouns & Pronouns, and Personal Pronoun Usage in Prepositional Phrases – Are you ready?**

BTW: There will be a Prepositions Pal and a Personal Pronoun Refresher Box on the evaluation.

POETRY BREAK

WE WENT TO THE OCEAN
TO HEAR THE SEA RUSH UP ONTO THE SAND
WHERE I REACHED INTO THE FOAM,
SWIRLING GREEN AT THE EDGE OF THE LAND

SHE SHOWED ME A PINK SHELL
“BUT FIONA,” I SAID, “LOOK WHAT I FOUND.”
A TEAR FELL FROM HER EYE WHEN SHE REPLIED,
“IT’S LIKE A PREPOSITION, AROUND.”

Chapter 7

Complements

Wow! You made it to the final chapter! You have one more important concept to learn in order to complete your writer's foundation in grammar. Here we go...

There are three main parts of a sentence: the Subject, the Verb (a.k.a. the Predicate), and the Complement. Everything else in a sentence is, technically, just decorative. Complements come after verbs, and they complete the meaning of the sentence, which is why they're called Complements.

In many parts of this book, we have generally avoided using sentences with Complements, and so please note that while every sentence does have a Subject and a Verb, not all sentences have Complements; however, Complements are very common.

In addition to introducing you to the terms "direct object" and "indirect object," which are terms common to the study of many languages, a study of Complements will also complete your knowledge of the rules about personal pronoun usage (when to use I vs. when to use me, etc.).

7.1 – Introduction to Complements

A. You actually already know about two kinds of Complements: Predicate Adjectives and Predicate Nominatives. These are the Complements found in many linking verb sentences.

B. Action verb sentences can have Complements, too. The Complements in action verb sentences are called Direct Objects and Indirect Objects.

First, let's review the Complements you're familiar with, Predicate Adjectives and Predicate Nominatives.

Humor Break!

Substitute teacher: Are you chewing gum?

Billy: No, I'm Billy Anderson.

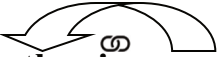
7.2 – Complements in Linking Verb Sentences: A Predicate Adjective & Predicate Nominative Refresher


Review Time!

A. Predicate Adjectives and Predicate Nominatives are found after linking verbs. They reach back over the verbs to describe the subjects. Remember?

B. Predicate Nominatives are nouns and pronouns while Predicate Adjectives are adjectives.

C. Take a look at some examples:


My mother is a nurse. (*Nurse* is a Predicate Nominative.)


The men were angry. (*Angry* is a Predicate Adjective.)


In the carriage the baby seemed really happy. (*Happy* is a Predicate Adjective.)


At eighteen Thomas became the captain of a fishing boat. (*Captain* is a Predicate Nominative.)

D. By the way, Predicate Adjectives and Predicate Nominatives are NEVER found inside prepositional phrases!

E. Some sentences do not have a Complement, so some linking verb sentences will have neither a Predicate Adjective nor a Predicate Nominative.

F. Linking verb sentences without a Predicate Adjective or Predicate Nominative:

Jonathan was in the library after school.

My dad has never been on a roller coaster in his entire life.

G. Do you remember that there are rules about using personal pronouns as Predicate Nominatives?

H. Once again, here are those moody personal pronouns:

Objective Case Personal Pronouns	Nominative Case Personal Pronouns
me	I
you	you
her	she
it	it
him	he
us	we
them	they
whom	who

As you can see, *you* and *it* are both objective and nominative case personal pronouns. They are “all-purpose” personal pronouns that can be used anywhere.

I. For Predicate Nominatives, you can only use Nominative Case Personal Pronouns. Get it? *Nominative Case for Predicate Nominatives?*

Examples:

This is **she**.

The spies could possibly be **she** and **he**.

The winner is **who**?

The loudest people at the concert will be **we**.

The players with the most points are Taylor and **I**.

Who is **he**?



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Exercise 33

Part 1: Complete “The Routine” for each sentence below.

First, surround prepositional phrases with parentheses.

Second, mark the verb(s) with a box (action verb) or an “L” shape (linking verb).

Third, circle the subject(s).

