

Understanding and Using Good Grammar

Reproducible Lessons, Exercises, and Tests

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Contents

Introduction v

Using the Materials vii

Unit 1: The Basic Sentence	3
Recognizing Parts of Speech, Sentence Parts, Types of Sentences	3
Verbs	6
Nouns	9
Recognizing Complete Verbs and Subjects	12
Using Adjectives	15
Adverbs and Effective Expression	18
Unit 2: Effective Expression—Verbs	25
Unit 3: Direct Objects—Nouns	27
Unit 4: Prepositional Phrases	35
Unit 5: Indirect Objects—Nouns	53
Unit 6: Linking Verbs	63
Unit 7: Appositives	75
Unit 8: Nouns of Direct Address	87
Unit 9: Pronouns	93
Nominative and Compound (Intensive Appositive) Pronouns	96
Objective, Compound (Reflexive), and Possessive Pronouns	111
Uses of <i>Who, Whom, Whose, Who's</i>	129
Correct Usage	147
Unit 10: Verbs	163
Transitive and Intransitive Verbs	163
Irregular Verbs	172
Principal Parts of Verbs	203
Simple Tenses	206
Perfect Tenses	209
Progressive Forms	221
Emphatic Forms and Review	227

Recognizing Nouns Used as Direct Objects

Attention Teachers!

Pages 30 and 33 present a complete review of facts concerning the use of direct objects in sentences. The bottom half of page 33 is a seven-sentence test that requires students to identify verbs, subjects, direct objects, adjectives, and adverbs, and to insert needed commas.

If one-fourth of the students score below 75% on this test, it would be advisable for the class to discontinue using this advanced book and to repeat *Steps to Good Grammar*. The dual objectives in this system of study are to provide students with a clear understanding of the makeup of a sentence and to enable them to feel good about themselves for each small success. A score lower than 75% at this point does not indicate that the objectives have been or are being met.

A second year of studying *Steps to Good Grammar* can be very beneficial. More time can be spent on correct usage. More writing and speaking assignments can be given in which students can apply their learnings.

Having one more year of mental maturity, students have a greater ability to understand the relationships among the various parts of a sentence. Clearer comprehension leads to firmer retention. Students who repeat will be better able, in the following year, to benefit from the advanced instruction in *Using and Understanding Good Grammar* which helps students understand the components of effective expression.

Teaching Suggestions

Read the instructional material on the worksheet aloud as students read silently. Then quiz students:

1. What is the question-answer method used to locate the direct object?
2. In diagramming, what mark is used to indicate a direct object (**D.O.**)?

Practice

Have the class work together in analyzing sentences 1–7. Ask volunteers to suggest markings. Approve correct markings and demonstrate for the students how to diagram the sentences. Tell students to correct their own errors.

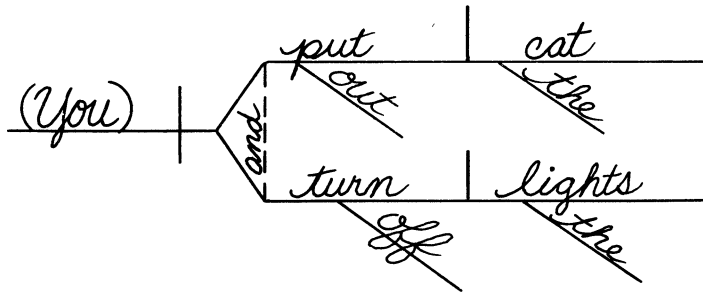
Have students complete sentences 8–14 individually. When they have finished, give them the correct markings and have them correct their own work and turn in their worksheets.

For an adequate sample of students' work check sentences 1, 2, 3, 9, 10, 11, and 12. Record the scores and return the worksheets the following day. Tell students to save their worksheets to use in preparing for the first test.

