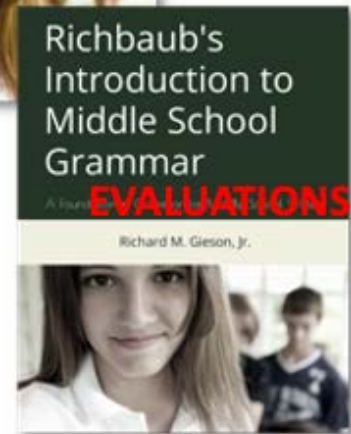
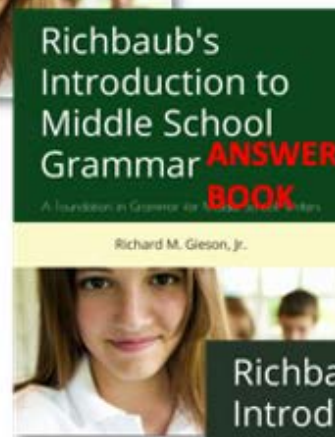
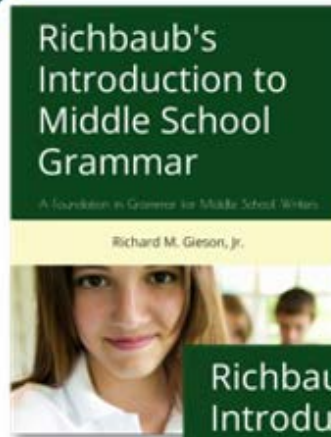


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**1. Student  
Workbook  
with Lessons  
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(Tests) with  
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complete a foundational  
grammar strand in one  
academic year!**

# Richbaub's Introduction to Middle School Grammar

A Foundation in Grammar for Middle School Writers

Richard M. Gieson, Jr.



## 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 Introduction to Middle School Grammar* was created to answer these questions for middle school teachers!

*Richbaub's Introduction to Middle School Grammar* is 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 is the grammar strand you've been looking for as it fits 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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## Chapter 1

# Prepositions & Prepositional Phrases

*Prepositions and prepositional phrases are everywhere! Knowing about them will help you immensely when analyzing the parts of a sentence. A good understanding of prepositional phrases will also help advance your writing skills because there are comma and pronoun usage rules associated with prepositional phrases. In addition, a familiarity with prepositions helps with properly capitalizing titles, and advanced writing concepts like agreement, sentence variety, and parallel structure are easier to understand when you know about prepositional phrases. Are you ready? Let's go!*

## **Introduction to Prepositions & Prepositional Phrases**

**A.** **Prepositions** are words that begin little phrases that describe something or someone's location in space or time (*in* the cupboard, *with* Janie, *above* the house, *after* the movie). These little phrases are called **prepositional phrases**.

**B.** You will need to memorize a list of prepositions.

**C.** Here is a list of 40 of the most commonly used prepositions:

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

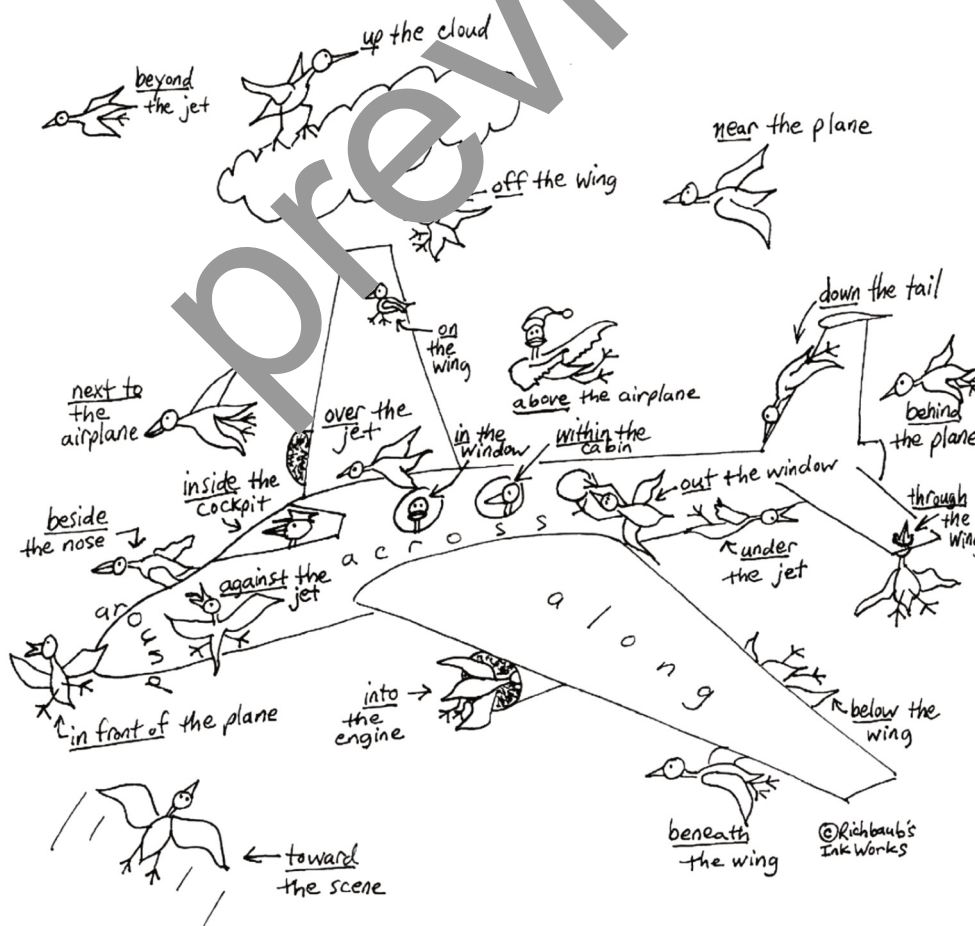
**D.** The best strategies for memorizing the prepositions:

- 1. Break It Up** – Try memorizing in stages by learning ten (one column) at a time. Once you can recite the first column's prepositions in order, memorize the second column. Then recite both columns in order, etc.

