

TEACHER'S EDITION

Classical Subjects Carefully Taught™

Well- Ordered Language

Level 3A

The Curious Student's Guide to Grammar

Tammy Peters and Daniel Coupland, PhD

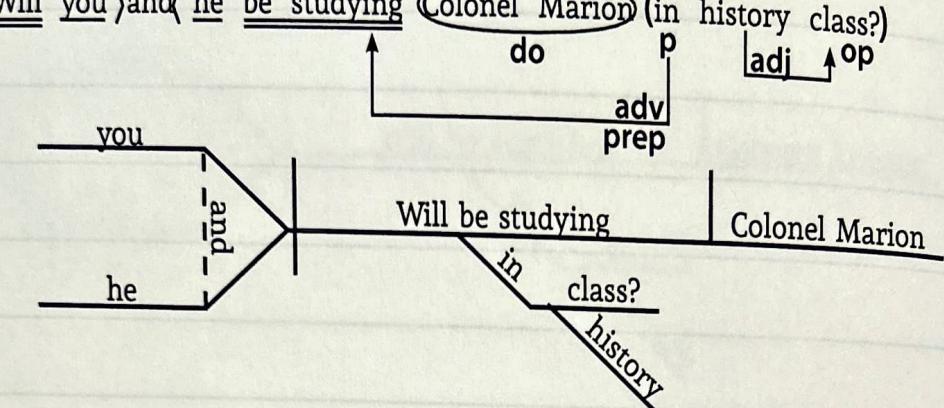


Lesson to Learn

Personal Pronouns

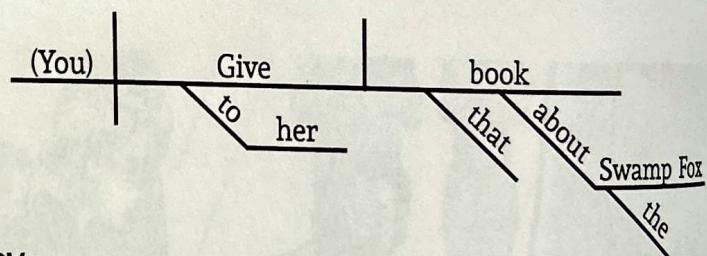
1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

a. Will you)and he be studying Colonel Marion (in history class?)

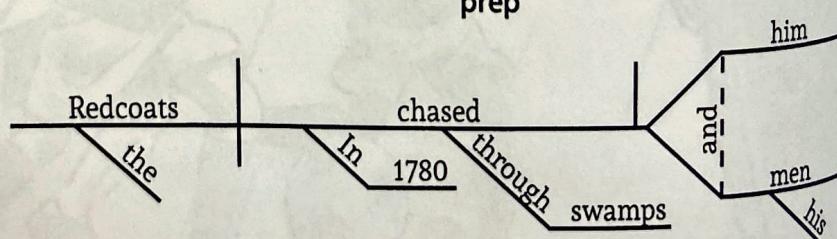


S
(You) PV

b. Give that book (about the Swamp Fox)to her.)



c. (In 1780,) the redcoats chased (him)and his men (through swamps.)



Lesson to Learn

Personal Pronouns

2. On the lines provided, write the definition of a pronoun.
A pronoun is a part of speech used in place of a noun or nouns.

3. In the following tables, fill in the missing pronouns. Don't forget to use the correct person, number, and case.

Subject	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

Object	Singular	Plural
First Person	me	us
Second Person	you	you
Third Person	him, her, it	them

4. Imagine you have to write three sentences about the Revolutionary War for a history assignment. Follow the instructions given, and make sure you use proper punctuation and capitalization!

a. Write a declarative sentence about the *Revolutionary War*. Include a *subject pronoun* in your sentence.

He fought in the Revolutionary War.

b. Write an interrogative sentence about *Colonel Marion*. Include an *object pronoun* in your sentence.

Did Colonel Marion capture them?

c. Write an exclamatory sentence about *Colonel Marion's soldiers*. Include a *possessive pronoun* in your sentence.

What amazing men the Swamp Fox and his soldiers were!



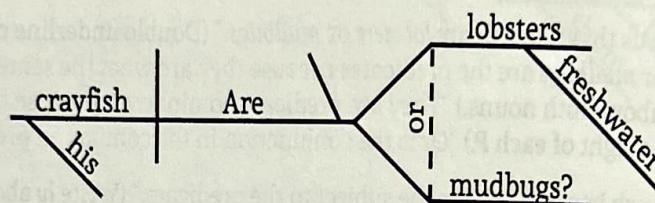
Lesson to Learn

Personal Pronouns

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

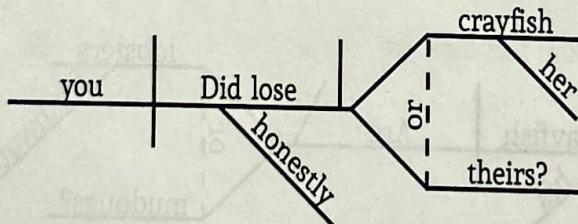
lv S PN PN
a. Are his crayfish freshwater lobsters)or(mudbugs?

adj ↑ adj ↑

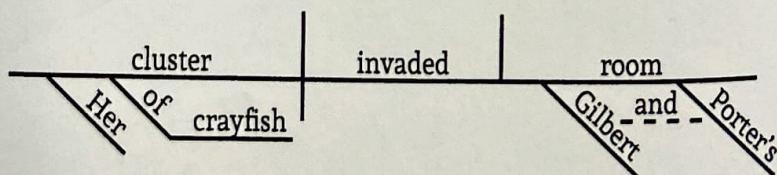


hv S PV
b. Did you honestly lose her crayfish)or(theirs?

adv ↑ adj ↑ do do



S PV
c. Her cluster (of crayfish) invaded Gilbert)and(Porter's room!
adj ↑ p op adj adj ↑ do
adj prep



Lesson to Learn

Personal Pronouns

2. On the lines provided, write the definition of a *pronoun*.

A pronoun is a part of speech used in place of a noun or nouns.

3. In the following table, fill in the missing possessive pronouns that function as adjectives modifying nouns.

Possessive	Singular
First Person	my
Second Person	your
Third Person	his, her, its

4. For each of the following sentences, circle the letter that represents the correct case of the *italicized* pronoun (N for nominative, O for objective, and P for possessive).

a. Gilbert and *he* surprised the class with crayfish. (N) O P

b. Will Porter pick up one of *them*? N (O) P

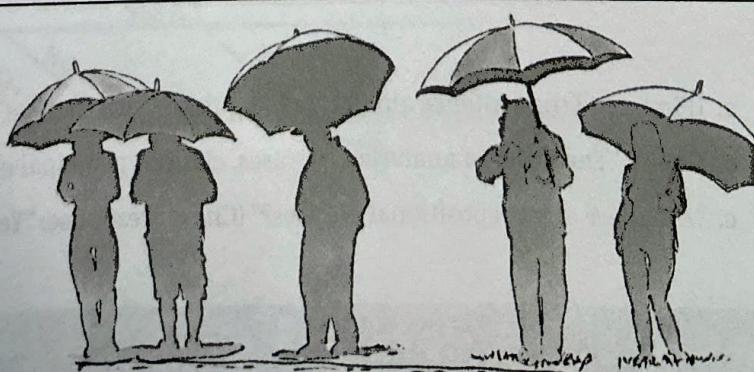
c. Suddenly *its* claws opened really wide! N O (P)

d. The tiny crayfish captured *his* thumb. N O (P)

5. Rewrite the following sentences using proper punctuation and capitalization. Be mindful of the placement of apostrophes.

i put gilbert and franklins crayfish in peggy and midges new freshwater aquarium in our classroom its comfortable in its new habitat

I put Gilbert and Franklin's crayfish in Peggy and Midge's new freshwater aquarium in our classroom. It's comfortable in its new habitat.



Lesson to Learn

Personal Pronouns

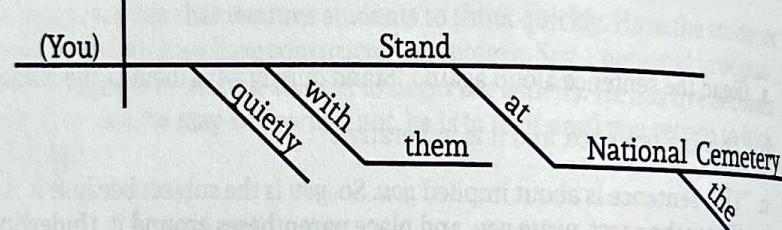
1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

S
(You) PV

a. Stand quietly (with them) (at the National Cemetery.)

↑ adv p op p adj ↑ op

adv prep adv prep

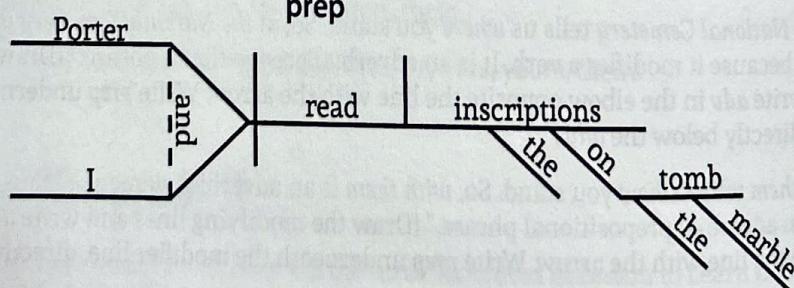


S S PV

b. Porter and I read the inscriptions (on the marble tomb.)

adj do ↑ p adj adj ↑ op

adj prep

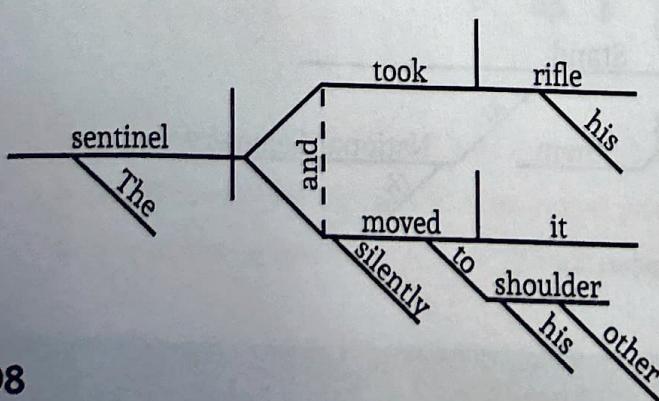


c. The sentinel took his rifle) and(silently moved it (to his other shoulder.)

adj ↑ PV

adj do adv do ↑ p adj adj ↑ op

adv prep



2. In the following table, fill in the missing pronouns. Don't forget to use the correct person, number, and case.

Absolute Possessive	Singular	Plural
First Person	mine	ours
Second Person	yours	yours
Third Person	his, hers, its	theirs



3. For each of the following sentences, circle the letter that represents the correct case of the *italicized* pronoun (N for nominative, O for objective, and P for possessive).

a. Incredible, the sentinels never leave *it*! N O P

b. Do *their* legs get wobbly? N O P

c. *They* stand so still and walk so straight. N O P

d. The crowd takes pictures of *them*. N O P

4. Imagine you are watching the sentinel at the Tomb of the Unknown Solder. Using the following prompts, write three sentences about it. **Answers will vary.**

a. Write a declarative sentence that contains a *subject pronoun*.

I watched the sentinel for an hour.

b. Write an interrogative sentence that contains an *object pronoun*.

Did the soldier salute it?

c. Write an imperative sentence that contains a *possessive pronoun*.

Please show respect to our flag.

