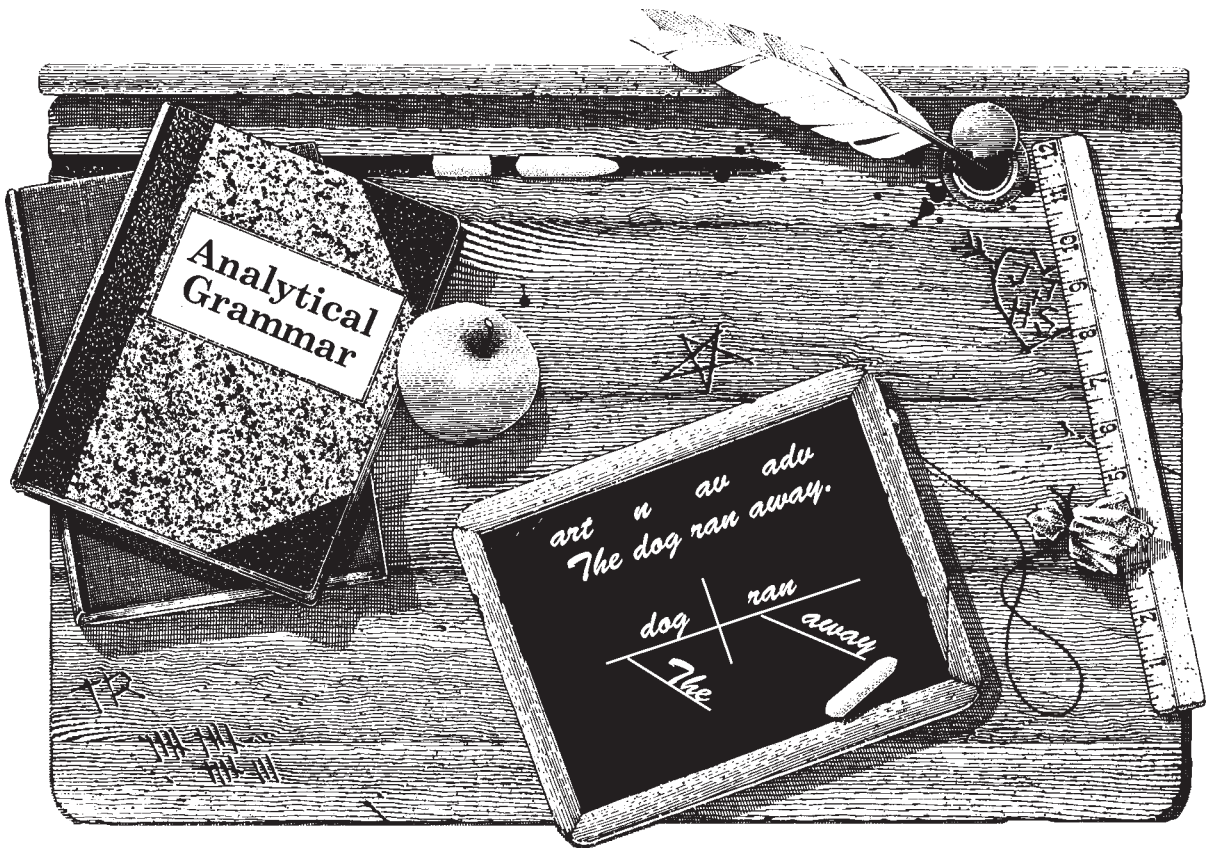


Analytical Grammar:

a systematic approach to language mastery

Sample Unit



Created by R. Robin Finley

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SUBJECT & VERB

The first thing we must discuss in this unit is the verb. In our language we have two kinds of verbs: action verbs and linking verb. This unit will be about action verbs; we will learn about linking verbs in Unit #8.

DEFINITION: An action verb is a word that expresses mental or physical action.

EXAMPLES: (physical action) jump, search, carry, run, examine
(mental action) worry, think, believe, consider

A verb has a SUBJECT. The subject is the noun or pronoun that is DOING THE ACTION OF THE VERB.

EXAMPLE: *art n pp art n av pp art adj n*
The horse (in the lead) raced (across the finish line).

The verb is raced. Who or what "raced"? The horse, right? So horse is the subject of raced.

