



WELL-TRAINED MIND™
TOP RECOMMENDATION



GRAMMAR

FOR THE WELL-TRAINED MIND

STUDENT WORKBOOK 1

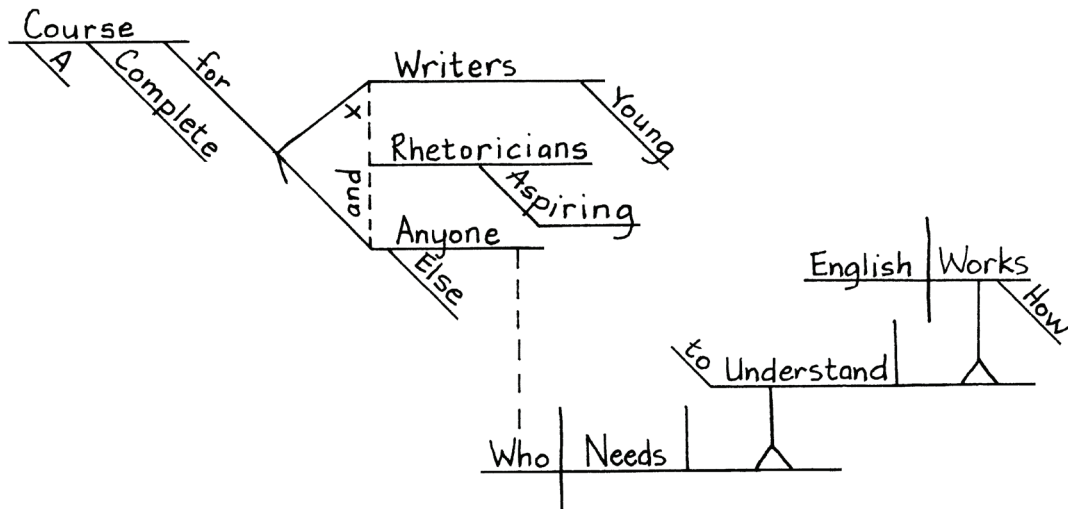
KEY

Susan Wise Bauer
and Audrey Anderson,
with Diagrams by Patty Rebne

GRAMMAR FOR THE WELL-TRAINED MIND

KEY TO STUDENT WORKBOOK 1

First Edition



BY SUSAN WISE BAUER
AND AUDREY ANDERSON,
WITH DIAGRAMS BY PATTY REBNE



Copyright 2017 Well-Trained Mind Press

Photocopying and Distribution Policy

Please do not reproduce any part of this material on e-mail lists or websites.

For **families**: You may make as many photocopies from this book as you need for use WITHIN YOUR OWN FAMILY ONLY.

Schools and co-ops MAY NOT PHOTOCOPY any portion of this book. We offer a reprinting license. If you would like to purchase this reprinting license, please contact Well-Trained Mind Press: e-mail support@welltrainedmind.com; phone 1.877.322.3445.

Publisher's Cataloging-In-Publication Data
(Prepared by The Donohue Group, Inc.)

Names: Bauer, Susan Wise. | Anderson, Audrey, 1986- | Rebne, Patty, illustrator.

Title: Grammar for the well-trained mind. Key to student workbook. 1 / by Susan Wise Bauer and Audrey Anderson ; with illustrations by Patty Rebne.

Other Titles: Key to student workbook. 1

Description: Charles City, VA : Well-Trained Mind Press, [2017] | "A Complete Course for Young Writers, Aspiring Rhetoricians, and Anyone Else Who Needs to Understand How English Works." | For instructors of grades 5 and above.

Identifiers: LCCN 2017907691 | ISBN 978-1-945841-06-4 (print) | ISBN 978-1-945841-07-1 (ebook)

Subjects: LCSH: English language--Grammar, Comparative--Study and teaching (Middle school) | English language--Grammar, Comparative--Study and teaching (Secondary) | English language--Rhetoric--Study and teaching (Middle school) | English language--Rhetoric--Study and teaching (Secondary)

Classification: LCC LB1631 .B393 2017 (print) | LCC LB1631 (ebook) | DDC 428.00712--dc23

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying or recording, or by any information storage or retrieval system without prior written permission of the copyright owner unless such copying is expressly permitted by federal copyright law or unless it complies with the Photocopying and Distribution Policy above.

For a list of corrections, please visit **www.welltrainedmind.com/corrections**.

Address requests for permissions to make copies to: support@welltrainedmind.com.

TABLE OF CONTENTS

Week 1: Introduction to Nouns and Adjectives	1
LESSON 1 : Introduction to Nouns, Concrete and Abstract Nouns.	1
Exercise 1A: Abstract and Concrete Nouns	1
Exercise 1B: Abstract Nouns.	1
LESSON 2: Introduction to Adjectives, Descriptive Adjectives, Abstract Nouns	
Formation of Abstract Nouns from Descriptive Adjectives	2
Exercise 2A: Descriptive Adjectives, Concrete Nouns, and Abstract Nouns.	2
Exercise 2B: Turning Adjectives into Abstract Nouns	2
Exercise 2C: Color Names	2
LESSON 3: Common and Proper Nouns, Capitalization and Punctuation of Proper Nouns . .	3
Exercise 3A: Capitalizing Proper Nouns	3
Exercise 3B: Proper Names and Titles	3
Exercise 3C: Proofreading for Proper Nouns	3
LESSON 4: Proper Adjectives, Compound Adjectives (Adjective-Noun Combinations)	4
Exercise 4A: Forming Proper Adjectives from Proper Nouns	4
Exercise 4B: Capitalization of Proper Adjectives	5
Exercise 4C: Hyphenating Attributive Compound Adjectives	5
Week 2: Introduction to Personal Pronouns and Verbs.	6
LESSON 5: Noun Gender, Introduction to Personal Pronouns	6
Exercise 5A: Introduction to Noun Gender	6
Exercise 5B: Nouns and Pronouns	6
Exercise 5C: Substituting Pronouns	7
Exercise 5D: Pronouns and Antecedents	7
LESSON 6: Review Definitions, Introduction to Verbs, Action Verbs, State-of-Being Verbs,	
Parts of Speech	8
Exercise 6A: Identifying Verbs	8
Exercise 6B: Action Verbs and State-of-Being Verbs	9
Exercise 6C: Strong Action Verbs	9
LESSON 7: Helping Verbs	10
Exercise 7A: Action and Helping Verbs	10
Exercise 7B: Helping Verbs	10
LESSON 8: Personal Pronouns, First, Second, and Third Person, Capitalizing	
the Pronoun “I”	11
Exercise 8A: Capitalization and Punctuation Practice	11
Exercise 8B: Person, Number, and Gender	12
Week 3: Introduction to the Sentence.	13
LESSON 9: The Sentence, Parts of Speech and Parts of Sentences, Subjects	
and Predicates	13
Exercise 9A: Parts of Speech vs. Parts of the Sentence.	13

Exercise 9B: Parts of Speech: Nouns, Adjectives, Pronouns, and Verbs	13
Exercise 9C: Parts of the Sentence: Subjects and Predicates	14
LESSON 10: Subjects and Predicates, Diagramming Subjects and Predicates, Sentence Capitalization and Punctuation, Sentence Fragments	14
Exercise 10A: Sentences and Fragments	14
Exercise 10B: Proofreading for Capitalization and Punctuation	14
Exercise 10C: Diagramming Subjects and Predicates	15
LESSON 11: Types of Sentences	15
Exercise 11A: Types of Sentences: Statements, Exclamations, Commands, and Questions	16
Exercise 11B: Proofreading for Capitalization and Punctuation	16
Exercise 11C: Diagramming Subjects and Predicates	16
LESSON 12: Subjects and Predicates, Helping Verbs, Simple and Complete Subjects and Predicates	17
Exercise 12A: Complete Subjects and Complete Predicates	17
Exercise 12B: Simple and Complete Subjects and Predicates	17
Exercise 12C: Diagramming Simple Subjects and Simple Predicates	17
REVIEW 1: (Weeks 1-3)	18
Review 1A: Types of Nouns	18
Review 1B: Types of Verbs	19
Review 1C: Subjects and Predicates	19
Review 1D: Parts of Speech	19
Review 1E: Capitalization and Punctuation	20
Review 1F: Types of Sentences	20
Week 4: Verb Tenses	22
LESSON 13: Nouns, Pronouns, and Verbs, Sentences, Simple Present, Simple Past, and Simple Future Tenses	22
Exercise 13A: Simple Tenses.	22
Exercise 13B: Using Consistent Tense	22
Exercise 13C: Forming the Simple Past Tense	23
LESSON 14: Simple Present, Simple Past, and Simple Future Tenses, Progressive Present, Progressive Past, and Progressive Future Tenses.	23
Exercise 14A: Forming the Simple Past and Simple Future Tenses.	23
Exercise 14B: Progressive Tenses	24
Exercise 14C: Forming the Past, Present, and Progressive Future Tenses	24
Exercise 14D: Simple and Progressive Tenses	25
LESSON 15: Simple Present, Simple Past, and Simple Future Tenses, Progressive Present, Progressive Past, and Progressive Future Tenses, Perfect Present, Perfect Past, and Perfect Future Tenses	25
Exercise 15A: Perfect Tenses.	25
Exercise 15B: Identifying Perfect Tenses	26
Exercise 15C: Perfect, Progressive, and Simple Tenses	26
LESSON 16: Simple Present, Simple Past, and Simple Future Tenses, Progressive Present, Progressive Past, and Progressive Future Tenses, Perfect Present, Perfect Past, and Perfect Future Tenses, Irregular Verbs	27
Exercise 16A: Irregular Verb Forms: Simple Present, Simple Past, and Simple Future	27
Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses.	28

Week 5: More About Verbs	30
LESSON 17: Simple, Progressive, and Perfect Tenses, Subjects and Predicates, Parts of Speech and Parts of Sentences, Verb Phrases	30
Exercise 17A: Simple, Progressive, and Perfect Tenses	30
Exercise 17B: Identifying and Diagramming Subjects and Predicates, Identifying Verb Tenses	31
LESSON 18: Verb Phrases, Person of the Verb, Conjugations	32
Exercise 18A: Third Person Singular Verbs	32
Exercise 18B: Simple Present Tenses	33
Exercise 18C: Perfect Present Tenses	33
LESSON 19: Person of the Verb, Conjugations, State-of-Being Verbs	33
Exercise 19A: Forming Progressive Present Tenses	33
Exercise 19B: Forming Progressive Present, Past, and Future Tenses	33
LESSON 20: Irregular State-of-Being Verbs, Helping Verbs	34
Exercise 20A: Simple Tenses of the Verb <i>Have</i>	34
Exercise 20B: Simple Tenses of the Verb <i>Do</i>	34
Week 6: Nouns and Verbs in Sentences	36
LESSON 21: Person of the Verb, Conjugations, Noun-Verb/Subject-Predicate Agreement ...	36
Exercise 21A: Person and Number of Pronouns	36
Exercise 21B: Identifying Subjects and Predicates	36
Exercise 21C: Subject-Verb Agreement	36
LESSON 22: Formation of Plural Nouns, Collective Nouns	37
Exercise 22A: Collective Nouns	37
Exercise 22B: Plural Noun Forms	37
Exercise 22C: Plural Nouns	37
LESSON 23: Plural Nouns, Descriptive Adjectives, Possessive Adjectives, Contractions ...	40
Exercise 23A: Introduction to Possessive Adjectives	40
Exercise 23B: Singular and Plural Possessive Adjective Forms	40
Exercise 23C: Common Contractions	40
LESSON 24: Possessive Adjectives, Contractions, Compound Nouns	41
Exercise 24A: Using Possessive Adjectives Correctly	41
Exercise 24B: Compound Nouns	41
Exercise 24C: Plurals of Compound Nouns	41
REVIEW 2: (Weeks 4-6)	42
Review 2A: Verb Tenses	43
Review 2B: Verb Formations	43
Review 2C: Person and Subject/Verb Agreement	44
Review 2D: Possessives and Compound Nouns	45
Review 2E: Plurals and Possessives	45
Review 2F: Contractions	46
Week 7: Compounds and Conjunctions	47
LESSON 25: Contractions, Compound Nouns, Diagramming Compound Nouns, Compound Adjectives, Diagramming Adjectives, Articles	47
Exercise 25A: Contractions Review	47
Exercise 25B: Diagramming Adjectives and Compound Nouns	47
Exercise 25C: Compound Nouns	48
Exercise 25D: Compound Adjectives	48

Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives	48
LESSON 26: Compound Subjects, The Conjunction “And”, Compound Predicates, Compound Subject-Predicate Agreement	49
Exercise 26A: Identifying Subjects, Predicates, and Conjunctions	49
Exercise 26B: Diagramming Compound Subjects and Predicates	50
Exercise 26C: Forming Compound Subjects and Verbs.	50
Exercise 26D: Subject-Verb Agreement with Compound Subjects	51
LESSON 27: Coordinating Conjunctions, Complications in Subject-Predicate Agreement	51
Exercise 27A: Using Conjunctions	51
Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects	52
Exercise 27C: Fill in the Verb	52
LESSON 28: Further Complications in Subject-Predicate Agreement	53
Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects	53
Exercise 28B: Correct Verb Tense and Number	53
Week 8: Introduction to Objects	54
LESSON 29: Action Verbs, Direct Objects	54
Exercise 29A: Direct Objects.	54
Exercise 29B: Diagramming Direct Objects	54
LESSON 30: Direct Objects, Prepositions	55
Exercise 30A: Identifying Prepositions	55
Exercise 30B: Word Relationships	56
Exercise 30C: Diagramming Direct Objects	56
LESSON 31: Definitions Review, Prepositional Phrases, Object of the Preposition	57
Exercise 31A: Objects of Prepositional Phrases.	57
Exercise 31B: Identifying Prepositional Phrases.	57
Exercise 31C: Remembering Prepositions	57
LESSON 32: Subjects, Predicates, and Direct Objects, Prepositions, Object of the Preposition, Prepositional Phrases	58
Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences	58
Exercise 32B: Diagramming	59
Week 9: Adverbs	60
LESSON 33: Adverbs That Tell How	60
Exercise 33A: Identifying Adverbs That Tell How	60
Exercise 33B: Forming Adverbs from Adjectives	60
Exercise 33C: Diagramming Adverbs	61
LESSON 34: Adverbs That Tell When, Where, and How Often	61
Exercise 34A: Telling When	61
Exercise 34B: Distinguishing Among Different Types of Adverbs	61
Exercise 34C: Identifying Adverbs of Different Types	62
Exercise 34D: Diagramming Different Types of Adverbs	62
LESSON 35: Adverbs That Tell To What Extent	63
Exercise 35A: Identifying the Words Modified by Adverbs	63
Exercise 35B: Diagramming Different Types of Adverbs	64
LESSON 36: Adjectives and Adverbs, The Adverb “Not”, Diagramming Contractions, Diagramming Compound Adjectives and Compound Adverbs.	64
Exercise 36A: Practice in Diagramming	64
REVIEW 3: (Weeks 7-9).	66

Review 3A: Parts of Speech	66
Review 3B: Recognizing Prepositions	67
Review 3C: Subjects and Predicates	67
Review 3D: Complicated Subject-Verb Agreement	67
Review 3E: Objects and Prepositions	68
Week 10: Completing the Sentence	69
LESSON 37: Direct Objects, Indirect Objects	69
Exercise 37A: Identifying Direct Objects	69
Exercise 37B: Identifying Direct Objects, Indirect Objects, and Objects of Prepositions	69
Exercise 37C: Diagramming Direct Objects and Indirect Objects	69
LESSON 38: State-of-Being Verbs, Linking Verbs, Predicate Adjectives	70
Exercise 38A: Action Verbs and Linking Verbs	70
Exercise 38B: Diagramming Direct Objects and Predicate Adjectives	71
LESSON 39: Linking Verbs, Predicate Adjectives, Predicate Nominatives	72
Exercise 39A: Finding Predicate Nominatives and Adjectives	72
Exercise 39B: Distinguishing Between Predicate Nominatives and Adjectives	72
Exercise 39C: Diagramming	73
LESSON 40: Predicate Adjectives and Predicate Nominatives, Pronouns as Predicate Nominatives, Object Complements	73
Exercise 40A: Reviewing Objects and Predicate Adjectives and Nominatives	74
Exercise 40B: Parts of the Sentence	74
Exercise 40C: Diagramming	75
Week 11: More About Prepositions	76
LESSON 41: Prepositions and Prepositional Phrases, Adjective Phrases	76
Exercise 41A: Identifying Adjective Phrases	76
Exercise 41B: Diagramming Adjective Phrases/Review	76
LESSON 42: Adjective Phrases, Adverb Phrases	78
Exercise 42A: Identifying Adverb Phrases	78
Exercise 42B: Diagramming Adverb Phrases	78
LESSON 43: Definitions Review, Adjective and Adverb Phrases, Misplaced Modifiers	79
Exercise 43A: Distinguishing Between Adjective and Adverb Phrases	79
Exercise 43B: Correcting Misplaced Modifiers	80
LESSON 44: Adjective and Adverb Phrases, Prepositional Phrases Acting as Other Parts of Speech	81
Exercise 44A: Prepositional Phrases Acting as Other Parts of Speech	81
Exercise 44B: Diagramming	81
Week 12: Advanced Verbs	83
LESSON 45: Linking Verbs, Linking/Action Verbs	83
Exercise 45A: Distinguishing Between Action Verbs and Linking Verbs	83
Exercise 45B: Distinguishing Among Different Kinds of Nouns	84
Exercise 45C: Diagramming Action Verbs and Linking Verbs	84
LESSON 46: Conjugations, Irregular Verbs, Principal Parts of Verbs	84
Exercise 46A: Forming Simple, Perfect, and Progressive Tenses	84
Exercise 46B: Latin Roots	86
Exercise 46C: Principal Parts of Verbs	86
Exercise 46D: Distinguishing Between First and Second Principal Parts	86

LESSON 47: Linking Verbs, Principal Parts, Irregular Verbs	87
LESSON 48: Linking Verbs, Principal Parts, Irregular Verbs	87
Exercise 48A: Principal Parts	87
Exercise 48B: Forming Correct Past Participles	88
Exercise 48C: Forming Correct Past Tenses	88
Exercise 48D: Proofreading for Irregular Verb Usage	89
Exercise 48E: Diagramming	89
REVIEW 4: (Weeks 10-12)	90
Review 4A: Action vs. Linking Verbs	90
Review 4B: Predicate Adjectives and Predicate Nominatives	90
Review 4C: Adjective and Adverb Phrases	91
Review 4D: Forming Principal Parts	91
Review 4E: Irregular Verbs	92
Review 4F: Misplaced Modifiers	92
Review 4G: Diagramming	92
Week 13: Advanced Pronouns	94
LESSON 49: Personal Pronouns, Antecedents, Possessive Pronouns	94
Exercise 49A: Personal Pronouns and Antecedents	94
Exercise 49B: Identifying Possessive Pronouns	94
Exercise 49C: Using Possessive Pronouns	94
Exercise 49D: Diagramming Pronouns	95
LESSON 50: Pronoun Case	96
Exercise 50A: Subject and Object Pronouns	96
Exercise 50B: Using Personal Pronouns Correctly	96
Exercise 50C: Diagramming Personal Pronouns	97
LESSON 51: Indefinite Pronouns	97
Exercise 51A: Identifying Indefinite Pronouns	97
Exercise 51B: Subject-Verb Agreement: Indefinite Pronouns	97
Exercise 51C: Diagramming Indefinite Pronouns	97
LESSON 52: Personal Pronouns, Indefinite Pronouns	98
Exercise 52A: Subject and Object Pronouns	98
Exercise 52B: Possessive and Indefinite Pronouns	99
Exercise 52C: Writing Sentences From Diagrams	99
Week 14: Active and Passive Voice	101
LESSON 53: Principal Parts, Troublesome Verbs	101
Exercise 53A: Principal Parts of Verbs	101
Exercise 53B: Using Correct Verbs	101
Exercise 53C: Correct Forms of Troublesome Verbs	102
Exercise 53D: Proofreading for Correct Verb Usage	102
LESSON 54: Verb Tense, Active and Passive Voice	102
Exercise 54A: Reviewing Tenses	102
Exercise 54B: Distinguishing Between Active and Passive Voice	103
Exercise 54C: Forming the Active and Passive Voice	103
LESSON 55: Parts of the Sentence, Active and Passive Voice	104
LESSON 56: Active and Passive Voice, Transitive and Intransitive Verbs	109
Exercise 56A: Transitive and Intransitive Verbs	109
Exercise 56B: Active and Passive Verbs	109
Exercise 56C: Diagramming	110

Week 15: Specialized Pronouns	112
LESSON 57: Parts of Speech, Parts of the Sentence, Intensive and Reflexive Pronouns . . .	112
Exercise 57A: Identifying Intensive and Reflexive Pronouns	112
Exercise 57B: Using Intensive and Reflexive Pronouns Correctly	112
Exercise 57C: Diagramming Intensive and Reflexive Pronouns	113
LESSON 58: Demonstrative Pronouns, Demonstrative Adjectives	113
Exercise 58A: Demonstrative Pronouns and Demonstrative Adjectives	114
Exercise 58B: Demonstrative Pronouns	114
Exercise 58C: Diagramming	115
LESSON 59: Demonstrative Pronouns, Demonstrative Adjectives, Interrogative Pronouns, Interrogative Adjectives	115
Exercise 59A: Identifying Demonstrative and Interrogative Pronouns	115
Exercise 59B: Using Interrogative and Demonstrative Pronouns Correctly	116
Exercise 59C: Diagramming Interrogative and Demonstrative Pronouns	116
LESSON 60: Pronoun Review, Sentences Beginning with Adverbs	117
Exercise 60A: Singular/Plural Indefinite Pronouns	117
Exercise 60B: Interrogatives and Demonstratives	117
Exercise 60C: Diagramming Practice	118
REVIEW 5: (Weeks 13-15)	119
Review 5A: Types of Pronouns	119
Review 5B: Using Correct Pronouns	119
Review 5C: Pronouns and Antecedents	120
Review 5D: Agreement with Indefinite Pronouns	120
Review 5E: Distinguishing Between Active and Passive Voice	120
Review 5F: Troublesome Verbs	121
Week 16: Imposters	122
LESSON 61: Progressive Tenses, Principal Parts, Past Participles as Adjectives, Present Participles as Adjectives	122
Exercise 61A: Identifying Past Participles Used as Adjectives	122
Exercise 61B: Identifying Present Participles Used as Adjectives	122
Exercise 61C: Diagramming Participles Used as Adjectives	123
LESSON 62: Present Participles as Nouns (Gerunds)	123
Exercise 62A: Identifying Gerunds	123
Exercise 62B: Diagramming Gerunds	123
LESSON 63: Gerunds, Present and Past Participles as Adjectives, Infinitives, Infinitives as Nouns	124
Exercise 63A: Identifying Gerunds and Infinitives	124
Exercise 63B: Diagramming Gerunds and Infinitives	125
LESSON 64: Gerunds, Present and Past Participles, Infinitives, Gerund, Participle, and Infinitive Phrases	125
Exercise 64A: Identifying Phrases that Serve as Parts of the Sentence	126
Exercise 64B: Diagramming	126
Week 17: Comparatives and Superlatives, Subordinating Conjunctions	128
LESSON 65: Adjectives, Comparative and Superlative Adjectives	128
Exercise 65A: Identifying Positive, Comparative, and Superlative Adjectives	128
Exercise 65B: Forming Comparative and Superlative Adjectives	128
Exercise 65C: Diagramming Comparative and Superlative Adjectives	129