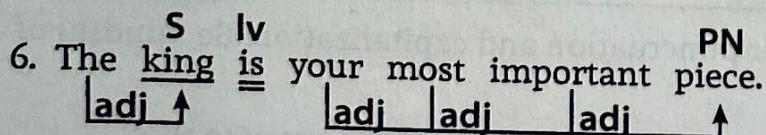
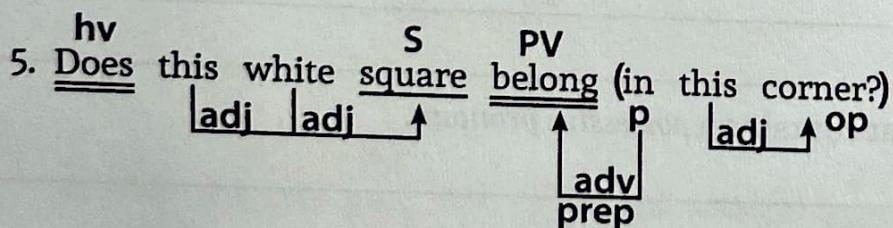
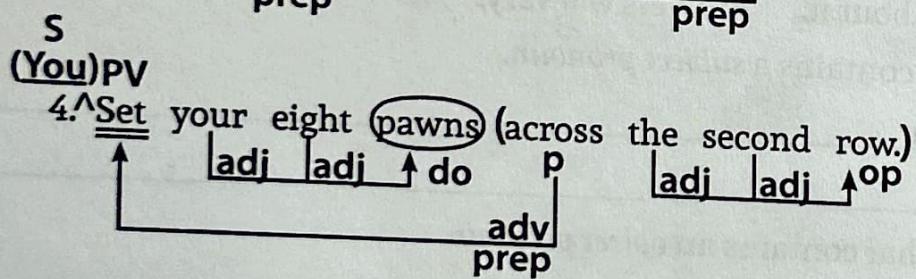
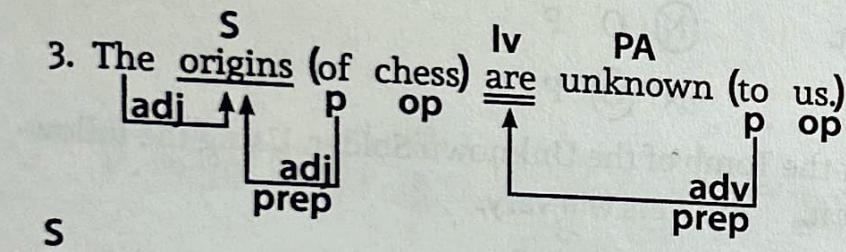
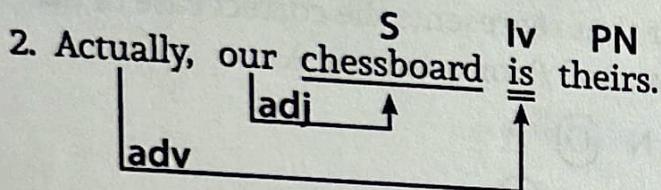
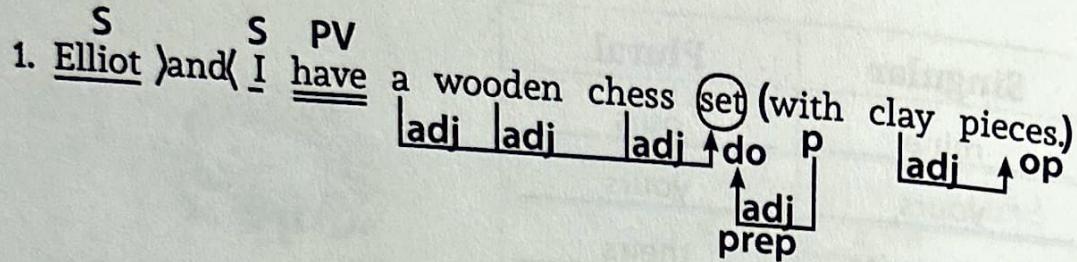
5. Rewrite the following sentence using proper punctuation and capitalization. Be mindful of apostrophes and proper nouns.

gilbert and porters map directed them through arlington national cemetery to the tomb of the unknown soldier

Gilbert and Porter's map directed them through Arlington National Cemetery to the Tomb of the Unknown Soldier.

Personal Pronouns

Analyze the following sentences.



Sentences for Practice

Personal Pronouns

7. S (You) PV Please remove your knight (from my side) (of the board.)
 [adv] [adv prep] [adj do] [p] [adj op] [p] [adj op]

8. hv S PV Did you put my king (into checkmate?)
 [adv] [adv prep] [adj do] [p] [op]

9. Now, S S hv PV Elliot and she are playing a match together.
 [adv] [adv] [adv] [adj do] [adv]

10. (During their game,) hv S PV did he knock (it) over again?
 [p] [adv] [adj op] [do] [adv] [adv]

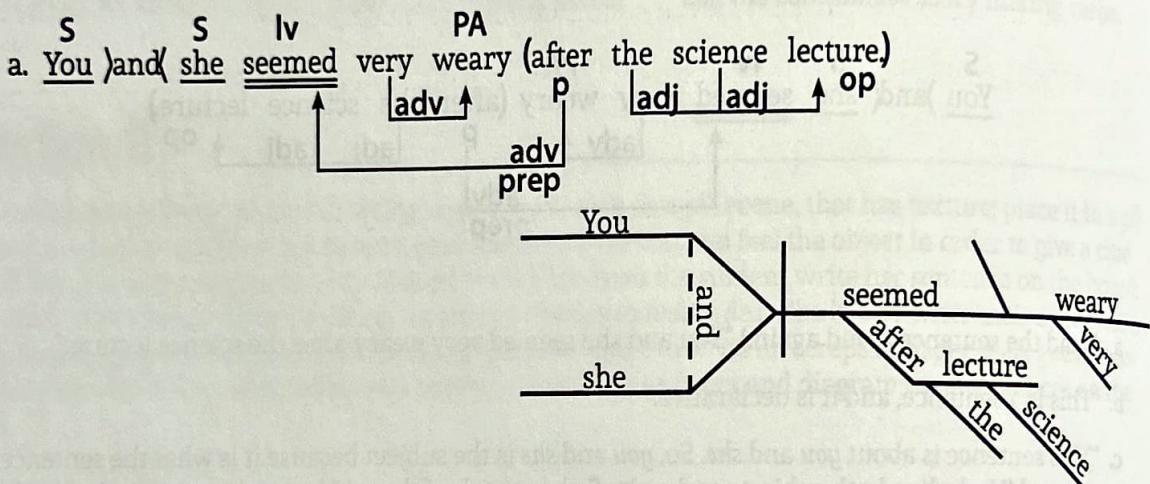


Lesson to Learn

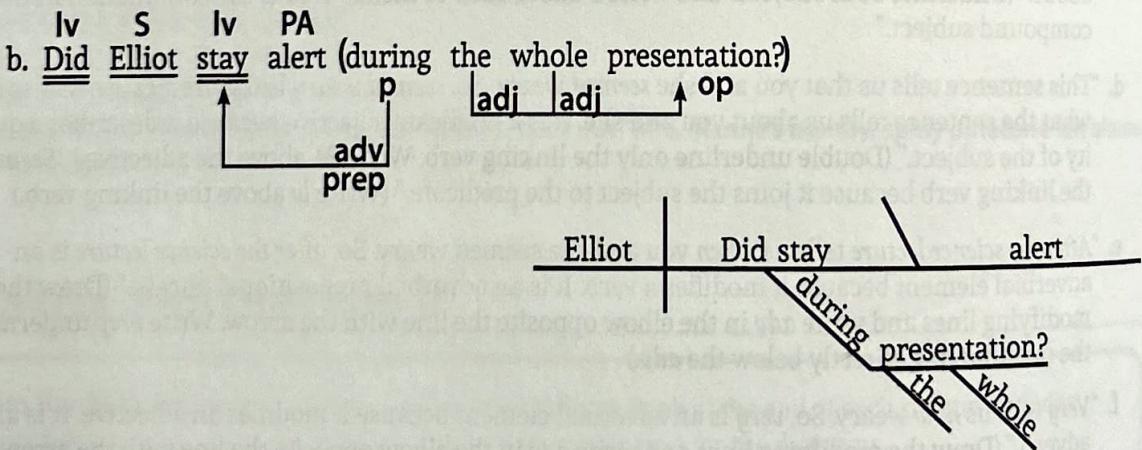
Sensory Linking Verbs

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

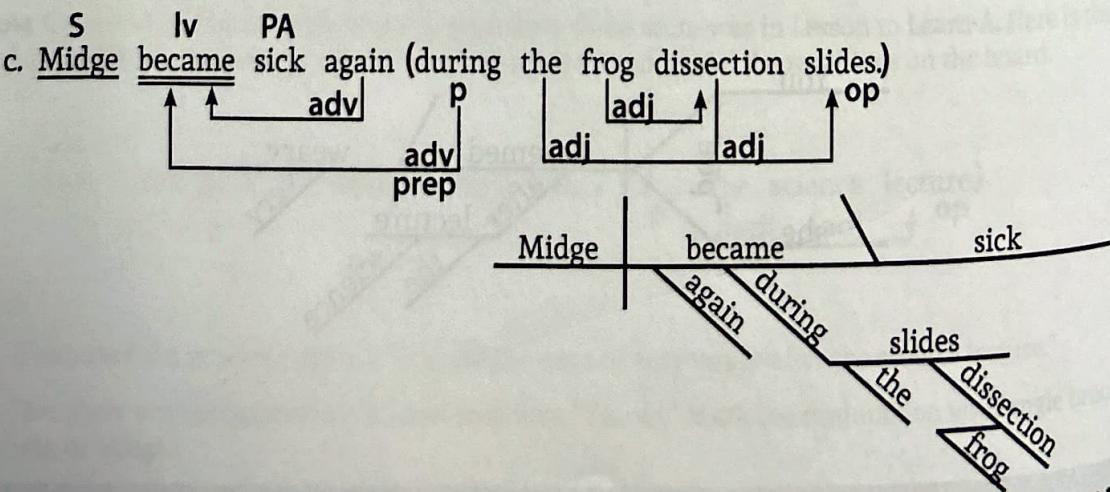
a. You and she seemed very weary (after the science lecture)



b. Did Elliot stay alert (during the whole presentation?)



c. Midge became sick again (during the frog dissection slides.)



Lesson to Learn

Sensory Linking Verbs

2. On the lines provided, write the definition of *sensory linking verbs*.

Sensory linking verbs are linking verbs that are related to the five senses. They join the subject to the predicate.

3. On the lines provided, list the eleven common sensory linking verbs.

appear, sound, become, taste, feel, grow, look, remain, seem, smell, stay

4. Underline the verb in the following sentences. Then, on the line provided, write whether the verb is an action verb (*action*) or a sensory linking verb (*sensory*).

a. Franklin looked filthy from football practice. _____ **sensory** _____

b. The hungry boy smelled dinner. _____ **action** _____

c. Franklin felt famished. _____ **sensory** _____

d. His jersey smelled earthy and sweaty. _____ **sensory** _____

e. Quickly he looked for the laundry basket. _____ **action** _____

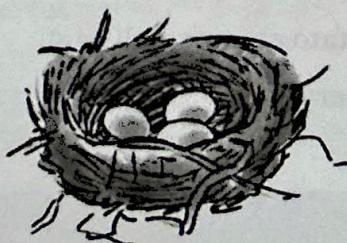
5. Rewrite Midge's diary entry about the frog dissection. Use the proper punctuation and capitalization. Underline the two sensory linking verbs.

dear diary

in science class we've been learning about amphibians the most famous amphibian is the frog today we had a frog dissection presentation the dissection looked awful it smelled worse why do they show such things im looking forward to chemistry

Dear Diary,

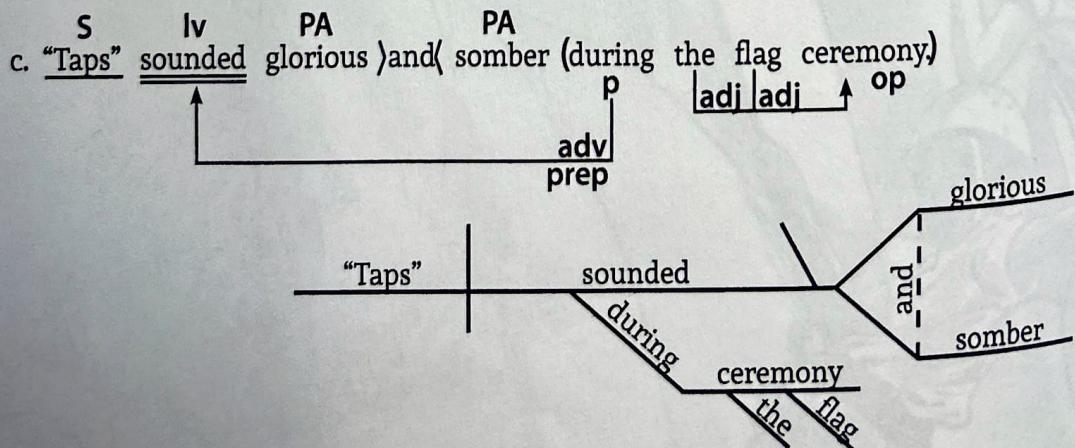
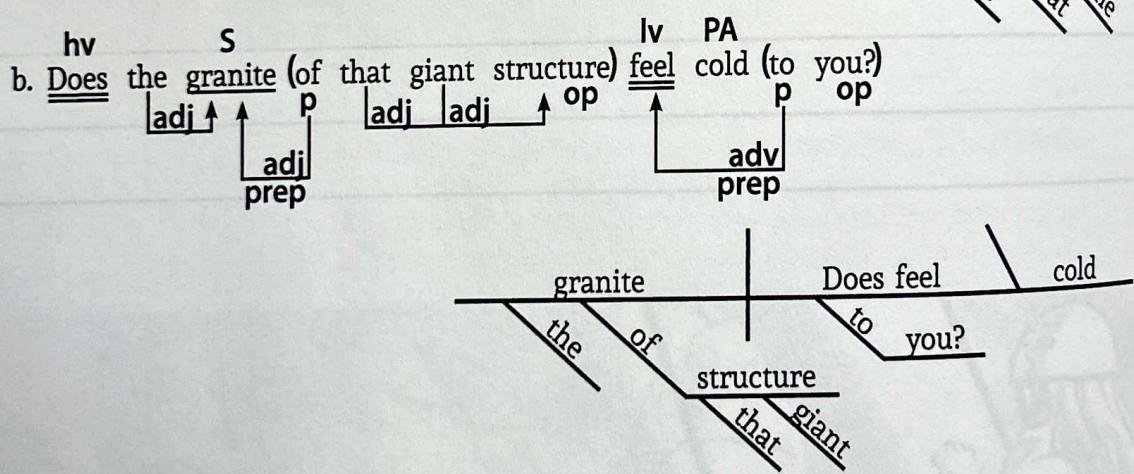
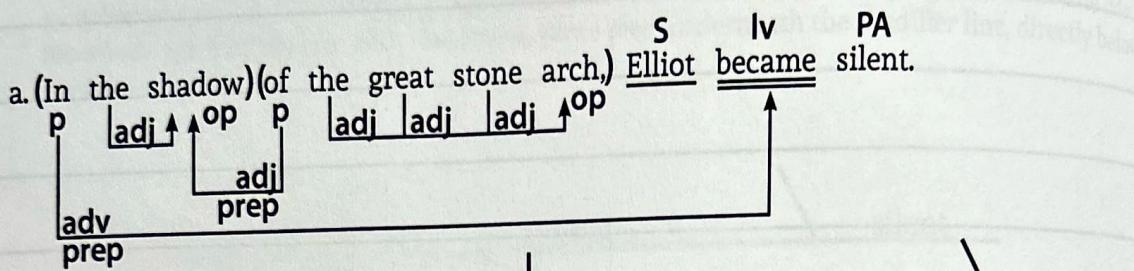
In science class, we've been learning about amphibians. The most famous amphibian is the frog. Today, we had a frog dissection presentation. The dissection looked awful! It smelled worse! Why do they show such things? I'm looking forward to chemistry.



