



# Daily GRAMMAR

LESSONS

Lesson 31:

Adjective

A part of speech that modifies or describes nouns and pronouns and tells us which, whose, what, and how many about the nouns or pronouns that they generally describe. Adjectives can be used in many ways.

by Bill Johanson

## **Daily Grammar Lessons Workbook**

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## *Section 1: Parts of Speech*

# Chapter 1: Verbs

*Verbs show action or state of being.*

## Lesson 1

Verbs are the most important words in a sentence. Verbs are the first of the eight parts of speech that we will be studying. Most verbs are action words, but a few verbs indicate state of being or existence. The first lessons will be about verbs, and how they are recognized and used.

**Instructions:** Find the action verbs in the following sentences.

1. The wolf ran across the sand.
2. Sit down.
3. The dog barked at the man.

**Answers:**

1. ran
2. sit
3. barked

All three verbs are action verbs since they show action. Action verbs are the most common verbs.

## Lesson 2

**Instructions:** Find the state of being verbs in these sentences.

1. My uncle is a pilot.
2. The pie looks good.
3. You seem upset.

**Answers:**

1. is
2. looks
3. seem

These verbs are state of being or linking verbs. Some common linking verbs include: *is, am, are, was, were, be, being, been, seem, look, feel, and become*. They do not show action; they just show that something exists.

### Lesson 3

**Instructions:** Pick out the verbs in these sentences and tell whether they are action verbs or linking verbs.

1. Suddenly someone sneezed loudly.
2. There are holes in my shirt.
3. He appears happy.
4. The image appeared in the mirror.

**Answers:**

1. sneezed
2. are
3. appears
4. appeared

*Sneezed* and *appeared* are action verbs. *Are* and *appears* are linking, or state of being verbs. Some verbs, like *appear*, can be either action or linking verbs (this depends on whether the verb shows action or not). In the sentence above, *appears* is like saying *seems*, which shows no action. However, *appeared* shows the action of the *image*.

### Lesson 4

Sometimes a verb can be more than one word. When a verb is more than one word, it is called a verb phrase. Verb phrases can be two, three, or four words. Using auxiliary or helping verbs makes verb phrases. There are twenty-three (23) helping verbs that should be memorized since they are used so often. If you memorize them, it will make knowing and understanding verbs much easier. They are usually grouped in the following five groups:

Group 1: is, am, are, was, were, be, being, been

Group 2: has, have, had

Group 3: do, does, did

Group 4: shall, will, should, would

Group 5: may, might, must, can, could

**Instructions:** Pick out the verb phrases in these sentences.

1. You are going to Seattle.
2. You have been resting too much.
3. We must be early.
4. I will be finished shortly.

**Answers:**

1. are going
2. have been resting
3. must be
4. will be finished

These sentences all have what are called auxiliary or helping verbs. I will refer to them as helping verbs.

## Lesson 5

Some of the helping verbs can be used alone as the main verb. *Is, am, are, was, and were* can be used alone as linking or state of being verbs. *Has, have, had, do, does, and did* always show action when used alone. *Be, being, and been* can be used with other verbs either to show action, or state of being. The other helping verbs cannot be used alone, but only as helping verbs.

**Instructions:** Find the verb or verb phrases in these sentences.

1. She has too many friends.
2. You do beautiful work.
3. I was in Canada last week.
4. You are being very stubborn.

### **Answers:**

1. has
2. do
3. was
4. are being

*Has* and *do* are action verbs, *was* and *are being* are state of being verbs.

## Quiz for Lessons 1 - 5

**Instructions:** List the verbs or verb phrases in the sentences, and tell whether they are action verbs or state of being verbs. For extra credit, find the helping verbs.

1. Jim plays basketball.
2. They will return on the airplane.
3. Badger is a funny dog.
4. I have been here a long time.
5. I should have been playing the drum.
6. Go home.

### Answers for Quiz (Lessons 1-5):

1. plays - action
2. will return - action
3. is - linking or state of being
4. have been - state of being
5. should have been playing - action
6. go - action

The helping verbs are: *will, have, should, have, and been*. The *been* in sentence four is not a helping verb because it is the main verb. The last verb in a verb phrase is always the main verb.

### Lesson 6

**Instructions:** Pick out the verb phrases in the following sentences (remember to watch for the helping verbs).

1. I can understand his concern.
2. She must have told you ten times.
3. We shall go tomorrow.
4. The wind was howling all night.

