

7th Grade Literature & Composition: Grammar Review

May 18 – May 22

Time Allotment: 45 minutes per day

Guided Instruction Times:

<i>1st Period</i>	Mon. & Wed.	10:00 – 10:50
<i>2nd Period</i>	Mon. & Wed.	11:00 – 11:50
<i>3rd Period</i>	Mon. & Wed.	1:00 – 1:50
<i>4th Period</i>	Tues & Thurs.	10:00 – 10:50
<i>5th Period</i>	Tues & Thurs.	11:00 – 11:50
<i>6th Period</i>	Tues & Thurs.	1:00 – 1:50

Student Name: _____

Teacher Name: _____

Packet Overview

Date	Objective	Page #
Monday, May 18	You should be able to diagram adjectives, adverbs, prepositional phrases, coordinating conjunctions, compound elements, and the implied “you.”	2
Tuesday, May 19	You should be able to diagram TRANSITIVE ACTIVE (TA) and TRANSITIVE PASSIVE (TP), DIRECT OBJECTS (DO), and INTRANSITIVE COMPLETE (IC).	5
Wednesday, May 20	You should be able to label and diagram all four kinds of verbs and their compliments, and sort them out when they’re mixed together.	6
Thursday, May 21	You should be able to diagram adverb clauses (which are a type of dependent/subordinate clause).	8
Friday, May 22	You should be able to diagram both adverb and adjective clauses. There is also a minor assessment.	9

NOTE: If you work for 45 minutes and do not finish the day’s assignment, your parent may sign the bottom of the page and you are exempt from the rest of that day’s work. I recommend you use Google Classroom to scan and turn in your work at the end of the week.

Additional Notes:

- Use loose paper (it would be a good idea to use blank printer paper, since it’s easier to diagram on this kind of paper). Put a title and date on the top of each page and be sure to keep them in order.
- There are answers to the exercises attached at the end of the packet.
- If you find yourself with any extra time, please practice reciting “Ulysses” by reading it aloud dramatically. A copy of “Ulysses” is attached to this packet.

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, May 18

Topic: Adjectives, adverbs, and their questions, prepositional phrases, conjunctions, compound elements, implied “you”.

Objective: You should be able to diagram adjectives, adverbs, prepositional phrases, coordinating conjunctions, compound elements, and the implied “you.”

1. PARTS OF SPEECH

There are eight parts of speech in English. Every word in a sentence falls into one of these eight categories:

1. NOUN—A noun names a person, place, thing or idea.
2. PRONOUN—A pronoun takes the place of a noun.
3. VERB—A verb is a word of action or being.
4. ADJECTIVE—An adjective modifies a noun or pronoun.
5. ADVERB—An adverb modifies a verb, adjective, or other adverb.
6. CONJUNCTION—A conjunction joins two words, phrases, or clauses.
7. PREPOSITION—A preposition connects a noun or pronoun to the rest of the sentence, showing some relationship.
8. INTERJECTION—An interjection expresses emotion. It is not connected grammatically to the sentence.

Exercise 1: Label every word in the sentence by its part of speech.

1. The musician sounded the trumpet.
2. Mark was excited to hear the new song.
3. He had composed it himself.
4. The entire audience was quickly entranced, and they cheered for more.
5. Encore! They shouted and applauded vigorously.

2. REORDER QUESTIONS INTO DECLARATIVE FORM

Before you diagram a question, you must turn it around to a declarative statement. Be careful to include all the helpers in your newly-arranged sentence.

Exercise 2: Change these sentences into declarative statements.

1. Has Joe been here?
2. Would you have done that?
3. Why did he leave?
4. Where have you been all day?
5. What can he mean by that statement?

