

# English

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# E<sup>n</sup>glish



Dear Parents & Students,

We are beginning our English Grammar classes. These classes will consist of taking class notes, printed handout worksheets, written assignments, quizzes, tests, and handing in a completed notebook at the end of the course.

For the class, each student will need a three ring binder of good condition (*not necessarily new*), notebook paper, six dividers (*These can be new or handmade as long as they are neat.*), and a good pencil and eraser. These supplies will need to be brought to class on:

---

The goal of this class is two-fold. English Grammar is, of course, one objective. The other goal is to help our students learn the responsibilities of listening, planning, and getting things done on schedule.

Thank you for your help as we seek to help your children!

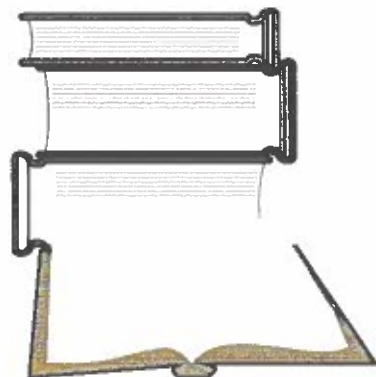
Please sign and date this letter, and then have your child return it to our next class. (*Having this letter in their notebooks will earn extra credit points.*)

Sincerely,

Mrs. Adkinson

---

Signature / Date



# ENGLISH REQUIREMENTS & GRADING FACTORS

## Requirement Sheet #1

### A. NOTEBOOK 200 pts.

1. Table of Contents \_ \_ \_ 5
2. Requirement Sheet \_ \_ \_ 5
3. Dividers \_ \_ \_ \_ \_ 5
4. Cover \_ \_ \_ \_ \_ 5
5. Notes (6 pts. ea.) \_ \_ \_ 36
  - a. Parts of Speech
  - b. Find Sub. & Verb
  - c. Adj.'s & Adv.'s  
(with ?'s)
  - d. Infinitives
  - e. 2nd Nouns
  - f. Find Parts (A/B)
6. Handouts (6 pts. ea.) \_ \_ 36
7. Assignments (6 pts. ea.) \_ 60
8. Quizzes (6 pts. ea.) \_ \_ 30
9. Tests (6 pts. ea.) \_ \_ \_ 18

### B. ASSIGNMENTS 200 pts.

10 Assignments (20 pts. ea.)

### C. HANDOUTS 150 pts.

7 ~~8~~ Handouts (25 pts. ea.)

### D. POP QUIZZES 50 pts.

5 Quizzes (10 pts. ea.)

### E. TESTS 200 pts.

1. Lists & Parts (100 pts.)
2. Labeling (50 pts.)
3. Diagraming (50 pts.)

**THERE ARE 800 POINTS POSSIBLE.  
EXTRA CREDIT CAN BE EARNED.**

### LATE WORK POLICY:

**Assignments & Handouts** \_ \_ \_ 3 pts. off first day / 1 pt. off each added day

**Quizzes** \_ \_ \_ \_ \_ 1 pt. off first day / 1/2 pt. off each added day

**Tests:** a. 50 pts. \_ \_ \_ \_ \_ 5 pts. off first day / 1 pt. off each added day

b. 100 pts. \_ \_ \_ \_ \_ 10 pts. off first day / 2 pts. off each added day

**Notebook** \_ \_ \_ \_ \_ 15 pts. off first day / 2 pts. off each added day

**\* IF ABSENT & IT'S LATE - 25 PTS. OFF \***

# MAKING YOUR NOTEBOOK!



## Requirement Sheet #2

1. HAVE A NICE COVER. *(It's best to have a three ring binder.)*

2. HAVE A DIVIDER FOR EACH OF THESE SECTIONS:

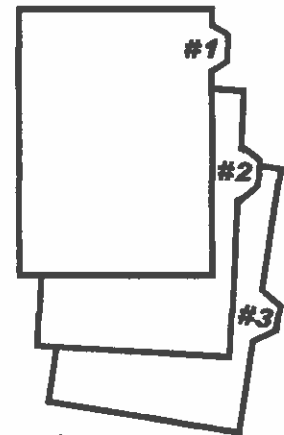
- A. Requirement Sheets & Cheat Sheets
- B. Class Notes
- C. Handouts (work sheets)
- D. Written Assignments
- E. Quizzes
- F. Tests

