

## Grammar Lesson One: Prepositions

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A *preposition* is a word used to show the relation of a noun or pronoun to some other word in the sentence. It *positions* the noun relative to the other words.

The following words are commonly used as prepositions:

aboard	beside(s)	on
about	beyond	over
above	but (meaning <i>except</i> )	past
across	by	since
after	concerning	through
against	down	throughout
along	during	to
amid	except	toward(s)
among	for	under
around	from	underneath
as	in	until
at	into	up
before	like	upon
behind	near	with
below	of	within
beneath	off	without

Commonly used prepositions of two or more words:

according to	contrary to	together with
because of	instead of	

Words that can be either conjunctions or prepositions:

after	before	since
as	for	until

If you think a word is a preposition but cannot find a noun or pronoun introduced by the word, it is not a preposition. Examine the examples below.

<i>We drove around town.</i>	In this sentence <i>around</i> is a preposition because it introduces the relationship of <i>town</i> .
<i>We drove around.</i>	In this sentence <i>around</i> is not a preposition because it does not introduce a noun or pronoun.
<i>I have waited since noon.</i>	<i>Since</i> is a preposition because it introduces a noun, <i>noon</i> .
<i>I have waited since Larry left.</i>	Here <i>since</i> is not a preposition because it introduces a whole clause (subject plus verb), not a noun or pronoun. Here <i>since</i> is a conjunction.
<i>I went to the store.</i>	Here <i>to</i> is a preposition because it introduces the noun <i>store</i> .
<i>I went to buy some things.</i>	Here <i>to</i> is not a preposition because it is part of a verb (it helps form the infinitive); it does not introduce a noun or pronoun.

A preposition is always used with a noun or a pronoun to form a prepositional phrase. The preposition introduces the phrase and, therefore, connects it to the remainder of the sentence. A preposition can have no other use in a sentence. Prepositions are sometimes confused with adverbs and conjunctions. You can distinguish between a preposition and an adverb because a preposition always has an object, while an adverb never has an object. You can distinguish between a preposition and a conjunction because a conjunction is introducing a clause.

**Directions:** Underline the prepositions in the following sentences and circle their object or objects. (A prepositional phrase may have a compound object.) Place parentheses around each prepositional phrase. There may not be a preposition in every sentence.

1. We walked over the mountain.
2. Bobby came over.
3. I will go after noon.
4. I will go after Harry arrives.
5. I wanted to go to the library.

6. I hoped to find a book there.
7. I sent invitations to Mary, Helen, and Jack.
8. I went to the store to buy some milk.
9. I have a paper to write before I can go to the movie.
10. They will go in spite of the rain.
11. Grain crops like wheat are grown widely in the Midwest.
12. English is used by a quarter of the people of the world.
13. A pale, cobwebby moon shone through the trees.
14. Grandpa dozed quietly with his feet on the rail.
15. The colors of the sunset were captured in the puddle of dirty water.
16. Near the edge of the marsh a solitary blackbird perched on a cattail.
17. The hull of the *Westward Ho* was hidden by a towering breaker.
18. During the first lap of the race, Tom ran rather slowly behind the others.
19. At the signal every diver on the ship jumped quickly into the water.
20. Baby gulls walk awkwardly because of their big feet and small wings.

Always remember, a preposition is a terrible thing to end a sentence with. Even though grammatical standards have relaxed somewhat in the last century, it is still inadvisable to end a sentence (or a clause within a sentence) with a preposition if it is a formal context you are writing in. Please correct the following examples, taking the preposition from the end of the sentence or clause within the sentence, re-writing it as though it were a formal audience you were writing for.

21. Always remember, a preposition is a terrible thing to end a sentence with.

22. If it is a formal context you are writing in, it is still inadvisable to end a sentence (or a clause within a sentence) with a preposition.

23. Re-write it as though it were a formal audience you were writing for.

24. A Stradivarius violin was the instrument he played on.

25. Who are you going out with?

26. I need some paper to write on.

27. What is your jacket made of?

28. What vase shall I put this flower in?

## Grammar Lesson Two: The Function of Nouns in a Sentence

There are seven possible functions of a noun in a sentence, listed in bold below:

- A **subject** is that which initiates an action; in other words, who or what is initiating whatever is being done. Example: *The postman left Harry a letter.*
- A **predicate noun** is normally placed after the verb: it answers the question *what?* or *who?* and it refers to or renames the subject of the sentence. Predicate nouns can only follow linking verbs. Example: *The king was a tyrant.*
- A **direct object** is a noun that directly receives the action expressed by the verb. Example: *The postman left Harry a letter.*
- An **indirect object** is a noun in the predicate that usually tells *to whom* or *for whom* the action of the verb is done. It most often precedes the direct object. Example: *The postman left Harry a letter.*
- A noun that is part of a prepositional phrase is an **object of the preposition**: Example: *The bird is in the tree.*
- An **appositive** is a word or group of words which means the same thing as the noun it follows. Usually it identifies or explains the noun. An appositive is **not** connected to the subject by a linking verb. Example: *Tom Walker, a foolish man, sold his soul to the devil.*
- A noun is used in **direct address** when it names the person being addressed in the sentence. Example: *Mary, wash the dishes!*

