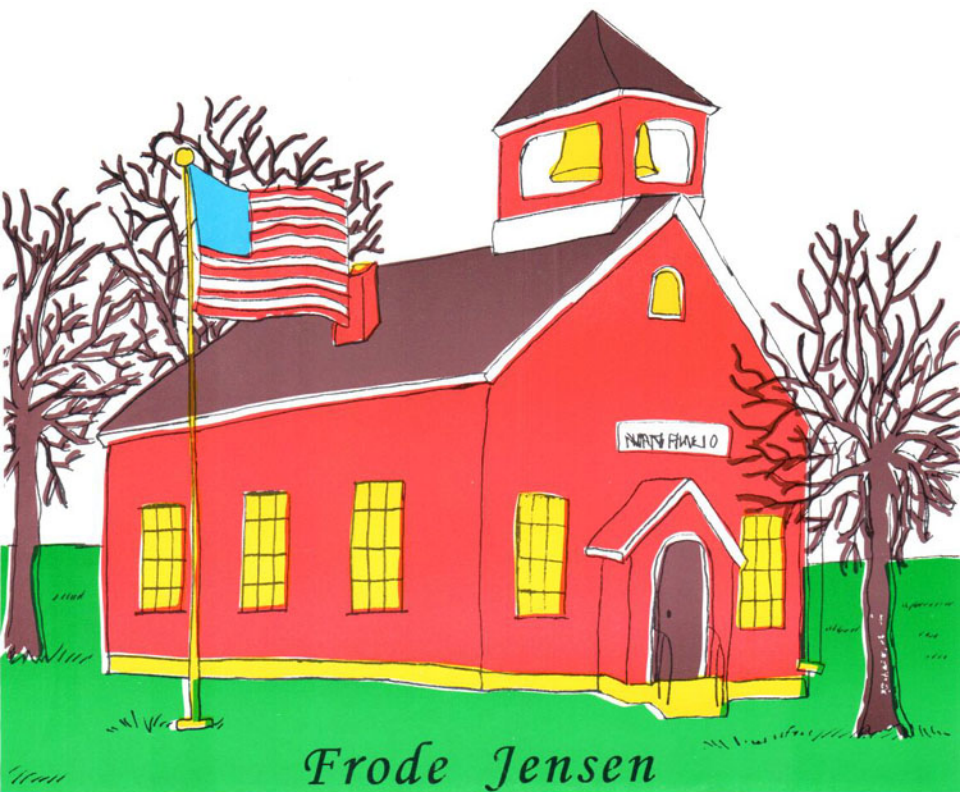


Jensen's Grammar

Part 1



Frode Jensen

Jensen's Grammar

Part 1

Text & Exercises

by

Frode Jensen

Original Layout & Design

by

Michael L. Watson

Cover Illustration

by

Darrah Goddard

Dedicated to all my former students who graciously endured working
through these exercises in their many trial forms.

4th edition

2nd printing, 2000

Copyright © 1992 by Frode Jensen. Published by WORDSMITHS, 1355 Ferry Road, Grants Pass, OR 97526. All rights reserved. No portion of this book may be reproduced in any manner whatsoever without written permission from the publisher, except in the case of brief quotations embodied in reviews and articles. Please see the author's notes regarding use of this text.

ISBN 1-886061-24-6

Jensen's Grammar

Part 1

Table of Contents

Author's Notes on Using this Text	5
Chart 1 Form Words Chart	6
Chart 2 Function Words Chart	7
Lesson 1 Basic Sentences	8
Lesson 2 Nouns as Namers	10
Lesson 3 Noun Plurals	12
Lesson 4 Nouns: Possession	14
Lesson 5 Nouns: Derivational Suffixes	16
Lesson 6 Noun Functions 1	18
Lesson 7 Noun Markers	20
Lesson 8 Test Frames	22
Lesson 9 Pronouns	24
Lesson 10 Prepositions	26
Lesson 11 Verb Types	28
Lesson 12 Verb Forms	30
Lesson 13 Auxiliary Verbs	32
Lesson 14 Verb Cluster Syntax	34
Lesson 15 Verbs: Derivational Suffixes	36
Lesson 16 Transitive & Intransitive Verbs	38
Lesson 17 Noun Subject & Verb Agreement	40
Lesson 18 Case in Pronominal Nouns	42
Lesson 19 Adjectives: Function & Position	44
Lesson 20 Adjectives: Forms of Degree	46
Lesson 21 Adjectives: Derivational Suffixes	48
Lesson 22 Adverbs	50
Lesson 23 Intensifiers	52
Lesson 24 Formula Writing	54
Lesson 25 Internal Punctuation 1	56
Author's Notes Regarding Answers for the Exercises	59
Answers to Exercises	60
Author's Notes Regarding Tests and their Grading	66
Tests	67
Answers to Tests	78

Author's Notes on Using this Text

1) The rationale for the text is to teach grammar as a means, not an end. The idea is to get the student to practice writing the various constructions in a correct manner so that familiarity with such constructions will be achieved. After familiarity follows use; in other words, when the student masters the relative clause or the infinitive phrase, then the student will naturally utilize such constructions in writing. No one uses unfamiliar tools with ease, it only comes with practice.