2. **Learn by Letter Groups** – Work to remember how many prepositions begin with the letter “a.” As you can see, there are eight “a” prepositions. Number your paper 1-8 and work on writing down the eight “a” prepositions in order. Once you’ve mastered the eight “a” prepositions, follow the same strategy for the eight “b” prepositions, the two “d” prepositions, the two “f” prepositions, and so on.

3. **Make Up a Story** – Break your story up into four parts, one for each column of the prepositions above. Try to fill your story with details that are easy to picture in your mind. For example, begin the first column by imagining this scene: *About noon above the rocky cliffs across the foamy river, hungry hawks chased after rabbits scurrying below the...* Memorize one column of your story at a time until you know the whole story. **Not feeling up to creating your own story? Check out “Prepositions in Verse” on p. 168 where you’ll find a complete story you can use to help you memorize the prepositions!**

4. **The Airplane Trick** – This technique is not quite as orderly as the others, but it can really help when you are wondering if a word is a preposition or when you get stuck and are trying to remember prepositions you may have forgotten. What you do is picture a bird flying around an airplane—an airplane cruising with its windows open. Now, where can the bird be in relation to the plane? *Inside* the plane, *above* the plane, *behind* it, *in front* of it, *over* it, *under* it, etc. Get it? This technique doesn’t work for all of the prepositions on the list above, but you may be able to come up with prepositions that aren’t on the list that your teacher will be kind enough to give you credit for, like *upon*, *underneath*, etc. Good luck!





## The Basic Structure of a Prepositional Phrase

**A.** A prepositional phrase begins with a preposition and ends with a noun or pronoun.

**B.** In between the preposition and the noun or pronoun, there may be one or more descriptive words (adjectives and/or adverbs).

**C.** Examples:

preposition → at home ← noun

preposition → in the car ← noun  
descriptive word ↓

preposition → between the chairs ← noun  
descriptive word ↓

preposition → near her ← pronoun

preposition → on the long, wooden dock ← noun  
descriptive words ↓

preposition → before the game ← noun  
descriptive word ↓

preposition → from the very large container ← noun  
descriptive words ↓

preposition → after everyone ← pronoun

Yes, *the* is a descriptive word! All of the articles (*a*, *an*, & *the*) are officially categorized as adjectives. Not the most descriptive buggers, but adjectives nonetheless. More about adjectives later...



Exercise 1

Write your own prepositional phrases. Use prepositions that begin with the given letters.

1. a \_\_\_\_\_

4. f \_\_\_\_\_

2. b \_\_\_\_\_

5. w \_\_\_\_\_

3. i \_\_\_\_\_

6. t \_\_\_\_\_

## Bonus Info!!

Some people will tell you never to end a sentence with a preposition. The reason for this rule is that a preposition should begin a prepositional phrase, and if you have a preposition at the end of a sentence, either there is no phrase or the phrase has been broken apart somehow.

For example, compare the following sentences:

A. Where is the magazine at?

B. Where is the magazine?

Clearly, the preposition *at* in sentence A is completely unnecessary. Therefore, sentence B would be considered more correct.

Now compare the following sentences:

1. Whom did you give the book to?

2. To whom did you give the book?

Sentence B would be considered more grammatically correct because the prepositional phrase “to whom” is intact. (In case you’re wondering, *whom* is used instead of *who* because you must use *whom* in prep. phrases, not *who*.)

**However, there are times when it’s ok to end a sentence with a preposition.** A line attributed to former British Prime Minister Winston Churchill shows how awkward a strict adherence to this rule can be:

*Never ending a sentence with a preposition is a rule up with which I will not put!*

(The sentence sounds much better if you *break apart* the prepositional phrase “with which.” Try it!)

## Study of the Objects of Prepositions

What is an Object of a Preposition, and where is it?

**A.** The last word in a prepositional phrase (the noun or pronoun that completes the phrase) is called the “object of the preposition,” or “o.p.” for short.

**B.** In the examples below, the objects of the prepositions are: *home*, *car*, *chairs*, *her*, *dock*, *game*, *container*, and *everyone*.

preposition → at home ← noun (o.p.)

preposition → in the car ← noun (o.p.)  
descriptive word ↓

preposition → between the chairs ← noun (o.p.)  
descriptive word ↓

preposition → near her ← pronoun (o.p.)

preposition → on the long, wooden dock ← noun (o.p.)  
descriptive words ↓

preposition → before the game ← noun (o.p.)  
descriptive word ↓

preposition → from the very large container ← noun (o.p.)  
descriptive words ↓

preposition → after everyone ← pronoun (o.p.)

**C.** Here are a few more examples of prepositional phrases with their parts labeled inside sentences:

prep. ↓ descriptive words ↓ o.p.      descriptive word ↓ o.p.  
(After the big game) the boys (on the team) ate ice cream sandwiches.

prep. ↓ descriptive word ↓ o.p.  
The horse (behind the fence) bit my sister’s hand!

**D.** Sometimes a word from the prepositions list appears in a sentence, but it is NOT functioning as a preposition. You can tell because it has no object (o.p.).