### The Process

You will need to master and memorize these steps for determining the function of a noun over the course of the next several lessons:

1. Identify all prepositional phrases with parentheses and mentally remove them from the sentence.
  - If the noun is in the prepositional phrase it is an **object of the preposition**.
  - Find the verb. Is it Action or Linking? → If linking, look for a **predicate noun**
3. Who/ what does the verb? This is the **subject**.
4. Ask the following question: "What was {insert verb here}?" The answer to this question is the **direct object**.
5. To who/for whom was the verb done? This is the **Indirect Object**.

And if there are still unidentified nouns:

- Does the noun in question directly follow another noun (no linking verb) and rename the noun? This is an **appositive**.
- Is the noun the name of somebody who is being addressed? This is a noun in **direct address**.

## Exercises

In each of the following sentences, identify all nouns by placing a dot underneath them. Use “the process” to find the role of each noun in the sentence, and label them with the following abbreviations: subject (S), predicate noun (PN), direct object (DO), indirect object (IO), object of a preposition (OP), appositive (APP), or in direct address (DA). Place parentheses around prepositional phrases.

1. Happiness brings peace and contentment to all mankind.
2. Little Bo Peep lost her sheep.
3. John placed the pencil on the desk.
4. The mean, old dog chased the mailman around the block.
5. The government sent the flooded town financial assistance.
6. Peter was the quarterback on the football team.
7. In the pool before the sunrise, Deborah swam fifty laps.
8. Placido guessed the answer to the question.
9. The gardener rested the old rake beside the white picket fence.
10. Billy’s teacher Mrs. Calloway never assigns homework over the weekend.
11. The correct answer to the problem is seventeen.
12. The boy in trouble was Jake’s cousin.
13. After a rocky start, Cliff grasped the essential concepts in the grammar unit.
14. I am the person in charge.
15. In American law, justice applies to all members of society equally.
16. Kate sent a letter to her mother-in-law.
17. Peter’s only son, Rusty, ran away with the circus.
18. Mrs. Smith sent her son a box of oatmeal cookies.

19. The answer, Pamela, is ten.
20. Rebecca gave Simon the measles.
21. At 11:55, the mysterious girl frantically ran toward her pumpkin-colored convertible.
22. Pierre baked the loaf to perfection.
23. Linda was the mother of the child.
24. The student gave her teacher a shiny, red, organically grown apple.
25. With all due respect, ma'am, I am allergic to peanut butter.
26. The story, my dear listeners, is a complete lie.
27. The mailman delivered the package to the reclusive neighbor.
28. Our language adopted the words *garage*, *panache*, and *fanfare* from French.
29. The surrealist painter, Salvador Dali, painted many strange paintings.
30. Felicia thought about the future constantly.
31. Sue was the student at the top of the class.
32. The philanthropist gave the museum one million dollars.

### Lesson Three: Personal Pronoun Agreement – Case

Fill out the following chart with the correct form of personal pronoun.

Use when pronoun is:			
	<b>Nominative Case Singular</b>	<b>Objective Case Singular</b>	<b>Possessive Case Singular</b>
<i>First Person</i>			
<i>Second Person</i>			
<i>Third Person</i>			
	<b>Nominative Case Plural</b>	<b>Objective Case Plural</b>	<b>Possessive Case Plural</b>
<i>First Person</i>			
<i>Second Person</i>			
<i>Third Person</i>			

The form of a personal pronoun can indicate five pieces of information. List them here:

- 1.
- 2.
- 3.
- 4.
- 5.



**A few more notes about pronoun agreement. This information should be memorized for the quiz:**

- Possessive case forms of pronouns are always adjectives in a sentence.
- The form of pronouns followed by an appositive is not affected by the appositive. Try removing the appositive to make it easier to determine what form to use.
  - Example: \_\_\_\_\_ *sophomores have a difficult life.* (We, Us) By removing the appositive (sophomores) it is easy to see that the correct answer should be We (sophomores) *have a tough life.*
- Predicate pronouns are always in the nominative case.