3. HAVE A TABLE OF CONTENTS. *(This will be the front page of notebook. See example below.)*

Take time  
to be neat!  
Have all  
your class  
notes and  
printed  
sheets in  
ORDER!!!

TABLE OF CONTENTS	
SECTION:	DIV. / PG.
1. Requirements / Cheat Sheets	__ __ 1
2. Class Notes	__ __ __ __ 2
3. Handouts	__ __ __ __ 3
4. Written Assignments	__ __ __ __ 4
5. Quizzes	__ __ __ __ 5
6. Tests	__ __ __ __ 6

Have  
numbers  
in straight  
columns!



Have your  
dividers  
numbered or  
labeled with  
tabs in order.

## ENGLISH CLASS GRADING SCALE!

%	GRADE
99 - 100	A+
95 - 98	A
94	A-
93	B+
87 - 92	B
86	B-
85	C+
76 - 84	C
75	C-
74	D+
66 - 73	D
64 - 65	D-
63	F+
0 - 62	F

**EXTRA NOTES:**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Special Note Page!

## Notebook Due:

\_\_\_\_\_

**ALL LATE WORK WILL BE DUE:**

[illegible]

## Mini Cal!


**THIS SHEET WILL  
ONLY BE GIVEN  
OUT ONCE , SO  
DON'T LOSE IT!!!**

NAME: \_\_\_\_\_

**Have this page in Notebook for a Bonus 5 Points!**

# ENGLISH CHEAT SHEET

\* SENTENCE PATTERNS: NV, NVN, NVNN, NV PA, NV AV, (NV Prep.)

\* DEFINITIONS of the EIGHT PARTS of SPEECH ( plus PRONOUNS):

1. **NOUN** - Person, place, thing, or idea.

Uses: a. Subject ... what the sentence is about

b. Appositive ... renames another noun (*set off with commas*)

c. Direct Address ... to whom something is directly spoken

d. Object of Preposition ... completes preposition

e. Direct Object ... receives action of the verb

f. Indirect Object ... receives the direct object

g. Object Compliment ... renames the direct object

h. Subject Compliment ... renames the subject

← ACTION VERBS

←  
←  
←  
← BE VERBS

2. **VERB** - Shows action or state of being.

3. **ADJECTIVE** - Describes nouns or pronouns.

4. **ADVERB** - Describes verbs, adjectives or other adverbs.

5. **PREPOSITION** - Shows relationship.

6. **DETERMINERS** - Points to a noun. These are also known as articles. (*a, an, the*)

7. **CONJUNCTION** - Connectors. (*and, but, or, nor*)

8. **INTERJECTION** - Shows emphasis or emotion. (*Wow!*)

9. **PRONOUN** - Takes the place of a noun. (*I, you, he, she, it*)

\* LABELING SENTENCES:

1. Underline subject once, and label it "S".

2. Underline verb twice, and label it "A" (*action*) or "B" (*being*).

3. Circle prepositions and draw lines through complete prepositional phrases.

4. **FOR ACTION VERBS**: Label direct objects "DO", indirect objects "IO", and object compliments "OC".

5. **FOR BE VERBS**: Label subject compliments "SC", and predicate adjectives "PA".