Compare the following sentences. Both use the word *before*, which is on your list of prepositions. However, in only one of the sentences is *before* functioning as a preposition.

- A. I had a cup of water before bedtime.
- B. Elijah had never seen a bridge so high before.

Above, in sentence B the word *before* is NOT a preposition—it has no object and is therefore not beginning a prepositional phrase. In sentence B *before* is an adverb.

In sentence A, “before bedtime” is a prepositional phrase, and so *before* is functioning as a preposition in sentence A.

**E.** Here’s another example:

- A. Jayda went inside after the ballgame.
- B. The puppy walked inside the doghouse.

In sentence A, “inside after the ballgame” is NOT a prepositional phrase. “After the ballgame” is a prepositional phrase, and *inside* is all by itself, functioning as an adverb in this sentence.

In sentence B, “inside the doghouse” is a prepositional phrase.

**F.** Remember how a prepositional phrase is built: It begins with a preposition and ends with a noun or pronoun, and it may also have a descriptive word or two between the preposition and o.p.

“Inside the doghouse” fits this pattern, but “inside after the ballgame” does not fit this pattern because the word *after* is not a descriptive word—it begins its own prepositional phrase, “after the ballgame.”



**Exercise 2**

Part 1: Write prepositional phrases and circle the objects of the prepositions (o.p.'s). Use prepositions that begin with the given letters.

1. **t** \_\_\_\_\_
2. **a** \_\_\_\_\_
3. **f** \_\_\_\_\_

Part 2: In each of the following sentences, put parentheses around each prepositional phrase you see, and circle the objects of the prepositions. One sentence does not have a prepositional phrase.

4. The boy at the carnival won three huge stuffed animals.
5. Beneath my bed is a dust bunny village.
6. Mary crossed the river near the old bridge.
7. My black cat has never gone outside before.
8. With a grin my dad tore the wrapping from his birthday presents.
9. At midnight the owl always begins his nightly hooting.
10. Paper is recycled at the factory.

## Humor Break!

My three favorite things are eating my family and not using commas!

## Chapter 3

# Verbs

*Many times, the key to improving a sentence lies in improving the sentence's verb. A better verb can improve a sentence's clarity as well as its imagery, and paying attention to the placement of verbs plays a role in having better sentence variety.*

*Therefore, a grammatical understanding of verbs is a very powerful thing to possess—it's one of the advantages expert writers have over average writers. Experts' verb knowledge includes knowing the difference between action and linking verbs, understanding helping verbs, and being able to discern the difference between active and passive voice writing. If you pay close attention, you too can possess this special knowledge!*

**A.** In dealing with verbs, it's impossible to avoid mentioning subjects, too.

Do you know what a subject is? A subject is simply the main person or thing a sentence is about. Subjects are always nouns or pronouns.

However, before getting in depth about subjects, it's important to first get in depth about verbs.

### **Introduction to Verbs**

**B.** Every sentence has at least one verb. There are two kinds of verbs: action verbs and linking verbs.

**C.** Action Verbs

Sometimes the verb tells what the subject of a sentence does, did, or will be doing. This is when the verb is showing action. Verbs showing action have been cleverly named Action Verbs.

**In the afternoon Bill *built* a bookcase for his son.** (The subject, Bill, did something—he *built* a bookcase.)

**D.** Action verbs don't just show physical action like building, running, and shoving. They also show mental or emotional activity. The following sentences all have action verbs:

1. Alex *loves* his dog.
2. Kate *thought* about her project for two weeks.
3. For his birthday Will *wanted* a new bicycle.

## E. Linking Verbs ∞

Sometimes, a subject of a sentence isn't really doing anything; instead, it is just *being* something. In this case, the verb is called a Linking Verb because it is the word that links the subject to something it is or is being.

∞  
**After the game I *was* very happy.** (*I* is the subject and *happy* is what the subject was being—these words are linked by the verb *was*.)

∞  
**That notebook *is* really thick.** (*Notebook* is the subject and *thick* is what it is—these words are linked by the verb *is*.)

## F. Compare Action and Linking verbs with the examples below:

Action Verb:

⚙️  
**Rashid *brought* the cake to the party.** (*Brought* is a verb showing action—the subject, Rashid, is actually doing something.)

Linking Verb:

∞  
**Zoe *was* upset yesterday.** (*Was* is a linking verb—the subject, Zoe, is not doing anything; there is no action. Zoe is just being *upset*.)

**G.** One of the most important things someone can learn regarding grammar is how to tell the difference between action verbs and linking verbs. More on that later.

**H.** For now, let's continue ourselves with trying to recognize which word in a sentence is the verb.

## Humor Break!

**Substitute teacher:** Are you chewing gum?

**Billy:** No, I'm Billy Anderson.

## How to Find the Verb in a Sentence

**A.** Here's a little trick you can use to narrow your search for a sentence's verb: Make the sentence say the opposite of what's actually being said.

Example sentence: **In the morning Michael brushed his teeth.**

**B.** Step 1: Insert a word or words that make the sentence say the "opposite":

*did not brush*

**In the morning Michael ~~brushed~~ his teeth.**

**C.** Step 2: Now go back to the original example sentence and look the general vicinity where you had to make the change. This is where the verb will be found.

**D.** In our example the word *brushed* is the verb.

**E.** Other examples:

**You read that entire book last night?**

*did not read*

**You ~~read~~ that entire book last night?**



Since this is where we had to make the change to make the sentence say the opposite, we know the verb is somewhere in this area. (*Read* is the verb in this sentence.)