**Directions:** For each of the following sentences, write proper form of the pronoun in the blank space. Also indicate the function of the pronoun in the sentence or clause: *subject, direct object, indirect object, object of the preposition, or predicate pronoun.*

1. The graceful ballerina was \_\_\_\_\_ ? (she, her)
2. They can speak Latin as well as \_\_\_\_\_. (we, us)
3. \_\_\_\_\_ novices capsized the boat immediately. (We, Us)
4. He accused Roger and \_\_\_\_\_ of not helping with the cooking. (I, me)
5. He sent \_\_\_\_\_ boys to the gym. (we, us)
6. He yelled at Beth and \_\_\_\_\_. (I, me)
7. I saw \_\_\_\_\_ and her friends at the beach on Saturday. (she, her)
8. Irving and \_\_\_\_\_ defeated their opponents at tennis. (he, him)

9. The candidate said, "There is only one candidate with executive experience, and that is \_\_\_\_\_ ." (me, I)<sup>1</sup>
10. The decision lies between you and \_\_\_\_\_. (I, me)
11. We must be as fashionable as \_\_\_\_\_. (they, them)
12. The team consisted of \_\_\_\_\_ five players. (we, us)
13. They met Jim and \_\_\_\_\_ (I, me) at the park.
14. We asked his brother and \_\_\_\_\_ about their trip. (he, him)
15. Who is it? It is \_\_\_\_\_. (she, her)
16. \_\_\_\_\_ boys went to the football game. (We, Us)

For the following practice questions from the Sentence Correction section of the SAT, choose the letter that corresponds to the underlined error.

17. The other delegates [A] and him [B] immediately [C] accepted the resolution drafted [D] by the neutral states. No error [E]
18. The report Alexander is discussing [A], a report prepared jointly by he [B] and the committee, does not take into account [C] the socioeconomic status of those interviewed [D]. No error. [E]
19. Apparently impressed with [A] our plans, the foundation awarded Carlos and I [B] a grant to establish [C] a network of community centers throughout [D] the city. No error. [E]

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<sup>1</sup> Actual quote from the 2000 presidential debates

## Lesson Four: Pronoun Agreement—Number

**A few more notes about pronoun agreement. This information should be memorized for the quiz:**

- The words *another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, and something* are always singular, and are referred to with a singular pronoun.
- The words *both, few, many, others, and several* are always plural.
- The words *all, any, more, most, none, and some* may be either singular or plural, depending on the context.
- Two or more singular antecedents joined by *or* or *nor* should be referred to by a singular pronoun.
- Two or more antecedents joined by *and* should be referred to by a plural pronoun.

**Directions:** For each of the following sentences, write proper form of the pronoun in the blank space. You should also draw an arrow from the pronoun back to its antecedent.

1. Each of the planes kept \_\_\_\_\_ place in the formation. (its, their)
2. Judy or Corinne brought a bathing suit with \_\_\_\_\_ to the party. (her, them)
3. Every police officer did \_\_\_\_\_ duty. (his, their)
4. Everyone in the club cast \_\_\_\_\_ vote in the election. (her, their)
5. Everyone insisted on having \_\_\_\_\_ own way. (her, their)
6. Neither boy did \_\_\_\_\_ best. (his, their)
7. Several of the girls brought \_\_\_\_\_ repair manuals. (her, their)

8. The captain and the sergeant have \_\_\_\_\_ wits about \_\_\_\_\_.  
(his/him, their/them)
9. Every one of the club members paid \_\_\_\_\_ dues. (their, his)
10. Each person involved had a letter placed in \_\_\_\_\_ files. (their, her)
11. None of the students scored well on \_\_\_\_\_ test. (their, his)
12. All the players on the team contributed \_\_\_\_\_ best effort. (their, her)
13. Anyone of us who had \_\_\_\_\_ lunch money stolen would have done the same thing. (their, his)
14. Each of the cars had \_\_\_\_\_ windows broken by the hailstones. (their, its)
15. Kerrie or Kay will be onstage to receive \_\_\_\_\_ award. (their, her)

For the following practice questions from the Sentence Correction section of the SAT, choose the letter that corresponds to the underlined error.

16. After [A] hours of futile debate, the committee has decided to postpone [B] further discussion of the resolution [C] until their [D] next meeting. No error [E]
17. Either [A] Philip or Joe will always finish [B] their [C] trigonometry homework [D] in class. No error [E]
18. Even though [A] only parts of clay vessels may be [B] recovered, these pottery shards are invaluable to [C] the archaeologist because it is [D] virtually indestructible. No error [E]

## Lesson Five: The Relative Pronouns

Nominative Case	Objective Case	Possessive Case

The process for determining the correct form of the relative pronoun to use in a sentence is as follows:

- Identify the subordinate clause (also sometimes called the *dependent clause*). Remember that a subordinate clause contains a subject and a verb but cannot stand by itself as a sentence.
- Determine how the pronoun is used in the subordinate clause – as *subject*, *predicate pronoun*, *direct object*, *indirect object*, or *object of preposition*. Remember that an object of the preposition will not always come immediately after the preposition: in some cases it may come before the preposition. Remember also that the case form of the relative pronoun is not affected by any word outside the subordinate clause.
- Use the nominative form (*who*, *whoever*) when the pronoun is the subject of the subordinate clause or a predicate pronoun in the clause, and the objective form (*whom*, *whomever*) when the pronoun is an object in the subordinate clause.

