

# Grammar 5

## Answer Guide and Notes

by Amber Densmer

*Show me your ways, O LORD, teach me  
your paths.*

Psalm 25:4 (NIV)

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"Do to others what you would have them do to you" (Matthew 7:12).

"The worker is worth his keep" (Matthew 10:10).

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# Table of Contents



## Section One: Introduction to This Program

Table of Contents .....	i
Introduction	
Welcome! .....	1
Components of This Program .....	1
How to Begin .....	1
Special Notes for Sonlight's <i>Language Arts 5</i> Users .....	2
So Why Learn Grammar Anyway? .....	3
Grammar 5 Skills Matrix .....	4

## Section Two: Answer Guide and Activity Sheets

Grammar 5 Answer Guide  
Grammar 5 Activity Sheets

## Section Three: Resources

List of Standard Symbols .....	1
Grammar Guide .....	3

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# Grammar 5 Introduction

## Welcome

Welcome to Sonlight's *Grammar 5* program! In this program, your family will dig deeper into cracking the grammatical code that creates the foundation and structure of our language. This program provides grammatical practice made practical—we teach grammar directly from materials your children read, and help them apply it back to their writing.

## Included in this Program

Here is a brief synopsis of the components you will find in this guide.

### Introduction

This introduction contains overview information of this program for the instructor as well as a Matrix of the skills we introduce or review on each Activity Sheet. We use various symbols on the **Skills Matrix** to show when we both present and practice topics throughout the year. Please find the Skills Matrix after this introduction for more information.

### Grammar 5 Answer Guide

The **Answer Guide** provides daily instructional information for and answers to the Activity Sheet exercises. The Answer Guide usually contains the same information as your children's Activity Sheets, though at times we have summarized the main points of the instructional **F.Y.I.** section as an **F.Y.I. Synopsis** in the Answer Guide.

### Grammar 5 Activity Sheets

At its core, this program meets your children on familiar ground. The **Activity Sheets** use "real" passages from age-appropriate books as the backdrop to the grammatical skills we teach each day. Please note:

- Every Activity Sheet opens with a **Passage** from a great book written at the reading level appropriate for a Sonlight Level 5 student. While these passages do come from books your children read, they do not align to any reading schedule in any of our other Sonlight Instructor's Guides.
- **Grammatical Instruction**
  - › Some Activity Sheets contain an **F.Y.I.** section that formally introduces a grammatical topic or concept used in the Activity Sheet exercises. The **F.Y.I. Synopsis** in the Answer Guide summarizes the main points of the Activity Sheet's F.Y.I.

- › When a passage provides the opportunity for a bonus grammar lesson, we will occasionally introduce a topic in the beginning of a question.
- Your children then practice these grammar concepts we've taught through the Activity Sheet **Exercises**. Do not feel obligated to complete every question on every Activity Sheet. Feel free to adjust and/or omit activities to meet the needs of your children. We cover the same concepts repeatedly throughout the year to enable your children to learn "naturally" through repetition and practice over time.

### Resources

The final portion of this program is a **Resource** section that contains two handy tools. The first is a **List of Standard Symbols**, which is a key to the abbreviations we ask your children to use as they mark up the daily passages. The second is the **Grammar Guide**—a concise resource that contains explanations of grammatical topics and examples.

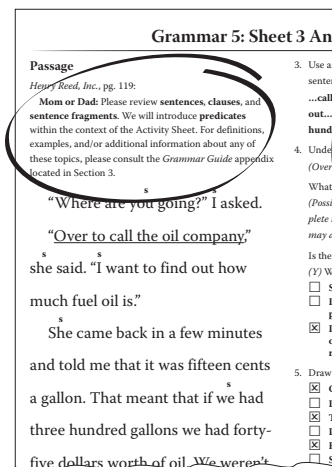
## How to Schedule this Program

In order to better fit into your personal schedule, this program is not separated into specific weekly assignments. Instead, this program contains 72 Activity Sheets—enough for you to complete two Activity Sheets per week for a 36 week school year.

## How to Begin

Before you begin each day, please check the **Mom or Dad:** section of the Answer Guide notes to make sure we haven't asked you to introduce a grammatical topic on your own. If we have, please review the brief instruction and examples we provide in the *Grammar Guide* with your children before they begin the Activity Sheet.