**The baseball hat was on the shelf behind the counter.**

*was not*

**The baseball hat ~~was~~ on the shelf behind the counter.**



Since this is where we had to make the change to make the sentence say the opposite, we know the verb is somewhere in this area. (*Was* is the verb in this sentence.)





Exercise 7

**Part 1:** Underline the verb in each sentence. **In one sentence, two words go together to make the verb.** In the other sentences, the verb is a single word.

**Hint:** Verbs are NEVER inside prepositional phrases, so patient, wise students will first mark prep. phrases to make searching for verbs easier!

1. On Tuesday we drove through the Painted Desert in Arizona.
2. The kids over there were on my track team last spring.
3. The lady behind the counter glared at me and my friend.
4. No one enjoys soggy cereal.
5. I have noticed three tiny eggs in the nest on that branch.



**Did you find the two-word verb?** Verbs that include more than one word are called “verb phrases,” which you will soon learn more about...

**Part 2:** Once you have correctly identified the verbs in the sentences above, list them below, then take a stab at deciding if each is acting (A) or linking (L).

Verbs from the sentences above:

Circle A or L:

- |          |         |
|----------|---------|
| 1. _____ | A or L? |
| 2. _____ | A or L? |
| 3. _____ | A or L? |
| 4. _____ | A or L? |
| 5. _____ | A or L? |

Hang in there—much more is to come about how to tell the difference between action and linking verbs!

## **A Big Reason Verbs Can Be So Difficult to Master**

**A.** Every sentence has at least one verb, but as you’re beginning to see, verbs can look and work differently from sentence to sentence.

**B.** Since verbs are such shape shifters, there are many terms associated with the study of verbs. So far you have been introduced to three terms:

Action Verbs

Linking Verbs

Verb Phrases

**C.** Of these terms, students have the most trouble grasping exactly what a **verb phrase** is.

**D.** Before getting in depth with action verbs and linking verbs and before we learn even more terms related to verbs, let’s develop some familiarity with what exactly a “verb phrase” is.

**E.** In the simplest terms, verb phrases are verbs that include more than one word. Verbs do not always consist of more than one word, but often they do; that’s just how the sometimes confusing English language works. Sorry!

Examples:

sentence	verb
I will be staying at a cabin near Lake Woodson.	will be staying ( <i>verb phrase</i> )
Surprisingly, your puppy sat quietly between us.	sat ( <i>NOT a verb phrase</i> )
Colorful t-shirts are my favorite ones.	are ( <i>NOT a verb phrase</i> )
He has become a very good friend.	has become ( <i>verb phrase</i> )
We should hurry.	should hurry ( <i>verb phrase</i> )

**F.** Can you see that **verb phrases are simply verbs that include more than one word?**

The extra words in these verbs (*will, be, has, should*) are called “helping verbs.”

More about helping verbs coming soon to a page near you!


## Verb Phrases vs. Single-Word Verbs

Below, the trucks help you visualize verb phrases, which include “helpers”; the cars represent single-word verbs, which have no helpers.

Tomorrow we  to the gift shop.

My brother  to college last week.

No one at the party  the banana cupcakes.

She  over the hot coals!

That TV show  my dad’s favorite.

If you’re paying close attention, you will notice that some verbs, like *is*, work alone sometimes while other times they are part of a verb phrase.

Henry  incorrect about the date.

## Humor Break!

A man is washing his car with his son. The son asks, “Dad, can’t you just use a sponge?”

## Chapter 6

# Punctuating Dialogue

*Have you read any books lately? Well, if you have, and I assume that you have, then you know that dialogue is ALL OVER THE PLACE!*

*The funny (scary?) thing is, however, that even though you constantly see dialogue in the books you read, many students STILL don't realize that two people can NEVER speak in the same paragraph, that there is ALWAYS punctuation at the end of a quotation, or that words like said are NEVER capitalized.*

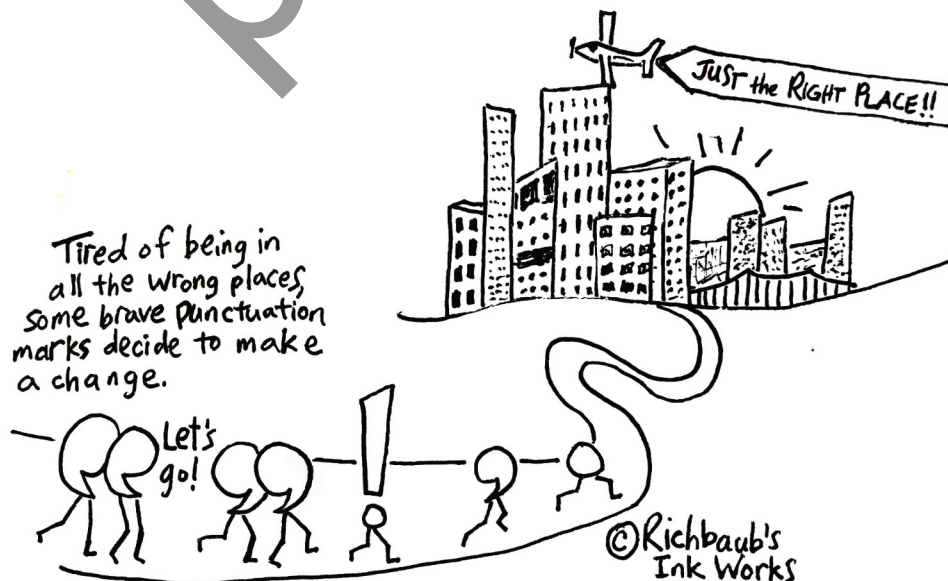
*Seriously, you need to pay attention to the info in this chapter!*

### **Introduction to Punctuating Dialogue**

**A.** “Dialogue” means that two or more people are speaking to each other. Writers often record what other people say, so it’s important to know how to correctly punctuate dialogue in your writing.