### **Answers:**

1. can understand
2. must have told
3. shall go
4. was howling

*Can understand, must have told, shall go, and was howling* are the verb phrases.



## Lesson 7

The use of helping verbs causes certain changes in verb phrases that we need to be able to recognize. One change is the use of contractions (contractions are two or more words combined together with an apostrophe).

As mentioned before, it's a good idea to memorize the helping verbs. If you haven't memorized them, take a few minutes to learn them.

Group 1: is, am, are, was, were, be, being, been

Group 2: has, have, had

Group 3: do, does, did

Group 4: shall, will, should, would

Group 5: may, might, must, can, could

**Instructions:** List the contractions in the following sentences.

1. I've done it again.
2. You aren't going with us.
3. She's staying to tend the kids.

**Answers:**

1. I've
2. aren't
3. she's

## Lesson 8

A helping verb may be connected with another word in a contracted form. The following sentences have verb phrases using contractions.

**Instructions:** Find the verb phrases in each sentence. Determine if the verb phrases are action verbs or state of being verbs.

1. I've done it again.
2. You aren't going with us.
3. She's staying to tend the kids.

**Answers:**

1. 've (have) done - Have is in contracted form.
  2. are going - Are is connected to the contracted form of not.
  3. 's (is) staying - Is is in contracted form.
- All three verb phrases are action verbs.

## Lesson 9

In sentences that are questions, the verb phrase is often separated by another word.

**Instructions:** Find the verb phrases in these sentences. Be sure to watch for another word separating the helping verb from the main verb.

1. Have you been driving long?
2. Where was the car parked?
3. Can I be of assistance?

**Answers:**

1. have been driving
2. was parked
3. can be

The words separating the verb phrases are nouns and pronouns. This is very common in sentences that are questions. The first two verbs are action verbs, and the last verb is a state of being verb.

## Lesson 10

Sometimes verb phrases are separated by words called adverbs (we will learn more about adverbs in later lessons). Adverbs are often used with verbs; however, they are not considered part of the verb phrase.

**Instructions:** Find the verb phrases in the following sentences. Are the verbs action verbs or state of being verbs?

1. You have not helped your father today.
2. I will soon be home.
3. The child had suddenly choked on the food.

**Answers:**

1. *have helped* - action verbs
2. *will be* - state of being verbs
3. *had choked* - action verbs

### Quiz for Lessons 6 - 10

**Instructions:** List the verb phrases in the following sentences.

1. My wife is reading in the hammock under the tree.
2. The message can't be altered.
3. Somewhere a party is being planned.
4. Shouldn't I be a clown for Halloween?
5. I've run out of time.
6. Write down as many of the twenty-three helping verbs as you can.

**Answers for Quiz (Lessons 6-10):**

1. is reading
2. can be altered
3. is being planned
4. should be
5. 've (have) run
6. The twenty-three helping verbs are: *is, am, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, and could.*

**Lesson 11**

*Not* and its contracted form, *n't*, are never part of the verb.

**Instructions:** Pick out the verb phrases in these sentences.

1. The game will not be finished for another hour.
2. The horse shouldn't have been worked so much.
3. Wouldn't you give me another chance?

**Answers:**

1. will be finished
2. should have been worked
3. would give

*Not* and *n't* are not part of the verb phrase. Verb phrases can have one, two, or three helping verbs in them.

## Lesson 12

Verb phrases with two or more helping verbs always keep a definite order. Most helping verbs can combine with other helping verbs but will not combine with all of them. The examples below show good combinations.

*is being said, has been said, will be said, could have been said, may have said, had been said*

**Instructions:** Arrange the following helping verbs with the word in parentheses into a verb phrase. One of the helping verbs will not combine and must be left out.

Example: was, have, may (gone) = may have gone - was will not combine in this group.

1. am, will, being (fired)
2. been, could, does, have (learning)
3. might, do, have, been (sleeping)
4. must, were, be (discovered)
5. be, has, should (sold)

### **Answers:**

1. am being fired
2. could have been learning
3. might have been sleeping
4. must be discovered
5. should be sold

## Lesson 13

We can change the form of a verb (these changes in form are used in conjugations. Conjugations will be addressed in later lessons). For example, a verb can have an *s* added to it as in *eat, eats* or *run, runs*. Other changes could be *eating, ate, or eaten* for the verb *eat*. *Run* could be changed to *running, or ran*. Irregular verbs, which we will cover later, have several confusing changes.

**Instructions:** Find the verb or verb phrases in these sentences. Take note of the different verb forms for come and sent.