If the Activity Sheet contains an **F.Y.I.** section of instruction, you may want to read through it with your children to better answer any questions they may have.



# Grammar 5 Introduction

## Sonlight's *Language Arts 5* Users

Here are a few suggestions to help you make this program fit with the Sonlight *Language Arts 5* program:

1. Complete these Activity Sheets in place of the *Grammar Ace* assignments scheduled each week.  
—OR—
2. Use these Activity Sheets on Day 2 and Day 4 each week.  
—OR—
3. Use the dictation passage from the regular *Language Arts 5* activity sheet on Day 1, then complete the *Grammar 5* Activity Sheet afterwards. Add the second *Grammar 5* Activity Sheet as it best fits your schedule on Days 2-5. **Note:** We deliberately do not link the dictation assignments in this program to the books you read.

## Dictation

If you plan to pair these Activity Sheets with our *Language Arts 5* program, our first recommendation is to use the passage included in the Language Arts Instructor's Guide for the weekly dictation exercise as they correspond with your children's weekly reading assignments.

However, if you would like your children to have more interaction with the text they will use for grammatical analysis, feel free to use the passages on the Grammar 5 Activity Sheets for the dictation portion of your Language Arts instruction. You may find that your children have an easier time picking the passages apart if they've had a little time to hear and read through them prior to working on the Grammar Activity Sheets.

## So Why Learn Grammar Anyway?

Whether you hear it from your children, your back-fence neighbor or a fellow soccer parent, we imagine you've encountered or even wrestled with this question before you purchased this program. You have probably heard the same myriad of arguments that we have about how grammar instruction has become an outdated course of study: "What's the point? It's not like anyone uses it anymore." Before we help you address these issues, first know that we applaud your courage and willingness to instruct such an "archaic" topic!

How then should you answer their questions? It's probably obvious to your children and others why they need to

learn to read, write, and speak with at least basic proficiency. So how can you inspire them to want to excel at grammar and Language Arts in general?

If you've ever played a musical instrument, you know that in order to play well, most of us need to do more than sit down next to the radio with our instrument and plunk away, trying to pick out the tune. In order to really progress, we take lessons, learn to read music, wrestle through music theory, and spend hours in practice. If you don't know how to read it, a page of sheet music will look like an ornately decorated piece of paper. Don't you suppose that this same page would look just as cryptic to someone who doesn't know how to read?

Our language is a code—seemingly arbitrary sounds are fitted together into words, sentences and paragraphs. When we learn grammar, we learn how those pieces of sounds and words fit together and interact with one another. We begin to see how those elements work together in the language we write and speak daily. We learn to decipher the code, and we improve as writers because of it.

We found a comment in A. W. Tozer's *The Size of the Soul: Principles of Revival and Spiritual Growth* that we thought put the study of Language Arts in an eternal light. Hopefully your children will find these thoughts helpful the next time they appear to need a reason to excel at Language Arts:

For the very reason that God has committed His saving truth to the receptacle of human language, the man who preaches that truth should be more than ordinarily skillful in the use of language. It is necessary that every artist master his medium, every musician his instrument. For a man calling himself a concert pianist to appear before an audience with but a beginner's acquaintance with the keyboard would be no more absurd than for a minister of the gospel to appear before his congregation without a thorough knowledge of the language in which he expects to preach. [pp. 41-42]

In other words, those of us who want to share God's eternal truths should be more than ordinarily skillful in the use of the language in which we want to communicate.

Tozer's thoughts on mastering the medium of language were echoed by John Piper in an article titled "A Compelling Reason for Rigorous Training of the Mind"<sup>1</sup>:

... [A] basic and compelling reason for education—the rigorous training of the mind—is so that a person can read the Bible with understanding.  
... This is an overwhelming argument for giving

1. (accessed at [http://www.desiringGod.org/library/fresh\\_words/2005/071305.html](http://www.desiringGod.org/library/fresh_words/2005/071305.html) on August 4, 2005)

# Grammar 5 Introduction

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our children a disciplined and rigorous training in how to think an author's thoughts after him from a text—especially a biblical text. An alphabet must be learned, as well as vocabulary, grammar, syntax, the rudiments of logic, and the way meaning is imparted through sustained connections of sentences and paragraphs.

