



Grammar Toolkit Table of Contents

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TGM Answers: Parts of Speech

#1 Parts of Speech Common Nouns

Practice: idea: friendship, self-image, freedom, self-confidence, world peace

person: teacher, fire-fighter, cousin, police officer, brother-in-law

place: mountain, neighborhood, country, football stadium, family room

thing: food, toy, rock, lamp stand, grandfather clock

#2 Parts of Speech Proper Nouns

Practice: John Francis, Beatrice, Nebraska, World War II, Chicago, *Southwestern Chief*, Los Angeles, Grand Central Station, John, Jane, Blix Hardware, Western Avenue, South Hollywood, John, Fort Ord, Army Band, Staff Sergeant, United States, John, John, University of Southern California, G.I. Bill, Cum Laude, Business, Social Science, Southern California, Janice Jones, California Federal Savings and Loan, Senior Vice-President, University of California at Los Angeles, John

#3 Parts of Speech Pronouns

Practice: I, you, my, your, It, me, mine, yours, We their, They, us, ours, himself, them, She, him, hers, her, he, his, theirs, its

#4 Parts of Speech Adjectives

Practice: How Many? twenty-story, most, dozen, few, thousands

Which One? these, that, this, those, certain

What Kind? juicier, muddy, navel, spicy, loud

#5 Parts of Speech Verbs

Practice: A, B, C, D, D, A, B, C, C, B, D, A

#6 Parts of Speech Adverbs

Practice: How: slowly, carefully, easily

When: often, one o'clock, later

Where: everywhere, nearby, here

What Degree: mostly, less, mainly

#7 Parts of Speech Prepositions

Practice: to [flag], of [United States], of [America], to [republic], for [which], under [God], with [liberty], for [all], in [schools], throughout [America], over [heart], on [flag], to [country]

#8 Parts of Speech Conjunctions

Practice: Whenever C he walks or A runs, Mike either B brings water, or B he brings a sports drink. If C he will be gone a long time, Mike carries both B a nutritious snack and B an energy bar. He enjoys the exercise and A Nature, so A he tries to go three times each week.

Subjects and Predicates Compound Predicate Name _____

Definition: The compound predicate consists of two or more connected verbs that act upon the same subject of the sentence. These verbs do the work of the “do-er” or the “be-er” of the sentence. The compound predicate shows a physical or mental action or it describes a state of being.

Examples: Michael *fell* and *hurt* his hand.

She *had become* and still *remained* a young lady.

They *should have asked* but then *listened* to me.

Writing Hints

To find the compound predicate, first identify the subject and ask “What?” The answer to this question should be the predicate. A connecting word such as “and,” “or,” or “but” is usually placed between the verbs.

Using compound predicates can help your writing become more concise (to express much in a few words), clear, and readable.

Example: Instead of the following: *Rob studied the textbook for the exam. Then, he practiced the vocabulary for the exam. After practicing the vocabulary, he memorized the poem—all to prepare for the exam.* Try a compound predicate such as this: *Rob studied the textbook, practiced the vocabulary, and memorized the poem to prepare for the exam.*

Practice

- Underline the subjects and circle the compound predicates found in the story below.

Of all the books by Mark Twain, two works stand out and are remembered as his best. Twain’s description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs.

After reading this book, one will learn what the phrase “Mark Twain” means. A second novel, *Huckleberry Finn*, teaches and preaches about how badly people can treat each other. The book’s hero, Huck Finn, wrestles with and eventually triumphs over the evils of slavery.

- Re-Write the following sentences into one sentence with a compound predicate.

Debbie walked into the room. Next, she sat down in the chair. Then, she heaved a sigh of relief.

Application

Compose your own sentence with a compound predicate.

Parts of Speech

1. A **common noun** is a person, place, idea, or thing. It can be acted upon and is capitalized only at the start of a sentence. It can be a single word, a group of words, or a hyphenated word.

Examples: The *girl* was learning to drive person
 next to the *ocean*; place
 it takes *self-control* idea
 to earn a *driver's license*. thing

2. A **proper noun** is the name of a person, place, or thing. It can be acted upon and is capitalized. It may be a single word, a group of words (with or without abbreviations), or a hyphenated word.

