

Royal Fireworks

Language Arts

by Michael Clay Thompson

PRACTICE TOWN

**One Hundred Four-Level Analysis
Practice Sentences**

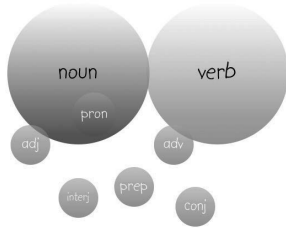
*A Supplement to Grammar Town,
Paragraph Town, and Caesar's English I*

TEACHER MANUAL

Second Edition

Michael Clay Thompson

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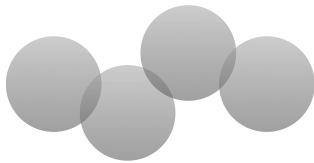
8 Parts of Speech

noun, pronoun, adjective, verb, adverb, conjunction, preposition, interjection



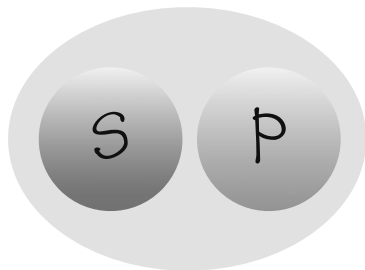
5 Parts of Sentence

subject, predicate, direct object, indirect object, subject complement



Phrases

prepositional phrase, appositive phrase, verbal phrases



Clauses

independent clause, dependent clause

Notes to Teachers

For years, teachers asked me for more examples of four-level analysis sentences that they could work through with their students. Here they are—a collection of sentences for year-long practice and improvement in a sequence of graduated difficulty that will let students begin with the basics and work up through increasing complexity.

LEVEL: This book provides one hundred practice sentences that teachers can use to supplement the work begun in *Grammar Town* and *Paragraph Town*. Those two books provide the instruction for the four-level method of grammar analysis, which overcomes the perils of studying grammar elements in isolation by presenting all four levels of grammar in a simple, visual, easy-to-learn format. In four-level analysis, students quickly realize that all sentences are similar, arranging eight kinds of words into the subject and predicate sides of each clause. Students soon realize that they are seeing the exact same (simple) patterns over and over again; it is only when students examine entire sentences in this complete way that these constant patterns are visible.

CONCEPT: *Practice Town* adheres to the academic content of *Grammar Town* and *Paragraph Town*, including verbal phrases, appositives, and complex sentences, each of which were missing at the previous level. Although there are brief notes accompanying these practice sentences, the full instruction for the concepts is located in *Grammar Town* and *Paragraph Town*. This book contains practice sentences for those books.

FLEXIBILITY and SIMPLICITY: *Practice Town* has been prepared with the goals of maximum simplicity and maximum flexibility in mind. It is organized in the most straightforward and uncomplicated form possible: one hundred sentences of four-level analysis, generally beginning with the least difficult sentences, and roughly grouped into four chapters of twenty-five sentences each for the four levels of grammar. The first twenty-five sentences (Chapter One) feature parts of speech, the second chapter features the parts of sentence, the third the phrases, and the fourth the clauses. All four chapters, however, do analyze all four levels. There is no expectation that every sentence in the book be done or that they be done in the precise order that they appear. Rather, this is a collection you can draw from freely and creatively to enhance and continue the learning initiated in *Grammar Town* and *Paragraph Town*.

The *Practice Town* teacher manual and student book are designed to be ultra low-cost so that the student books can be consumable. Each student can have a student book and work in the blank spaces. If you use *Grammar Town* alone, then *Practice Town* allows you to follow that instruction with several example sentences per week for the entire year. The sentences can be assigned as homework, as Socratic discussions, or as in-class written assignments. If you use both *Grammar Town* and *Paragraph Town*, work through *Grammar Town* first, then enrich the study of *Paragraph Town* with sentences from *Practice Town*, and continue with several practice sentences per week for the rest of the year.

WRITTEN ASSIGNMENTS: For written assignments done as in-class activities or as written homework, there are a few ideas that make the process clear and straightforward. There is a sentence at the top of each page with four lines beneath it. The first line is for the abbreviations of the parts of speech, the second for the parts of sentence, the third for phrases, and the fourth for clauses. Abbreviations need not be used if space permits.