Lesson to Learn

Sensory Linking Verbs

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



Lesson to Learn

Sensory Linking Verbs

2. On the lines provided, list the eleven common sensory linking verbs.
appear, sound, become, taste, feel, grow,
look, remain, seem, smell, stay

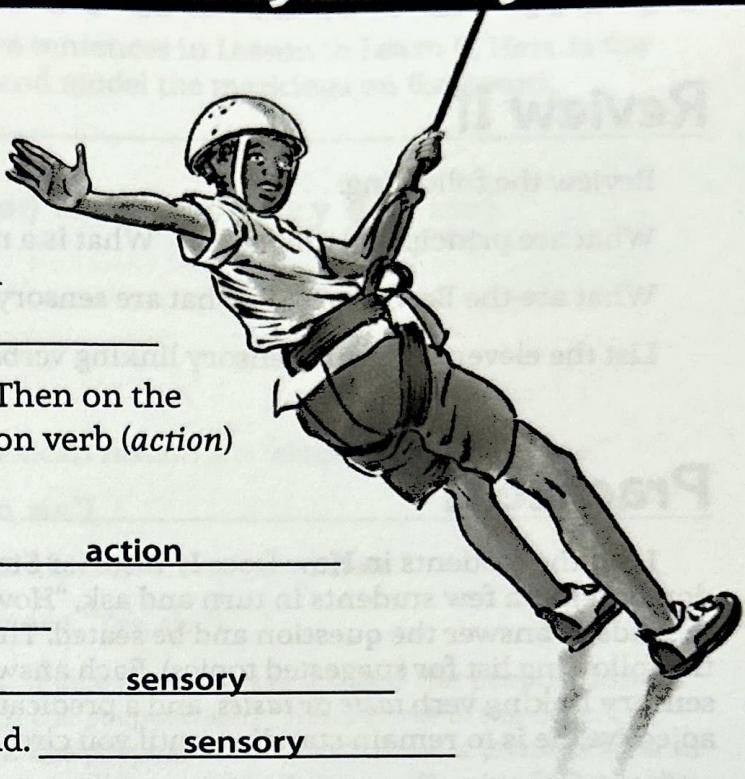
3. Underline the verb in the following sentences. Then on the line provided, write whether the verb is an action verb (*action*) or a sensory linking verb (*sensory*).

- The lady quietly appeared in the room. action
- She seemed in a fog. sensory
- The words on the paper tasted sour to her. sensory
- She appeared anxious with the letter in hand. sensory
- Her brother had tasted defeat. action

4. Rewrite the following sentences from a business letter to the National Park Service. Use proper punctuation and capitalization. Be mindful of proper nouns and the Oxford comma.

my sister and i were visiting the national memorial arch at valley forge historical park last evening it looked so impressive at night im doing a report for school about the arch do you have any information pertaining to the following the architect the builder and its building material

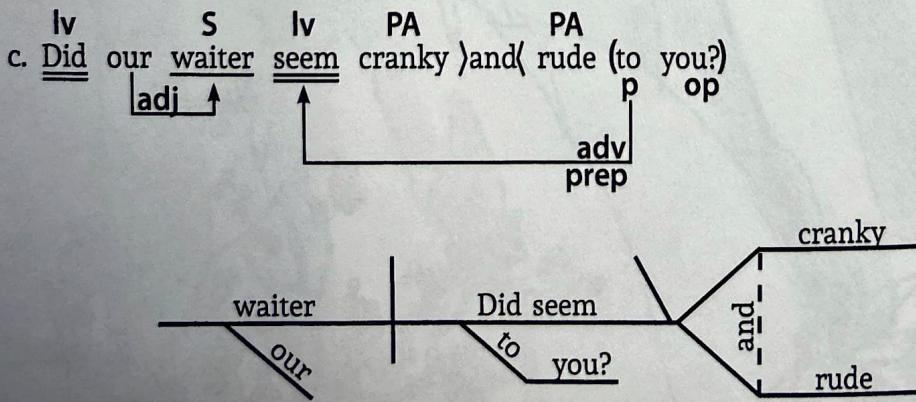
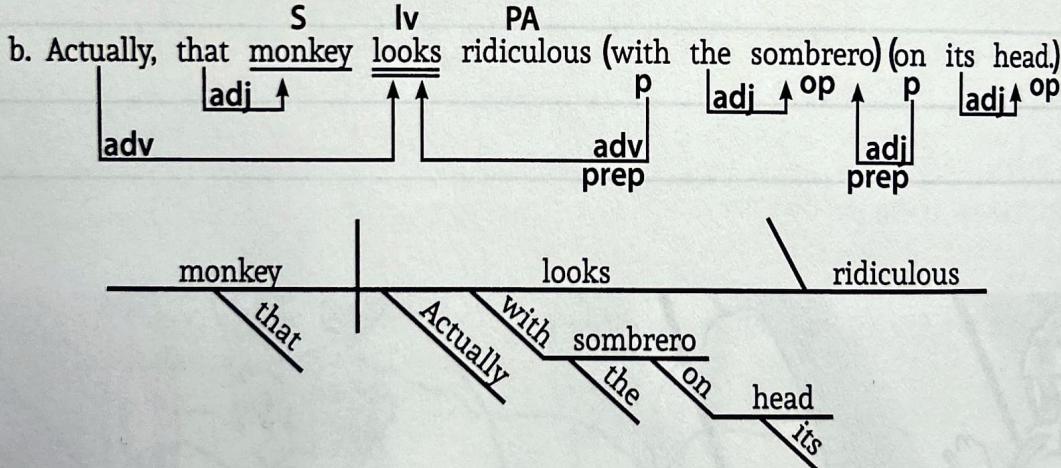
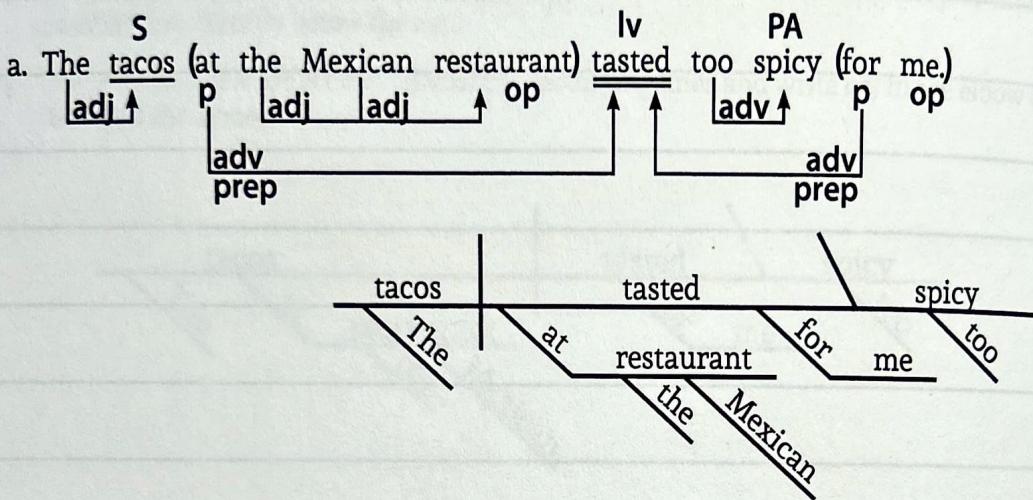
My sister and I were visiting the National Memorial Arch at Valley Forge Historical Park
last evening. It looked so impressive at night! I'm doing a report for school about the
arch. Do you have any information pertaining to the following: the architect, the build-
er, and its building material?



Lesson to Learn

Sensory Linking Verbs

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



2. On the lines provided, write the definition of a *predicate nominative*.
A predicate nominative is a noun or pronoun that renames the subject.

3. On the lines provided, list the eleven common sensory linking verbs.
appear, sound, become, taste, feel, grow, look, remain, seem, smell, stay

4. Underline the verb in the following sentences. Then on the line provided, write whether the verb is an action verb (*action*) or a sensory linking verb (*sensory*).

- Elliot became nervous in the front of his class. sensory
- Shyly, he sounded his homemade siren. action
- His teacher stayed behind her desk. action
- The high pitch sounded funny. sensory
- The others stayed alert in their seats. sensory

5. Rewrite the following sentences from a business letter Franklin's parents sent to the restaurant manager about the rude waiter. Use proper punctuation and capitalization. Underline all the sensory linking verbs.

dear sir:

yesterday my family and i ate dinner at your restaurant the tacos tasted delicious i love spicy food the reason im writing is to let you know about one of your waiters he seemed cranky with my family he appeared rude and unprofessional too i wanted you to be aware of our experience

Dear Sir:

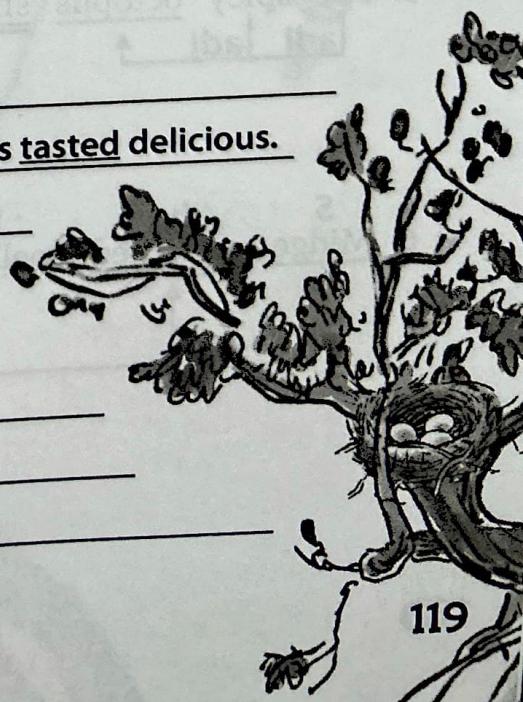
Yesterday, my family and I ate dinner at your restaurant. The tacos tasted delicious.

I love spicy food. The reason I'm writing is to let you know about

one of your waiters. He seemed cranky with my family. He ap-

peared rude and unprofessional too. I wanted you to be aware

of our experience.

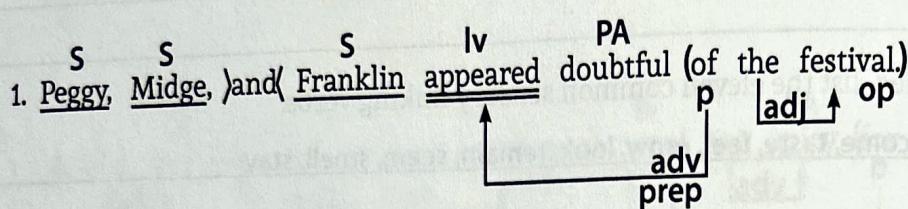


Sentences for Practice

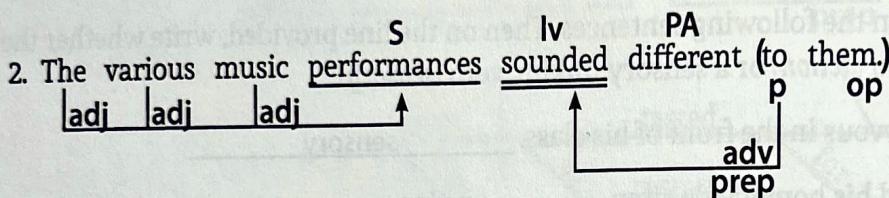
Sensory Linking Verbs

Analyze the following sentences.

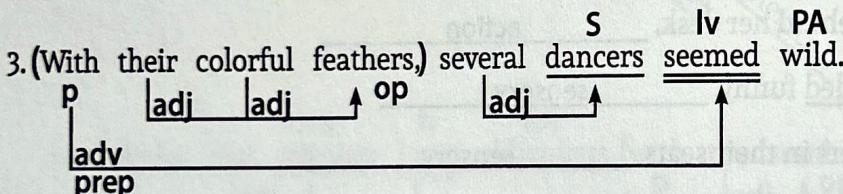
1. Peggy, Midge, Midge, and Franklin appeared doubtful (of the festival).