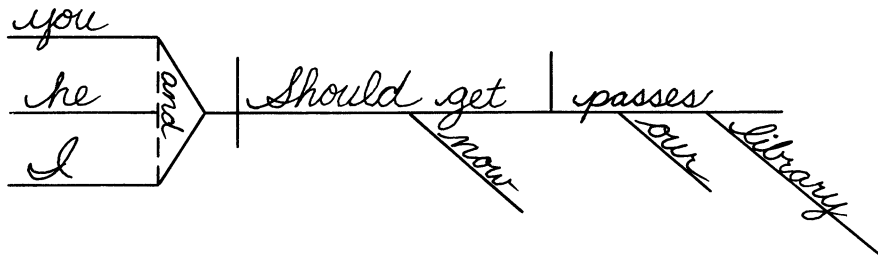
(continued)

Answer Key—Diagramming

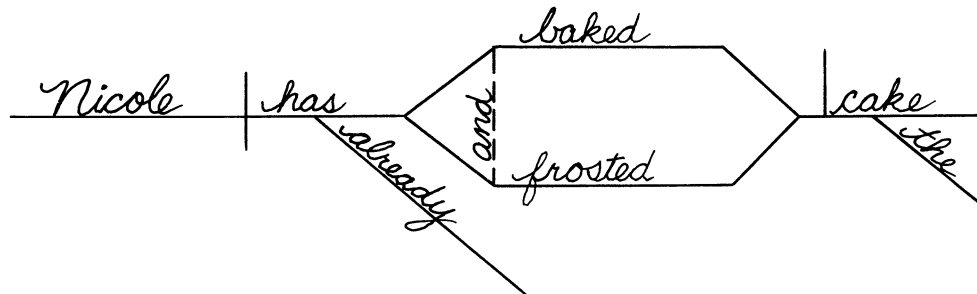
8.



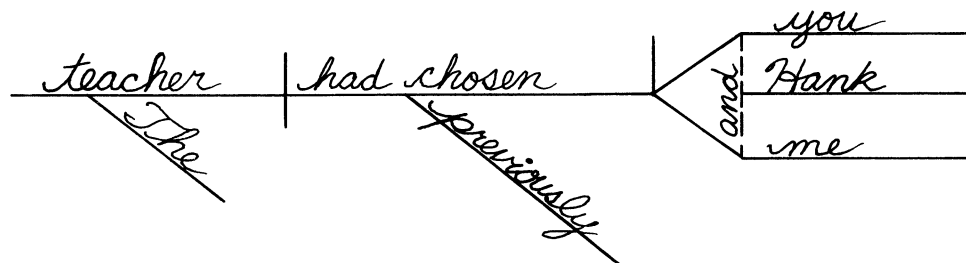
10.



11.



12.



Pronouns

Note that pages 93–161 are devoted to the study of the complete paradigm of pronouns. Concerning pronouns in the Practice sentences, remind students of the following:

Sentence 3: *You* is always used first in a series of pronouns: *he*, not *him*, is a subject pronoun.

Sentence 7: Think “they” where *and* connects compound subject words; draw a box around *and*, write *they* in parentheses above *and*, and draw an arrow from *they* to the verb *have*.

Sentence 8: (*You*) is the understood subject in a request or command.

Sentence 10: Demonstrates correct word and order in subject pronouns.

Sentence 12: Demonstrates correct words and order in object pronouns.

Recognizing Nouns Used as Direct Objects

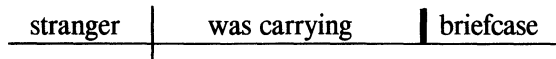
REMEMBER:

1. The direct object, abbreviated **D.O.**, receives the action performed by the subject. Only *doing* verbs may take a direct object.
2. To locate the direct object, say the subject and verb and ask “What object?” The word that answers the question is the direct object.

Example: The handsome stranger was carrying a large briefcase.

Stranger was carrying “what object?” *Briefcase* is the **D.O.**

3. In diagramming, a short line perpendicular to the sentence line identifies the direct object.



PRACTICE: Draw two lines under the verb, one under the subject; label **D.O.**; mark adjectives and adverbs. On the reverse side diagram sentences 8, 10, 11, and 12.