1. The puppy in the park seems totally lost.
2. I have been in the library for two hours.
3. This soup in my lunchbox tastes really awful.
4. You should not be on the field during the game.
5. On Halloween I became frightened at the spooky house on Elm Street.
6. A police car was racing through the traffic at rush hour.
7. The players next to me were Brian and he.
8. In the 1950s and 1960s Willie Mays was a terrific baseball player for the Giants.
9. To Bob and me the picture on that wall looks crooked.

Part 2: In the sentences above, over each complement, write PN (Predicate Nominative) or PA (Predicate Adjective). Some sentences will **not** have a complement.

Part 3: Circle the correct personal pronouns.

10. The player with the most home runs is (he, him).
11. In the front will be Taya, Kira, and (her, she).
12. To Tom and (me, I) the counselors at camp have been awesome.

Prep Pal

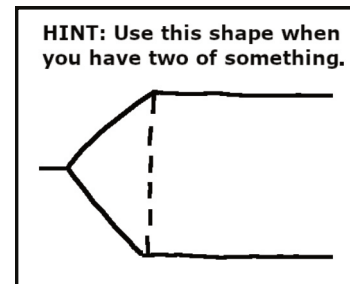
about
above
across
after
against
along
around
at
before
behind
below
beneath
beside
between
beyond
by
down
during
for
from
in
in front of
inside
instead of
into
near
next to
of
off
on
out
over
through
to
toward
under
until
up
with
without



Exercise 34

Part 1: Choose the correct personal pronoun and make a diagram for each of the following sentences.

1. The winners of the race were she and (I , me).



2. The gifts from Joe and (I , me) have been placed under the tree.

3. Joseph and (them , they) were cooking on a propane grill

4. Mary and (he , him) are always studying for English tests.

Part 2: Answer the following questions about the sentences above.

A. In sentence #1, is “of the race” an ADJ or ADV phrase? _____

B. In sentence #2, is “under the tree” an ADJ or ADV phrase? _____

C. In sentence #3, is “on a propane grill” an ADJ or ADV phrase? _____

D. In sentence #4, is “for English tests” an ADJ or ADV phrase? _____

Scholar Zone Activity

Anagrams

An anagram is a word or phrase that is formed out of the letters of another word or phrase.

For instance, an anagram of the word *persist* is *stripes*. Anagrams can be clever, funny, or spooky:

funeral = real fun

the eyes = they see

clothes pin = So, let's pinch!

decimal point = I'm a dot in place.

Have you read any of the books in the *A Series of Unfortunate Events* series by Lemony Snicket? If you have, maybe you noticed that some of the characters' names are anagrams of the eccentric bad guy, Count Olaf, such as:

Al Funcoot in *The Bad Beginning*

Dr. O. Lucafont in *The Reptile Room*

Foreman Flacutono in

Nurses Tocuna and Flo in *The Hostile Hospital*

A fun and easy way to make anagrams is to use the letter tiles from a Scrabble board game. **Spell out your name with the game tiles, then rearrange the tiles to see what kinds of anagrams you can make for your name!**

If you can't get a hold of a Scrabble game, cut out the letters of your name below and get to it!

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

7.3 – Complements in Action Verb Sentences: Direct Objects & Indirect Objects

A. Just like Linking Verb sentences, Action Verb sentences can also have complements. Complements in Action Verb sentences are called **Direct Objects** and **Indirect Objects**.

B. Direct and Indirect Objects (DO's and IO's) have some similarities with the other complements, Predicate Adjectives and Predicate Nominatives (PA's and PN's):

1. They also are NEVER found inside prepositional phrases.
2. They also typically come after the verb.

C. ALL of these things (DO's, IO's, PA's, and PN's) are complements, but what are the big differences between them?

1. DO's and IO's come after **action verbs**. PA's and PN's come after **linking verbs**.
2. PA's and PN's **describe the subject** of the sentence. DO's and IO's do **NOT** describe the subject of the sentence.

D. Look at the following complements (in bold print) in action. Notice the similarities and differences between the various kinds of complements:

ALL complements come after the verb & are never in prep. phrases.

1. He has been an **engineer** (for sixteen years).
2. Mary is quite **nervous** (about the math exam).
3. (Before dessert) you must eat your **vegetables**.
4. My dad told **us** a really boring **story** (at bedtime)!

