Bootstrap Grammar

How to understand and avoid common errors in writing



by
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www.bootstrapgrammar.ca

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This book is dedicated to the memory of
Sister Mary Frances Shafer, B.V.M., my teacher,
and the memory of Lois M. Tracy, my mother.

Special thanks to:

Benjamin, Krista, Samantha and Christopher Levisay, as well as Scarlett Maynard, for their invaluable help in developing this manuscript.

Introduction

Many words in English sound the same but have different spellings and different meanings. If you have ever hesitated about whether to write *pizza's* or *pizzas, you're* or *your, their* or *there, to* or *too*, this book is for you. Get ready to pull yourself up by your bootstraps and learn the grammatical difference between these and other troublesome English words so that you never have to hesitate again.

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Chapter 1

Sentences with "action" verbs

Sentence Pattern 1: Subject-Verb

To make a sentence you need two words: a **subject** and a **verb**. A subject is a noun (person, place or thing) that performs the action of the verb. Therefore, a sentence tells us that **somebody does something.**

For example: Birds fly.
Fish swim.
Wolves howl.

We diagram these sentences this way:









Exercise 1

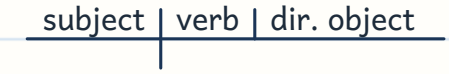
What other two-word, subject-verb sentences can you think of? See some examples in the Answer Key.

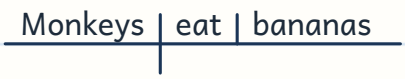
Sentence Pattern 2: Subject-Verb-Direct Object

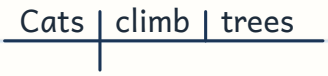
Many sentences have three parts: *a* **subject**, *a* **verb** *and a* **direct object.** The direct object is *a* noun that comes after the verb and receives the action produced by the subject and verb.

For example: Monkeys eat bananas.
Cats climb trees.
Kids like candy.

We diagram these sentences this way:









Exercise 2

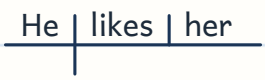
What other sentences contain *a* subject, verb *and* direct object? See some examples in the Answer Key.

Pronouns

Sometimes **pronouns** take the place of nouns in a sentence. Instead of saying "Jack likes Jill" we might say "He likes her."

Example 1:

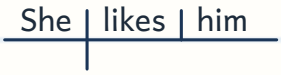




Hopefully, we could also say "Jill likes Jack" and "She likes him."

Example 2:





Notice: In Example 1, the pronoun for Jack is *He*. However, in Example 2, the pronoun for Jack is *him*. ***He*** is a subject pronoun and ***him*** is an object pronoun.

Likewise, in Example 1, the pronoun for Jill is *her*. However, in Example 2, the pronoun for Jill is *She*. ***She*** is a subject pronoun and ***her*** is an object pronoun.

Most pronouns have a **subject form** and an **object form**. See Charts 1 and 2.

Chart 1: Subject Pronouns

	Singular	Plural
1st person (speaking)	I	we
2nd person (spoken to)	you	you
3rd person (spoken about)	he/she/it	they

Chart 2: Object Pronouns

	Singular	Plural
1st person (speaking)	me	us
2nd person (spoken to)	you	you
3rd person (spoken about)	him/her/it	them

Chapter 2

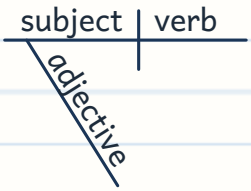
Adjectives

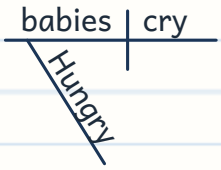
Description

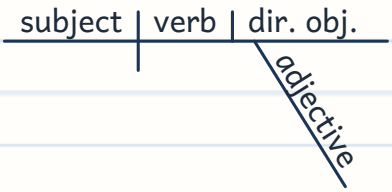
Adjectives describe nouns by answering such questions as: *What kind? How many?*

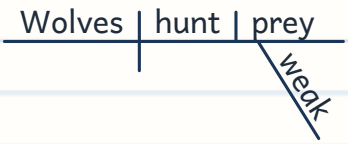
For example: **Hungry** babies cry.
Wolves hunt **weak** prey.
All girls like **new** clothes.

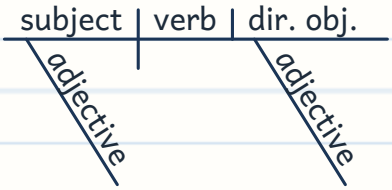
When we diagram these sentences, we place each adjective below the noun it is describing. Remember, both the subject and the direct object are nouns.

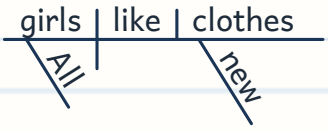






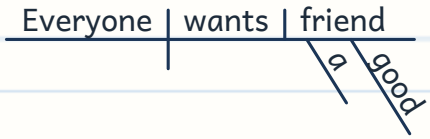


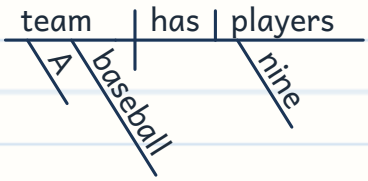


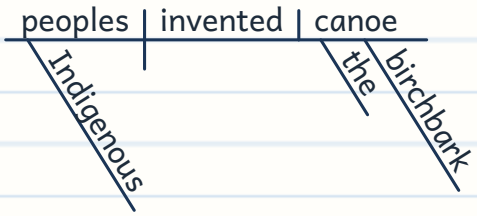


It's possible to have more than one adjective describing a noun. The articles *a, an* and *the* act as adjectives.

Examples: Everyone wants **a good** friend.
A baseball team has **nine** players.
Indigenous peoples invented **the birchbark** canoe.







Note: Many nouns such as "baseball" and "birchbark" can function as adjectives. In the sentences above, they tell us what kind of team and what kind of canoe.

Exercise 3: Diagram the following sentences.

1. Teenagers like rock music.
2. Elementary students enjoy recess.
3. Young children love furry animals.
4. Old people take afternoon naps.

FINDING THE VIPs (very important parts) of a sentence—SUBJECT, VERB AND DIRECT OBJECT.

As sentences become longer, it's not always obvious which words are the subject, verb and direct object. To find these 3 essential words, let's analyze the following sentence in 3 steps:

The new neighbours threw a huge Halloween party.

1. To find the **verb**, change the time/tense of the sentence, and the word that changes will be the verb. This sentence is in past tense—it happened in the past—so let's change it to make it happen now, in the present. To do that, we need to change *threw* to *throw.* Therefore, **threw** is the verb.



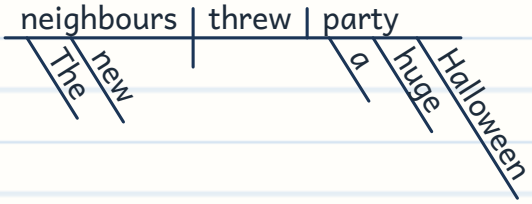
2. To find the **subject**, we need to ask, "Who or what threw?" Answer: neighbours threw. Therefore, **neighbours** is the subject.



3. Finally, to find the **direct object** we need to ask: "Neighbours threw what?" Answer: neighbours threw party. Therefore, **party** is the direct object.



Now we can place the adjectives under the nouns (subject and direct object).



Remember that some sentences, such as “Hungry babies cry” have no direct object. However, all sentences must have a subject and verb.

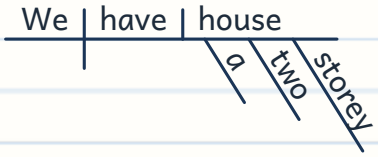
Exercise 4: Diagram these sentences and check your answers.

1. I have a big old dog.
2. The couple built a new log house.
3. The young lady wants a pink sports car.
4. The Canadian hockey team won an Olympic gold medal.

Note: Every adjective must describe the noun it comes under. Consider the following sentence:

We have a two storey house.

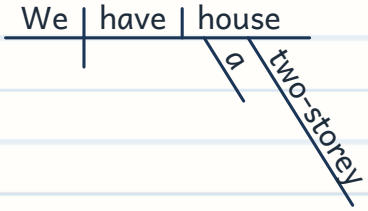
Let’s diagram it as it’s written:



Now let’s test each adjective with the noun *house*.

1. **a** house
2. **two** house
3. **storey** house

The article “*a*” is fine, but what is *a* “two house” or *a* “storey house”? To make sense, *two* and *storey* need to go together, so we put a hyphen between them to make one big adjective, **two-storey.** The correct diagramming of this sentence is:



Sometimes we need to combine 3 adjectives with hyphens.

Example: Terry has a **20-year-old** cat.

Many hyphenated adjectives include numbers. Watch for adjectives that need to be combined with a hyphen in the following exercise.

Exercise 5: Diagram these sentences and check your answers.

1. Shakespeare wrote many five act plays.
2. The 6 year old girl has a cellphone.
3. I need a one way bus ticket.
4. We took a three day canoe trip.
5. Ben caught three big fish.