1. I am coming in the morning.
2. I came as soon as possible.
3. She comes by every day.
4. Send me the package in the mail.
5. The new part was sent to me.
6. I am sending Jeff with the neighbors.

### **Answers:**

1. am coming
2. came
3. comes
4. send
5. was sent
6. am sending

## Lesson 14

**Instructions:** Pick out only the helping verbs used in the verb phrases.

1. He should have tried again.
2. The dog had suddenly come into the yard.
3. Has anyone taken out the trash?
4. Could they have been pointing at our car?
5. She's hoping for a call from her sister.

**Answers:**

1. should have
2. had
3. has
4. could have been
5. 's (is)

## Lesson 15

It's time for a review! Remember that verbs either show action or state of being. Using helping verbs makes verb phrases. Verb phrases may be separated by other words. Verb phrases follow a definite order and change form.

**Instructions:** Find the verb phrases and tell what kind of verbs they are.

1. I can understand your concern.
2. Is Mrs. Johanson going with you?
3. The rooms cannot be held any longer.
4. I haven't seen him for an hour.

**Answers:**

1. can understand - action
2. is going - action
3. can be held - action
4. have seen – action

### Quiz for Lessons 1 - 15

**Instructions:** Answer each question true or false.

1. Verbs never change form.
2. A verb is never just one word.
3. Verb phrases keep a definite order.
4. There are twenty-three helping verbs.
5. Helping verbs cannot be the main verb.
6. Helping verbs can be action verbs.
7. Verb phrases can have three helping verbs.
8. Verbs can be in contracted form.
9. State of being verbs show action.
10. Verbs are the most important words in a sentence.

**Answers for Quiz (Lessons 1-15):**

1. false (Lesson 13)
2. false (Lesson 4)
3. true (Lesson 12)
4. true (Lesson 4)
5. false (Lesson 5)
6. true (Lesson 5)
7. true (Lesson 4)
8. true (Lesson 8)
9. false (Lesson 1)
10. true (Lesson 1)



## Chapter 2: Nouns

*The name of a person, place, or thing.*

### Lesson 16

A noun is a word that names a person, place, or thing. Examples of nouns include: *man, city, book, and courage*. Nouns often follow words like *a, an, and the*.

**Instructions:** Pick out all the nouns in these sentences.

1. The teacher told the student that a person should always be loyal.
2. People with perseverance will be successful in life.
3. I bought a new pen at the drugstore across the street.
4. The man said to the policeman that he had not seen the accident.

**Answers:**

1. teacher, student, person
2. people, perseverance, life
3. pen, drugstore, street
4. man, policeman, accident

### Lesson 17

Nouns can be singular (as in Lesson 16) or plural in form. Plural means two or more. Plurals are formed by adding *s, es*, changing *y* to *i* and adding *es*, and with changes in spelling, as in *man* becoming *men*. Examples include: *car, cars; fox, foxes; baby, babies; man, men*.

**Instructions:** Find the nouns in the following sentences. Some are plurals and some are not.

1. Computers are making work easier for secretaries.
2. Children always require great energies from parents.
3. Labors on farms take great effort by workers.
4. Alaina doesn't like puzzles or mathematics.

**Answers:**

1. Computers, work, secretaries
2. Children, energies, parents
3. Labors, farms, effort, workers
4. Alaina, puzzles, mathematics

## Lesson 18

Nouns are grouped into two general classifications: proper and common. Proper nouns name a special person, place, or thing and begin with capital letters. All other nouns begin with small letters and are considered common.

Examples of common nouns include: *city, man, boat, and radio*. These could be changed into proper noun forms by naming specifics: *Chicago, Mr. Jones, Santa Maria, and Motorola*.

**Instructions:** Pick out the nouns in these sentences and tell if they are common or proper.

1. Becky went with her sisters to Disneyland on Friday.
2. My youngest son is in Brazil until September.
3. Mr. Smith works with his wife in Los Angeles.
4. Love could bring marriage to Mark and Terri.

### **Answers:**

1. Becky, Disneyland, Friday - proper nouns; sisters - common noun
2. Brazil and September - proper nouns; son - common noun
3. Mr. Smith and Los Angeles - proper nouns; wife - common noun
4. Mark and Terri - proper nouns; love and marriage - common nouns (love is capitalized because it begins the sentence)

## Lesson 19

Nouns can be classified in specific ways. Concrete nouns, abstract nouns, and compound nouns are three such ways. Concrete nouns name things that exist physically as *sidewalk, bird, toy, hair, and rain*. Abstract nouns name ideas, characteristics, or qualities as *courage, pride, goodness, and success*. Compound nouns are made up of more than one word as *dining room, Bill of Rights, Jeff Hansen, and homerun*.

