

Complete Grammar Curriculum: Teacher guide

Thirteen substantial units covering sentence foundations, usage, clarity, and punctuation. Each unit contains explicit instruction, meaningful examples, guided practice, independent practice, and an exit ticket.

Publishing note

All teaching prose, examples, questions, explanations, and answer keys are independently authored for KSSR. Linked references support topic selection and accuracy review; their exercises and wording are not reproduced.

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Sentence foundations: subjects, predicates, and clauses

Build complete sentences by finding the subject, the predicate, and the clause pattern.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 01

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Build the sentence core

A complete sentence needs a subject and a predicate that form a finished thought.

Subject

Names who or what the sentence is about.
Ask: Who or what?

Predicate

Tells what the subject does, is, has, or experiences.
Ask: What about it?

SEE THE PATTERN

The **strawberries** ripen in the sun.

YOUR JOB: Find the subject first. Then find the complete predicate that finishes the thought.

Learning goals

- Identify the complete subject and complete predicate in statements and questions.
- Distinguish independent clauses from dependent clauses and phrases.
- Explain why commands have an understood subject.
- Revise an incomplete word group into a complete, meaningful sentence.

Key terms

subject - who or what the sentence is about

predicate - what the subject does, is, has, or experiences

finite verb - a verb form that carries tense or agrees with a subject

clause - a group of words containing a subject and a verb

The sentence core

A sentence presents a complete thought. Its subject names or represents the person, place, thing, or idea being discussed. Its predicate says what the subject does, is, has, or experiences. In "The lantern flickered," the noun phrase "the lantern" is the complete subject and "flickered" is the complete predicate.

A command can still be a complete sentence even when its subject is not written. In “Close the gate,” the understood subject is “you.” A question may place part of the verb before the subject: “Has the train arrived?” To find the core, restate it as “The train has arrived.”

Independent and dependent clauses

A clause contains a subject and a verb. An independent clause can stand alone because it completes its thought. A dependent clause begins with a word such as because, although, when, or if and leaves the reader waiting for more information.

Joining a dependent clause to an independent clause completes the meaning: “Although the path was steep, we continued.” The opening clause creates a contrast but cannot stand by itself; the second clause supplies the complete statement.

Use the core to control longer sentences

Long subjects and predicates can contain many modifiers, but the clause still rests on a subject-verb core. Reduce “The stack of blue folders beside the printer has disappeared” to “stack has disappeared.” The shorter core makes both completeness and agreement easier to inspect.

A complete sentence must also communicate a finished idea in context. “The musician who won the prize” contains a subject and verb inside a relative clause, yet the word group still needs a main predicate: “The musician who won the prize thanked her teacher.”

A dependable decision routine

1. Find the finite verb

Locate the verb that carries the sentence's tense.

2. Ask who or what

Ask who or what performs, experiences, or is described by that verb.

3. Test the thought

Read the clause alone. If it leaves a question such as what happened next, it is dependent.

Worked examples

Find the core

The smallest boat in the harbor survived the storm.

The complete subject is “the smallest boat in the harbor.” Its head noun is “boat.” The complete predicate is “survived the storm.”

Complete the thought

Because our rehearsal ended early, we caught the first bus.

“Because our rehearsal ended early” is dependent. “We caught the first bus” is independent, so the combined sentence is complete.

Question reordered

Did the final speaker answer every question?

Restated as a statement, the core is “the final speaker did answer.” Moving the auxiliary does not remove the subject.

Command understood

Place the signed form in the green tray.

The command has the understood subject “you”; “place” begins the predicate.

Common errors—and how to repair them

Not yet: Because the rain stopped.

Revision: Because the rain stopped, the match resumed.

Because makes the first clause dependent, so it needs an independent clause to complete the cause-and-result relationship.

Not yet: The collection of old maps in the cabinet.

Revision: The collection of old maps is in the cabinet.

The original noun phrase has no finite verb. Adding “is” creates a predicate.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

- 1. Underline the complete subject in: “The bicycle with the silver bell belongs to Hana.”**

Hint: Find what belongs to Hana.

- 2. Is “Whenever the library opens” independent or dependent?**

Hint: Ask whether the words can stand alone as a finished message.

- 3. Complete this command's missing subject: “Please wait near the entrance.”**

Hint: Who is being asked to wait?

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

- 1. Divide “The young oak beside the fence survived the drought” into complete subject and complete predicate.**
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- 2. Explain why “After the last visitor left” is not a complete sentence.**
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- 3. Revise “The keys on the counter” into a complete sentence without changing that phrase.**
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- 4. Identify the understood subject in “Turn the handle slowly.”**
-

- 5. Does “What an extraordinary result!” contain a standard subject-predicate clause?**
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Exit ticket

Use these final checks to decide whether you are ready to continue.

- 1. Is “While the soup was cooling” a complete sentence? Explain briefly.**
-

- 2. Name the two main parts of a standard complete sentence.**
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- 3. Revise “Although the bus was late” into a complete sentence.**
-

Sentence foundations: subjects, predicates, and clauses: answer key

Guided practice

1. Underline the complete subject in: “The bicycle with the silver bell belongs to Hana.”

Answer: The bicycle with the silver bell

Reasoning: The prepositional phrase belongs inside the complete subject because it identifies the bicycle.

2. Is “Whenever the library opens” independent or dependent?

Answer: Dependent

Reasoning: Whenever introduces a time relationship and makes the reader wait for the main event.

3. Complete this command's missing subject: “Please wait near the entrance.”

Answer: You

Reasoning: Commands normally address an understood “you,” even though it is not written.

Independent practice

1. Divide “The young oak beside the fence survived the drought” into complete subject and complete predicate.

Answer: Subject: The young oak beside the fence. Predicate: survived the drought.

Reasoning: The subject names the oak; the predicate reports what happened to it.

2. Explain why “After the last visitor left” is not a complete sentence.

Answer: After makes the clause dependent, so it does not complete the thought.

Reasoning: The clause contains a subject and verb but still creates an unfinished time relationship.

3. Revise “The keys on the counter” into a complete sentence without changing that phrase.

Answer: Sample answer: The keys on the counter belong to Mr Park.

Reasoning: The revision supplies a finite verb and completes the statement.

4. Identify the understood subject in “Turn the handle slowly.”

Answer: You

Reasoning: An imperative normally omits the second-person subject because the listener is understood.

5. Does “What an extraordinary result!” contain a standard subject-predicate clause?

Answer: No. It is an exclamatory phrase, not a standard complete clause.

Reasoning: Writers may use such fragments deliberately in informal or literary contexts, but the form does not contain a full clause core.

Exit ticket

1. Is “While the soup was cooling” a complete sentence? Explain briefly.

Answer: No. It contains a subject and verb, but “while” makes it dependent. Add an independent clause, such as “While the soup was cooling, Mina set the table.”

Reasoning: This response applies the unit's central decision rule in context.

2. Name the two main parts of a standard complete sentence.

Answer: A subject and a predicate.

Reasoning: The subject identifies the topic; the predicate states something about it.

3. Revise “Although the bus was late” into a complete sentence.

Answer: Sample answer: Although the bus was late, we arrived before noon.

Reasoning: The added independent clause completes the contrast.

Teacher notes and differentiation

- Ask learners to reduce long sentences to two-word subject-verb cores before discussing modifiers.
- Accept purposeful fragments only when learners can explain the missing structure and the intended stylistic effect.

Sources consulted

- **Parts of Speech Overview** — Topic selection and terminology cross-check.

https://owl.purdue.edu/owl/general_writing/mechanics/parts_of_speech_overview.html

- **Sentence Structure, Variety, and Clarity** — Clause and sentence-structure coverage check.

https://owl.purdue.edu/owl/graduate_writing/introduction_to_writing/documents/revising-and-editing/sentence-structure-activity.pdf

Four sentence structures and clause connections

Recognise simple, compound, complex, and compound-complex sentences and connect their clauses clearly.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 02

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Count and connect clauses

Sentence structure depends on clause cores and the relationship between them—not on word count.

Dependent clause

Has a subject and verb but cannot stand alone.
It leaves the reader waiting.

Independent clause

Can stand alone as a complete sentence.
It carries the main message.

SEE THE PATTERN

Although the sky brightened, the boats stayed in harbor.

YOUR JOB: Mark each subject–verb core, label each clause, and then name the whole structure.

Learning goals

- Classify simple, compound, complex, and compound-complex sentences by clause count.
- Distinguish a compound predicate from two independent clauses.
- Select coordination or subordination to express a specific relationship.
- Revise sentence structure to improve emphasis and readability.

Key terms

simple sentence - one independent clause, even when the clause is long

compound sentence - two or more independent clauses joined correctly

complex sentence - an independent clause plus at least one dependent clause

compound-complex sentence - at least two independent clauses plus a dependent clause

Count clauses, not words

A simple sentence has one independent clause. It may be long and may contain compound subjects or verbs: “Nora and I measured the room and ordered the shelves.” The sentence is still simple because it has one clause core.

A compound sentence has at least two independent clauses. Coordinate them with a comma plus a coordinating conjunction, or with a semicolon when the relationship is already clear: “The doors opened, and the audience entered.”

Add dependent information

A complex sentence joins an independent clause to at least one dependent clause. The dependent clause can show time, cause, condition, contrast, or another relationship. When it comes first, it is usually followed by a comma: "When the doors opened, the audience entered."

A compound-complex sentence contains at least two independent clauses and at least one dependent clause. Use it when the relationships genuinely need that structure; sentence variety should clarify ideas, not make them harder to follow.

Structure should reveal the relationship

Coordination presents ideas as grammatically equal: "The survey closed, and the team analyzed the responses."

Subordination places one idea in the background: "After the survey closed, the team analyzed the responses." The facts are similar, but the emphasis changes.

Varying sentence structures can improve rhythm, but variety is not a goal by itself. Choose the shortest structure that expresses the relationship accurately, and split a sentence when several clause connections compete for the reader's attention.

A dependable decision routine

1. Circle finite verbs

Mark each verb that carries tense.

2. Find a subject for each

Pair every finite verb with its grammatical subject.

3. Label and count clauses

Decide which clauses can stand alone, then classify the complete sentence.

Worked examples

Simple but expanded

The new science club planned and completed three experiments.

One subject performs two coordinated verbs within one independent clause, so the sentence is simple.

Compound-complex

After the rain stopped, the players returned, but the referee shortened the match.

The sentence has one dependent time clause and two independent clauses joined by "but."

Compound predicate

The technician inspected the cable and replaced the damaged plug.

One subject performs two actions, so the sentence contains one independent clause and is simple.

Subordination changes emphasis

Because the evidence was incomplete, the committee postponed its decision.

The dependent because-clause explains the reason; the independent clause carries the main decision.

Common errors—and how to repair them

Not yet: The wind rose, and knocked over the sign.

Revision: The wind rose and knocked over the sign.

The second verb shares the subject “wind”; no new independent clause begins after and.

Not yet: When the bell rang, and the students left.

Revision: When the bell rang, the students left.

The original contains two dependent-looking pieces but no correctly formed main clause.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Classify: “Asha opened the window and watered the herbs.”