6. Slash the determiners. (*the*)

7. Label adjectives "Adj" and adverbs "Adv".

8. Put an "X" over conjunctions and interjections. (~~and~~ ~~Wow~~)

\* PREPOSITIONS:

Prepositions show a relationship. Here the relationship is between the dog & his house.

around  
across  
above  
over  
on  
out  
off  
to  
in



beyond  
through  
before

away  
below  
beneath  
under  
until  
about  
behind  
beside  
against

along  
between  
toward  
for  
at  
of  
near  
by  
with



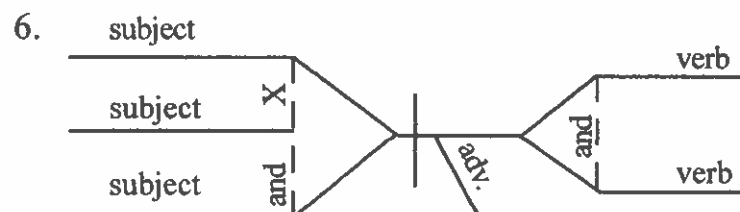
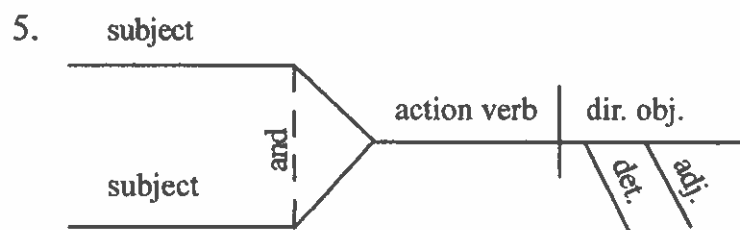
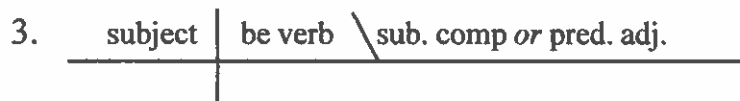
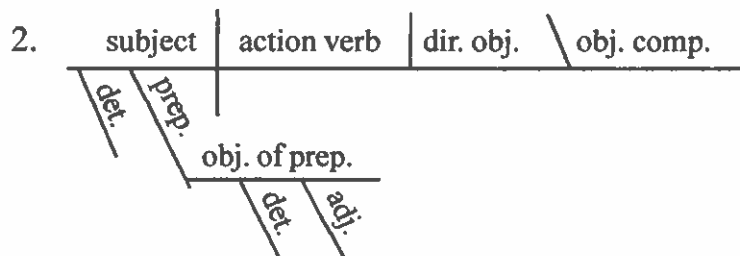
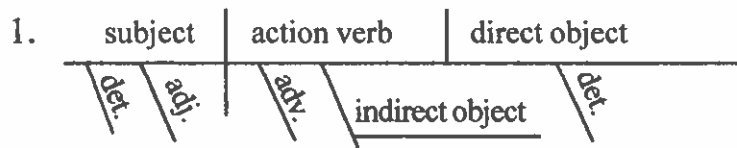
These are a few of the most commonly used prepositions in English. Keep this list handy for reference.

\* HELPFUL HINTS: Remember that "*compliment*" means to rename, and "*object*" means noun. 6

# ENGLISH CHEAT SHEET

## Diagramming

Diagram basic sentence parts as follows:



### KEY:

#1 & 2 Show **action verbs** with **direct object, indirect object, or object compliment.**

#3 Shows **be verb** with **subject compliment or predicate adjective.** (*There will only be one or the other. Look for the subject compliment first.*)

#4 Shows the **understood subject** of "you" which is indicated by "X". (*Do the same with all things that are understood, such as "and" or "that".*)

#5 & 6 Show how to diagram **compound subjects & verbs** in relation to other parts of speech.