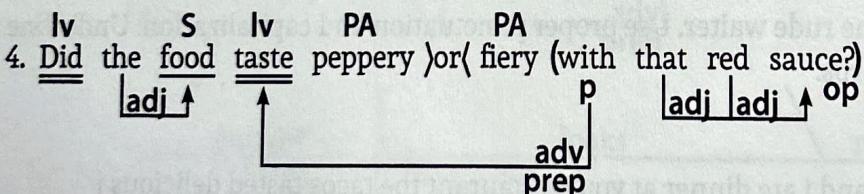
2. The various music performances sounded different (to them).



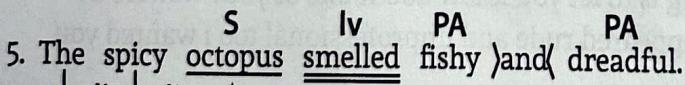
3. (With their colorful feathers,) several dancers seemed wild.



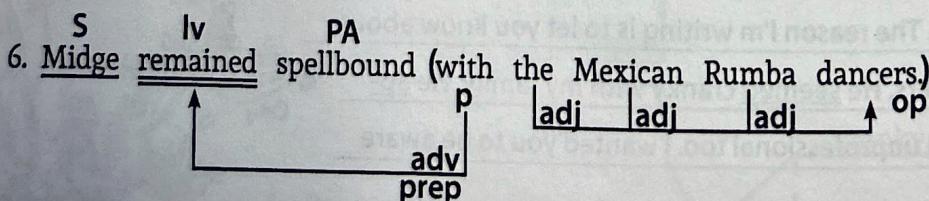
4. Did the food taste peppery or fiery (with that red sauce?)



5. The spicy octopus smelled fishy and dreadful.



6. Midge remained spellbound (with the Mexican Rumba dancers.)



Sentences for Practice

Sensory Linking Verbs

7. Later, the evening grew cool (from the lake breeze.)

S Lv PA
 adj grew cool (from the lake breeze.)
 adv prep adj adj op

8. (After the last dance,) Midge stayed awestruck.

S Lv PA
 p adj adj op stayed awestruck.
 adv prep

9. Will she become a Latin dancer someday?

lv S lv PN
 adj she become a Latin dancer someday?
 adv

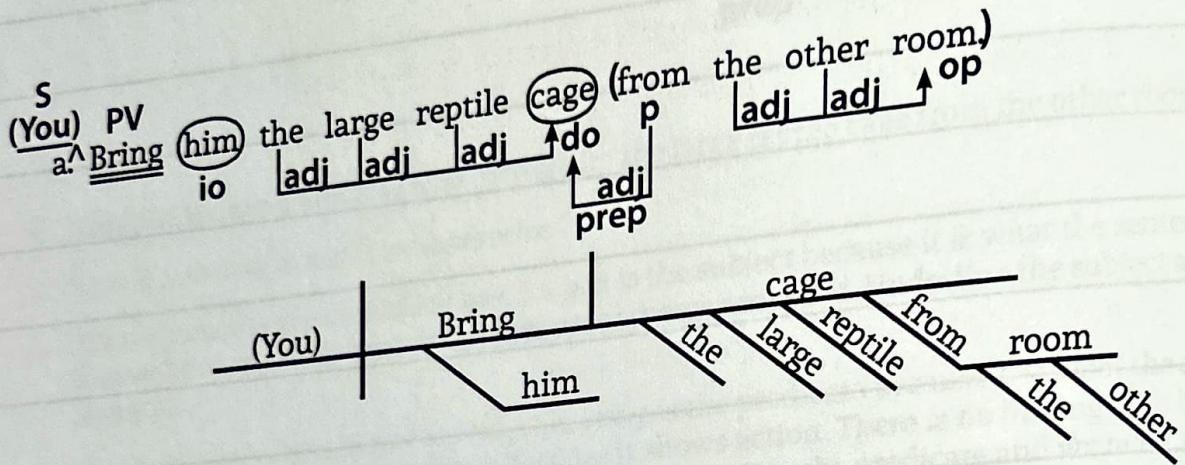
10. The three (of them) looked weary (after the festival.)

S lv PA
 adj p op looked weary (after the festival.)
 adj prep adv

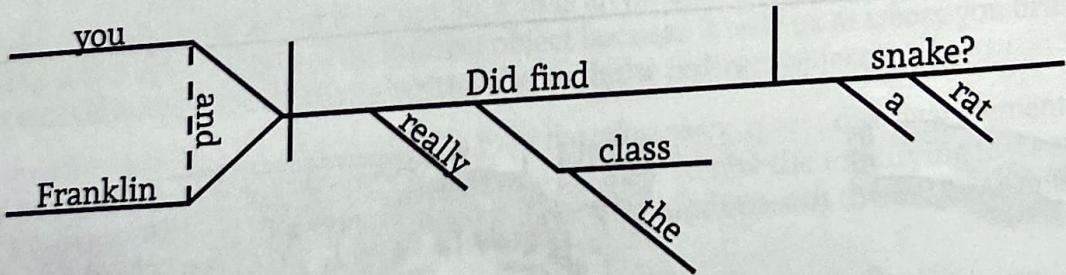
Lesson to Learn

Indirect Objects

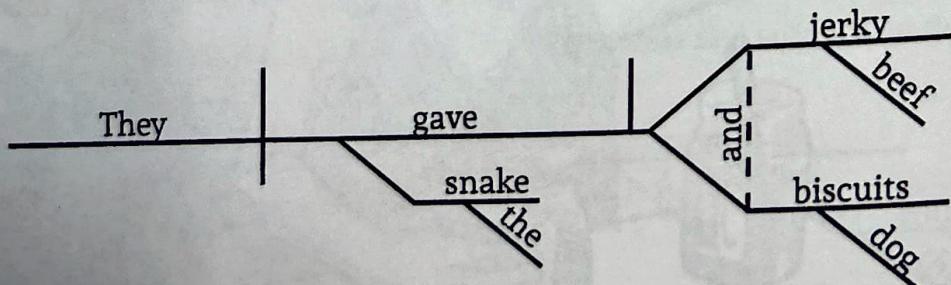
1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



b. hv S S PV
 Did you and Franklin really find the class a rat snake?



c. S PV
 They gave the snake beef jerky and dog biscuits



Lesson to Learn

Indirect Objects

2. On the lines provided, write the definition of *indirect objects*.

Indirect objects are objective elements receiving what the direct object names. They are nouns or could be pronouns.

3. On the lines provided, write the questions that *indirect objects* answer.

An indirect object answers the questions to what? or to whom?, for what? or for whom?

4. On the lines provided, rewrite the following sentences, changing the indirect objects into prepositional phrases.

a. Midge baked them a dozen cookies.

Midge baked a dozen cookies for them.

b. She gave the girls and guys the whole tray.

She gave the whole tray to the girls and guys.

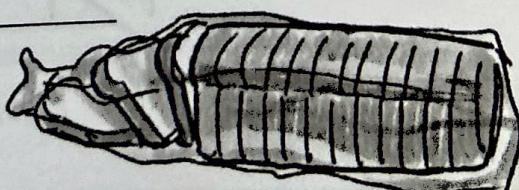
c. The group offered the others some of the treats.

The group offered some of the treats to the others.

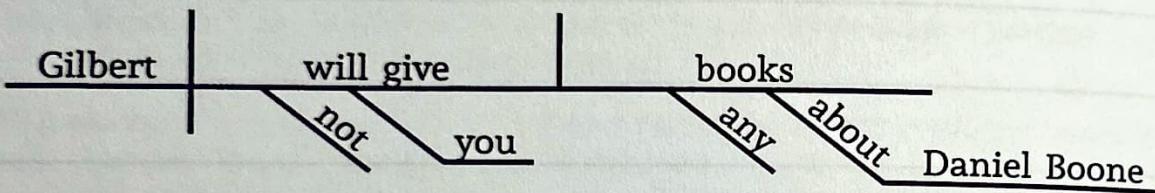
5. Imagine Franklin is writing the directions for taking care of the pet snake. Rewrite Franklin's directions using proper punctuation and capitalization.

fill the bowl daily with water bring the snake a fresh rodent for mealtime keep the cage secure with a latch never put insects in a rat snakes cage rat snakes dont eat insects

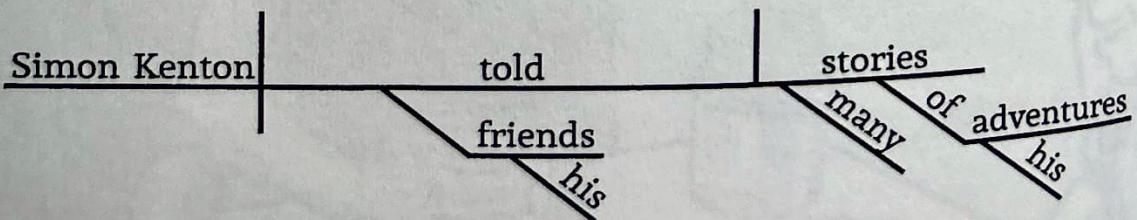
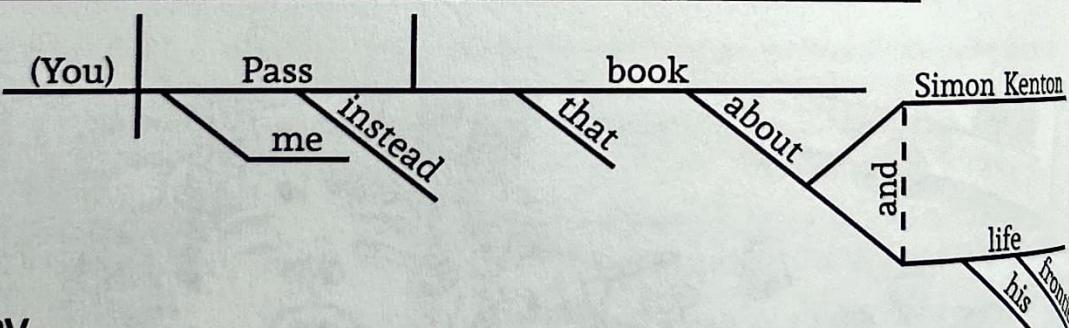
Fill the bowl daily with water. Bring the snake a fresh rodent for mealtime. Keep the cage secure with a latch. Never put insects in a rat snake's cage. Rat snakes don't eat insects.



1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



S
(You) PV
b. Pass me that book (about Simon Kenton) and his frontier life instead.
io adj do p
adj prep
op adj adj op
adv



2. On the lines provided, write the definition of a *direct object*.

A direct object is an objective element that tells what the subject is acting on. It's a noun or a pronoun after a transitive verb.

3. On the lines provided, write the questions that a *direct object* answers.

A direct object answers the questions **what?** or **whom?**

4. On the lines provided, rewrite the following conversation between Elliot and Gilbert about Simon Kenton. Use correct punctuation, including quotation marks.

simon kenton was a legendary hero elliot began who was nearly killed in 1778 what saved him gilbert asked slowly or who saved him a buddy resucued him elliot explained and his name was simon girty

"Simon Kenton was a legendary hero," Elliot began, "who was nearly killed in 1778."

"What saved him," Gilbert asked slowly, "or who saved him?"

"A buddy rescued him," Elliot explained, "and his name was Simon Girty!"