3. DIAGRAM HELPING VERBS AND MODIFIERS

Helping Verbs

Our language shows many fine differences in actions and states of being by the use of helping verbs. Memorize these helping verbs:

MAY CAN MUST MIGHT SHALL WILL SHOULD WOULD COULD HAVE DO BE
HAVE includes HAS, HAD, and sometimes HAVING

DO includes DID

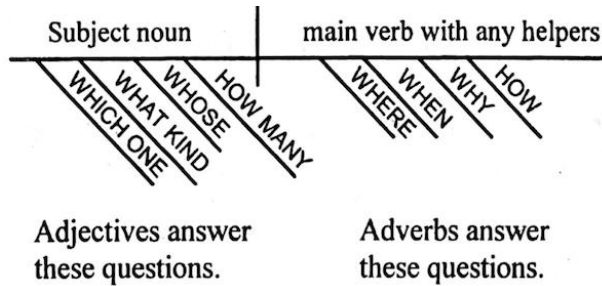
BE is a real treasure chest:

AM ARE IS WAS WERE BEING BEEN

Modifiers

Adjectives and adverbs are diagrammed on a slanted line under the word they modify.

Here are the adjective and adverb questions.



Exercise 3: Diagram these sentences with modifiers. Label the question the modifier answers.

1. Geraldine has been dancing.
2. Courtney does sing loudly.
3. The clock hands were moving slowly.
4. She smiled very discreetly.

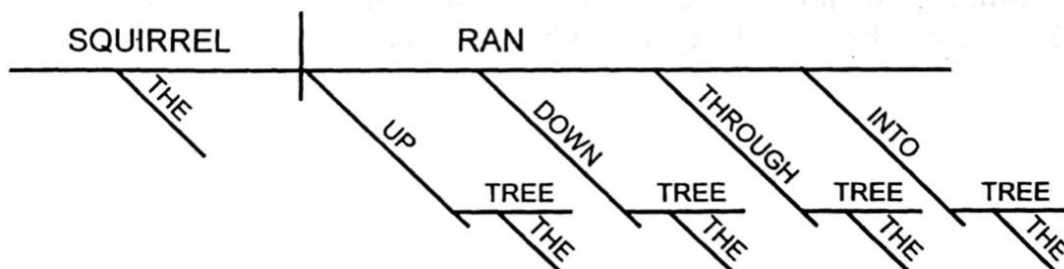
4. DIAGRAM PREPOSITIONS AND PREPOSITIONAL PHRASES

A **PHRASE** is a GROUP OF WORDS WITHOUT a SUBJECT AND VERB. (It acts as a single part of speech.)

A **CLAUSE** is a GROUP OF WORDS WITH a SUBJECT AND VERB.

All phrases serve as a single part of speech. That means that even though EACH WORD of a prepositional phrase is acting as a certain part of speech, the whole PHRASE may be considered as doing one "job" in the sentence, or being one part of speech.

Prepositional phrases generally serve as either ADJECTIVES or ADVERBS. That means that they will modify NOUNS if they are adjective phrases, or VERBS, ADJECTIVES or other ADVERBS if they are adverb phrases. A preposition is anything a squirrel can do to a tree:



Exercise 4: Find the prepositional phrases, decide what question each answers, and diagram the sentences.

1. The barking dog chased the frantic squirrel around the house.
2. The dog collapsed in exhaustion.
3. The squirrel scurried away.