### NOTES:

# NOUN ... A person, place, thing, animal, or idea.

\* A noun can be used in a sentence as:

- |                   |    |   |
|-------------------|----|---|
|                   | A. | Subject ... what the sentence is about.   |
|                   | B. | Appositive ... renames another noun ( <i>set off with commas</i> ).                       |
|                   | C. | Direct Address ... to whom something is directly spoken.                                  |
|                   | D. | Object of Preposition ... completes preposition.  |
| WITH ACTION VERBS | E. | Direct Object ... receives action of the verb.  |
|                   | F. | Indirect Object ... receives the direct object.   |
|                   | G. | Object Compliment ... renames the direct object.  |
| WITH BE VERBS     | H. | Predicate Nominative ... renames the subject.<br>This is also called a Subject Compliment |
|                   | I. | Noun Modifier ... when a noun is used as an adjective.                                    |



# NOUN

## IDENTIFYING "SECOND NOUNS"

"Second Nouns" are simply Nouns that follow the Verb. (Remember - *usually* the first noun in a sentence is the subject.) Here we will take a look at how to identify nouns *other* than the subject. This will look familiar, as it reviews and explains part of your **Eight Steps for Labeling a Sentence**.

1. FIRST you need to find the Verb and determine whether it is an Action Verb or a State of Being Verb.

### With an ACTION VERB:

1. Look for the **DIRECT OBJECT**.

*This follows and receives the action of the verb.*

Ask, "What was \_\_\_\_\_?"  
(verb)

2. Look for the **INDIRECT OBJECT**.

*This follows the verb and receives the direct object.*

Ask, "Did anyone receive the \_\_\_\_\_?"  
(direct object)

3. If there is **NO Indirect Ob.**, look for the **OBJECT COMPLIMENT**.

*This follows and renames the direct object.*

Ask, "Does a noun follow and rename \_\_\_\_\_?"  
(direct object)

*\* If there is no Direct Object, there will be no  
Indirect Object or Object Compliment. \**

### With a BE VERB:

1. Look for the **SUBJECT COMPLIMENT**.

(also called Predicate Nominative)

*This follows the verb and renames the subject.*

Ask, "Does a noun follow the verb and rename the \_\_\_\_\_?"  
(subject)

*\*If you find a Sub. Comp., do not look for a Predicate Adjective. \**

2. If there's no Sub. Comp., look for the **PREDICATE ADJECTIVE**.

*This follows the verb and describes the subject.*

Ask, "Does an adjective follow the verb and describe the \_\_\_\_\_?"  
(subject)

# VERB ... Shows action or state of being.

\* Keep in mind that an **action verb** is bossy - so when you see an action verb with any helper verbs, the **WHOLE** verb phrase will function as **ACTION**.

\* A **verb** can be used as a **verbal** - *which can function as a noun, adverb, or adjective.*

## LIST OF "BE" VERBS

am	have	shall	taste	look
is	has	will	feel	grow
are	had	should	appear	sound
was	do	would	remain	seem
were	did	may	smell	
be	does	might	become	
being		must	stay	
been		can		
		could		

***COPY & LEARN THIS LIST BY HEART!!!***

## Active and Passive Voice.

Verbs have either an active voice or a passive voice, depending on how the action is being done.  
An **active voice** is when the **subject is doing the action**.

That bee stung me!

A **passive voice** is when the **action is being done to the subject**.

I was stung by that bee!

*It's almost as if the subject is both the subject and the direct object at the same time.*

# VERB

## BASIC RULES for VERB TENSES

Verbs have six different tenses, and these tenses are formed from a verb's principal parts.

Example:

walk - present  
(is) walking - present participle  
walked - past  
(have) walked - past participle

THE SIMPLE TENSES		
<p>The <b>present</b> form is used to form the <b>present tense</b>.</p> <p><b>We walk to church.</b></p>	<p>The <b>past</b> form is used to form the <b>past tense</b>.</p> <p><b>You walked to church.</b></p>	<p>The helping verb "<b>shall</b>" or "<b>will</b>" with the <b>present</b> form is used to form the <b>future tense</b>.</p> <p><b>They will walk to church.</b> (The 1st person uses "shall.")</p>

## THE PERFECT TENSES

Every verb also has three perfect tenses which are formed from one of its principal parts. The perfect tenses have the idea of already having been completed.