Hint: Count subject-finite verb pairs, not actions.

2. Classify: “The rain ended, but the field remained muddy.”

Hint: Can each side stand alone?

3. Combine the ideas with subordination: The alarm sounded. We left the building.

Hint: Choose a word that names the time relationship.

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Classify: “The red and gold leaves covered the narrow path.”

2. Classify: “We stayed inside because lightning struck nearby.”

3. Classify: “Although the shop was closing, I found the book, and the clerk held it for me.”

4. Turn “The lights dimmed, and the film began” into a complex sentence.

5. Explain why word count cannot identify sentence structure.

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Classify this sentence: “I saved the document before the battery failed.”

2. What separates a compound predicate from a compound sentence?

3. Write one complex sentence that shows a cause.

Four sentence structures and clause connections: answer key

Guided practice

1. Classify: “Asha opened the window and watered the herbs.”

Answer: Simple

Reasoning: The sentence has one subject with two verbs in one independent clause.

2. Classify: “The rain ended, but the field remained muddy.”

Answer: Compound

Reasoning: Both sides of but are independent clauses.

3. Combine the ideas with subordination: The alarm sounded. We left the building.

Answer: Sample answer: When the alarm sounded, we left the building.

Reasoning: The when-clause makes the timing background information.

Independent practice

1. Classify: “The red and gold leaves covered the narrow path.”

Answer: Simple

Reasoning: Compound adjectives do not create additional clauses.

2. Classify: “We stayed inside because lightning struck nearby.”

Answer: Complex

Reasoning: One independent clause is joined to a dependent reason clause.

3. Classify: “Although the shop was closing, I found the book, and the clerk held it for me.”

Answer: Compound-complex

Reasoning: It contains one dependent clause and two independent clauses.

4. Turn “The lights dimmed, and the film began” **into a complex sentence.**

Answer: Sample answer: When the lights dimmed, the film began.

Reasoning: The revision makes the first event a dependent time clause.

5. Explain why word count cannot identify sentence structure.

Answer: Sentence structure depends on clause relationships, not length.

Reasoning: A long simple sentence may contain many phrases, while a short compound sentence contains two independent clauses.

Exit ticket

1. Classify this sentence: “I saved the document before the battery failed.”

Answer: Complex. “I saved the document” is independent, and “before the battery failed” is a dependent time clause.

Reasoning: This response applies the unit's central decision rule in context.

2. What separates a compound predicate from a compound sentence?

Answer: A compound sentence has a separate subject-verb core in each independent clause.

Reasoning: A compound predicate shares one subject.

3. Write one complex sentence that shows a cause.

Answer: Sample answer: Because the path was icy, the park closed early.

Reasoning: The because-clause states the cause and the main clause states the result.

Teacher notes and differentiation

- Have learners slash between clauses and box coordinating or subordinating connectors before naming the structure.
- If clause counting is weak, return to the sentence-foundations unit rather than teaching classifications as memorised patterns.

Sources consulted

- **Sentence Structure, Variety, and Clarity** — Sentence-pattern coverage and accuracy cross-check.
https://owl.purdue.edu/owl/graduate_writing/introduction_to_writing/documents/revising-and-editing/sentence-structure-activity.pdf

Fragments, run-ons, and comma splices

Diagnose incomplete thoughts and repair clauses that have been joined without suitable punctuation.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 03

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Repair the boundary

A boundary must show where one complete thought ends and how the next thought relates.

Fragment A phrase or dependent clause presented as a sentence. Supply the missing core or attach it.	Run-on Independent clauses joined without a correct boundary. Separate or connect the complete ideas.
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SEE THE PATTERN
Because the rain began, we closed the windows.

YOUR JOB: Test both sides for completeness before choosing a period, semicolon, or connector.

Learning goals

- Diagnose phrase fragments, dependent-clause fragments, fused sentences, and comma splices.
- Repair boundaries with a full stop, semicolon, conjunction, or subordinating word.
- Choose a repair that preserves the intended relationship between ideas.
- Distinguish accidental errors from purposeful stylistic fragments.

Key terms

fragment - an incomplete word group punctuated as if it were a sentence

fused sentence - independent clauses joined with no boundary

comma splice - independent clauses joined by only a comma

coordination - joining equal grammatical units

Repair fragments

A fragment is punctuated like a sentence but lacks a complete independent clause. It may be a dependent clause ("Because the road was closed."), a phrase ("Across the silent courtyard."), or a word group missing a subject or finite verb.

Repair a fragment by attaching it to a nearby sentence or supplying the missing core. "Because the road was closed, we followed the coast" connects the reason to the result. Do not remove every short sentence: "Stop." is a complete command with an understood subject.

Separate independent clauses

A fused sentence places independent clauses together with no boundary. A comma splice joins them with only a comma. Both problems can be fixed with a full stop, a semicolon, or a comma plus a coordinating conjunction. A subordinating word can also turn one clause into dependent information.

Choose the repair that matches the meaning. A semicolon suggests a close, balanced relationship. A conjunction names the connection: “but” marks contrast, “so” marks a result, and “yet” marks an unexpected contrast.

Do not repair punctuation mechanically

A full stop, a semicolon, and a conjunction are not interchangeable in tone. “The gate was locked. We waited” separates the facts. A semicolon highlights their close connection. “The gate was locked, so we waited” makes the result explicit.

Published writing sometimes uses fragments for dialogue, emphasis, or rhythm. Before accepting one, ask whether readers can recover the missing structure and whether the fragment creates a deliberate effect rather than accidental confusion.

A dependable decision routine

1. Mark clause cores

Find every subject and finite verb.

2. Test each boundary

Decide whether the material on each side can stand alone.

3. Name the relationship

Choose punctuation or a connector that states addition, contrast, cause, time, or result.

Worked examples

Fragment repaired

Before the final bell. → We packed our instruments before the final bell.

The original prepositional phrase has no subject-verb core. Attaching it to an independent clause completes the idea.

Comma splice repaired

The queue moved slowly, so we reviewed our notes.

The coordinating conjunction “so” works with the comma and expresses the result relationship.

Dependent fragment

Although the forecast predicted sunshine. The organizers packed tents.

Attach the opening clause: “Although the forecast predicted sunshine, the organizers packed tents.”

Fused sentence

The printer stopped we submitted the form online.

A meaningful repair is “The printer stopped, so we submitted the form online.”

Common errors—and how to repair them

Not yet: I checked the schedule, the train had left.

Revision: I checked the schedule, but the train had left.

A comma alone cannot join two independent clauses; but also names the contrast.

Not yet: Such as the final paragraph.

Revision: The editor revised several sections, such as the final paragraph.

The example phrase needs to attach to a complete clause.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Diagnose: “While the paint dried.”

Hint: What happened while it dried?

2. Repair: “The path narrowed we walked single file.”

Hint: Name the cause-and-result relationship.

3. Repair the comma splice: “The room was quiet, everyone was reading.”

Hint: Both sides can stand alone.

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Diagnose: “Across the frozen lake at dawn.”

2. Diagnose: “The bell rang the doors opened.”

3. Repair “I wanted to call, my phone had no signal” with a conjunction.

4. Repair “Because the lift was full” by adding a result.

5. Give one reason a skilled writer might deliberately use a fragment.

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Repair “The museum was closing, we returned the audio guides” in two different ways.

2. What is the difference between a fused sentence and a comma splice?

3. Repair “The café closed early, we made tea at home” in one clear way.

Fragments, run-ons, and comma splices: answer key

Guided practice

1. Diagnose: “While the paint dried.”

Answer: Dependent-clause fragment

Reasoning: While makes the clause incomplete by creating an unfinished time relationship.

2. Repair: “The path narrowed we walked single file.”

Answer: Sample answer: The path narrowed, so we walked single file.

Reasoning: So explains the result and joins two independent clauses correctly.

3. Repair the comma splice: “The room was quiet, everyone was reading.”

Answer: Sample answer: The room was quiet; everyone was reading.

Reasoning: The semicolon correctly joins two closely related independent clauses.

Independent practice

1. Diagnose: “Across the frozen lake at dawn.”

Answer: Phrase fragment

Reasoning: The group contains no subject-finite verb core.

2. Diagnose: “The bell rang the doors opened.”

Answer: Fused sentence

Reasoning: Two independent clauses have no boundary.

3. Repair “I wanted to call, my phone had no signal” with a conjunction.

Answer: Sample answer: I wanted to call, but my phone had no signal.

Reasoning: But states the contrast and works with the comma.

4. Repair “Because the lift was full” by adding a result.

Answer: Sample answer: Because the lift was full, we took the stairs.

Reasoning: The independent clause completes the reason relationship.

5. Give one reason a skilled writer might deliberately use a fragment.

Answer: For emphasis, dialogue, pacing, or a controlled stylistic effect.

Reasoning: The choice is effective only when the missing meaning remains clear.

Exit ticket

1. Repair “The museum was closing, we returned the audio guides” in two different ways.

Answer: For example: “The museum was closing, so we returned the audio guides.” Or: “The museum was closing; we returned the audio guides.”

Reasoning: This response applies the unit's central decision rule in context.

2. What is the difference between a fused sentence and a comma splice?

Answer: A fused sentence has no boundary; a comma splice uses only a comma.

Reasoning: Both incorrectly join independent clauses.

3. Repair “The café closed early, we made tea at home” in one clear way.

Answer: Sample answer: The café closed early, so we made tea at home.

Reasoning: The conjunction names the result.

Teacher notes and differentiation

- Require learners to identify the independent clauses before choosing a repair; punctuation-first guessing hides the underlying problem.
- Discuss multiple correct repairs and how each changes emphasis so the activity remains meaning-driven.

Sources consulted

• **Run-ons, Comma Splices, and Fused Sentences** — Error-category and repair-strategy cross-check; no exercise text reproduced.
https://owl.purdue.edu/owl_exercises/sentence_structure/sentence_structure/run_ons_comma_splices_and_fused_sentences.html

• **Sentence Fragments Exercise 1** — Fragment topic coverage only; KSSR examples and checkpoint are original.
https://owl.purdue.edu/owl_exercises/sentence_structure/sentence_fragments/sentence_fragments_exercise_1.html

Subject-verb agreement

35-45 min

Match finite verbs to their grammatical subjects, even when other words interrupt the pattern.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 04

GRAMMARFIELDS MINI LESSON



GRAMMARFIELDS MINI LESSON



Match the true subject

The verb agrees with the head noun of the subject, not with the nearest noun.

Singular core

One shell shines; one basket rests.
Use the singular verb form.

Plural core

Two shells shine; two baskets rest.
Use the plural verb form.

SEE THE PATTERN

The basket of shells rests by the door.

YOUR JOB: Cross out interrupting phrases, identify the head noun, and match the verb to it.



Learning goals

- Identify the head noun of a subject phrase.
- Match present-tense verbs and forms of be to singular and plural subjects.
- Apply agreement with joined subjects, indefinite pronouns, and quantity expressions.
- Revise awkward agreement patterns for clarity.