2) The lessons and exercises were built with three concepts in mind. First, spaced repetition is the key to learning (Isaiah 28:10); hence, there is constant review in every lesson. This concept is found in John Saxon's math books. Second, the information is given incrementally; that is, the material comes in a natural progression of detail and concept interwoven so as to move the student along with something new each lesson while fitting it in with the material previously learned and practiced. Third, the sentences will generally set a scene and be interesting reading in themselves instead of random sentences which have no relation to one another. Students actually enjoy the little scenarios, and it makes the lessons much more palatable.

3) The format I personally used was to teach the grammar three days a week, preferably Monday, Wednesday, and Friday. The other two days were for literature or whatever else was on the schedule. Grammar five days a week got old fast. Students should have free access to their notes and the charts at all times on the lessons and exercises. First we would correct the previous exercise; then they would read through the next lesson at which point I would ask if they needed clarification or more examples. Then they would work on the exercise for the day. It would be due the next grammar class meeting. We generally corrected the exercise together. In a group situation, papers could be exchanged if desired. All of the exercise would be corrected except for the sections where individual choices in writing occurred. With a single student, the whole exercise would be corrected and discussed.

4) To get multiple uses from the text, have each student put the answers on a separate sheet of paper instead of writing in the textbook itself. As author and publisher, I hereby grant the right to photocopy the tests and charts for personal use. The charts will then be readily accessible instead of having to flip back to use them, and the test answers can be written directly on the photocopy. Hopefully, you will appreciate the conveniences granted and not abuse them in a wholesale manner.

5) This book and the others to follow are the products of over twenty-five years of experience and testing in both traditional classroom and homeschool settings. Others have worked through the materials independently as well. Varying degrees of success have been achieved, but everyone has been the richer for the experience. My prayer is that the same will be true for you.

Form Words

Word Type or Class	Miscellaneous	Function	Test Frame	Form	Derivational
N Noun	it names often marked by a NM	S - subject O - object OP - object of preposition IO - indirect object SC - subject complement MOD - modifier	(The) ____ is/are good.	Plural (E)S Possessive ' (S)	-ment, -ness, -er/or, -ist -tion/sion, -ity, -ism, -hood, -dom
V Verb	ACTIVE shows action LINKING (LV) state of being both types show 2 tenses: past & present	tells what the subject is doing links the subject to the subject complement	Let's ____ (it). ____ be, become, remain, look, appear, taste, smell, sound, feel, act, grow, seem	"Today I ____," <i>simple form</i> "Today he ____," "I am ____," <i>-s form</i> "Yesterday I ____," <i>-ing form</i> "I have ____," <i>-ed form</i> ____ <i>-en form</i>	-ate -ify -ize -en
A Adjective	it limits (describes)	usually describes a noun	He/it seems ____.	DEGREE positive/simple comparative/ -er(more) superlative/ -est(most)	-ish, -ous, -ful, -less, -al, -like -able/ible
B Adverb	tells where, when, or how moveable	usually tells about a verb			-ly

Function Words

Type/Class	Function	Test Frame	Listings
NM noun marker	marks a noun tells a noun is coming up	in ____ box(es)	a, an , the , my, our, your, her, his, its, their, that, these, every, each, any both, some, many, much, few, several, all, most more, either, neither
P preposition	shows a space or time relationship between two nouns	The kite flew ____ the clouds. ____ the game she slept.	usually found in a phrase with a noun (<i>to the store</i>) in, by, for, of , with, at, before, after, during, near, down, to, from, until
I intensifier	intensifies the meaning of adjectives & adverbs	The ____ big dog ran ____ quickly.	very , rather, somewhat, slightly, tremendously
M modal	helping verb which shows probability always comes before other verbs in a cluster		can, could, shall, should, will, would, may, might, must
Sub subordinating conjunction	introduces dependent clauses; shows a causal relationship I sub I Sub I, I		if, as, when, where, because, since, before, after, while, until, unless, although, though, as if, whereas, so that
c/c coordinating conjunction	connects two equal grammatical units I, c/c I		FANBOYS for, and, nor, but, or, yet, so
c/a conjunctive adverb	weak connector of two ideas I, c/a, I		however, nevertheless, therefore, in fact, thus, moreover, consequently, hence, furthermore
Rel relative	introduces a relative clause; shows relation (refers back) to a prior noun		who, whom, whose, which, that

NOTE: not all lists are complete; some words which occur on two different lists may be determined by substitution.

Lesson 1

Basic Sentences

A **basic simple sentence** generally conforms to FOUR conditions. Each condition is discussed separately below, but all four must be met in order for a group of words to be considered a basic sentence.