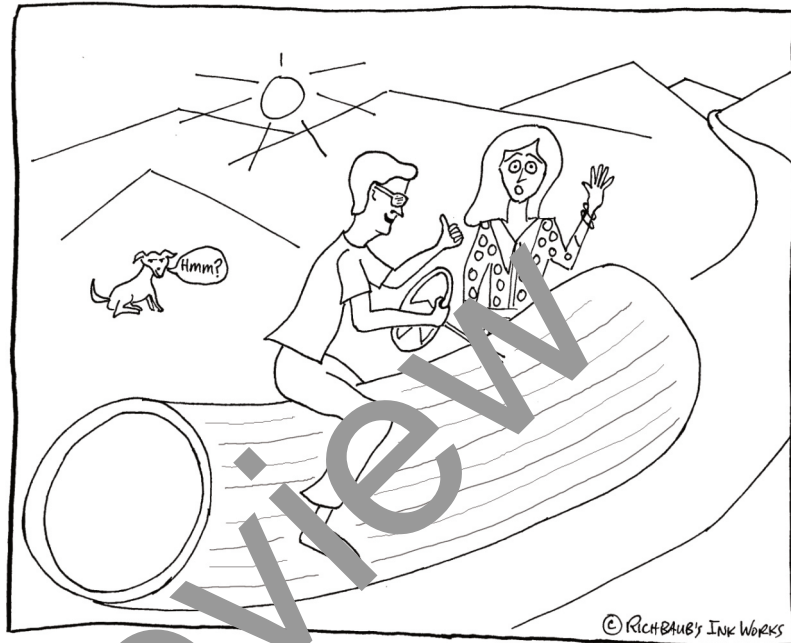
PA's and PN's come after LV's & describe the subject of the sentence.

DO's and IO's come after AV's & do **not** describe the subject of the sentence.

E. Direct and Indirect Objects are both **always** Nouns or Pronouns. In English, all objects are nouns and pronouns, from objects of prepositions, to objective case personal pronouns, to direct and indirect objects.

F. Direct Objects are FAR more common than Indirect Objects, and so our discussion of complements in action verb sentences will begin with Direct Objects.

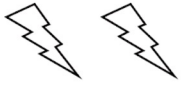
PUN FUN



SHE LOOKED SURPRISED
WHEN I DROVE PASTA

P.S. — Stay fresh with your sentence diagramming by diagramming the sentence below:

In the fish tank near my bed the skittish crab often runs under a conch shell.



Extra Practice for Evaluation 1

Part 1: Write two **original, brand new** prepositional phrases. Each prepositional phrase should have ONE object of the preposition (o.p.). Also, use a different preposition for each phrase.

answers will vary

1. without my book
2. under the bridge

Part 2: Write an **original, brand new** prepositional phrase that has multiple o.p.'s. *answers will vary*

3. around the trees and shrubs

Part 3: Surround prepositional phrases with parentheses in the following sentences, **AND** circle the objects of the prepositions (o.p.'s) in the prepositional phrases.

Example: I threw the ball (over the fence).

4. In July we pitched our tents (in a pine forest) (off the highway)
5. I called (from Rita's phone)
6. The message (about the party) did not reach Melanie (on time)
7. (In the shadow of Mount K2) (Manjaro) we decided to relax (in the courtyard) (with Doug and Jill)
8. The glass (on the counter) must be washed (by your sister)
9. (By that oak tree) you will see a sign (for a garage sale) (at my house)
10. Do you know anything (about trigonometry)

Prep Pally

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

Part 4: In your own words, write a definition for the following term:

11. object of the preposition (o.p.)

the noun or pronoun at the end of every prepositional phrase



Exercise 4

Part 1 (review): Circle the words that you are allowed to use in a prepositional phrase (*see p. 17*).

he whom him I she me
you they her we it us

Part 2: Circle the verb phrases below.

to like should think will be speaking ate
was writing have been may consider to run

Part 3: In the line below each sentence, write out one part of the sentence as directed.