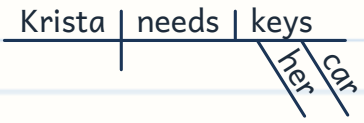
Possession

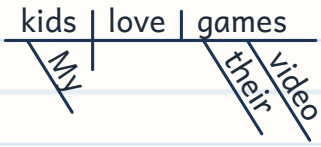
Other adjectives show possession/ownership by answering the question *whose?*

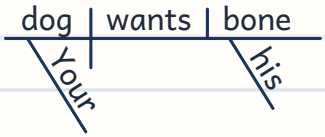
Chart 3: Possessive Adjectives

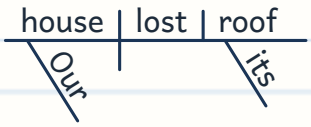
	Singular	Plural
1st person (speaking)	my	our
2nd person (spoken to)	your	your
3rd person (spoken about)	his/her/its	their

Examples: Krista needs **her** car keys.
My kids love **their** video games.
Your dog wants **his** bone.
Our house lost **its** roof.









Note: NEVER add an apostrophe to a possessive adjective, including **its**. ***It's*** means ***it is***. (See contractions in Chapter 3.)

Apostrophes

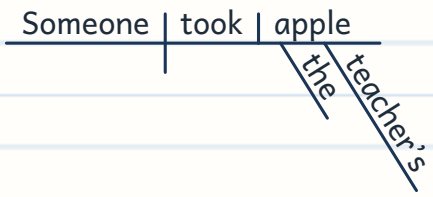
Nouns may become possessive by adding either **'** or **'s**. In the following sentences, you can see that these possessive words function as adjectives, answering the question *whose?*

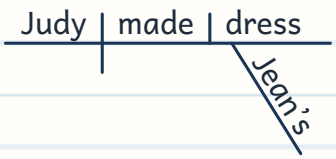
Examples: Someone took the **teacher's** apple.
Judy made **Jean's** dress.
The **boys'** bikes need repair.
Chris' brother collects bugs.

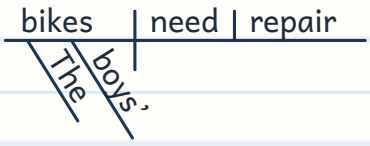
In the first two sentences above, we added **'s** to **teacher** and **Jean** to make them possessive. In the last two sentences, we added only **'** to **boys** and **Chris** because both words end in **s**.

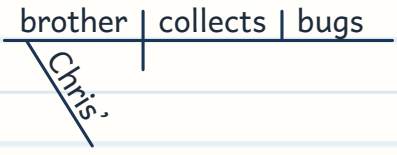
So the rules for making a word possessive are:

1. If the word ends in **s**, add **'**.
2. If the word ends in any other letter, add **'s**.









Note for teachers: Some style guides also add **'s** to singular words ending in **s** (*Chris's, boss's*). This book uses the simpler rule above. Both forms are correct.

Note: If you can substitute a possessive adjective in Chart 3 for a noun, then that noun needs **'** or **'s**. Remember that adding **'s** does NOT make a noun plural.

Exercise 6: Diagram these sentences and add **'** or **'s** where necessary.

1. My brothers have a messy room.
2. We bought Marys house.
3. James son plays soccer.
4. The team announced its new captain.
5. Good coaches encourage their players.
6. Dads workshop needs better organization.

Chart 4: Possessive Pronouns

	Singular	Plural
1st person (speaking)	mine	ours
2nd person (spoken to)	yours	yours
3rd person (spoken about)	his/hers/its	theirs

Possessive pronouns are used in place of a possessive adjective + noun. For example: Instead of saying "She has **her book**" we can say "She has **hers**" if we know that we are talking about the noun *book*.

Like possessive adjectives, possessive pronouns NEVER include an apostrophe.

However, if we use a noun in place of a possessive pronoun (Chart 4), we must add **'** or **'s**.

For example: If we know we are talking about backpacks, instead of saying "Dad has Scarlett's backpack," we can shorten the sentence to:

Dad has **hers**.
or Dad has **Scarlett's.**

Exercise 7: In the following sentences, substitute a possessive adjective (Chart 3) or a possessive pronoun (Chart 4) for the words containing apostrophes.

1. I like **Grandma's** kitchen.
2. **Grandma's** has a breakfast nook.
3. **My boyfriend's** house has three storeys.
4. **The house's** top storey contains a theatre.
5. Nobody likes **the neighbours'** dog.
6. **The neighbours'** bites.

Summary of rules for possessive words:

1. Add an **'** or **'s** to a noun ONLY IF:
    a. The noun answers the question "whose?" and
    b. The noun can be replaced by a possessive adjective (Chart 3) or a possessive pronoun (Chart 4).

2. NEVER add an **'** or **'s** to possessive adjectives or possessive pronouns. They already show possession/ownership.

3. You cannot make a word plural by adding **'s**.

Possessive vs. Plural

Because possessive nouns and plural nouns both end with the "s" sound, writers are often confused about whether to add an apostrophe or not.

Pronouns can help.

Example 1: **The Murphys** have 5 nice kids.
They have 5 nice kids.

Example 2: Everybody likes **the Murphys**.
Everybody likes ***them***.

Notice that we can substitute the plural subject pronoun *they* (Chart 1) for *the Murphys* in Example 1. Likewise we can substitute the plural object pronoun *them* (Chart 2) for *the Murphys* in Example 2. Therefore, in both sentences, *Murphys* is simply a plural noun, indicating more than one Murphy—in this case, Mr. and Mrs. Murphy. NO APOSTROPHE can be added.

In the following sentences, however, we do need apostrophes.

Example 3: **The Murphys'** house has a large deck.
Their house has a large deck.

Example 4: **The Murphys'** is a popular house.
Theirs is a popular house.

In Example 3 we substitute the possessive adjective *their* (Chart 3), and in Example 4 we substitute the possessive pronoun *theirs* (Chart 4) for *the Murphys'*. Therefore, we have correctly added an ' to *Murphys,* the owners of the house.

Exercise 8: Use pronouns to help you choose the correct word in the following sentences. Remember:

a. If you can substitute the pronoun *they* or *them* from Chart 1 or 2, then your word is simply **plural** and MUST NOT contain an apostrophe.

b. If you can substitute a possessive adjective/pronoun from Chart 3 or 4, then your word is **possessive** and needs an **'** or **'s** added to the owner(s).

1. The Staals/Staal's have 3 sons in the NHL.
2. My friends like to hang out in my mothers/mother's kitchen.
3. Did you order the pizza's/pizzas?
4. The staff will meet in the bosses/boss' office.
5. Husky's/Huskies can howl like wolves.
6. Have you seen the golf courses/course's deer?
7. My sister bought the Smith's/Smiths' house.
8. The student's/students' desks are new.
9. Our city's/cities streets are full of potholes.
10. The boy's/boys' bedroom is too small for them.

Recapping Chapters 1 and 2:

So far you have learned two sentence patterns:

1. Subject-Verb (S-V)
2. Subject-Verb-Direct Object (S-V-O)

You have also learned three kinds of words (parts of speech):

1. Nouns/pronouns—subject and object
2. Verbs—action
3. Adjectives—descriptive and possessive; modify nouns

Exercise 9: Review of Chapters 1 and 2

Underline the verb in each sentence:

1. The Jones boys love baseball.
2. Jack plays centre field.
3. His older brother pitches.
4. Both boys hit many home runs.
5. Their teammates admire their abilities.

Correct the errors:

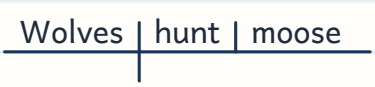
6. The Smith's live here.
7. Their house is newer than our's.
8. We have two pony's.
9. They pull the kids big sled.
10. My sisters garden is her pride and joy.
11. She grows delicious zucchini's.
12. Thomas dad coaches a hockey team.
13. His team made the playoffs in it's first season.
14. They won the first 5 game series.

Chapter 3

Sentences with "being" verbs

Up to now, all our sentences have contained "action" verbs, telling us that **something happens** or **somebody does something** and often including a direct object which is a different noun from the subject.

For example:



However, some sentences contain "being" verbs. Nothing happens in these sentences; they merely tell us that **something/someone exists**. We use "being" verbs in Sentence Patterns 3 and 4.

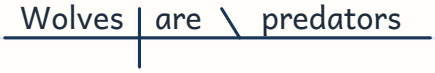
Sentence Pattern 3: Subject-verb-noun complement

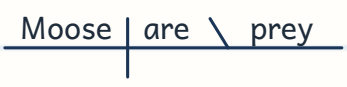
In this sentence pattern, **the subject and noun complement are the same person, place or thing** connected by the "being" verb.

For example: Wolves are predators.
Moose are prey.
We are students.

In the diagram a slanted line points back to the subject:



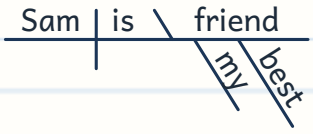


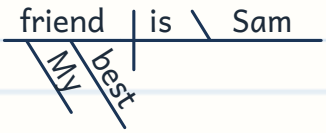




These sentences are all about the subject; the noun complement just gives us another name for the subject. In fact, sometimes the subject and noun complement are interchangeable.