Of the limitless gifts God has bestowed upon us, one of the most precious is undoubtedly our language. May we never underestimate its power to transmit the good news

of God's Word. Remember the reaction of the residents of Jerusalem when Ezra and Nehemiah revived the tradition of reading the Law aloud in the open square:

And all the people went their way to eat and drink, to send portions and rejoice greatly, because they understood the words that were declared to them. [Nehemiah 8:12]

Let us be faithful servants who appreciate and seek to master our medium: His precious gift of language.

*—Note by Duane Bolin  
and Amber Densmer*

# Grammar 5 Skills Matrix: Weeks 1-18

Week:		Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9		Week 10		Week 11		Week 12		Week 13		Week 14		Week 15		Week 16		Week 17		Week 18	
Skills	Sheet:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
analyze the sentence												✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
adjectives																																					
adjectives (forms)								F			Q/A	A	A	A	Q	A	A			A	A	A	A	Q	A			A	A			A	Q/A	A	A		
adverbs												E	Q				A				A		A	Q/A	A	A	A	A	A	A	A			A	A		
alphabetization																																					
antecedents	F							Q			Q													Q													
antonyms								E										Q												Q							
appositives																F					Q																
articles							Q	Q			A					A			A	A	A	A	A	A	A	A	A	A	A				A	A	A	A	
attributions	Q																																				
capitalization																																					
clauses (adjectival)																																					
clauses (adverbial)																																					
clauses (ind. & dep.)																																					
clauses (nonrest./rest.)														F/Q				Q					Q			Q											
colon																						Q															
commas																							Q														
compound words																Q																					Q
contractions																							Q														
coordinating conjunctions								F			Q	A	A				A		A	A				A						A	A	A					
dashes	Q												Q																								
direct object														E/A			A	A	A	A	A	A	A	A	A	A	A	A	A	A			Q	F	A		
ellipses																				Q																	
expletive																																					
gerunds																			F																		
homonyms	E																				Q	E															
hyphens																					Q																Q
indirect object																																					
infinitives																																					
interjections																					A																
italics																																					F/A
metaphors																																					
negative statements																																					
noun of direct address																																					
nouns	Q	Q						Q																													
nouns (plural)																																					
nouns (possessive)				Q																																	
nouns (proper & common)	E			Q															Q		Q																
paragraphs (types of)										Q																											
parallel structure																																					
parenthetical expressions																																					
participial phrases																																					

**Key:** F — E.Y.I. Topic      E — Explained in an Exercise      Q — Exercise Question Topic      A — Used in Analyze the Sentence



# Grammar 5 Skills Matrix: Weeks 1-18

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Week:		Sheet:																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
Skills	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	
participles																																					
personification																																					
phrase																																					
phrase (nonrest./rest.)																																					
predicate			E		Q										Q						Q																
predicate (compound)					Q																																
predicate adjectives									F						A	A																					
predicate nouns									F					Q	A	A																					
prefixes																																					
prepositions									F	Q	A	Q			A	Q				A	A	A	Q														
prepositions (objects)									F	Q	A	Q	Q		A	Q				A	A	A	A	A	A	A	A	A									
prepositions (phrases)									F	Q		A	Q		A	Q				A	A	A	A	A	A	A	A										
pronouns	F					Q	Q																														
pronouns (case)																																					
pronouns																																					
(person & number)																																					
pronouns (possessive)																																					
pronouns (relative)						Q																															
pronouns (types)																																					
quotations (indirect)																																					
rhetorical question																																					
rhyme																																					
roots																																					
semicolons																																					
sences			E													Q																					
sences (structure)																F	Q																				
sences (cleft)																																					
sences (fragments)			E	Q					Q																												
sences (types of)									Q																												
similes									Q																												
subjects	E	Q	Q	Q	Q	Q	Q	Q	Q		A	A	A	F	A	Q/A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
subjects (delayed)																																					
subject-verb																																					
agreement																																					
subordinating																																					
conjunctions																																					
suffixes																																					
syllables																																					
synonyms																																					
topic sentence																																					
verbs	Q			Q	Q	Q	Q	Q	Q		A	A	A	Q		A	A																				
verbs (being)	F																																				
verbs (helping)				E					Q	A																											
verbs (linking)									F																												
verbs (tenses)																																					
verbs (transitive)																																					
voice																																					
(active & passive)											F																										