- The military men met with the president to plan a strategy for the blockade.
What's the infinitive in the above sentence? to plan
- At the end of the game the star player should have made that layup.
What's the verb in the above sentence? should have made
- Thomas had never sat between Jennifer and me before.
What's the prepositional phrase in the above sentence? between Jennifer and me
- That missed field goal would have given my team the lead.
Write the helping verb(s) from the above sentence: would, have
- John was being very rude during David's presentation yesterday.
Write the main verb from the above sentence: being

Part 4: In your own words, write a definition for each of the following terms:

answers will vary

- Helping verb: a word that helps get a verb into the right tense or slightly changes its meaning
- Infinitive: a verb in its raw, unconjugated form: "to" + a verb
- Verb phrase: a multi-word verb created when a verb includes at least one helping verb
- Single-word verb: a verb that has no helping verbs
- Main verb: in a verb phrase, the main verb is the last (and most important) word



Exercise 5

Directions: Underline the verbs and put parentheses around the prepositional phrases.

Example 1: (In my house) my sister reads (in the living room).

Example 2: A flock (of birds) was flying high (in the sky).

Example 3: The students may not work (in the library) (after school).

“X” out polluting words

1. The children did not sit (at their desks)
2. (Around the edge) of the lake the geese searched for snack.
3. The cookies (inside the box) have melted (in the summer heat)
4. My grandfather lives (with my mom and me) (in our log cabin)
5. The grass (next to the fence) was growing very tall.
6. Those jets may fly (in the air show) (on Saturday).
7. You will never see a polar bear (in a rain forest!)

- Prep Pal**
- about
 - above
 - across
 - after
 - against
 - along
 - around
 - at
 - before
 - behind
 - below
 - beneath
 - beside
 - between
 - beyond
 - by
 - down
 - during
 - for
 - from
 - in
 - in front of
 - inside
 - instead of
 - into
 - near
 - next to
 - of
 - off
 - on
 - out
 - over
 - through
 - to
 - toward
 - under
 - until
 - up
 - with
 - without

Helping Verb Assistant				
would	may	*are	*have	*do
could	might	*am	*had	*does
should	must	*be	*has	*did
will		*been		
can		*is		
		*was		
		*were		
*Multi-purpose word. Can be a helping verb, a main verb in a verb phrase, and/or even a verb all by itself.				



Exercise 6

Part 1: In the blank after each sentence, write out the verb. If you find a verb phrase, don't include non-verbs (polluting words) when you write out the verb!

- I may not be going to college soon. may be going
- In front of the house a tall tree created a huge patch of shade. created
- The boy between Maya and me might be sleeping. might be sleeping
- The bus did arrive at the bus stop. did arrive
- Mr. Riches is still teaching at Wonderwood Middle School. is teaching
- Behind Serena and him I could see three more people. could see
- My mom went for a long jog along the river bank. went
- I would never tell my parents a lie. would tell

Part 2: Surround prepositional phrases with parentheses **AND** underline verbs. Watch out for verb phrases and polluting words, and remember that verbs can never be inside prepositional phrases.*

- (Under the bridge) I am feeding the lonely ducks.
- The recycling bin has already been emptied (by Emmet).
- (During math class) I dropped my pencil (on the floor).
- (At midnight) (in my yard) a frog was croaking (to its friends).

Prep Pal

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

Helping Verb Assistant				
would	may	*are	*have	*do
could	might	*am	*had	*does
should	must	*be	*has	*did
will		*been		
can		*is		
		*was		
		*were		
*Multi-purpose word. Can be a helping verb, a main verb in a verb phrase, and/or even a verb all by itself.				

*See Teacher's Note about verbs inside of prepositional phrases. Certain verb forms *can* appear inside prepositional phrases. See p. 146-147.

[Go to Teacher's Notes](#)

Name: _____

Date: _____

Evaluation 7: The Questions Adverbs Answer + Recognizing Adverbs & Adjectives

Part 1: All about adverbs

Below, list the kinds of words (parts of speech) that adverbs describe.

1. _____
2. _____
3. _____

Below, write the questions that adverbs answer.

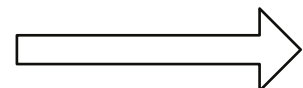
4. _____
5. _____
6. _____

Part 2: Do each of the following things for sentences 7-11 below.