<p><b>past perfect</b>  <b>present perfect</b>  <b>future perfect</b></p>
---

The **present perfect tense** of a verb is formed with the past participle plus the helping verb "**have**" or "**has**." (*The 3rd person singular uses "has."*)

past participle	present perfect tense
(have) read	have read (he, she, it) has read
(have) blessed	have blessed (he, she, it) has blessed

The **past perfect tense** of a verb is formed with the past participle plus the helping verb "**had**."

past participle	past perfect tense
(have) read	had read
(have) blessed	had blessed

The **future perfect tense** of a verb is formed with the past participle plus the helping verbs "**shall have**" or "**will have**." (*The 1st person uses "shall have."*)

past participle	future perfect tense
(have) read	(I, we) shall have read will have read
(have) blessed	(I, we) shall have blessed will have blessed

# VERB

## TRANSITIVE & INTRANSITIVE VERBS

❖ Transitive Verbs have a Direct Object.

<i>PRESENT</i>	<i>PAST</i>	<i>FUTURE</i>
lay laying	laid (have) laid	will lay
set setting	set (have) set	will set
raise raising	raised (have) raised	will raise

<sup>S</sup> Susie <sup>AV</sup> will lay <sup>DO</sup> the book <sup>OP</sup> on the table.

❖ Intransitive Verbs do not have a Direct Object.

<i>PRESENT</i>	<i>PAST</i>	<i>FUTURE</i>
lie lying	lay (have) lain	will lie
sit sitting	sat (have) sat	will sit
rise rising	rose (have) risen	will rise

<sup>S</sup> I <sup>AV</sup> will lie <sup>OP</sup> on the couch.

NAME: \_\_\_\_\_

5 pt. Bonus if in Notebook!

# PREPOSITION...

Shows relationship between words in a sentence.

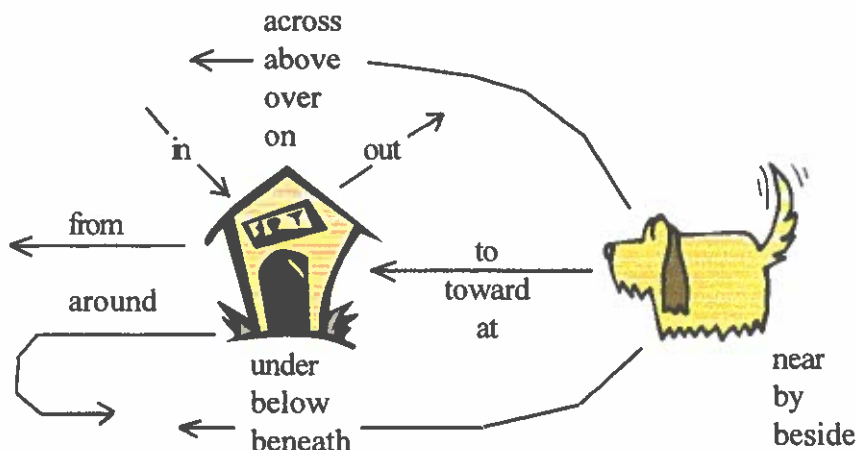
## LIST OF FREQUENTLY USED PREPOSITIONS

aboard	before	except	over	up
above	behind	for	past	upon
about	below	from	since	with
across	beneath	in	through	within
after	beside	into	through out	without
against	between	like	to	
along	beyond	near	toward	
amid	but	of	under	
among	by	off	underneath	
around	down	on	until	
as	during	onto	unto	
at				
atop				

## COMPOUND PREPOSITIONS

from across	in front of
from below	prior to
over against	in spite of
out of	instead of
according to	on account of
because of	with regard to

***COPY & LEARN  
THESE LISTS  
BY HEART!!!***



Words that show the relationships between the dog and his house are called Prepositions.

# PREPOSITION

## IDENTIFYING PREPOSITIONS

**First, you need to learn the list of Prepositions by heart. This will enable you to readily identify them in a sentence. This page will show you how to identify a complete Prepositional Phrase.**

1. First find the preposition.
2. To find the Prepositional Phrase with the Object of Preposition, ask:

" \_\_\_\_\_ what?" Putting the preposition in the blank.  
(prep.)