LESSON 66: Adverbs, Comparative and Superlative Adverbs, Coordinating Conjunctions, Subordinating Conjunctions.	130
Exercise 66A: Diagramming Comparatives	130
Exercise 66B: Identifying Positive, Comparative, and Superlative Adverbs	130
Exercise 66C: Forming Comparative and Superlative Adverbs	131
LESSON 67: Irregular Comparative and Superlative Adjectives and Adverbs	131
Exercise 67A: Best and Worst Jobs	131
Exercise 67B: Using Comparatives and Superlatives Correctly	131
Exercise 67C: Using Correct Comparative Forms of Modifiers	132
Exercise 67D: Using Correct Adverbs and Adjectives	132
LESSON 68: Coordinating and Subordinating Conjunctions, Correlative Conjunctions	132
Exercise 68A: Coordinating and Subordinating Correlative Conjunctions	132
Exercise 68B: Subject-Verb Agreement	133
Exercise 68C: Diagramming	133
Week 18: Clauses	135
LESSON 69: Phrases, Sentences, Introduction to Clauses	135
Exercise 69A: Distinguishing Between Phrases and Clauses	135
Exercise 69B: Distinguishing Between Independent and Dependent Clauses	136
Exercise 69C: Turning Dependent Clauses into Complete Sentences	136
LESSON 70: Adjective Clauses, Relative Pronouns	136
Intro 70: Introduction to Adjective Clauses	136
Exercise 70A: Identifying Adjective Clauses and Relative Pronouns	136
Exercise 70B: Choosing the Correct Relative Pronoun	137
Exercise 70C: Diagramming Adjective Clauses	137
LESSON 71: Adjective Clauses, Relative Adverbs, Adjective Clauses with Understood Relatives	139
Exercise 71A: Relative Adverbs and Pronouns	139
Exercise 71B: Missing Relative Words	139
Exercise 71C: Diagramming	140
LESSON 72: Adverb Clauses	141
Exercise 72A: Adverb Clauses	141
Exercise 72B: Descriptive Clauses	142
Exercise 72C: Diagramming	143
REVIEW 6: (Weeks 16-18)	144
Review 6A: Pronouns	144
Review 6B: Using Comparative and Superlative Adjectives Correctly	146
Review 6C: Verbs	146
Review 6D: Identifying Dependent Clauses	146
Review 6E: Present and Past Participles	147
Review 6F: Diagramming	148
Week 19: More Clauses	150
LESSON 73: Adjective and Adverb Clauses, Introduction to Noun Clauses	150
Exercise 73A: Identifying Clauses	150
Exercise 73B: Creating Noun Clauses	151
Exercise 73C: Diagramming	151
LESSON 74: Clauses Beginning With Prepositions	153
Exercise 74A: Adjective Clauses Beginning with Prepositions	153
Exercise 74B: Correct Use of “Who” and “Whom”	154

Exercise 74C: Formal and Informal Diction	154
Exercise 74D: Diagramming	155
LESSON 75: Clauses and Phrases, Misplaced Adjective Phrases, Misplaced Adjective	
Clauses	156
Exercise 75A: Correcting Misplaced Modifiers	156
Exercise 75B: Diagramming	156
LESSON 76: Noun, Adjective, and Adverb Clauses, Restrictive and Non-Restrictive	
Modifying Clauses.	158
Exercise 76A: Clause Review	158
Exercise 76B: Non-Restrictive Clauses and Missing Commas	159
Exercise 76C: Restrictive Clauses and Unnecessary Commas	159
Week 20: Constructing Sentences	160
LESSON 77: Constructing Sentences	160
Exercise 77: Making Sentences out of Clauses and Phrases	160
LESSON 78: Simple Sentences, Complex Sentences	162
Exercise 78A: Identifying Simple and Complex Sentences	162
Exercise 78B: Forming Complex Sentences	163
Exercise 78C: Diagramming	163
LESSON 79: Compound Sentences, Run-on Sentences, Comma Splice	164
Exercise 79A: Forming Compound Sentences	164
Exercise 79B: Correcting Run-On Sentences (Comma Splices)	165
Exercise 79C: Diagramming	166
LESSON 80: Compound Sentences, Compound-Complex Sentences, Clauses	
with Understood Elements	167
Exercise 80A: Analyzing Complex-Compound Sentences	167
Exercise 80B: Constructing Complex-Compound Sentences	169
Exercise 80C: Diagramming	170
Week 21: Conditions.	172
LESSON 81: Helping Verbs, Tense and Voice, Modal Verbs.	172
Exercise 81A: Using “Do,” “Does,” and “Did”	172
Exercise 81B: Modal Verbs	172
Exercise 81C: Verb Tense and Voice	173
LESSON 82: Conditional Sentences, The Condition Clause, The Consequence Clause	174
Exercise 82A: Identifying Conditional Sentences	175
Exercise 82B: Tense in Conditional Sentences	175
Exercise 82C: Diagramming	176
LESSON 83: Conditional Sentences, The Subjunctive	177
Exercise 83A: Subjunctive Forms In Song Lyrics	177
Exercise 83B: Subjunctive Forms in Complex Sentences	177
LESSON 84: Conditional Sentences, The Subjunctive, Moods of Verbs, Subjunctive	
Forms Using “Be”	178
Exercise 84A: Parsing Verbs	178
Exercise 84B: Forming Subjunctives	179
Exercise 84C: Diagramming	179
REVIEW 7: (Weeks 19-21)	181
Review 7A: Improving Sentences with Phrases	181
Review 7B: Improving Sentences with Clauses	182
Review 7C: Conditional Clauses	183

Review 7D: Pronoun Review	184
Review 7E: Parsing	184
Review 7F: Diagramming	186
Week 22: Parenthetical Elements	187
LESSON 85: Verb Review	187
LESSON 86: Restrictive and Non-Restrictive Modifying Clauses, Parenthetical Expressions	188
Exercise 86A: Restrictive and Non-Restrictive Modifying Clauses	189
Exercise 86B: Identifying Parenthetical Expressions	190
Exercise 86C: Punctuating Sentences with Parenthetical Expressions	191
LESSON 87: Parenthetical Expressions, Dashes	192
Exercise 87A: Types of Parenthetical Expressions	192
Exercise 87B: Punctuating Parenthetical Expressions	193
Exercise 87C: Using Dashes for Emphasis	194
LESSON 88: Parenthetical Expressions, Dashes, Diagramming Parenthetical Expressions	194
Exercise 88A: Diagramming Parenthetical Expressions	194
Week 23: Dialogue and Quotations	198
LESSON 89: Dialogue	198
Exercise 89A: Punctuating Dialogue	198
Exercise 89B: Writing Dialogue Correctly	199
Exercise 89C: Proofreading	200
LESSON 90: Dialogue, Direct Quotations	200
Exercise 90A: Punctuating Dialogue	200
Exercise 90B: Punctuating Direct Quotations	201
Exercise 90C: Attribution Tags	202
LESSON 91: Direct Quotations, Ellipses, Partial Quotations	204
Exercise 91A: Using Ellipses	204
Exercise 91B: Partial Quotations	205
Exercise 91C: Diagramming	207
LESSON 92: Partial Quotations, Ellipses, Block Quotes, Colons, Brackets	209
Exercise 92A: Writing Dialogue Correctly	209
Exercise 92B: Using Direct Quotations Correctly	211
Week 24: Floating Elements	214
LESSON 93: Interjections, Nouns of Direct Address, Parenthetical Expressions	214
Exercise 93A: Using Floating Elements Correctly	214
Exercise 93B: Parenthetical Expressions	215
Exercise 93C: Diagramming	215
LESSON 94: Appositives	217
Exercise 94A: Using Appositives	217
Exercise 94B: Identifying Appositives	218
Exercise 94C: Diagramming (Challenge!)	218
LESSON 95: Appositives, Intensi Appositives, Intensive and Reflexive Pronouns, Noun Clauses in Apposition, Object Complements	221
Exercise 95A: Reflexive and Intensive Pronoun Review	221
Exercise 95B: Distinguishing Noun Clauses in Apposition from Adjective Clauses	222
Exercise 95C: Diagramming	223

LESSON 96: Appositives, Noun Clauses in Apposition, Absolute Constructions	224
Exercise 96A: Identifying Absolute Constructions	224
Exercise 96B: Appositives, Modifiers, and Absolute Constructions	225
Exercise 96C: Diagramming	226
REVIEW 8: (Weeks 22-24)	228
Review 8A: Definition Fill-In-The-Blank	228
Review 8B: Punctuating Restrictive and Non-Restrictive Clauses, Compound Sentences, Interjections, and Nouns of Direct Address	230
Review 8C: Dialogue	231
Review 8D: Parenthetical Expressions, Appositives, Absolute Constructions	231
Review 8E: Direct Quotations	232
Review 8F: Diagramming	233
Week 25: Complex Verb Tenses	236
LESSON 97: Verb Tense, Voice, and Mood, Tense Review (Indicative), Progressive Perfect Tenses (Indicative)	236
Exercise 97A: Review of Indicative Tenses	236
Exercise 97B: Parsing Verbs	237
Exercise 97C: Completing Sentences	238
LESSON 98: Simple Present and Perfect Present Modal Verbs, Progressive Present and Progressive Perfect Present Modal Verbs	238
Exercise 98A: Parsing Verbs	238
Exercise 98B: Forming Modal Verbs	239
LESSON 99: Modal Verb Tenses, The Imperative Mood, The Subjunctive Mood, More Subjunctive Tenses	240
Exercise 99A: Complete the Chart	240
Exercise 99B: Parsing	244
LESSON 100: Review of Moods and Tenses, Conditional Sentences	245
Exercise 100A: Conditional Sentences	245
Exercise 100B: Parsing	245
Exercise 100C: Diagramming	246
Week 26: More Modifiers	249
LESSON 101: Adjective Review, Adjectives in the Appositive Position, Correct Comma Usage	249
Exercise 101A: Identifying Adjectives	249
Exercise 101B: Punctuation Practice	250
Exercise 101C: Diagramming	250
LESSON 102: Adjective Review, Pronoun Review, Limiting Adjectives	252
Exercise 102A: Identifying Adjectives	252
Exercise 102B: Analysis	253
Exercise 102C: Using Adjectives	254
LESSON 103: Misplaced Modifiers, Squinting Modifiers, Dangling Modifiers	256
Exercise 103A: Correcting Misplaced Modifiers	256
Exercise 103B: Clarifying Squinting Modifiers	257
Exercise 103C: Rewriting Dangling Modifiers	258
LESSON 104: Degrees of Adjectives, Comparisons Using More, Fewer, and Less	259
Exercise 104A: Positive, Comparative, and Superlative Adjectives	259
Exercise 104B: Forming Comparisons	260
Exercise 104C: Using “Fewer” and “Less”	260

Exercise 104D: Diagramming	261
Week 27: Double Identities.	263
LESSON 105: Clauses with Understood Elements, Than as Conjunction, Preposition, and Adverb, Quasi-Coordinators.	263
Exercise 105A: Comparisons Using Than	263
Exercise 105B: Identifying Parts of the Sentence	263
Exercise 105C: Diagramming	264
LESSON 106: The Word As, Quasi-Coordinators	266
Exercise 106A: Identifying Parts of the Sentence	266
Exercise 106B: Diagramming	267
LESSON 107: Words That Can Be Multiple Parts of Speech	269
Exercise 107A: Identifying Parts of Speech	269
Exercise 107B: Diagramming	270
LESSON 108: Nouns Acting as Other Parts of Speech, Adverbial Noun Phrases	273
Exercise 108A: Nouns	273
Exercise 108B: Nouns as Other Parts of Speech	274
Exercise 108C: Identifying Parts of Speech	274
Exercise 108D: Adverbial Noun Phrases	276
Exercise 108E: Diagramming	277
Week 28: REVIEW 9 (Weeks 25-27).	279
Review 9A: Definition Fill-In-The-Blank	279
Review 9B: Parsing	281
Review 9C: Provide the Verb.	283
Exercise 9D: Identifying Adjectives and Punctuating Items in a Series	284
Exercise 9E: Correcting Modifiers	286
Exercise 9F: Identifying Adverbs	288
Exercise 9G: Comma Use.	290
Exercise 9H: Conjunctions	291
Exercise 9I: Identifying Independent Elements.	292
Exercise 9J: Words with Multiple Identities.	294
Exercise 9K: Verb Forms Functioning In Other Ways.	295
Exercise 9L: Diagramming	296
Week 29: Still More Verbs	302
LESSON 109: Hortative Verbs, Subjunctive Verbs	302
Exercise 109A: Identifying Hortative Verbs.	302
Exercise 109B: Rewriting Indicative Verbs as Hortative Verbs.	304
Exercise 109C: Diagramming	305
LESSON 110: Transitive Verbs, Intransitive Verbs, “Sit/Set”, “Lie/Lay”, “Rise/Raise”, Ambitransitive Verbs	306
Exercise 110A: Ambitransitive Verbs.	306
Exercise 110B: The Prefix “Ambi”	307
Exercise 110C: Diagramming	307
LESSON 111: Ambitransitive Verbs, Gerunds and Infinitives, Infinitive Phrases as Direct Objects, Infinitive Phrases With Understood “To”.	309
Exercise 111A: Infinitives and Other Uses of “To”	309
Exercise 111B: Diagramming	311
LESSON 112: Principal Parts, Yet More Troublesome Verbs.	313