5. Using the following prompts, write *interrogative* sentences with *indirect objects*.

Answers will vary.

a. Use the verb *read*:

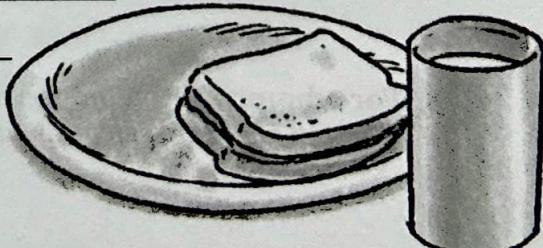
Did Franklin read her the article?

b. Use the verb *find*:

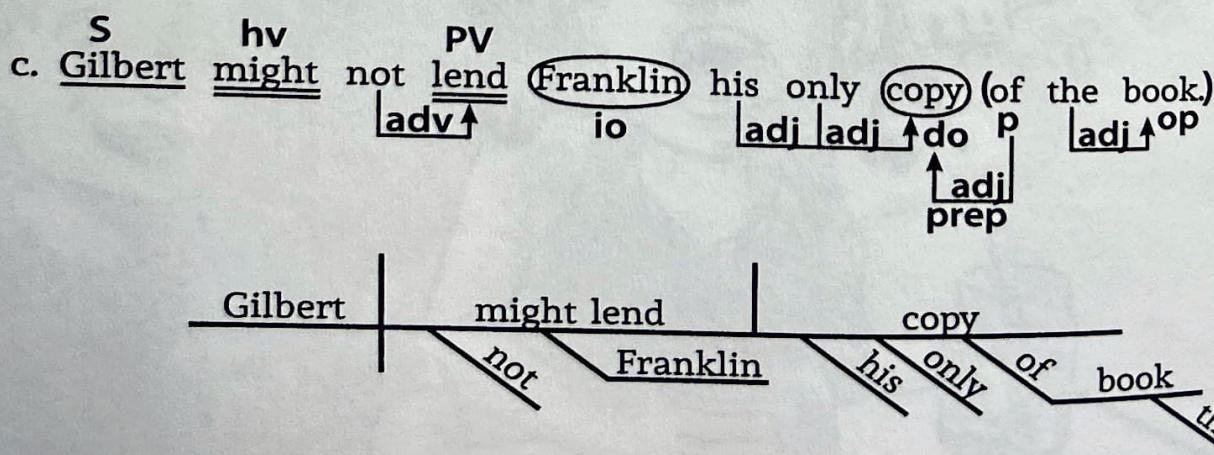
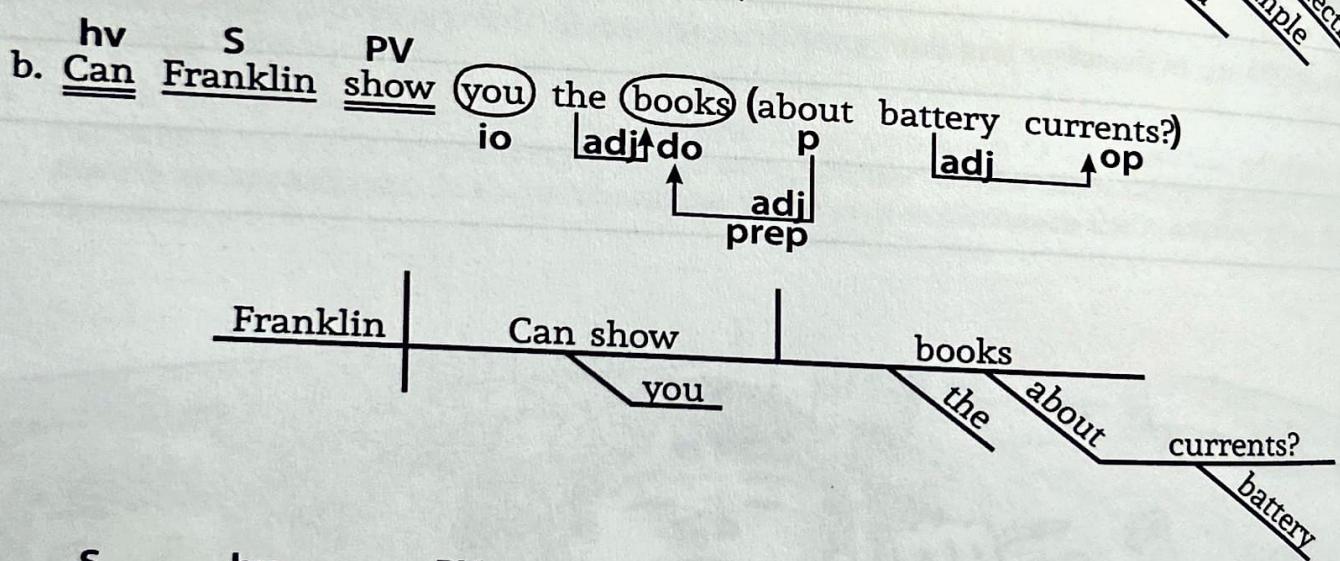
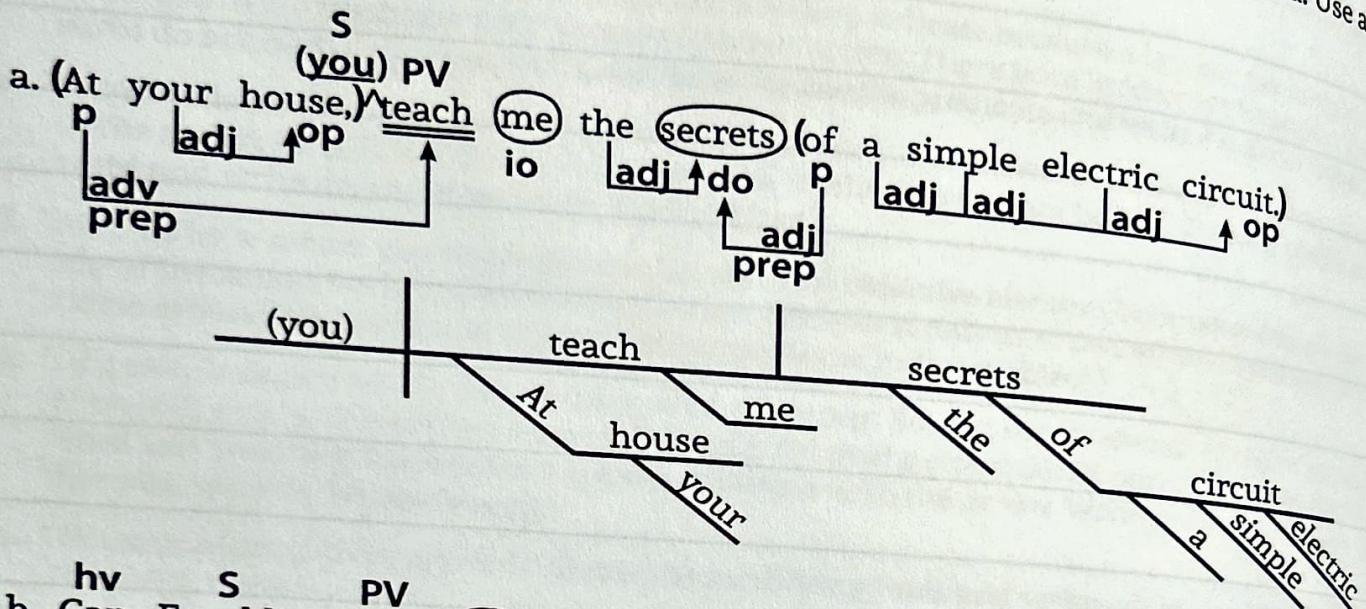
Would she find him his own book?

c. Use the verb *offer*:

Will Midge offer him another source?



1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



Lesson to Learn

Indirect Objects

2. On the lines provided, write the definition of *indirect objects*.

Indirect objects are objective elements receiving what the direct object names. They are nouns or could be pronouns.

3. On the lines provided, write the questions that an *indirect object* answers.

An indirect object answers the questions to **what?** or to **whom?**, for **what?** or for **whom?**

4. On the lines provided, rewrite the following conversation Franklin and Gilbert had while they were working. Use correct punctuation, including quotation marks.

im confused franklin said with all these wires what is this piece gilbert said holding the copper wire and where does it go put that down he blurted and wait until we read about it

"I'm confused," Franklin said, "with all these wires."

"What is this piece," Gilbert said, holding the copper wire, "and where does it go?"

"Put that down," he blurted, "and wait until we read about it!"

5. Using the following prompts, write *declarative* sentences with *indirect objects*. You may change the tense of the verb provided.

a. Use the verb *buy*:

Franklin might buy Gilbert new wire.

b. Use the verb *show*:

The two guys showed her the battery.

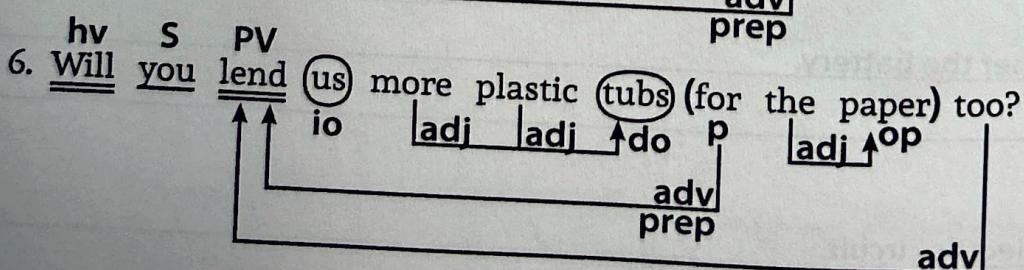
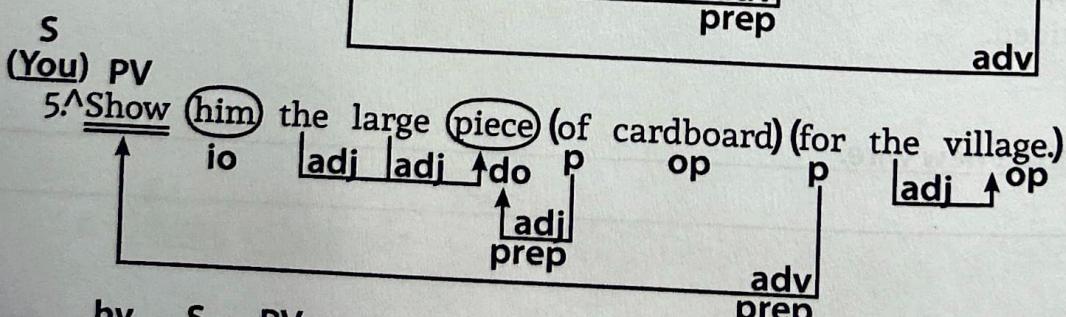
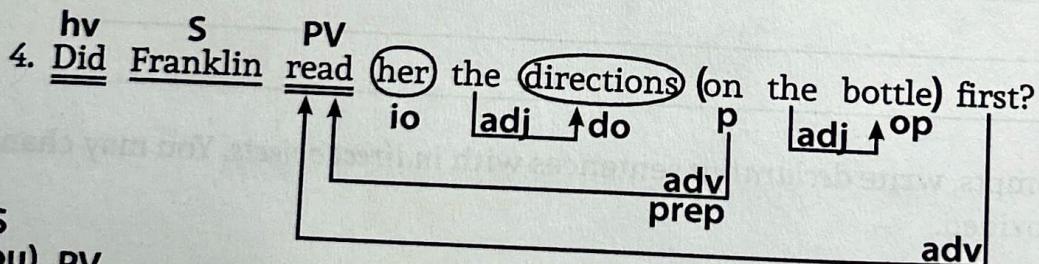
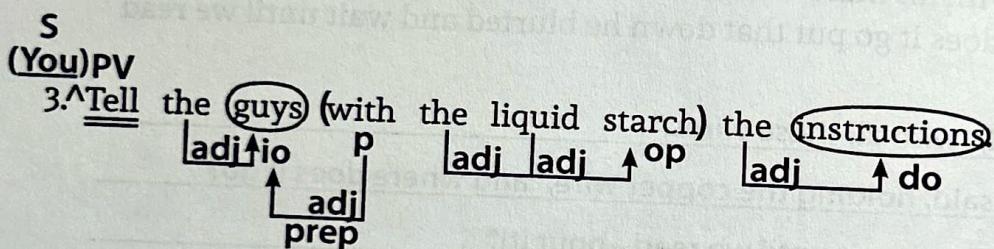
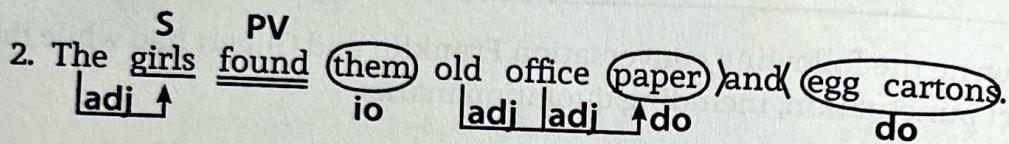
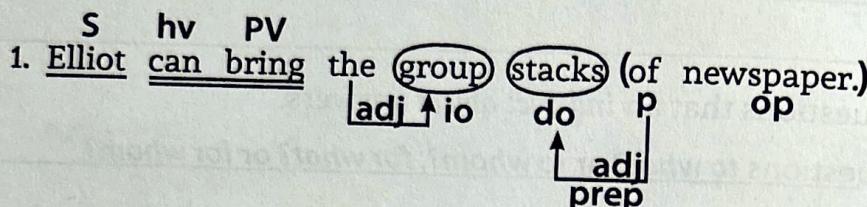
c. Use the verb *build*:

Midge built them an electric circuit.

Sentences for Practice

Indirect Objects

Analyze the following sentences.