The NOUN that answers this question is the OBJECT of the PREPOSITION and the end of the phrase.

4. Look out for words from your preposition list that may actually be functioning as an adverb.

Example: She jumped up. ("up" is an adverb telling "where")

5. Look out for the word "to" when it is used with a verb. This is an Infinitive (a verbal) rather than a preposition.

**Example:**    to run,            to sing

## FUNCTIONS of the PREPOSITIONAL PHRASE

These can function as adjectives or adverbs. Once you have identified the complete phrase, find what it is modifying. To help you, review the questions given to tell the difference between adjectives and adverbs.

Examples:

	S		OP		A		DO		OP		
<del>The</del>	<u>boy</u>	<u>with</u>	<del>the</del>	<del>black</del>	<del>coat</del>	<u>threw</u>	<del>the</del>	<del>hat</del>	<u>into</u>	<del>the</del>	<del>river.</del>

*"with the black coat" is an adjective phrase describing the "boy"*

*"into the river" is an adverb phrase describing "where" the hat was "thrown"*

# ADJECTIVE...

**Describes a noun (and sometimes a pronoun).**

**\* Adjectives answer the questions:**

What kind?

How many?

Which one?

How much?

Whose?

**\*Adjectives give color, size, shape, appearance of age, texture, taste, smell, etc.  
Basically, anything you can perceive by the five senses: Taste, Touch, Hear,  
Sight, and Smell.**





# DETERMINER ...

**Signals or points to a noun (also called Articles).**

a,      an,      the
----------------------

\* Sometimes pronouns function as determiners, and they often show possession.

Example:    *his* coat  
              *her* dress

# CONJUNCTION...

**Joins words, phrases, and clauses.**

**COORDINATING (or MAJOR) CONJUNCTIONS** - These join words or groups of equal grammatical value.

and, but, or, nor, for, yet
-----------------------------

**SUBORDINATING CONJUNCTIONS** - These join words or groups of unequal grammatical value.

after although as as if as much as as long as as soon as	because before if in order that lest since so that	than that though unless until when whenever	where where ever whether while
--	--	---	---

***COPY & LEARN THIS LIST BY HEART!!!***

\* Think of a "junction" that joins two roads.  
A "con - junction" joins words, phrases, and clauses.

Phrase ~ a group of words  
Clause ~ a group of words containing a subject and verb

# INTERJECTION...

**A word that is not grammatically related to the sentence, and shows extra emphasis or emotion.**

Interjections are used to get the reader or listener's attention. They are punctuated with an exclamation mark. Sometimes they are separated from the rest of the sentence with a comma and have the exclamation mark at the end of the sentence.

## INTERJECTIONS

Oh!	Aha!	Excellent!	Nonsense!
Wow!	Ah!	Certainly!	Yikes!
Ouch!	My!	Awesome!	Yahoo!

Example:      Wow! That was a close call.  
                 or ...  
                 Wow, that was a close call!

\* Think of a doctor giving an "injection," and your response: "Ouch!"  
An "inter - jection" shows that emotional response.

# PRONOUN...

A word that takes the place of a noun.

## PERSONAL PRONOUNS

	Singular	Plural
<b>1st Person:</b>	I, me, my, mine	we, us, our, ours
<b>2nd Person:</b>	you (thou, thee), your (thy) yours (thine)	you (ye), your, yours
<b>3rd Person:</b>	he, him, his, she, her, hers it, its	they, them, their, theirs

- \* **Compound Pronoun** - Has the suffix "*self*" or "*selves*" added.
- \* **Reflexive Pronoun** - A compound pronoun that reflects the action of the verb back to the subject.
- \* **Intensive Pronoun** - Compound pronouns used for emphasis.
- \* **Interrogative Pronoun** - Asks a question (*who, whom, whose, which, what*).
- \* **Demonstrative Pronoun** - Points out the person or thing referred to (*this, that, these, those*).
- \* **Relative Pronoun** - Used to point out dependent clauses (*who, whom, whose, which, that, what*).
- \* **Indefinite Pronoun** - Does not definitely point out persons or things, and do not usually have antecedents.