**B.** Even when you’re recording what just one person said or is saying, you need to punctuate it in a certain way.

**C.** Quotation marks are only part of the punctuation you will need when quoting someone. You also need commas and end marks, such as periods, in just the right places. Paying attention to upper and lower-case letters is also important.





## Quotation Marks in Dialogue

**A.** Quotation marks ( “ ” ) are used at the beginning and end of a quotation. They surround what someone says.

Examples:

1. “Fish swim,” said Joe.
2. Joe said, “I like white bread. I also like flour tortillas.”

**B.** Notice that quotation marks do not go around each sentence someone says. They start when someone begins to speak, and they’re not used again until he or she is finished speaking.

**C.** Sometimes single quotation marks are used. Single quotation marks, however, are only used with a quotation inside of another quotation.

Example:

Will said, “I love it when the baby says, ‘Goo goo.’ It really makes me laugh!”

**D. Quick Practice** – Add quotation marks to the following dialogue:

Mom said , Will you be home early tonight ?

Dad said , I don’t think so . I’ve got to finish a project .

I said , You work too much , Dad . We miss you !

But this morning you said , I’ll take you guys to a movie tonight ,  
said my brother .

Dad said , I’m sorry . I’ll make it up to you this weekend .

## Commas, Periods, & Other End Marks in Dialogue

**A.** Look at the end marks (periods, exclamation points, and question marks) and commas in the following exchange between Robert and Teresa:

“You told me I could buy this candy bar for one dollar,” said Robert.

Teresa replied, “That’s not what I said. I said it costs two dollars!”

“Really?” said Robert.

“Yes, really!” said Teresa.

**B.** At the end of every quotation there is some sort of punctuation, and this punctuation is always placed **inside** the quotation marks, whether it’s a comma, period, exclamation point, or question mark.

**C.** In the second line of dialogue above, there is a comma before the quotation because it’s introduced by “Teresa replied.” Always use a comma when introducing a quotation with something like “Bob said” or “Joe asked,” etc.

**D. Quick Practice** – Add commas and end marks to the following dialogue:

Max said “ Do you like peanut butter ”

“ No, I do not like peanut butter ” answered Ann

“ Then I guess we can’t be friends ” said Max

Surprised, Ann said “ Wow. You must really love peanut butter ”

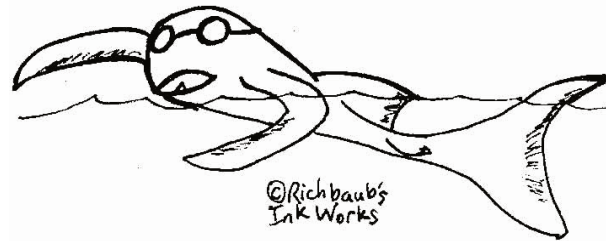
## Capital & Lowercase Letters in Dialogue

**A.** When beginning a quotation, always capitalize the first letter of the first word of the quotation—even if the quotation begins in the middle of a sentence.

Examples:

“**F**ish swim,” said Joe.

Joe said, “**F**ish swim.”



**B.** Words like *said*, *asked*, *exclaimed*, *stated*, etc. are **never** capitalized in dialogue—even when they come after an exclamation point or question mark.

Examples:

“We rock!” **e**xclaimed Joe.

“Do bugs sleep?” **a**sks Alex.

“Rain is coming,” **s**aid the weatherman.



**C. Quick practice** – Fill in the missing letters. Pay attention to whether they should be capitalized or not.

Joe \_\_aid, “\_\_hy don’t you come over to my house today?”

“\_\_o, I can’t,” \_\_aid Kent.

“\_\_hy not?” \_\_aid Joe.

Kent replied, “\_\_ecause my mom said I have to do homework!”



## Exercise 9

In this exercise helping verbs play an important role:

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

**Part 1:** Underline the verbs. If the verb is a verb phrase, include ALL of the words (helping verb[s] **and** main verb). Consider marking prepositional phrases to make your search easier.

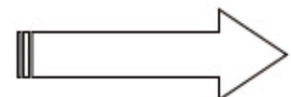
- The children did sit (at their desks.)
- (Around the edge) of the lake the geese searched (for a snack)
- The cookies (inside the box) have melted (in the summer heat.)

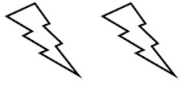
**Part 2:** In the sentences below, surround the prepositional phrases with parentheses. A verb can never be inside a prepositional phrase, so be careful.

- My grandfather lives (with mom and me) (in our log cabin)
- The grass (next to the fence) was growing very tall.
- Those jets may fly (in the air show) (on Saturday)

**Part 3:** Go back to sentences 4, 5, & 6 above and underline the verbs.

There's More





Extra Practice for Evaluation 6

Part 1: 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.

1. (Under the bridge) I am feeding the lonely ducks.
2. The recycling bin (in the garage) has already been emptied (by Emme).
3. (During math class) I dropped my pencil (on the floor.)
4. (On the deck) (in my backyard) two frogs were croaking (in the night.)
5. My sister might never be a professional surfing champion.

Part 2: Sentence Puzzles **\*\*\*** Compose your own sentences with different kinds of verbs. Limit your sentences to 12 words or less—keep it simple! *answers will vary*

6. Begin with a prepositional phrase, then use a single word verb. Don't forget what we talked about with intro prepositional phrases and commas!

Across that field a small house sits alone next to the forest.