Key terms

agreement - matching a verb form to the grammatical number and person of its subject

head noun - the central noun that controls a larger noun phrase

indefinite pronoun - a pronoun such as each, everyone, or several that does not name a particular person or thing

collective noun - a singular-form noun naming a group

Find the true subject

In the present simple, a third-person singular subject normally takes a verb ending in -s, while plural subjects use the base form: "The device works"; "The devices work." Forms of "be" change more visibly: "The result is"; "The results are."

Ignore interrupting phrases when identifying the subject. In "The box of spare cables is under the desk," the subject is the singular noun "box," not the nearby plural noun "cables." Turn the sentence into a short core—"The box is"—to test the agreement.

Handle joined and indefinite subjects

Subjects joined by “and” are generally plural. With “or” and “nor,” the verb usually agrees with the nearer subject: “Either the tutors or the coordinator is calling.” Rewrite awkward combinations if the agreement distracts the reader.

Many indefinite pronouns, including “each,” “everyone,” and “someone,” are singular in formal edited English. Quantifiers such as “some” depend on the noun they refer to: “Some of the rice is ready,” but “Some of the plates are ready.”

Meaning still matters

Some quantity expressions take singular or plural agreement according to what they measure. “Ten kilometres is a long walk” treats the distance as one amount, while “Ten kilometres remain unmarked” treats the kilometres as separate units.

Collective nouns vary by dialect and intended meaning. American edited English often treats “team” as singular when the group acts as one unit. If a sentence sounds strained, name the members directly instead of forcing a distracting agreement choice.

A dependable decision routine

1. Cross out interrupters

Temporarily ignore prepositional phrases and inserted descriptions.

2. Reduce the subject

Find the head noun or pronoun that controls the verb.

3. Say the short core

Test the subject and verb together before restoring the full sentence.

Worked examples

Interrupting phrase

A series of workshops begins next Monday.

The head of the subject is singular “series,” so the verb is “begins.”

Nearest subject

Neither the principal nor the teachers are available.

With “neither...nor,” the nearer subject “teachers” is plural, so “are” agrees.

Quantity as one amount

Two hours is enough time for the workshop.

The duration is treated as one amount, so the singular verb fits.

Relative clause

She is one of the researchers who work in the field station.

Who refers to plural “researchers,” so the relative-clause verb is “work.”

Common errors—and how to repair them

Not yet: The basket of pears sit by the door.

Revision: The basket of pears sits by the door.

The singular head noun “basket,” not the nearby plural “pears,” controls the verb.

Not yet: Every student and teacher are invited.

Revision: Every student and teacher is invited.

When every applies to each member individually, formal edited English uses a singular verb.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Choose: “The list of emergency numbers (is/are) beside the phone.”

Hint: Ignore “of emergency numbers.”

2. Choose: “Neither the coaches nor the captain (was/were) available.”

Hint: Look at the noun nearest the verb.

3. Choose: “Some of the equipment (needs/need) repair.”

Hint: Ask what “some” refers to.

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Choose: “Each of the windows (has/have) a safety latch.”

2. Choose: “The instructions on the screen (was/were) unclear.”

3. Choose: “Either the assistants or the manager (opens/open) the office.”

4. Revise the awkward sentence “Either the manager or the assistants are responsible” so agreement is less distracting.

5. Explain the agreement in “Five dollars is the entrance fee.”

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Choose the verb: “Each of the proposals (includes/include) a budget.”

2. What word usually controls agreement inside a long subject phrase?

3. Choose and explain: “Everyone in the two groups (receives/receive) a badge.”

Subject-verb agreement: answer key

Guided practice

1. Choose: "The list of emergency numbers (is/are) beside the phone."

Answer: is

Reasoning: The singular head noun "list" controls the verb.

2. Choose: "Neither the coaches nor the captain (was/were) available."

Answer: was

Reasoning: With neither...nor, the verb agrees with the nearer singular subject "captain."

3. Choose: "Some of the equipment (needs/need) repair."

Answer: needs

Reasoning: Equipment is noncount and takes singular agreement here.

Independent practice

1. Choose: "Each of the windows (has/have) a safety latch."

Answer: has

Reasoning: Each is singular.

2. Choose: "The instructions on the screen (was/were) unclear."

Answer: were

Reasoning: The plural head noun is "instructions."

3. Choose: "Either the assistants or the manager (opens/open) the office."

Answer: opens

Reasoning: The nearer subject "manager" is singular.

4. Revise the awkward sentence "Either the manager or the assistants are responsible" so agreement is less distracting.

Answer: Sample answer: The assistants or the manager are responsible.

Reasoning: Placing the plural subject nearer the verb produces a natural plural form, though the factual meaning should be preserved.

5. Explain the agreement in "Five dollars is the entrance fee."

Answer: The amount is treated as one price, so the verb is singular.

Reasoning: Meaning determines whether a quantity is one total or separate units.

Exit ticket

1. Choose the verb: "Each of the proposals (includes/include) a budget."

Answer: "Includes." The subject is the singular indefinite pronoun "each"; "of the proposals" does not change its number.

Reasoning: This response applies the unit's central decision rule in context.

2. What word usually controls agreement inside a long subject phrase?

Answer: The head noun or pronoun.

Reasoning: Nearby nouns inside modifiers do not normally control the main verb.

3. Choose and explain: “Everyone in the two groups (receives/receive) a badge.”

Answer: receives

Reasoning: Everyone is a singular indefinite pronoun.

Teacher notes and differentiation

- Use sentence cores such as “list is” and “instructions are” before introducing exceptional constructions.
- Flag dialect-sensitive collective nouns and encourage revision rather than presenting one variety as universally correct.

Sources consulted

- **Subject-Verb Agreement** — Agreement-topic coverage and rule cross-check.

https://owl.purdue.edu/owl_exercises/sentence_structure/subject_verb_agreement/index.html

- **Subject-Verb Agreement Exercise** — Coverage audit only; no Purdue exercise items reproduced.

https://owl.purdue.edu/owl_exercises/sentence_structure/subject_verb_agreement/subject_verb_agreement_exercise.html

Verb tense and aspect

40-50 min

Use tense to locate an event in time and aspect to show whether it is ongoing, completed, or connected to another time.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 05

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Place events in time

Tense locates an event; aspect shows whether it is complete, ongoing, repeated, or connected to another time.

Reference time

The point from which the writer views the event.
Look for a time marker.

Verb viewpoint

The form that shows the event's timing and shape.
Check the auxiliary plus main verb.

SEE THE PATTERN

When we arrived, the stars **had already appeared**.

YOUR JOB: Put the events on a timeline and choose the verb form that preserves their order.

Learning goals

- Distinguish tense from grammatical aspect.
- Use simple, progressive, perfect, and perfect-progressive forms to express viewpoint.
- Maintain a coherent timeline across sentences.
- Explain why stative verbs are not normally progressive in their ordinary meanings.

Key terms

tense - the grammatical location of a situation, mainly present or past in English

aspect - the speaker's view of an event as whole, ongoing, completed, or connected across time

auxiliary - a helping verb used to build tense, aspect, voice, or modality

participle - a verb form used with an auxiliary or as a modifier

Time and viewpoint

Tense locates a situation mainly in the present or past; modal and auxiliary combinations help express the future. Aspect shows the writer's viewpoint. Simple forms present facts or whole events. Progressive forms use "be" plus an -ing participle to show activity in progress.

Perfect forms use "have" plus a past participle to connect an earlier event to a later reference point: "They have completed the survey" connects the completed work to now. Perfect progressive forms add duration or repeated activity: "They have been collecting responses for a week."

Maintain a meaningful timeline

Keep the controlling tense stable unless the time relationship changes. In a past narrative, past perfect can mark an event that occurred before another past event: “By the time we arrived, the film had started.” Once the sequence is clear, excessive past perfect can sound heavy.

Some verbs describing states, such as “know,” “belong,” and “seem,” are not usually progressive in their ordinary meanings. Choose forms by meaning, not by mechanical time words alone.

Build timelines, not isolated forms

A tense choice should fit the surrounding time frame. In “We entered after the caretaker had unlocked the hall,” past perfect marks the earlier event. Once that order is established, the narrative can return to simple past without repeating had before every verb.

Present perfect connects an earlier event with the present and therefore resists finished past-time expressions in standard usage. Say “I visited Osaka last year,” but “I have visited Osaka several times.” The first locates a finished event; the second describes experience up to now.

A dependable decision routine

1. Set the reference time

Decide whether the reader is looking from now, from a past moment, or from another stated time.

2. Choose the viewpoint

Ask whether the event is a fact, in progress, already completed, or continuing across a period.

3. Check neighboring verbs

Keep the timeline stable unless the meaning requires a deliberate shift.

Worked examples

Present perfect

I have misplaced my pass.

The loss happened earlier, but its result matters now: the speaker does not have the pass.

Past perfect sequence

The caretaker had locked the hall before our group returned.

“Had locked” marks the earlier of two past events.

Ongoing past background

The orchestra was rehearsing when the lights failed.

Past progressive presents the rehearsal as ongoing around the shorter simple-past event.

Duration to now

Mira has been studying the samples since Tuesday.

Present perfect progressive connects an ongoing activity and its duration to the present.

Common errors—and how to repair them

Not yet: I have finished the report yesterday.

Revision: I finished the report yesterday.

Yesterday fixes the event in a completed past time, so simple past is appropriate.

Not yet: I am knowing the answer.

Revision: I know the answer.

Know normally describes a state rather than an unfolding action.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Choose: “By the time the guests arrived, we (prepared/had prepared) the room.”

Hint: Which event happened first?

2. Explain the difference: “Jin writes every morning” and “Jin is writing now.”

3. Correct the timeline: “Last night I have watched the documentary.”

Hint: Locate the event on a finished timeline.

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Complete: “I ____ this book three times, so I remember the ending.” (read)

2. Complete: “At eight yesterday, the team ____ the final scene.” (film)

3. Explain the shift in “She had locked the door before she left.”

4. Revise the unnecessary shift: “The speaker entered and begins the lecture.”

5. Choose: “This coat (belongs/is belonging) to my brother.”

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. What difference does aspect create between “Leah reads the report” and “Leah is reading the report”?

2. What does aspect add beyond tense?

3. Write one sentence using present perfect to describe experience.

Verb tense and aspect: answer key

Guided practice

1. Choose: “By the time the guests arrived, we (prepared/had prepared) the room.”

Answer: had prepared

Reasoning: Past perfect marks the preparation as earlier than the guests' arrival.

2. Explain the difference: “Jin writes every morning” and “Jin is writing now.”

Answer: The first describes a habit; the second describes an activity in progress now.

Reasoning: Compare whole or repeated action with ongoing action.

3. Correct the timeline: “Last night I have watched the documentary.”

Answer: Last night I watched the documentary.

Reasoning: The finished past-time phrase calls for simple past.

Independent practice

1. Complete: “I ____ this book three times, so I remember the ending.” (read)

Answer: have read

Reasoning: The experience remains relevant now and no finished past time is given.

2. Complete: “At eight yesterday, the team ____ the final scene.” (film)

Answer: was filming

Reasoning: Past progressive shows an action in progress at a stated past time.

3. Explain the shift in “She had locked the door before she left.”

Answer: Past perfect marks locking as earlier than the simple-past departure.