- ❶ It expresses a complete thought.

The sentence is final in itself; it does not need to go on. The thought expressed is able to stand on its own.

- ✎ The boy skated across the ice.
- ✎ The baby cried.
- ✎ Some of our friends from Toledo arrived yesterday after dinner.

All of the above are complete in themselves. ✎ **NOTE:** the length of the sentence does not have much to do with the completeness of thought.

- ❷ Two grammatical parts are present.

The **two parts** of a **basic simple sentence** are the **SUBJECT** and the **PREDICATE**.

The **SUBJECT** is the **naming part** of the sentence. It comes **first** and **contains** either a **noun** or a word or phrase functioning as a noun.

The **PREDICATE** comes **second** and is the **telling part**. It always **contains a verb**.

This book will use a double line (//) to separate the two parts. Remember that the subject is first while the predicate follows. It is a natural order since something (the subject) has to be identified so that an action or observation (the predicate) can take place.

- ✎ The boy // skated across the ice.
- ✎ Babies // cry.
- ✎ An old man from the center of town // fell yesterday.
- ✎ Eating tacos heaped with cheese // was his idea of fun.

You will note that the **predicate almost always begins with a verb** of some kind. The **subject** usually points out or **names "who"** or **"what"** while the **predicate tells** what was **done** or **observed**.

- ❸ A sentence begins with a capital letter.

This rule is obvious to all and only needs to be stated to be recognized. The capital letter on the first word of any sentence is simply a device for the convenience of the reader so that he will know when a new thought is beginning.

- ❹ A sentence ends with some type of end punctuation.

A **basic simple sentence will end with a period almost all of the time**. Other end punctuation marks are the **exclamation point (!)** and the **question mark (?)**, but questions are not basic simple sentences, and true exclamatory sentences are relatively rare.

Basic Sentences

Exercise 1

1. _____ List the four conditions necessary for a simple basic sentence.

2. _____ What type of word always occurs in a predicate?
3. _____ Where in the predicate does this type of word usually occur?
4. _____ What is the function of a predicate in a sentence?
5. _____ What type of word normally occurs in a subject?
6. _____ What is the function of a subject in a sentence?
7. _____ What is the order of occurrence for a subject and a predicate?
8. _____ Name the common end punctuation found at the end of a basic sentence?
9. _____ What punctuation is used at the beginning of a sentence?
10. _____ Which basic sentence part tells who or what the sentence is talking about?
11. _____ Which basic sentence part tells what went on or what was observed?

Label each of the following as SUBJECT or PREDICATE depending on which they could function as.

- _____ 12. my friend in the other room
_____ 13. some of the men at work
_____ 14. ate a whole chicken by himself
_____ 15. was a real drag
_____ 16. had been fighting for seven years
_____ 17. will want to go home afterwards
_____ 18. four horsemen
_____ 19. is playing in the street

Divide each of the following between the SUBJECT and PREDICATE with a double line (/), or write your answer by putting the word on either side with the double line (/) in between.

20. The general looked toward his troops.
21. All of the men on the left side saluted.
22. On the right a different action was taking place.
23. A private was standing with his mouth open and eyes closed.
24. Others did not tell him what was going on.
25. The general and his officers did not laugh at the situation.

Nouns are a basic part of speech. In English they are the types of words which are used to give names to persons, places, and things. An easy way to remember what a **noun** does is to think of it as a **namer**.

Nouns are really quite arbitrary in the fact that new nouns can be made up for new things. The inventor or discoverer has a rather free choice of naming his new creation much as parents naming their newborn child. Once an item has been named, the name must gain acceptance, which it usually does. After the name is in general usage, it is quite difficult to change. Think about it; when a person says *DOG* or *CAT*, others think of what is generally agreed upon as a dog or a cat. Continually changing names would be confusing.

Names often have histories. Some names are made up from first letters of other words put together. *SONAR* comes from *Sound Navigation Ranging*. This type of word has its own name, *ACRONYM*. Some names are made by combining two or three other names; *SONGBIRD* and *SISTER-IN-LAW* are two examples. *SOPHOMORE* is similar in that it is made from two Greek words, *SOPHOS* and *MOROS*, and altered a bit to fit English. Some names are from people themselves; *SILHOUETTE* is the last name of a former French minister of finance who did profile drawings. Sometimes we just borrow the word from some other language and make it sayable in English; *SQUASH* and *RACCOON* came from American Indian tongues.

NAMERS can be generally grouped into two categories: **PROPER** and **COMMON**.

- ❶ **Proper nouns** refer to a specific or particular individual or thing. They are always capitalized.

☞ Mary, Shakespeare, Friday, Thanksgiving, Chicago, America

- ❷ A **common noun** refers to any one of a class or group of beings or lifeless things or even the collection itself; also it can refer to a quality, action, condition, or general idea. They are only capitalized when beginning a sentence or when used as part of a title.