For example: Sam is my best friend.
My best friend is Sam.





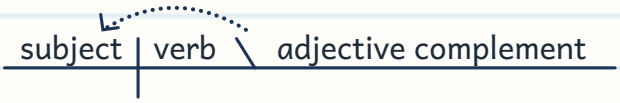
Exercise 10: What similar sentences can you think of? See examples in the Answer Key.

Exercise 11: Diagram the following sentences.

1. Kurt Browning is a famous Canadian skater.
2. Celine Dion is a popular singer.
3. Don Cherry is a controversial hockey commentator.
4. Adam Beach is a handsome actor.
5. *Dances with Wolves* is a good movie.
6. We are happy campers.

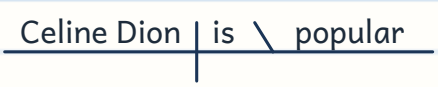
Sentence Pattern 4: Subject-verb-adjective complement

Our final sentence pattern is the only one that places an **adjective on the top line** with the subject and the "being" verb. The adjective complement describes the subject, so once again the slanted line points back to the subject:



Examples:

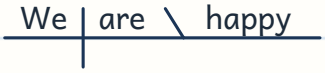












"Sense" verbs

"Sense" verbs (smell, look, sound, taste, feel) are non-action verbs that can be used like "being" verbs in the subject-verb-adjective complement sentence pattern.

Exercise 12: Supply your own adjective complement in the following sentences containing "sense" verbs. Of course *good* works in all these sentences, but try to come up with more interesting and specific adjectives. See suggestions in the Answer Key.

1. Dinner | smells \ _____

2. You | look \ _____

3. He | sounds \ _____

4. Lemons | taste \ _____

5. We | feel \ _____

Contractions

Contractions combine a subject and a verb—usually a "being" verb—and **an apostrophe takes the place of a letter omitted from the verb**. For example:

You're welcome. (You are welcome.)
Who's calling? (Who is calling?)
It's raining. (It is raining.)

Note: Some contractions sound like possessive adjectives and pronouns. See chart below.

Chart 5: Apostrophes and Pronouns

Possession	Contractions
NEVER add an apostrophe to the possessive words from Charts 3 and 4.	Apostrophes are used with pronouns ONLY to make contractions.
Is this **your** house?	**You're** a skier? (You are a skier?)
Its yard is huge.	**It's** fun. (It is fun.)
Their yard is much smaller.	**They're** learning. (They are learning.)
Whose house is that?	**Who's** teaching? (Who is teaching?)

TIP: When you go to write one of these words, ask yourself if the word means that someone/something **is** or **are**. If the answer is "yes," then your word is a contraction.

Exercise 13: Select the correct word.

1. It's/Its cold today.
2. Your/You're right.
3. Whose/Who's book is this?
4. Who's/Whose missing?
5. Their/They're late.
6. They're/Their party was fun.
7. Your/You're dog is shedding it's/its winter fur.

Chapter 4

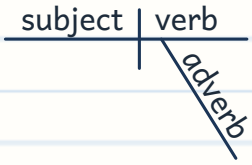
Adverbs

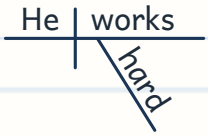
Adverbs answer the questions: *how, where* and *when*? They do so by modifying verbs, adjectives and other adverbs.

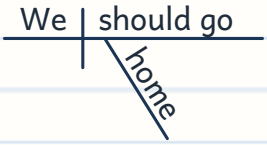
Adverbs modifying verbs

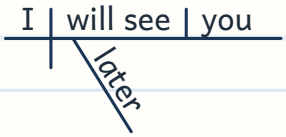
Most adverbs modify/describe verbs. For example:

He works **hard.**	(how)
We should go **home**.	(where)
I will see you **later**.	(when)





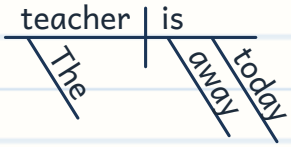




Notice that *should* and *will* are "helping verbs" in the sentences above. Some other helping verbs include *can, could, must, might, would*.

Of course, it's possible to have more than one adverb modifying a verb. For example:

The teacher is **away today**. (where, when)



Exercise 14: Diagram these sentences. Notice that adverbs telling *when* can come at the beginning, middle or end of the sentence.

1. Yesterday I did the laundry.
2. I will clean the house soon.
3. My roommate never helps me.

Exercise 15: Diagram these sentences containing adverbs telling *where.*

1. It's hot outside.
2. We can go downstairs.
3. It's cool there.

Exercise 16: Diagram these sentences containing adverbs telling *how,* many of which end in **ly**.

1. Elizabeth cooks well.
2. She works efficiently.
3. I really like her chili.

Exercise 17: Diagram the following sentences. Note that some sentences contain more than one adverb.

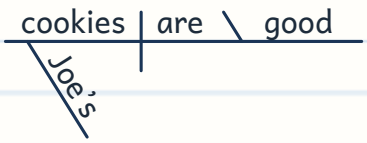
1. It snowed here yesterday.
2. We must shovel the sidewalks quickly.
3. The kids are inside now.
4. They might make a snowman later.

Good and Well

The adjective *good* and the adverb *well* express the same idea. However, we use them in different situations.

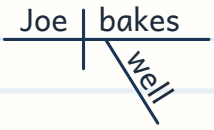
Good can be an Adjective Complement after a "being" verb. In the following sentence, the adjective *good* describes the subject *cookies.*

Joe's cookies are **good**.

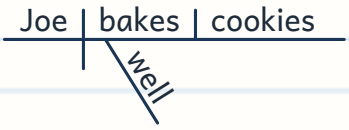


Well modifies "action" verbs. In the following sentences, the adverb *well* tells how Joe *bakes.*

Joe bakes **well.**



Joe bakes cookies **well.**



Note: "Joe bakes good" is incorrect because *bakes* is an "action" verb, which cannot be followed by an Adjective Complement (such as *good*). **Remember, Adjective Complements only follow "being" verbs.**

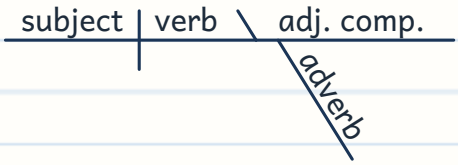
Exercise 18: Diagram these sentences and choose the correct word—**good** or **well**:

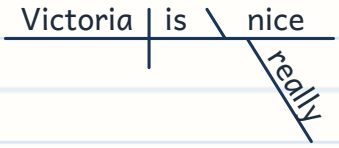
1. You did good/well today.
2. The Men of the Deeps sing good/well.
3. Their performances are good/well.
4. Fry bread is good/well.
5. Grandma makes it good/well.

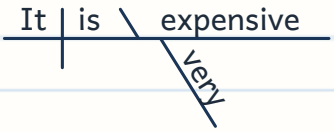
Adverbs modifying adjectives

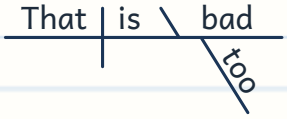
Adverbs such as **really**, **very** and **too** frequently modify Adjective Complements. For example:

Victoria is **really** nice.
It's **very** expensive.
That's **too** bad.



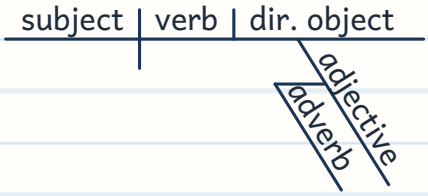


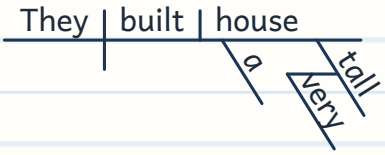


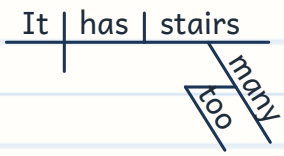


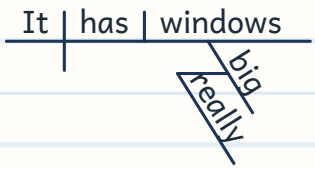
Adverbs can modify other adjectives in a sentence. For example:

They built a **very** tall house.
It has **too** many stairs.
It has **really** big windows.









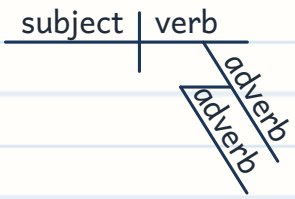
Exercise 19: Diagram these sentences containing adverbs that modify adjectives.

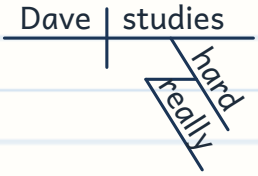
1. This neighbourhood is really new.
2. It has very small trees.
3. The yards are too muddy.
4. The houses look exactly alike.
5. It has an exceptionally good school.
6. You are absolutely right.