HANDY HINT: The subject will NEVER be inside a prepositional phrase.

NOTE: If you find a word that looks like a verb but doesn't have a subject, you call it a "verbal." We'll learn all about verbals later on in Units #11, 12, and 13. For now, if you find a verbal just mark it "v." If it does have a subject, then it's a real verb, so for now mark it "av."

EXAMPLE: *pn av - v- art pn pp adj n*
Joe hopes to get an A (on this test).

"To get" looks like a verb, but if you asked, "Who or what to get?" there is no stated answer in the sentence. A subject and verb always GO TOGETHER and sound right when spoken together. So "to get" in this sentence is a verbal. NOTE: Many verbals end in "ing" and any verb with "to" in front of it (to see, to throw) is always a verbal.

SIMPLE SUBJECT AND SIMPLE PREDICATE: These are terms that many language teachers and textbooks use, but they will not be used in this course. Just for your information, a "simple subject" is the noun or pronoun that is doing the action of the verb, without any of its modifiers. A "simple predicate" is just the verb by itself, without any modifiers. (We'll learn about those verb modifiers in the next unit.)

On the next page is the beginning of a "flow chart" which will be called THE PROCESS. It represents the mental steps you must take in order to figure out what the words in a sentence are doing, specifically the verbs.

I. DIAGRAMMING THE SUBJECT & VERB:

A diagram shows the structure of a sentence by making a "picture" of it. Every diagram starts with a BASE LINE which contains the subject and the verb.

EXAMPLE: *n av*
Lions roar.

Lions		roar
-------	--	------

Notice that the base line is a horizontal line and that the subject and verb are separated by a vertical line which goes ALL THE WAY THROUGH the horizontal line. In a diagram, you capitalize the first word of the sentence, but you don't include punctuation.

II. TO FIND THE SUBJECT AND VERB: After marking n, art, adj, pp, and putting parentheses around the prepositional phrases, mark any word that looks like a verb "v." Then ask "Who or what (say the verb)?" The answer, a noun or a pronoun, will be the subject of that verb.

EXAMPLE: *adj n av adj n adj n*
My uncle runs five miles every morning.

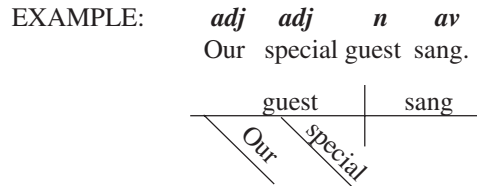
1. The verb is "runs."

uncle		runs
-------	--	------

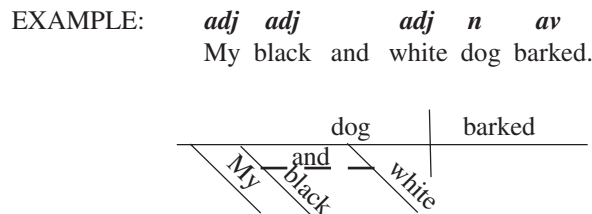
2. "Who or what runs?" Answer: uncle

III. HOW TO DIAGRAM ARTICLES AND ADJECTIVES.

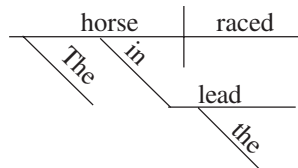
- A. Adjectives and articles are diagrammed on diagonal lines attached to the noun or pronoun they modify. They should be diagrammed in the order in which they come in the sentence.



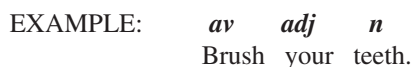
- B. Two or more adjectives joined by a conjunction ("and," "but," or "or") are diagrammed like this:



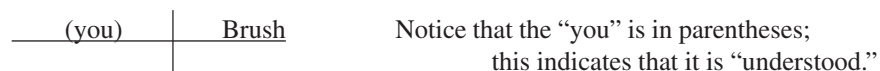
IV. HOW TO DIAGRAM PREPOSITIONAL PHRASE: From now on, if a prepositional phrase modifies the subject, you must diagram it. Remember, if it modifies a noun, it will tell you "Which?" about that noun. In the sentence on the other side of this page about the horse, the phrase "in the lead" tells you which horse. Look at the diagram below.