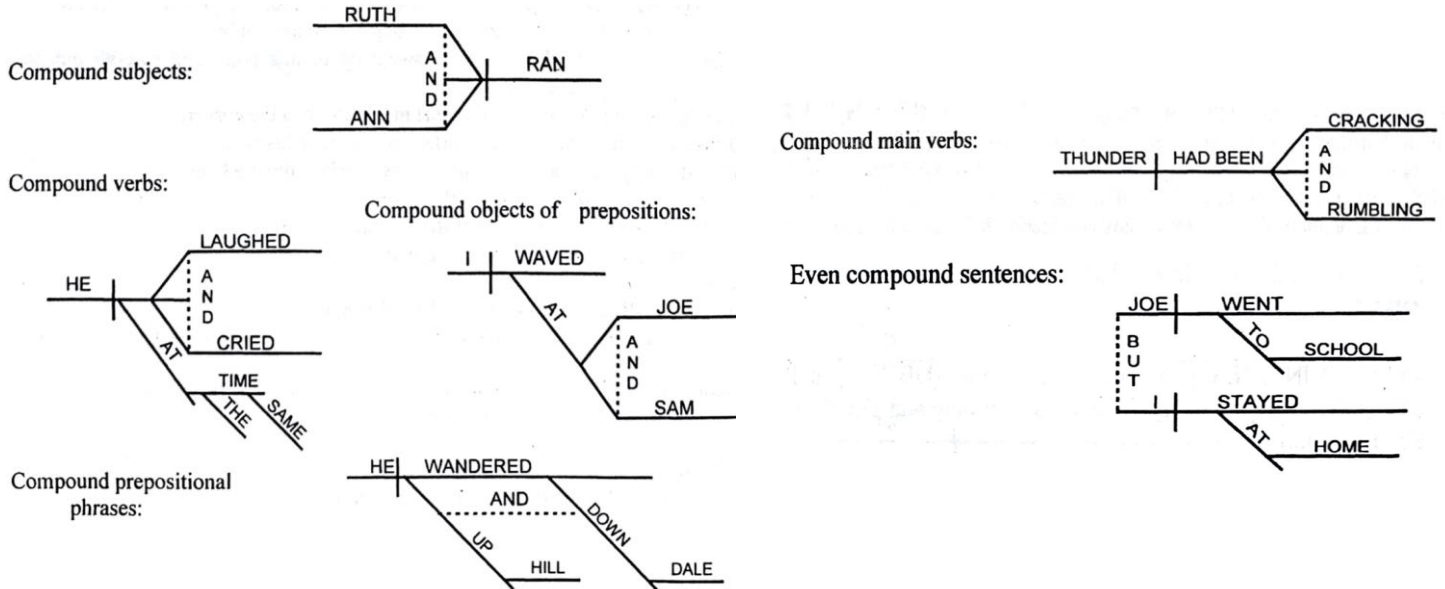
4. We breathed a sigh of relief.

5. COORDINATING CONJUNCTIONS AND COMPOUND ELEMENTS

There are two kinds of CONJUNCTIONS: COordinating and SUBordinating.

Coordinating conjunctions join two EQUAL words, phrases, or clauses.

AND BUT OR NOR FOR

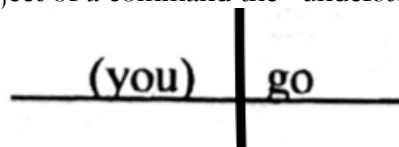


Exercise 5: Diagram these sentences with coordinating conjunctions.

1. Jill danced and laughed at the local festival.
2. Danny and Jack grappled and fought.
3. I am not laughing nor are you funny.
4. Bill and Joe happily dug and tossed, and I watched in shame and horror.
5. He went, but I stayed.

6. IMPLIED "YOU"

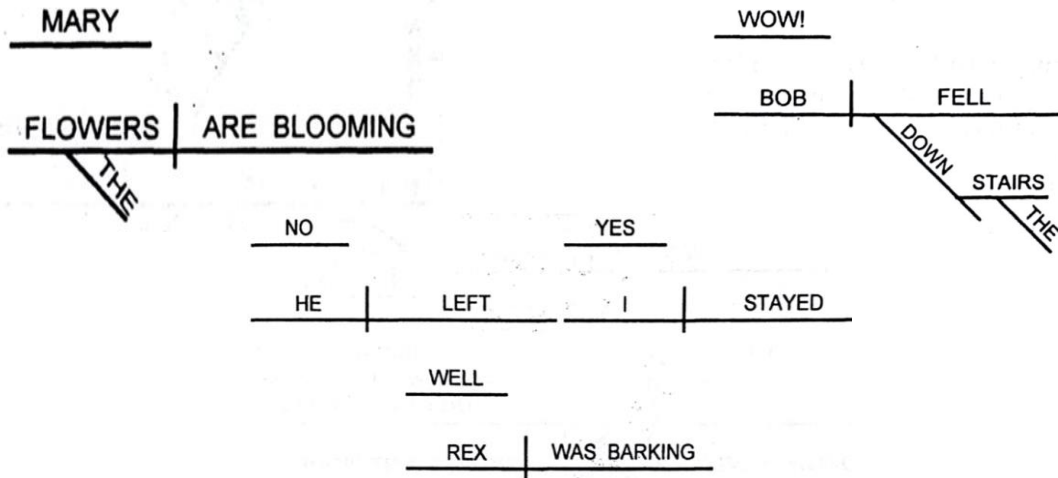
We call the subject of a command the "understood 'you'" and we diagram it thus:



7. DIRECT ADDRESS, INTERJECTIONS AND INTRODUCTORY WORDS

- When we call someone by name in a sentence, we are using a NOUN in DIRECT ADDRESS.
- An interjection merely expresses emotion; it does no grammatical job in the sentence, so it sits on a line above the sentence
- Like nouns of direct address and interjections, certain INTRODUCTORY WORDS have no grammatical connection with the sentence and are diagrammed on a line above the subject.