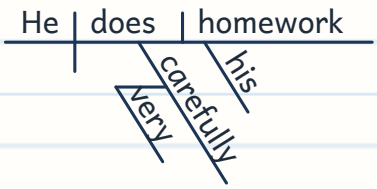
Adverbs modifying other adverbs

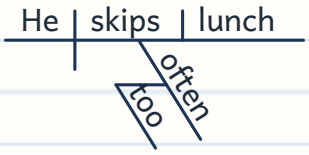
Adverbs such as **really, very** and **too** also modify other adverbs. For example:

Dave studies **really** hard.
He does his homework **very** carefully.
He skips lunch **too** often.









Exercise 20: Diagram the following sentences containing adverbs that modify other adverbs.

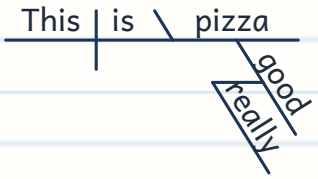
1. Deer jump our fence very easily.
2. They empty our birdfeeder really quickly.
3. They almost always eat our flowers.
4. They like our yard too well.

Real vs. really

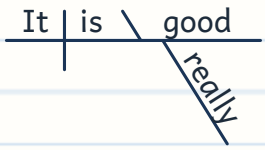
Real is an adjective meaning "genuine" (not fake). ***Really*** is an adverb meaning "very" or "truly." Therefore, we should never use *real* in place of *really.*

For example, we cannot say: "This is real good pizza," or "It's real good."
The adjective ***real*** cannot modify the adjective *good*. We need the adverb ***really*** to modify the adjective *good,* as follows:

This is **really** good pizza.

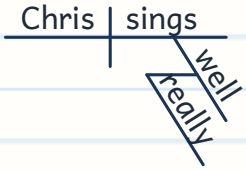


It's **really** good.



Likewise, we cannot say: "Chris sings real well."
The adjective ***real*** cannot modify the adverb *well.* We need the adverb ***really*** to modify the adverb *well,* as follows:

Chris sings **really** well.



Exercise 21: Circle the correct word in the following sentences.
TIP: *If you can substitute the adverb very, you need the adverb really.*

1. It's real/really cold today.
2. Those flowers are real/really.
3. I'll call you real/really soon.
4. Mom is real/really tired tonight.
5. Fortunately, Dad is a real/really good cook.

Their, they're and **there.** These 3 words sound the same, but remember:

The adjective **their** means "belonging to them."
The contraction **they're** means "they are."
The adverb **there** tells where something is.

Exercise 22: Fill in the blank with the correct word.

1. _____ my best friends.
2. _____ truck is a 4-by-4.
3. It's parked right _____.
4. Let's go to _____ house.
5. _____ always fun.
6. Are we _____ yet?

Exercise 23: Review of Chapters 3 and 4

Underline the adverbs. Remember, adverbs tell *when, where and how*. They can modify verbs, adjectives or other adverbs.

1. My friends recently bought a new house.
2. It's really big.
3. They landscaped the yard very well.
4. They water their lawn constantly.
5. They are always home now.

Correct the errors:

6. Their good artists.
7. They sketch real good.
8. Who's painting is that?
9. Its too expensive.
10. Your right!

Recapping Chapters 1-4:

So far you have learned all four sentence patterns:

1. Subject-Verb (S-V)
2. Subject-Verb-Direct Object (S-V-O)
3. Subject-Verb-Noun Complement (S-V-NC)
4. Subject-Verb-Adjective Complement (S-V-AC)

You have also learned four kinds of words (parts of speech):

1. Nouns/pronouns—subject and object
2. Verbs—action and "being"
3. Adjectives—descriptive and possessive; modify nouns
4. Adverbs—tell *when, where, how;* modify verbs, adjectives, other adverbs

Chapter 5

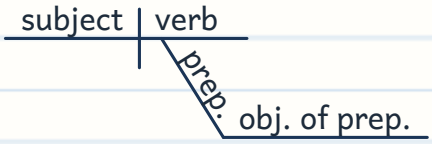
Phrases

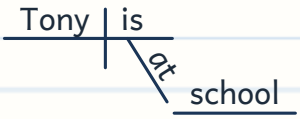
Phrases are groups of 2 or more words that function as a unit within a sentence. Three common phrases are **prepositional phrases, indirect objects** and **infinitives.**

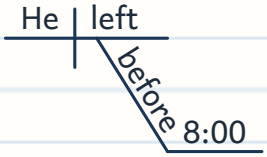
Prepositional Phrases

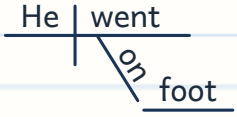
This common phrase includes a small connecting word called a **preposition** and a noun called the **object of the preposition.** Most prepositional phrases act like adverbs, answering the questions *where, when, how* and *why?* For example:

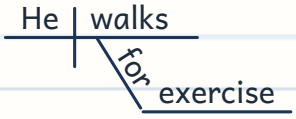
Tony is **at school**.	(where)
He left **before 8:00**.	(when)
He went **on foot**.	(how)
He walks **for exercise**.	(why)





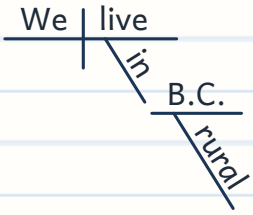


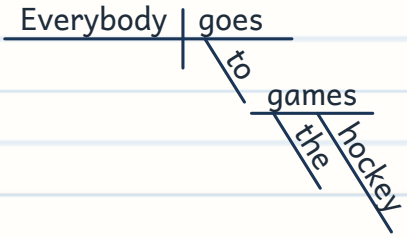


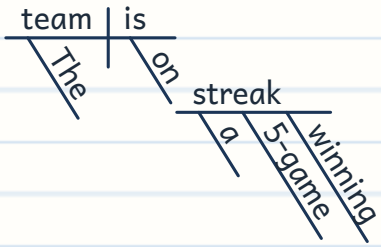


Prepositional phrases may also include adjectives which modify the noun that is the object of the preposition. For example:

We live in **rural** B.C.
Everybody goes to **the hockey** games.
The team is on ***a* 5-game winning** streak.



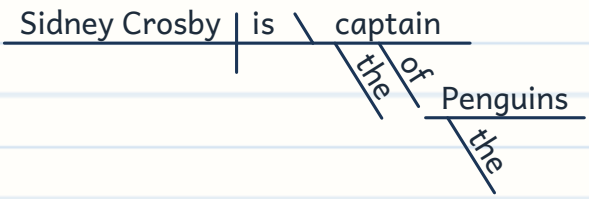


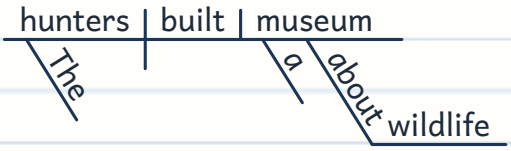


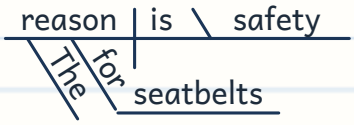
Sometimes the whole prepositional phrase functions as an adjective. For example:

> Sidney Crosby is the captain **of the Penguins**.
> The hunters built a museum **about wildlife.**
> The reason **for seatbelts** is safety.

These prepositional phrases modify one of the VIP nouns in the sentence—subject, direct object or noun complement:







Exercise 24: Diagram the following sentences. Note that some sentences contain more than one prepositional phrase.

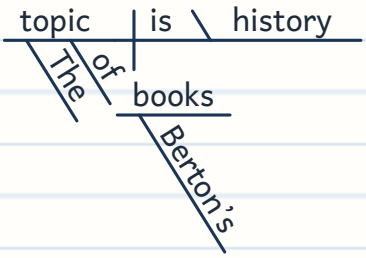
1. I will meet you after school.
2. We can look around the mall.
3. Most of our friends will be there.
4. We can talk with them until 5:00.
5. Then we will go to my house for supper.

Subject-verb agreement

The object of a preposition can NEVER be the subject of the sentence—even though it is a noun and comes right before the verb. Consider the prepositional phrase in this sentence:

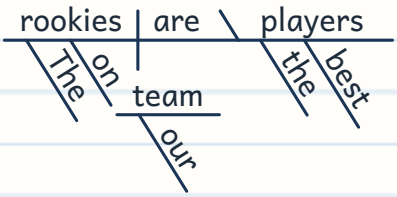
The topic of Berton's books is history.

Although *books* is a noun and comes right before the verb, *books* cannot be the subject because it is part of a prepositional phrase. We must look to the left of the prepositional phrase to find the subject noun ***topic***, which is a singular noun requiring the singular verb ***is***.



In the sentence below, the plural subject ***rookies*** agrees with the plural verb ***are***.

The rookies on our team are the best players.

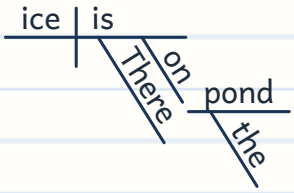


Exercise 25: In the following sentences, circle the verb that agrees with the subject. (Suggestion: First underline the prepositional phrases.)

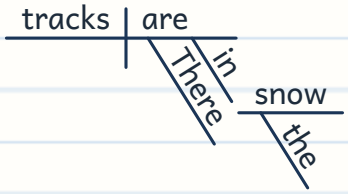
1. Good grammar for native English speakers is/are my goal.
2. Parts of speech is/are important.
3. Two chapters in this book deals/deal with apostrophes.
4. Diagrams in each chapter shows/show the grammar.