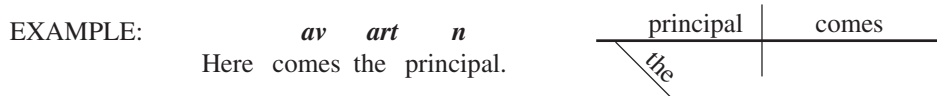
- V. HOW TO DIAGRAM A COMMAND:** It is a bit tricky to diagram a command or request, because it may appear that there is no subject.



The verb is "brush," but if you ask "Who or what brush?" - it doesn't say. In the case of commands or requests, the subject is an understood "you." The diagram will look like this:



VI. HOW TO DIAGRAM AN "INVERTED" SENTENCE. "Inverted" sentences are sentences which begin with "here" and "there." We use these sentences all the time in our language, but they may be a bit tricky to diagram. Once you find the verb and ask, "Who or what comes?" in the sentence below, you'll see that the subject is *principal*. It's tricky because you're used to seeing the subject in front of the verb - and these sentences are "inverted"!



The chart on the next page, which we call "The Process," represents the mental steps you must go through to analyze a sentence grammatically. We will be adding steps to this chart, but at this point, as long as you understand what you see now, you're in fine shape!

THE PROCESS

Step 1. Find and mark *n* all the nouns in the sentence. (*pn* over proper nouns)

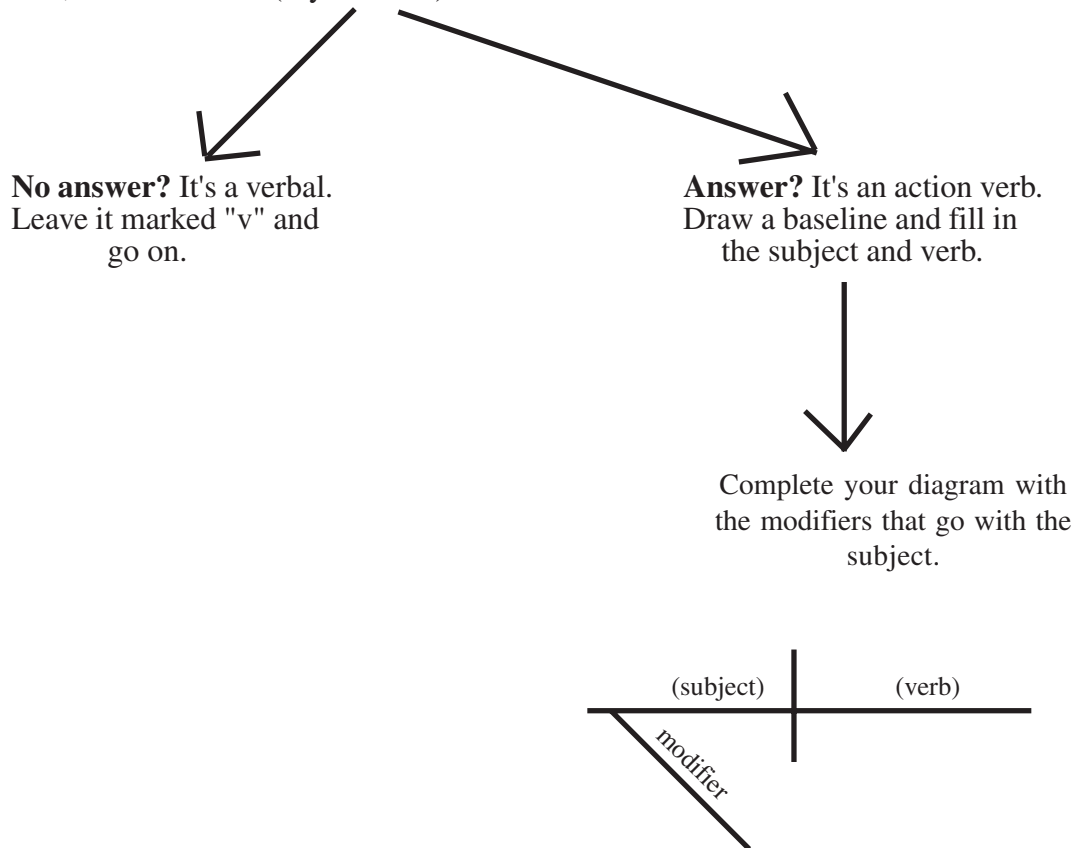
Step 2. Find all the articles and adjectives (Ask, "Which (say the noun)?")

