

Step-by-Step  
Grammar  
Volume I:  
  
Basic Grammar

by Angela M. Ankers, M.Ed.

Summerbook Company  
Hartsville, South Carolina

Copyright © 2000 by Angela M. Ankers  
All Rights Reserved

No part of this book, except the order form,  
may be copied, or reproduced in any way without written permission from the author.

Printed in the United States of America

Summerbook Company  
305 Lyndale Drive  
Hartsville, SC 29550

# Acknowledgment

To Natalie Boelter, Lisa McBride, Jodi Yarusinsky  
and especially to my husband, Dale,  
I extend my deepest appreciation for their help and encouragement.

# The Most Important Thing You Can Ever Learn

## What is the most important thing to know?

Jesus said the most important thing to know is where you will be after you die. The Bible says, “It is appointed unto man once to die and, after this, the judgement” (Hebrews 9:27). When you stand before God and He passes judgement on you, will He send you to heaven or hell? The answer to that question is the most important thing you will ever learn.

## How does God decide who goes to heaven?

God says, “And there shall in no way enter into it anything that defileth, neither he that worketh abomination, or maketh a lie, but they who are written in the Lamb’s book of life” (Revelation 21:27). In other words, anyone who has ever broken *even one* of God’s laws cannot go to heaven. Every person has broken at least one of God’s laws. The Bible says, “For all have sinned and come short of the glory of God” (Romans 3:23).



## Since everyone has broken God’s laws, is everyone going to hell?

While it is true that every person *deserves* to go to hell, our loving God has made a way for us to get to heaven. In the Bible we are told, “For God so loved the world, that he gave his only begotten Son, that whosoever believeth in Him should not perish but have everlasting life” (John 3:16). Jesus came to this earth and lived a perfect life, keeping all of God’s laws. Then He died on the cross to take the punishment for your sins and mine.

## How do I get to heaven?

All you have to do is believe that Jesus took the punishment for your sins. God says, “For whosoever shall call upon the name of the Lord shall be saved” (Romans 10:13). Just talk to God and tell him that you know you have broken his laws which makes you a sinner. Tell Him you are sorry for your sin. Ask Him to come and take away your sin. God promised, “For whosoever shall call upon the name of the Lord *shall be saved.*” God has promised to hear your prayer when you ask Him to forgive you.

## I still have more questions. Where can I find answers?

God has put the answers to all your questions in the Bible. Many people begin reading the Bible at the beginning of the Gospel of John. If you do not have a Bible, you may call the Gideons and ask for a free Bible. They are listed in the white pages of your phone book. You can also look in the yellow pages for a church that has an AWANA club for boys and girls. They will help you learn about the Bible.

## How to Use This Book

**If you, the parent, need a grammar review**, make sure you memorize the definitions, word lists and other material presented in the boxes in this book. Do as many sentences in each exercise as you need to thoroughly master the concepts being explained. Take all the quizzes in the book. If you score less than 100% on any quiz, review the material in that section until you have completely mastered it.

**If your child has a poor understanding of grammar** and needs a review before the next grade, have him take the first quiz in this book. If he scores 90% or better, have him take the second quiz. Have him keep taking quizzes until he scores below 90%. Then have your child go back to the beginning of the last section, and have him work at least several sentences in each of the exercises. If your child does the work in pencil, then it is easier to erase and redo the work as many times as is necessary to master the lesson.

Closely supervise your child's work. Repeated mistakes do NOT teach good grammar.

**If you are using this book to teach your child grammar**, begin at the beginning. Do as many of each exercise as is necessary to thoroughly understand the concept being presented. Then do as many more as are necessary to produce quick and efficient sentence analysis skills. Remember, understanding and proficiency are NOT the same thing.

**In general**, do not feel obligated to do every sentence in every exercise in this book. Do as many as are necessary to become reliably proficient.

## IMPORTANT!

---

In most grammar books, verbs are presented first. In the verb chapter, the student identifies verbs in sentences that are full of other words about whose functions the student has no clue. This same problem persists through the noun, pronoun, adjective and adverb chapters. It is not until nearly the end of the book that the student is able to identify every word in the sentence and explain its function. Frequently, this arrangement leaves the student feeling confused and gives him the idea that most of English cannot be understood by anyone other than English teachers.

The organization of this book is *very* different from the majority of grammar books. From the beginning, the sentences are kept simple so that every word may be identified. No word or phrase appears in the exercises until it has been explained. This arrangement should help the student realize that English grammar functions by a set of rules that he can understand and master.

