Skills Covered in English Grammar Diagnostic Tests

Each student at MUS typically spends major portions of English class in Grades 7, 8, and 9 studying and reviewing fundamentals of English grammar, as explained in the Owl English Handbook (OEH), authored by our faculty and available for purchase in our bookstore. Below is a list of skills and concepts expected to be mastered upon entering the indicated grade level. New students in Grade 8 or higher take a brief grammar diagnostic test in conjunction with math placement testing. Students with low grammar diagnostic scores would benefit from grammar review during the summer.

I. Grammar skills for entering grade 7:
Knowledge of at least the following basics is recommended. Students unfamiliar with the bulk of the following may find the English Pre-7 course (for a fee) to be a helpful option.

Chapter 1 OEH

A. PARTS OF SPEECH. Identify each word: V, N, PRO, ADJ, ADV, PREP, CONJ, INT.

Few green beans taste good, and I refuse them often.

____    ____    ____    ____    ____    ____    ____    ____    ____    ____

B. SUBJECTS AND VERBS. Underline each verb twice and each subject once. Identify each verb as ACTION or LINKING.

In the field next to the big house grows a briar patch.

C. DIRECT OBJECTS. In each blank write the DO.

____________________ The caveman usually builds a very poor fire.

D. SUBJECT COMPLEMENTS. In each blank write the SC.

____________________ The Simpsons is a funny television show.

Chapter 2 OEH

E. PREPOSITIONAL PHRASES. Place each prep phrase in ( ). Draw an arrow to the modified word. Above the phrase label its function as ADJ or ADV.

Across the swimming pool was a girl in a red polka dotted bikini.

Chapter 3 OEH

F. WORD GROUPS. Identify each underlined group as PHR, DEP, or INDEP (that is, as phrase, dependent clause, or independent clause).

________ Because the streets were slick, our car crashed.

G. FRAGMENTS AND RUN-ONS. Identify each of the following as OK, FRAG, or RO.
The boy in the movie theater running the slide show.

H. SENTENCE TONE. Identify each of the following sentences by tone: DEC, INT, IMP, EX (that is, declarative, interrogative, imperative, or exclamatory). Then add the appropriate end punctuation.

Are you seriously going to that party?

Appendix B OEH

Review Commonly Misspelled Words

II. Grammar skills for entering Grade 8:

Returning eighth graders have typically covered all of chapters 1, 2, 3, and parts of chapters 4 and 9 of the Owl English Handbook (OEH) during grade 7. Proficiency in these would help enormously in mastering the grammar and usage concepts covered during grade 8.

Chapter 1 OEH

A. PARTS OF SPEECH. Identify each word: V, N, PRO, ADJ, ADV, PREP, CONJ, INT.

Few green beans taste good, and I refuse them often.

V N V PRO ADJ ADV PREP CONJ

B. SUBJECTS AND VERBS. Underline each verb twice and each subject once.

In the field next to the big house grows a briar patch.

C. DIRECT OBJECTS. In each blank write the DO.

The caveman usually builds a very poor fire.

D. SUBJECT COMPLEMENTS. In each blank write the SC and also indicate whether it is PN or PA.

The Simpsons is a funny television show.

E. INDIRECT OBJECTS. In each blank write the IO.

The teacher gave my test a poor grade.

F. OBJECTIVE COMPLEMENTS. In each blank write the OC.

The lost hobbit made the dwarves angry.

G. VERB TYPES. Find each verb and label its verb type as LK, TR, or INTR (that is, linking, transitive, or intransitive).

Tom’s choice was Susan.
H. **SENTENCE PATTERNS.** Identify the pattern of each sentence and write its number in the blank:

1. S + V
2. S + V + SC
3. S + V + DO
4. S + V + IO + DO
5. S + V + DO + OC

_____ The hidden fees made the buyer very upset.

**Chapter 2 OEH**

I. **PREPOSITIONAL PHRASES.** Place each prep phrase in ( ). Draw an arrow to the modified word. Above the phrase label its function as ADJ or ADV.

   Across the swimming pool was a girl in a red polka dotted bikini.

J. **APPOSITIVE PHRASES.** Circle each appositive phrase. In the blank write the word renamed.

   ___________ Toad Hall, the place overrun by stoats and weasels, was built in Edwardian times.

K. **GERUND PHRASES.** Underline each gerund phrase. In the blank identify its function as S, PN, DO, IO, OC, OP, or APP.

   _____ Eating pickles makes Tom happy.

L. **PARTICIPIAL PHRASES.** Underline each participial phrase. Circle the noun modified.

   Running with scissors, Tom tripped and fell.

M. **INFINITIVE PHRASES.** Underline each infinitive phrase. In the blank identify its function as S, PN, DO, IO, OC, OP, APP, ADJ, or ADV.

   _____ I will be very happy to get home tomorrow.

N. **DEPENDENT CLAUSES.** Place [ ] around each dependent (subordinate) clause. In the blank identify its function as S, PN, DO, IO, OC, OP, APP, ADJ, or ADV.

   _____ Our jockey wondered whether we might need a younger racehorse.

**Chapter 3 OEH**

O. **WORD GROUPS.** Identify each underlined group as PHR, DEP, or INDEP (that is, as phrase, dependent clause, or independent clause).

   _____ Because the streets were slick, our car crashed.

P. **FRAGMENTS AND RUN-ONS.** Identify each of the following as OK, FRAG, or RO.

   _____ The boy in the movie theater running the slide show.
Q. CORRECTING A RUN-ON. Rewrite the following run-on using each of the five correct methods.

The children ran from the monster he was a werewolf.