**Example:** “The girl \_\_\_\_\_ (who, whom) wins this race will move on to the semifinals.”

- The subordinate clause is (*who*, *whom*) *wins this race*. The independent clause is “The girl will move on to the semifinals.”
- The relative pronoun is the subject of the verb *wins* in the clause.
- The nominative form, *who*, is correct because it is the subject of the clause: “The girl who wins this race will move on to the semifinals.”

In each of the following sentences, place parentheses around the subordinate clause and write *who* or *whom* in the space provided. Starred problems are especially difficult.

1. I know \_\_\_\_\_ is coming.
2. Jake is the boy \_\_\_\_\_ I saw.
3. She is the one \_\_\_\_\_ I remember.
4. One should vote for the student \_\_\_\_\_ works hardest.
5. The writer \_\_\_\_\_ submits the best fiction will be published in the literary magazine.
6. The officer \_\_\_\_\_ the neighbor spoke with is patrolling the streets. \*
7. We found out \_\_\_\_\_ the man was.
8. The artist \_\_\_\_\_ the judges nominated is showing her work at the gallery.
9. Every suspect \_\_\_\_\_ was in the area will be questioned.
10. It is hard to pass an unbiased judgement on anyone \_\_\_\_\_ is a close friend.
11. There is no question about \_\_\_\_\_ my choice for class officer is. \*
12. She is a girl \_\_\_\_\_ we all know and trust.
13. I wish I knew \_\_\_\_\_ you were thinking of. \*
14. The police have never discovered \_\_\_\_\_ the thief was.
15. As an orator, he is a man \_\_\_\_\_ can present our point clearly.
16. If you know \_\_\_\_\_ owns this book, please give it to him. \*
17. The sudden-death overtime will decide \_\_\_\_\_ the winner is.
18. There is a girl \_\_\_\_\_ will be a success.
19. The class officers must be people \_\_\_\_\_ we can rely on. \*
20. He is one of those boys \_\_\_\_\_ everyone likes.

In each of the following sentences, place parentheses around the subordinate clause and supply the correct form of the relative pronoun (*who, whom, whoever, whomever*) to fill in the blanks. Starred problems are especially difficult.

21. Everyone \_\_\_\_\_ I invited accepted my invitation.
22. The men \_\_\_\_\_ the president appointed felt highly honored.
23. The President interviewed \_\_\_\_\_ was sent to him.
24. The agency investigates anyone \_\_\_\_\_ is suspected of treason.
25. Anyone \_\_\_\_\_ he disapproves of is in great danger.
26. Jack is the only one \_\_\_\_\_ I told the story to. \*
27. I am not sure \_\_\_\_\_ he is.
28. Did anyone know \_\_\_\_\_ you were talking about? \*

Write *that* or *which* in the blank spaces provided. If the subordinate clause is non-restrictive (using a *which*) bracket it with commas.

29. Nobody likes a dog \_\_\_\_\_ bites.
30. The items \_\_\_\_\_ have the yellow tag are being sold at discount.
31. Bob's first car \_\_\_\_\_ was a '78 Gremlin was moldering in the barn.
32. Buster's bulldog \_\_\_\_\_ has one white ear won best in show.
33. The dog \_\_\_\_\_ won the best of show was Buster's bulldog.
34. The answer \_\_\_\_\_ I don't know is one \_\_\_\_\_ will prove difficult for my classmates, too, I am sure.

AP Language and composition  
Mr. McBride

**Name:**

## Grammar Lesson Six: Sentence Diagramming

### **Notes**

Please take notes on how to diagram each of the following parts of a sentence here:

Subject and Verb

Modifiers – adjectives and adverbs

Direct object

Prepositional phrase

Indirect object

Predicate noun



Appositive

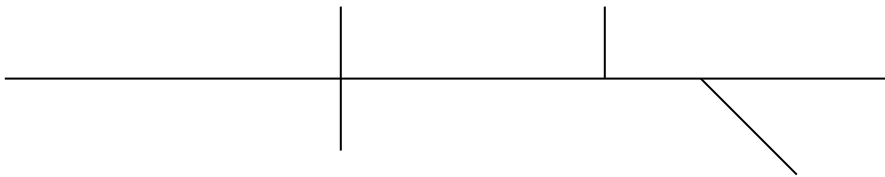
Compound constructions

Relative clauses

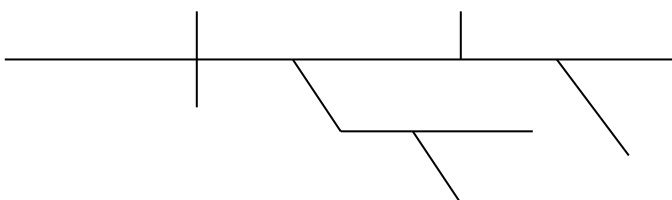
### Exercises

In each of the following sentences, identify all nouns, verbs, prepositions, and modifiers (adjectives and adverbs). Indicate the role of each noun in the sentence using the following abbreviations: subject of the verb (S), predicate noun (PN), direct object (DO), indirect object (IO), object of a preposition (OP), appositive (APP), or in direct address (DA). Place parentheses around prepositional phrases. When you have done this, diagram each sentence.

1. Little Bo Peep lost her sheep.



2. John placed the pencil on the desk.



3. The government sent the flooded town financial assistance.
4. Peter was the quarterback who won the game.
5. Billy's teacher Mrs. Calloway never assigns homework over the weekend.
6. The correct answer to the question that I answered incorrectly was seventeen.
7. She is a girl whom we all know and trust.

8. Peter's only son, Rusty, ran away with the circus.

9. Rebecca gave Simon and Peter the measles.

10. Felicia thought constantly about the boyfriend who broke her heart.

## Grammar Lesson Seven: Verbs I

Fill in the missing spaces on the following chart:

<b>Infinitive</b>	<b>Present</b>	<b>Present Participle</b>	<b>Past</b>	<b>Past Participle</b>
to break	break	breaking	broke	broken
to skip				
			came	
				fallen
		shrinking		
	speak			
		drinking		
			stole	
	bring			
		playing		
	throw			
		talking		
				frozen
	write			
	take			

Determine if the following underlined verbs are active verbs or linking verbs in each sentence. Write L for linking or A for action above each verb.

1. Jane is wiser than John.
2. Jane looked interested in the lesson.
3. John looked at Jane with contempt.
4. John felt bad about his comments.
5. Jane felt the bruise on her shin.
6. The principal appeared in the doorway.
7. The students appeared to be learning.
8. The food smelled bad, and Jane smelled it and decided to go to lunch elsewhere.
9. Jane tasted the soup and realized it tasted too salty.

Underline the verb or entire verb phrase in each of the following sentences. Ignoring the helping or auxiliary words, identify the form of the main verb or verbal in each phrase. Write present, present participle, past, or past participle above each word.

present participle

**Example:** It is snowing in the mountains.

10. I have walked to school all year.
11. I play at the playground after school.
12. I played there yesterday, too.
13. I am swimming across the lake.
14. Jack has frozen his fingertips at the bus stop.

## Grammar Lesson Eight: Verbs II

Take notes on the following terms:

verbal:

infinitive:

gerund:

active voice:

passive voice:

transitive verb:

intransitive verb:

Both the present participle and past participle form of a verb can be used as an adjective. Underline the *participles used as adjectives* in the following sentences:

1. A frozen hard drive threatened the success of my paper.
2. My computer had reached the melting point.
3. This disappointing development led to a deflated grade in English.
4. The tired horse walked past the fallen tree to the old barn.
5. A soft rain fell on the sleepy town.
6. The path was made up of crushed rock and laid brick.

Underline the *gerunds* in the following sentences:

7. I enjoy eating, drinking, and sports.
8. Skiing requires ability and luck.
9. Paula was afraid of falling, but she wasn't afraid of crawling spiders.
10. Falling prices made buying attractive to Jodi.

Rewrite each of the following sentences, changing the verb from the *passive voice* to the *active voice*.

11. Mount Everest was first climbed by Sir Edmund Hilary.
12. Radium was discovered by Madame Curie.
13. Parties were given in the White House by Dolley Madison.
14. Tightropes are walked by Phillippe Petit.
15. Chimpanzees were studied in the wild by Jane Goodall.

Read the following sentences, and identify if the underlined verb is *transitive* (TV) or *intransitive* (IV).

16. The oil spill polluted the local beaches.
17. The agile squirrel scampered up the pine.
18. The doctor examined the patient.
19. The child cringed in fear.
20. She sings for the Metropolitan Opera.

Fill out the table below:

	<b>Present</b>	<b>Past</b>	<b>Past Participle</b>
<i>to sit</i> (intransitive)			
<i>to lie</i> (intransitive)			
<i>to set</i> (transitive)			
<i>to lay</i> (transitive)			

For each blank in the following sentences you must determine if it is past, present, or past participle form and whether it is transitive or intransitive. Label it below with this information, and then use the chart above to choose the correct version of the verb in question.