**Instructions:** Find the nouns and classify them as concrete, abstract, or compound.

1. People like to see a homerun hit over the wall.
2. My daughter works for the post office in Salt Lake City.
3. Rhode Island is a success, although smaller than Texas.
4. Respect must be earned, but honesty should always be our policy.

### **Answers:**

1. *People* and *wall* are concrete nouns. *Homerun* is a compound noun.
2. *Daughter* is a concrete noun, while *post office* and *Salt Lake City* are compound nouns.
3. *Rhode Island* is compound; *success* is abstract; *Texas* is concrete.
4. *Respect, honesty, and policy* are abstract nouns. Compound nouns can also be concrete or abstract.

## Lesson 20

Three other specific classifications for nouns are collective nouns, count nouns, and mass nouns. Collective nouns name groups, such as *team*, *class*, and *choir*. Count nouns can be counted. You can use *a*, *an*, *many*, or a number before count nouns. Examples include: *one boy*, *six sheep*, and *many days*. Mass nouns are not countable and include words like *gasoline*, *water*, and *dirt*.

**Instructions:** Find the nouns in these sentences and classify them as collective nouns, count nouns, or mass nouns.

1. Get some gasoline, or the class will be late arriving.
2. The alien group should come by bus soon.
3. The orchestra will be playing in the arena in the evening.
4. The water at the beach was covered with oil.

### **Answers:**

1. gasoline - mass; class - collective
2. group - collective; bus - count
3. orchestra - collective; arena and evening - count
4. water and oil - mass; beach - count

## Quiz for Lessons 16 - 20

**Instructions:** Pick out the nouns in the following sentences and tell whether they are common or proper.

1. Mrs. Mills told the officer at the post office to weigh the package.
2. The principal at the school held Eric after the bell.
3. Sheep and horses eat grass shorter than cattle.
4. The Declaration of Independence and the Constitution are important to Americans.
5. War is a terrible thing that all nations should work to stop.

**Answers for Quiz (Lessons 16-20):**

1. Mrs. Mills - proper; officer, post office, package - common
2. Eric - proper; principal, school, bell - common
3. Sheep, horses, grass, cattle - common
4. Declaration of Independence, Constitution, Americans - proper
5. War, thing, nations - common

## Glossary

**Abstract nouns** name ideas, characteristics, or qualities, such as *courage, pride, goodness, and success*.

**Action verbs** are verbs that show action. Action verbs are the most common verbs.

**Adjective clause** - a dependent clause that is used to modify a noun or a pronoun. It will begin with a relative pronoun (*who, whose, whom, which, and that*) or a subordinate conjunction (*when and where*). Those are the only words that can be used to introduce an *adjective clause*. The introductory word will always rename the word that it follows and modifies except when used with a preposition, which will come between the introductory word and the word it renames.

**Adjective infinitive** - an infinitive that is an adjective. They modify nouns or pronouns. Examples: to be, to see, to be seen, to be eaten.

**Adjective prepositional phrase** - a prepositional phrase that is used as an adjective telling, *which* or *what kind*, and modifying a noun or pronoun. An *adjective prepositional phrase* will come right after the noun or pronoun that it modifies. If there are two adjective prepositional phrases together, one will follow the other. Only adjective prepositional phrases modify the object of the preposition in another prepositional phrase.

**Adjectives** modify or affect the meaning of nouns and pronouns and tell us which, whose, what kind, and how many about the nouns or pronouns they modify. They generally come before the noun or pronoun they modify, but there are exceptions to that rule. There are seven (7) words in the English language that are always adjectives. They are the articles *a, an, and the* and the possessives *my, our, your, and their* (the possessives are from the possessive pronoun list, but are always used with nouns as adjectives).

**Adverb clause** - a dependent clause that modifies a verb, adjective, or another adverb. It usually modifies the verb. *Adverb clauses* are introduced by *subordinate conjunctions* including *after, although, as, as if, before, because, if, since, so that, than, though, unless, until, when, where, and while*. (These are just some of the more common adverb clauses.)

**Adverb infinitives** are infinitives that are used to modify verbs. They usually tell *why*. Adverb infinitives are also used to modify predicate adjectives. They may also be compound.

