**Grammar Practice**

This workbook contains practice activities for fundamental grammar concepts introduced in class. Sentence structure and punctuation will be added towards the end. There is an answer key towards the back where you may check your work.

I **Nouns** Proper/Common

Subject Nouns

Direct Object/Indirect Object

II **Modifiers** Adjectives

Adverbs

III **Conjunctions** FANBOY (for, and, nor, but, or, yet)

Also, whenever, since, as well, furthermore, however, after…

IV **Sentence Structure** Phrase/Clause

Simple Sentence

Compound Sentence

Complex Sentence

V **Punctuation** (. , : ; ! ? – “”)

VI **Combination Exercises**

**I Nouns**

A noun is referred to a name of a **person**, **place**, **thing** or idea. Often a noun, either common (bike, car, it) or proper (New York, “The Hobbit”) can play a number of roles in a sentence: subject, or object. There are two types of objects: **direct** and **indirect objects:**

**Direct object**

A direct object answers the question *"what?" or "whom? and refers to the action being done to.*

Examples:

* Jennifer *sold**her new* ***house*** →***house*** is the **direct object** of the verb *sold.* (What did Jennifer sell?*)*
* Marshall *initiated the* ***fight****at school*→***fight*** is the **direct object** of the verb *initiated*. (What did he initiate?)
* The principal called Susan a motivated individual →***Susan*** is the **direct object** of the verb *called*. (Whom did he call?)

**Indirect Object**

An indirect object answers the question *"to whom?", "for whom?", "for what?"...*

An indirect object is the recipient of the direct object, or an otherwise affected participant in the event. There must be a direct object for an indirect object to be placed in a sentence. In other words an indirect object cannot exist without a direct object.

Examples:

* The team gave coach Smith the game ball – *Coach Smith* is the **indirect object** of the verb *gave. (To whom*did they give the game ball?)
* He bought his son a bike - *his son*is the **indirect object** of the verb *bought*. (*For whom* did he buy a bike?)

***Exercise 1 Highlight the direct object and put a squiggly line under the indirect object in each sentence.***

1. Sensei Kraus handed out the test to each student after the bell rang.
2. Can you please pass Jennifer the questionnaire?
3. Each student received a congratulations letter from the principal.
4. “Take the book to your mom!”
5. Kevin gave the message to his coach.
6. Mr. Kraus gave the students a quiz and they finished it quickly..
7. The students presented their virtual tour of Canada to the class.
8. The picture threw the ball and hit the batter in the ankle.
9. You don’t need to smile at your friends whenever they make a mistake.
10. Do you enjoy taking pictures?

**II Modifiers**

**Adjectives**

Modify nouns, pronouns, and groups of words functioning as nouns. Adjective answers the questions What kind?, Which ones?, or How many? For an example, let's say that you have a car and you want to tell a friend that it is red and that it is new. In a sentence that might look like: **His fancy blue bike** is parked in the driveway. Each adjective tells your friend something more about the car. Or in grammar terms- the adjectives *new* and *red* are modifying the noun *car*.

What about **MY**? In the noun phrase *my new red car,* **My** is a [**determiner**](http://www.donnayoung.org/english/grammar/limiting-adjective.htm) that tells whose car this is. **My** is

in the "possessive" category.

What if you said, "**My new, red car is awesome!**"

Is *awesome* used as an adjective? Sort of, but no, *awesome* is used as a[**predicate adjective**](http://www.donnayoung.org/english/grammar/linking-verbs.htm).

Descriptive adjectives describe the noun. Examples of **descriptive adjectives [in bold]:**

**yellow** banana, **tall** pole, **wide** door, **deep** ditch, **flowing** river, **honest** man, **stormy** sky 

**Adverbs**

Modify verbs, other adverbs and adjectives. Adverbs answer the questions How?, When?, or Where? An adverb is a part of speech that is regularly used to modify (limit or describe) a verb, verbal, an adjective, and another adverb, or even the rest of the sentence.

* **slowly** stood: **slowly** modifies the verb stood
* **too** wide: **too** modifies the adjective wide
* **very** slowly: **very** modifies the adverb slowly

Many times the adverb ends in *ly*. [an adjective can be changed into an adverb by adding *ly:* sly - slyly; slow - slowly; quick - quickly; and so on]

Words commonly used as prepositions can also be used as adverbs.