☞ girl, author, day, holiday, city, country, herd, tea

☞ hardness, singing, serfdom, grammar, music

The latter group of common nouns are often classed as **ABSTRACT** nouns since they do not point to a real or concrete person, place, or thing. They are **abstract** in that they are **not tangible**; that is, they name things which **cannot be touched**. They are the opposite of the real or concrete nouns, those that can be touched.

Nouns as Namers

Exercise 2

1. _____ Give the primary function of a noun.
2. _____ Explain how a proper noun can often be visually recognized from a common noun.
3. _____ Give the subset or group of common nouns that refers to ideas and actions.
4. _____ List the three general categories that nouns often name.
5. _____ Name the part of the sentence that usually contains a noun.
6. _____ Name the two parts of a basic simple sentence.
7. _____ Identify the common end punctuation for basic sentences.
8. _____ Give three of your own examples of proper nouns.
9. _____ Give three of your own examples of abstract nouns.
10. _____ Give three of your own examples of concrete common nouns.

Write (or underline) the nouns found in each of the following sentences.

11. Henry went to the show with Jack.
12. A friend from California is staying for a week at our cabin this summer.
13. My brother was fishing from the bank of the river.
14. Our dad and mom allow two fishing trips per month.
15. Jill, Mary, and Hazel are now vacationing in upper Maine.

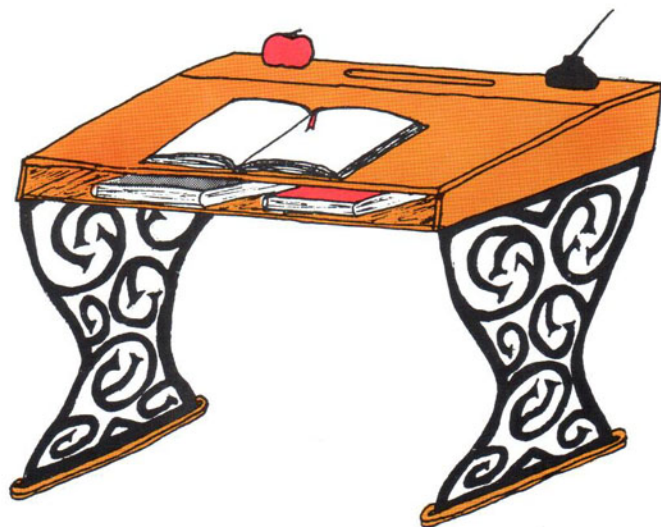
16-20. Divide each of the above five sentences between the SUBJECT and PREDICATE with a double line (//), or write your answer by putting the word on either side with the double line (//) in between.

Supply a subject of your own for each of the following predicates.

21. _____ ran to the windmill in his bare feet. (use 1 word only)
22. _____ had a good time eating ice cream. (use 3 words)
23. _____ threw the ball with great skill. (use 5 words)
24. _____ chased the cat into the culvert. (use 7 words)
25. _____ tried to read a book in silence. (use 2 words)

Jensen's Grammar

Part 2



Frode Jensen

Jensen's Grammar

Part 2

Table of Contents

Author's Notes on Using this Text	5
Chart 1 Basic Sentence Patterns Sheet	6
Chart 2 Keys to Formula Writing	7
Lesson 26 Noun Functions 2	8
Lesson 27 Noun Functions 3	10
Lesson 28 Noun Functions 4	12
Lesson 29 Looking to the Left	14
Lesson 30 Adjective Subject Complement	16
Lesson 31 Basic Sentence Patterns	18
Lesson 32 Prepositional Phrase Placement	20
Lesson 33 Noun Cluster Syntax	22
Lesson 34 Internal Punctuation 2	24
Lesson 35 Usage: <i>Lie/Lay, Sit/Set, Rise/Raise</i>	26
Lesson 36 Appositives	28
Lesson 37 Compound Pronoun Usage	30
Lesson 38 Transformations 1: <i>Yes/No, There</i> Types	32
Lesson 39 Transformations 2: Passives	34
Lesson 40 Major Punctuation 1: I, c/c I.	36
Lesson 41 Major Punctuation 2: I sub I.	38
Lesson 42 Major Punctuation 3: Sub I, I.	40
Lesson 43 Major Punctuation 4: I; I.	42
Lesson 44 Major Punctuation 5: I; c/a, I. <i>et. al.</i>	44
Lesson 45 Major Punctuation 6: Combinations	46
Lesson 46 Relative Patterns 1: Introduction	48
Lesson 47 Relative Patterns 2: <i>Who & Whom</i>	50
Lesson 48 Relative Patterns 3: Punctuation	52
Lesson 49 Relative Patterns 4: OP Variations	54
Lesson 50 Relative Patterns 5: S LV N Variations	56
Author's Notes Regarding Answers for the Exercises	59
Answers to Exercises	60
Author's Notes Regarding Tests and their Grading	66
Tests	67
Answers to Tests	78

