

Jensen's Grammar

Your One Stop Source for Learning Grammar

Text & Exercises
by
Frode Jensen

Dedicated to all my former students who graciously endured working through these exercises in their many trial forms, to those teachers, parents, and children who have chosen to stand against the tide and make a difference in education, and to those great folks who in the beginning encouraged me to get my books finished and brought into print.

2014 edition

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ISBN 978-1-886061-38-5

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To the Students Using this Book

Dear Student:

The rationale for this book is to teach grammar as a means, not an end. The idea is for you, 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, after you master the relative clause or the infinitive phrase, you will naturally utilize such constructions in writing. No one uses unfamiliar tools with ease; it only comes with practice. Writing your own sentences to satisfy the formulas found at the end of most exercises will give you that practice.

The lessons and exercises were built with three concepts in mind. First, spaced repetition is the key to learning; hence, there is constant review in every lesson. This concept is found in many good textbooks, particularly 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 you along with something new each lesson while fitting it in with the material previously learned and practiced. Third, the sentences in the exercises will generally set a scene or describe an action. Thus, they are usually more interesting reading in themselves instead of the random sentences in exercises found in most grammar texts. Hopefully you will enjoy the little scenarios; I think it makes the lessons much more palatable. In fact, some students have continued or expanded on the scenarios when writing their own sentences on the formula writing section of the exercises.

To get multiple uses from the text and make it easier to grade the assignments, you should put your answers on a separate sheet of paper instead of writing in the textbook itself. There really isn't adequate room on some of the exercises to fit your answers, particularly when you are called upon to write your own sentences to comply with the formulas.

As author and publisher, I grant the right to photocopy the charts for personal use. In fact, I encourage it. You or your teacher should photocopy the charts, especially the first two. Copy them onto colored paper and encase them in plastic; you should refer to them on every lesson and even on tests. Having them copied will make them readily accessible instead of having to flip back and forth in your book to use them. Learn to use those charts. They have all the essential information from which you can derive many answers. Of course, in the process you will learn much grammar as well.

This book and the others I have written are the products of over twenty-five years of experience and testing in both traditional classroom and home school 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.

Sincerely,

A handwritten signature in black ink that reads "Frode Jensen". The signature is written in a cursive style with a long, sweeping underline.

Frode Jensen
Author and publisher

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>-s form</i> “I am _____.” <i>-ing form</i> “Yesterday I _____.” <i>-ed form</i> “I have _____.” <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.

Basic Sentence Patterns Information Sheet

(Lesson 31 Supplement)

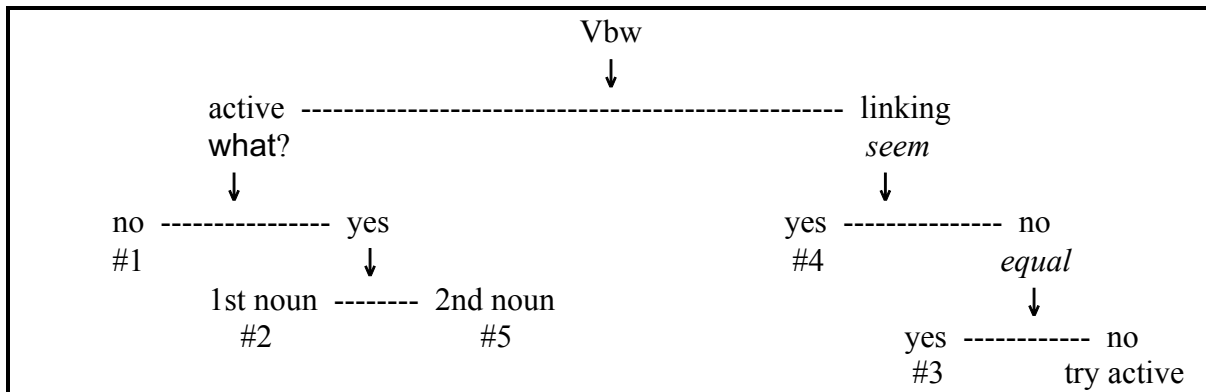
TERMINOLOGY: S = subject O = object IO = indirect object
 V = verb LV = linking verb
 Nsc = noun subject complement (PN) Asc = adjective subject complement (PA)
 B = adverbial constructions (includes most Pp's)
 Vbw = verb base word, the main verb of the clause; it is **always the last verb** in a string of verbs: ☞ 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:

1. Find the Vbw (main verb).
2. Determine if the Vbw is **active** or **linking**.
 - A. 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
 - B. 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 <i>where</i> , <i>when</i> , and <i>how</i>
Pattern #2	answers the question what?	
Pattern #3	equality pattern, S = Nsc, they name the same thing, reversible <i>be</i> , <i>become</i> , & <i>remain</i> the only LV's that fit LV + NM is giveaway	
Pattern #4	<i>seem</i> or one of its forms will always fit, Asc describes the subject	
Pattern #5	two nouns follow the verb verb is a <i>give</i> 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.