21. Tom \_\_\_\_\_ the book on the table and went to bed (lay, laid).
22. Mr. Wallace \_\_\_\_\_ himself down and turned on the television (set, sat).
23. His wallet had \_\_\_\_\_ in the street for two days (laid, lay, lain).
24. Last Christmas, Jim \_\_\_\_\_ in bed all day with a fever (laid, lay).
25. He \_\_\_\_\_ down every afternoon (lies, lays).



**Can you spot the intransitive verb used transitively?**

from *What Was I Scared Of?* by Dr. Suess

I had to do an errand  
Had to pick a peck of snide  
In a dark and gloomy snide field  
That was almost 9 miles wide  
I said I do not fear those pants  
With nobody inside them  
I said and said and said those words  
I said them but I lied them

List of Some Intransitive Verbs:

collide, correspond, foam, lactate, lie (as in to not tell the truth), somnambulate, trek, obsess, infatuate, reign, secede, snore

## Grammar Lesson Nine: Verbal Phrases

Re-write each of the following sentences to correct the dangling participial phrase, misplaced modifier, or split infinitive.

1. Elected to her first term, the Eighty-ninth Congress received Patricia Takemoto Mink as its eighth congresswoman.
2. Interested in politics at an early age, her high school elected Mink president of the student body.
3. Obtaining her law degree from the University of Chicago in 1952, law firms were not interested in hiring a woman.
4. Unconquered by the prejudices against her, Mink decided to boldly strive forward in the face of opposition.
5. Learning to organize young politicians, Mink's efforts began to pay off in 1954.

Indicate whether each of the following underlined phrases is a participial phrase, a gerund phrase, or an infinitive phrase.

6. Searching for gold has always been a favorite activity of treasure seekers.

**Participial phrase          Gerund phrase          Infinitive phrase**

7. The story behind the Lost Dutchman Mine in Arizona's Superstition Mountains is unusual, fascinating to many listeners.

**Participial phrase          Gerund phrase          Infinitive phrase**

8. The story began in 1987 with Jacob Walz, who used gold nuggets to pay a bill in Phoenix, Arizona.

**Participial phrase          Gerund phrase          Infinitive phrase**

9. Predicting that no one would ever find his mine, Jacob Walz died in 1891.

**Participial phrase          Gerund phrase          Infinitive phrase**

10. Proved right so far, Walz must have covered his tracks well.

**Participial phrase          Gerund phrase          Infinitive phrase**

Circle the correct personal pronoun.

11. Did your father object to **you** **your** giving up the clarinet?

12. Mr. Cowfield approved **me** **my** talking first in the panel discussion.

13. The ranger objected to **their** **them** climbing the snowy Mountain on such a threatening day.

Re-write each of the following sentences. If the original sentence employs a relative clause, re-write it using a participial phrase instead. If the original sentence has a participial phrase, re-write it with a relative clause.

14. The album, which sold enough copies to make them rich, was actually terrible.
15. Influencing an entire generation of non-conformists, Kerouac's novel *On the Road* has entered the canon of classic 20<sup>th</sup> century literature.

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices. (These instructions and the sentences that follow are taken from the College Board's *Official SAT Study Guide: For the New SAT*.)

16. Burdened with three pieces of luggage and a pair of skis, Sarah's search for a baggage cart was desperate.
- A. Sarah's search for the baggage cart was desperate
  - B. Sarah's desperate search was for a baggage cart
  - C. a baggage cart was what Sarah desperately search for
  - D. a baggage cart for which Sarah desperately searched
  - E. Sarah searched desperately for a baggage cart
17. George Orwell's term "doublespeak" referring to the intentional use of language to confuse or to mislead, as when one says "revenue enhancement" instead of "tax increase."
- A. referring to the intentional use of language
  - B. referring to language which is intentionally used
  - C. which refers to intentionally used language
  - D. refers to the intentional use of language
  - E. is when it refers to language used intentionally