# Grammar 5 Skills Matrix: Weeks 19-36

Week:		Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32	Week 33	Week 34	Week 35	Week 36																		
Skills	Sheet:	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
analyze the sentence		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
adjectives		Q	A	A	A	A	A	A	A	A	A	A	A	A/Q	A	A	A	A/Q	A	A	A	A	A	A	A	A	A	A/Q	A	A	A	A	A	A	A	A	
adjectives (forms)																													Q								
adverbs		A		A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A			Q/A	A	A	Q/A	A	Q/A	A	A	A	
alphabetization																										F											
antecedents		Q															Q			Q															Q		
antonyms									Q										Q																Q		
appositives			Q	Q						Q	A									Q																	
articles		A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		
attributions																	Q				F	Q												Q			
capitalization						Q															Q																
clauses (adjectival)																																					
clauses (adverbial)																																					
clauses (ind. & dep.)		Q									Q				Q		Q								Q			Q	Q	Q							
clauses (nonrest./rest.)						F																															
colon																																					
commas																																					
compound words		Q						Q																	Q												
contractions																																			Q		
coordinating conjunctions		A		A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A				A	A	A	A	A	A	A	A	Q/A	A	A		
dashes																																					
direct object		A	A			A	A	A	A	A	A	A	A	A	A	A		A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		
ellipses																																					
expletive										F																											
gerunds															Q							Q															
homonyms																																					
hyphens																Q						Q															
indirect object																																					
infinitives																																					
interjections																																					
italics																																					
metaphors			Q																																		
negative statements						F																															
noun of direct address										Q																											
nouns																																					
nouns (plural)		Q																																			
nouns (possessive)		F	Q								Q						Q																				
nouns (proper & common)														Q																							
paragraphs (types of)																																					
parallel structure											Q																										
parenthetical expressions																																					
participial phrases																																					

**Key:** F — F.Y.I. Topic E — Explained in an Exercise Q — Exercise Question Topic A — Used in Analyze the Sentence

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Grammar 5 ♦ Section One ♦ Skills Matrix: Weeks 19-36 ♦ vii

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**Section Two**  
Answer Guide  
&  
Activity Sheets

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# Grammar 5: Sheet 1 Answer Guide

## Passage

Henry Reed, pg. 30:

**Mom or Dad:** Please review **nouns, verbs, and dashes**. We highlight **being verbs** and **homonyms** on today's Activity Sheet. For a review of concepts and examples, please consult the *Grammar Guide* found in the Section 3: Resources. Then read through today's F.Y.I. and have your children answer the questions on the Activity Sheet.

**Note:** We will present lots of basic and advanced grammar information in the first few weeks of the year. Hopefully, most of this material will be both a review and a refresher. If not, just do what you can. Take your time. You have a whole year in which to "catch up" and move forward beyond what most students in any school will study.

By the time we were kids, my  
folks—that's your grandparents—  
had sold three lots here on this side  
of the road. All the present houses  
were here except that red brick one  
which you can see over the ever-  
greens. That belongs to Mr. Apple.

## F.Y.I. Synopsis: Being Verbs

- **being verbs** tell what a noun *was, is* or *will be*
- They require three parts:
  1. *a noun*
  2. **a being verb**
  3. one or more words to clarify the noun's state of being.

For example:

Bubba **is** strong.

Lisa **was** laughing.

Zachary **will be** awake soon.

## Exercise

1. Circle the being verbs in the second sentence. Then rewrite the sentence so you don't use any form of the verb **be**. (*Answers will vary: All the present houses existed except that red brick one which you can see over the evergreens.*)
2. Put check marks above the dashes in the dictation passage above. Why did the author use dashes in this passage?
  - ☐ To indicate interrupted speech
  - ☐ For emphasis
  - ☒ To set off parenthetical material
  - ☐ To indicate a sudden break
3. In the second sentence, use an **n** to label the nouns and a **v** to label the verbs. When they are part of a sentence, nouns are often the:  
**action word**   **person**   **subject** of the sentence.