For example, if the sentence were “We walked away, but two birds sang songs about us,” one could write the abbreviations of the parts of speech directly below each word in the first line, the parts of sentence in the second, phrases in the third, and clauses in the fourth. For phrases and clauses, you would make little lines to show where the phrase or clause begins and ends. Notice that every word is a part of speech, but only some words are a part of sentence.

The abbreviations used here are:

Parts of Speech

n.	noun
pron.	pronoun
adj.	adjective
v.	verb
adv.	adverb
prep.	preposition
conj.	conjunction
interj.	interjection

Phrases

prep.	prepositional (phrase)
app.	appositive (phrase)
ger.	gerund (phrase)
par.	participial (phrase)
inf.	infinitive (phrase)

Parts of Sentence

subj.	subject
AVP	action verb predicate
LVP	linking verb predicate
D.O.	direct object
I.O.	indirect object
S.C.	subject complement

Clauses

indep.	independent (clause)
dep.	dependent (clause)

Example Sentence

We walked away, but two birds sang songs about us.

pron. v. adv. conj. adj. n. v. n. prep. pron.

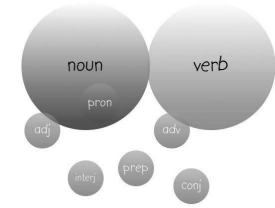
subj. AVP subj. AVP D.O.

---prep. phrase---

-----indep. clause----- independent clause-----

a compound declarative sentence

Comment: This is a compound sentence made of two independent clauses. Each clause has an action verb, but only the second action verb passes the action to a direct object.



Sentence 20

The **postscript** of the letter was an apology to the community.

adj. n. prep. adj. n. v. adj. n. prep. adj. n.

subj.

LVP

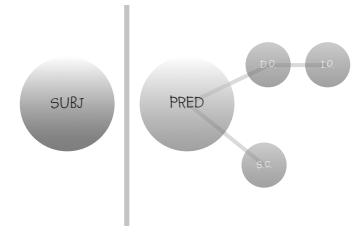
S.C.

-----prep. phrase-----

-----prep. phrase-----

-----one independent clause-----
a simple declarative sentence

Comment: This sentence is an equation formed by a linking verb. In the noun *postscript*, the stem *post* means after, and *script* means write.



Sentence 40

She felt a strange **perplexity** about the reasons for the change.

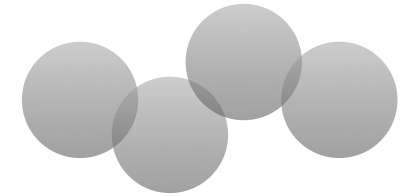
pron. v. adj. adj. n. prep. adj. n. prep. adj. n.

subj. AVP D.O.

-----prep. phrase----- -----prep. phrase-----

-----one independent clause-----
a simple declarative sentence

Comment: Does it seem that we are going over and over the same patterns of parts of speech and parts of sentence? Good. That is the point; eight parts of speech are all there are. Every clause has only two sides. Grammar is far more simple than it seems at first! The noun *perplexity* means confusion.



Sentence 70

The **magnate** to contact first is that fellow in the corner.

adj. n. -----adj.----- adv. v. adj. n. prep. adj. n.

subj.

LVP

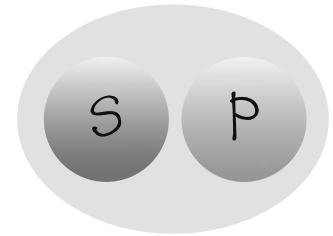
S.C.

---infinitive phrase---

-----prep. phrase-----

-----independent clause-----
a simple declarative sentence

Comment: Here we see an infinitive phrase used as an adjective to modify the subject of the sentence *magnate*. The key is that the linking verb *is* is the verb. Notice that *is* is in the present tense, whereas the infinitive *to contact* is not in a tense. The real verb will always be in a tense, but verbals are never in a tense; that is one way we tell them apart. In the noun *magnate*, the stem *magn* means great; a magnate is a powerful person.



Sentence 90

Do it; feel the palpable tension in the air, right now.

v. pron. v. adj. adj. n. prep. adj. n. adv. adv.

AVP D.O. AVP D.O.

--prep. phrase---

-indep. clause-independent clause.....
a compound imperative sentence

Comment: The trick to this sentence is realizing that the sentence is imperative and that, as in many imperative sentences, the subjects of the verbs are not stated but implied. In each clause the subject of the verb is understood to be *you*. The adjective *palpable* means touchable, so this sentence means that the tension was so thick in the air that you could almost feel it.