Exercises:

**IV Sentence Structure**

Phrase/Clause

Simple Sentence

Compound Sentence

Complex Sentence

### What is a clause?

**A clause** is a group of words that consists of a subject and a predicate. There are two major types of clauses:

* Independent clauses
* Dependent clauses

#### Independent clauses

An independent clause, also called a main clause, is like a sentence. It consits of a subject and a predicate and can stand alone like a sentence.

Examples:

* They went to work.
* I like gelato.

#### Dependent clauses

A dependent clause, also called subordinate clause, has a subject and a verb but, unlike a dependent clause, it cannot stand alone as a sentence.

* because I am in love.
* that you lent me.
* who is over there.
* Since the time was over.
* Whenever it rains outside,

Exercise 1

***Underline the main clause and highlight the main subject in each sentence. Also, identify each sentence as either simple, complex, or compound.***

1. The class ended early.
2. Once the bell rang, two students fell over each other in their haste to leave.
3. Can you please shut the door because the noise is too loud?
4. Whether it rains or is sunny, we must take pictures.
5. I really enjoy travelling and my friend enjoys taking pictures.
6. The student ran up the stairwell.
7. Kevin read the “Province” newspaper, the “Times” magazine, and the novel “The Hobbit” all in one week.
8. After Kim finished her exam, she went to the cafeteria.
9. School is great!
10. One of the biggest enemies of achieving excellence and reaching dreams is doubt.

VI Combination

***Identify the grammar concepts and sentence structure in each sentence.***

1. **The newborn screamed as his foot was pricked.**

All Nouns

Subject Noun

Verb (predicate)

Adjective

SS – Simple – Complex – Compound

1. **After the first snow fell, the new golf course immediately closed the gates so the expansive greens would not be destroyed.**

All Nouns

Subject Noun

Verb (predicate)

Adjective

Adverb

Direct Object

Indirect Object

SS – Simple – Complex – Compound

**Answer Key**

**Grammar Practice**

**I Objects: Indirect/Indirect**

***Exercise 1 Highlight the direct object and put a squiggly line under the indirect object in each sentence.***

1. Sensei Kraus handed out the test to each **student** after the bell rang.
2. Can you please pass **Jennifer** the questionnaire?
3. Each student received a congratulations letter from the **principal**.
4. “Take the book to your **mom**!”
5. Kevin gave the message to his **coach**.
6. Mr. Kraus gave the **students** a quiz and they finished it quickly..
7. The students presented their virtual tour of Canada to the **class**.
8. The picture threw the ball and hit the batter in the ankle.
9. You don’t need to smile at your friends whenever they make a mistake.
10. Do you enjoy taking pictures?

**VI Sentence Structure**

Exercise 1

***Underline the main clause and highlight the main subject in each sentence. Also, identify each sentence as either simple, complex, or compound.***

1. The class ended early. S
2. Once the bell rang, two students fell over each other in their haste to leave. Cx
3. Can you please shut the door because the noise is too loud? Cx
4. Whether it rains or is sunny, we must take pictures. Cx
5. I really enjoy travelling and my friend enjoys taking pictures. Compound
6. The student ran up the stairwell. S
7. Kevin read the “Province” newspaper, the “Times” magazine, and the novel S

“The Hobbit” all in one week.

1. After Kim finished her exam, she went to the cafeteria. Cx
2. School is great! S
3. One of the biggest enemies of achieving excellence and reaching dreams is doubt. S

**VI Combination**

Identify the grammar concepts and sentence structure in each sentence.

1. **The newborn screamed as his foot was pricked.**

All Nouns newborn, foot,

Subject Noun newborn

Verb (predicate) **screamed**

Adjective

Adverb

SS – Simple – **Complex** – Compound

1. **After the first** snow **fell, the new golf** course **immediately closed the** gates **so the expansive** greens **would not be destroyed.**

All Nouns snow, course, gates, greens

Subject Noun golf course

Verb (predicate) fell, **closed, destroyed**

Adjective first, new, expansive,

Adverb immediately

Direct Object gates

Indirect Object

SS Simple – **Complex** – Compound