**Note:** The word "can" is a helping verb, which we will discuss on Activity Sheet 4. Also note that in this context, **one** is a numerical pronoun whose antecedent is the noun **houses**.
4. **Homonyms** are words that sound the same, may even have the same spelling, but do not mean the same thing. Words such as "for" and "four" or "ant" and "aunt" are homonyms. Underline as many homonyms in the passage as you can. Then choose 3 homonyms and write another meaning for each one. (*by—bye (goodbye) or buy (purchased), time—thyme, kids—kids (baby goats), your—you're (you are), lots—lots (many), here—hear (listen), road—rode (to ride), present—present (gift), red—read (past tense of read), one—won (to win), which—witch (does magic), you—ewe (sheep), can—can (of beans), see—sea (ocean), to—two (number)*)

# Grammar 5: Sheet 2 Answer Guide

## Passage

Henry Reed, Inc., pg. 44:

**Mom or Dad:** Please review **quotation marks** and **attribution**. We discuss **pronouns**, **proper** and **common nouns**, and **subjects** on today's Activity Sheet. For definitions, examples, and/or additional information about any of these topics, please consult the *Grammar Guide* located in the Section 3: Resources.

“What kind of research are you going to do—pure or applied?” she asked.

“What’s the difference?” I asked.

“Well, in pure research you just sort of try and find out things because you’re curious. In applied research you’re trying to find the answer to some question.”

## F.Y.I. Synopsis: Pronouns

- **pronouns** take the place of a common or proper noun in a clause or sentence
- must use a common or proper noun (called the **antecedent**) before you use a pronoun
- pronouns must agree with their antecedents in both **person** (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) and **number** (singular or plural).

**Correct:** Lolly [3<sup>rd</sup>/Sing/Fem] bounced into the room and dropped *her* [3<sup>rd</sup>/Sing/Fem] books on a chair.

**Incorrect:** The *child* [3<sup>rd</sup>/Sing/Neut] bounced into the room and dropped *their* [3<sup>rd</sup>/plural] books on a chair.

(**Note:** See Pronoun Chart on today's Activity Sheet)

## Exercise

1. Write **n** above the nouns in the second and third paragraphs. (*difference, research, things, research, answer, question*)
2. A **proper noun** is the name of a *particular* person, place or thing. Proper nouns always begin with a capital letter. Write a proper noun for each of the following common nouns: (**Sample answers:** school *Yale*; national park *Yellowstone*; man *Dr. White*; dog *Rover*; store *Sears*; mountain *Mt. Everest*)
3. A **common noun** is a general word that refers to a person, place, thing or idea. Write a common noun for each of the following proper nouns: (**Sample answers:** Reverend Smith *pastor, man*; Chevy *company*; Empire State Building *skyscraper*; Straight Street *road*; San Francisco *city*; Officer Jones *policeman*)
4. Write **pro** above the pronouns. (*you, she, I, you, you, you*)
5. The last paragraph lacks an attribution. How can you tell who is talking?
  - ☐ You can't.
  - ☐ You simply “know,” because the attribution is “understood.”
  - ☒ Since only two people are talking, and the paragraph changed, you can assume it is the speaker other than the one in the immediately preceding paragraph.
6. Every sentence has a **subject**—which is always a noun or pronoun. Subjects are the “who” or “what” the sentence is about. For example:

**Andy** climbed the mountain.

**He** launched the paper football.

The **dog** ate my homework.

An **implied** or **understood subject** is not directly stated in a sentence, but is still “understood” by the reader. We often use understood subjects when we give commands:

“Look out!” or “Please go clean your room.”

Reread the passage and draw an arrow to the subject (either a noun or a pronoun) that each of the following words modify. If you get stuck, think “Who asked?”: (asked *she*; asked *I*; are going *you*; try and find *you*)



# Grammar 5: Sheet 1

## Passage

Henry Reed, pg. 30:

By the time we were kids, my folks—that's your grandparents—had sold three lots here on this side of the road. All the present houses were here except that red brick one which you can see over the evergreens. That belongs to Mr. Apple.

**F.Y.I.:**

*Did you know...* that you can tell what a noun *was, is* or *will be*? Verbs that express a state of being are called **being verbs**. Being verbs require three parts. Match the **bold**, *italics* and underlines in the examples to discover the three parts.

Being verbs require three components:

1. *a noun*
2. **a being verb**
3. one or more words to clarify  
the noun's state of being.

For example:

*Bubba is strong.*  
*Lisa was laughing.*  
*Zachary will be awake soon.*

## Exercise

1. Circle the being verbs in the second sentence. Then rewrite the sentence so you don't use any form of the verb **be**.