Exercise 112A: Verb Definitions	313
Exercise 112B: Using Troublesome Verbs Correctly	314
Exercise 112C: More Irregular Principal Parts	316
Week 30: Still More About Clauses.	318
LESSON 113: Clauses and Phrases	318
Exercise 113A: Phrases and Clauses	318
Exercise 113B: Diagramming	319
LESSON 114: Restrictive and Non-Restrictive Modifying Clauses, Punctuating	
Modifying Clauses, <i>Which</i> and <i>That</i>.	321
Exercise 114A: Restrictive and Non-Restrictive Adjective Clauses	321
Exercise 114B: Dependent Clauses Within Dependent Clauses	322
Exercise 114C: Diagramming	324
LESSON 115: Conditional Sentences, Conditional Sentences as Dependent Clauses,	
Conditional Sentences with Missing Words, Formal <i>If</i> Clauses	327
Exercise 115A: Conditional Clauses	327
Exercise 115B: Diagramming	329
LESSON 116: Words That Can Be Multiple Parts of Speech, Interrogatives,	
Demonstratives, Relative Adverbs and Subordinating Conjunctions.	330
Exercise 116A: Words Acting as Multiple Parts of Speech	331
Exercise 116B: Words Introducing Clauses	332
Exercise 116C: Diagramming	334
Week 31: Filling Up the Corners	338
LESSON 117: Interrogative Adverbs, Noun Clauses, Forming Questions, Affirmations	
and Negations, Double Negatives.	338
Exercise 117A: Identifying Adverbs, Interrogative and Demonstrative Pronouns	
and Adjectives, and Relatives.	338
Exercise 117B: Forming Questions	340
Exercise 117C: Affirmations and Negations.	341
LESSON 118: Diagramming Affirmations and Negations, Yet More Words That Can Be	
Multiple Parts of Speech, Comparisons Using <i>Than</i>, Comparisons Using <i>As</i>	341
Exercise 118A: Identifying Parts of Speech	341
Exercise 118B: Diagramming	343
LESSON 119: Idioms	345
Exercise 119A: Identifying Idioms	349
Exercise 119B: Diagramming	350
LESSON 120: Troublesome Sentences	353
Exercise 120A: A Selection of Oddly Constructed Sentences	353
Week 32: REVIEW 10 (Weeks 29-31)	359
Review 10A: The Missing Words Game	359
Review 10B: Identifying Infinitive Phrases, Noun Clauses, and Modifying Clauses . .	362
Review 10C: Parsing	363
Review 10D: “Which” and “That” Clauses.	364
Review 10E: Words Acting as Multiple Parts of Speech	366
Review 10F: Idioms	367
Review 10G: Ambitransitive Verbs.	368
Review 10H: Hunt and Find	369
Review 10I: Conditionals and Formal Conditionals	370

Review 10J: Affirmations and Negations	371
Review 10K: Diagramming	372
Review 10L: Explaining Sentences.	375
Week 33: Mechanics	378
LESSON 121: Capitalization Review, Additional Capitalization Rules, Formal and Informal Letter Format, Ending Punctuation n.	378
Exercise 121A: Proofreading.	378
Exercise 121A: Correct Letter Mechanics	379
LESSON 122: Commas, Semicolons, Additional Semicolon Rules, Colons, Additional Colon Rules.	380
Exercise 122A: Comma Use	381
Exercise 122B: Commas, Capitals, Closing Punctuation, Colons, and Semicolons.	381
122B.1: Sentences	381
122B.2: Letter Format	382
122B.3: Quotes	383
LESSON 123: Colons, Dashes, Hyphens, Parentheses, Brackets	384
Exercise 123A: Hyphens	384
Exercise 123B: Parenthetical Elements	384
LESSON 124: Italics, Quotation Marks, Ellipses, Single Quotation Marks, Apostrophes.	386
Exercise 124A: Proofreading Practice	386
Exercise 124B: Foreign Phrases That Are Now English Words.	387
Week 34: Advanced Quotations & Dialogue	389
LESSONS 125 and 126.	389
LESSON 127: Practicing Direct Quotations and Correct Documentation.	389
Week 35: Introduction to Sentence Style.	395
LESSON 128: Sentence Style: Equal and Subordinating, Sentences with Equal Elements: Segregating, Freight-Train, and Balanced.	395
Exercise 128A: Identifying Sentence Types.	395
LESSON 129: Subordinating Sentences: Loose, Periodic, Cumulative, Convolutional, and Centered	396
Exercise 129A: Identifying Subordinating Sentences.	396
LESSON 130: Practicing Sentence Style	399
Exercise 130A: Rewriting	400
Exercise 130B: Original Composition.	402
Week 36: REVIEW 11 (Final Review)	404
Review 11A: Explaining Sentences	404
Review 11B: Correcting Errors	410
Review 11C: Fill In the Blank	411
Review 11D: Diagramming	412

WEEK 1

Introduction to Nouns and Adjectives

— LESSON 1 —

Introduction to Nouns Concrete and Abstract Nouns

Exercise 1A: Abstract and Concrete Nouns

Decide whether the underlined nouns are abstract or concrete. Above each noun, write *A* for *abstract* or *C* for *concrete*. If you have difficulty, ask yourself: Can this noun be touched or seen, or experienced with another one of the senses? If so, it is a concrete noun. If not, it is abstract.

All that glitters is not ^Cgold. (English and Spanish)

Forget injuries; never forget ^Akindness. (Chinese)

Study the ^Apast if you would define the ^Afuture. (Chinese)

We learn little from ^Avictory, much from ^Adefeat. (Japanese)

The ^Cshrimp that falls asleep gets carried away by the ^Ccurrent. (Spanish)

He who conquers his ^Aanger has conquered an enemy. (German)

The oldest ^Ctrees often bear the sweetest ^Cfruit. (German)

^APride is no substitute for a ^Cdinner. (Ethiopian)

A leaky ^Chouse can fool the ^Csun, but it can't fool the ^Crain. (Haitian)

Exercise 1B: Abstract Nouns

Each row contains two abstract nouns and one concrete noun. Find the concrete noun and cross it out.

hunger	thirst	bread
delight	frosting	pleasure
confusion	victory	torch
shock	fear	monster
guard	noise	tranquility
self-control	boredom	mob

— LESSON 2 —

Introduction to Adjectives

Descriptive Adjectives, Abstract Nouns

Formation of Abstract Nouns from Descriptive Adjectives

Exercise 2A: Descriptive Adjectives, Concrete Nouns, and Abstract Nouns

Decide whether the underlined words are concrete nouns, abstract nouns, or descriptive adjectives. Above each, write *DA* for descriptive adjective, *CN* for concrete noun, or *AN* for abstract noun.

DA CN AN
The cowardly lion wished for courage.

DA CN AN
The shy tinman wished for love.

DA CN AN
The silly scarecrow wished for intelligence.

DA DA CN AN
The lost little girl wished for the power to go home.

DA DA CN CN DA CN
The Yellow Brick Road led through a field of crimson poppies.

Note to Instructor: You may need to explain that *brick* can be a noun when it refers to a concrete object ("a brick") but that in this sentence, *brick* acts as an adjective because it describes what kind of road the Yellow Brick Road is. If the student is already familiar with compound proper nouns, he may identify *Yellow Brick Road* as one noun. This is also an acceptable answer.

CN AN CN
The travelers were overcome with sleepiness when they smelled the flowers.

Exercise 2B: Turning Adjectives into Abstract Nouns

Change each descriptive adjective to an abstract noun by adding the suffix *-ness*. Write the abstract noun in the blank beside the descriptive adjective. Remember this rule: **When you add the suffix *-ness* to a word ending in *-y*, the *y* changes to *i*.** (For example, *grumpy* becomes *grumpiness*.)

sad	<u>sadness</u>
truthful	<u>truthfulness</u>
effective	<u>effectiveness</u>
ugly	<u>ugliness</u>
silly	<u>silliness</u>
sluggish	<u>sluggishness</u>
eager	<u>eagerness</u>
bulky	<u>bulkiness</u>

Exercise 2C: Color Names

Underline all the color words in the following paragraph. Then write *A* for adjective or *N* for noun above each underlined color word. If you are not sure, ask yourself, "[Color name] *what*?" If you can answer that question, you have found a noun that the color describes. That means the color is an adjective.

Rachel held her sister Dana's hand as they walked up the ^Aturquoise path into the ^Ayellow candy store. Candy of every imaginable flavor covered the walls. Dana immediately headed to the ^Amagenta jellybeans. Rachel laughed; Dana's favorite color was ^Nmagenta, and she always wanted ^Amagenta clothes and notebooks for school. Rachel raced over to the bright ^Ared strawberries covered in ^Awhite chocolate. Right next to the strawberries were ^Agreen bon-bons. She usually ^Nliked green, but this trip was not about color. It was about taste!

— LESSON 3 —

Common and Proper Nouns Capitalization and Punctuation of Proper Nouns

Exercise 3A: Capitalizing Proper Nouns

Write a proper noun for each of the following common nouns. Don't forget to capitalize all of the important words of the proper noun. Underline the names of the book and movie you choose, to show that those names should be in italics if they were typed.

Answers will vary.

Exercise 3B: Proper Names and Titles

On your own paper, rewrite the following sentences properly. Capitalize and punctuate all names and titles correctly. If you are using a word processing program, italicize where needed; if you are writing by hand, underline in order to show italics.

I just finished reading The Secret Garden.

My uncle subscribes to the magazine Time.

My favorite campfire song is "Bingo."

The sinking of the Titanic was a terrible disaster.

Lewis Carroll's poem "Jabberwocky" has many made-up words.

Exercise 3C: Proofreading for Proper Nouns

In the following sentences from *The Story of the World, Volume 3*, by Susan Wise Bauer, indicate which proper nouns should be capitalized by underlining the first letter of the noun three times. This is the proper proofreader mark for *capitalize*. The first word in the first sentence is done for you.

But not very many europeans traveled to russia, and those who settled in russia lived apart from the russians, in special colonies for foreigners.

peter's only port city, archangel, was so far north that it was frozen solid for half the year.

The sea of azov led right into the black sea, which led to the mediterranean. azov belonged to the ottoman turks.

The turks waved their turbans in surrender. azov had fallen!

— LESSON 4 —

Proper Adjectives Compound Adjectives (Adjective-Noun Combinations)

Exercise 4A: Forming Proper Adjectives from Proper Nouns

Form adjectives from the following proper nouns. (Some will change form and others will not.) Write each adjective into the correct blank in the sentences below. If you are not familiar with the proper nouns, you may look them up online at Encyclopaedia Britannica, Wikipedia, or some other source (this will help you complete the sentences, as well). This exercise might challenge your general knowledge! (But you can always ask your instructor for help.)

Great Wall	Ireland	January	Victoria
Italy	Los Angeles	Shinkansen	Canada
Goth	Friday	Double Ninth Festival	Christmas

Traditionally, Double Ninth cakes are made by layering lard, rice flour paste, and a bean paste diluted with white sugar, but each area of China has its own variation on the recipe.

Note to Instructor: The student may answer “Double Ninth Festival cakes.” Technically this is not incorrect, but point out that “Double Ninth” is the more common adjective form of the proper noun.

The January festival known as Plough Monday marked the return to work after Twelfth Night.

Gothic cathedrals were built by medieval “journeymen”—guilds of craftsmen who were expert woodcarvers, blacksmiths, stonemasons, plasterers, ironworkers, and glaziers.

During the Victorian period in England, many farmers left their land to live in cities and work in factories.

By Los Angelean standards, Hollywood Hills and Culver City are just a stone’s throw from each other.

The diagonal section of the Huangyaguan section of the Ming Wall is called Heartbreak Hill by many runners in the Great Wall Marathon.