**Adverb prepositional phrase** - a prepositional phrase used as an adverb telling *how, when, where, how much, and why* and modifying the verb and sometimes an adjective. *Adverb prepositional phrases* can come anywhere in the sentence and can be moved within the sentence without changing the meaning.

**Adverbial nouns (adverbial objectives)** are nouns used as adverbs. They usually tell *amount, weight, time, distance, direction, or value*. They can have adjectives modifying them. Example: He waited *two days*.

**Adverbs** modify verbs, adjectives, and other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how, when, where, and why* always modify the verb. Adverbs that tell us *how much* modify adjectives or other adverbs (these adverbs must come before the word they modify). Examples: He kicked the ball *solidly*. (how); He kicked the ball *immediately*. (when); He kicked the ball *forward*. (where); He kicked the ball *too* hard. (how much).

**Antecedent** - the word for which the pronoun stands. An example would be: *The boy threw the football. He threw it over the fence.* *Boy* is the antecedent for *he*, and *football* is the antecedent for *it*. A pronoun can also be an antecedent for another pronoun. For example: *He likes his new car. He* is the antecedent for *his*. The

antecedent always comes before the pronoun for which it is the antecedent.

**Appositive** - a word, or group of words, that identifies or renames the noun or pronoun that it follows. Commas set off an appositive, unless it is closely tied to the word that it identifies or renames. ("Closely tied" means that it is needed to identify the word.) Examples: My son *Carl* is a medical technician. (no commas) Badger, our *dog* with a missing leg, has a love for cats. (commas needed) *Appositives* should not be confused with predicate nominatives. A verb will separate the subject from the predicate nominative. An *appositive* can follow any noun or pronoun including the subject, direct object, or predicate nominative.

**Articles** are the adjectives *a*, *an*, and *the*.

**Case** means that a different form of a pronoun is used for different parts of the sentence. There are three *cases*: *nominative*, *objective*, and *possessive*.

**Clause** - a group of words having a subject and a verb.

**Co-ordinate conjunctions** join words, phrases, or clauses of equal rank. There are two kinds: *simple* and *correlative*. Simple co-ordinate conjunctions will be referred to as co-ordinate conjunctions in our lessons. The *co-ordinate* conjunctions are the following: *and*, *but*, *or*, *nor*, *for*, and *yet*. (*For* and *yet* can only join clauses.)

**Collective nouns** name groups, such as *team*, *class*, and *choir*.

**Comparative form** compares two things or persons. Examples: *newer*, *more careless*, *better*.

**Complex sentence** - a sentence made up of an independent clause and a dependent clause. Example: The television was playing (independent clause which can stand alone and make sense) as I left the room (dependent clause which must be attached to the

independent clause to make sense). There are three kinds of dependent clauses: adjective, adverb, and noun.

**Compound nouns** are made up of more than one word, such as *dining room*, *Bill of Rights*, *Jeff Hansen*, and *homerun*. Compound nouns can also be concrete or abstract.

**Compound sentence** - a combination of two or more *independent clauses*. Commas separate the clauses of a compound sentence. (A short sentence joined by *and* is sometimes combined without a comma.) Example: She talks and he listens. A semicolon can take the place of the conjunction and comma. Only clauses closely related in thought should be joined to make a compound sentence.

**Compound verb** - when two or more verbs are in a sentence. A compound verb is joined by either a co-ordinate conjunction or a correlative conjunction. Example: The bell *rang* and *rang*.

**Concrete nouns** name things that exist physically as *sidewalk*, *bird*, *toy*, *hair*, and *rain*.

**Conjunction** - a word that joins other words, phrases (groups of words), or clauses (groups of words with a subject and verb).

**Correlative conjunctions** are co-ordinate conjunctions and are always in pairs. They are *either-or*, *neither-nor*, *both-and*, *not only-but also*, and *whether-or*.

**Count nouns** are nouns that can be counted. You can use *a*, *an*, *many*, or a number before count nouns. Examples include: *one boy*, *six sheep*, and *many days*.

**Declarative sentence** - a sentence that makes a statement. Example: *The assignment is due tomorrow*.

**Demonstrative pronouns** are pronouns that point out. They include: *this*, *that*, *these*, and *those*. For example: *That* is my hat. I like *these* not *those*.

**Dependent clause** - a clause that is always used as some part of speech. It can be an adjective, adverb, or noun and cannot stand alone as a sentence.