Examples: *Josh* was honored person
 at *U.S. Memorial Auditorium* place
 with the *Smith-Lee Award*. thing

3. A **pronoun** is a word used in place of a noun(s).

Examples: Hello. This is *she*.
 Is it *her* basket?

4. An **adjective** describes a proper noun, a common noun, or a pronoun by describing how many, what kind, or which one.

Examples: The *five* teammates How Many?
 took the *tiring* trip What Kind?
 to *that* arena across town. Which One?

5. A **verb** shows a physical or mental action or it describes a state of being.

Examples: She *works* long hours, physical action
 but *knows* that mental action
 there *is* more to life than work. state of being

6. An **adverb** describes a verb, an adjective, or another adverb by describing how, when, where, or what degree.

Examples: Trey walked *slowly*
 because he had arrived *early*
 to the place *where*
 he knew *very* well his entire future could be decided.

7. A **preposition** is a word that has a relationship with a common noun, a proper noun, or a pronoun. The preposition is always part of a phrase comes and comes before its object. The preposition asks "What?" and the object provides the answer.

Examples: The politician voted *against* the law *against* what? ...the law
 through the secret ballot. *through* what? ...the secret ballot

8. A **conjunction** joins words, phrases, or clauses together. There are three kinds:

- Coordinating conjunctions connect words, phrases, or clauses used in the same way.
Example: The student tries, *but* does not always succeed.
- Correlative conjunctions are paired conjunctions that connect words, phrases, or clauses used in the same way.
Example: *Either* you must tell the police, *or* I will.
- Subordinating conjunctions come at the beginning of adverb clauses. These clauses restrict the meaning of the rest of the sentence.
Example: *Although* he is often late, Ryan shows up to work every day.

Parts of Speech Rap

A proper noun is capitalized
to give a name to a person, place, or thing.

A common noun is categorized
as an idea, person, place, or thing.

A pronoun is used to take their place
in the subject or object case.

An adjective will make them define
How Many, Which One, or What Kind.

A verb can mentally or physically act
or states what a subject is to be.

An adverb describes an adjective, adverb, or verb
with How, When, Where, or What Degree.

A conjunction uses FANBOYS to coordinate
or connects ideas to subordinate.

A preposition shows a relationship
between the word and a pronoun or a noun.

Irregular Verbs

Common Irregular Verb Forms

Present

Past

Past Participle (has, have, had)

am	was	been
are	were	been
begin	began	began
blow	blew	blown
break	broke	broken
bring	brought	brought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fly	flew	flown
forget	forgot	forgotten
get	got	got or gotten
give	gave	given
go	went	gone
grow	grew	grown
has	had	had
hear	heard	heard
hide	hide	hidden
is	was	has been
keep	kept	kept
know	knew	known
lay	laid	laid
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
see	saw	seen
sing	sang	sung
speak	spoke	spoken
stand	stood	stood
take	took	taken
throw	threw	thrown
write	wrote	written

Grammatical Sentence Openers

- **Prepositional Phrase**

Start with a phrase beginning with one of these common prepositions:

aboard, about, above, according to, across, after, against, along, among, around, as, as to, aside from, at, because of, before, behind, below, beneath, beside, between, beyond, by, despite, down, during, except, for, from, in, inside, instead of, into, in addition to, in place of, in spite of, like, near, next to, of, off, on, on account of, onto, outside, out of, over, regardless of, since, through, throughout, to, toward, under, underneath, until, up, upon, with, within, without, but when it means "except," and *past* when it means "by."

Place a comma after a prepositional phrase that begins a sentence when a noun immediately follows.

Example

Behind the cabinet, he found the missing watch

- **Adjective**

Start with a word, phrase, or clause that describes a noun or pronoun. Place a comma after an adjective or adjective phrase sentence opener.

Examples

Angry, the neighbor refused to leave.

Happy as always, the child played in the park.