Basic Sentence Patterns Information Sheet

(Lesson 31 Supplement)

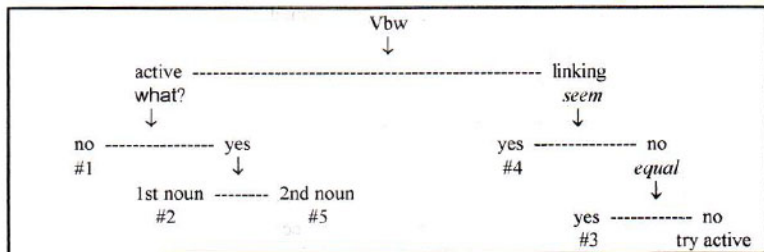
TERMINOLOGY: S = subject O = object IO = indirect object
 V = verb LV = linking verb
 Nsc = noun subject complement (PN) Asc = adjective subject complement (PA)
 B = adverbial constructions (includes most Pp's)
 Vbw = verb base word, the main verb of the clause, it is **always the last verb** in a string of verbs: *was* may have been eating *eating* = Vbw
NOTE: In the patterns only the Vbw is listed; helpers do not affect the pattern.

PATTERNS:

#1	S - V - (B)	One patterns quickly.
#2	S - V - O	Two has an object.
#3	S - LV - Nsc	Three is a noun.
#4	S - LV - Asc	Four seems descriptive.
#5	S - V - IO - O	Five gives the pattern another object.

PROCEDURE:

- Find the Vbw (main verb).
- Determine if the Vbw is **active** or **linking**.
 - if **ACTIVE** verb, ask the question **what?** and look to the right of the Vbw.
 - no answer = pattern #1
 - 1st noun = pattern #2
 - 2nd noun = pattern #5
 - if **LINKING** verb, try a matching form of *seem* in its place.
 - if *seem* works = pattern #4
 - if *seem* doesn't work, try a matching form of *equal*.
 - if *equal* works = pattern #3
 - if *equal* doesn't work, proceed as if the verb is active.



MISCELLANEOUS INFORMATION:

Pattern #1 ends in a verb or B construction (B) constructions tell where, when, and how
 Pattern #2 answers the question what?
 Pattern #3 equality pattern, S = Nsc, they name the same thing, reversible
be, become, & remain the only LV's that fit LV + NM is giveaway
 Pattern #4 *seem* or one of its forms will always fit, Asc describes the subject
 Pattern #5 two nouns follow the verb verb is a *give* type
 can be rewritten as a Pattern #2 by putting the IO into a Pp as the OP
NOTE: all modifiers (Pp's, B's, Rp's, most A's) can be dropped to determine the basic pattern

Keys to Formula Writing

Formula writing is writing that follows a formula. Commonly the formula will utilize abbreviations for the various words or word groups to be used in the sentence. At times the abbreviation will reflect a **WORD CLASS**. At other times it may represent a **FUNCTION** such as subject or object, or it may stand for a **GROUP OF WORDS** such as a prepositional phrase. A list of common abbreviations and their meanings follow.

N	noun	NM	noun marker	A	adjective
V	verb (usually active)	LV	linking verb	M	modal verb
B	adverb	I	intensifier	P	preposition
Pp	prepositional phrase	S	subject (simple)	OP	object preposition
O	direct object	IO	indirect object	APPOS	appositive
Rp	relative pattern (clause)	BE	a form of <i>BE</i> as an auxiliary verb		
HAVE	a form of <i>HAVE</i> as an auxiliary verb	Vbw	main verb, verb base word		
Nsc/Asc	noun/adjective subject complement	Nbw	main noun, noun base word		
c/c	the words <i>AND, OR</i> , and a few others	sub	subordinators: <i>IF, WHEN, BECAUSE...</i>		
c/a	conjunctive adverbs: <i>HOWEVER, THEREFORE...</i>				

Here are some practical suggestions for writing a five sentence paragraph according to formulas. First, construct the basic parts of all five sentences. After the basic format is in place, you should then flesh out the sentence according to the complete formula given. Look at the example below.

1. Pp S BE V O Pp
2. NM A S Pp LV Asc Pp
3. S Pp Pp V I B Pp
4. S P OP c/c OP HAVE V O c/c O Pp
5. Pp NM A S V O P A OP

The first step is to decide on the subject to write about and then to put down the basic sentences.

- | | |
|---|-----------|
| 1. The boys eat ice cream. | S V O |
| 2. The ice cream is good. | S LV Asc |
| 3. The boys talk. | S V |
| 4. The boys eat vanilla and blackberry. | S V O & O |
| 5. The coach paid the bill. | S V O |

The final step is to fill in the extras.

1. After the game the boys are eating ice cream with their coach.
2. The fresh ice cream in their bowls is good for their egos.
3. The boys in the shade of the awning talk very excitedly about the game.
4. The boys in uniforms and hats have eaten vanilla and blackberry with much conversation.
5. In the end their fine coach paid the bill with good humor.