1. Jeremy baked some cookies and a pie.
(The direct object may be compound.)
Diagram: A horizontal line contains 'Jeremy', 'baked', 'some', 'cookies', 'and', 'a', 'pie'. A vertical line is under 'baked'. A shorter vertical line is under 'some', perpendicular to the horizontal line. A bracket groups 'some cookies' and 'a pie' as the direct object.
2. Chris ate a sandwich and drank some milk.
(A sentence may have compound verbs with direct objects.)
Diagram: A horizontal line contains 'Chris', 'ate', 'a', 'sandwich', 'and', 'drank', 'some', 'milk'. A vertical line is under 'ate'. A shorter vertical line is under 'a', perpendicular to the horizontal line. A bracket groups 'a sandwich' and 'some milk' as the direct object.
3. You and he should wash and dry the dishes.
(*should* = helping verb to *wash* and *dry*;
dishes = **D.O.** to two *doing* verbs)
Diagram: A horizontal line contains 'You', 'and', 'he', 'should', 'wash', 'and', 'dry', 'the', 'dishes'. A vertical line is under 'should'. A shorter vertical line is under 'wash', perpendicular to the horizontal line. A bracket groups 'wash' and 'dry' as the main verbs. A bracket groups 'the dishes' as the direct object.
4. Vic must have seen the culprit.
5. [Actually], Ron did dial the wrong number.
6. The students will have completed their autobiographies [soon].
7. Selma [and] Tony have written a [really] good one-act play.
Diagram: A horizontal line contains 'Selma', 'and', 'Tony', 'have written', 'a', 'really', 'good', 'one-act', 'play'. A vertical line is under 'have written'. A shorter vertical line is under 'a', perpendicular to the horizontal line. A bracket groups 'a really good one-act play' as the direct object.
8. You Put the cat [out] and turn [off] the lights.
9. The teacher graded the tests and returned them.
10. Should you, he, and I get our library passes [now]?
Diagram: A horizontal line contains 'Should', 'you, he, and I', 'get', 'our', 'library', 'passes', 'now'. A vertical line is under 'get'. A shorter vertical line is under 'our', perpendicular to the horizontal line. A bracket groups 'our library passes' as the direct object.
11. Nicole has [already] baked and frosted the cake.
12. The teacher had [previously] chosen you, Hank, and me.
13. The little red-haired girl was clapping her hands [excitedly].
14. [Not] [even] one student had given a [completely] correct answer.

Name _____

Date _____

Recognizing Nouns Used as Direct Objects

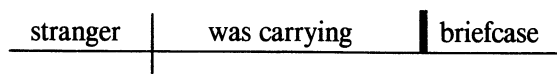
REMEMBER:

1. The direct object, abbreviated **D.O.**, receives the action performed by the subject. Only *doing* verbs may take a direct object.
2. To locate the direct object, say the subject and verb and ask “What object?” The word that answers the question is the direct object.

Example: The handsome stranger was carrying a large briefcase.

Stranger was carrying “what object?” *Briefcase* is the **D.O.**

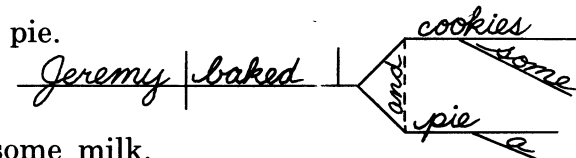
3. In diagramming, a short line perpendicular to the sentence line identifies the direct object.



PRACTICE: Draw two lines under the verb, one under the subject; label **D.O.**; mark adjectives and adverbs. On the reverse side diagram sentences 8, 10, 11, and 12.

1. Jeremy baked some cookies and a pie.

(The direct object may be compound.)



2. Chris ate a sandwich and drank some milk.

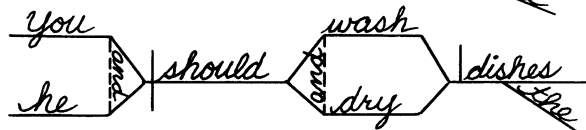
(A sentence may have compound verbs with direct objects.)



3. You and he should wash and dry the dishes.

(*should* = helping verb to *wash* and *dry*;

dishes = **D.O.** to two *doing* verbs)



4. Vic must have seen the culprit.

5. Actually, Ron did dial the wrong number.

6. The students will have completed their autobiographies soon.

7. Selma and Tony have written a really good one-act play.

8. Put the cat out and turn off the lights.

9. The teacher graded the tests and returned them.

10. Should you, he, and I get our library passes now?

11. Nicole has already baked and frosted the cake.

12. The teacher had previously chosen you, Hank, and me.

13. The little red-haired girl was clapping her hands excitedly.

14. Not even one student had given a completely correct answer.



FINAL PRACTICE and TEST: The Basic Sentence; Nouns Used as Direct Objects

The next reproducible page contains one half-page Final Practice and one half-page Test. Before passing out the page, cut it in two to remove the Test.

Final Practice

Inform students that the sentences on the Test are very similar to those in the Final Practice. Tell them to study the Final Practice and page 30 to prepare for the Test.