## Indefinite Pronouns

each	no one	both	none
either	nobody	few	all
neither	anyone	several	most
one	anybody	many	
everyone	someone	some	
everybody	somebody	any	

1st Person ~ I am talking about myself.

2nd Person ~ I am talking to you about you.

3rd Person ~ I am talking to you about someone else.

# PRONOUN

## PRONOUN CASES

Personal Pronouns				
NOMINATIVE CASE		OBJECTIVE CASE		POSSESSIVE CASE
		Singular		
1st Person	I	me	my, mine	1st Person
2nd Person	you	you	your, yours	2nd Person
3rd Person	he, she, it	him, her, it	his, her, hers, its	3rd Person
		Plural		
1st Person	we	us	our, ours	1st Person
2nd Person	you	you	your, yours	2nd Person
3rd Person	they	them	their, theirs	3rd Person
NOMINATIVE: <u>SUBJECT</u>		OBJECTIVE: <u>OBJECT</u>		POSSESSIVE: <u>OWNERSHIP</u>

**1st Person** - Person who is speaking, including himself.

**2nd Person** - Person who is speaking, including the one to whom he is speaking.

**3rd Person** - Person who is speaking is referring to someone other than himself or the one to whom he is speaking.

### Examples:

**1st** - I went to the store.

**2nd** - Will you go also?

**3rd** - They went to the store.

# LABELING & DIAGRAMING

Before you try to diagram a sentence, it helps to be certain how each word in that sentence is functioning. Follow these eight steps carefully and IN THIS ORDER, and you will be well on your way. Once you have a sentence properly labeled, use your **Diagraming Cheat Sheet** to aid you in the proper placement of words on a diagraming graph.

## \* THE EIGHT BASIC STEPS FOR LABELING SENTENCES \*

1. Underline subject once, and label it "S." (*Ask "who" or "what" before the verb. Remember that some times the subject is the "understood - you."*)
2. Underline verb twice, and label it "A" (*action*) or "B" (*being*).
3. Circle prepositions and draw lines through complete prepositional phrases.

**When you have an ...**

### 4. ACTION VERB:

- A. **FIRST** - Look for & label Direct Objects "DO"
- B. Label Indirect Objects "IO"
- C. Label Object Compliments "OC".

**When you have a ...**

### 5. BE VERB:

- A. **FIRST** - Look for & label Subject Compliments "SC"  
(*In some books, these are also called "Predicate Nominative."*)
- B. Label Predicate Adjectives "PA".

6. Slash the determiners. (~~the~~)
7. Label adjectives "Adj" and adverbs "Adv".
8. Put an "X" over conjunctions and interjections. (~~and~~, ~~Wow~~)



**REMEMBER!**  
"Object" means "Noun."  
"Compliment" means "Rename."

# HELPFUL HINTS FOR DIAGRAMING

1. Always Label the Sentence FIRST!!!! This gives you a chance to identify every word in the sentence, and to look up sentence parts that may be new or difficult to diagram.
2. Remember that verbs may be more than one word, and that a verb phrase can be split by modifiers. (Example: "... can not go ..." Here the verb: "can go" has been split by the adverb "not.")
3. Be careful to notice if you have dependent clauses that are not part of the main sentence pattern.
4. Have plenty of paper and give yourself lots of room as you get started. Take time to be neat; it will help diagraming to be less confusing.
5. NEVER, NEVER, NEVER GUESS!!! LOOK IT UP!!! Use references that are available.
6. Think of it as a kind of puzzle. After you label a sentence, you're just putting those parts of speech on the correct lines.
7. Diagram in the same order that you label your sentences - use the **Eight Steps**.