---

Nouns

Definition: A **noun** is a word that names a person, place, thing or idea.

Examples: Mary Connecticut desk love

Verbs

Definition: A **verb** is a word that shows action.

Examples: run snip laugh

Identify each word as an action verb (V-A) or a noun (N).

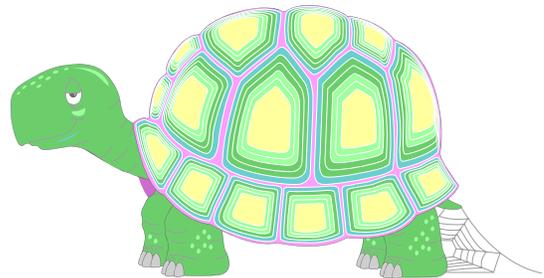
N V-A

Example: Dogs barked.

- |                    |                   |
|--------------------|-------------------|
| 1. Sam snores.     | 5. Ants hurried.  |
| 2. Horses neighed. | 6. Betty baked.   |
| 3. Nancy knits.    | 7. Stars twinkle. |
| 4. Fire burns.     | 8. Bees buzz.     |

Write an interesting verb on each line to go with the given noun.

1. Bells \_\_\_\_\_ .
2. George \_\_\_\_\_ .
3. Streams \_\_\_\_\_ .
4. Turtles \_\_\_\_\_ .
5. Ruth \_\_\_\_\_ .
6. Engines \_\_\_\_\_ .
7. Eagles \_\_\_\_\_ .



Write an interesting noun on each line to go with the given verb.

1. \_\_\_\_\_ laughed.
2. \_\_\_\_\_ float.
3. \_\_\_\_\_ ran.
4. \_\_\_\_\_ roar.
5. \_\_\_\_\_ slept.

### Nouns

#### *Review*

Definition: A noun is a word that names a person, place, thing or idea.

#### *New*

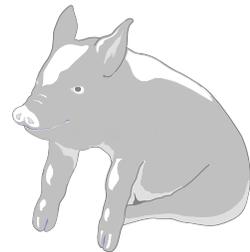
Nouns have different jobs that they perform in a sentence. One of the noun's jobs is to be the subject. The **subject** is the noun about which a verb is speaking.

Identify each word as an action verb or a noun. Identify nouns as subjects.

N-S    V-A

*Example:* Dogs barked.

- |                    |                   |
|--------------------|-------------------|
| 1. Doors squeaked. | 5. Boys played.   |
| 2. People waved.   | 6. Laundry dried. |
| 3. Airplanes flew. | 7. Babies cried.  |
| 4. Pigs grunted.   | 8. Whistles blew. |

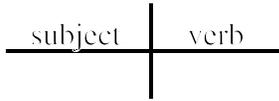


Write the letter of each verb next to a subject.

- |                  |             |
|------------------|-------------|
| 1. Faucets ____  | a. cut.     |
| 2. Cows ____     | b. bleat.   |
| 3. Scissors ____ | c. dripped. |
| 4. Boats ____    | d. moo.     |
| 5. Sheep ____    | e. sailed.  |

## Diagraming

Sentence diagraming is a way to actually see how the different parts of the sentence are connected. Diagraming a sentence also requires a person to analyze and think about each word in that sentence. The process of diagraming encourages logical, analytical thinking; therefore, diagraming exercises will occur frequently in this book.



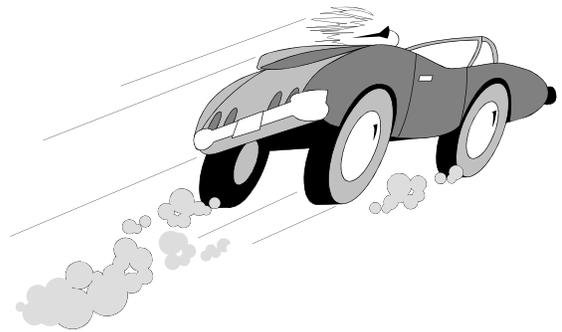
When diagraming a subject and a verb, the subject always goes on the left and the verb on the right. A straight, vertical line is drawn between the subject and the verb. If a word in the sentence is capitalized, it is capitalized in the diagram. Punctuation is not placed in the diagram.

Example: Airplanes fly.