Reasoning: The forms make the sequence explicit.

4. Revise the unnecessary shift: “The speaker entered and begins the lecture.”

Answer: The speaker entered and began the lecture.

Reasoning: Both actions belong to the same past narrative.

5. Choose: “This coat (belongs/is belonging) to my brother.”

Answer: belongs

Reasoning: Belong is normally stative in this meaning.

Exit ticket

1. What difference does aspect create between “Leah reads the report” and “Leah is reading the report”?

Answer: The simple form can describe a habit or whole action. The progressive form presents the reading as in progress around the reference time.

Reasoning: This response applies the unit's central decision rule in context.

2. What does aspect add beyond tense?

Answer: It shows how an event unfolds or connects to a reference time.

Reasoning: Aspect distinguishes whole, ongoing, completed, and continuing viewpoints.

3. Write one sentence using present perfect to describe experience.

Answer: Sample answer: I have traveled by ferry several times.

Reasoning: The sentence describes experience up to now without a finished past-time phrase.

Teacher notes and differentiation

- Draw actual timelines and ask learners to place events before choosing verb forms.
- Treat stative-verb guidance as meaning-sensitive; some verbs become progressive when their meaning changes, as in “I am thinking about it.”

Sources consulted

- **Active Verb Tenses** — Tense and aspect inventory cross-check.
https://owl.purdue.edu/owl/general_writing/grammar/active_verb_tenses.html
- **Verbs with Helpers** — Auxiliary-verb terminology cross-check.
https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/verbs_with_helpers.html

Active and passive voice

Choose active or passive voice according to focus, responsibility, evidence, and flow.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 06

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Choose the sentence focus

Active and passive voice describe the same event while directing attention differently.

Active voice

The doer is the grammatical subject.
Use it when the agent matters.

Passive voice

The receiver is the grammatical subject.
Use it when the receiver or result matters.

SEE THE PATTERN

The gardener watered **the meadow**.

YOUR JOB: Decide what readers should notice first, then place that idea in the subject position.

Learning goals

- Identify active and passive clauses from their structure.
- Transform a transitive active clause into a grammatically complete passive clause.
- Choose voice according to focus, responsibility, evidence, and genre.
- Revise vague or unnecessary passive constructions.

Key terms

active voice - a clause whose subject performs the action

passive voice - a clause whose subject receives or undergoes the action

agent - the person or thing that performs an action

transitive verb - a verb that can take a direct object

How voice changes focus

In active voice, the grammatical subject performs the action: "The committee approved the plan." In passive voice, the subject receives the action: "The plan was approved by the committee." A passive construction normally uses a form of "be" plus a past participle, although some passive patterns use "get."

Active voice often names responsibility directly and uses fewer words. Passive voice is useful when the receiver deserves emphasis, when the agent is unknown or unimportant, or when a field's conventions focus on procedures and results.

Make the choice deliberately

Passive voice is not automatically an error. The problem is an unclear or evasive choice. “Mistakes were made” hides the actor; that may be misleading when responsibility matters. By contrast, “The samples were stored at 4°C” sensibly emphasizes the samples and procedure.

When revising, identify the action, the actor, and the receiver. Put the most important known information in subject position, and include a “by” phrase only when naming the agent adds useful information.

Voice is a choice, not a moral rule

Active voice often makes responsibility and sequence easier to follow: “The committee rejected the proposal.” Passive voice is useful when the receiver matters more, the agent is unknown, or a genre convention foregrounds the process: “The samples were stored at –20°C.”

A passive sentence can still be precise. The problem is not the form itself but missing information the reader needs. “Mistakes were made” may conceal responsibility, while “Three labels were printed incorrectly by the supplier” identifies both the affected items and the agent.

A dependable decision routine

1. Find the action and participants

Identify who or what acts and who or what is affected.

2. Choose the sentence focus

Place the most useful topic in subject position.

3. Check the passive form

A passive normally uses a form of be plus a past participle; name the agent only when it matters.

Worked examples

Active for responsibility

The finance team corrected the invoice.

The sentence clearly names who performed the correction.

Passive for result

All responses were anonymized before analysis.

The handling of the responses matters more here than the identity of the person doing it.

Process focus

The solution was heated for five minutes.

The passive foregrounds the laboratory procedure; the person heating it is not important.

Responsibility restored

The contractor installed the damaged panel.

Active voice clearly identifies who performed the action.

Common errors—and how to repair them

Not yet: The results were showed in the graph.

Revision: The results were shown in the graph.

Passive voice requires the past participle “shown,” not the simple-past form “showed.”

Not yet: The accident was happened at noon.

Revision: The accident happened at noon.

Happen is intransitive here and does not form this passive pattern.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Identify the voice: “The storm damaged three roofs.”

Hint: Ask whether the subject acts or receives the action.

2. Change to passive: “A technician tested the alarm.”

Hint: Move the affected thing into subject position.

3. Which voice better foregrounds a laboratory method: “We weighed the sample” or “The sample was weighed”?

Hint: What is the paragraph's topic?

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Identify the voice: “The final decision was announced on Friday.”

2. Change to active: “The mural was designed by local students.”

3. Explain why “The documents were disappeared” is incorrect.

4. Revise to identify responsibility: “The deadline was missed.”

5. Write one appropriate passive sentence about a scientific procedure.

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Revise “The final schedule was published by the coordinator” into active voice.

2. What two elements normally form a passive verb phrase?

3. Give one legitimate reason to omit the agent in a passive sentence.

Active and passive voice: answer key

Guided practice

1. Identify the voice: "The storm damaged three roofs."

Answer: Active

Reasoning: The subject "storm" performs the action.

2. Change to passive: "A technician tested the alarm."

Answer: The alarm was tested by a technician.

Reasoning: The object becomes the subject and the verb becomes was tested.

3. Which voice better foregrounds a laboratory method: "We weighed the sample" or "The sample was weighed"?

Answer: The sample was weighed.

Reasoning: The passive keeps attention on the material and procedure.

Independent practice

1. Identify the voice: "The final decision was announced on Friday."

Answer: Passive

Reasoning: The subject receives the action; the agent is omitted.

2. Change to active: "The mural was designed by local students."

Answer: Local students designed the mural.

Reasoning: The agent becomes the active subject.

3. Explain why "The documents were disappeared" is incorrect.

Answer: Disappear is intransitive in this use and cannot take the normal passive form.

Reasoning: Use "The documents disappeared."

4. Revise to identify responsibility: "The deadline was missed."

Answer: Sample answer: The project team missed the deadline.

Reasoning: The revision names the responsible agent when that information matters.

5. Write one appropriate passive sentence about a scientific procedure.

Answer: Sample answer: The seedlings were measured every two days.

Reasoning: The procedure and its objects are foregrounded.

Exit ticket

1. Revise "The final schedule was published by the coordinator" into active voice.

Answer: "The coordinator published the final schedule." The coordinator becomes the subject and performs the action.

Reasoning: This response applies the unit's central decision rule in context.

2. What two elements normally form a passive verb phrase?

Answer: A form of be and a past participle.

Reasoning: Other auxiliaries may appear, but this core marks the passive.

3. Give one legitimate reason to omit the agent in a passive sentence.

Answer: The agent is unknown, obvious, unimportant, or deliberately backgrounded.

Reasoning: The choice should support the sentence's focus.

Teacher notes and differentiation

- Avoid blanket instructions to remove all passive voice; compare how voice changes focus in real genres.
- Check that learners use true past participles when transforming irregular verbs.

Sources consulted

- **Verbs: Voice and Mood** — Voice terminology and purpose cross-check.

https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/verbs_voice_and_mood.html

- **More about Passive Voice** — Appropriate-use coverage check.

https://owl.purdue.edu/owl/general_writing/academic_writing/active_and_passive_voice/more_about_passive_voice.html

Pronoun case, agreement, and reference

Select pronoun forms by grammatical role and keep every reference clear and consistent.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 07

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Keep the reference clear

A pronoun must point to one clear antecedent and agree with it in number and person.

Antecedent

The noun or noun phrase the pronoun refers to.
Name the intended person or thing.

Pronoun

A word that stands in for the antecedent.
Check clarity, number, and person.

SEE THE PATTERN

Mina switched on her lantern because **she** needed light.

YOUR JOB: Draw an arrow from each pronoun to exactly one unmistakable antecedent.

Learning goals

- Select subject, object, and possessive pronoun forms by grammatical role.
- Maintain agreement between pronouns and their antecedents.
- Recognise and repair ambiguous or remote pronoun reference.
- Use singular they appropriately and revise when reference remains unclear.

Key terms

pronoun case - the form a pronoun takes for its grammatical job

antecedent - the word or idea a pronoun refers back to

agreement - consistency in person and number between a pronoun and its antecedent

reference - the reader's ability to identify what a pronoun means

Choose case by function

Subject forms include "I," "he," "she," "we," "they," and "who." Object forms include "me," "him," "her," "us," "them," and "whom." Remove a coordinated noun to test the form: "The coach thanked Priya and me" becomes "The coach thanked me," not "thanked I."

Possessive pronouns such as "mine" and "theirs" stand alone, while possessive determiners such as "my" and "their" introduce nouns. Reflexive forms such as "myself" should refer back to a matching subject or add emphasis; they

should not replace ordinary subject or object forms.

Control agreement and reference

A pronoun should agree with its antecedent in number and person. Singular “they” is widely used for an unknown, nonbinary, or deliberately unspecified person and helps avoid awkward “he or she” repetition. Keep point of view steady unless there is a reason to change it.

A reference must also be unmistakable. In “When Hana called Sofia, she was worried,” “she” could name either person. Repeat a noun or restructure the sentence. Relative pronouns introduce adjective clauses; commas distinguish nonessential information from information needed to identify the noun.

Clear reference outranks mechanical substitution

Singular they is standard when a person's gender is unknown, irrelevant, or nonbinary: “Each applicant should attach their portfolio.” Agreement is still important across the sentence; do not shift unpredictably from they to he or she.

A grammatically possible pronoun can still be unclear. In “Leila called Maya after she arrived,” she could refer to either person. Naming the intended person—“after Maya arrived”—solves a meaning problem that case rules alone cannot fix.

A dependable decision routine

1. Name the pronoun's job

Decide whether it is a subject, object, possessive form, or reflexive form.

2. Locate the antecedent

Point to the exact noun or idea the pronoun represents.

3. Read for one clear match

Revise if two nearby nouns could reasonably fit or if person and number shift.

Worked examples

Case test

Between you and me, the estimate seems low.

The preposition “between” takes object forms, so “me” is correct.

Clear reference

Hana called Sofia because Hana was worried.

Repeating the name removes the ambiguous pronoun reference.

Object of a preposition

The invitation was addressed to Mina and me.

Remove “Mina and” to hear the object form: “to me.”

Clear singular they

Every participant may revise their response once.

Their agrees in meaning with the singular, gender-neutral antecedent “every participant.”

Common errors—and how to repair them

Not yet: Me and Luca prepared the display.

Revision: Luca and I prepared the display.

The pronouns form the compound subject, so subject case is required.

Not yet: When Ava spoke to Noor, she was nervous.