**Direct object** - receives the action performed by the subject. The verb used with a direct object is always an *action verb*. Example: The car hit the tree. To find the *direct object*, say the subject and verb followed by *whom* or *what*. The car hit *whom or what*? *Tree* answers the question so *tree* is the *direct object*. The *direct object* must be a noun or pronoun. A *direct object* will never be in a prepositional phrase. The *direct object* will not equal the subject as the predicate nominative, nor does it have a linking verb as a predicate nominative sentences does.

**Elliptical clauses** - an adverb clause that uses *than* and *as* to introduce the clause. That means they have some of their parts understood but not stated. Example: You are smarter *than* I. (am smart.) They always modify the comparative word (smarter).

**Exclamatory sentence** - a sentence that shows strong feeling. Declarative, imperative, or interrogative sentences can be made into exclamatory sentences by punctuating them with an exclamation point. Examples: The assignment is due tomorrow! Stop! Do you know that man!

**First person pronouns** are when a pronoun refers to the speaker or speakers. First person pronouns include: *I, my, mine, me, myself, we, our, ours, us, ourselves*. They are also considered personal pronouns.

**Gerund** - a verbal that always ends in *ing* and is used as a noun. Example: *Eating* is fun. The *gerund* can be a subject (Eating is fun.); a direct object (I like eating.); a predicate nominative (A fun time is eating.); an appositive (A fun time, eating, takes much time.); an indirect object (I give eating too much time.); or an object of a preposition (I give much time to eating.)

**Gerund phase** - a phrase that is made up of direct objects, predicate nominatives, predicate adjectives, or modifiers. Example: Eating solid foods is hard for babies. *Eating* is the gerund used as the

subject of the verb *is*. It has its own direct object *foods* with the adjective *solid*, which together make up the gerund phrase *eating solid foods* serving as the subject of the sentence.

**Helping verbs** are verbs used to make verb phrases. There are twenty-three (23) helping verbs that should be memorized since they are used so often. They are usually grouped in the following five groups:

Group 1: is, am, are, was, were, be, being, been

Group 2: has, have, had

Group 3: do, does, did

Group 4: shall, will, should, would

Group 5: may, might, must, can, could

**Imperative sentence** - a sentence that gives a command or makes a request. Examples: *Hand it in now. Stop.*

**Indefinite pronouns** point out generally, instead of pointing out specifically. Indefinite pronouns include such words as *another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, none, no one, one, other, others, some, somebody, and someone*.

**Independent clause** - a clause that can stand alone as a sentence.

**Indirect object** - an object that is really part of a prepositional phrase in which the preposition *to* or *for* is not stated but understood. It tells to whom or for whom something is done. The *indirect object* always comes between the verb and the direct object. Example: She gave *me* a gift. The *indirect object* always modifies the verb. It may have modifiers and be compound. It is used with verbs such as *give, tell, send, get, buy, show, build, do, make, save, and read*. Example: She sent the *man* and *me* a gift.

**Infinitive** - a verbal that is *to* plus *a verb form*. It can be a noun, an adjective, or an adverb. Examples: to be, to see, to be seen, to be eaten.

**Infinitive phrase** - a phrase that is made up of an *infinitive* and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers). An *infinitive phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence. Example: *To eat solid foods is hard for babies.* *To eat* is the noun infinitive used as the subject of the verb *is*, and it has its own direct object *foods* with the adjective *solid*, which together make up the infinitive phrase *to eat solid foods* serving as the subject of the sentence.

**Intensive pronouns** are the personal pronouns *myself, yourself, yourselves, himself, herself, itself, ourselves, and themselves*. An example would be: Carl, *himself*, won the race.

**Interjection** - a word or word group that shows feeling. A comma follows a mild interjection; a strong interjection is followed by an exclamation mark. Interjections do not fit grammatically with the rest of the sentence. They are never the subject and they come at the beginning of a sentence. Examples: *Well, we will soon be home. Oh! I didn't know he had died.*

**Interrogative pronouns** ask questions. *Who, whom, whose, which, and what* are interrogative pronouns.

**Interrogative sentence** - a sentence that asks a question. Example: Do you know that man?

**Intransitive complete** are all the verbs that don't fit one of the other kinds of transitive or intransitive verbs. Examples: The bell rang suddenly. The girl knitted all evening (there is no receiver of the action). They were here (no action or predicate nominative or predicate adjective).

**Intransitive linking** are sentences with a predicate nominative or predicate adjective. Examples: The girl is Mary (predicate nominative). The girl is cute (predicate adjective).

**Intransitive verbs** have no receiver of the action. They are classified as *intransitive complete* or *intransitive linking*.