*Diagram the following sentences.*

1. Bacon sizzles.
2. Telephones ring.
3. Dough rose.
4. Children shouted.
5. Snow melted.
6. Cars screeched.
7. Magnets attract.
8. Clocks chimed.
9. Molecules react.
10. Radios blared.



## Verbs

### *Review*

Definition: A verb is a word that shows action.

### *New*

Definition: A **verb** is a word that shows action or state of being (existence).

State of being (or linking) verbs:

am	was	be
is	were	being
are		been

*Memorize the list of linking verbs. Write the list from memory.*

- |    |    |    |    |
|----|----|----|----|
| 1. | 3. | 5. | 7. |
| 2. | 4. | 6. | 8. |

## Nouns

### *Review*

Nouns have different jobs that they perform in a sentence. One of the noun's jobs is to be the subject. A **subject** is a noun about which the verb is speaking.

### *New*

A **predicate noun** (also called a **predicate nominative**) is a noun that follows a linking verb and renames the subject. It answers the question *Who?* or *What?*

N-S V-L N-PN  
Example: Roses are flowers.  
"Roses are what?" The answer is "flowers."

*Identify each linking verb. Identify nouns as subjects or predicate nominatives.*

N-S V-L N-PN  
*Example:* Frogs were tadpoles.

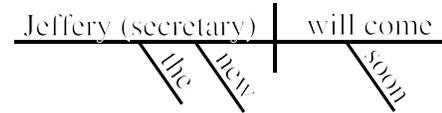
- |                                   |                          |
|-----------------------------------|--------------------------|
| 1. Butterflies were caterpillars. | 5. Frogs are amphibians. |
| 2. Breads are carbohydrates.      | 6. Trousers are pants.   |
| 3. Snakes are reptiles.           | 7. Scarlet is red.       |
| 4. God is love.                   | 8. Men were boys.        |



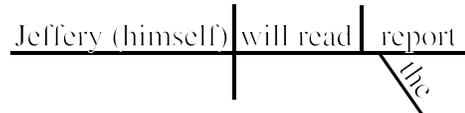
## Diagraming

To diagram an appositive, place it in parentheses on the line right after the subject which it renames or explains. If the appositive has modifiers, place them under the appositive.

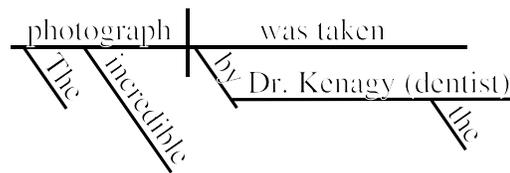
Examples: Jeffery, the new secretary,  
will come soon.



Jeffery himself will read  
the report.



The incredible photograph  
was taken by Dr. Kenagy,  
the dentist.



*Identify each word as one of the seven parts of speech.*

N-S Adj N-A V-H Adv Adv V-A Prep N-OP

*Example:* Justin, my brother, is not usually late for church.

1. Many people know the story of David, the giant killer; but do you know the story about Joash, the boy king?
2. The curator, Bob McGinn, planned this exhibit about Canadian wildlife; but the construction crew actually assembled it.
3. Trust and obey the Lord, the God of Israel.
4. We ourselves will repair the damage to the roof of Mrs. Vaughn's house.
5. Have you or Erin met the new teacher, Mr. Wood?
6. Luke, the physician, wrote the book of Acts.
7. Those vases in the front cabinet belonged to my grandmother, Rosa Leeland.



## Nouns

### *Review*

A noun may be a subject, predicate nominative, direct object, indirect object, object of the preposition or appositive.

### *New*

A noun may be a noun of **direct address** if someone is being called by name or by title.

Examples: *John*, did you clean your room?  
Has the legislation been passed, *Senator*?

*Identify all the nouns, pronouns and verbs.*

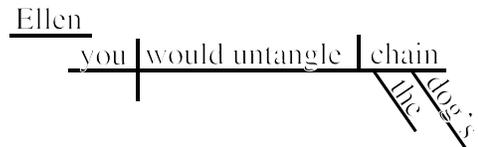
N-DA Pron-S V-H V-L N-PN  
*Example:* Lord, Thou hast been our hiding place.

1. Lord, Thou hast heard the desire of the humble. Psalm 10:17
2. Did you read your assignment and answer the questions, Charles?
3. Judge, this gentleman has been falsely accused of embezzlement.
4. Monica, did anyone leave one of the doughnuts for me?
5. I have put away the tools, sir; and he has mopped the floor.