- surround prepositional phrases with parentheses
- mark each verb with a box (action verbs) or an “L” shape (linking verbs)
- circle each subject

7. Our incredible vacation on the tropical island ended too soon.
8. An extremely tall man sat quietly behind me at the movie.
9. By midnight my package had not been delivered, and I began to seriously worry about its fate.
10. James often talks on the phone for a really long time.
11. My wonderfully friendly neighbors are on their front porch tonight.

Part 3: Each sentence above has exactly two adverbs. Go back to sentences 7-11 and write ADV over each adverb.



Part 4: In the blank line after each of the following sentences, identify the underlined word as either an adjective (ADJ) or an adverb (ADV).

12. The Parkers and we traveled to the beach for the long weekend. _____

13. Your silly puppy is running around in circles at my feet. _____

14. Mom has already been to the farmers' market today. _____

15. Between David and me sat three incredibly tiny kittens. _____

Part 5: Sentence writing. Use the check boxes () to make sure your sentences are complete.

16. Write an original sentence that begins with an adverb and has a main action verb that's a three-word verb phrase . Limit your sentence to about 12 words.

17. Write an original sentence that has a linking verb , has one regular adjective or one predicate adjective describing the subject , and ends with two prepositional phrases . Limit your sentence to about 12 words.

Helping Verb Assistant				
will/would	may	*are/*am	*have	*do
can/could	might	*be/*been	*had	*does
should	must	*is/*was/*were	*has	*did
*Multi-purpose word. Can be a helping verb, a main verb in a verb phrase, and/or even a verb all by itself.				

Name:

Date:

Evaluation 10: Complements

Part 1: Identify the underlined word as a direct object (DO), indirect object (IO), predicate adjective (PA), or predicate nominative (PN). Write your answer in the blank provided.

- _____ 1. The pencils in my drawer are very sharp.
- _____ 2. In the cabinet you will find three bowls for cereal.
- _____ 3. Darnell gave me some help with my Saturday chores.
- _____ 4. The teacher passed out the test, and the students became quiet.
- _____ 5. From a high tree branch seven monkeys threw bananas at the lion below.
- _____ 6. The town librarian has been reading mystery novels to the children.
- _____ 7. Along the white sand beach, waiters brought the sunbathers cold tropical drinks.
- _____ 8. To Theo, the test didn't seem too difficult.
- _____ 9. That flat tire is a big problem.
- _____ 10. Carlotta grabbed two towels and her sunglasses, and she headed to the beach.

Part 2: In the following sentences, identify each complement by writing DO, IO, PA, or PN above it. Two sentences have more than one complement.

11. In the afternoon she wrote him a nice letter about her summer trip to Spain.
12. All of the pirates were uncertain about the treasure's location.
13. On the sidewalk outside of the museum the magician performed his tricks.
14. I lost my keys in the couch cushions at Malik's house.
15. On Saturday my father bought me a triple-scoop ice cream cone.

Part 3: Go back to sentences 11-15 above and circle each subject.

Bonus: On the back of this evaluation, neatly diagram sentence #12.

Evaluation 7 Key

page 1 of 2

Name: _____

Date: _____

Evaluation 7: The Questions Adverbs Answer + Recognizing Adverbs & Adjectives

Part 1: All about adverbs

Below, list the kinds of words (parts of speech) that adverbs describe.

1. verbs
2. adjectives
3. adverbs

Below, write the questions that adverbs answer.

4. when?
5. where?
6. how?

Part 2: Do each of the following things for sentences 7-11 below.

- surround prepositional phrases with parentheses
- mark each verb with a box (action verbs) or an "S" shape (linking verbs)
- circle each subject

7. Our incredible vacation (on the tropical island) ended too soon. ADV ADV
8. An extremely tall man sat quietly behind me (at the movie). ADV ADV
9. (By midnight) my package had not been delivered and I began to seriously worry about its fate. ADV ADV
10. James often talks (on the phone) for a really long time. ADV ADV
11. My wonderful, friendly neighbors are (on their front porch) tonight. ADV

Part 3: Each sentence above has exactly two adverbs. Go back to sentences 7-11 and write ADV over each adverb.



Evaluation 7 Key

page 2 of 2

Part 4: In the blank line after each of the following sentences, identify the underlined word as either an adjective (ADJ) or an adverb (ADV).