Sentences for Practice

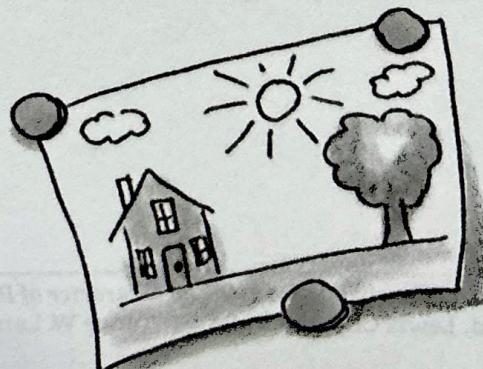
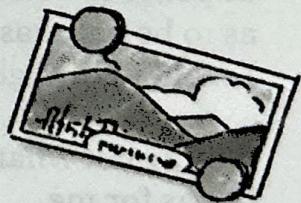
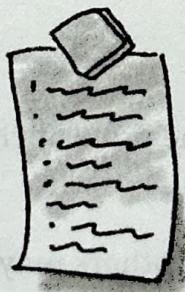
Indirect Objects

7. Midge hv S PV might offer you a glob (of papier-mâché.)
 io adj do p op
 adj prep

8. Can hv S PV he get them some toothpicks and wire?
 io adj do do

9. Surprisingly, the girls S PV built them the outer walls alone.
 adj io adj adj do adv

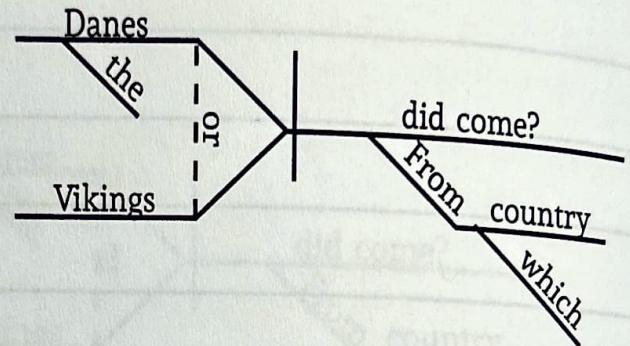
10. (During the evening,) the four kids S PV showed us the project.
 p adj op adj adj io adj do
 adv prep



1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

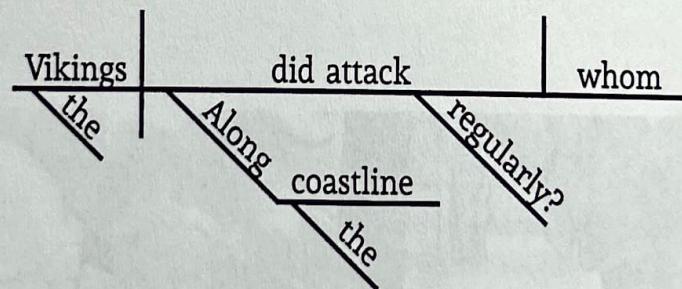
a. (From which country) did the Danes or Vikings come?

h_v S S PV
p adj op adj S
adv prep



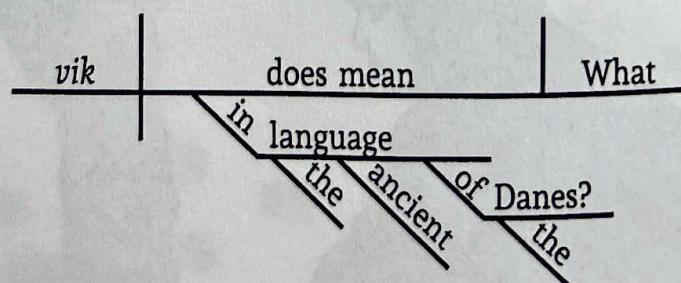
b. (Along the coastline,) whom did the Vikings attack regularly?

h_v S PV
p adj op do adj adv
adv prep



c. What does vik mean (in the ancient language) (of the Danes)?

h_v S PV
do vik mean (in the ancient language) (of the Danes)
p adj adj op p adj op
adv prep



Lesson to Learn

Interrogative Pronouns

2. On the lines provided, write the definition of *interrogative pronouns*.
Interrogative pronouns are the question pronouns. Interrogative pronouns may act as a subject, an object, or an adjective within a question.

3. On the lines provided, list the interrogative pronouns.

The interrogative pronouns are who, whom, whose, which, what.

4. Use the provided interrogative pronouns to construct interrogative sentences that ask questions relating to the given declarative sentences.

Example: Use *who*: She will swim first. Who will swim first?

a. Use *which*: The Chargers swim team will be in the finals.

Which swim team will be in the finals?

b. Use *who*: Midge will swim the backstroke during the relay.

Who will swim the backstroke during the relay?

c. Use *what*: She will go to her brother's soccer game after the swim meet.

What will she do after the swim meet?

5. On the lines provided, rewrite the note that Midge wrote to her aunt, telling about her swim meet. Use correct punctuation and capitalization.

dear auntie the swim meet was great i swam my best time in the backstroke and came in second in the butterfly which events did you swim in college

Dear Auntie,

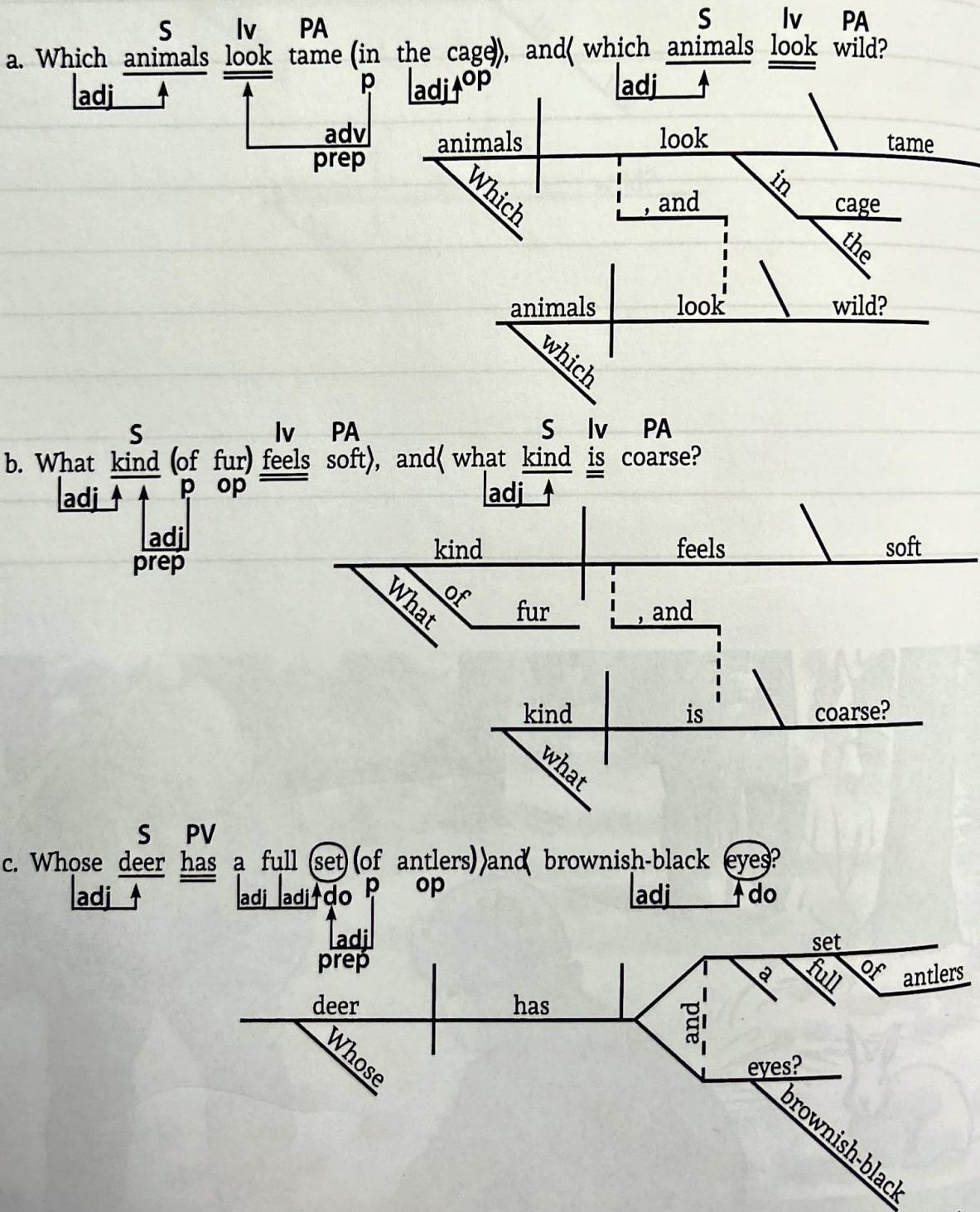
The swim meet was great! I swam my best time in the backstroke and came in second in the butterfly. Which events did you swim in college?



Lesson to Learn

Interrogative Pronouns

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



B

Lesson to Learn Interrogative Pronouns

2. On the lines provided, write the definition of a *pronoun*.

A pronoun is a part of speech used in place of a noun or nouns.

3. On the lines provided, write the definition of *interrogative pronouns*.

Interrogative pronouns are the question pronouns. Interrogative pronouns may act as a subject, an object, or an adjective within a question.

4. On the lines provided, rewrite the following *formal* interrogative sentences as *informal* interrogative sentences.

Example: Formal: To whom will you give a call? Informal: Whom will you give a call to?

a. In what tournament will Peggy be playing next week?

What tournament will Peggy be playing in next week?

b. With whom should she get a ride to the game?

Whom should she get a ride with to the game? or Whom should she get a ride to the game with?

c. From which coach will Gilbert receive his new jersey?

Which coach will Gilbert receive his new jersey from?

5. On the lines provided, rewrite the note that Gilbert wrote to his coach about the game. Use correct punctuation and capitalization.

coach howard thank you for ordering the new greenish blue team jerseys i was wondering why my jersey is bluish green what position am i for the next game

Coach Howard,

Thank you for ordering the new greenish-blue team jerseys. I

was wondering why my jersey is bluish green. What position am

I for the next game?



1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

a. Whom ^{hv} do these reddish-brown matches (in the box) belong (to?

op adj adj p adj op p adv prep

b. Which tips (of the matches) look fiery hot), and which do not?

adj p adj op adj PA S PV
adj prep adj op adj adv

c. Who (in history) was the inventor (of the modern wooden match?)

S Iv PN
p op adj p adj adj op

adj prep

Lesson to Learn

Interrogative Pronouns

2. On the lines provided, write the definition of a *pronoun*.

Apronoun is a part of speech used in place of a noun or nouns.

3. On the lines provided, write the definition of *interrogative pronouns*.

Interrogative pronouns are the question pronouns. Interrogative pronouns may act as a subject, an object, or an adjective within a question.

4. Use the provided interrogative pronouns to construct interrogative sentences that ask questions relating to the given declarative sentences.

Example: Use *what*: Vaccines will be the future of curing diseases.
What will be the future of curing diseases?

a. Use *which*: The first vaccine cured the illness known as small pox.

Which illness did the first vaccine cure?

b. Use *who*: Edward Jenner discovered the vaccine treatment.

Who discovered the vaccine treatment?

c. Use *what*: The cowpox and smallpox diseases were part of Jenner's treatment.

What two diseases were part of Jenner's treatment?

5. On the lines provided, rewrite the following journal entry that Edward Jenner wrote about his discovery. Use correct punctuation and capitalization.

the disease of smallpox is related to the disease of cowpox who would have thought i am still watching my patient and wondering about it what will be the future of smallpox

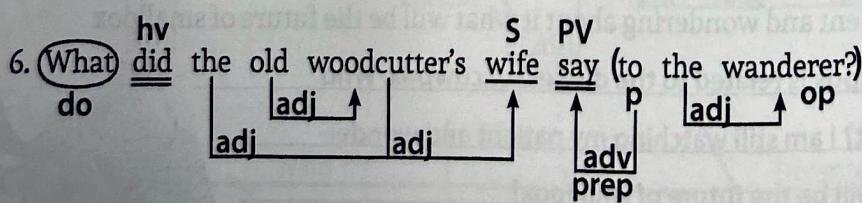
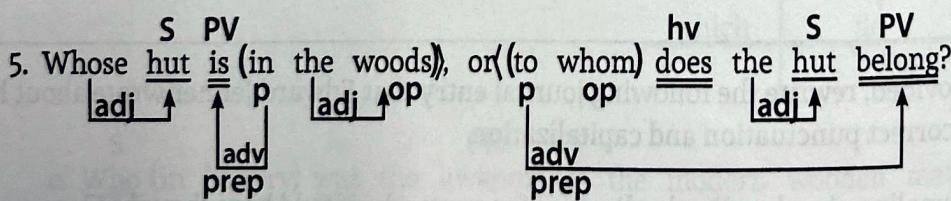
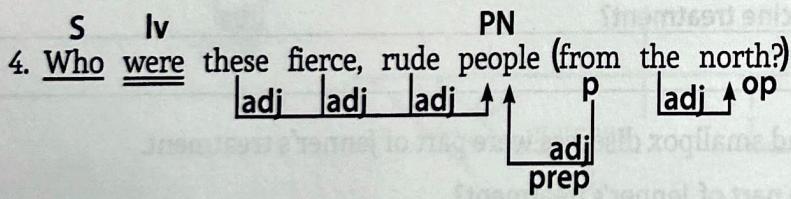
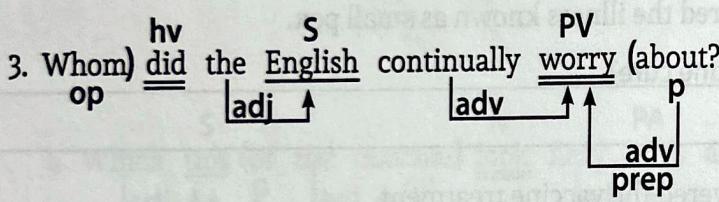
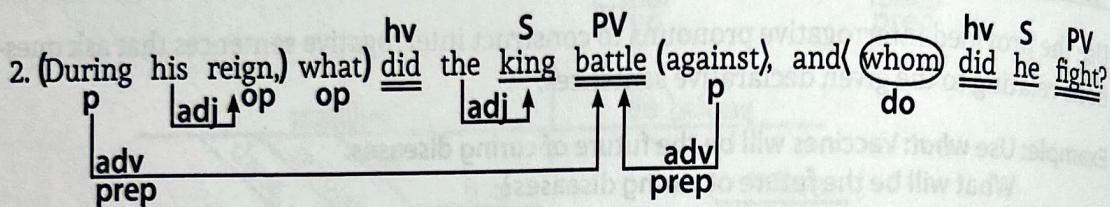
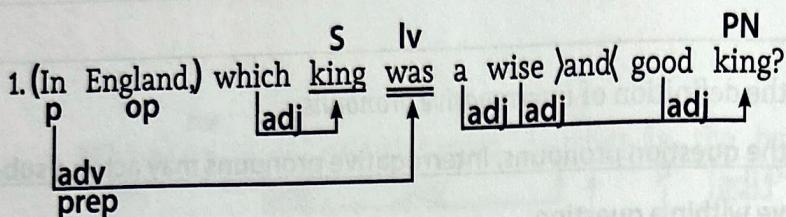
The disease of smallpox is related to the disease of cowpox. Who would have thought? I am still watching my patient and wondering about it. What will be the future of smallpox?