Step 3. Find all the pronouns.

Step 4. Find all the prepositions and put parentheses () around the prepositional phrases.

Step 5. Find all words that look like verbs and mark them "v."

Step 6. Ask, "Who or what (say the verb)?"



SUBJECT AND VERB: EXERCISE #1

NAME: _____ DATE: _____

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. In the space provided or on a separate piece of paper, diagram the subject and its modifiers (including prepositional phrases) and the verb. Since you don't know how to diagram anything else at this point, don't try.

- n pp pn av pp pn pp art adj adj n*
 1. People (from Mexico) settled (in Texas) (in the seventeenth and eighteenth centuries).
 (See Notes III-B)

- adj n av pp pn pp art n pp art pn*
 2. These people came (to Texas)(before the settlement)(of the Europeans).

- pro av n n*
 3. They established farms and ranches there.

- adj adj n av art n*
 4. These early settlers plowed the land.

- adj n av pp art adj adj n*
 5. Their crops grew (in the harsh Texas climate).

- adj pn av adj n pp adj n*
 6. These Texans bestowed Spanish names (on their towns).

- pro av pro pp adj n — pn —*
 7. They called one (of these towns) San Antonio.

- adj n av pp pn pp art adj — pn —*
 8. Mexican culture spread (from Texas)(throughout the southwestern United States).

(over)

av adj adj adj n

9. There went these early Texas pioneers. (See Notes VI)

art n pp adj n av pp art n pp adj adj

10. The names (of these states) resulted (from the influence)(of these Spanish-speaking

n
settlers). (See Notes IV)

DEFINITIONS:

1. A verb is not a "real" verb unless it has a subject.
2. The articles in our language are a, an, and the.

DIRECTIONS: Write what job the underlined words are doing. Choose your answers from among the following:

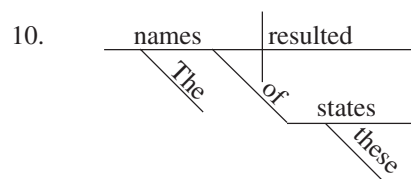
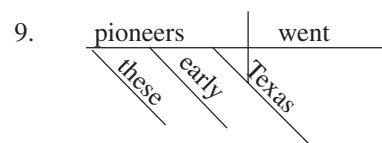
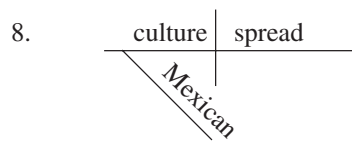
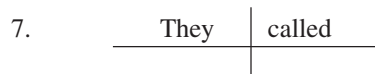
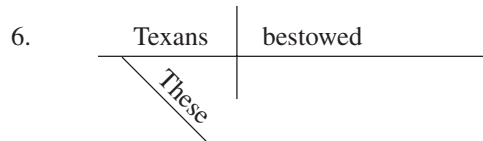
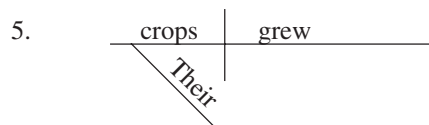
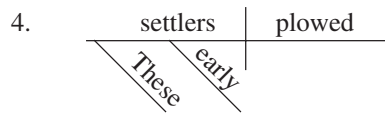
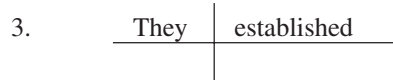
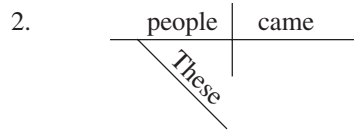
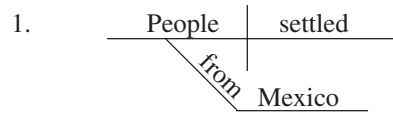
SUBJECT

OBJECT OF THE PREPOSITION

VERB

MODIFIER

<u>SENTENCE#</u>	<u>WORD</u>	<u>JOB</u>
1	People	<u>subject</u>
1	Mexico	<u>object of the preposition</u>
4	These	<u>modifier</u>
6	towns	<u>object of the preposition</u>
8	southwestern	<u>modifier</u>
10	resulted	<u>verb</u>



SUBJECT & VERB: EXERCISE #2

NAME: _____ DATE: _____

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses around the prepositional phrases. Then, in the space provided or on a separate sheet of paper, diagram the subject and its modifiers and the verb. Do not try to diagram anything else at this point. *HINT: Watch out for verbals!*

- _____ *pn* _____ *av art n pp art adj adj n pp pn*
 1. Roberto Felix Salazar wrote a poem (about the early Mexican settlers)(of Texas).