12. The Parkers and we traveled to the beach for the long weekend. **ADJ**

13. Your silly puppy is running around in circles at my feet. **ADJ**

14. Mom has already been to the farmers' market today. **ADV**

15. Between David and me sat three incredibly tiny kittens. **ADV**

Part 5: Sentence writing. Use the check boxes () to make sure your sentences are complete. *answers will vary*

16. Write an original sentence that begins with an adverb and has an action verb that's a three-word verb phrase . Limit your sentence to about 12 words.

Soon, his car would be swallowed by the rising flood waters.

17. Write an original sentence that has a linking verb , has one regular adjective or one predicate adjective describing the subject , and ends with two prepositional phrases . Limit your sentence to about 12 words.

Your keys should be on the table by the front door.

Helping Verb Assistant				
will/would	may	*are/*am	*have	*do
can/could	might	*be/*been	*had	*does
should	must	*is/*was/*were	*has	*did
*Multi-purpose word. Can be a helping verb, a main verb in a verb phrase, and/or even a verb all by itself.				

Evaluation 10 Key

page 1 of 1

Name:

Date:

Evaluation 10: Complements

Part 1: Identify the underlined word as a direct object (DO), indirect object (IO), predicate adjective (PA), or predicate nominative (PN). Write your answer in the blank provided.

- PA 1. The pencils in my drawer are very sharp.
- DO 2. In the cabinet you will find three bowls for cereal.
- IO 3. Darnell gave me some help with my Saturday chores.
- PA 4. The teacher passed out the test, and the students became quiet.
- DO 5. From a high tree branch seven monkeys threw bananas at the ground below.
- DO 6. The town librarian has been reading mystery novels to children.
- DO 7. Along the white sand beach, waiters brought the sunbathers cold tropical drinks.
- PA 8. To Theo, the test didn't seem too difficult.
- PN 9. That flat tire is a big problem.
- DO 10. Carlotta grabbed two towels and her sunglasses, and she headed to the beach.

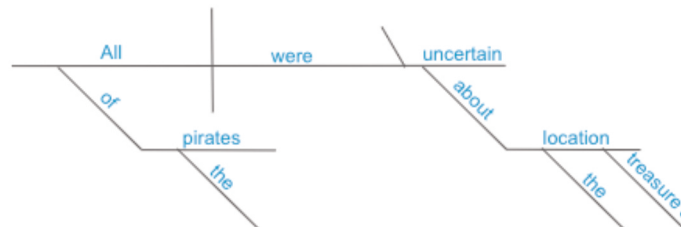
Part 2: In the following sentences identify each complement by writing DO, IO, PA, or PN above it. Two sentences have more than one complement.

- 11. In the afternoon she wrote him a nice letter about her summer trip to Spain. DO DO
- 12. All of the pirates were uncertain about the treasure's location. PA
- 13. On the sidewalk outside of the museum the magician performed his tricks. DO
- 14. I lost my keys in the couch cushions at Malik's house. DO
- 15. On Saturday my father bought me a triple-scoop ice cream cone. IO DO

Part 3: Go back to sentences 11-15 above and circle each subject.

Bonus: On the back of this evaluation, neatly diagram sentence #12.

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For personal pronoun usage inside prepositional phrases, you actually *can* go by “what sounds right” when the prepositional phrase has just one object (o.p.). The trouble comes when there is more than one o.p., so this point should be emphasized, as in the examples at the bottom of page 17.

A good strategy to get personal pronoun usage right when a prepositional phrase has more than one object is to cover up the extra object(s) and then go by which personal pronoun sounds correct. This strategy makes a lot of sense to students. The problem is that it does not work for all personal pronoun usage rules going forward, so knowing the rules is still important. This little “trick” is quite helpful for many situations, though, so make a point to introduce it to students.

Finally, many people have been told somewhere along the line that it is polite to mention oneself second when referring to yourself and another, for example, “to Mike and me” is more polite than “to me and Mike.” This is an issue especially when discussing subjects and personal pronoun usage (which comes later in this book), but it may also arise here. Just so you know, there is no grammatical rule about the order in which one mentions others! “To Mike and me” and “to me and Mike” are both grammatically correct.