7. Use a “polluted” verb phrase and three prepositional phrases.

Above us several birds are noisily crowing at the cat in the yard.

8. Use a verb phrase, and include a prepositional phrase that has two objects **where both objects are personal pronouns**.

You may have noticed some amazing similarities between us and them.

9. Use one introductory prepositional phrase (don't forget what we talked about with intro prep. phrases and commas!), **and** use a verb phrase.

Beneath the blanket my cat will sometimes hide from the clamorous world.

**➡ Evaluation 6: Finding Verbs + Single-Word Verbs vs. Verb Phrases – Are you ready?**

**BTW: There will be both Personal Pronoun & Helping Verb Refresher Boxes on the test.**



Exercise 11

Part 1: Surround prepositional phrases with parentheses. Verbs can never be inside prepositional phrases, so be careful.

1. I did receive several awards (at my graduation)
2. (Until noon) all (of the burgers) will be served (by the Girl Scouts.)
3. (Against all odds) my team won the championship (of our league)
4. (On the sidelines) the coach looked terribly nervous.
5. (At the game) you might feel chilly (without a coat or a hat)
6. (After college) Zayd would soon become a great scientist.
7. Jill can take a seat (by them) (along the aisle)
8. (Over the break) I will have my twelfth birthday party (at the beach)
9. (To Melinda and me) the test seemed really tough.
10. That goat may not eat the food (from your hand)

Part 2: Go back to sentences 1-10 above and mark action verbs with a box and linking verbs with an "L" shape. **Reminder:** When you find a verb phrase, be careful—do not include non-verbs in it!

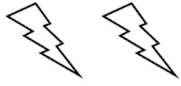
## Humor Break!

The teacher asked the little girl if she would be going to the dance. "No, I ain't going" was the reply.

The teacher corrected the child: "You must not say, 'I ain't going.' You must say, 'I am not going.'" She continued in order to press the point: "I am not going. He is not going. We are not going. You are not going. They are not going. Now, dear, can you say all that?"

The little girl nodded and smiled brightly. "Sure!" she replied. "There ain't nobody going!"





## Extra Practice for Evaluation 7

Part 1: Surround prepositional phrases with parentheses in sentences 1-5. Verbs can never be inside prepositional phrases, so be careful.

- The snake slid through the grass near the porch.
- Everyone on my bus laughed loudly at my hilarious joke.
- The pencils under the desk were spilled by Melissa.
- Your sandwich from the deli is next to that soda can.
- The weeds along the fence have grown to my knees.

Part 2: In the sentences above as well as the sentences below, mark action verbs with a box; mark linking verbs with an "L" shape. **Reminder:** If you find a polluted verb phrase, "X" out the non-verbs!

- In front of the room Carlotta did find three large tables.
- I had never run a race against you.
- The napkins do not have pretty flower designs on them.
- Ten jellybeans might be rolling around under the table.
- During the movie children had quickly sipped their sodas.
- To Kenyon and me everyone at the school seemed very polite.
- Must you bother us during this TV show?
- This award can be presented to Julia and him on Sunday.

### Helping Verbs

would  
could  
should  
will  
can  
may  
might  
must  
\*are  
\*am  
\*be  
\*been  
\*is  
\*was  
\*were  
\*have  
\*had  
\*has  
\*do  
\*does  
\*did

\*Multi-purpose word. Can also be a main verb in a verb phrase and/or even a verb all by itself.



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## Evaluation 12: The Questions Adverbs Answer + Recognizing Adverbs & Adjectives

### Part 1: All about adverbs

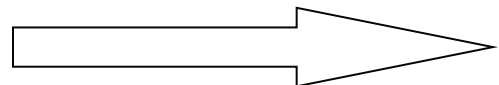
List the kinds of words (parts of speech) that adverbs describe.	What questions do adverbs answer?
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

### Part 2: Do each of the following things for each sentence below.

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

7. The incredible vacation on the cruise ship ended too soon.
8. An extremely tall man sat quietly behind me at the movie.
9. At midnight my essay had not been finished, and I became very worried about my grade in English.
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 two adverbs. Go back to Part 2 and write ADV over each adverb.



**Part 4:** On the blank line after each of the following sentences, identify the underlined word as either an adjective (ADJ) or 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 Zara and me sat three incredibly tiny kittens. \_\_\_\_\_

**Part 5: Sentence Puzzles** ~~###~~ Write sentences as directed. Use the check boxes (  ) to make sure each sentence is complete.

16. Write an **original** sentence that begins with an adverb  and has an action verb  that's a three-word verb phrase  . Try to limit your sentence to 12 words or less—keep it simple!

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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  . Try to limit your sentence to 12 words or less.

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

Date: \_\_\_\_\_

**Evaluation 13: Finding Adverbs + Recognizing Adjectives, Predicate Adjectives, & Predicate Nominatives in Sentences****Part 1:** In the blank after each sentence, identify the underlined word as either an adjective (ADJ), predicate adjective (PA), or predicate nominative (PN).

1. The players became champions at the end of the season. \_\_\_\_\_
2. The cold stream water refreshed our tired feet. \_\_\_\_\_
3. The happy shoppers lined up at the register with their items. \_\_\_\_\_
4. Shelby was a model student in the advanced math class. \_\_\_\_\_
5. Joey and he seem upset with their test grades. \_\_\_\_\_

**Part 2:** First, underline the Predicate Adjective or Predicate Nominative in each sentence  . Then, on the line after each sentence, identify the word you underlined as either a PA (predicate adjective) or a PN (predicate nominative)  .