Revision: When Ava spoke to Noor, Ava was nervous.

Repeating the intended name removes the ambiguous reference.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Choose: “The coach thanked Maya and (I/me).”

Hint: Remove “Maya and” and test the sentence.

2. Repair the reference: “The tablet was beside the notebook, but it was damaged.”

Hint: Which object does “it” mean?

3. Complete consistently: “Every writer should check ____ sources before submitting.”

Hint: Keep the antecedent and pronoun aligned.

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Choose: “Between you and (I/me), the plan needs revision.”

2. Choose: “Sam and (she/her) presented the findings.”

3. Revise the shift: “If a student has a question, you should ask after class.”

4. Repair: “The jar did not fit in the cabinet because it was too narrow.”

5. Explain why reflexive “myself” is incorrect in “Please email Jo or myself.”

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Choose and explain: “Jordan and (I/me) prepared the display.”

2. What is a pronoun's antecedent?

3. Revise: “Ari told Ben that his application was ready” so Ben's application is clearly meant.

Pronoun case, agreement, and reference: answer key

Guided practice

1. Choose: "The coach thanked Maya and (I/me)."

Answer: me

Reasoning: The pronoun is part of the verb's object.

2. Repair the reference: "The tablet was beside the notebook, but it was damaged."

Answer: Sample answer: The damaged tablet was beside the notebook.

Reasoning: Naming the damaged object removes the ambiguity.

3. Complete consistently: "Every writer should check ____ sources before submitting."

Answer: their

Reasoning: Singular their provides concise gender-neutral agreement.

Independent practice

1. Choose: "Between you and (I/me), the plan needs revision."

Answer: me

Reasoning: The pronoun is the object of between.

2. Choose: "Sam and (she/her) presented the findings."

Answer: she

Reasoning: The pronoun is part of the compound subject.

3. Revise the shift: "If a student has a question, you should ask after class."

Answer: If a student has a question, they should ask after class.

Reasoning: The revision keeps third-person reference consistent.

4. Repair: "The jar did not fit in the cabinet because it was too narrow."

Answer: Sample answer: The jar did not fit because the cabinet was too narrow.

Reasoning: The revision names which item was narrow.

5. Explain why reflexive "myself" is incorrect in "Please email Jo or myself."

Answer: The pronoun is an ordinary object, so "me" is required.

Reasoning: Reflexive forms normally refer back to a matching subject or add emphasis.

Exit ticket

1. Choose and explain: "Jordan and (I/me) prepared the display."

Answer: "I." The coordinated phrase is the subject. Without "Jordan and," the sentence is "I prepared the display."

Reasoning: This response applies the unit's central decision rule in context.

2. What is a pronoun's antecedent?

Answer: The word or idea the pronoun refers to.

Reasoning: Clear antecedents help readers recover meaning immediately.

3. Revise: “Ari told Ben that his application was ready” so Ben's application is clearly meant.

Answer: Ari told Ben that Ben's application was ready.

Reasoning: Repeating Ben removes the ambiguity.

Teacher notes and differentiation

- Teach case with grammatical roles and removal tests, not with blanket rules that compound expressions always sound formal.
- Treat singular they as standard current English while still requiring clear antecedents and consistent person.

Sources consulted

- **Pronouns** — Pronoun-category and case cross-check.

https://owl.purdue.edu/owl/general_writing/grammar/pronouns/index.html

- **Defining vs. Non-Defining** — Relative-clause distinction cross-check.

https://owl.purdue.edu/owl/general_writing/grammar/relative_pronouns/defining_vs_non_defining.html

Modifier placement and clarity

35-45 min

Place descriptive words and phrases beside what they modify, and supply a clear doer for opening phrases.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 08

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Place details beside their target

A modifier should sit close to the word it describes and must logically attach to that word.

Modifier

Adds a description, condition, place, time, or manner.
Ask what the phrase describes.

Target

The exact word or phrase being described.
Place it beside the modifier.

SEE THE PATTERN

Walking through the grove, I found a silver leaf.

YOUR JOB: Identify the implied doer of the opening phrase, then make that doer the subject.

Learning goals

- Place single-word and phrase modifiers beside the words they describe.
- Recognise misplaced, dangling, and squinting modifiers.
- Supply a logical subject after an introductory modifying phrase.
- Revise for both grammatical attachment and intended meaning.

Key terms

modifier - a word, phrase, or clause that describes or limits another element

misplaced modifier - a modifier positioned beside the wrong possible target

dangling modifier - a modifier whose intended target is missing from the sentence

squinting modifier - a modifier placed where it could describe material on either side

Keep modifiers close

A modifier should sit near the word or idea it describes. Distance can produce an unintended meaning: "She served sandwiches to the children on paper plates" momentarily suggests that the children are on the plates. Move the phrase: "She served the children sandwiches on paper plates."

Limiting adverbs such as "only," "almost," and "nearly" can change a sentence's focus. Compare "Only Amir reviewed the draft" with "Amir reviewed only the draft." Place the limiter immediately before the element it restricts.

Give introductory phrases a doer

An opening participial phrase normally describes the subject that follows it. “Walking through the gallery, the sculpture caught my attention” wrongly makes the sculpture seem to walk. Name the walker: “Walking through the gallery, I noticed the sculpture.”

A modifier can also squint between two possible targets. “Students who practice often improve” could mean frequent practice or frequent improvement. Rewrite the sentence to state the intended relationship precisely.

Position creates meaning

Restrictive words such as only, almost, and nearly can change the claim depending on placement. “Only Mina reviewed the draft” means nobody else reviewed it. “Mina reviewed only the draft” means she reviewed nothing else.

An opening participial phrase normally describes the subject that follows. “Walking through the gallery, the sculpture surprised me” accidentally makes sculpture the walker. Make the real doer the subject: “Walking through the gallery, I was surprised by the sculpture.”

A dependable decision routine

1. Box the modifier

Identify the complete descriptive word group.

2. Name its target

State exactly who or what the modifier should describe.

3. Place them together

Move the modifier or rewrite the clause so the relationship is immediate and logical.

Worked examples

Place the limiter

The editor nearly removed every footnote.

“Nearly” modifies “removed”: the editor considered or came close to removing them but did not complete the action.

Supply the doer

After comparing the two maps, we noticed a missing road.

The subject “we” clearly performs the action in the opening phrase.

Only changes scope

Noah only borrowed the camera.

In informal speech this may be understood, but “Noah borrowed only the camera” precisely limits what he borrowed.

Doer supplied

After checking every figure, the analyst submitted the report.

The subject “analyst” logically performs both checking and submitting.

Common errors—and how to repair them

Not yet: Covered in dust, Mia opened the old trunk.

Revision: Mia opened the old trunk, which was covered in dust.

The original placement says Mia was covered in dust; the revision identifies the trunk.

Not yet: Running for the bus, my bag fell open.

Revision: Running for the bus, I felt my bag fall open.

The added subject "I" is the logical runner.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. What does only limit in “Only Priya signed the card”?

Hint: Look immediately after only.

2. Repair: “Looking through the telescope, the moon appeared enormous.”

Hint: Who was looking?

3. Move the modifier to show that the jacket is green: “Lena found a jacket in the cupboard that was green.”

Hint: Place the description next to its target.

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Explain the difference: “I almost read every chapter” and “I read almost every chapter.”

2. Repair: “To finish before noon, the final section was shortened.”

3. Repair: “She served sandwiches to the children on paper plates.”

4. Identify the dangling modifier: “After reading the article, the conclusion seemed weak.”

5. Write a sentence in which only clearly limits an object.

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Repair the dangling modifier: “To finish before noon, the timer was set for twenty minutes.”

2. What should immediately follow most opening participial phrases?

3. Revise: “Painted bright blue, the visitors admired the door.”

Modifier placement and clarity: answer key

Guided practice

1. What does only limit in “Only Priya signed the card”?

Answer: Priya

Reasoning: The sentence says Priya, and nobody else, signed it.

2. Repair: “Looking through the telescope, the moon appeared enormous.”

Answer: Looking through the telescope, I saw an enormous moon.

Reasoning: The revision supplies a person who can look through the telescope.

3. Move the modifier to show that the jacket is green: “Lena found a jacket in the cupboard that was green.”

Answer: Lena found a green jacket in the cupboard.

Reasoning: Green now sits directly beside jacket.

Independent practice

1. Explain the difference: “I almost read every chapter” and “I read almost every chapter.”

Answer: The first says the reading nearly happened; the second says most, but not all, chapters were read.

Reasoning: Modifier position changes its scope.

2. Repair: “To finish before noon, the final section was shortened.”

Answer: To finish before noon, the editor shortened the final section.

Reasoning: The revision names the person pursuing the goal.

3. Repair: “She served sandwiches to the children on paper plates.”

Answer: She served the children sandwiches on paper plates.

Reasoning: The revision keeps the plates beside the sandwiches rather than the children.

4. Identify the dangling modifier: “After reading the article, the conclusion seemed weak.”

Answer: After reading the article

Reasoning: The sentence does not name who read the article.

5. Write a sentence in which only clearly limits an object.

Answer: Sample answer: We photographed only the eastern wall.

Reasoning: Only sits directly before the object it limits.

Exit ticket

1. Repair the dangling modifier: “To finish before noon, the timer was set for twenty minutes.”

Answer: For example: “To finish before noon, we set the timer for twenty minutes.” The subject “we” can logically finish and set the timer.

Reasoning: This response applies the unit’s central decision rule in context.

2. What should immediately follow most opening participial phrases?

Answer: The noun or pronoun the phrase logically describes.

Reasoning: This placement prevents a dangling modifier.

3. Revise: “Painted bright blue, the visitors admired the door.”

Answer: The visitors admired the door, which was painted bright blue.

Reasoning: The revision makes door, not visitors, the painted item.

Teacher notes and differentiation

- Ask learners to draw an arrow from every modifier to its intended target before revising.
- Use meaning contrasts with only and almost; they make modifier placement visible without relying on terminology alone.

Sources consulted

- **Sentence Clarity** — Modifier-error terminology and clarity cross-check.

https://owl.purdue.edu/owl/general_writing/mechanics/documents/new_sentence_clarity_10312025.pdf

- **Adjective or Adverb?** — Word-level modifier function cross-check.

https://owl.purdue.edu/owl/general_writing/grammar/how_to_use_adjectives_and_adverbs/adjective_or_adverb.html

Parallel structure

30-40 min

Give equal grammatical form to ideas that have equal roles in a list, comparison, or paired construction.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 09

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Make equal ideas look equal

Ideas with the same grammatical role should use the same grammatical form.

Shared role

Each item answers the same question in the sentence.
Read the sentence stem with every item.

Matching form

The items use parallel nouns, verbs, phrases, or clauses.
Keep the pattern consistent.

SEE THE PATTERN

Mina enjoys **reading**, **drawing**, and singing.

YOUR JOB: Label the form of every item, then revise any item that breaks the pattern.

Learning goals

- Recognise equal ideas expressed in unequal grammatical forms.
- Create parallel lists, headings, comparisons, and paired constructions.
- Use parallel structure to clarify hierarchy and emphasis.
- Revise without changing the intended meaning of each item.