- adj n av art n v pp pn*
 2. These people settled the land known (as Texas).

- adj adj n av — v — art n pp art n pp adj*
 3. This Mexican-American poet wanted to tell the story (of the contributions)(of these
adj n
 Texas pioneers).

- adj adj adj n av adj adj n n*
 4. This joyful and passionate poem describes these hard-working farmers and ranchers.
 (See Notes III-B)

- pro av adj adj adj n pp art adj adj n*
 5. They built their thick-walled adobe houses(from the dry Texas earth).

- adj adj n av — v — adj n*
 6. Devout Catholic people struggled mightily to build their churches.

- adj adj adj adj n av — v — n pp adj*
 7. Their strong but gentle Mexican wives willingly sacrificed to make homes (for their
n
families). (See Notes III-B)

(over)

av adj n pp adj adj n

8. Read this poem (at your first opportunity). (See Notes V)

adj adj adj n av art adj n

9. These brave Mexican settlers left a rich legacy.

art adj adj n pp adj n av pp adj n

10. The soft Spanish names (of their towns) survive (to this day). (See Notes IV)

DEFINITIONS:

1. If there are any words between a preposition and its object, they are modifiers.
2. Only a proper noun can consist of more than one word.
3. If a word looks like a verb but doesn't have a subject, it's a verbal.

DIRECTIONS: Write what job the underlined word is doing. Choose your answers from among the following:

	<i>SUBJECT</i>	<i>OBJECT OF THE PREPOSITION</i>	<i>MODIFIER</i>	<i>VERB</i>
<u>SENTENCE #</u>	<u>WORD</u>	<u>JOB</u>		
1	Roberto Felix Salazar	<u>subject</u>		
3	poet	<u>subject</u>		
4	describes	<u>verb</u>		
5	adobe	<u>modifier</u>		
6	struggled	<u>verb</u>		
7	families	<u>object of the preposition</u>		
8	Read	<u>verb</u>		
10	towns	<u>object of the preposition</u>		

1.

Roberto Felix Salazar | wrote

6.

people | struggled
Devout Catholic

2.

people | settled
These

7.

wives | sacrificed
but
Their strong gentle Mexican

3.

poet | wanted
This Mexican-American

8.

(you) | Read

4.

poem | describes
This joyful and passionate

9.

settlers | left
These brave Mexican

5.

They | built

10.

names | survive
The soft Spanish of towns
their

SUBJECT & VERB: EXERCISE #3

NAME: _____ DATE: _____

DIRECTIONS: Mark all the parts of speech that you know in the sentences below. Put parentheses () around the prepositional phrases. Then, in the space provided or on a separate sheet of paper, diagram the subject and its modifiers and the verb. Do not try to diagram anything else at this point.

- pro av art n pp adj n pp n pp adj*
1. Today we study the contributions (of all sorts)(of people)(to American culture).
- _____ *pn* _____ *av n pp adj n*
2. Roberto Felix Salazar obviously took pride (in his ancestors).
- _____ *pn* _____ *pp* _____ *pn* _____ *av art*
3. “The Other Pioneers” (by Roberto Felix Salazar) celebrates the accomplishments (of these Texas pioneers).
- pn pp art adj* _____ *pn* _____ *av pp adj adj*
4. Mexican-Americans (in the southwestern United States) identify (with these rugged people).
- pn pp art adj* _____ *pn* _____ *av pp adj adj*
5. Mexican and Anglo settlers left their mark (on the Texas landscape).
- adj adj n av adj n pp art adj n*
6. American students try to learn (about all the different contributions)(to their culture).
- adj n av* — *v* — *pp adj art adj n pp adj n*
7. Here (on the land) were the marks (of these early settlers). (See Notes VI)
- pp art n av art n pp adj adj n*
8. Anglo and Mexican culture really shapes the life (of the American Southwest).
- adj adj n av art n pp art adj pn*