In sentences beginning with **There is** or **There are**, the subject comes AFTER the verb. "There" is an adverb, so it can't be the subject. For example:

There is **ice** on the pond.



There are **tracks** in the snow.



Exercise 26: Diagram these sentences and choose the correct verb.

1. There is/are 10 provinces in Canada.
2. There is/are two official languages.
3. There is/are a hockey arena in every town.
4. There is/are hockey fans everywhere.

Many people use the contraction **there's** (there is) with both singular and plural subjects. However, a plural subject requires the plural form **there are**.

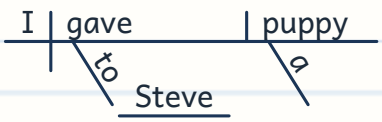
Exercise 27: In the following sentences, change "there's" to "there are" for plural subjects.

1. There's no place like home.
2. There's too much traffic on the strip during rush hour.
3. There's fewer pay phones these days.
4. There's more people with cell phones.
5. There's no free lunch.

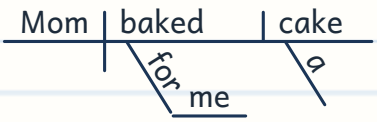
Indirect Objects

Some sentences that have direct objects also have indirect objects. In these sentences, somebody (the subject) gives something (the direct object) **to someone else** (the indirect object), or someone does something **for someone else**.
For example:

I gave a puppy **to Steve.**

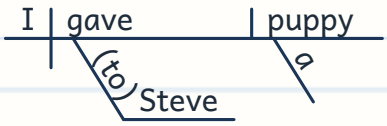


Mom baked a cake **for me.**

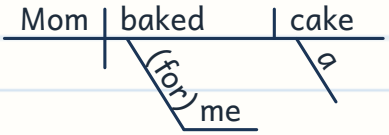


When the indirect object comes at the end of the sentence, it is always preceded by *to* or *for*. However, when the indirect object is moved in front of the direct object, the *to* or *for* is unstated, so it is put in parentheses.

I gave **Steve** a puppy.



Mom baked **me** a cake.



Exercise 28: Diagram the following sentences containing indirect objects.

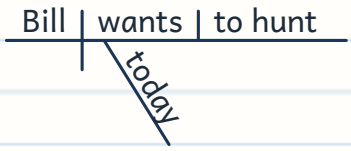
1. I will send you an email.
2. My neighbour loaned me his snowblower.
3. Dad donated his bonus to the Salvation Army.
4. Sheri read her kids a story.
5. We can give them a call later.

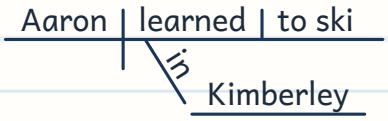
Infinitives

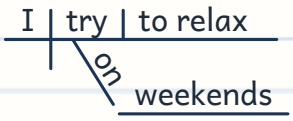
An infinitive is composed of **to** and a **verb**. For example: to swim, to ski, to eat, to sleep.

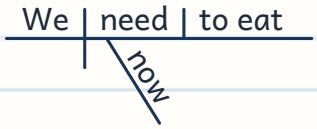
An infinitive can function as a noun—usually a direct object—as follows:

Bill wants **to hunt** today.
Aaron learned **to ski** in Kimberley.
I try **to relax** on weekends.
We need **to eat** now.









Exercise 29: Diagram the following sentences containing prepositional phrases, indirect objects and infinitives:

1. Birds fly over the rainbow.
2. There are many fish in the sea.
3. One of our friends sold us his old snowmobile.
4. Their team never expects to win.
5. Our teacher always likes to travel.

To and too

When **to** precedes a noun, it is a preposition (to school, to the rink). When **to** precedes a verb, it is part of an infinitive (to study, to skate).

Too is an adverb that can modify an adjective (too busy, too hot), or it can modify an adverb (too soon, too easily). **TIP**: If you can substitute ***very***, you need ***too***.

Exercise 30: Fill in the blanks with **to** or **too**.

1. Let's go_____a movie.
2. I'd like_____see a thriller.
3. Thrillers are_____scary.
4. Also popcorn is_____expensive at the theatre.
5. Let's go_____the lake instead.
6. Do you like_____swim?

Of and 've

Which sentence is incorrect? We should of known.
We should've known.

The first sentence is incorrect. We can NEVER place a preposition (*of*) between two verbs—in this case *should* and *known*.

The second sentence is fine for spoken English. However for written English we need to use the complete word ***have***, giving us the 3-word verb ***should have known***. The same rule applies for *could've, would've, might've* and *must've.*

Exercise 31: Fill in the blanks with the preposition **of** or the verb **have**.
TIP: If *have* doesn't make sense, you need *of.*

1. Did you think_____me on Valentine's Day?
2. I must_____forgotten.
3. You should_____reminded me.
4. You could_____marked it on your calendar.
5. I'll buy you a box_____chocolates tomorrow.

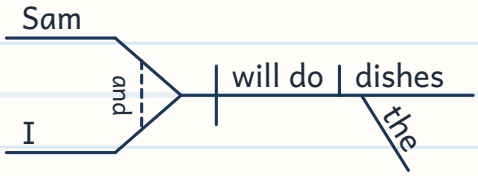
Chapter 6

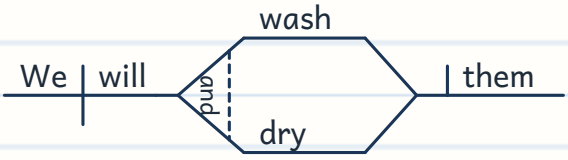
Compound structures

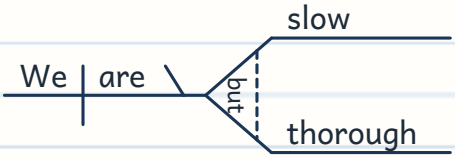
Compound parts of sentences and parallel structure

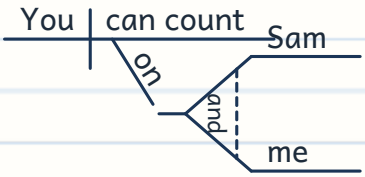
Sentences can have more than one subject, verb, direct object, etc. connected by a **conjunction** such as **and** or **but**. For example:

Sam and I will do the dishes.
We will **wash and dry** them.
We are **slow but thorough**.
You can count on **Sam and me**.









Each set of parallel lines MUST contain the **"same stuff."** In the first sentence, there are two subjects; in the second, two verbs; in the third, two adjective complements; and in the fourth, two objects of the preposition "on."

Choosing the correct pronoun for compound parts

Objects

Most English speakers have no trouble choosing the correct pronoun in a sentence containing one subject or object. However, confusion sometimes occurs in sentences with compound subjects or objects.

For example, let's take the last sentence on the previous page:

> You can count on Sam and **me**.

Many people would say:

> You can count on Sam and **I**.

Why is **me** the correct pronoun here? If you forget that we need an object pronoun to be the object of the preposition "on," you can always test the two compound parts individually:

> You can count on **Sam**.
> You can count on **I**.

Obviously, "Sam" is fine, but "I" should be **me**:

> You can count on **me**.

Subjects

Similarly, we can test compound subjects individually:

> Him and I played golf yesterday.
> **Him** played golf yesterday.
> **I** played golf yesterday.

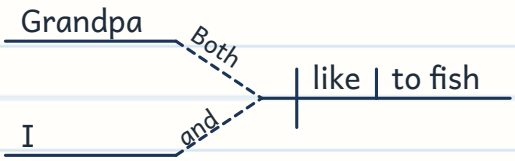
Obviously, "I" is correct, but "Him" should be **he**:

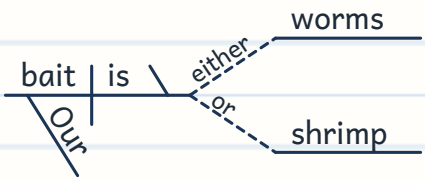
> **He** and **I** played golf yesterday.

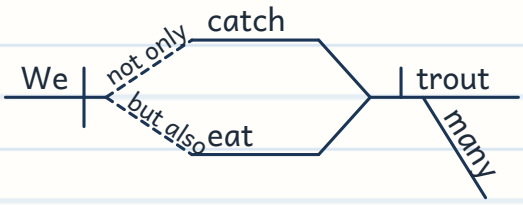
Paired conjunctions

Sometimes we have two conjunctions connecting two subjects, verbs, etc.
For example:

Both Grandpa and I like to fish.
Our bait is **either worms or shrimp**.
We **not only catch but also eat** many trout.



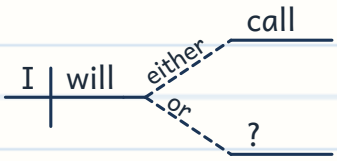




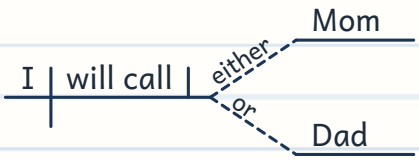
When you use paired conjunctions, **each compound part must come right after one of the conjunctions**. When that rule isn't followed, we get a sentence like this:

I will either call Mom or Dad.