Sentences for Practice—Tale

Interrogative Pronouns

Analyze the following sentences, which are inspired by the tale "King Alfred and the Cakes."



Sentences for Practice—Tale

Interrogative Pronouns

7. Which cakes hv did King Alfred S PV watch (by) p the hearth?

adj do adv prep adj op

8. Whom op hv did the old woman S PV yell (at), and what do hv did she S PV say?

adj adj adv prep do

9. What do hv did King Alfred S PV learn (from) those cakes?

adj op adv prep adj op

10. (For what reason) p hv did King Alfred S PV defeat the Danes?

adj op adv prep adj do

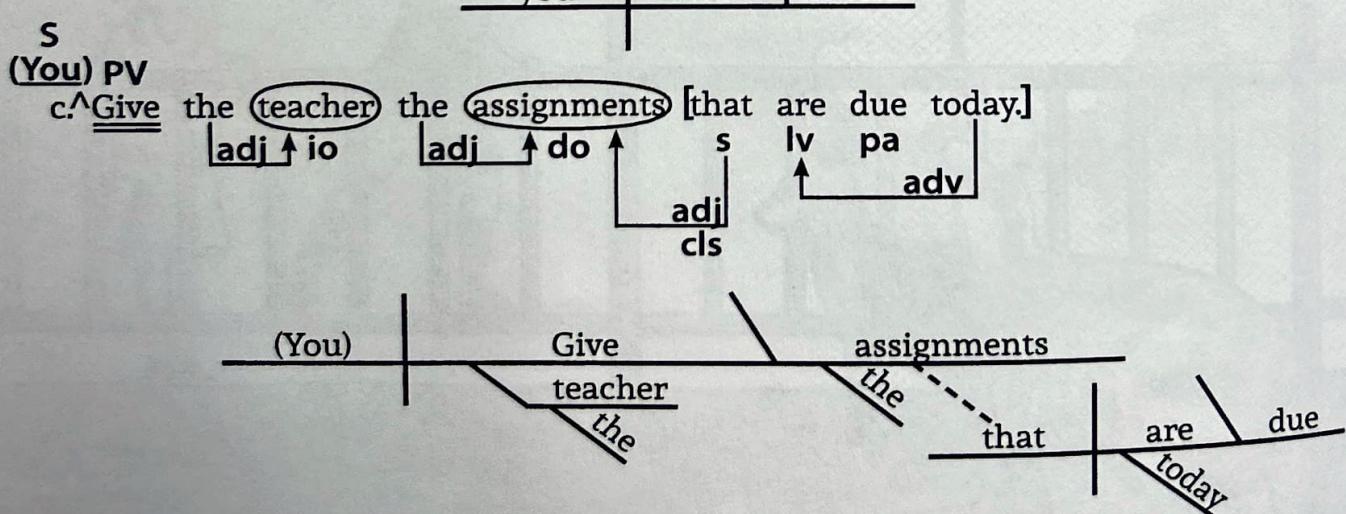
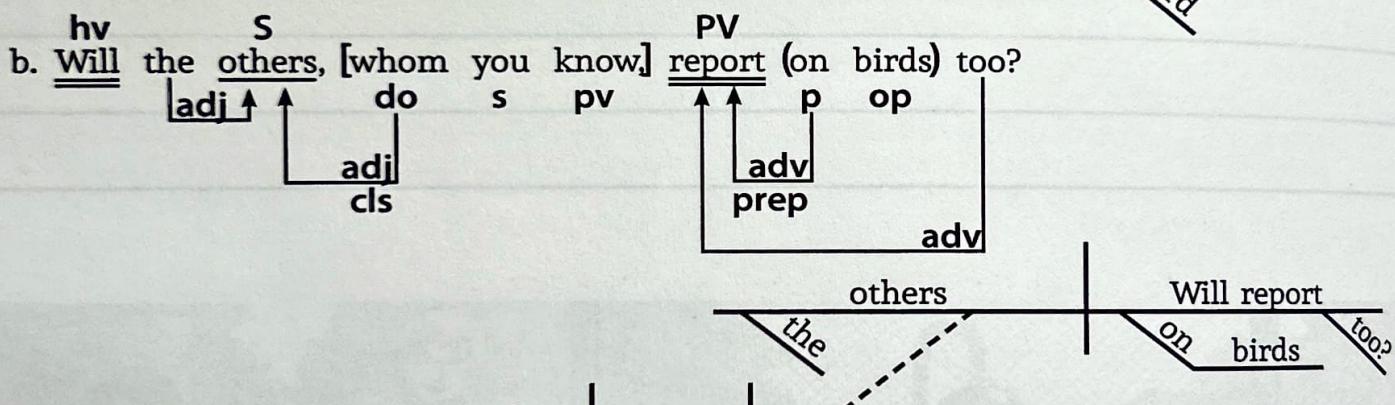
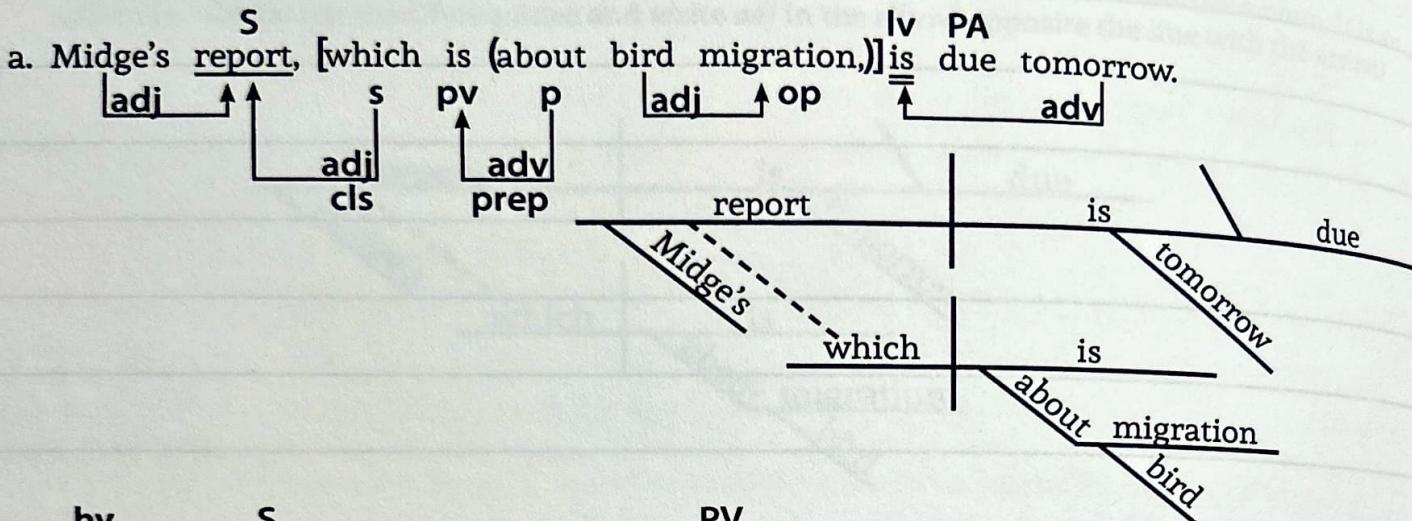
From the Sideline: These extra practice sentences are a synopsis of the tale "King Alfred and the Cakes." The tale and the extended lesson notes are on the following pages.



Lesson to Learn

Relative (Adjectival) Clauses

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



Lesson to Learn

Relative (Adjectival) Clauses

2. On the lines provided, write the definition of *relative pronouns*.

Relative pronouns are pronouns used at the beginning of a relative clause.

3. On the line provided, list the most common relative pronouns.

The most common relative pronouns are who, which, and that.

4. Using the prompts that are provided, rewrite each of the following pairs of simple sentences into complex sentences. Using *that* you will create an essential relative clause, and using *which* or *who*, you will create a nonessential relative clause. **Answers will vary.**

a. Use *that*: The bird book is on the table. It is about sparrows and hawks.

The bird book that is on the table is about sparrows and hawks.

b. Use *which*: Midge researched geese. They migrate looking for food.

Midge researched geese, which migrate looking for food.

c. Use *who*: Elliott is in Midge's class. He will report on bald eagles next.

Elliott, who is in Midge's class, will report on bald eagles next.

From the Sideline: Remember that Be Verbs (*am, is, are, was, were, be, being, been*) can be linking verbs, helping verbs, or predicate verbs. In sentence a on the facing page, the *is* in "which is about bird migration" is a predicate verb expressing action and followed by an adverbial prepositional phrase. The relative clause includes neither a predicate noun nor a predicate adjective, so there is no linking verb in the clause. See page 63 for further discussion.



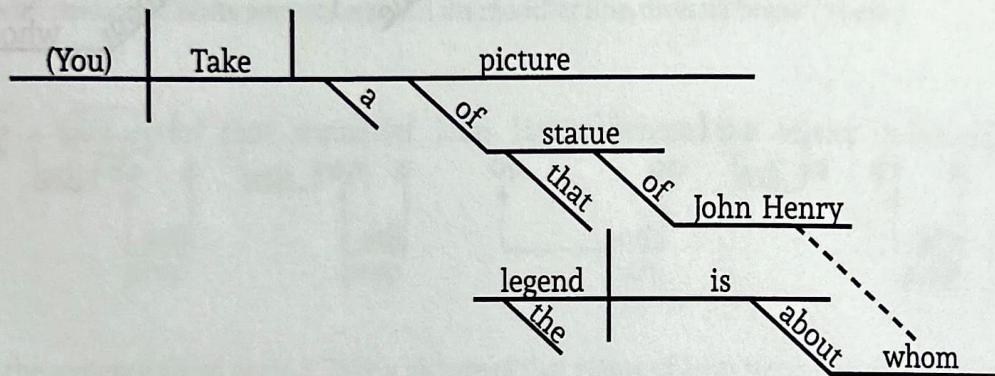
Lesson to Learn

Relative (Adjectival) Clauses

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.

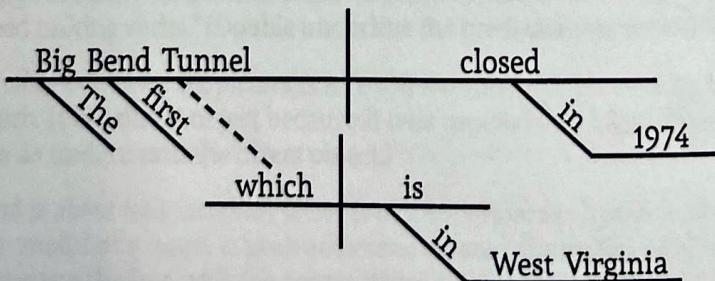
S
 (You) PV
 a. Take a (picture) (of that statue) (of John Henry) [whom the legend is (about)]

adj↑ do p adj↑ op p op adj↑ s pv p
 adj prep adj prep op adj cls adv prep



b. The first Big Bend Tunnel, [which is (in West Virginia)] closed (in 1974.)

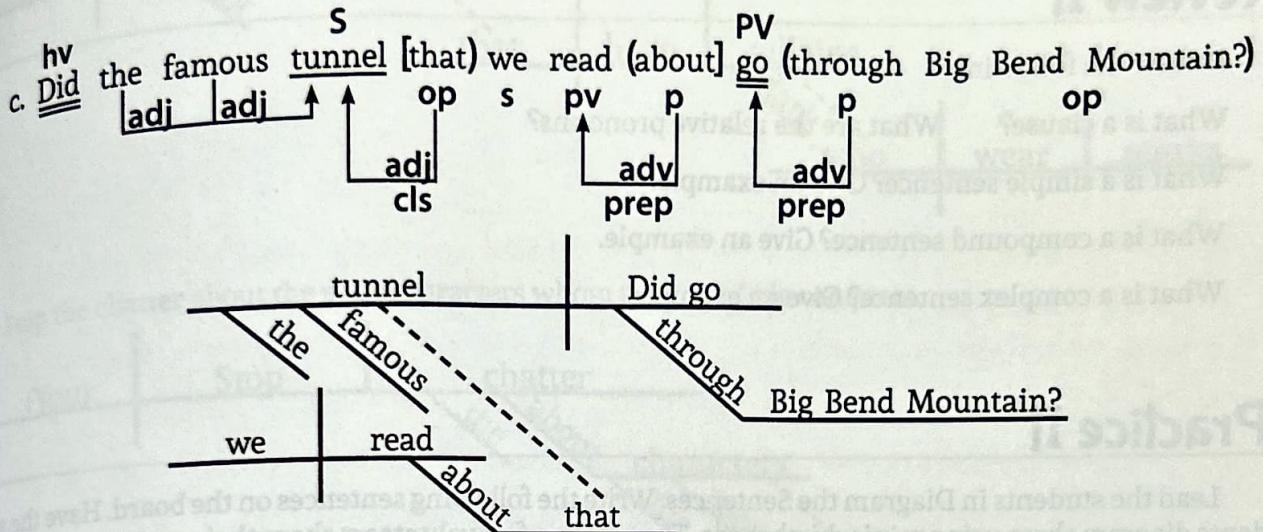
adj adj↑ s pv p op PV
 adj cls adv prep p op adv prep



From the Sideline: Remember that Be Verbs (*am, is, are, was, were, be, being, been*) can be linking verbs, helping verbs, or predicate verbs. In these sentences, *is* is a predicate verb expressing action and followed by an adverb in sentence a and by an adverbial prepositional phrase in sentence b. Neither sentence includes a predicate noun or a predicate adjective, so there is no linking verb. See page 63 for further discussion.