n pp adj pro av pro — v — pro pp adj n

9. Poems (like this one) help us to understand more (about our country).

adv av adj n n pp adj n

10. Please read these stories and poems (about your antecedents).

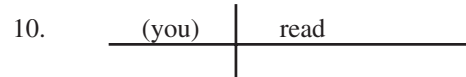
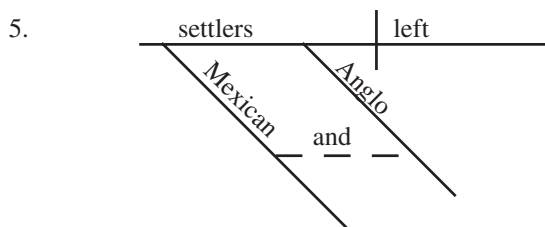
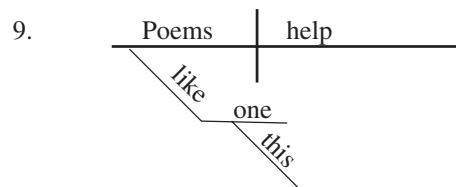
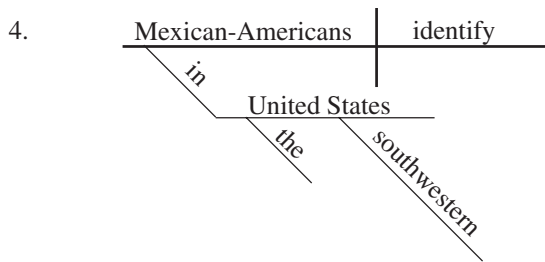
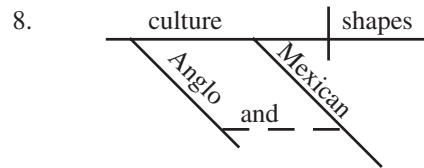
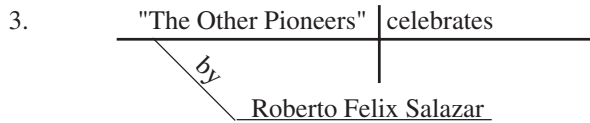
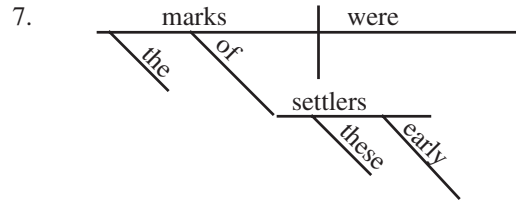
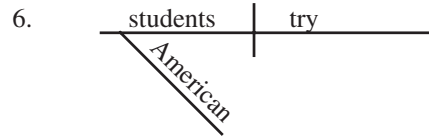
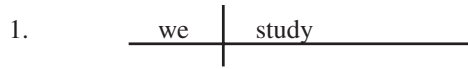
DEFINITIONS:

1. In a diagram, a modifier goes on a diagonal lines attached to another word.
2. Pronouns are words that take the place of nouns.
3. Adjectives are words that modify (or describe) nouns and pronouns.

DIRECTIONS: Write what job the underlined words is doing. Choose your answers from among the following:

SUBJECT OBJECT OF THE PREPOSITION VERB MODIFIER

<u>SENTENCE #</u>	<u>WORD</u>	<u>JOB</u>
1	sorts	<u>object of the preposition</u>
2	took	<u>verb</u>
3	these	<u>modifier</u>
4	people	<u>object of the preposition</u>
5	Mexican	<u>modifier</u>
8	shapes	<u>verb</u>
10	antecedents	<u>object of the preposition</u>



SKILLS SUPPORT

DIRECTIONS: Below is a stanza from “The Other Pioneers” by Roberto Felix Salazar. Mark all the parts of speech that you know. Paraphrase this stanza.

pro av art adj n av pp adj n
They saw the Texas sun rise golden-red (with promised wealth)

av art adj n av pp n
And saw the Texas sun sink golden yet, (with wealth) unspent.