Trying to diagram it as it's written, we don't get very far before we realize we need another verb on the second parallel line.



However, "call" is the only verb in the sentence, so what two words could come after *either* and *or*? **Dad** comes after *or*, so let's try **Mom** after *either*.



That works!

Exercise 32: Correct the pronoun errors and misplaced conjunctions.
TIP: If you have a pair of conjunctions, first underline the two words that must come after each conjunction.

1. Our folks gave my sister and I a trip to Hawaii.
2. We neither had swimsuits nor goggles.
3. Her and I went shopping today.
4. Now we not only are excited but also equipped.
5. Dad and Mom got a big "thank you" from both she and I.

Compound sentences

Punctuation plays a big role in combining sentences. We can use **commas, semi-colons** or **colons**.

Connecting with commas

Coordinating conjunctions such as ***and, but, so, or*** can connect sentences as well as words. Sometimes that causes confusion. For example:

Jim called Jane and Bob called Barb.

On first reading, we might think **and** connects "Jane" and "Bob." However, we soon see that **and** is connecting two sentences:

Jim called Jane and Bob called Barb.

To signal two sentences are being connected, we place a comma in front of the conjunction:

Jim called Jane**, and** Bob called Barb.

The boys want to ski**, but** the girls want to shop.

They have only one car**, so** they need to compromise.

They will both shop and ski**, or** the girls won't go.

Connecting with semi-colons

When we connect sentences with bigger "adverbial" conjunctions, we must use a bigger comma, the **semi-colon (;)**. For example:

> Jim called Jane**; in addition,** Bob called Barb.
>
> The boys want to ski**; however,** the girls want to shop.
>
> They have only one car**; therefore,** they need to compromise.
>
> They will both shop and ski**; otherwise,** the girls won't go.

Adverbial conjunctions can be single words such as **however**, **besides** and **consequently**. They can also be phrases such as **in addition, on the other hand, as a result, in fact** and **for example.**

In every case, the adverbial conjunction MUST be preceded by a semi-colon and followed by a comma.

Semi-colons are also useful for separating groups of words that contain commas. For example:

> Our volleyball tournament attracted teams from Terrace, Ft. Nelson and Sparwood, British Columbia**;** Grande Prairie, Medicine Hat and Black Diamond, Alberta**;** Hudson Bay and Qu'Appelle, Saskatchewan**;** and The Pas, Manitoba.

Connecting with colons

No conjunction is used with a **colon (:)**. A colon means **"Here it is"** and introduces information.

Sometimes a colon introduces a message, as follows:

Ladies and gentlemen:

To Whom it May Concern:

Attention campers:

Other times a colon comes before a list:

We need 3 things from the store: milk, bread and ketchup.

Directions:
1. Combine jello powder with 2 cups of hot water.
2. Add 2 cups of cold water.
3. Stir for one minute.
4. Refrigerate when cool.

The following people need to hand in their assignments:
Sean, Tara, Don and Donna.

Finally, a colon can come between two sentences when the second sentence explains the first:

Our goal this season is simple: We want to win the championship.

My flight is complex: I have to make 3 connections.

I have one problem: I can't find my car.

Exercise 33: Punctuate the following compound sentences with commas, semi-colons and colons.

1. Both orcas and wolves are predators and they live in family groups.

2. The orca family is called a pod but the wolf family is called a pack.

3. They hunt in groups therefore they are able to kill animals larger than themselves.

4. Orcas are always black and white however wolves can be black, white, grey or red.

5. Both animals share two characteristics They are highly intelligent and very social.

Exercise 34: Review of Chapters 5 and 6

Correct the errors:

1. There's lots of avalanches in B.C. in the springtime.
2. The combination of warm weather and steep slopes are dangerous.
3. Backcountry activities become to risky in these conditions.
4. Victims both include skiers and snowmobilers.
5. They should of paid attention to the avalanche warnings.
6. The warnings are essential for you and I.
7. We love winter sports however we want to be safe.
8. The solution is simple, Always heed avalanche warnings.

Recapping Chapters 1-6:

You have now learned all four sentence patterns:

1. Subject-Verb (S-V)
2. Subject-Verb-Direct Object (S-V-O)
3. Subject-Verb-Noun Complement (S-V-NC)
4. Subject-Verb-Adjective Complement (S-V-AC)

You have also learned six kinds of words (parts of speech):

1. Nouns/pronouns—subject and object

2. Verbs—"action" and "being"

3. Adjectives—descriptive and possessive; modify nouns

4. Adverbs—tell *when, where, how and why;*
   modify verbs, adjectives, other adverbs

5. Prepositions—connect to a noun (of, by, to, at, from, with, etc.)

6. Conjunctions—connect words, phrases and sentences
   (and, but, however, therefore, etc.)

Answer Key

Exercise 1

Babies cry.

Ducks quack.

Stars twinkle.

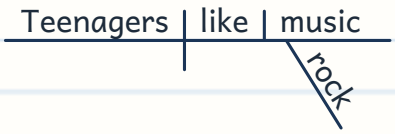
Exercise 2

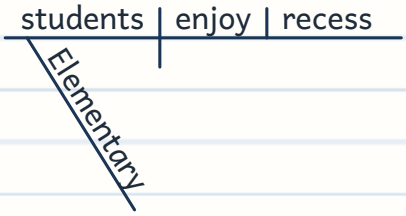
Dogs chew bones.

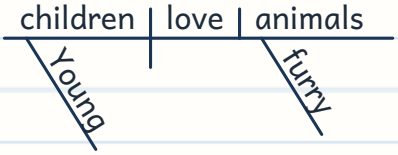
Mosquitoes bite people.

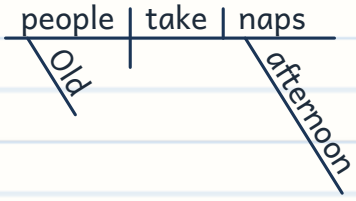
Canadians play hockey.

Exercise 3

1. 

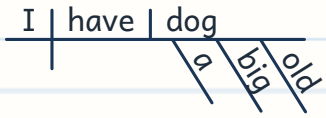
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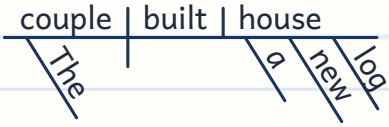
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Exercise 4

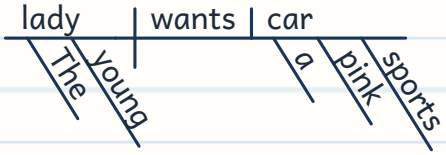
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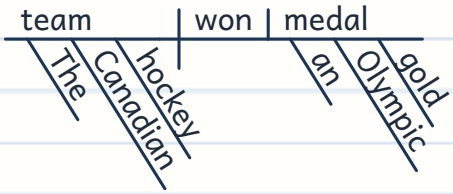
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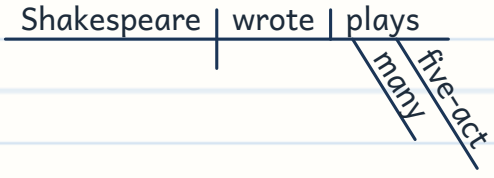


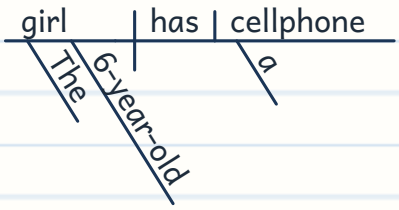
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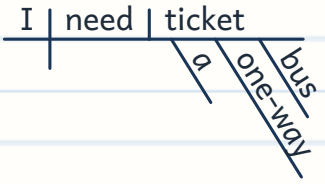


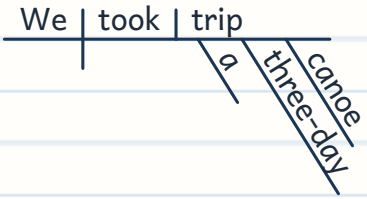
Exercise 5

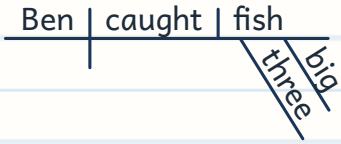
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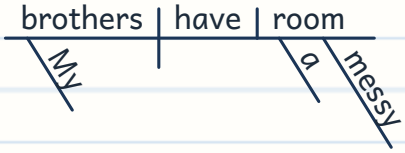
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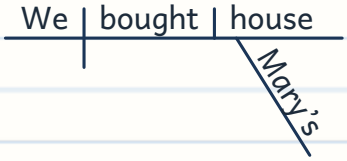
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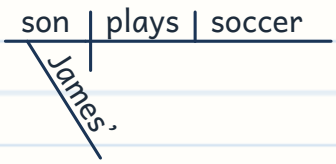
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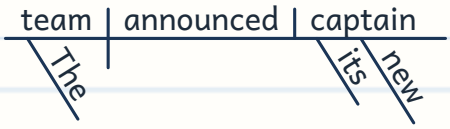
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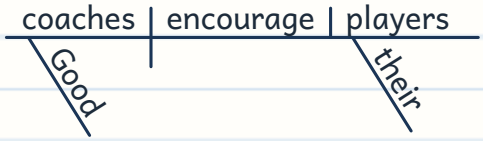
Exercise 6

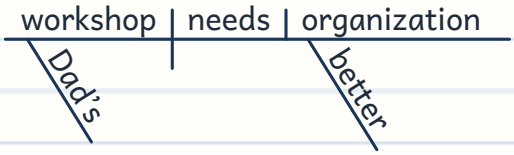
1. 