Key terms

parallel structure - matching grammatical form for ideas with equal roles

coordinate ideas - words or groups that hold the same grammatical rank

correlative conjunction - a paired connector such as both...and or not only...but also

ellipsis - omitting repeated words that the reader can recover

Match forms in lists

Parallel structure means expressing coordinate ideas in the same grammatical shape. A list might contain three nouns, three infinitive phrases, or three clauses. "The role requires planning, negotiating, and reporting" is easier to process than a list that shifts unpredictably between forms.

A heading or introductory phrase may supply words shared by every item. Read the stem with each item to check that the grammar and meaning fit. Parallelism is not merely decorative; it shows readers which ideas belong at the same level.

Balance paired ideas

Correlative pairs-“both...and,” “either...or,” “neither...nor,” and “not only...but also”-should introduce matching structures. “The course is both demanding and rewarding” balances two adjectives.

Comparisons also need equivalent terms. “The library’s weekday hours are longer than the community center’s” compares hours with hours. Without the possessive substitute, the sentence could appear to compare hours with a building.

Parallelism shows readers what belongs together

Parallel structure is not merely decorative repetition. In instructions, headings, and arguments, matching forms reveal that items occupy the same level. A list beginning with “to compare” should not suddenly shift to “evaluation of” unless the hierarchy truly changes.

Do not sacrifice accuracy just to force identical wording. First decide whether the ideas are logically equal; then choose a form that expresses each one naturally. Sometimes the best repair is to split an overloaded list into two sentences.

A dependable decision routine

1. Find the shared stem

Identify the words that introduce every item.

2. Label each form

Mark items as nouns, infinitives, -ing forms, phrases, or clauses.

3. Choose one pattern

Revise every equal item into the clearest common form.

Worked examples

Balanced list

Our plan is to interview residents, to map the route, and to publish the findings.

Each item begins with an infinitive, so the three goals have equal form.

Correlative pair

The update not only fixed the error but also improved loading speed.

Both parts contain a past-tense verb phrase.

Headings aligned

The three headings were “Planning the study,” “Collecting evidence,” and “Reporting the findings.”

Each heading uses an -ing phrase and represents one stage of the process.

Comparison repaired

Reading the original is more useful than relying on a summary.

The sentence compares one -ing phrase with another.

Common errors—and how to repair them

Not yet: The role requires patience, accuracy, and to communicate clearly.

Revision: The role requires patience, accuracy, and clear communication.

All three objects are now noun phrases.

Not yet: She not only revised the introduction but also the conclusion was shortened.

Revision: She not only revised the introduction but also shortened the conclusion.

Both halves now contain parallel verb phrases sharing the same subject.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Revise: “We planned to interview residents, mapping the route, and a report.”

Hint: Read the stem “planned” with each item.

2. Complete in parallel form: “The device is small, reliable, and ____.”

Hint: Match the form of small and reliable.

3. Repair: “The new policy is both practical and it saves money.”

Hint: Identify the form after both.

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Revise: “The workshop focused on planning, to draft, and revision.”

2. Revise the comparison: “Her analysis is clearer than the earlier report.”

3. Complete: “The guide asked us to move quietly, speak softly, and ____.”

4. Explain why “to design, testing, and production” is difficult to scan.

5. Write one sentence using not only...but also with parallel verb phrases.

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Revise “Maya enjoys sketching, to swim, and bicycle rides” so the list is parallel.

2. What should be parallel in a list?

3. Revise: “Mina likes hiking, to paint, and puzzles.”

Parallel structure: answer key

Guided practice

1. Revise: “We planned to interview residents, mapping the route, and a report.”

Answer: We planned to interview residents, to map the route, and to write a report.

Reasoning: All three goals use infinitive phrases.

2. Complete in parallel form: “The device is small, reliable, and ____.”

Answer: Sample answer: affordable

Reasoning: Three adjectives create a balanced description.

3. Repair: “The new policy is both practical and it saves money.”

Answer: The new policy is both practical and economical.

Reasoning: Both sides of both...and are adjectives.

Independent practice

1. Revise: “The workshop focused on planning, to draft, and revision.”

Answer: The workshop focused on planning, drafting, and revising.

Reasoning: The objects of on use parallel -ing forms.

2. Revise the comparison: “Her analysis is clearer than the earlier report.”

Answer: Her analysis is clearer than the analysis in the earlier report.

Reasoning: The revision compares analysis with analysis rather than analysis with a report.

3. Complete: “The guide asked us to move quietly, speak softly, and ____.”

Answer: Sample answer: wait patiently

Reasoning: A base-form verb plus adverb matches the first two items.

4. Explain why “to design, testing, and production” is difficult to scan.

Answer: The coordinate items shift among an infinitive, an -ing form, and a noun.

Reasoning: Readers cannot immediately see their equal status.

5. Write one sentence using not only...but also with parallel verb phrases.

Answer: Sample answer: The update not only fixed the error but also reduced loading time.

Reasoning: Each half contains a past-tense verb phrase.

Exit ticket

1. Revise “Maya enjoys sketching, to swim, and bicycle rides” so the list is parallel.

Answer: For example: “Maya enjoys sketching, swimming, and cycling.” All three activities use -ing forms.

Reasoning: This response applies the unit's central decision rule in context.

2. What should be parallel in a list?

Answer: Items that perform equal grammatical and logical roles.

Reasoning: Matching form makes their hierarchy visible.

3. Revise: “Mina likes hiking, to paint, and puzzles.”

Answer: Mina likes hiking, painting, and solving puzzles.

Reasoning: All three objects use -ing forms.

Teacher notes and differentiation

- Have learners label each list item's grammatical form before revising; visual alignment often reveals the mismatch.
- Check logical equality as well as surface form. Parallel wording cannot rescue a list whose ideas belong at different levels.

Sources consulted

- **Parallel Structure** — Parallelism coverage and terminology cross-check.
https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/parallel_structure.html
- **Sentence Clarity** — Sentence-level parallelism cross-check.
https://owl.purdue.edu/owl/general_writing/mechanics/documents/new_sentence_clarity_10312025.pdf

Articles and count/noncount nouns

Choose a, an, the, or no article by considering countability, number, and whether a reference is identifiable.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 10

GRAMMARFIELDS MINI LESSON



GRAMMARFIELDS MINI LESSON



Count the noun correctly

Count nouns can take a number or a/an; noncount nouns use quantity expressions instead.

Count noun

Names separable units: one shell, three shells.
Use a/an or a number when appropriate.

Noncount noun

Names material or an undivided category: sand, water.
Use some, much, or a unit phrase.

SEE THE PATTERN

We found **a shell** beside **some sand**.

YOUR JOB: Decide whether the noun names individual units before choosing its article or quantity word.



Learning goals

- Distinguish count nouns from noncount nouns in a particular meaning.
- Choose a, an, the, or no article according to number and identifiability.
- Use unit expressions to quantify noncount nouns.
- Recognise nouns whose countability changes with meaning.

Key terms

count noun - a noun that can name separate countable units

noncount noun - a noun treated as a substance, category, or undivided quantity

indefinite article - a or an, used with one nonspecific singular count noun

definite article - the, used when the intended referent is identifiable

Countability controls the pattern

A count noun can be counted as separate units: one ticket, two tickets. A singular count noun usually needs a determiner, such as “a ticket,” “the ticket,” or “my ticket.” A noncount noun names material, information, or an abstract quantity not normally divided into separate units: “equipment,” “advice,” and “water.”

Some nouns change category by meaning. “Chicken” can mean an animal and be countable, or food and be noncount. To count a noncount idea, add a unit expression: “two pieces of advice” or “three bottles of water.”

Choose the article by reference

Use “a” or “an” for one nonspecific member of a group. The choice follows sound, not spelling: “an hour” begins with a vowel sound, while “a university” begins with a /y/ sound. Use “the” when the listener can identify the particular referent from context, shared knowledge, or a defining phrase.

Plural count nouns and noncount nouns often take no article when they refer generally: “Libraries preserve knowledge.” Once the reference becomes specific, use “the”: “The knowledge in this archive is restricted.”

Article choice builds a shared reference

Writers often introduce a new singular count noun with a or an, then use the after it becomes identifiable: “A package arrived. The package had no label.” The shift guides the reader from new information to shared reference.

Countability belongs to a meaning, not permanently to a spelling. “We ordered chicken” treats chicken as food, while “Three chickens crossed the road” counts animals. Learner dictionaries mark these patterns and are useful when intuition is uncertain.

A dependable decision routine

1. Check the noun's meaning

Decide whether it names one unit, several units, or an undivided idea in this sentence.

2. Ask whether it is identifiable

Determine whether the listener can know the particular referent.

3. Choose the determiner

Use a/an, the, another determiner, a unit expression, or no article.

Worked examples

First and later mention

I found a key. The key opened the side door.

The first sentence introduces one unspecified key; the second refers to the now-identifiable key.

Count a noncount noun

The technician gave us two pieces of useful information.

“Information” remains noncount, while “pieces” provides countable units.

General plural

Museums preserve objects and knowledge.

The plural count noun and noncount noun make general statements, so neither needs an article.

Unit expression

The adviser gave me three pieces of practical advice.

Advice remains noncount; pieces provides countable units.

Common errors—and how to repair them

Not yet: She gave me an advice.

Revision: She gave me some advice.

Advice is normally noncount, so it does not take an in this meaning.

Not yet: We visited a university near the station and university had a library.

Revision: We visited a university near the station, and the university had a library.

The second mention is now identifiable and takes the.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Choose: “We need (a/some) new equipment.”

Hint: Can you count one equipment, two equipments?

2. Choose: “She is (a/an) honest witness.”

Hint: Listen to the first sound, not the first letter.

3. Complete the second mention: “I saw a fox. ____ fox disappeared into the trees.”

Hint: Is the animal now known to the reader?

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Choose: “Could you give me (an information/some information)?”

2. Choose: “We waited for (a/an) hour.”

3. Explain the difference between “I like coffee” and “I ordered a coffee.”

4. Add articles where needed: “Student borrowed book beside window.”

5. Write a unit expression for advice.

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Choose the articles: “We waited for (a/an) hour beside (a/the) entrance named on our tickets.”

2. What determines whether to use a or an?

3. Why does “the report on my desk” take the?

Articles and count/noncount nouns: answer key

Guided practice

1. Choose: “We need (a/some) new equipment.”

Answer: some

Reasoning: Equipment is noncount in this meaning.

2. Choose: “She is (a/an) honest witness.”

Answer: an

Reasoning: Article choice follows the initial vowel sound; h is silent in honest.

3. Complete the second mention: “I saw a fox. ____ fox disappeared into the trees.”

Answer: The

Reasoning: The first sentence makes the particular fox identifiable.

Independent practice

1. Choose: “Could you give me (an information/some information)?”

Answer: some information

Reasoning: Information is normally noncount.

2. Choose: “We waited for (a/an) hour.”

Answer: an

Reasoning: Hour begins with a vowel sound.

3. Explain the difference between “I like coffee” and “I ordered a coffee.”

Answer: The first names coffee generally as a drink; the second counts one serving.

Reasoning: Countability changes with meaning.