It is wise not to use proper names in the basic sentences since many modifiers do not fit well with them. Proper names can replace general terms after the full paragraph is written should you think it desirable to do so. The basic sentences can be altered somewhat by changing nouns when creating the finished sentence, but be careful to keep the pattern intact. Pp's that begin sentences usually make some reference to time.

DEFINITION

OBJECT (O) - the receiver of the action (direct object)

You will remember that most nouns can do any of six various jobs in a sentence. We have previously looked at nouns as modifiers, nouns as subjects, and nouns as objects of prepositions.

The object of a sentence occurs only if a certain type of verb is present; it is a TRANSITIVE VERB (see Lesson 15). **The object receives the action** of the transitive verb.

The action in a sentence flows through the sentence; it begins with the subject or doer of the action; it moves to the verb which tells what action is being done, and it ends with the object which is acted upon. Visualize a line in the sentence which we will call the movement line. The line begins with the subject and moves in a direct line through the verb to the object. The line is a graphic representation of how the action moves in a sentence.

S → V → O

☞ The hunter shot the bear.

In the sentence above, *HUNTER* is the **subject or doer of the action**; the hunter initiates the action. The verb *SHOT* tells us what action is taking place. *BEAR* is the **object, the recipient of that action**.

An easy way to **find the direct object of any sentence** is to say the subject and verb along with the question **WHAT?** For the above sentence we would say, "The hunter shot what?" The obvious answer is *BEAR*, which in this sentence is the object.

There are instances where there is more than one simple object in a sentence. This occurs when two or more nouns are connected by the coordinating conjunctions *AND* or *OR*. Two nouns sharing the object position are called compound objects.

☞ Henry ate tacos and tamales for lunch.

Both *TACOS* and *TAMALES* are objects in the example sentence since they are equally yoked with the word *AND*. They are an example of a compound object.

☞ **NOTE:** It is important to note that while subjects can occur with all types of verbs, **objects require an active transitive verb**. Linking verbs or intransitive verbs will **not** have objects following them.

The **symbols** used in this text to designate various objects follow:

O = direct object
IO = indirect object
OP = object of the preposition

Jensen's Grammar

Part 3

S Pp V O Pp Pp

The cowboy in the arena
threw the rope over
the horns of the bull.

Pp S V O Pp

In the barn the
horse ate the oats.



Frode Jensen

Jensen's Grammar

Part 3

Table of Contents

Author's Notes on Using this Text	5
Chart 1	6
Chart 2	7
Lesson 51	8
Lesson 52	10
Lesson 53	12
Lesson 54	14
Lesson 55	16
Lesson 56	18
Lesson 57	20
Lesson 58	22
Lesson 59	24
Lesson 60	26
Lesson 61	28
Lesson 62	30
Lesson 63	32
Lesson 64	34
Lesson 65	36
Lesson 66	38
Lesson 67	40
Lesson 68	42
Lesson 69	44
Lesson 70	46
Lesson 71	48
Lesson 72	50
Lesson 73	52
Lesson 74	54
Lesson 75	56
Author's Notes Regarding Answers for the Exercises	59
Answers to Exercises	60
Author's Notes Regarding Tests and their Grading	66
Tests	67
Answers to Tests	78

Jensen's Grammar

Part 3

Table of Contents

Author's Notes on Using this Text	5
Chart 1	Keys to Formula Writing
Chart 2	Verbals & Major Punctuation
Lesson 51	Relative Patterns 6: From Passives
Lesson 52	Relative Patterns 7: Combinations
Lesson 53	Noun Functions 5: Review
Lesson 54	Infinitives 1
Lesson 55	Infinitives 2: Function - Modifier
Lesson 56	Infinitives 3: Function - Noun Subs
Lesson 57	Infinitives 4: Compounds & Inserts
Lesson 58	Infinitives 5: Summation
Lesson 59	Gerunds 1: Form & Function
Lesson 60	Gerunds 2: Subject Complements
Lesson 61	Gerunds 3: Phrases
Lesson 62	Gerunds 4: Compounds & Inserts
Lesson 63	Gerunds 5: Summation
Lesson 64	Participles 1: Definition & Function
Lesson 65	Participles 2: -EN Forms
Lesson 66	Participles 3: Punctuation & Placement
Lesson 67	Participles 4: Generation
Lesson 68	Participles 5: Compounds & Inserts
Lesson 69	Participles 6: Summation
Lesson 70	Verbal Differences
Lesson 71	Verbal Notes
Lesson 72	Parallelism
Lesson 73	Internal Punctuation 3: Modifiers
Lesson 74	Noun & Verb Functions: Review
Lesson 75	Structural Alternatives
Author's Notes Regarding Answers for the Exercises	59
Answers to Exercises	60
Author's Notes Regarding Tests and their Grading	66
Tests	67
Answers to Tests	78

Keys to Formula Writing

Formula writing is writing that follows a formula. Commonly the formula will utilize abbreviations for the various words or word groups to be used in the sentence. At times the abbreviation will reflect a **WORD CLASS**. At other times it may represent a **FUNCTION** such as subject or object, or it may stand for a **GROUP OF WORDS** such as a prepositional phrase. A list of common abbreviations and their meanings follow.