This is how such words are diagrammed:



Tuesday, May 19

Topic: Four kinds of verbs

Objective: You should be able to diagram TRANSITIVE ACTIVE (TA) and TRANSITIVE PASSIVE (TP), DIRECT OBJECTS (DO), and INTRANSITIVE COMPLETE (IC).

1. FOUR KINDS OF VERBS

A TRANSITIVE VERB CARRIES ACTION TO A RECEIVER.

AN INTRANSITIVE VERB DOES NOT CARRY ACTION TO A RECEIVER.

Exercise 1: List and define the four types of verbs.

- 1.
- 2.
- 3.
- 4.

2. INTRANSITIVE COMPLETE

An IC verb has ACTION but NO RECEIVER OF THE ACTION.

Exercise 2: Diagram these sentences with IC verbs.

1. Beside the dry brook she wept for the thirsty violets.
2. Can he really be sleeping through all this noise?
3. Rex lay in the kennel.
4. The rat had died in the trap.
5. He existed in a coma.

VERBS	
TRANSITIVE (Carries action to a receiver)	INTRANSITIVE (Does NOT carry action to a receiver)
TRANSITIVE ACTIVE (TA) Subject <u>does</u> action. Direct Object <u>receives</u> action. (TA ALWAYS HAS DO)	INTRANSITIVE COMPLETE (IC) Action, but <u>no</u> receiver. Subject <u>does</u> action.
TRANSITIVE PASSIVE (TP) Subject <u>receives</u> action. Doer of action, if shown, is in prepositional phrase after "by."	INTRANSITIVE LINKING (IL) No action. Verb acts as equals mark. Links subject with predicate noun (PN) or predicate adjective (PA). MEMORIZE LINKING VERBS: BE SOUND BECOME TASTE SEEM SMELL APPEAR REMAIN LOOK GROW FEEL STAY

3. TRANSITIVE ACTIVE AND DIRECT OBJECTS

A TA verb has ACTION and the action is RECEIVED by a DIRECT OBJECT.

You will **NEVER** have a TA without a DO; you will **NEVER** have a DO without a TA.

Exercise 3: Diagram these sentences with TA verbs.

1. The king proclaimed the news of his divorce.
2. Henry VIII banished Catholicism from England.
3. Rex ran the cat up the tree.
4. The nurse spilled the medicine.
5. Knowledge can give power.

4. TRANSITIVE PASSIVE

A TP verb has ACTION and the action is RECEIVED by the SUBJECT.

Exercise 4: Rewrite the sentences in the passive voice. Then, diagram the sentence. (Remember that this does not necessarily mean rewrite the sentences in the past tense!)

1. My family always welcomes strangers.
2. Reporters consider accuracy essential.
3. The company's statistician tore up the report.
4. The committee selected the budget.
5. The citizens of our town elected Shannon.

Wednesday, May 20

Topic: Linking Verbs

Objective: You should be able to label and diagram all four kinds of verbs and their compliments, and sort them out when they're mixed together.

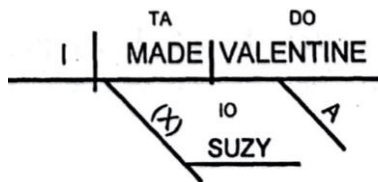
1. INDIRECT OBJECT

- Some TRANSITIVE ACTIVE verbs have INDIRECT OBJECTS.

- An INDIRECT OBJECT tells "to whom" or "for whom" something is being done without using a preposition.

- When a prepositional phrase telling "to whom" or "for whom" something is done becomes an INDIRECT OBJECT, the preposition disappears and the noun moves BETWEEN the TA and DO.