1. ____________________________
2. ; ____________________________
3. , coord _______________________
4. sub __________________________
5. : ____________________________

Chapter 4 OEH

R. COMPOUNDS AND SERIES. Insert commas where necessary.

The hero carried a sword a shield and a burden the cheering crowd admired him greatly.

S. COMMAS WITH INTRODUCTORY ELEMENTS. Add commas where needed.

In front of the town’s silver flag pole Tom shouted aspersions at his imaginary friend.

Chapter 9 OEH

Review Spelling Rules.

Appendix B OEH

Review Commonly Misspelled Words

III. Grammar skills for entering grade 9:

Returning ninth graders have typically covered most of the contents of the *Owl English Handbook (OEH)* during Grade 8. However, proficiency in at least all the following would be necessary to master the grammar and usage concepts reviewed during Grade 9.

Chapter 1 OEH

A. PARTS OF SPEECH. Identify each word: V, N, PRO, ADJ, ADV, PREP, CONJ, INT.

Few green beans taste good, and I refuse them often.

_____ _____ _____ _____ _____ _____ _____ _____

B. SUBJECTS AND VERBS. Underline each verb twice and each subject once.

In the field next to the big house grows a briarpatch.
C. DIRECT OBJECTS. In each blank write the DO.
   ____________________________ The caveman usually builds a very poor fire.

D. SUBJECT COMPLEMENTS. In each blank write the SC.
   ____________________________ The Simpsons is a funny television show.

E. INDIRECT OBJECTS. In each blank write the IO.
   ____________________________ The teacher gave my test a poor grade.

F. OBJECTIVE COMPLEMENTS. In each blank write the OC.
   ____________________________ The lost hobbit made the dwarves angry.

G. VERB TYPES. Find each verb and label its verb type as LK, TR, or INTR (that is, linking, transitive, or intransitive).
   _____ Tom’s choice was Susan.

H. SENTENCE PATTERNS. Identify the pattern of each sentence and write its number in the blank:
   1. S + V
   2. S + V + SC
   3. S + V + DO
   4. S + V + IO + DO
   5. S + V + DO + OC

   _____ The hidden fees made the buyer very upset.

Chapter 2 OEH

I. PREPOSITIONAL PHRASES. Place each prep phrase in ( ). Draw an arrow to the modified word. Above the phrase label its function as ADJ or ADV.
   Across the swimming pool was a girl in a red polka dotted bikini.

J. APPOSITIVE PHRASES. Circle each appositive phrase. In the blank write the word renamed.
   ____________ Toad Hall, the place overrun by stoats and weasels, was built in Edwardian times.

K. GERUND PHRASES. Underline each gerund phrase. In the blank identify its function as S, PN, DO, IO, OC, OP, or APP.
   _____ Eating pickles makes Tom happy.

L. PARTICIPIAL PHRASES. Underline each participial phrase. Circle the noun modified.
   Running with scissors, Tom tripped and fell.
M. **INFINITIVE PHRASES.** Underline each infinitive phrase. In the blank identify its function as S, PN, DO, IO, OC, OP, APP, ADJ, or ADV.

_____ I will be very happy to get home tomorrow.

N. **DEPENDENT CLAUSES.** Place [ ] around each dependent (subordinate) clause. In the blank identify its function as S, PN, DO, IO, OC, OP, APP, ADJ, or ADV.

_____ Our jockey wondered whether we might need a youngerracehorse.

**Chapter 3 OEH**

O. **WORD GROUPS.** Identify each underlined group as PHR, DEP, or INDEP (that is, as phrase, dependent clause, or independent clause).

_____ Because the streets were slick, our car crashed.

P. **FRAGMENTS AND RUN-ONS.** Identify each of the following as OK, FRAG, or RO.

_____ The boy in the movie theater running the slide show.

Q. **CORRECTING A RUN-ON.** Rewrite the following run-on using each of the five correct methods.

The children ran from the monster he was a werewolf.

1. .

2. ;

3. , coord

4. sub

5. :

R. **SENTENCE TONE.** Identify each of the following sentences by tone: DEC, INT, IMP, EX (that is, declarative, interrogative, imperative, or exclamatory). Then add the appropriate end punctuation.

_____ Are you seriously going to that party___

S. **SENTENCE STRUCTURE.** Identify each sentence as S, CD, CX, or CD-CX (that is, simple, compound, complex, or compound-complex).

_____ The man in the funny hat will tap dance, and the monkey will sing.

**Chapter 4 OEH**

T. **COMPOUNDS AND SERIES.** Insert commas where necessary.

The hero carried a sword a shield and a burden the crowd admired him greatly.
U. **COMMAS WITH INTRODUCTORY ELEMENTS.** Add commas where needed.

In front of the town’s silver flag pole Tom shouted aspersions at his imaginary friend.

**Chapter 5 OEH**

V. **PRONOUN-ANTECEDENT AGREEMENT.** Choose the letter for the answer that best completes the sentence.

_____ Even the most skilled animals can lose (a. your, b. his or her, c. their, d. its) senses.

**Chapter 6 OEH**

W. **VERB PRINCIPAL PARTS.** Fill in each blank with the missing verb form.

<table>
<thead>
<tr>
<th>BASE</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>PRESENT PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(to go)</td>
<td>(Yesterday I )</td>
<td>(I have)</td>
<td>(I am)</td>
</tr>
</tbody>
</table>

_____ go_________ _______________ _______________ _______________

**Chapter 7 OEH**

X. **CASE.** Choose a. if the nouns and pronouns are in correct cases. Choose b. if not.

_____ Mikey has a surprise for Mary Clare and I.

**Chapter 9 OEH**

Y. **USAGE.** Select the expression that best completes each sentence.

_____ No one (a. accept, b. except) the teachers will be at school today.