4. Add articles where needed: “Student borrowed book beside window.”

Answer: A student borrowed the book beside the window.

Reasoning: A introduces a nonspecific student; the defining phrase identifies the book and window in context.

5. Write a unit expression for advice.

Answer: Sample answer: two pieces of advice

Reasoning: The countable noun pieces measures the noncount noun advice.

Exit ticket

1. Choose the articles: “We waited for (a/an) hour beside (a/the) entrance named on our tickets.”

Answer: “An hour” because “hour” begins with a vowel sound; “the entrance” because the defining phrase identifies a particular entrance.

Reasoning: This response applies the unit's central decision rule in context.

2. What determines whether to use a or an?

Answer: The first sound of the following word, not simply its first letter.

Reasoning: Use an before vowel sounds and a before consonant sounds.

3. Why does “the report on my desk” take the?

Answer: The defining phrase identifies a particular report.

Reasoning: The listener can locate the intended referent.

Teacher notes and differentiation

- Teach article choice as a meaning and shared-reference system, not as a list of isolated exceptions.
- Encourage learners to record countability with example phrases, because direct translation often hides English patterns.

Sources consulted

- **Count and Noncount Nouns** — Countability and article-pattern cross-check.
https://owl.purdue.edu/owl/general_writing/grammar/count_and_noncount_nouns/index.html

Prepositions and logical relationships

Use prepositional phrases to express place, time, direction, method, cause, and other relationships precisely.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 11

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Map the relationship

A preposition begins a phrase that relates its object to another idea in the sentence.

Preposition

Names a relationship such as place, time, direction, or method.
Locate the relationship word.

Object

Completes the phrase with a noun or pronoun.
Find what follows the preposition.

SEE THE PATTERN

The leaf rested **under** the **bridge**.

YOUR JOB: Box the preposition and underline its object; then explain the relationship they express.

Learning goals

- Identify complete prepositional phrases and their objects.
- Classify relationships of place, time, direction, means, cause, and association.
- Choose conventional adjective-preposition and verb-preposition combinations.
- Revise stacked phrases that obscure a sentence's core.

Key terms

preposition - a word that introduces a relationship

object of a preposition - the noun phrase or pronoun completing that relationship

prepositional phrase - a preposition, its object, and any modifiers

collocation - a conventional combination of words used together

Build the phrase

A preposition connects its object to another element in the sentence. The object is usually a noun phrase or pronoun: "beneath the old bridge," "after lunch," and "between you and me." The entire prepositional phrase can modify a noun, a verb, or a larger clause.

Prepositions express more than physical position. They can mark time ("during the break"), direction ("toward the exit"), means ("by train"), cause ("from exhaustion"), possession or association ("the cover of the book"), and many other relationships.

Prefer the conventional relationship

Many preposition choices are conventional combinations rather than rules that can be translated word for word: interested in, responsible for, depend on. Record these combinations as phrases and check a reliable learner dictionary when uncertain.

A final preposition is often natural in English questions and relative clauses: “Which team are you working with?” Extremely formal alternatives may be possible, but clarity and audience should guide the choice. Remove strings of unnecessary prepositional phrases when they bury the sentence core.

Learn patterns in meaningful phrases

Many preposition choices are conventional: interested in, responsible for, depend on. Memorising the preposition alone is less useful than recording a complete phrase and a natural sentence. A reliable learner dictionary shows both the pattern and its meaning.

Several correct phrases can express different relationships. “We met at the station” names a point, “in the station” places the meeting inside, and “near the station” gives proximity. Select the relationship the reader actually needs.

A dependable decision routine

1. Bracket the whole phrase

Start at the preposition and include its complete object.

2. Ask what it modifies

Connect the phrase to a noun, verb, adjective, or larger clause.

3. Name the relationship

State whether it expresses location, time, direction, method, cause, or another precise link.

Worked examples

Phrase modifying a noun

The folder on the upper shelf contains the receipts.

“On the upper shelf” identifies which folder.

Phrase modifying a verb

We traveled by ferry after sunset.

“By ferry” expresses means, while “after sunset” expresses time.

Relationship changes

The cat jumped onto the table and slept on the table.

Onto expresses movement to a surface; on expresses a resting location.

Conventional combination

The committee is responsible for reviewing every application.

Responsible conventionally combines with for before the responsibility.

Common errors—and how to repair them

Not yet: We discussed about the proposal.

Revision: We discussed the proposal.

Discuss is transitive in this pattern and does not take about.

Not yet: Between you and I

Revision: Between you and me

The pronoun is the object of the preposition between, so object case is required.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Identify the phrase and relationship: “The parcel arrived after lunch.”

Hint: Start with after and include its object.

2. Choose: “She is interested (in/on) marine biology.”

Hint: Recall the complete collocation.

3. Choose: “The child ran (in/into) the room.”

Hint: Is the sentence describing location or direction?

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Identify both phrases: “The path through the forest ends at the river.”

2. Choose: “The train arrived (at/in) platform six.”

3. Correct: “This result depends of the sample size.”

4. Explain the difference between “on the wall” and “onto the wall.”

5. Revise to reduce stacking: “The report on the effects of noise on sleep in adolescents was published.”

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. In “The path through the orchard leads to the lake,” identify both prepositional phrases and their jobs.

2. What completes a prepositional phrase?

3. Choose and explain: “We traveled (by/on) train.”

Prepositions and logical relationships: answer key

Guided practice

1. Identify the phrase and relationship: “The parcel arrived after lunch.”

Answer: after lunch; time

Reasoning: The phrase modifies arrived by locating the event in time.

2. Choose: “She is interested (in/on) marine biology.”

Answer: in

Reasoning: Interested in is the conventional combination.

3. Choose: “The child ran (in/into) the room.”

Answer: into

Reasoning: Into expresses movement from outside to inside.

Independent practice

1. Identify both phrases: “The path through the forest ends at the river.”

Answer: through the forest; at the river

Reasoning: The first identifies the path; the second locates where it ends.

2. Choose: “The train arrived (at/in) platform six.”

Answer: at

Reasoning: At identifies a particular point.

3. Correct: “This result depends of the sample size.”

Answer: This result depends on the sample size.

Reasoning: Depend on is the conventional combination.

4. Explain the difference between “on the wall” and “onto the wall.”

Answer: On describes location; onto describes movement to the surface.

Reasoning: The second includes a directional change.

5. Revise to reduce stacking: “The report on the effects of noise on sleep in adolescents was published.”

Answer: Sample answer: Researchers published a report about how noise affects adolescent sleep.

Reasoning: The revision restores a clear verb and replaces the chain of prepositional phrases with a clause.

Exit ticket

1. In “The path through the orchard leads to the lake,” identify both prepositional phrases and their jobs.

Answer: “Through the orchard” modifies “path” by identifying it. “To the lake” modifies “leads” by expressing direction.

Reasoning: This response applies the unit’s central decision rule in context.

2. What completes a prepositional phrase?

Answer: The preposition's object, including any modifiers.

Reasoning: The whole phrase expresses a relationship.

3. Choose and explain: "We traveled (by/on) train."

Answer: by train

Reasoning: By conventionally expresses the means of transport when no determiner is present.

Teacher notes and differentiation

- Use maps and timelines to establish literal relationships before teaching abstract collocations.
- Allow dialect and register variation where documented; require learners to explain the intended relationship rather than guess a single universal preposition.

Sources consulted

- **Parts of Speech Overview** — Preposition function and terminology cross-check.
https://owl.purdue.edu/owl/general_writing/mechanics/parts_of_speech_overview.html

Commas, semicolons, and sentence boundaries

Use punctuation to show clause structure, introductory elements, lists, and nonessential information.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 12

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Show the sentence architecture

Punctuation should match the completeness and relationship of the ideas on both sides.

Comma + connector

Joins independent clauses and names their relationship.
Use **and**, **but**, **so**, or another coordinator.

Semicolon

Joins closely related independent clauses without a coordinator.
Both sides must stand alone.

SEE THE PATTERN
The rain stopped; the path remained wet.

YOUR JOB: Test both sides as sentences before choosing a comma, semicolon, or period.

Learning goals

- Use commas to mark clause boundaries, introductory elements, series, and nonessential information.
- Use semicolons between closely related independent clauses and complex list items.
- Distinguish structural punctuation from pauses in speech.
- Punctuate sentences by analysing grammar and meaning.

Key terms

coordinating conjunction - a connector such as **and**, **but**, **or**, **nor**, **for**, **so**, or **yet**

introductory element - a clause or phrase placed before the main clause

nonessential information - supplementary material not required to identify the noun

semicolon - a boundary joining related independent clauses or separating complex list items

Commas reveal structure

Use a comma before a coordinating conjunction that joins two independent clauses: "I checked the figures, but the total remained unchanged." Do not automatically insert a comma before every conjunction; a compound verb within one clause usually needs none.

A comma commonly follows an introductory dependent clause or a substantial introductory phrase. Commas also separate items in a series. The serial comma before the final conjunction can prevent ambiguity, especially when list

items contain their own conjunctions.

Set off nonessential information

Nonessential material adds information but is not needed to identify the noun or complete the core meaning, so it is enclosed by paired commas: “My tablet, which is five years old, still works.” Essential information is not set off: “The tablet that has the cracked screen is mine.”

A semicolon can join closely related independent clauses without a coordinating conjunction. It can also separate complicated list items that already contain commas. A semicolon is not a decorative pause; text on both sides must fit its grammatical job.

Punctuation is a map of structure

A comma before and is appropriate when and joins two independent clauses: “I saved the file, and the screen went dark.” It is usually unnecessary when one subject has two verbs: “I saved the file and closed the laptop.” Clause analysis explains the difference.

A semicolon must join units that can support it. Between clauses, both sides must be independent. In a complicated series, semicolons separate items that already contain commas: “We visited Busan, Korea; Osaka, Japan; and Taipei, Taiwan.”

A dependable decision routine

1. Mark clause cores

Identify independent and dependent clauses before adding punctuation.

2. Locate structural additions

Find introductory, parenthetical, list, and nonessential material.

3. Choose the boundary

Use punctuation that shows the grammatical relationship rather than merely recording a pause.

Worked examples

Independent clauses

The forecast looked clear; we packed rain jackets anyway.

Both sides can stand alone, and the semicolon highlights their close contrast.

Nonessential information

Dr Han, our newest adviser, will lead the workshop.

The name already identifies the person, so the descriptive appositive is additional and takes paired commas.

Introductory clause

Although the road was clear, we drove slowly.

The comma marks the end of the opening dependent clause.

Complex series

The panel included Amina, the chair; Tomas, the treasurer; and Lin, the secretary.

Semicolons keep the three items clear because each contains an internal comma.

Common errors—and how to repair them

Not yet: The results were surprising, however, we checked them twice.

Revision: The results were surprising; however, we checked them twice.

However is not a coordinating conjunction; a semicolon or full stop must separate the independent clauses.

Not yet: I packed a coat, and carried an umbrella.

Revision: I packed a coat and carried an umbrella.

One subject performs both verbs, so no independent-clause boundary occurs.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Add punctuation: “When the doors opened the audience entered.”