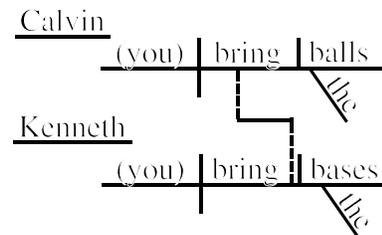
## Diagraming

Because a direct address has no grammatical relationship to the rest of the sentence, it is diagrammed on a separate line with no connecting line.

Example: Ellen, would you untangle  
the dog's chain?



Calvin, bring the balls;  
Kenneth, bring the bases.



*Underline the noun(s) of direct address. Diagram the direct address and the subject(s) and verb(s) for each sentence.*

1. Lord, Thou hast been our dwelling place in all generations. Psalm 85:1
2. May we work together quietly on this puzzle, Mrs. Jaquette?
3. Gentlemen, I now announce our congressman, Mr. Beaumont.
4. Doris, will you bring the paper; and Nancy, will you find my glasses?

### Interjections

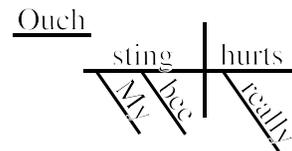
#### *Definition*

An **interjection** is a word that shows strong feeling or emotion.

Example: Hey, you took my pen! - *Hey* is the interjection.

Because interjections have no grammatical relationship with the rest of the sentence, they are diagrammed on a separate line with no connecting line.

Example: Ouch! My bee sting really hurts!



*Underline the interjection. Identify all the adjectives, pronouns and nouns of direct address.*

Example: Create in me <sup>Pron-OP</sup> a <sup>Adj</sup> clean <sup>Adj</sup> heart, Q <sup>N-DA</sup> God, and renew a <sup>Adj</sup> right <sup>Adj</sup> spirit within me. <sup>Pron-OP</sup>  
Psalm 51:10

1. Wow! These are great projects!
2. No, you may not have an ice cream cone before dinner.

3. Show me Thy ways, O Lord; teach me Thy paths. Psalm 25:4
4. Yes, those are the shoes for you.
5. Oh, No! Now we will be late for that appointment!
6. Lo, He goeth by me, and I see Him not; He passeth on also, but I perceive Him not. Job 9:11

### Parts of Speech

In English grammar, there are eight parts of speech, or eight different kinds of words in a sentence. Noun, verb, adjective, adverb, conjunction, preposition, pronoun and **interjection** are the eight parts of speech.

*Fill in the circle next to each true statement.*

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. Mr. Smith's shiny new sports car.           <ul style="list-style-type: none"> <li><input type="radio"/> This is a simple sentence.</li> <li><input type="radio"/> This is a compound sentence.</li> <li><input type="radio"/> This is not a sentence.</li> </ul> </li> <li>2. Prince Henry married the short princess.           <ul style="list-style-type: none"> <li><input type="radio"/> <i>Married</i> is a linking verb.</li> <li><input type="radio"/> <i>Prince Henry</i> is a compound proper noun.</li> <li><input type="radio"/> <i>Princess</i> is a predicate noun.</li> </ul> </li> <li>3. Well, I think you may be finished.           <ul style="list-style-type: none"> <li><input type="radio"/> <i>I</i> is a personal pronoun.</li> <li><input type="radio"/> <i>Be</i> is a linking verb.</li> <li><input type="radio"/> The subject of the sentence is a pronoun.</li> </ul> </li> <li>4. What things have no grammatical relationship to the rest of the sentence?           <ul style="list-style-type: none"> <li><input type="radio"/> helping verbs</li> <li><input type="radio"/> nouns of direct address</li> <li><input type="radio"/> pronouns</li> <li><input type="radio"/> appositives</li> <li><input type="radio"/> interjections</li> <li><input type="radio"/> phrases</li> </ul> </li> <li>8. The eight parts of speech are           <ul style="list-style-type: none"> <li><input type="radio"/> interjection</li> <li><input type="radio"/> adjective</li> <li><input type="radio"/> appositive</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>5. A noun may be           <ul style="list-style-type: none"> <li><input type="radio"/> a subject</li> <li><input type="radio"/> a predicate</li> <li><input type="radio"/> a direct object</li> <li><input type="radio"/> a pronoun</li> <li><input type="radio"/> an indirect object</li> <li><input type="radio"/> a predicate adjective</li> <li><input type="radio"/> direct address</li> <li><input type="radio"/> an object of the preposition</li> <li><input type="radio"/> a conjunction</li> <li><input type="radio"/> a predicate nominative</li> <li><input type="radio"/> a modifier</li> <li><input type="radio"/> an appositive</li> </ul> </li> <li>6. The complements that come after an action verb are           <ul style="list-style-type: none"> <li><input type="radio"/> direct objects</li> <li><input type="radio"/> indirect objects</li> <li><input type="radio"/> objects of the preposition</li> </ul> </li> <li>7. <i>Either Dick or Dan</i> may go.           <ul style="list-style-type: none"> <li><input type="radio"/> The italicized words are pronouns.</li> <li><input type="radio"/> The italicized words are verbs.</li> <li><input type="radio"/> The italicized words are conjunctions.</li> </ul> </li> <li><input type="radio"/> conjunction</li> <li><input type="radio"/> noun</li> <li><input type="radio"/> reflexive</li> <li><input type="radio"/> verb</li> </ol> |
|--|---|