My favorite Christmas cookies are gingerbread men and spritz.

The Shinkansen train carries over 143 million passengers from Tokyo to Shin-Osaka every year, sometimes at speeds as high as 200 miles per hour.

I found the recipe for *gelato di fragola* in my Italian cookbook.

On Bloody Sunday (21 November 1920), fourteen British military operatives and fourteen Irish civilians were killed in Dublin.

Er Shun, a giant panda on loan to the Canadian zoo in Toronto, gave birth to twin cubs in October of 2015; each one was the size of a stick of butter.

It was such a difficult week that we were all more than ready for the Friday holiday and the long weekend.

Exercise 4B: Capitalization of Proper Adjectives

In the following sentences, correct each lowercase letter that should be capitalized by using the proofreader's mark (three underlines beneath each). Circle each proper adjective. Finally, write an S (for "same") above the proper adjectives that have not changed form from the proper noun.

the portuguese explorers were the first european travelers to reach the australian region, but spanish navigators were not far behind.

thomas abercrombie was a legendary national geographic photographer who worked in the arabian desert, the antarctic continent, the entire middle eastern region, and the south pole. he photographed jacques cousteau, the first indian white tiger brought to the north american continent, and the islamic pilgrimage to mecca.

the october farmers' market was a panorama of colorful leaves, halloween costumes, pumpkins, and heirloom squash. the blue hubbard and golden hubbard varieties were my favorite.

Note to Instructor: While some sources do not capitalize the proper adjectives *Blue Hubbard* and *Golden Hubbard*, these squashes are specific proprietary varieties and so should be capitalized.

the laws of the elizabethan age allowed french and dutch protestants to have their own london churches, although english citizens were not supposed to enter them. diplomats from catholic countries were allowed to celebrate mass, but only in their own homes, and english subjects were banned from those services as well.

Exercise 4C: Hyphenating Attributive Compound Adjectives

Hyphens prevent misunderstanding! Explain to your instructor the differences between each pair of phrases. The first is done for you. If you're confused, ask your instructor for help.

Note to Instructor: These are intended to be fun, not frustrating. Use the suggestions below to help the student, and give the answers if the student is stumped.

a small-town boy is a boy from a small town

a small town boy is a town boy of diminished size

(both a small boy and a town boy)

a violent-crime conference is a conference about violent crime

a violent crime conference is a crime conference that turns ugly

(both a violent conference and a crime conference)

a high-chair cover is a cover for a baby's seat

a high chair cover is a chair cover that's too far off the ground

(both a high cover and a chair cover)

a cross-country runner is a runner who goes across country

a cross country runner is a rural runner in a bad mood

(both a country runner and a cross runner)

an ill-fated actress is an actress who's doomed to suffer very bad luck

an ill fated actress is an actress facing a particular fate with an upset stomach

(both an ill actress and a fated actress)

WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender

Introduction to Personal Pronouns

Exercise 5A: Introduction to Noun Gender

How well do you know your animals? Fill in the blanks with the correct name (and don't worry too much if you don't know the answers . . . this is mostly for fun.)

Animal	Male	Female	Baby	Group of Animals
cattle	bull	<u>cow</u>	<u>calf</u>	drove of cattle
chicken	rooster	<u>hen</u>	chick	<u>brood of chickens</u>
deer	<u>buck</u>	<u>doe</u>	fawn	herd of deer
owl	<u>owl</u>	owl	<u>chick</u>	<u>parliament of owls</u>
horse	<u>stallion</u>	<u>mare</u>	foal	<u>herd of horses</u>
rabbit	<u>buck</u>	<u>doe</u>	bunny	<u>nest of rabbits</u>
mouse	<u>buck</u>	doe	<u>pup or pinkie</u>	mischief of mice
swan	<u>cob</u>	pen	<u>cygnet</u>	<u>flock or wedge of swans</u>

Exercise 5B: Nouns and Pronouns

Write the correct pronoun above the underlined word(s). The first one is done for you.

^{They}
Example: Astronomers predicted that the comet would crash into Jupiter on or about July 25, 1994. (Theo Koupolis, *In Quest of the Universe*)

This particular slab of black basalt was different from anything that had ever been discovered.

^{It}
The slab carried three inscriptions. (Hendrik van Loon, *The Story of Mankind*)

^{We}
Jenny and I read a book about inventors.

Benjamin Franklin not only invented objects such as the lightning rod, but ^{he} Benjamin Franklin also invented the expression “pay it forward” to teach people to repay kindness by being kind to others.

^{They}
 Wilbur and Orville Wright had always loved construction. Wilbur and Orville Wright began as bicycle mechanics and eventually constructed the first successful airplane!

^{It}
 The wheel is one of the most important inventions of all time. The wheel was probably invented for chariots in ancient Mesopotamia, which is now part of Iraq.

“Why,” said Effie, “I know what it is. It is a dragon like the one St. George killed.” And ^{she}Effie was right. (E. Nesbit, *The Book of Dragons*)

Exercise 5C: Substituting Pronouns

Does the passage below sound awkward? It should, because it’s not what the Brothers Grimm actually wrote. Choose the nouns that can be replaced by pronouns, cross them (and any accompanying words such as “the”) out, and write the appropriate pronouns above them.

Note to Instructor: Answers that replace other nouns by pronouns are acceptable as long as the pronouns are the correct gender and the passage reads well. It is not necessary for the student to replace every noun below, as long as the sentences no longer sound awkward.

Then Dullhead fell at once to hew down the tree, and when ^{it}the tree fell ^{he}Dullhead found amongst the roots a goose, whose feathers were all of pure gold. ^{He}Dullhead lifted ^{her}the goose out, carried ^{her}the goose off, and took ^{her}the goose to an inn where ^{he}Dullhead meant to spend the night.

Now the landlord of the inn had a beautiful daughter, and when ^{she}the daughter saw the goose, the daughter¹ was filled with curiosity as to what this wonderful bird could be, and ^{she}the daughter longed for one of the golden feathers.

Exercise 5D: Pronouns and Antecedents

Circle the personal pronouns in the following sentences, and draw an arrow from each pronoun to its antecedent. If the noun and pronoun are masculine, write *M* in the margin. If they are feminine, write *F*; if neuter, write *N*. Some sentences have two personal pronouns. The first is done for you.

- Although Helen Keller was blind and deaf, (she) became a famous author and speaker. F
- The man selected a cake covered with violet icing and bit into (it). (It) appeared to be filled with jam. N
- Sylvia was not much comforted. (She) moved along to the middle of the seat and huddled there. F
- Andreas Vesalius showed immense curiosity about the functioning of living things. (He) often caught and dissected small animals and insects. (Kendall Haven, *100 Greatest Science Discoveries of All Time*) M
- The Wart copied Archimedes in zooming up toward the branch which (they) had chosen. (T. H. White, *The Once and Future King*) M
- Mother Teresa was born in Albania; (she) worked for 45 years caring for the poor people of India. F

1. This noun is not replaced by “she” because the pronoun could be construed to refer to the goose, the nearest previous feminine noun.

↓
 Mahatma Gandhi led peaceful protests against the persecution of poor people and women in India. (He) disobeyed unfair laws but quietly suffered the punishment. M

Even though (he) spent 27 years in prison, Nelson Mandela, a follower of Gandhi, helped to bring democracy for all races to South Africa. M

Being the scientist that (he) was, Carver decided that (he) would take the peanut apart. (Robert C. Haven, *Seven African-American Scientists*) M

↓ ↓ ↓
 “Why,” said Effie, “(I) know what (it) is. (It) is a dragon like the one St. George killed.” (E. Nesbit, *The Book of Dragons*) F and N

— LESSON 6 —

Review Definitions

Introduction to Verbs

Action Verbs, State-of-Being Verbs

Parts of Speech

Exercise 6A: Identifying Verbs

Mark each underlined verb *A* for action or *B* for state-of-being.

We here ^A enter upon one of the most interesting and important chapters in the history of music.

The art of polyphony ^A originated at the same period as the pointed arch and the great cathedrals of Europe. In music, polyphony ^A represents the same bounding movement of mind, filled with high ideals. In the same country ^A arose the Gothic arch, the beauties of Notre Dame in Paris, and the involved and massive polyphony of music.

Polyphonic ^B is a term which ^A relates itself to two others. They ^B are Monodic and Homophonic. The musical art of the ancients ^B was an art in which a single melodic formula ^A doubled in a lower or higher octave, but where no harmony ^B was; variety ^A came through rhythm alone. Monodic art ^B was an art of melody only. Our modern art of homophony ^B is like that, in having but a single melody at each moment of the piece; but it ^A differs from the ancient in the addition of a harmonic support for the melody tones. This harmonic accompaniment ^A rules everything in modern music. It ^B is within the power of the composer to ^A support the melody tone with the chord which would most readily ^A suggest itself, within the limitations of the key.

Instances of this use of harmonic accompaniment ^Bare numerous in Wagner's works, and ^Aform the most obvious peculiarity of his style.

Halfway between these two types of musical art ^Astands polyphony, which ^Ameans etymologically "many sounds," but which in musical technique ^Bis "multiplicity of melodies." In a true polyphony, every tone of the leading voice ^Apossesses melodic character, but all the tones ^Bare themselves elements of other, independently moving melodies. The essence of polyphony ^Bis canonic imitation. The simplest form of this ^Bis the "round," in which one voice ^Aleads off with a phrase, and immediately a second voice ^Abegins with the same melody at the same pitch, and ^Afollows after. At the proper interval a third voice ^Aenters. Thus, when there ^Bis only one voice, we ^Ahave monody; when the second voice ^Aenters we ^Ahave combined sounds of two elements; and when the third ^Aenters we ^Ahave chords of three tones.

A round ^Agoes on in an endless sequence until the performers ^Astop arbitrarily. There ^Bis no innate reason why it might not ^Acontinue indefinitely!

—Condensed slightly from W. S. B. Mathews, *A Popular History of the Art of Music*

Exercise 6B: Action Verbs and State-of-Being Verbs

Provide an appropriate action and state-of-being verb for each of the following nouns. The first is done for you.

Note to Instructor: The student's answers should be exactly the same as those listed in the state-of-being column. The verbs in the action column are samples; answers may vary.

	State-of-Being	Action
The rabbit	<u>was [OR is]</u>	<u>hopped</u>
Dinosaurs	<u>are/were</u>	<u>fought</u>
The sun	<u>is/was</u>	<u>shines</u>
Trains	<u>are/were</u>	<u>speed</u>
I	<u>am/was</u>	<u>sing</u>
The student	<u>is/was</u>	<u>reads</u>
Molecules	<u>are/were</u>	<u>move</u>
The wind	<u>is/was</u>	<u>blows</u>
Wolves	<u>are/were</u>	<u>howl</u>
You	<u>are/were</u>	<u>study</u>

Exercise 6C: Strong Action Verbs

Good writers use descriptive and vivid verbs. First underline the action verbs in the following sentences. Then rewrite a different, vivid verb in the space provided. The first is done for you. You may use a thesaurus if necessary.

Note to Instructor: Sample action verbs are provided, but answers may vary.

Ellen spoke to her friend after their fight.

Edgar moved away from the angry tiger.

The starving man ate his dinner.

The delicate lamp broke on the floor.

The frightened little girl asked for her mother.

After the snowstorm, Carrie came down the hill in her sled.

Alexander the Great beat his enemies.

The Blackfoot moved across the land.

apologized

scurried, scrambled, hurtled

gobbled, devoured, inhaled

shattered, splintered

begged, sobbed

barrelled, hurtled

vanquished

crept

— LESSON 7 —

Helping Verbs

Exercise 7A: Action and Helping Verbs

Underline the action verbs in both columns of sentences once. The sentences in the second column each contain a helping verb. Underline this helping verb twice. The first is done for you.

These sentences are adapted from *A Complete Geography* by Ralph Tarr and Frank McMurry.

Column 1

Waves form in the ocean.

Waves endanger small ships.

Waves damage the coast.

Tides rise and fall.

The sun pulls on the earth.

Spring tides rise high.

Column 2

Waves are formed by winds which blow over the water.

Waves are constantly endangering small ships.

The constant beating of the waves is slowly eating the coast away.

Tides are caused by the moon and the sun.