N	noun	NM	noun marker	A	adjective
V	verb (usually active)	LV	linking verb	M	modal verb
B	adverb	I	intensifier	P	preposition
Pp	prepositional phrase	S	subject (simple)	OP	object preposition
O	direct object	IO	indirect object	APPOS	appositive
Rp	relative pattern (clause)	BE	a form of <i>BE</i> as an auxiliary verb		
HAVE	a form of <i>HAVE</i> as an auxiliary verb	Vbw	main verb, verb base word		
Nsc/Asc	noun/adjective subject complement	Nbw	main noun, noun base word		
c/c	the words <i>AND</i> , <i>OR</i> , and a few others	sub	subordinators: <i>IF</i> , <i>WHEN</i> , <i>BECAUSE</i> ...		
c/a	conjunctive adverbs: <i>HOWEVER</i> , <i>THEREFORE</i> ...				

Here are some practical suggestions for writing a five sentence paragraph according to formulas. First, construct the basic parts of all five sentences. After the basic format is in place, you should then flesh out the sentence according to the complete formula given. Look at the example below.

1. Pp S BE V O Pp
2. NM A S Pp LV Asc Pp
3. S Pp Pp V I B Pp
4. S P OP c/c OP HAVE V O c/c O Pp
5. Pp NM A S V O P A OP

The first step is to decide on the subject to write about and then to put down the basic sentences.

- | | |
|---|-----------|
| 1. The boys eat ice cream. | S V O |
| 2. The ice cream is good. | S LV Asc |
| 3. The boys talk. | S V |
| 4. The boys eat vanilla and blackberry. | S V O & O |
| 5. The coach paid the bill. | S V O |

The final step is to fill in the extras.

1. After the game the boys are eating ice cream with their coach.
2. The fresh ice cream in their bowls is good for their egos.
3. The boys in the shade of the awning talk very excitedly about the game.
4. The boys in uniforms and hats have eaten vanilla and blackberry with much conversation.
5. In the end their fine coach paid the bill with good humor.

It is wise not to use proper names in the basic sentences since many modifiers do not fit well with them. Proper names can replace general terms after the full paragraph is written should you think it desirable to do so. The basic sentences can be altered somewhat by changing nouns when creating the finished sentence, but be careful to keep the pattern intact. Pp's that begin sentences usually make some reference to time. This same chart appeared in *Jensen's Grammar, Part 2*.

Verbals

INFINITIVE: a *TO* + verb combination which either 1) substitutes for a noun, or 2) modifies some part of the sentence

GERUND: an *-ING* form of a verb which substitutes for a noun

PARTICIPLE: an *-ING* or *-EN* form of a verb used as a modifier

A VERBAL is a verb which retains some qualities of a verb but does the job of an adjective or a noun. It modifies or acts as a noun substitute. All of the above are verbals.

TYPE	FORM	FUNCTION
infinitive	<i>to</i> + verb	modifier or noun substitute
gerund	<i>-ing</i>	noun substitute
participle	<i>-ing, -en</i>	modifier

Major Punctuation

I = Independent Clause

c/c = Coordinate Conjunction (FANBOYS)

For, And, Nor, But, Or, Yet, So

sub = Subordinators

after* although as as if because before* if
since so that till though unless until* when
 whereas where while * = also prepositions

c/a = Conjunctive Adverbs

also besides consequently for example furthermore hence however
instead in addition in fact likewise meanwhile moreover nevertheless
similarly therefore thus

Basic Rules

Rule 1: **I, c/c I.**

Rule 2: **I sub I.**

Rule 3: **Sub I, I.**

Rule 4: **I; I.**

Rule 5: **I; c/a, I.**

I; I, c/a.

I; xxx, c/a, xxx.

Lesson 51

Relative Patterns 6: From Passives

Relative clauses are not picky about the types of sentences from which they are derived. As long as two sentences have a related item in common, a relative clause can be made from one and placed in the other. Passive sentences are no exception. Observe the sentences below.

- A. The warrior drew the sword.
- B. The sword had a very sharp blade.
- C. The warrior had a hide shield on his arm.

Obviously *sword* is the related item in the first two sentences. If the two sentences were to be placed together without transforming either of them, the results would be as expected. See the examples below for illustration.

☛ Rp of B; place in A.

- 1) The warrior drew the sword which had a very sharp blade.

☛ Rp of A; place in B.

- 2) The sword which the warrior drew had a very sharp blade.

Nothing new appeared in those examples. Now observe what happens when an extra command is given.

☛ Passive of A; Rp of A; place in B.