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2. Put check marks above the dashes in the dictation passage above. Why did the author use dashes in this passage?

- ☐ To indicate interrupted speech
- ☐ For emphasis
- ☐ To set off parenthetical material
- ☐ To indicate a sudden break

3. In the second sentence, use an **n** to label the nouns and a **v** to label the verbs. When they are part of a sentence, nouns are often the:      **action word**      **person**      **subject**      of the sentence.

**Note:** The word "can" is a helping verb, which we will discuss on Activity Sheet 4.

4. **Homonyms** are words that sound the same, may even have the same spelling, but do not mean the same thing. Words such as "for" and "four" or "ant" and "aunt" are homonyms. Underline as many homonyms in the passage as you can. Then choose 3 homonyms and write another meaning for each one. \_\_\_\_\_

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## Grammar 5: Sheet 2

### Passage

Henry Reed, Inc., pg. 44:

“What kind of research are you going to do—pure or applied?” she asked.

“What’s the difference?” I asked.

“Well, in pure research you just sort of try and find out things because you’re curious. In applied research you’re trying to find the answer to some question.”

**F.Y.I.:**

If we hadn’t named the book that provided us with today’s passage, would you know who was speaking? Perhaps not, since no speaker is ever named in this excerpt. If that’s the case, then how do you know that one speaker is female, and that one is the narrator? Pronouns! **Pronouns** take the place of a common or proper noun in a clause or sentence.

In order to write clearly, you must use a common or proper noun before you use a pronoun. This noun then becomes the pronoun’s **antecedent**. If you’ve read this book, you know that “Henry” and “Midge” are the nouns because the author used these names prior to this particular passage. Pronouns must agree with their antecedents in both **person** (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) and **number** (singular or plural). For example:

**Correct:** *Lolly* [3<sup>rd</sup>/Sing/Fem] bounced into the room and dropped *her* [3<sup>rd</sup>/Sing/Fem] books on a chair.

**Incorrect:** The *child* [3<sup>rd</sup>/Sing/Neut] bounced into the room and dropped *their* [3<sup>rd</sup>/plural] books on a chair.

Pronouns change forms slightly, depending on how they’re used in a clause or sentence. Here are the pronouns we use that relate to subjects. The chart shows how they change according to the subject’s person and number.

**Note:** *Nominative* pronouns can express or directly replace the subject of a clause.

Nominative/Subject Pronouns		
Person:	Number:	
	Singular	Plural
1 <sup>st</sup> Person	I went to school.	We went to school.
2 <sup>nd</sup> Person	You went to school.	You went to school.
3 <sup>rd</sup> Person Masc	He went to school.	They went to school.
3 <sup>rd</sup> Person Fem	She went to school.	
3 <sup>rd</sup> Person Neut	It went to school.	

### Exercise

- Write **n** above the nouns in the second and third paragraphs.
- A **proper noun** is the name of a *particular* person, place or thing. Proper nouns always begin with a capital letter. Write a proper noun for each of the following common nouns:

school \_\_\_\_\_ national park \_\_\_\_\_

man \_\_\_\_\_ dog \_\_\_\_\_

store \_\_\_\_\_ mountain \_\_\_\_\_

Continued... ➡

3. A **common noun** is a general word that refers to a person, place, thing or idea, however common nouns are not named directly. Write a common noun for each of the following proper nouns:

Reverend Smith _____	Chevy _____
Empire State Building _____	Straight Street _____
San Francisco _____	Officer Jones _____

4. Write **pro** above the pronouns in the passage.
5. The last paragraph lacks an attribution. How can you tell who is talking?
- ☐ You can't.
- ☐ You simply "know," because the attribution is "understood."
- ☐ Since only two people are talking, and the paragraph changed, you can assume it is the speaker other than the one in the immediately preceding paragraph.
7. Every sentence has a **subject**—which is always a noun or a pronoun. Subjects are the "who" or "what" the sentence is about. For example:

Andy climbed the mountain.                      He launched the football.                      The dog ate my homework.

Reread the passage and draw an arrow to the subject (either a noun or a pronoun) that each of the following words modify. If you get stuck, think "Who asked?":

asked                      asked                      are going                      try and find