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 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.

- 1 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.

- 2 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**.

- 3 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.

- 4 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 (//); 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.

Lesson 2

Nouns as Namers

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

A subset of common nouns is 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.

☞ hardness, singing, serfdom, grammar, music, beauty, discipline
☞ honesty, love, fear, freedom, strength, faith, velocity, ability

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 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 (//); 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)
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)

DEFINITIONS

SINGULAR - the form of a noun representing one

PLURAL - the form of a noun representing more than one

SUFFIX - a syllable added to the end of a word

SIBILANT - letters making a hissing sound (*s, sh, ch, x, z*)

INFLECTIONAL - a change of form that alters meaning but not word type;
shows some grammatical relationship: number, case, degree, etc.

Nouns are always namers, but they may exhibit other properties as well. Nouns can also show **NUMBER**. That means the noun can show whether it represents one or more than one. The **singular form** of a noun represents **one**. Through inflection a noun can be changed to represent **more than one**; we call that **plural**.

☞ singular = *boy*, (one)

☞ plural = *boys*, (more than one)

Some nouns are measurable by different means than counting. They are counted in terms of some unit of measurement and are usually found in the singular form.

☞ *5 gallons of milk, 3 cups of water, 2 acres of corn*

❶ **Plurals are normally formed by adding the suffix *S* to the singular noun.**

☞ *boy-boys, hat-hats, barn-barns, dog-dogs, rivet-rivets*

❷ **A number of plurals are formed by adding the suffix *ES* under certain conditions.**

☞ The singular noun ends in a **sibilant** (*s, sh, ch, x, z*)
☞ *church-churches, dress-dresses, dish-dishes, box-boxes*

☞ The singular noun ends with a **consonant plus *Y*** (*Y* changes to *I*)
☞ *penny-pennies, lady-ladies, fly-flies*

☞ The singular noun **ends in *F* or *FE* and changes to *V***
☞ *wife-wives, wolf-wolves, dwarf-dwarves*
However if no change from *F* to *V*, then just add *S*.
☞ *roof-roofs, gulf-gulfs, safe-safes*

☞ The singular noun **ends in *O* preceded by a consonant**
This rule works only about half the time.
☞ *potato-potatoes, echo-echoes, tomato-tomatoes*
BUT NOT *solo-solos, piano-pianos, casino-casinos*

☞ The singular noun **ends in *O* preceded by a vowel, just add *S***
☞ *bamboo-bamboos, folio-folios, curio-curios*

❸ **Some singular nouns form their plurals in an irregular manner.**

☞ *goose-geese, mouse-mice, foot-feet, man-men, child-children*

❹ **Some nouns have the same form for both singular and plural.**

☞ *deer, sheep, fowl, trout, salmon*

❺ **Some foreign words keep their foreign plurals.**

☞ *alumnus-alumni, phenomenon-phenomena*

❻ **The plurals of numbers, letters, signs, and words used as words out of context are formed by adding an apostrophe and an *S*.**

☞ *1980's, 6's, m's, k's, +'s, -'s, and's, but's*

When in doubt about the formation of a plural, **consult a dictionary**; it gives irregular (non-*s*) forms.

Noun Plurals

Exercise 3

1. How many does a plural form represent?
2. How many does a singular form represent?
3. Define *SUFFIX*.
4. Give the suffix most commonly used to form noun plurals.
5. Tell how the plurals of letters and numbers are formed.
6. Name the part of the sentence that usually contains a noun.
7. Name that part of the sentence that contains the main verb.
8. Tell what an inflected suffix does not change.
9. Give the term that means a letter standing for a hissing sound.

Form PLURALS for the following words.

- | | | |
|--------------|---------------|------------|
| 10. hose | 11. factory | 12. half |
| 13. stallion | 14. fox | 15. ditch |
| 16. ablution | 17. <i>if</i> | 18. domino |

Write the NOUNS found in each of the following sentences and label them S for SINGULAR or for PLURAL.

19. Seven boys from the team charged on the field at one time.
20. Henry used the oxen to move a load of rocks across the river.
21. A friend of my father fished the stream behind our house.
22. One sheep did not follow the other sheep into the pasture.
23. Terminal illness precluded his participation in the extravaganzas.
24. The tawdry mercenary imbibed choice juleps.
- 25-30. Divide each sentence above into SUBJECT and PREDICATE with a double line (//); write your answer by putting the word on either side with the double line (//) in between..