pro av -v- -v-
“Here,” they said. “Here to live and here to love.”

av art n pp adj n art n pp adj n
“Here is the land (for our sons and the sons)(of our sons).”

pro av art n pp adj pn
And they sang the songs(of ancient Spain)

pro av adj n -v- adj n
And they made new songs to fit new needs.

pro av art n av art n
They cleared the brush and planted the corn

av adj n av pp n pp n
And saw green stalks turn black (from lack)(of rain).

pro av art n pp art n
They roamed the plains (behind the herds).

av art adj adj n
And stood the Indian’s cruel attacks.

av n av n
There was dust and there was sweat.

av n art n av
And there were tears and the women prayed.

SUBJECT & VERB: TEST

NAME: _____ DATE: _____

(RAW SCORE: /206 GRADE:)

DIRECTIONS: Mark all the nouns, proper nouns, pronouns, articles, adjectives, prepositions, and action verbs in the sentences below. Put parentheses around the prepositional phrases. Then, on a separate sheet of paper, diagram the subject and verb of each sentence. Add to your diagram the modifiers for the subject, including articles, adjectives, and prepositional phrases.

- *av adj adj n pp adj adj n*
9 1. Study this beautiful poem (about Texas' early settlers).
- *n pp adj n av art n pp adj adj n*
13 2. Students (of American culture) read the literature (of all our poets).
- *pro av n pp adj adj n*
8 3. They want information (about America's early settlers).
- *n pp adj n av n pp adj n pp n*
14 4. Students (in this school) read examples(of this type)(of literature).
- *pro av adj n pp adj n*
8 5. They want more information(about their roots).
- *art n pp adj n av pro — v — pro*
10 6. An understanding (of our roots) helps us to understand ourselves.
- *adj adj pn av art adj n pp adj adj*
13 7. All patriotic Americans appreciate the many contributions (of America's different adj n cultural groups).
- *art adj n pp pn av art adj n pp n pp adj n*
17 8. The best writers (in America) created a great body(of work)(on this subject).

(over)

adj n pp adj adj n av pro n pp pro
 ___ 9. Great literature (about our early ancestors)gives us pride (in ourselves).
 13

av adj adj n pp adj n
 ___ 10. Here comes that positive self-esteem (about our ancestors)!
 8

===
 113 **DEFINITIONS:**

- ___ 1. A verb is a "real" verb when it has a subject.
 1
 ___ 2. The articles in our language are a, an, and the.
 3
 ___ 3. Which kind of noun begins with a capital letter? a proper noun.
 1
 ___ 4. Which kind of noun consists of only one word? a common noun.
 1
 ___ 5. A pronoun is a word that takes the place of one or more a nouns.
 1
 ___ 6. Adjectives are words that modify nouns and pronouns.
 1
 ___ 7. If a word looks like a verb but doesn't have a subject, it's a verbal.
 1

===
 9

DIRECTIONS: Write what job the underlined words are doing. Choose your answers from among the following:

SUBJECT MODIFIER VERB OBJECT OF THE PREPOSITION

SENTENCE #	WORD	JOB
1	Study	<u>verb</u>
2	American	<u>modifier</u>
3	settlers	<u>object of the preposition</u>
5 points	Students	<u>subject</u>
	more	<u>modifier</u>
	understanding	<u>subject</u>
	groups	<u>object of the preposition</u>
	work	<u>object of the preposition</u>
each	gives	<u>verb</u>
	self-esteem	<u>subject</u>

Raw	Score	Grade	%
206	- 201 =	A++	= 98+
200	- 195 =	A+	= 95
194	- 185 =	A	= 90
184	- 175 =	B+	= 85
174	- 164 =	B	= 80
163	- 154 =	C+	= 75
153	- 144 =	C	= 70
143	- 133 =	D+	= 65
133	- 123 =	D	= 60

===
 50

I suggest you score the diagrams separately from the parsing. Refer to your instructions on how to grade diagrams. Each check mark represents a point. Remember, the first word of a sentence must be capitalized in the diagram.

FROM NOW ON, COUNT PREPOSITIONAL PHRASES - CORRECTLY DIAGRAMED AND ATTACHED TO THE RIGHT WORD - AS ONE POINT.