- first) The sword was drawn by the warrior. = passive of A
- then) The sword which was drawn by the warrior had a very sharp blade.
- or) The sword which was drawn had a very sharp blade.

Either of the two variations is correct. One may be better than the other if the original subject now found in the prepositional phrase helps the meaning greatly. Of course, if the related item is in the prepositional phrase in the passive, it will have to be included. In this case we will use *warrior* as the related item.

☛ Passive of A; Rp of A; place in C.

The warrior by whom the sword was drawn had a hide shield on his arm.

It is true that things could get a bit complicated, but everything works out if the rules are all followed in good order.

Relative Patterns 6: From Passives

Exercise 51

Give the other four forms of the following verbs.

- | | | | |
|----------------|----------------|---------------|---------------|
| 1. fetch _____ | 2. spend _____ | 3. cast _____ | 4. weep _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Punctuate the following sentences.

5. Arkady handled the bauble with ease he was so good that the people couldn't see him slip it into his sleeve.
 6. It was a show for the farm folk and they never seemed to tire of it or be amazed at the basic tricks he played on them.
 7. The idea was to get them to part with some of their money Arkady was not always happy with just that however.
 8. His favorite trick a clever sleight of hand was to get someone to bet on which shell the pea would be under.
 9. After he let them win a few he encouraged a higher bet this was to win a bunch and not fool around with them too long.
 10. With the care and craft of a master Arkady would ply his trade and he usually made enough to eat and sleep under cover.
- | | |
|---|---|
| A. Arkady set the shells on the table. | D. Arkady's hand moved the shells very rapidly. |
| B. The big farmer kept his eye on the shells. | E. Arkady was a master at his trade. |
| C. Framton had seen such shows before. | |

11. Coordinate A with B. _____
12. Subordinate E; place before D. _____
13. Subordinate B; place behind A. _____
14. Appos of E; place in A. _____
15. Rp of D; place in A. _____
16. Rp of A; place in E. _____
17. Rp of B; place in C. _____
18. Passive of A; Rp of A; place in B. _____
19. Passive of C; Rp of C; place in B. _____
20. Rp of E; place in A. _____

WORDSMITHS

"Crafting powerful communication tools"

JENSEN'S GRAMMAR PART 3

Look what you get in this book!

- constant repetition for long term retention
- incremental introduction of information
- two reproducible reference charts
- lessons & tricks regarding the verbals
- review of noun and verb functions
- secrets of compound objects in phrases
- how to construct infinitive phrases
- when to use commas with participial modifiers
- how to tell a main verb from a participle
- a trick to decide between gerunds and participles
- how modifiers can always be identified
- when to use commas with infinitives
- how addition and embedding affect sentences
- a complete & simple summary of verbals
- more instruction in formula writing
- a double set of tests for each five lessons
- complete answer keys for exercises and tests
- info on grading and scoring tests and exercises

Learn more secrets of putting two ideas into one sentence with correct punctuation every time.

Learn a simple procedure using one test to identify any participial or infinitive modifier.

Learn to use a simple chart that unlocks the mystery of differentiating verbal types.

Learn how to put modifiers within modifiers to make very descriptive and expressive sentences.

Learn how to create, place, and punctuate all three types of verbals in order to write more sophisticated sentences.

What John Saxon did for math,
Frode Jensen does for Grammar.

Wordsmiths is committed to bringing you fine tools that enhance your ability to use and understand language. Below is a list of books in print. New titles are forthcoming.

A Journey Through Grammar Land

A series for 5th - 7th grades in allegory format using experiential learning with illustrations & exercises. Five books cover the basic parts of speech. Great for younger students and also those needing remediation. Unique learning techniques that really teach for the long term.

The following books are designed for 7th grade and above. All books utilize systematic repetition & incremental introduction of new ideas. All books contain exercises, tests, answers & teaching tips.

Jensen's Grammar

A complete grammar course in 75 lessons. Teaches how to write good sentences. Once finished, most students need only a little review thereafter. This series takes about one year. Three books with a review book to follow. Very thorough!

Vocabulary Series

Three books currently, each book is good for a semester or a full year. All words in each book derived from a short list of roots. Learn both vocabulary & spelling. Past results have been very positive. Really helps the standardized test scores.

Punctuation Series

Two books: *Major Punctuation* covers 5 rules that comprise 75-90% of student errors. Systematic & easy to master but produces great rewards. All material adapted from classical works. *General Punctuation* has complete punctuation rules in manual form plus exercises for practice of which the first 45 loosely trace the Lewis & Clark trek to the Pacific.

Format Writing

Designed to teach structure & organization in writing; covers the paragraph to the major paper.

English Fun Stuff

This is a book of puzzles and games designed to stretch the mind, to learn about & use the language, and to have fun.

For further information, contact Wordsmiths via mail at 1355 Ferry Road, Grants Pass, OR 97526, visit our web site at <http://www.jsgrammar.com>, or contact your supplier.