- **Adverb**

Start with a word, phrase, or clause that answers these questions: Where? When? Why? How? How much? or How often? Many adverbs end in *ly*. Usually place a comma after an adverb sentence opener if the adverb is emphasized. Always place a comma after an adverbial clause sentence opener.

Examples

Elsewhere, the flowers were blooming.

Everywhere that Mary went, the lamb was sure to go.

- **Subordinating Conjunction**

Start with *after, although, as, as if, as long as, as much as, as soon as, as though, because, before, even if, even though, how, if, in order that, once, since, so that, than, that, though, unless, until, when, whenever, where, wherever, whether, or while*. Place a comma after a subordinate clause that the subordinating conjunction opens.

Example

Although better known for its winter activities, Lake Tahoe offers much during the summer.

- ***__ed or __en Verbs***

Start with an *__ed* verb, acting as an adjective, when combined with a prepositional phrase, or an *__en* verb, when combined with an adverb. Usually place a comma after the sentence opener.

Examples

Frightened by the noise, I sat up straight in my bed.

Taken quickly, the pill did not dissolve for minutes.

- **To + Verb**
 Start with *To* and then add a verb, or start with *To have* and then add a verb. The verb following *To have* frequently ends in *__en* or *__ed*. Place a comma after the sentence opener, if a noun follows.
Examples
To smile takes great effort.
To have broken the promise would have been terrible.
To play the game, Mark had to sign a contract.
- **__ing Adjectives and Nouns**
 Start with an *__ing* word that acts as an adjective. Usually place a comma after the sentence opener. Start with an *__ing* word that acts as a noun. Usually do *not* place a comma after the sentence opener.
Examples
 (Adjective) *Falling* rapidly, the climber hopes the rope will hold.
 (Noun) *Tasting* the sauce makes them hungry for dinner.
- **Having Adjectives and Nouns**
 Start with *Having* and then add a verb that ends in *__en* or *__ed* to act as an adjective or a noun, referring to something that happened in the past. Usually place a comma after the sentence opener.
Example
 (Adjective) *Having listened* to his teacher, the student knew how to study.
 (Noun) *Having beaten* around the bush, the worker avoided the problem.
- **Noun Clause**
 Start with a group of words that acts as the subject of a sentence beginning with: *How*, *However*, *What*, *Whatever*, *When*, *Whenever*, *Where*, *Wherever*, *Which*, *Whichever*, *Who*, *Whoever*, or *Whomever*. Usually place a comma after the sentence opener.
Example
However the students answered, the scores were marked wrong.
- **Apposition**
 Start with an appositive. Appositives are nouns or pronouns, used as single words or in a group of words, to define or explain nouns or pronouns that come before. When used as part of a person’s name or as a title, they require no punctuation. Otherwise, commas, dashes, or parentheses are used to set apart the apposition.
Example
Peter the Great, trained in European customs, expanded the Russian Empire.
- **Direct Object**
 Start with a direct object. A direct object is the “whom” or “what” of a sentence and receives the action. It is not the predicate—which does the action. No commas follow the sentence opener.
Example
Perfect relaxation she promised for Laura’s next vacation.

Directions: Place the letter of the word from this sentence that best matches the part of speech. A strange man saw her run quickly down the road to the Red River and then dive in.

- ___ 1. common noun A. strange B. man C. her D. the E. Red River
___ 2. proper noun A. man B. her C. road D. to E. Red River
___ 3. pronoun A. man B. her C. the D. and E. in
___ 4. adjective A. strange B. saw C. quickly D. then E. in
___ 5. verb A. saw B. quickly C. down D. to E. then
___ 6. adverb A. run B. quickly C. down D. road E. to
___ 7. preposition A. run B. road C. the D. to E. and
___ 8. conjunction A. strange B. quickly C. down D. to E. and

Directions: Place the letter that best matches in the space to the left of the number.

- ___ 9. Identify the simple subject in this sentence: She watched the movie three times.
A. She B. watched C. movie D. three E. times
___ 10. Identify the compound subject in this sentence: The train and ship arrived at noon.
A. The train B. ship C. train, ship D. The train and ship E. noon
___ 11. Identify the simple predicate in this sentence: The clown was smiling at the children.
A. was B. was smiling C. The clown was smiling D. smiling E. children
___ 12. Identify the compound predicate in this sentence: Mariel sat down and crossed her legs.
A. sat down B. crossed her legs C. sat down and crossed D. sat, and E. sat, crossed

Directions: Place the letter that identifies the sentence type in the space to the left of the number.