Page 26

If you are wondering if a word is a verb or even a helping verb, a good and easy test is to see if it has the kinds of different forms that verbs have. For instance, all verbs have an “-ing” form: *running, thinking, tasting*, etc. They all have past tense forms, too: *cooked, built, swung, ate, danced, lived*, etc. Even helping verbs have various forms: *can/could, will/would, may/might/must, should/shall*, etc. (Of course *shall* isn’t used much anymore, but you get the point, right?)

In short, words included in a verb phrase must have the properties of a verb, i.e., various forms, especially “-ing” and past tense forms. If a word doesn’t have any other verb-like forms, never include it when marking a sentence’s verb.

Here’s a quick example:

Bill would sometimes give me a bite of his candy bar.

In this sentence, only *would* and *give* are actually verbs, so the verb is “would give.”

Would is on our helping verb list and it has another form, *will*. *Give* is obviously a verb because it’s something you can do, plus it can be changed into different forms, like a past-tense form (*gave*) and an “-ing” form (*giving*). It also has an infinitive form, “to give.” Both of these words have the properties of a verb.

Sometimes is not a verb. It has no “-ing” or past tense form; it does not have the properties of a verb. Therefore, *sometimes* cannot be part of the verb phrase and is a polluting word. (*Sometimes* is an adverb.)

Page 28

The verb forms sometimes called “verbals:” participles, gerunds, and infinitives (see Teacher’s Note for p. 56), do not behave like verbs. Therefore, it is possible for them to show up in places verbs are not allowed to be.

Gerunds and gerund phrases, as well as infinitives and infinitive phrases, will, in fact, even show up in prepositional phrases from time to time, something to watch out for.

Here are some examples:

after eating lunch

(Above, the object of the preposition [o.p.] is the Gerund Phrase “eating lunch.”)

without stopping

(Above, the o.p. is the Gerund *stopping*.)

about to buy a watch

(Above, the o.p. is the Infinitive Phrase “to buy a watch.”)

before pushing the button

(Above, the o.p. is the Gerund Phrase “pushing the button.”)

And so technically it is possible to have a verb inside of a prepositional phrase! Of course, the verb does not behave like a true verb in these circumstances. This is an exception that needs no explanation up front, but it is nice for a teacher to know since students will, from time to time, create such things.

As you can see, Gerunds and Infinitives function as nouns, so you will see Gerunds/Gerund Phrases and Infinitives/Infinitive Phrases as objects of prepositions, direct/indirect objects, and even subjects from time to time.

Page 33

When it comes to action and linking verbs, there are certainly verbs that confuse students. One culprit is the group of “sense” words: *smell*, *taste*, *sound*, *feel*, and *look*. These words can be action or linking depending on how they are used, but they look like action verbs. If the subject is actually smelling something, *smell* is an action verb; if something “smells good,” *smell* is functioning as a linking verb. If the subject is actually looking, then *look* is an action verb, but if the sentence says that something “looks fine,” then *look* is a linking verb. Etc. You just have to be careful with the sense words, and it’s a good idea to go over this with students.

The verb *have*, and all of its forms, is another tricky verb when it comes to action vs. linking. *Have* looks like a linking verb, and, again, students wrongly make that assumption all the time. In reality, however, *have* is an action verb.

The reason the verb *have* is an action verb has to do with sentence structure. (Please note that we are talking about *have* [and all of its forms: *has*, *had*, *having*] as a single-word or main verb, not when it serves as a helping verb. Helpers are not classified as action or linking.)

Direct and indirect objects (introduced beginning on p. 119) are types of complements which only appear in action verb sentences. When you use the verb *have*, the sentence will also have a direct object.

In short, the verb *have* is an action verb not because it shows action, but because it needs a direct object. Some grammarians say that *have* (and all of its forms) “takes an object,” which makes it an action verb. By the way, verbs that take objects are called “transitive” verbs; verbs that do not are “intransitive.” Some verbs can be used with or without an object.

Page 52

There is no hard-and-fast rule, officially, about commas after introductory prepositional phrases, but overusing commas is something all good writers should avoid. Teachers, then, should be flexible in enforcing the “rule” proposed here.

Ultimately, the point of this lesson is to cause students to have an epiphany about their complete cluelessness about comma usage!

How many times have they paused when writing to wonder if they should use a comma? What do they base