6. My uncle might eventually become a partner in Dad's business. \_\_\_\_\_
7. The turtle looked completely lost on the sidewalk in front of my house. \_\_\_\_\_
8. Mr. Evans' essay assignment sounds really difficult. \_\_\_\_\_

**Part 3:** Finding adverbs. Underline each adverb in the following sentences. Each sentence has one adverb.*(Hint: Completing "The Routine" for each sentence will help!)*

9. That lonely book on the table near the door looks quite heavy.
10. Yesterday I saw three long lizards on my driveway at noon.
11. In the relay race on field day, Hakim, Grace, and I had almost won.
12. My grandmother might still be at the grocery store.

**Part 4: Sentence Puzzles** ✖✖✖ Write sentences as directed. Use the check boxes (  ) to make sure each sentence is complete.

13. Write an **original** sentence that begins with a prepositional phrase  , has a predicate nominative  , and then ends with a prepositional phrase  . Try to limit your sentence to 12 words or less—keep it simple!

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14. Write an **original** sentence that has a predicate adjective  . Include a prepositional phrase that has two o.p.'s  . Try to limit your sentence to 12 words or less.

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15. Write an **original** sentence that begins with an adverb  and has a verb phrase  that's a linking verb  .

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### BONUS:

Write an **original** sentence that has two predicate nominatives  where both predicate nominatives are personal pronouns  . (Do you remember which personal pronouns you're allowed to use in the predicate nominative position?) Also be sure to use at least three prepositional phrases  .

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## Evaluation 12 Key

page 1 of 2

Name:	Date:
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### Evaluation 12: The Questions Adverbs Answer + Recognizing Adverbs & Adjectives

#### Part 1: All about adverbs

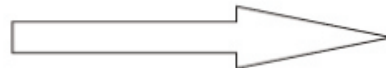
List the kinds of words (parts of speech) that adverbs describe.	What questions do adverbs answer?
1. <u>verbs</u>	4. <u>when?</u>
2. <u>adjectives</u>	5. <u>where?</u>
3. <u>adverbs</u>	6. <u>how?</u>

#### Part 2: Do each of the following things for each sentence below:

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

7. The incredible vacation (on the cruise ship) ended too soon. ADV ADV
8. An extremely tall man sat (quietly) (behind me) (at the movie). ADV ADV
9. (At midnight) my essay had not been finished and I became very worried (about my grade) (in English). ADV ADV
10. James often talks (on the phone) (for a really long time). ADV ADV
11. My wonderfully friendly neighbors are (on their front porch) tonight. ADV ADV

#### Part 3: Each sentence above has two adverbs. Go back to Part 2 and write ADV over each adverb.



## Evaluation 12 Key

page 2 of 2

**Part 4:** On the blank line after each of the following sentences, identify the underlined word as either an adjective (ADJ) or 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 Zara and me sat three incredibly tiny kittens. ADV

**Part 5: Sentence Puzzles** 🎲🎲🎲 Write sentences as directed. Use the check boxes (  ) to make sure each sentence is complete.

16. Write an **original** sentence that begins with an adverb , has an action verb  that's a three-word verb phrase . Try to limit your sentence to 12 words or less—keep it simple!  
*answers will vary*

Slowly, he will be creeping up behind his prey.

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 . Try to limit your sentence to 12 words or less. *answers will vary*

Our troubled writer may be in the kitchen with the manager.

## Evaluation 13 Key

page 1 of 2

Name:

Date:

**Evaluation 13: Finding Adverbs + Recognizing Adjectives, Predicate Adjectives, & Predicate Nominatives in Sentences**

**Part 1:** In the blank after each sentence, identify the underlined word as either an adjective (ADJ), predicate adjective (PA), or predicate nominative (PN).

- The players became champions at the end of the season. PN
- The cold stream water refreshed our tired feet. ADJ
- The happy shoppers lined up at the register with their items. ADJ
- Shelby was a model student in the advanced math class. PN
- Joey and he seem upset with their test grades. PA

**Part 2:** First, underline the Predicate Adjective or Predicate Nominative in each sentence. Then, on the line after each sentence, identify the word you underlined as either a PA (predicate adjective) or a PN (predicate nominative).

- My uncle might eventually become a partner in Dad's business. PN
- The turtle looked completely lost on the sidewalk in front of my house. PA
- Mr. Evans' essay assignment sounds really difficult. PA

**Part 3:** Finding adverbs. Underline each adverb in the following sentences. Each sentence has one adverb.

(Hint: Completing "The Routine" for each sentence will help!)

- That lonely book on the table near the door looks quite heavy.
- Yesterday I saw three long lizards on my driveway at noon.
- In the relay race on field day, Hakim, Grace, and I had almost won.
- My grandmother might still be at the grocery store.



## Evaluation 13 Key

page 2 of 2

**Part 4: Sentence Puzzles** ✨ Write sentences as directed. Use the check boxes (✓) to make sure each sentence is complete.

13. Write an **original** sentence that begins with a prepositional phrase ✓, has a predicate nominative ✓, and then ends with a prepositional phrase ✓. Try to limit your sentence to 12 words or less—keep it simple! *answers will vary*

After grad school their daughter became a lawyer  
at a Chicago law firm.

14. Write an **original** sentence that has a predicate adjective ✓. Include a prepositional phrase that has two o.p.'s ✓. Try to limit your sentence to 12 words or less. *answers will vary*

My dad is so loud at sporting events and concerts.

15. Write an **original** sentence that begins with an adverb ✓ and has a verb phrase ✓ that's a linking verb ✓. *answers will vary*

Clearly, my Latin exam would have seemed  
impossible to you.