2. 

3. 

4. 

5. 

6. 

Exercise 7

1. I like **her** kitchen.
2. **Hers** has a breakfast nook.
3. **His** house has three storeys.
4. **Its** top storey contains a theatre.
5. Nobody likes **their** dog.
6. **Theirs** bites.

Exercise 8

1. The **Staals** have 3 sons in the NHL.
2. My friends like to hang out in my **mother's** kitchen.
3. Did you order the **pizzas**?
4. The staff will meet in the **boss'** office.
5. **Huskies** can howl like wolves.
6. Have you seen the golf **course's** deer?
7. My sister bought the **Smiths'** house.
8. The **students'** desks are new.
9. Our **city's** streets are full of potholes.
10. The **boys'** bedroom is too small for them.

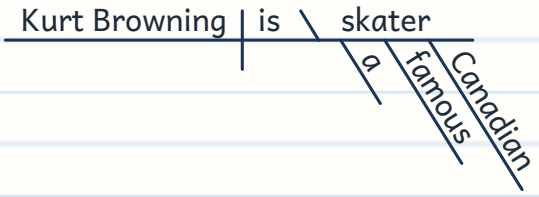
Exercise 9: Review of Chapters 1 and 2

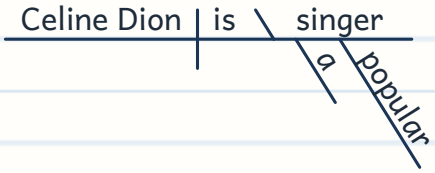
1. The Jones boys **love** baseball.
2. Jack **plays** centre field.
3. His older brother **pitches**.
4. Both boys **hit** many home runs.
5. Their teammates **admire** their abilities.
6. The **Smiths** live here.
7. Their house is newer than **ours**.
8. We have two **ponies**.
9. They pull the **kids'** big sled.
10. My **sister's** garden is her pride and joy.
11. She grows delicious **zucchinis**.
12. **Thomas'** dad coaches a hockey team.
13. His team made the playoffs in **its** first season.
14. They won the first **5-game** series.

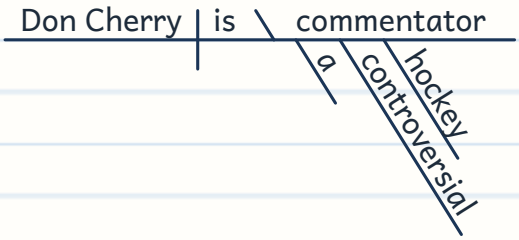
Exercise 10

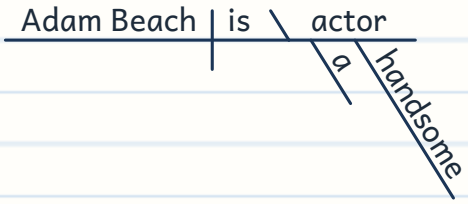
1. Sir John A. Macdonald was Canada's first prime minister.
2. The Stanley Cup is hockey's greatest trophy.
3. Victoria is B.C.'s capital city.
4. The polar bear is the Arctic's largest predator.
5. A 6-point bull elk is the herd's leader.
6. Orcas are the ocean's wolves.

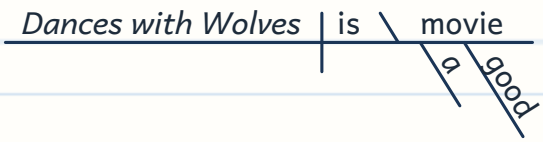
Exercise 11

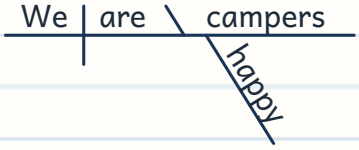
1. 

2. 

3. 

4. 

5. 

6. 

Exercise 12

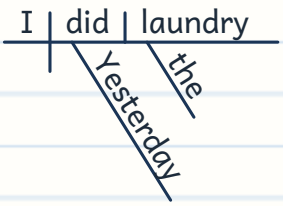
1. delicious, wonderful, appetizing
2. nice, great, beautiful, handsome
3. happy, sad, excited, confused
4. sour, refreshing
5. proud, confident, tired

Exercise 13

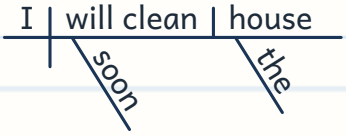
1. **It's** cold today.
2. **You're** right.
3. **Whose** book is this?
4. **Who's** missing?
5. **They're** late.
6. **Their** party was fun.
7. **Your** dog is shedding **its** winter fur.

Exercise 14

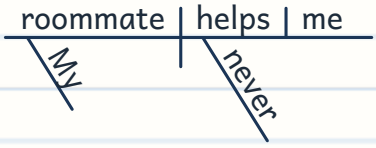
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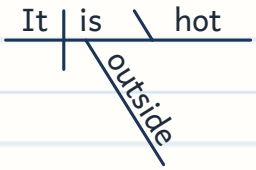
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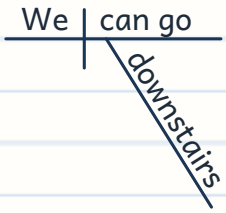


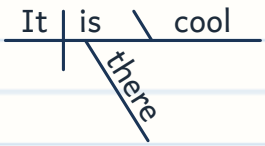
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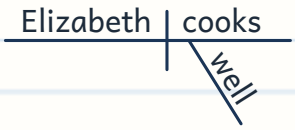
Exercise 15

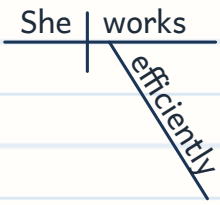
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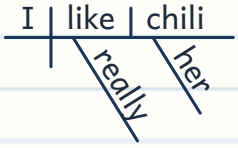
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3. 

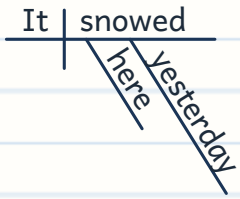
Exercise 16

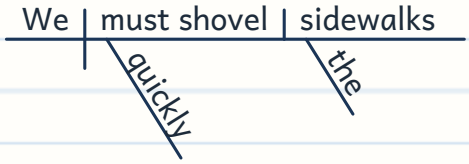
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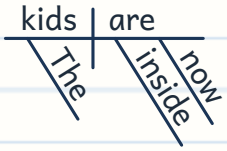
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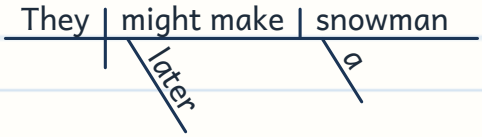
3. 

Exercise 17

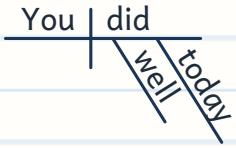
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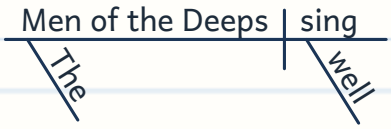
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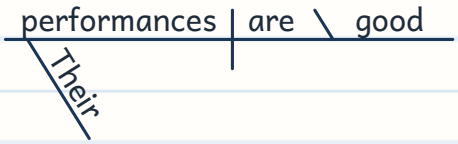
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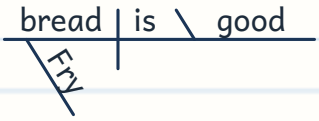
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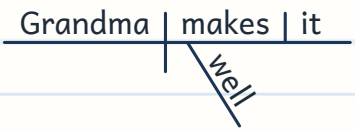
Exercise 18

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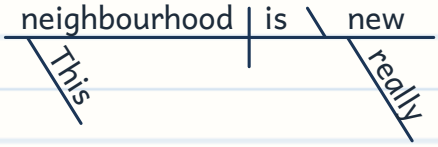
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3. 

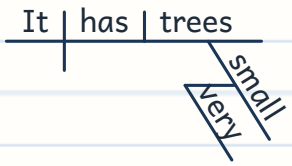
4. 

5. 

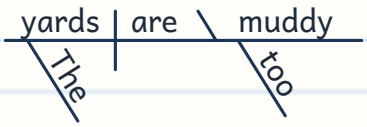
Exercise 19

1. 

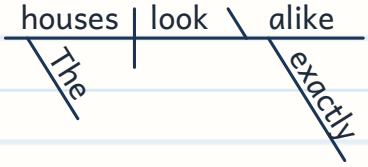
2.