18. Some of the Smithsonian Institution's most prized items, from Duke Ellington's musical transcripts to First Ladies' gowns, coming from unsolicited donations.
- A. coming from
  - B. they come from
  - C. they have come from
  - D. came from
  - E. which came from
19. Lecturing at the university, read the poetry of Margaret Atwood was the advice Professor Clark gave her audience.
- A. read the poetry of Margaret Atwood was the advice Professor Clark gave her audience
  - B. the poetry of Margaret Atwood was what Professor Clark advised her audience to read
  - C. her audience was advised by Professor Clark to read the poetry of Margaret Atwood.
  - D. Margaret Atwood's poetry, advised Professor Clark, was what her audience should read.
  - E. Professor Clark advised her audience to read the poetry of Margaret Atwood
20. Prized for their rarity, gourmets will spend a small fortune on wild truffles rather than settle for common mushrooms.
- A. Prized for their rarity, gourmets will spend a small fortune on wild truffles rather than settle for common mushrooms
  - B. Prized as rare, gourmets will spend a small fortune on wild truffles as opposed to settling for common mushrooms.
  - C. Prized for their rarity, wild truffles command a small fortune among gourmets unwilling to settle for common mushrooms.
  - D. As prized for rarity, wild truffles, being costly, command a small fortune for gourmets unwilling to settle for common mushrooms.
  - E. Wild truffles prized for their rarity by gourmets who will spend a small fortune but not to settle for common mushrooms.

## Grammar Lesson Ten: The Clause

### The Subordinating Conjunction

A conjunction that begins an adverb clause is called a *subordinating conjunction*. It joins the clause to the rest of the sentence. The following list included the most commonly used subordinating conjunctions.

after	as long as	if	so that	until	wherever
although	as though	in order	than	when	while
as	because	that	though	whenever	
as if	before	since	unless	where	

### The Coordinating Conjunction

There are only seven conjunctions: for, and, nor, but, or, yet, so (remember “fanboys”). They are used with a comma to join together two independent clauses in a sentence.

Clauses that function as adjectives are most often introduced with a relative pronoun — who, whom, whose, which, what, that, whoever, whomever, whichever, whatever.

There are ten subordinate clauses in the following sentences. Underline each clause, circle the relative pronoun or subordinating conjunction, and indicate whether the clause is an adjectival (these will be relative clauses), noun, or adverbial clause.

1. When his parents returned from their vacation, they found the house in confusion.
2. Anyone who has read Tom Sawyer knows that Mark Twain had an interesting boyhood on the Mississippi.
3. “The Rime of the Ancient Mariner,” which was written by Samuel Taylor Coleridge, is one of the most famous poems of the nineteenth century.
4. After the fire had been extinguished, the chief learned who had started it.
5. Who should represent us at the student council meeting is the question that we must settle today.

Diagram each of the following sentences.

6. She pointed to the girl whom everyone praises.

7. I understood what she said to the horse.

8. He sings Karaoke whenever he gets a chance.

9. Whatever you wear tonight will be suitable for the dance that will be held on Saturday.

Classify the following sentences as being simple, compound, complex, or compound complex.

10. Jack and Jill went up the hill to fetch a pail of water.
11. Jack fell down and broke his crown, and Jill came tumbling after.
12. After they went up the hill, Jack and Jill tumbled down the hill.
13. After they tumbled down the hill, Jack and Jill suffered from post-traumatic stress syndrome, and they experienced difficulty readjusting to normal life.
14. After it attacked a bordering village, the imperialistic nation was accused of an act of aggression.
15. If you study hard, long, and correctly, you will become an accomplished pianist.
16. Unessential ideas should be omitted from answers to essay questions, especially when there is limited time for the examination.
17. She gave a faultless performance on the last night of the school play, but the director did not take the trouble to praise her.
18. The major responsibility of a newspaper staff is the accurate reporting of the news, even if such accuracy may sometimes offend certain subscribers.
19. Reading late into the night may be a scholarly pursuit, but getting enough sleep is also important.



## Lesson Eleven: Comma Rules

### Basic Rules for Using Commas and Semi-Colons

#### Comma Rules

1. Use a comma before the conjunction (but, or, yet, so, for, and, nor) that joins the two independent clauses in a compound sentence.

*I like working outside, and I also enjoy reading.*

*He got out of school early, so he took a nap.*

2. Use a comma after relatively lengthy introductory phrases or adverbial subordinate (dependent) clauses. It is important to note that a comma should not be used when the clause or phrase comes at the end of the sentence as illustrated by the third example.

*In order to be successful, one must learn to write well.*

*After she learned the rules for using commas, her grades improved.*

*Her grades improved after she learned to use commas correctly.*

3. Use commas to separate items in a series. Be sure to insert a comma before the conjunction that precedes the last item unless your teacher or style manual specifically tells you to exclude them.

*Amy ordered two hamburgers, a Coke, and a large order of fries.*

4. Use commas before and after non-restrictive clauses and participial phrases.

*Josh's only sister, who is only ten years old, has already read War and Peace.*

*Horace Mann Elementary, which is the smallest school in the district, enrolls only 160 students.*

*The New York Times, realizing the need for secrecy, did not publish the name of the suspect.*

5. Use commas between coordinate adjectives (of equal importance) that modify the same noun. Do not separate adjectives of unequal importance. A good way to determine if the adjectives are of equal importance is to reverse them in the sentence. If the sentence does not read well after the reversal, do not use a comma between them. The second example below clearly illustrates this point.