The ocean is drawn slightly out of shape when the sun's pull affects it.

The high tides at full and new moon are called spring tides.

Exercise 7B: Helping Verbs

Fill in each blank in the story with a helping verb. Sometimes, more than one helping verb might be appropriate.

This excerpt is adapted from *King Arthur: Tales of the Round Table* by Andrew Lang.

Long, long ago, after Uther Pendragon died, there was no king in Britain, and every knight hoped for the crown himself. Laws were broken on every side, and the corn grown by the poor was trodden underfoot, and there was no king to bring evildoers to justice.

When things were at their worst, Merlin the magician appeared and rode fast to the place where the Archbishop of Canterbury lived. They took counsel together, and agreed that all the lords and gentlemen of Britain would/should ride to London and meet on Christmas Day in the Great Church. So this was done.

On Christmas morning, as they left the church, they saw in the churchyard a large stone, and on it a bar of steel, and in the steel a naked sword was held, and about it was written in letters of gold, "Whoever pulls out this sword is by right of birth King of England."

The knights were anxious to be King, and they tugged at the sword with all their might; but it never stirred. The Archbishop watched them in silence. When they had exhausted themselves from pulling, he spoke: "The man is not here who can/will/shall/should/may/might/must/could lift out that sword, nor do I know where to find him. But this is my counsel—that two knights are/be chosen, good and true men, to keep guard over the sword."

This was done. But the gentlemen-at-arms cried out that every man had a right to try to win the sword, and they decided that, on New Year's Day, a tournament would/should/might/must be held and any knight who wished could/would/might enter the lists.

Among them was a brave knight called Sir Ector, who brought with him Sir Kay, his son, and Arthur, Kay's foster-brother. Now Kay had unbuckled his sword the evening before, and in his haste to be at the tournament had forgotten to put it on again, and he begged Arthur to ride back and fetch it for him. But when Arthur reached the house the door was locked, for the women had gone out to see the tournament, and though Arthur tried his best to get in, he could not. Then he rode away in great anger, and said to himself, "Kay will/shall/must/can not be without a sword this day. I shall/will/should/must/can/could take that sword in the churchyard and give it to him." He galloped fast till he reached the gate of the churchyard. Here he jumped down and tied his horse tightly to a tree; then, running up to the stone, he seized the handle of the sword, and drew it easily out.

— LESSON 8 —

Personal Pronouns

First, Second, and Third Person Capitalizing the Pronoun "I"

Exercise 8A: Capitalization and Punctuation Practice

Correct the following sentences. Mark through any incorrect small letters and write the correct capitals above them. Insert quotation marks if needed. Use underlining to indicate any italics.

Note to Instructor: Inserted caps are bolded. This exercise assumes that students know to capitalize the first word in a sentence (if not, remind them).

On the night of May 6, 1915, as his ship approached the coast of Ireland, Captain William Thomas Turner left the bridge and made his way to the first-class lounge, where passengers were taking part in a concert and talent show, a customary feature of Cunard crossings.

Note to Instructor: The title Captain is capitalized because it has become part of the full proper name of the *Lusitania's* captain: Captain William Thomas Turner. The word *captain* occurring on its own would not be capitalized.

On the morning of the ship's departure from New York, a notice had appeared on the shipping pages of New York's newspapers. Placed by the German embassy in Washington, it reminded readers of the existence of the war zone and cautioned that "vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction" and that travelers sailing on such ships "do so at their own risk." Though the warning did not name a particular vessel, it was widely interpreted as being aimed at Turner's ship, the *Lusitania*, and indeed in at least one prominent newspaper, the *New York World*, it was positioned adjacent to Cunard's own advertisement for the ship.

Rev. Henry Wood Simpson, of Rossland, British Columbia, put himself in God's hands, and from time to time repeated one of his favorite phrases, "Holy Ghost, our souls inspire." He said later he knew he would survive.

His life jacket held him in a position of comfort, "and I was lying on my back smiling up at the blue sky and the white clouds, and I had not swallowed much sea water either."

But, strangely, there was also singing. First "Tipperary," then "Rule, Britannia!" Next came "Abide With Me."

Note to Instructor: If the student asks, the quotation mark goes outside the punctuation mark after each song, but since this rule has not been covered, count any placement as correct.

Wilson believed that if he went then to Congress to ask for a declaration of war, he would likely get it. —Erik Larson, *Dead Wake*

The supposedly snobbish French leave all personal pronouns in the unassuming lowercase, and Germans respectfully capitalize the formal form of “you” and even, occasionally, the informal form of “you,” but would never capitalize “I.”

The growing “I” became prevalent in the 13th and 14th centuries, with a Geoffrey Chaucer manuscript of *The Canterbury Tales* among the first evidence of this grammatical shift.

—Caroline Winter, “Me, Myself and I,” in *The Times Magazine* 8/3/2008

Exercise 8B: Person, Number, and Gender

Label each personal pronoun in the following selection with its person (1, 2, or 3) and number (S or PL). For third person singular pronouns only, indicate gender (M, F, or N). The first two are done for you.

^{1S} I was standing with Mr. and Mrs. Elbert Hubbard when the torpedo struck the ship. ^{3SN} It was a heavy, rather muffled sound; a second explosion quickly followed, but ^{1S} I do not think ^{3SN} it was a second torpedo, for the sound was quite different. ^{1S} I turned to the Hubbards and suggested, ^{2PL} “**You** should go down to get life jackets.” ^{3PL} **They** had ample time to go there and get back to the deck, but both seemed unable to act.

^{1S} I went straight down to find a life belt, took a small leather case containing business papers, and went back up on deck to the spot where ^{1S} I had left the Hubbards. ^{3PL} **They** had gone; ^{1S} I never saw the Hubbards again.

A woman passenger nearby called out to Captain Turner, “Captain, what should ^{1PL} **we** do?”

^{3SM} **He** answered, “Ma’am, stay right where ^{2S} **you** are. The ship is strong and ^{3SF} **she** will be all right.” So ^{3SF} **she** and ^{1S} **I** turned and walked quietly aft and tried to reassure the passengers ^{1PL} **we** met. There was no panic, but there was infinite confusion.

—Slightly adapted from Charles E. Lauriat, *The Lusitania’s Last Voyage* (1931)



WEEK 3

Introduction to the Sentence

— LESSON 9 —

The Sentence

Parts of Speech and Parts of Sentences

Subjects and Predicates

Exercise 9A: Parts of Speech vs. Parts of the Sentence

Label each underlined word with the correct part of speech AND the correct part of the sentence.

part of speech noun verb
The cat licks its paws.

part of the sentence subject predicate

part of speech pronoun verb
I actually prefer dogs.

part of the sentence subject predicate

part of speech noun verb
The dog runs down the road.

part of the sentence subject predicate

part of speech pronoun verb
He runs down the road.

part of the sentence subject predicate

Exercise 9B: Parts of Speech: Nouns, Adjectives, Pronouns, and Verbs

Label each underlined word with the correct part of speech. Use N for noun, A for adjective, P for pronoun, and V for verb.

One ^Nday, while I ^Pwas playing with my ^Anew ^Ndoll, ^NMiss Sullivan ^Vput my ^Abig ^Arag doll into
my lap also, ^Vspelled “d-o-l-l” and ^Vtried to make me understand that “d-o-l-l” applied to both.

Earlier in the day ^Pwe had had a tussle over the ^Nwords “m-u-g” and “w-a-t-e-r.” Miss Sullivan had
tried to impress it upon me that “m-u-g” is ^Nmug and that “w-a-t-e-r” is ^Nwater, but I ^Vpersisted in

^Pconfounding the two. In despair ^Nshe had dropped the ^Nsubject for the ^Ntime, only to renew ^Pit at the
^Afirst opportunity. I ^Nbecame impatient at her ^Vrepeated attempts and, seizing the new doll, I ^Adashed
^Pit upon the ^Nfloor.

—Helen Keller, *The Story of My Life*

Exercise 9C: Parts of the Sentence: Subjects and Predicates

In each of the following sentences, underline the subject once and the predicate twice. Find the subject by asking, “Who or what is this sentence about?” Find the predicate by asking, “Subject what?” The first is done for you.

George ate the banana.

Who or what is this sentence about? George.

George what? George ate.

Owls are birds of prey.

Owls see in both the day and night.

Vultures eat carrion.

Hawks hunt live prey.

Ospreys catch fish.

Kites prefer insects.

Falcons steal the nests of other birds.

— LESSON 10 —

Subjects and Predicates

Diagramming Subjects and Predicates Sentence Capitalization and Punctuation Sentence Fragments

Exercise 10A: Sentences and Fragments

If the group of words expresses a complete thought, write *S* for sentence in the blank. If not, write *F* for fragment.

birds can land on the ground	<u>S</u>
small birds flapping their wings	<u>F</u>
or landing on the water	<u>F</u>
large birds can only hover for a short time	<u>S</u>
hummingbirds can beat their wings 52 times per second	<u>S</u>
because their feet act like skids	<u>F</u>
some birds are flightless	<u>S</u>

Exercise 10B: Proofreading for Capitalization and Punctuation

Add the correct capitalization and punctuation to the following sentences. In this exercise you will use proofreader’s marks. Indicate letters which should be capitalized by underlining each letter three times. Indicate ending punctuation by using the proofreader’s mark for inserting a

period: ○. Indicate words which should be italicized by underlining them and writing *ITAL* in the margin. If a word has to be both italicized AND capitalized, underline it once first, and then add triple underlining *beneath* first underline.

once there was a very curious monkey named george ○
we booked a cruise on a ship called sea dreams ○ ITAL
the titanic had a sister ship called the olympic ○ ITAL
the titanic had a gym, a swimming pool, and a hospital with an operating room ○ ITAL
the millionaire john jacob astor and his wife were on board ○
the titanic hit an iceberg on april 14 ○ ITAL
when the ship began to sink, women and children were loaded into the lifeboats first ○
the survivors in the lifeboats heard the band playing until the end ○
the carpathia brought the survivors to new york ○ ITAL

Exercise 10C: Diagramming Subjects and Predicates

Find the subjects and predicates in the following sentences. Diagram each subject and predicate on your own paper. You should capitalize on the diagram any words which are capitalized in the sentence, but do not put punctuation marks on the diagram. If a proper name is the subject, all parts of the proper name go onto the subject line of the diagram.

The first is done for you.

Note to Instructor: If the student has difficulty finding the subjects and predicates, remind him to ask "Who or what is this sentence about?" to find the subject. Once the subject is located, the student should ask, "[Subject] what?"

Example: Many hurricanes form in the southwest North Pacific.

Who or what is this sentence about? Hurricanes.

Hurricanes what? Hurricanes form.

Joseph Duckworth earned an Air Medal.

Joseph Duckworth | earned

Many hurricanes form in the southwest North Pacific.

hurricanes | form

Few hurricanes arise on the equator.

hurricanes | arise

Sometimes, hurricanes develop over land.

hurricanes | develop

Satellites photograph hurricanes.

Satellites | photograph

Radar tracks hurricanes.

Radar | tracks

Meteorologists issue hurricane warnings.

Meteorologists | issue

Red flags with black centers are warnings of approaching hurricanes.

flags | are

— LESSON 11 —

Types of Sentences

Exercise 11A: Types of Sentences: Statements, Exclamations, Commands, and Questions

Identify the following sentences as *S* for statement, *E* for exclamation, *C* for command, or *Q* for question. Add the appropriate punctuation to the end of each sentence.

	<u>Sentence Type</u>
Aunt Karen is teaching me how to make strawberry pie.	<u>S</u>
Do we make the piecrust or the filling first?	<u>Q</u>
Don't touch that stove! <i>or</i> .	<u>C</u>
Roll the dough until it is very thin.	<u>C</u>
I stirred the filling, and Aunt Karen poured it into the pan.	<u>S</u>
How long do we bake the pie?	<u>Q</u>
This pie is delicious! <i>or</i> .	<u>E</u>
Eat this. <i>or</i> !	<u>C</u>
Do you mind if we sit down?	<u>Q</u>
I am getting tired.	<u>S</u>

Exercise 11B: Proofreading for Capitalization and Punctuation

Proofread the following sentences. If a small letter should be capitalized, draw three lines underneath it. Add any missing punctuation.

what a beautiful morning!
please come with me on a bike ride./!
my bicycle tires are flat.
will you help me with the air pump?
did you pack the water bottles and snacks?
don't forget to put on sunscreen./!
let's go./!