- It is diagrammed thus:



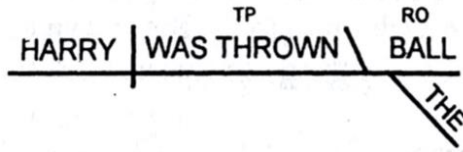
Exercise 1: Label these sentences TA, DO, and IO. Then diagram the sentence.

1. The alumni group awarded Jason a plaque for his generous donation.
2. Shakespeare's will left Anne nothing.
3. It granted his elder daughter the bulk of his estate.

4. Feed the cat fish with small bones in it.
5. The president gave Arnold his freedom.

2. RETAINED OBJECT

When an INDIRECT OBJECT becomes the SUBJECT of a TP verb, the receiver of the action becomes the RETAINED OBJECT. (This won't happen often.)



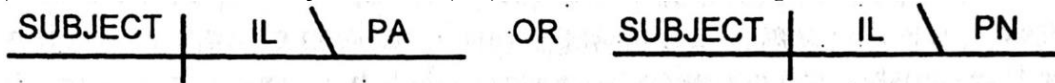
3. INTRANSITIVE LINKING

INTRANSITIVE LINKING verbs are BEING verbs that act as EQUALS MARKS between the SOMEBODY or SOMETHING and the THING or QUALITY it IS.

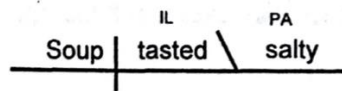
Examples of IL Verbs:

AM ARE IS WAS WERE BEING BEEN GROW STAY
 BECOME SEEM APPEAR LOOK FEEL SOUND TASTE REMAIN

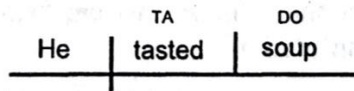
Just as a TA ALWAYS has a DO, an IL verb will be completed by a PREDICATE NOUN (PN) OR PREDICATE ADJECTIVE (PA). The form for the diagram will be:



When one of the verbs on the IL list is used as another type of verb (IC, TA, or TP), the MEANING of the verb has changed somewhat. Observe:



Does "soup" EQUAL "salty"?
 Certainly salty describes soup. So here we have an IL and PA. Here taste means "to have a certain flavor."



Does "he" EQUAL "soup"?
 One hopes not! Nor does soup describe "he." Here taste means "test with the tongue."

Exercise 3: Diagram these sentences. Label the verb and compliment (PA or PN).

1. The farewell present should have been John's idea.
2. The new perfume smelled delightful.
3. Flies are a nuisance during a picnic.
4. Candy can be harmful in large quantities.
5. After ten minutes, Theresa's face grew red with impatience.

Thursday, May 21

Topic: Elliptical clauses, adjective clauses, adverb clauses, subordinating conjunctions.

Objective: You should be able to diagram adverb clauses (which are a type of dependent/subordinate clause).

1. DEPENDENT CLAUSES

A **PHRASE** is a GROUP OF WORDS WITHOUT a subject and verb, used as a SINGLE PART OF SPEECH.

A **CLAUSE** is a GROUP OF WORDS WITH a SUBJECT and VERB.

1. MAIN or INDEPENDENT CLAUSE -- a group of words WITH a SUBJECT and VERB that can STAND ALONE.



2. DEPENDENT or SUBORDINATE CLAUSE -- a group of words WITH SUBJECT and VERB that CAN **NOT** STAND ALONE and that is used as a SINGLE PART OF SPEECH.

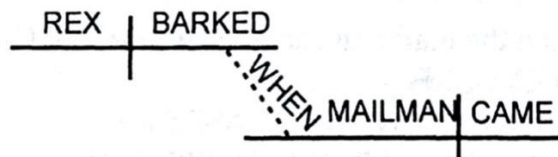
Exercise 1: Identify which group of words is an INDEPENDENT clause and which is a DEPENDENT clause.

1. The mailman came. When the mailman came.
2. After he left. He left.
3. Nellie caught the ball. Because Nellie caught the ball.
4. If you don't pay attention. You don't pay attention.
5. Make the cake delicious. Until you make the cake delicious.

2. ADVERB CLAUSE AND SUBORDINATING CONJUNCTIONS

1. Adverb clauses usually answer "why?"
2. Adverb clauses are introduced by a connecting word. These sentences include: after, because, until, if, and since.
3. Adverb clauses, like other adverbs, may move to the front of the sentence.
4. When the adverb clause comes first, it is followed by a comma.