**BONUS:**

Write an **original** sentence that has two predicate nominatives ✓ where both predicate nominatives are personal pronouns ✓. (Do you remember which personal pronouns you're allowed to use in the predicate nominative position?) Also be sure to use at least three prepositional phrases ✓. *answers will vary*

On Monday the finalists for the top prize in physics  
will be you and I.

Page 9\*

The italicized introductions to each chapter are very important, and it is highly recommended that you read them aloud to students. Too often, we assume that the relevance of the material we teach is self-evident, and that is certainly not the case with something as abstract as grammar.

Each introduction may also be used to instigate a bit of discussion about what students already know. For instance, after reading the introduction to Chapter 2, you might ask students to tell you what they already know about when to use *I* vs. when to use *me*, or you might inquire about how nouns might be used to create imagery in one's writing.

In short, each chapter introduction communicates to students the practical value of the topics and concepts ahead, i.e., how they will directly benefit as students and writers from what they are about to learn—and this is crucial to getting students to “buy in” and appreciate the journey!

Page 9\*\*

It can be a little daunting to ask your students to memorize 40 prepositions. Memorizing seems so out of vogue, but it is a good exercise—one that will build confidence since it's a challenge where students will surprise themselves. They CAN do it! Memorizing is, of course, a skill that will transfer for them into other classes, from the periodic table of elements in science, to formulas in math to even in social studies. Memorizing is a valuable academic skill!

Regarding grammar, memorizing the prepositions at the beginning of this study gives students a solid understanding of the kinds of words prepositions are, and it will definitely enhance their ability to find prepositional phrases as well as to compose sentences using prepositional phrases.

Be sure to make memorizing the prepositions fun: Talk about memorizing techniques, recite together the spooky “prepositions in verse” poem, give students time to practice in pairs in class, look up “prepositions songs” online, etc. Also, feel free to make the task less daunting by breaking the evaluation into smaller chunks (two quizzes on 20 prepositions, etc.).

Having said all of that, it is not absolutely necessary to require students to memorize 40 prepositions. Simply post a big list in your classroom for them to refer to when necessary. Memorizing the prepositions could even be an extra-credit challenge.

Finally, the prepositions list on this page is not complete—there are other prepositions in the world! When composing sentences or even on a prepositions quiz, students will sometimes use other prepositions such as *like*, *except*, *underneath*, etc., and that's totally fine, of course.

Page 18

There are several types of conjunctions in English, and coordinating conjunctions (*for*, *and*, *nor*, *but*, *or*, *yet*, and *so*) are the most basic. They join sentences and words. You generally should avoid beginning a sentence with a coordinating conjunction because their job is to connect things, not to begin. Of course, students will encounter sentences beginning with *and*, for instance, in the books they read. Authors have “creative license” to do such things, but remember that the rules of grammar studied in this book pertain to academic writing. In an academic (or professional) setting, one is expected to follow the rules!

Correlative conjunctions are similar to coordinating conjunctions, but they work in pairs: *either...or*, *neither...nor*, *not only...but also*, *both...and*, and *just as...so*.

Subordinating conjunctions are completely different. These words create dependent (subordinate) clauses when added to the start of a sentence (which makes the sentence no longer a complete sentence!).

Subordinating conjunctions are very common, but early middle schoolers do not naturally use them very often. →

(Page 18 continued)

Therefore, subordinating conjunctions are a grammar teaching point for upper middle school and high school.

Some common subordinating conjunctions: *as, although, after, when, while, unless, because, before, if, since*.

(*After* and *before* can also function as prepositions—see entry for Page 19 below for more information.)

An acronym commonly used to refer to common subordinating conjunctions is “AAAWWUBBIS.”

Page 19

A word about the prepositions *after, before, and until*

Students may become confused at times when dealing with words which appear on the prepositions list that are not always prepositions. The preposition *for* is one example of a word that often is a preposition but also can be a conjunction:

The book was for my uncle. (*For* is a preposition.)

I woke up extra early, for I did not want to miss the bus on the first day of school. (*For* is a conjunction—a word that, along with the comma, connects two independent clauses to create one compound sentence.)

*For* is not a big issue since it’s mostly used as a preposition and not so much as a conjunction.

The most problematic prepositions that students will encounter are *after* and *before*.

These often-used words can also be subordinating conjunctions. When used as subordinating conjunctions, *after* and *before* begin groups of words that, unlike prepositional phrases, also include subjects and verbs. *Until* operates similarly but is less often used by middle school students.

We grabbed a snack before dinner. (*Before* is a preposition.)

I carefully packed my backpack before I left school yesterday. (*Before* is a subordinating conjunction, which creates a subordinate clause, a.k.a. a dependent clause.)

- A dependent clause is a group of words that includes a subject and a verb, but it cannot stand on its own because it is not a complete thought.
- (An independent clause is a group of words that includes a subject and a verb that is a complete thought and can stand on its own as a complete sentence.)

After swim practice we were completely exhausted. (*After* is a preposition.)

After the game ended, fans quickly headed to the stadium’s exits. (*After* is a subordinating conjunction.)

I stayed until the end of the movie. (*Until* is a preposition.)

You may not leave until you have cleaned up your work station. (*Until* is a subordinating conjunction.)

Clauses include subjects and verbs, phrases do not. Students often unknowingly create subordinate clauses when attempting to create prepositional phrases beginning with *after* and *before* (and occasionally with *until*).

The main thing to keep in mind is that prepositional phrases never include verbs.\* If a student creates or marks something that he or she believes to be a prepositional phrase, but something that includes a verb, they may very well be looking at a subordinate clause.