Exercise 11C: Diagramming Subjects and Predicates

On your own paper, diagram the subjects and predicates of the following sentences. Remember that the understood subject of a command is *you*, and that the predicate may come before the subject in a question.

Learn quietly.

(you) | Learn

Sometimes, students work hard.

students | work

The book is open.

book | is

Are you hungry?

you | Are

Other times, students stare out of windows.

students | stare

Close the book.

(you) | Close

Did you?

you | Did

You did a good job today.

You | did

— LESSON 12 —

Subjects and Predicates

Helping Verbs

Simple and Complete Subjects and Predicates

Exercise 12A: Complete Subjects and Complete Predicates

Match the complete subjects and complete predicates by drawing lines between them.

The hard storm	huddled close together under a low-branching tree.
The chickens	became cool and clear.
The horses	appeared, first one, then six, then twenty.
Out in the meadow, the sheep	ran for the open door of the hen-house.
The wind	were already in their comfortable stalls with hay.
The loud thunder	flew across the sky.
The clouds, too,	swayed the branches.
At last the air	came in the night when the farmers were asleep.
Next, the stars	made the lambs jump.

Note to Instructor: The completed sentences are listed below, but accept any reasonable answers.

The hard storm	came in the night when the farmers were asleep.
The chickens	ran for the open door of the hen-house.
The horses	were already in their comfortable stalls with hay.
Out in the meadow, the sheep	huddled close together under a low-branching tree.
The wind	swayed the branches.
The loud thunder	made the lambs jump.
The clouds, too,	flew across the sky.
At last the air	became cool and clear.
Next, the stars	appeared, first one, then six, then twenty.

Exercise 12B: Simple and Complete Subjects and Predicates

In the following sentences (adapted from Connie Willis's wonderful novel *Bellwether*), underline the simple subject once and the simple predicate twice. Then, draw a vertical line between the complete subject and the complete predicate. The first is done for you.

The little ewe | kicked out with four hooves in four different directions, flailing madly.

A deceptively scrawny ewe | had mashed me against the fence.

The flock | meekly followed the bellwether.

The sheep | were suddenly on the move again.

Out in the hall, they | wandered aimlessly around.

In the stats lab, a sheep | was munching thoughtfully on a disk.

A fat ewe | was already through the door.

Exercise 12C: Diagramming Simple Subjects and Simple Predicates

On your own paper, diagram the simple subjects and simple predicates from Exercise 12B.

<u>ewe</u> <u>kicked</u>	<u>ewe</u> <u>had mashed</u>
<u>flock</u> <u>followed</u>	<u>sheep</u> <u>were</u>
<u>they</u> <u>wandered</u>	<u>sheep</u> <u>was munching</u>
<u>ewe</u> <u>was</u>	

— **REVIEW 1** —
(Weeks 1-3)

Topics

Concrete/Abstract Nouns
 Descriptive Adjectives
 Common/Proper Nouns
 Capitalization of Proper Nouns and First Words in Sentences
 Noun Gender
 Pronouns and Antecedents
 Action Verbs/State-of-Being Verbs
 Helping Verbs
 Subjects and Predicates
 Complete Sentences
 Types of Sentences

Review 1A: Types of Nouns

Fill in the blanks with the correct descriptions of each noun. The first is done for you.

	<u>Concrete / Abstract</u>	<u>Common / Proper</u>	<u>Gender (M, F, N)</u>
teacher	<u>C</u>	<u>C</u>	<u>N</u>
Alki Beach	<u>C</u>	<u>P</u>	<u>N</u>
Miss Luzia	<u>C</u>	<u>P</u>	<u>F</u>
jellyfish	<u>C</u>	<u>C</u>	<u>N</u>
terror	<u>A</u>	<u>C</u>	<u>N</u>
Camp Greenside	<u>C</u>	<u>P</u>	<u>N</u>
determination	<u>A</u>	<u>C</u>	<u>N</u>
daughter-in-law	<u>C</u>	<u>C</u>	<u>F</u>
gentleman	<u>C</u>	<u>C</u>	<u>M</u>
vastness	<u>A</u>	<u>C</u>	<u>N</u>
President Jefferson	<u>C</u>	<u>P</u>	<u>M</u>

Review 1B: Types of Verbs

Underline the complete verbs in the following sentences. Identify helping verbs as *HV*. Identify the main verb as *AV* for action verb or *BV* for state-of-being verb.

Erosion, rain, and winds ^{HV} have created ^{AV} the Grand Canyon over many years.

A massive flood ^{HV} could have contributed ^{AV} to the formation of the Grand Canyon.

Even experienced geologists ^{HV} are puzzled ^{AV} by this phenomenon.

Many rock layers ^{AV} compose the cavernous walls.

The Grand Canyon ^{HV} is considered ^{AV} one of the seven natural wonders of the world.

The Great Barrier Reef and Mount Everest ^{BV} are other natural wonders.

My grandparents and I ^{HV} might be ^{BV} at the Grand Canyon next September.

The Grand Canyon ^{HV} will be ^{BV} my first wonder of the world.

Maybe next I ^{HV} will travel ^{AV} to Australia for the Great Barrier Reef.

By the time I am fifty I ^{HV} will have seen ^{AV} all seven wonders of the world!

Review 1C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate in the following sentences. Remember that the predicate may be a verb phrase with more than one verb in it.

Hot air balloons were constructed long before the invention of airplanes.

French scientists invented hot air balloons in the late 1700s.

They originally were very dangerous.

These first contraptions utilized a cloth balloon and a live fire.

Later modifications improved the safety of hot air balloons.

Soon, even tourists could ride in hot air balloons.

However balloonists also attempted more impressive feats.

Many have died in their attempts to break new ballooning records.

Three bold adventurers in the 1970s flew in a balloon across the Atlantic Ocean.

Review 1D: Parts of Speech

Identify the underlined words by writing the following abbreviations above them: *N* for noun, *P* for pronoun, *A* for adjective, *AV* for action verb, *HV* for helping verb, or *BV* for state-of-being verb.

The following excerpt is from the novel *Out of My Mind* by Sharon Draper (Atheneum, 2010), pp. 3-4.

When ^N people ^{AV} look at me, ^P I ^{AV} guess ^P they see a girl with ^A short, ^A dark, ^A curly hair strapped into a pink ^N wheelchair. By the way, there ^{BV} is nothing cute about a ^A pink wheelchair. ^N Pink ^{HV} doesn't ^{AV} change a ^N thing.

They'd ^{AV}see a girl with dark ^Abrown eyes that are full of ^Ncuriosity. But one of ^Pthem ^{BV}is slightly out of whack.

Her ^Nhead ^{AV}wobbles a little.

Sometimes ^Pshe ^{AV}drools.

She's really tiny for a girl who ^{BV}is age ten and three quarters.

. . . After ^Nfolks . . . ^{AV}finished making a list of my ^Nproblems, ^Pthey ^{HV}might ^{AV}take time to notice

that I have a fairly ^Anice ^Nsmile and deep dimples—I ^{AV}think my dimples ^{BV}are cool.

I ^{AV}wear tiny ^Agold ^Nearrings.

Sometimes ^Npeople never even ask my name, like it's not important or something. ^PIt ^{BV}is.

My ^Nname is ^NMelody.

Review 1E: Capitalization and Punctuation

Use proofreading marks to indicate correct capitalization and punctuation in the following sentences.

Small letter that should be capitalized: three underlines beneath letter.

Italics: single underline

Insert period: ○

Insert any other punctuation mark: ^ in the space where the mark should go, with the mark written above the ^

The first has been done for you.

the first day of winter was tuesday, december 21 ○
mr. collins, my history teacher, taught us about osiris, an ancient egyptian god ○
francisca sat outside café gutenberg and read gulliver's travels ○
does thanksgiving always fall on a thursday?
in canada, thanksgiving is celebrated on the second monday in october ○
the trans-siberian railway, the longest railway in the world, runs from moscow to vladivostok ○
the opera california youth choir, a korean-american choir, performed mozart's "requiem" in los angeles ○
did geraldine bring a copy of today's washington post?
do we need to finish the call of the wild by friday for ms. hannigan's class?

Review 1F: Types of Sentences

Identify the following sentences as *S* for statement, *C* for command, *E* for exclamation, or *Q* for question. If the sentence is incomplete, write *F* for fragment instead.

The following sentences were adapted from Pam Muñoz Ryan's *The Dreamer* (Scholastic, 2010), a fictional story about the poet Pablo Neruda (pp. 16-19).

Sentence Type

The next day, Mamadre was far more watchful, and Neftalí could not escape from his bed.

S

"Tell me all that you can see."	<u>C</u>
"I see rain."	<u>S</u>
"Tell me about the stray dog."	<u>C</u>
"What color is it?"	<u>Q</u>
"I cannot say."	<u>S</u>
"Maybe brown."	<u>F</u>
"Tell me about the boot that is missing."	<u>C</u>
"It has no shoestrings."	<u>S</u>
"I will rescue it and add it to my collections."	<u>S</u>
"You do not know where it has been."	<u>S</u>
"Or who has worn it."	<u>F</u>
To what mystical land does an unfinished staircase lead?	<u>Q</u>



WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs Sentences

Simple Present, Simple Past, and Simple Future Tenses

Exercise 13A: Simple Tenses

	Simple Past	Simple Present	Simple Future
I	grabbed	grab	will grab
You	behaved	behave	will behave
She	jogged	jogs	will jog
We	enjoyed	enjoy	will enjoy
They	guessed	guess	will guess

Exercise 13B: Using Consistent Tense

When you write, you should use consistent tense—if you begin a sentence in one tense, you should continue to use that same tense for any other verbs in the same sentence. The following sentences use two verb tenses. Cross out the second verb and rewrite it so that the tense of the second verb matches the tense of the first one.

The first sentence is done for you.

Annie leaped up and ^{hugged} ~~hugs~~ her mother.

Alison walked to the ticket booth and ^{picked} ~~picks~~ up tickets for her first football game.

Her brother accompanied her to the game and ^{explained} ~~will explain~~ the rules.

The game will continue for a long time, and the players ^{will work} ~~work~~ hard.

The running back steals the ball and ^{scores} ~~scored~~ a touchdown!

Alison and her brother jump in the air and ^{cheer} ~~will cheer~~ for the team.

It will be a fun trip home because her brother ^{will stop} ~~stops~~ for ice cream to celebrate.

Exercise 13C: Forming the Simple Past Tense

Using the rules for forming the simple past, put each one of the following verbs in parentheses into the simple past. Write the simple past form in the blank. Be sure to spell the past forms of regular verbs correctly, and to use the correct forms of irregular verbs.

These sentences are taken from *The Emerald City of Oz* by L. Frank Baum.

The Nome King was in an angry mood, and at such times he was very disagreeable. Every one kept away from him, even his Chief Steward Kaliko.

Therefore the King stormed and raved all by himself, walking up and down in his jewel-studded cavern and getting angrier all the time. Then he remembered that it was no fun being angry unless he had someone to frighten and make miserable, and he rushed to his big gong and made it clatter as loud as he could.

In came the Chief Steward, trying not to show the Nome King how frightened he was.

“Send the Chief Counselor here!” shouted the angry monarch.

Kaliko ran out as fast as his spindle legs could carry his fat, round body, and soon the Chief Counselor entered the cavern. The King scowled and said to him:

“I’m in great trouble over the loss of my Magic Belt. Every little while I want to do something magical, and find I can’t because the Belt is gone. That makes me angry, and when I’m angry I can’t have a good time. Now, what do you advise?”

“Some people,” said the Chief Counselor, “enjoy getting angry.”

“But not all the time,” declared the King. “To be angry once in a while is really good fun, because it makes others so miserable. But to be angry morning, noon and night, as I am, grows monotonous and prevents my gaining any other pleasure in life. Now what do you advise?”

“Why, if you are angry because you want to do magical things and can’t, and if you don’t want to get angry at all, my advice is not to want to do magical things.”

Hearing this, the King glared at his Counselor with a furious expression and tugged at his own long white whiskers until he pulled them so hard that he yelled with pain.

“You are a fool!” he exclaimed.