**Introductory there** - to be an introductory *there*, it must meet these rules: 1) It must be the first word of a sentence (Sometimes a prepositional phrase out of its normal order can come before it.); 2) It cannot mean where; 3) It must be with a state of being verb; and 4) The subject will always come after the verb in such a sentence. The introductory *there* doesn't fit grammatically with the rest of the sentence, as we will find most other words do.

**Linking verbs (state of being verbs)** show that something exists; they do not show action. Some common linking verbs include: *is, am, are, was, were, be, being, been, seem, look, feel, and become*.

**Mass nouns** are nouns that are not countable and include words like *gasoline, water, and dirt*.

**Nominative case pronouns** are *I, she, he, we, they, and who*. They are used as *subjects, predicate nominatives, and appositives* when used with a subject or predicate nominative.

**Noun** - a word that names a person, place, or thing. Examples of nouns include: *man, city, book, and courage*. Nouns often follow words like *a, an, and the*.

**Noun adjuncts** - nouns used as adjective or nouns used to describe another noun,. They tell us *whose* or *what kind*.

**Noun clause** - a dependent clause that can be used in the same way as a noun or pronoun. It can be a *subject, predicate nominative, direct object, appositive, indirect object, or object of the preposition*. Some of the words that introduce *noun clauses* are *that, whether, who, why, whom, what, how, when, whoever, where, and whomever*. Notice that some of these words also introduce adjective and adverb clauses. (To check a noun clause substitute the pronoun *it* or the proper form of the pronouns *he* or *she* for the noun clause.) Examples: I know who said that. (I know it.) Whoever said it is wrong. (He is wrong.) Sometimes a noun clause is used without the introductory word. Example: I know that he is here. (I know he is here.)



**Noun infinitive** – an infinitive that is a noun. *Noun infinitives* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

**Nouns of address (nominatives of address)** are the persons or things to which you are speaking. They are set off from the rest of the sentence by a comma or commas, may have modifiers, and are not related to the rest of the sentence grammatically. If they are removed, a complete sentence remains. They may be first, last, or in the middle of the sentence. Examples: John, where are you going? Where are you going, John? Where, John, are you going?

**Object of the preposition** - a noun or noun equivalent in a prepositional phrase

**Objective case pronouns** are *me, her, him, us, them, and whom*. They are used as *direct objects, indirect objects, objects of the preposition, and appositives* when used with one of the objects. (*You* and *it* are both nominative and objective case.)

**Objective complement** - a noun or an adjective, which follows the direct object renaming or modifying it. It is used with verbs like *make, name, call, choose, elect, and appoint*. It is not set off with commas as an appositive is. Example: I call my dog *Badger*. A verb that has an *objective complement* in the active voice may, in the passive voice, have a predicate nominative or a predicate adjective. Examples: My dog is called *Badger* by me. I consider my dog *smart*. My dog is considered *smart* by me.

**Participial adjectives** are verb forms used as adjectives. Examples: the *lost* mine, the *howling* wolf.

**Participial phrase** - a phrase that is made up of a participle and any complements (direct objects, predicate nominatives, predicate adjectives, or modifiers). A *participial phrase* that comes at the beginning of the sentence is always followed by a comma and modifies the subject of the sentence.

**Participle** - a verbal that is an adjective and ends various ways. A present participle always ends with *ing* as does the gerund, but remember that it is an adjective. A past participle ends with *ed, n, or irregularly*. Examples: *played, broken, brought, sung, seeing, having seen, being seen, seen, having been seen*. Participles modify nouns and pronouns and can precede or follow the word modified.

**Personal pronouns** refer to three types of people: *the speaker or speakers, those spoken to, and those spoken about*. Personal pronouns can be singular (one) or plural (two or more), just as verbs and nouns.

**Phrase** - a group of words used as a sentence part. It does not have a subject and a verb. It can be a noun, adjective, or adverb. Some common phrases are *prepositional, gerund, participial, and infinitive*.

**Positive comparison** states a quality of one thing or person. Examples: *new, careless, good*.

**Possessive case pronouns** are *my, mine, your, yours, his, her, hers, its, our, ours, your, yours, their, and theirs*. They are used to show ownership.

**Possessive pronouns** are personal pronouns that show *whose* something is. Possessive pronouns include: *my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs*. An example would be: The money is *mine*. *Mine* tells whose money it is. *Possessive pronouns* never have apostrophes, but possessive nouns do. Do not confuse the possessive personal pronouns *its, your, and their* with the contractions *it's (it is, it has), you're (you are), and they're (they are)*.