## Review Quiz #11

*Write the correct answer or answers. If you miss any of these, review the box or boxes that explain the concepts. Do not continue until you can correctly answer all the questions.*

1. What is the difference between a compound sentence and a simple sentence with a compound verb?
2. If a subject is not stated in a sentence, the subject is understood to be whom or what?
3. List the seven functions of a noun.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
4. Explain the difference between an intensive and a reflexive pronoun.
5. A pronoun may  modify a verb       be an object of the preposition  
 be a subject    join two words or sentences  
 modify a noun     be an appositive
6. Define an interjection.
7. What is another name for a predicate nominative?
8. What is the difference between a compound sentence and a simple sentence with a compound subject?
9. Give an example of a sentence where the subject is not in front of the verb.
10. Diagram the sentence.

Please invite Mr. Almand, our newly elected trustee, to the Tuesday meeting.

Adjectives H-1  
adjective questions 13  
compound proper 53  
definition 12  
predicate adjective 26  
prepositional phrase as 72  
proper 53  
Adverbs H-1  
definition 57, 61, 62  
prepositional phrase as 78  
questions 57  
Complements H-1  
compound 44  
definition 19  
direct object 16  
indirect object 82  
predicate adjective 26  
predicate noun 8  
Conjunctions H-1  
coordinating 36  
correlative 36  
definition 34  
Diagraming H-2  
adjectives 14, 54  
adverbs 59, 63  
appositive 109  
compound adjectives 49  
compound complement 45  
compound sentence 43, 106  
compound subjects 39, 49  
compound verbs 39, 45, 49  
conjunctions 35, 39, 43, 49  
correlative conjunctions 66  
direct address 110  
direct object 17  
helping verb 51  
implied subject 106  
indirect objects 83  
interjections 111  
predicate adjective 27  
predicate nouns 9  
preposition as adverb 80  
prepositional phrase 71, 73, 80  
pronouns 92  
question 33  
shared adjective 54  
subject and verb 7, 23  
verb phrase 31  
Interjections H-7  
definition 111  
Nouns H-7  
antecedent 90  
appositive 107  
common 50  
compound 52  
compound proper 52  
definition 5  
direct address 110  
direct object 16  
indirect object 82  
object of the preposition 70  
predicate nominative 8  
predicate noun 8  
proper 50  
subject 6  
Parts of speech H-8  
Phrase H-8  
definition 29  
prepositional phrase 69  
verb phrase 29

Predicates  
complete 22  
simple 22  
Prepositional phrase  
as an adjective 72  
as an adverb 78  
definition 69  
Prepositions H-8  
as an adverb 77  
definition 68  
object of the preposition 70  
phrase 69  
Pronouns H-9  
antecedent 90  
as an adjective 93  
compound pronoun 94  
definition 87  
demonstrative pronoun 101  
indefinite pronoun 97  
intensive pronoun 108  
interrogative pronoun 102  
personal pronouns 88  
reflexive pronoun 108  
Sentences H-10  
analysis 10, 18, 82, 98, 99  
compound 41  
definition 21  
fragment 64  
inverted order 97  
questions 32  
simple 41  
Subjects  
complete 21  
compound 38  
implied 105  
simple 21  
Verbs H-10  
action or linking 76  
compound 38  
definition 5, 8, 28  
helping verbs 28  
verb phrase 29