Here is how we diagram it:



There are two kinds of CONJUNCTIONS:

1. COORDINATING—joins two EQUAL words, phrases or clauses (AND, BUT, OR, NOR, FOR)
2. SUBORDINATING—introduces an adverb clause and joins it to a main clause

Exercise 2: Diagram the following sentences. Make sure the clauses are on different lines.

1. She drank coffee because she was sleepy.
2. Dogs are sociable creatures whereas cats are usually solitary.
3. Wherever Lucy goes Charlie follows her.
4. After the party ended, we could not find the keys to our hotel room.
5. We could not find the keys to our hotel room after the party ended.

3. ELLIPTICAL CLAUSE

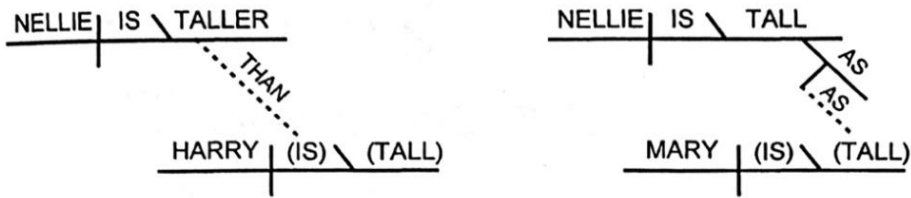
An ELLIPTICAL expression is one which has some words left out.

Notice these sentences:

Nellie is taller than Harry.

Nellie is as tall as Mary.

Here is how they are diagrammed:



The FIRST “as” is an ADVERB modifying “tall” all by itself. This “as” is a special kind of adverb that needs a modifying clause introduced by another “as,” this time a subordinating conjunction.

EXERCISE 3: Diagram these sentences with elliptical clauses.

1. He likes Marge more than I.
2. He likes Marge more than me.
3. Harriet has more musical training than Taylor.
4. No one ate more cookies than I.
5. The pop quiz did not worry my classmates as much as me.

Friday, May 22

Topic: Grammar Assessment

Objective: You should be able to diagram both adverb and adjective clauses. There is also a minor assessment.

1. ADJECTIVE CLAUSE

An ADJECTIVE CLAUSE is a

—DEPENDENT CLAUSE (group of words with subject and verb which can’t stand alone and which is used as a single part of speech)

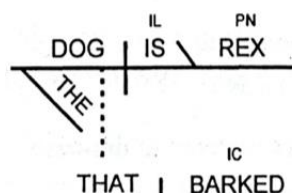
—USED AS AN ADJECTIVE (word which modifies a noun- or pronoun, telling “WHICH ONE, WHAT KIND, WHOSE, HOW MANY”)

An ADJECTIVE CLAUSE is introduced by a RELATIVE PRONOUN:

WHO WHOSE WHOM THAT WHICH

Look at this sentence:

The dog that barked is Rex.



Here is how it is diagrammed:

1. Find the main clause. Diagram it.
2. HANG THE RELATIVE PRONOUN from the noun or pronoun it refers to.
3. Find the adjective clause. Diagram it with reference to the relative pronoun.
4. Substitute the noun or pronoun at the top of the dotted line for the relative pronoun.

Exercise 2: Diagram these sentences based on the directions.

1. People who have extensive classroom experience are valuable resources for beginning teachers.
2. The printer which we hooked up to the computer is not working properly.
3. A person whose will is strong can live through bad times.
4. The swimmers saw a turtle that was injured.
5. The manager fired the worker whom she did not like.

2. ASSESSMENT

Directions: Diagram the following sentences on a SEPARATE sheet of paper. Don't use this paper for anything else.

1. Joseph ate through his whole lunch.
2. The flowers are becoming quite beautiful.
3. The burglar kicked the window.
4. Harry was thrown the ball.
5. The United States made Germany a deal.
6. Henry completes his times tables more quickly than I.
7. If we are grateful for small things we understand their importance in our lives.
8. I wondered if the bus would ever arrive.
9. The table that we found at the yard is a valuable antique.
10. The cat that we bought last year is very reliable.