Lesson to Learn

Relative (Adjectival) Clauses



2. On the lines provided, write the definition of *relative pronouns*.

Relative pronouns are pronouns used at the beginning of a relative clause.

3. On the line provided, list the most common relative pronouns.

The most common relative pronouns are *who*, *which*, and *that*.

4. On the lines provided, rewrite the following brief history that Franklin wrote about the Big Bend Tunnel. Use correct punctuation and capitalization.

the big bend tunnel which is also known as the great bend tunnel was completed on september 12 1872 the tunnel that took three years to build is over a mile long hundreds of construction workers drilled through red shale which made the job very difficult many men lost their lives due to rockslides

The Big Bend Tunnel, which is also known as the Great Bend Tunnel, was completed

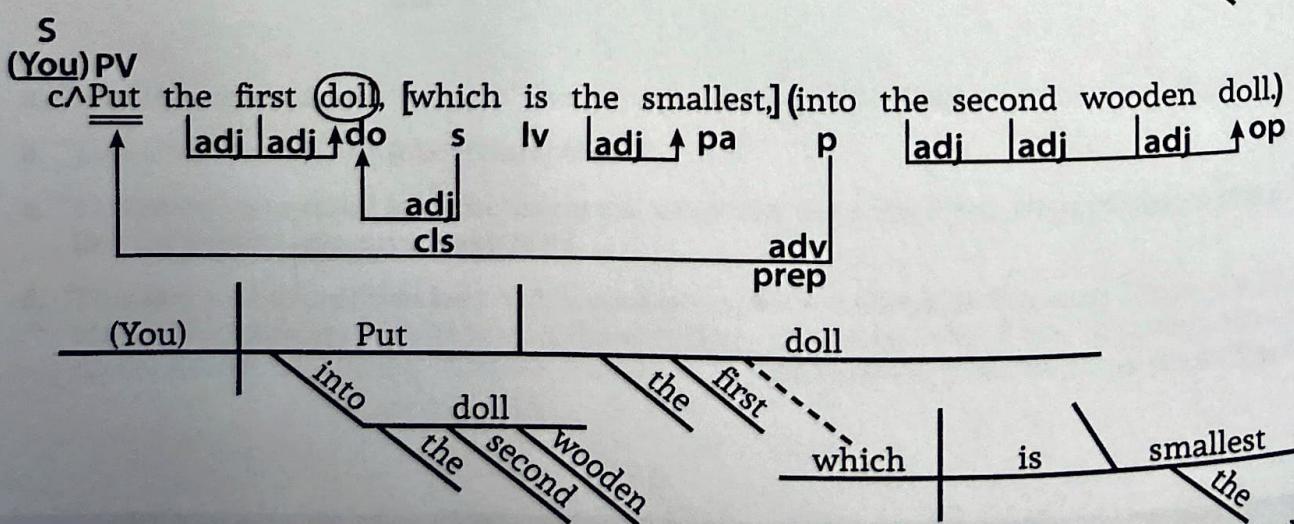
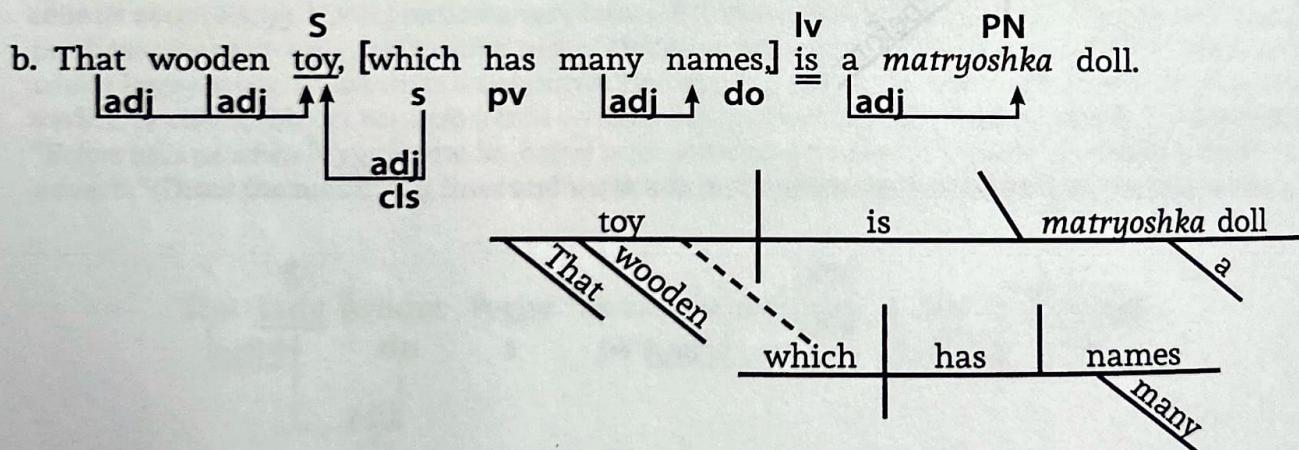
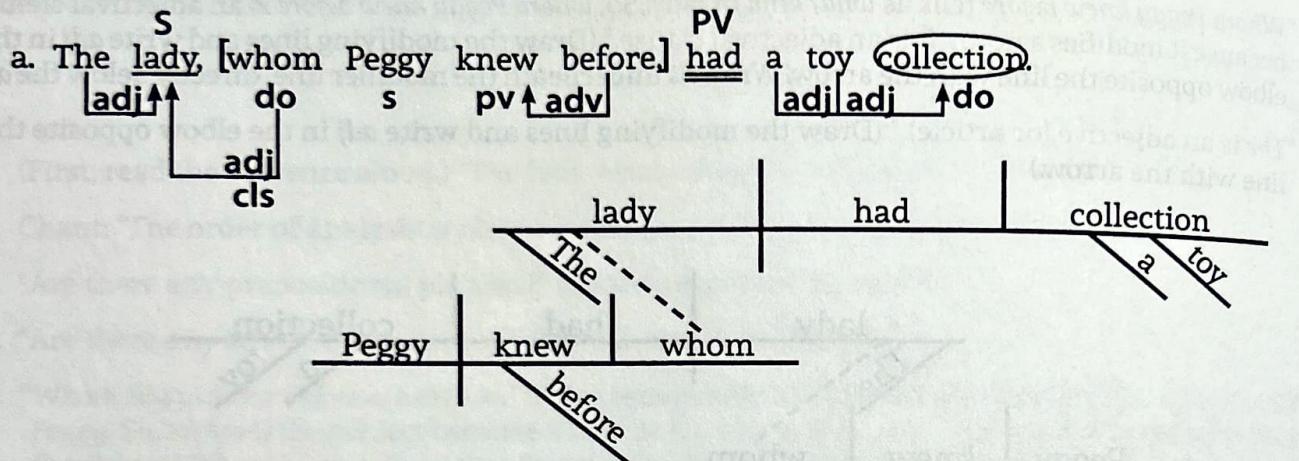
on September 12, 1872. The tunnel that took three years to build is over a mile long.

Hundreds of construction workers drilled through red shale, which made the job very difficult. Many men lost their lives due to rockslides.

Lesson to Learn

Relative (Adjectival) Clauses

1. Analyze the following sentences, and then diagram them in the space provided. Use a ruler to draw the lines.



Lesson to Learn

Relative (Adjectival) Clauses

2. On the lines provided, write the definition of a *clause*.

A clause is a group of words behaving like one part of speech, containing a subject and a predicate.

3. On the lines provided, list the most common relative pronouns.

The most common relative pronouns are who, which, and that.

4. On the lines provided, rewrite the following thank-you note that Peggy wrote about the *matryoshka* doll. Use correct punctuation and capitalization.

dear midge

thank you for the *matryoshka* doll that you gave to me did you know that the five dolls which are hidden inside all fit into the big one i was so surprised i like its name but it has other names which sound similar too

Dear Midge,

Thank you for the *matryoshka* doll that you gave to me. Did you know that the five dolls, which are hidden inside, all fit into the big one? I was so surprised! I like its name, but it has other names, which sound similar too.

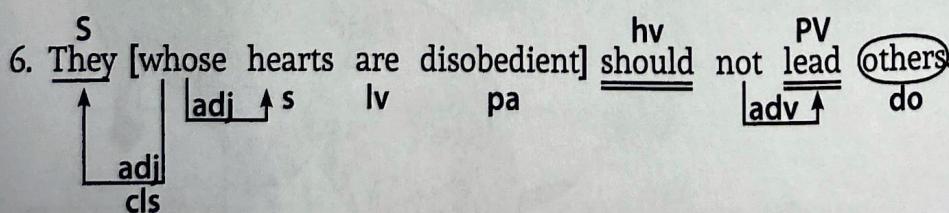
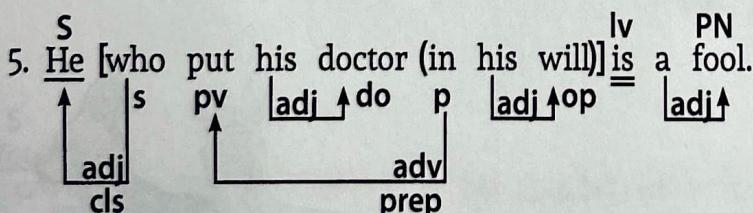
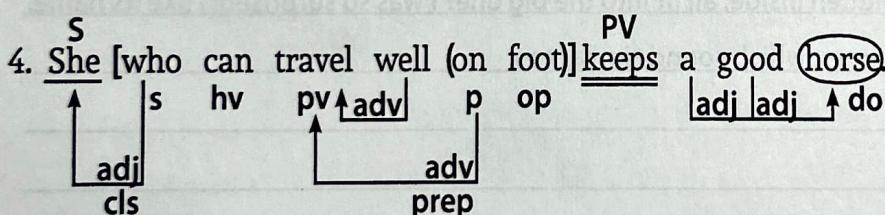
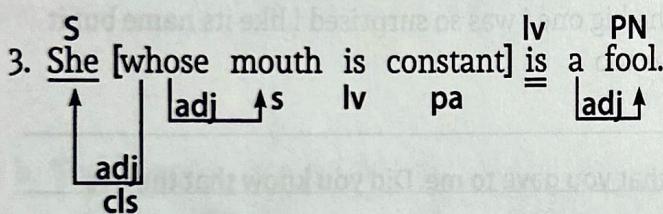
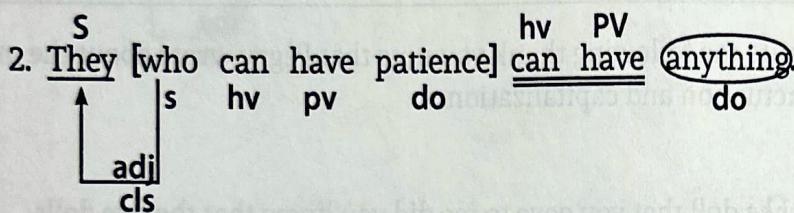
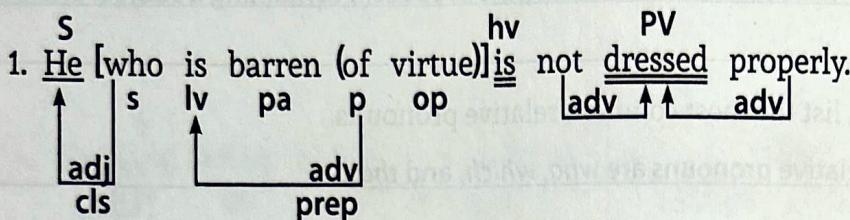


Sentences for Practice

Relative (Adjectival) Clauses

Analyze the following sentences adapted from *Poor Richard's Almanac*.

From the Sideline: These extra practice sentences are adapted from Benjamin Franklin's *Poor Richard's Almanac* (#194, 200, 201, 210, 211, 214, 212, 225, 226, 240).



Sentences for Practice

Relative (Adjectival) Clauses

7. He [who lies down (with dogs)] shall rise up (with fleas).

8. She [who never eats excessively] will never be lazy.

9. They [whom he counseled] remain foolishly willful.

10. He [who will not bear (with other's passions)] will not govern his own.