Hint: Find where the main clause begins.

2. Choose a boundary: “The data were incomplete ____ we postponed the decision.”

Hint: Name the relationship between the clauses.

3. Does this need a comma? “Mina opened the folder and read the first page.”

Hint: Is there a new subject after and?

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Punctuate: “The storm ended but the roads remained flooded.”

2. Punctuate: “Before leaving the laboratory we cleaned every surface.”

3. Join with a semicolon: “The forecast was uncertain. We packed extra water.”

4. Explain why a comma alone cannot join “The bell rang, everyone left.”

5. Write a three-item series in which semicolons improve clarity.

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Add punctuation: “Although the lift was working we took the stairs and we reached the lobby first.”

2. When should a comma normally appear before a coordinating conjunction?

3. What must be true of clauses joined by a semicolon?

Commas, semicolons, and sentence boundaries: answer key

Guided practice

1. Add punctuation: “When the doors opened the audience entered.”

Answer: When the doors opened, the audience entered.

Reasoning: A comma closes the introductory dependent clause.

2. Choose a boundary: “The data were incomplete ____ we postponed the decision.”

Answer: Sample answer: The data were incomplete, so we postponed the decision.

Reasoning: Comma plus so correctly joins the independent clauses and states the result.

3. Does this need a comma? “Mina opened the folder and read the first page.”

Answer: No

Reasoning: The two verbs share one subject and form a compound predicate.

Independent practice

1. Punctuate: “The storm ended but the roads remained flooded.”

Answer: The storm ended, but the roads remained flooded.

Reasoning: But joins two independent clauses.

2. Punctuate: “Before leaving the laboratory we cleaned every surface.”

Answer: Before leaving the laboratory, we cleaned every surface.

Reasoning: The comma marks the substantial introductory phrase.

3. Join with a semicolon: “The forecast was uncertain. We packed extra water.”

Answer: The forecast was uncertain; we packed extra water.

Reasoning: Both clauses are independent and closely related.

4. Explain why a comma alone cannot join “The bell rang, everyone left.”

Answer: Both sides are independent clauses, so the comma creates a comma splice.

Reasoning: Use a full stop, semicolon, or comma plus conjunction.

5. Write a three-item series in which semicolons improve clarity.

Answer: Sample answer: The teams came from Lima, Peru; Quito, Ecuador; and Bogotá, Colombia.

Reasoning: Each item contains an internal comma, so semicolons separate the larger units.

Exit ticket

1. Add punctuation: “Although the lift was working we took the stairs and we reached the lobby first.”

Answer: “Although the lift was working, we took the stairs, and we reached the lobby first.” The first comma closes the introductory dependent clause; the second helps join two independent clauses with “and.”

Reasoning: This response applies the unit's central decision rule in context.

2. When should a comma normally appear before a coordinating conjunction?

Answer: When the conjunction joins two independent clauses.

Reasoning: A shared-subject compound predicate usually does not need that comma.

3. What must be true of clauses joined by a semicolon?

Answer: Each clause must be able to stand independently.

Reasoning: The semicolon marks a close relationship but does not make a fragment complete.

Teacher notes and differentiation

- Make learners mark clause boundaries before discussing comma rules; auditory pauses are unreliable.
- Present house-style choices such as the serial comma separately from structural errors, and state which convention the course uses.

Sources consulted

- **Extended Rules for Commas** — Comma-use coverage and rule cross-check.
https://owl.purdue.edu/owl/general_writing/punctuation/commas/extended_rules_for_commas.html
- **Commas vs. Semicolons** — Clause-boundary distinction cross-check.
https://owl.purdue.edu/owl/general_writing/punctuation/commas/commas_vs_semicolons.html
- **Commas with Nonessential Elements** — Essential/nonessential distinction cross-check.
https://owl.purdue.edu/owl/general_writing/punctuation/commas/commas_with_nonessential_elements.html

Appositives and relative clauses

Expand noun phrases with renaming and describing structures while controlling meaning and punctuation.

Name: _____

Date: _____

GRAMMAR LAB | UNIT 13

GRAMMARFIELDS MINI LESSON

GRAMMARFIELDS MINI LESSON

Decide what identifies the noun

Defining information identifies the referent; supplementary information adds a comment about an already clear referent.

Defining

Needed to identify which person or thing is meant.
Do not set it off with commas.

Supplementary

Adds information about an already identified referent.
Use paired commas around it.

SEE THE PATTERN

Ms Ortiz, our debate coach, opened the meeting.

YOUR JOB: Remove the added phrase and ask whether the same person or thing remains clearly identified.

Learning goals

- Identify appositives and relative clauses inside noun phrases.
- Distinguish defining information from supplementary information.
- Use paired commas around nonessential appositives and relative clauses.
- Explain how punctuation changes the set of people or things a sentence describes.

Key terms

appositive - a noun or noun phrase placed beside another noun to rename it

relative clause - a clause beginning with a relative word that modifies a noun

defining information - information needed to identify the intended member or group

supplementary information - additional information about an already identified referent

Rename with appositives

An appositive is a noun or noun phrase placed beside another noun to rename or explain it. "Our guide, an experienced climber, checked every rope" adds a description of an already identified guide. Because the information is supplementary, paired commas mark its boundaries.

An essential appositive identifies which person or thing is meant and normally takes no commas: "The scientist Marie Curie won two Nobel Prizes." Whether information is essential depends on the intended meaning and context, not on

length alone.

Describe with relative clauses

A relative clause begins with a relative word such as “who,” “which,” or “that” and modifies a noun. A defining clause identifies the noun: “Students who submit by Friday receive feedback.” Removing the clause would change which students are included.

A non-defining clause comments on an already identified noun and is enclosed by commas: “This report, which I revised yesterday, is ready.” In careful edited usage, “which” commonly introduces a non-defining clause and “that” a defining clause, though actual usage varies.

Commas can change who is included

In “The students who completed the survey received certificates,” the defining clause selects a subgroup. In “The students, who completed the survey, received certificates,” the commas present all of the students as survey completers. Punctuation therefore changes the factual claim.

Context determines whether a name or description is identifying. “My brother Daniel” may need no commas if the writer has more than one brother. “My brother, Daniel,” presents Daniel as the writer’s only relevant brother. Do not decide solely by phrase length.

A dependable decision routine

1. Identify the noun

Name the person or thing being renamed or described.

2. Test removal

Remove the added material and ask whether the reader can still identify the same referent.

3. Punctuate the meaning

Use no commas for defining information and paired commas for supplementary information.

Worked examples

Essential appositive

My cousin Dae lives in Busan.

If the writer has more than one cousin, “Dae” identifies which cousin and takes no commas.

Non-defining clause

The west wing, which reopened in May, contains the archive.

“The west wing” is already specific; the clause adds supplementary information.

Defining clause

The bicycle that has the blue basket is mine.

The clause identifies which bicycle; removing it would change the reference.

Supplementary appositive

Ms Ortiz, our debate coach, reviewed the opening statement.

The name already identifies the person, so the appositive is enclosed by commas.

Common errors—and how to repair them

Not yet: Our principal, Dr Cho will speak first.

Revision: Our principal, Dr Cho, will speak first.

A supplementary appositive needs a closing comma as well as an opening comma.

Not yet: The files, that contain signatures, are locked.

Revision: The files that contain signatures are locked.

If only signed files are locked, the defining clause should not be set off.

Guided practice

Use each hint to explain the grammar choice, not merely guess it.

1. Does the clause define or add information? “The route that avoids the tunnel is longer.”

Hint: Would “the route” alone identify the same one?

2. Punctuate: “The east wing which reopened in June contains the archive.”

Hint: Test whether the location remains identifiable without the clause.

3. Identify the appositive: “Our neighbor, a marine biologist, found the shell.”

Hint: Which phrase could replace the noun beside it?

Independent practice

Complete these without the key. Check both your answer and your reason afterward.

1. Explain the difference: “My friends who live nearby walked over” and “My friends, who live nearby, walked over.”

2. Punctuate: “My only sister Hana lives in Daegu.”

3. Punctuate to select a subgroup: “Books which have torn covers go on this cart.”

4. Write a sentence with a supplementary relative clause.

5. Why are paired commas required around an inserted nonessential phrase?

Exit ticket

Use these final checks to decide whether you are ready to continue.

1. Explain the meaning difference: “The players who were injured rested” versus “The players, who were injured, rested.”

2. What question helps decide whether added noun information is defining?

3. Punctuate: “Professor Lee our guest speaker studies migration.”

Appositives and relative clauses: answer key

Guided practice

1. Does the clause define or add information? “The route that avoids the tunnel is longer.”

Answer: It defines the route.

Reasoning: The clause identifies which route and takes no commas.

2. Punctuate: “The east wing which reopened in June contains the archive.”

Answer: The east wing, which reopened in June, contains the archive.

Reasoning: East wing is already specific; the clause supplies supplementary information.

3. Identify the appositive: “Our neighbor, a marine biologist, found the shell.”

Answer: a marine biologist

Reasoning: The noun phrase renames or explains our neighbor.

Independent practice

1. Explain the difference: “My friends who live nearby walked over” and “My friends, who live nearby, walked over.”

Answer: The first selects nearby friends; the second says all the friends live nearby.

Reasoning: Commas change the group included.

2. Punctuate: “My only sister Hana lives in Daegu.”

Answer: My only sister, Hana, lives in Daegu.

Reasoning: Only sister already identifies the person, so Hana is supplementary.

3. Punctuate to select a subgroup: “Books which have torn covers go on this cart.”

Answer: Books that have torn covers go on this cart.

Reasoning: The defining clause identifies which books; no commas are used.

4. Write a sentence with a supplementary relative clause.

Answer: Sample answer: The community center, which opened last year, offers free classes.

Reasoning: The place is already identifiable and the clause adds information.

5. Why are paired commas required around an inserted nonessential phrase?

Answer: They mark both the entrance to and exit from the supplementary material.

Reasoning: Omitting one boundary can make the sentence difficult to parse.

Exit ticket

1. Explain the meaning difference: “The players who were injured rested” versus “The players, who were injured, rested.”

Answer: Without commas, only the injured players rested. With commas, the sentence presents all of the players as injured and says that all rested.

Reasoning: This response applies the unit's central decision rule in context.

2. What question helps decide whether added noun information is defining?

Answer: Can the reader identify the same referent without it?

Reasoning: If not, the information is defining and normally takes no commas.

3. Punctuate: “Professor Lee our guest speaker studies migration.”

Answer: Professor Lee, our guest speaker, studies migration.

Reasoning: The name identifies the person; the appositive is supplementary.

Teacher notes and differentiation

- Use paired sentence comparisons to show that comma choice changes meaning, not merely breathing pauses.
- Invite learners to supply context before ruling whether a name is defining; family and title examples depend on what the audience already knows.

Sources consulted

- **Appositives** — Appositive definition and punctuation cross-check.

https://owl.purdue.edu/owl/general_writing/grammar/appositives.html

- **Defining vs. Non-Defining** — Relative-clause meaning and punctuation cross-check.

https://owl.purdue.edu/owl/general_writing/grammar/relative_pronouns/defining_vs_non_defining.html