- ___ 13. Mr. Nelson looked at the photograph. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex
___ 14. She failed the test twice, but she passed it the third time. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex
___ 15. Although dated, *Tom Sawyer* is fun and it has a good lesson. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex
___ 16. Carla went to the store after she watched the television show. This is a _____ sentence.
A. simple B. compound C. complex D. compound-complex

Directions: Place the letter that best identifies the problem in the space to the left of the number.

- ___ 17. While we waited for the jet to land. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
___ 18. Jeremy and Emily walking. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
___ 19. That was a great movie, I really enjoyed the ending. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence
___ 20. Mark plays football he is captain of the team. This is a _____.
A. sentence fragment B. run-on sentence C. compound sentence D. complex sentence

Directions: Place the letter that best matches in the space to the left of the number.

- ___ 21. The students who got into trouble are _____.
A. them B. me and she C. I and he D. they E. those
- ___ 22. The teacher yelled at two students, Rachel and _____.
A. I B. me C. it D. he E. us
- ___ 23. He stirred the sauce, and then let John taste _____.
A. them B. this C. it D. these E. that
- ___ 24. That movie _____ we watched was entertaining.
A. this B. those C. it D. which E. that
- ___ 25. She should _____ whenever she has her picture taken.
A. smile B. have smiling C. have had smiled D. smiled E. have smiled
- ___ 26. Ismelda _____ three miles to her school today.
A. had been walking B. has walking C. is walking D. will walked E. walk
- ___ 27. John and Jean _____ their father on his lunch hour.
A. visits B. been visiting C. were visited D. have been visited E. visited
- ___ 28. Both Annie and Debra _____ their opponents.
A. has defeated B. have defeated C. had been defeated D. defeats E. had defeating
- ___ 29. Compared to her happy sister, she is _____.
A. happier B. most happy C. happiest D. more happier E. most happiest
- ___ 30. Of all the happy people, he was _____.
A. happier B. most happy C. happiest D. more happier E. most happiest
- ___ 31. This can be dangerous; please be _____ than the last time.
A. most careful B. more carefuller C. carefulest D. more careful E. carefuller
- ___ 32. He is the _____ of any firefighters when facing dangerous situations.
A. most careful B. more carefuller C. carefulest D. more careful E. carefuller
- ___ 33. Please _____ as much as possible.
A. will have been studied B. will study C. study D. are studied E. studied
- ___ 34. Yesterday, she must _____ more than he did.
A. will have been studying B. had studied C. study D. were studied E. have studied
- ___ 35. After she planned for two hours, she then _____ even harder.
A. studied B. will study C. study D. had studied E. have studied
- ___ 36. I _____ for two hours when she called.
A. will have been studying B. will study C. study D. had studied E. studied
- ___ 37. We _____ more later this afternoon.
A. will have been studying B. will study C. study D. are studied E. have studied
- ___ 38. By the time the clock strikes three, we _____ for four long hours.
A. will have been studying B. will study C. study D. are studied E. will study
- ___ 39. If he _____, he might have a better chance at passing the test.
A. will have been studying B. will be studying C. study D. are studied
E. were studying
- ___ 40. The chapter notes _____ by the whole class.
A. will have been studying B. will study C. have studied D. are studied

TGM Grammar Assessment Answers

If the student misses an item, mark a / in the same number column on the **TGM Grammar Mastery Matrix**.

1. C
2. E
3. B
4. A
5. A
6. B
7. D
8. E
9. A
10. C
11. B
12. E
13. A
14. B
15. D
16. C
17. A
18. A
19. B
20. B
21. D
22. B
23. C
24. D
25. A
26. C
27. E
28. B
29. A
30. C
31. D
32. A
33. C
34. E
35. A
36. D
37. B
38. A
39. E
40. D

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