It
has
trees
small
very

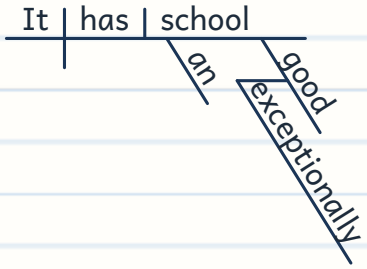
3.


yards
are
muddy
The
too

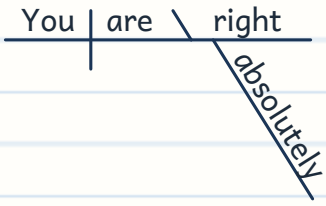
4.


houses
look
alike
The
exactly

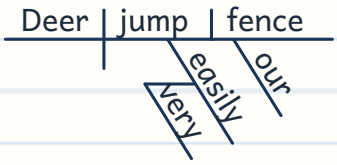
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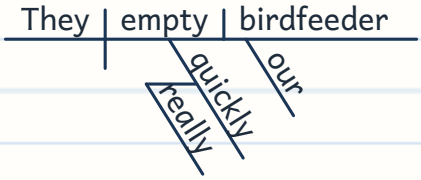

It
has
school
an
good
exceptionally

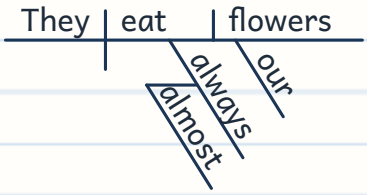
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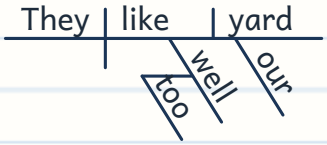

You
are
right
absolutely

Exercise 20

1. 

2. 

3. 

4. 

Exercise 21

1. It's **really** cold today.
2. Those flowers are **real**.
3. I'll call you **really** soon.
4. Mom is **really** tired tonight.
5. Fortunately, Dad is a **really** good cook.

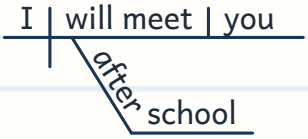
Exercise 22

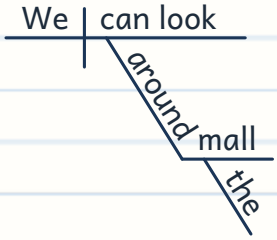
1. **They're** my best friends.
2. **Their** truck is a 4-by-4.
3. It's parked right **there**.
4. Let's go to **their** house.
5. **They're** always fun.
6. Are we **there** yet?

Exercise 23: Review of Chapters 3 and 4

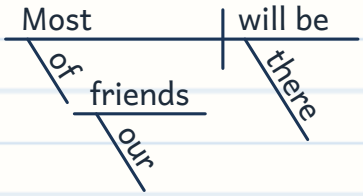
1. My friends **recently** bought a new house.
2. It's **really** big.
3. They landscaped the yard **very well**.
4. They water their lawn **constantly**.
5. They are **always home now**.
6. **They're** good artists.
7. They sketch **really well**.
8. **Whose** painting is that?
9. **It's** too expensive.
10. **You're** right!

Exercise 24

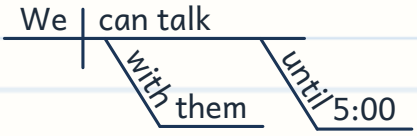
1. 

2. 

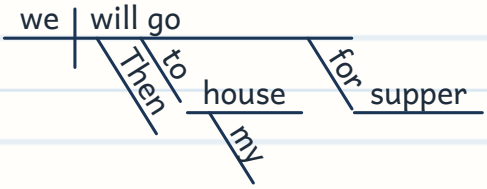
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4.



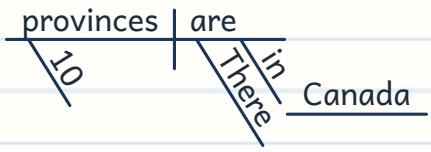
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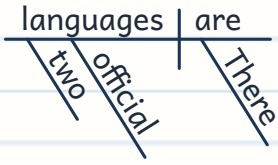


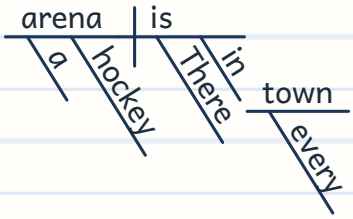
Exercise 25

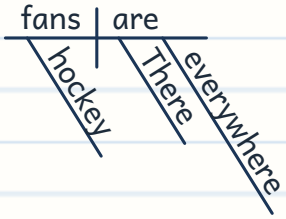
1. Good grammar for native English speakers **is** my goal.
2. Parts of speech **are** important.
3. Two chapters in this book **deal** with apostrophes.
4. Diagrams in each chapter **show** the grammar.

Exercise 26

1. 

2. 

3. 

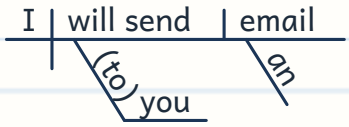
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Exercise 27

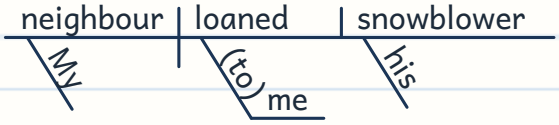
1. There's no place like home.
2. There's too much traffic on the strip during rush hour.
3. There **are** fewer pay phones these days.
4. There **are** more people with cell phones.
5. There's no free lunch.

Exercise 28

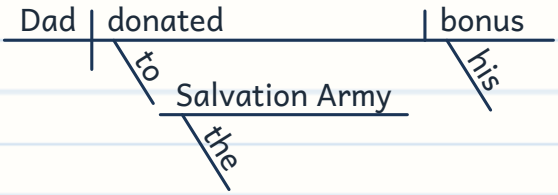
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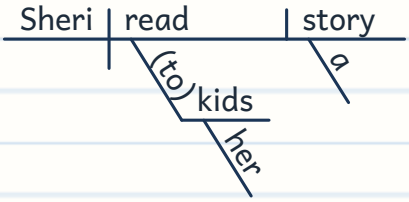
2.



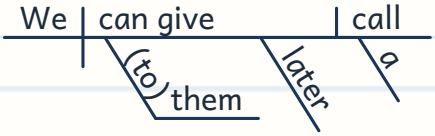
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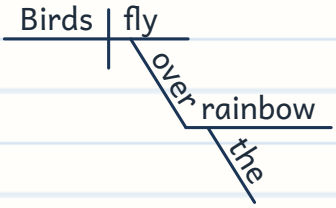


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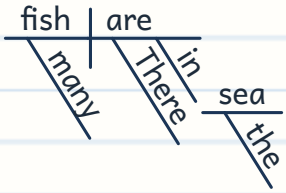


Exercise 29

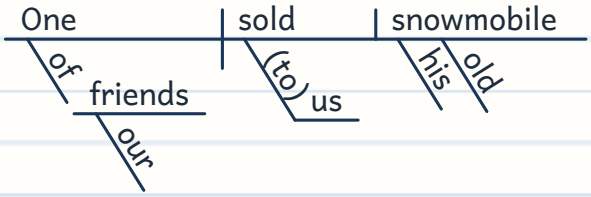
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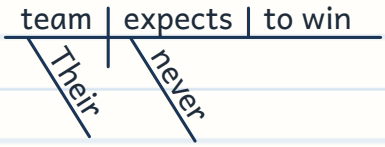
2.



3.



4.



5.



Exercise 30

1. Let's go **to** a movie.
2. I'd like **to** see a thriller.
3. Thrillers are **too** scary.
4. Also popcorn is **too** expensive at the theatre.
5. Let's go **to** the lake instead.
6. Do you like **to** swim?

Exercise 31

1. Did you think **of** me on Valentine's Day?
2. I must **have** forgotten.
3. You should **have** reminded me.
4. You could **have** marked it on your calendar.
5. I'll buy you a box **of** chocolates tomorrow.

Exercise 32

1. Our folks gave my sister and **me** a trip to Hawaii.
2. We had **neither** swimsuits nor goggles.
3. **She** and I went shopping today.
4. Now we are **not only** excited but also equipped.
5. Dad and Mom got a big "thank you" from both **her** and **me**.

Exercise 33

1. Both orcas and wolves are predators, and they live in family groups.

2. The orca family is called a pod, but the wolf family is called a pack.

3. They hunt in groups; therefore, they are able to kill animals larger than themselves.

4. Orcas are always black and white; however, wolves can be black, white, grey or red.

5. Both animals share two characteristics: They are highly intelligent and very social.

Exercise 34: Review of Chapters 5 and 6

1. **There are** lots of avalanches in B.C. in the springtime.
2. The combination of warm weather and steep slopes **is** dangerous.
3. Backcountry activities become **too** risky in these conditions.
4. Victims include **both** skiers and snowmobilers.
5. They should **have** paid attention to the avalanche warnings.
6. The warnings are essential for you and **me**.
7. We love winter sports; however, we want to be safe.
8. The solution is simple: Always heed avalanche warnings.