**Possessives** are the adjectives *my, our, your, and their* (the possessives are from the possessive pronoun list, but are always used with nouns as adjectives).

**Predicate nominative (predicate noun)** - a word that completes a linking verb and renames the subject. It is a *complement* or *completer*, because it completes the verb. *Predicate nominatives* complete only linking verbs. The linking verbs include the following: the helping verbs *is, am, are, was, were, be, being, and been*; the sense verbs *look, taste, smell, feel, and sound*; and verbs like *become, seem, appear, grow, continue, stay, and turn*. The word *equals* can always replace the verb in a sentence having a predicate nominative. Example: Mr. Johanson is a teacher. Mr. Johanson *equals* a teacher.

**Preposition** - a word that begins a *prepositional phrase* and shows the relationship between its object and another word in the sentence. Words are prepositions if they have an object to complete them. To decide if the word in question is a preposition, say the *preposition* followed by *whom* or *what*. If a noun or a pronoun answers the question, the word is a *preposition*. If there is no noun or pronoun to complete the sentence, the word is not a *preposition*.

**Prepositional phrase** - a phrase that starts with a *preposition*, ends with an *object*, and may have *modifiers* between the preposition and object of the preposition.

**Pronominal adjectives** are pronouns used as adjectives.

**Pronoun** - a word that replaces a noun, or a group of words used as nouns.

**Proper nouns** name a special person, place, or thing and begin with capital letters. Nouns are grouped into two general classifications: proper and common. All nouns that begin with small letters and are considered common.

**Qualifiers** are adverbs that strengthen or weaken the words they modify.

**Relative pronouns** join dependent clauses to independent clauses. Relative pronouns include: *who, whose, whom, which, and that*.

Example: He found his money *that* he had lost. *That* joins the two clauses together into one sentence.

**Reflexive pronouns** - The personal pronouns *myself, yourself, yourselves, himself, herself, itself, ourselves, and themselves* are compound personal pronouns, combining the personal pronoun with self or selves. For example: Carl hurt *himself*.

**State of being verbs (linking verbs)** show that something exists; they do not show action. Some common linking verbs include: *is, am, are, was, were, be, being, been, seem, look, feel, and become*.

**Second person pronouns** are when the pronoun refers to people who are spoken to. Second person pronouns include: *you, your, yours, yourself, yourselves*. They are also considered personal pronouns.

**Sentence** - a group of words expressing a complete thought, and it must have a *subject* and a *verb (predicate* - some grammar books use the word *predicate*, but we will use *verb*). A verb shows action or state of being. Examples: The bell *rang*. The boy *is* here. The subject tells who or what about the verb. Examples: The *bell* rang. The *boy* is here. There are four kinds of sentences: *declarative, imperative, interrogative, and exclamatory*.

**Subject** - a word that tells who or what about the verb. When finding the subject and the verb in a sentence, always find the *verb* first and then say *who* or *what* followed by the verb. Example: The bell rang. Find the verb - *rang*. Now say *who* or *what* rang? The bell rang. *Bell* is the subject.

**Subordinate conjunctions** join dependent clauses to independent clauses. Some common *subordinate* conjunctions are *after, although, as, as if, because, before, if, since, so that, than, unless, until, when, where, and while*.

**Superlative form** compares more than two things or persons. Examples: newest, most careless, best.

**Third person pronouns** are when the pronoun refers to those spoken about. Third person pronouns include: *he, his, him, himself, she, her, hers, herself, it, its, itself, they, their, theirs, them, themselves*. They are also considered personal pronouns.

**Transitive active verbs** are the verbs in sentences with a direct object. Example: The boy kicked the ball. The subject is the doer and the direct object is the receiver of the action.

**Transitive passive verbs** have the subject receiving the action with the doer in a prepositional phrase or omitted in the sentence. Examples: The ball was *kicked* by the boy. The ball was *kicked* hard. The verb in the *transitive passive* voice always has *is, am, are, was, were, be, being, or been* as an auxiliary or helping verb.

**Transitive verbs** are verbs that have subjects or objects that receive an action. They are either *active voice* or *passive voice*.

**Verb phrase** is when a verb is more than one word. Using auxiliary or helping verbs makes verb phrases.

**Verbal** - a verb form used as some other part of speech. There are three kinds of verbals: *gerunds, participles, and infinitives*.

**Verbs** show action or state of being. Most verbs are action words, but a few verbs indicate state of being or existence.

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