To assist students in remembering previous learnings, point out the special features of each sentence as indicated here:

1. Commas set off compound introductory adverbs; there is a compound subject.
2. A helping verb may be the first word in a question; there is a compound direct object.
3. Adverbs may modify adjectives; one subject, *pitcher*, has compound verb phrases each containing a direct object.
4. Commas set off adjectives that follow the noun they modify.
5. The understood subject in a request is *You*.
6. There is a comma after *actually* because it is an introductory adverb that is not essential to the meaning of the sentence; there is a compound verb with a single direct object; the three adjectives, *her little sister's*, require no comma because they form one modifying idea.
7. There is a comma after *really* because it is an introductory adverb that is not essential to the meaning of the sentence.
8. In the three-word compound subject, commas are required after *you* and after *Jenny*.

Test

Suggested Grading: Required identification and commas total 60 points.

-1, 98	-4, 93	-7, 88	-10, 83	-13, 78	-16, 73	-19, 68	-22, 63
-2, 97	-5, 92	-8, 87	-11, 82	-14, 77	-17, 72	-20, 67	-23, 62
-3, 95	-6, 90	-9, 85	-12, 80	-15, 75	-18, 70	-21, 65	-24, 60

FINAL PRACTICE: The Basic Sentence; Nouns Used as Direct Objects

Instructions: Draw two lines under the verb, one under the subject; label **D.O.**; mark adjectives and adverbs; insert necessary commas.

1. [Slowly] and [cautiously], Lizzy and I ascended (the) (steep) (spiral) staircase. ^{D.O.}
2. Does (your) mother have (any) brothers ^{D.O.} or sisters?
3. (The) pitcher walked [only] (one) ^{D.O.} man and allowed [just] (one) ^{D.O.} hit.
4. (The) (little) child, (wide-eyed) and (frightened), watched (the) (big) ^{D.O.} dog.
5. (You) Call her ^{D.O.} and me [tomorrow].
6. [Actually], Keri designed and sewed (her) (little) (sister's) ^{D.O.} costume.
7. [Really], Ted swam (1,000) ^{D.O.} laps [yesterday].
8. You, Jenny, and I will do (our) (comedy) ^{D.O.} routine [tomorrow].

TEST: The Basic Sentence; Nouns Used as Direct Objects

Instructions: Draw two lines under the verb, one under the subject; label **D.O.**; mark adjectives and adverbs; insert necessary commas.

1. Will Mother and Dad take you, ^{D.O.} Jerry, and me?
2. (The) (little) girl, (serious-looking) and (interested), asked (several) [very] ^{D.O.} (perceptive) questions.
3. He and I built (the) ^{D.O.} campfire and [then] called (the) (other) ^{D.O.} hikers.
4. [Calmly] and [thoughtfully], (the) principal considered (the) (students) ^{D.O.} request.
5. (You) Bring (your) ^{D.O.} book and (your) (book) ^{D.O.} report [tomorrow].
6. [Actually], you and I should wash and wax (the) ^{D.O.} car [right] [now].
7. [Never] [before] had Dad and I seen [so] (many) (wild) ^{D.O.} ducks and geese.

FINAL PRACTICE:

The Basic Sentence; Nouns Used as Direct Objects

Name _____

Date _____

Instructions: Draw two lines under the verb, one under the subject; label **D.O.**; mark adjectives and adverbs; insert necessary commas.

1. Slowly and cautiously Lizzy and I ascended the steep spiral staircase.
2. Does your mother have any brothers or sisters?
3. The pitcher walked only one man and allowed just one hit.
4. The little child wide-eyed and frightened watched the big dog.
5. Call her and me tomorrow.
6. Actually Keri designed and sewed her little sister's costume.
7. Really Ted swam 1,000 laps yesterday.
8. You Jenny and I will do our comedy routine tomorrow.

TEST: The Basic Sentence; Nouns Used as Direct Objects

Name _____

Date _____

Instructions: Draw two lines under the verb, one under the subject; label **D.O.**; mark adjectives and adverbs; insert necessary commas.

1. Will Mother and Dad take you Jerry and me?
2. The little girl serious-looking and interested asked several very perceptive questions.
3. He and I built the campfire and then called the other hikers.
4. Calmly and thoughtfully the principal considered the students' request.
5. Bring your book and your book report tomorrow.
6. Actually you and I should wash and wax the car right now.
7. Never before had Dad and I seen so many wild ducks and geese.