*By the end of the game, the field was a slippery, wet mess.*

*Her big blue eyes and bright red hair made her strikingly beautiful.*

6. Use commas to separate the elements of dates and places.

*The date was June 12, 1999.*

*He was born in St. Cloud, Minnesota.*

7. Use a comma before a direct quotation. Also, as shown in the example, commas at the end of quotations (and periods as well) go inside the quotation marks.

*When asked if he had studied for the test, Paul replied, "Only a little," and his grade showed it!*

8. Use commas before and after words and phrases like *however* and *never-the-less* that serve as interrupters. This can be a judgment call – ask yourself how you would guide the reader to enunciate your sentence.

*Adam did not like math. He was, however, very successful in his math classes.*

### Semi-Colon Rules

9. Use a semi-colon in place of the comma and conjunction to separate the two independent clauses in a compound sentence.

*I like working outside; I also enjoy reading.*

10. Use a semi-colon before the conjunctive adverb (such as *however* and *therefore*) that joins two independent clauses. Be sure to put a comma after the conjunctive adverb.

*I like working outside; however, I also enjoy reading.*

11. Use semi-colons to separate elements in a series if they contain internal punctuation.

*On his fishing trip, Jeff caught rainbow, brook, and lake trout; large-mouth, small mouth, and white bass; and a few northern pike.*

Punctuate these sentences following the rules given in Lesson Eleven, inserting commas or semi-colons where necessary. You should be able to cite a rule to support your decisions.

1. Andrew Mark and Eric all play on the varsity basketball team.
2. Jane was disappointed in her performance she was still a gracious loser.
3. Though Jane was disappointed in her performance she was a gracious loser.
4. Jason who is the youngest in the family was born August 12 1988.
5. It was a hot windy day but I still spent the afternoon working in the garden.
6. When she asked if he was hungry Joe replied "I'm starved."
7. I planted shade evergreen and flowering trees short tall and medium shrubs and red yellow and white roses.
8. Although Erica was exhausted after her cross-country meet she still got up early the next morning.
9. Robin wanted to stay however she knew her parents would not like it if she did.
10. Heather enrolled in calculus French history and AP English.
11. Mr. Thomas glanced at Mike who appeared to be sleeping and said "I sure hope I'm not keeping any of you up past your bedtimes."

12. The Silver Maple is a tall graceful tree but its wood is soft and it is susceptible to wind damage.
13. During the last three summers Joan has worked at Burger King Wendy's and Sears.
14. Kendra never liked dogs she preferred to own a cat.
15. Nick who was trying to pretend he didn't care became so flustered that his bright red face gave away his true feelings.
16. Albert Einstein who rarely entered a laboratory himself was one of the founders of the modern atomic industry.
17. The Pan-American Highway which will serve as a link between North and South America is at last nearing completion.
18. Actors who do not know their lines cannot be expected to turn in a good performance.
19. The symphony that Beethoven called the "Eroica" was composed to celebrate the memory of a great man.
20. Some of the hikers unaccustomed to the fast pace set by Jerry Wyman our leader soon fell behind forming a straggling and unhappy little hiking club of their own.

## Lesson Twelve: Comprehensive Review

Here is an outline of what you will need to know for the test:

- Functions of a noun in a sentence—you will need to be able to recall the process from memory and use it to identify the functions of a noun in a sentence (Lessons One and Two).
- Pronoun agreement—you will need to determine the correct personal or relative pronoun to use, matching it for both case and number (Lessons Three, Four, and Five).
- Verb identification—you will need to be able to identify a verb or a verb phrase, determine what the form of the verb is (infinitive, present, present participle, past, past participle), tell whether it is an action verb or a linking verb, and tell whether it is being used transitively or intransitively in the sentence (Lessons Two, Seven)
- Verbals and verbal phrases—you will need to be able to identify the verbals and verbal phrases covered in Lessons Eight and Nine and avoid common errors of verbal phrase usage. You should be able to determine the function of the verbal or verbal phrase (i.e. — participle/participial phrase or gerund/gerund phrase). You should know the rule for possessive pronouns introducing gerund phrases.
- Clauses—you should be able to separate out different clauses in a sentence and determine whether they are subordinate or independent. You should be able to understand the relationship between subordinate clauses and the main clause (Lesson Ten).
- Punctuation—you will need to know the rules for punctuation covered in Lesson Eleven.

You can print out new a new set of these Grammar Worksheets from the [Pagefarm.net](http://Pagefarm.net) website if you would like to use them to review for the test. All PowerPoint grammar lessons are available there, too.