“I share that honor with your Majesty,” said the Chief Counselor.

The King roared with rage and stamped his foot.

“Ho, there, my guards!” he cried. “Ho” is a royal way of saying, “Come here.” So, when the guards had hoed, the King said to them, “Take this Chief Counselor and throw him away.”

Then the guards took the Chief Counselor, and bound him with chains to prevent his struggling, and locked him away. And the King paced up and down his cavern more angry than before.

— LESSON 14 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Exercise 14A: Forming the Simple Past and Simple Future Tenses

Form the simple past and simple future of the following regular verbs.

Past	Present	Future
added	add	will add
shared	share	will share
patted	pat	will pat
cried	cry	will cry
obeyed	obey	will obey
danced	dance	will dance
groaned	groan	will groan
jogged	jog	will jog
kissed	kiss	will kiss

Exercise 14B: Progressive Tenses

Circle the ending of each verb. Underline the helping verbs.

was chewing

will be dancing

am decorating

will be exercising

am floating

was gathering

will be copying

Exercise 14C: Forming the Past, Present, and Progressive Future Tenses

Complete the following chart. Be sure to use the spelling rules above.

Note to Instructor: This exercise drills progressive verbs and also prepares the student for the introduction of person in next week's lessons. If the student asks why the helping verbs change, you may either say, "You'll find out next week" or turn to Lesson 18 and do it out of order. (The first method is recommended; person has not yet been covered in order to allow the student to concentrate on the tenses being introduced.)

	Progressive Past	Progressive Present	Progressive Future
I run	I was running	I am running	I will be running
I chew	I was chewing	I am chewing	I will be chewing
I grab	I was grabbing	I am grabbing	I will be grabbing
I charge	I was charging	I am charging	I will be charging
You call	You were calling	You are calling	You will be calling
You fix	You were fixing	You are fixing	You will be fixing

	Progressive Past	Progressive Present	Progressive Future
You destroy	You were destroying	You are destroying	You will be destroying
You command	You were commanding	You are commanding	You will be commanding
We dare	We were daring	We are daring	We will be daring
We educate	We were educating	We are educating	We will be educating
We jog	We were jogging	We are jogging	We will be jogging
We laugh	We were laughing	We are laughing	We will be laughing

Exercise 14D: Simple and Progressive Tenses

Fill in the blanks with the correct form of the verb in parentheses.

The scientist Antoni van Leeuwenhoek was experimenting when he tested the water of the inland lake Berkelse Mere.

When he looked through his lens, he discovered that microscopic creatures were swimming in the water.

The French surgeon Ambroise Pare was cauterizing wounds when he ran out of boiling oil.

He used salve instead, but he remarked to another doctor, "In the morning, the wounds will be festering."

In the morning, the wounds he treated with salve were healing better than the wounds that were treated with cauterization.

Johannes Kepler was studying the orbit of Mars.

Finally, Kepler decided that the orbit must be elliptical.

— LESSON 15 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Perfect Present, Perfect Past, and Perfect Future Tenses

Exercise 15A: Perfect Tenses

Fill in the blanks with the missing forms.

Simple Past	Perfect Past	Perfect Present	Perfect Future
I jogged	I had jogged	I have jogged	I will have jogged
I planted	I had planted	I have planted	I will have planted
I refused	I had refused	I have refused	I will have refused
I shrugged	I had shrugged	I have shrugged	I will have shrugged
We cheered	We had cheered	We have cheered	We will have cheered
We sighed	We had sighed	We have sighed	We will have sighed

Simple Past	Perfect Past	Perfect Present	Perfect Future
We managed	We had managed	We have managed	We will have managed
We listened	We had listened	We have listened	We will have listened
He missed	He had missed	He has missed	He will have missed
He knitted	He had knitted	He has knitted	He will have knitted
He juggled	He had juggled	He has juggled	He will have juggled
He hammered	He had hammered	He has hammered	He will have hammered

Exercise 15B: Identifying Perfect Tenses

Identify the underlined verbs as perfect past, perfect present, or perfect future. The first one is done for you.

PERFECT PRESENT

I have decided to set up a salt-water fish tank in my room today.

PERFECT PAST

I had read a book about marine biology before deciding to set up my tank.

PERFECT PRESENT

I have put coral and damselfish in my tank, and I am buying a clown fish tomorrow morning.

PERFECT PRESENT

I have tried to regulate the salt and light levels in the tank, so that the corals and fish can live in an environment similar to the ocean.

PERFECT PAST

Last night I was looking for my clown fish because I had failed to see him all day.

PERFECT PAST

I had become afraid for my clown fish, but he was hiding in the coral!

PERFECT FUTURE

In fifteen years I will have finished studying marine science, and I will be working at a dolphin center.

Exercise 15C: Perfect, Progressive, and Simple Tenses

Each underlined verb has been labeled as past, present, or future. Add the label *perfect*, *progressive*, or *simple* to each one. The first has been done for you.

progressive
PRESENT

perfect
PRESENT

Roopa is living with her parents and two little sisters in Chennai, India. She has lived there all her life.

progressive
PAST

simple
PAST

Roopa was eating her lunch of curry and bread while she looked out the window.

progressive
PAST

simple
PAST

Women were hurrying through the streets. They wore colorful saris with jasmine flowers in their hair.

perfect
PAST

simple
PAST

progressive
FUTURE

Monsoon season had started already. Soon, thought Roopa, the rains will be flooding the streets.

When the monsoon ^{simple}rages, the palm trees ^{simple}will bend close to the ground under the pressure of the wind and rain.

Roopa ^{perfect}had finished her food by now. She ^{simple}picked up her cup of chai tea, happy that she ^{progressive}was sitting inside, safe and dry.

— LESSON 16 —

Simple Present, Simple Past, and Simple Future Tenses Progressive Present, Progressive Past, and Progressive Future Tenses Perfect Present, Perfect Past, and Perfect Future Tenses Irregular Verbs

Exercise 16A: Irregular Verb Forms: Simple Present, Simple Past, and Simple Future

Fill in the chart with the missing verb forms.

Note to Instructor: We have not yet covered number and person of verbs, which affects some irregular forms. If the student uses an incorrect form, simply tell her the correct form. Have her cross out the incorrect answer and write the correct answer in its place.

	Simple Past	Simple Present	Simple Future
I	ate	eat	will eat
You	felt	feel	will feel
She	wrote	write	will write
We	were	are	will be
They	got	get	will get
I	had	have	will have
You	went	go	will go
He	kept	keeps	will keep
We	made	make	will make
They	thought	think	will think
I	ran	run	will run
You	sang	sing	will sing
It	spoke	speaks	will speak
We	knew	know	will know

	Simple Past	Simple Present	Simple Future
They	swam	swim	will swim
I	wrote	write	will write
You	threw	throw	will throw
We	became	become	will become
They	taught	teach	will teach

Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses

Fill in the remaining blanks. The first is done for you.

Note to Instructor: This is only the first practice run with irregular verbs, designed to increase the student's familiarity: give all necessary help. Since we have not yet covered person and number, the student should follow the pattern established in the first line of the chart.

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
give	was giving	am giving	will be giving	had given	have given	will have given
feel	was feeling	am feeling	will be feeling	had felt	have felt	will have felt
write	was writing	am writing	will be writing	had written	have written	will have written
grow	was growing	am growing	will be growing	had grown	have grown	will have grown
keep	was keeping	am keeping	will be keeping	had kept	have kept	will have kept
make	was making	am making	will be making	had made	have made	will have made
think	was thinking	am thinking	will be thinking	had thought	have thought	will have thought
run	was running	am running	will be running	had run	have run	will have run
sing	was singing	am singing	will be singing	had sung	have sung	will have sung
speak	was speaking	am speaking	will be speaking	had spoken	have spoken	will have spoken
know	was knowing	am knowing	will be knowing	had known	have known	will have known
swim	was swimming	am swimming	will be swimming	had swum	have swum	will have swum

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
write	was writing	am writing	will be writing	had written	have written	will have written
throw	was throwing	am throwing	will be throwing	had thrown	have thrown	will have thrown
become	was becoming	am becoming	will be becoming	had become	have become	will have become
teach	was teaching	am teaching	will be teaching	had taught	have taught	will have taught
is	was being	am being	will be being	had been	have been	will have been



WEEK 5

More About Verbs

— LESSON 17 —

Simple, Progressive, and Perfect Tenses

Subjects and Predicates

Parts of Speech and Parts of Sentences

Verb Phrases

Exercise 17A: Simple, Progressive, and Perfect Tenses

All of the bolded verbs are in the past tense. Label each bolded verb as S for simple, PROG for progressive, or PERF for perfect.

Now in these subterranean caverns ^S **lived** a strange race of beings, called by some gnomes,
by some kobolds, by some goblins. There ^S **was** a legend current in the country that at one time
they ^S **lived** above ground, and were very like other people. But for some reason or other,
concerning which there were different legendary theories, the king ^{PERF} **had laid** what they thought
too severe taxes upon them, or ^{PERF} **had required** observances of them they did not like, or ^{PERF} **had begun**
to treat them with more severity, in some way or other, and impose stricter laws; and the
consequence was that they ^{PERF} **had** all **disappeared** from the face of the country. According to the
legend, however, instead of going to some other country, they ^{PERF} **had** all **taken** refuge in the
subterranean caverns, whence they never ^S **came** out but at night, and then seldom ^S **showed**
themselves in any numbers, and never to many people at once. It was only in the least frequented
and most difficult parts of the mountains that they were said to gather even at night in the open
air. Those who ^{PERF} **had caught** sight of any of them ^S **said** that they ^{PERF} **had** greatly **altered** in the course
of generations; and no wonder, seeing they ^S **lived** away from the sun, in cold and wet and dark
places.

—From *The Princess and the Goblin* by George MacDonald

Exercise 17B: Identifying and Diagramming Subjects and Predicates, Identifying Verb Tenses

Underline the subject once and the predicate twice in each sentence. Be sure to include both the main verb and any helping verbs when you underline the predicate. Identify the tense of each verb or verb phrase (*simple past, present, or future; progressive past, present, or future; perfect past, present, or future*) on the line. Then, diagram each subject and predicate on your own paper.

These sentences are taken from *The Light Princess and Other Fairy Stories* by George MacDonald.

Her atrocious aunt had deprived the child of all her gravity.

perfect past

aunt | had deprived

One day an awkward accident happened.

simple past

accident | happened

The princess had come out upon the lawn.

perfect past

princess | had come

She had almost reached her father.

perfect past

She | had reached

He was holding out his arms.

progressive past

He | was holding

A puff of wind blew her aside.

simple past

puff | blew

We have fallen in!

perfect present

We | have fallen

He was swimming with the princess.

progressive past

He | was swimming

I have quite forgotten the date.

perfect present

I | have forgotten

By that time, they will have learned their lesson.

perfect future

they | will have learned

She found her gravity!

simple past

she | found

Down the narrow path they went.

simple past

they | went

They reached the bottom in safety.

simple past

They | reached

— LESSON 18 —

Verb Phrases

Person of the Verb

Conjugations

Exercise 18A: Third Person Singular Verbs

In the simple present conjugation, the third person singular verb changes by adding an -s. Read the following rules and examples for adding -s to verbs in order to form the third person singular. Then, fill in the blanks with the third person singular forms of each verb.

The first of each is done for you.

Usually, add -s to form the third person singular verb.

First Person Verb

I shatter

I skip

I hike

Third Person Singular Verb

it shatters

she skips

he hikes

Add -es to verbs ending in -s, -sh, -ch, -x, or -z.

First Person Verb

we brush

we hiss

we catch

Third Person Singular Verb

he brushes

it hisses

she catches

If a verb ends in -y after a consonant, change the y to i and add -es.

First Person Verb

I carry

I study

I tally

Third Person Singular Verb

it carries

she studies

he tallies

If a verb ends in -y after a vowel, just add -s.

First Person Verb

we stray

we buy

we play

Third Person Singular Verb

it strays

he buys

she plays

If a verb ends in -o after a consonant, form the plural by adding -es.

First Person Verb

I go

I do

I echo

Third Person Singular Verb

she goes

it does

he echoes

Exercise 18B: Simple Present Tenses

Choose the correct form of the simple present verb in parentheses, based on the person. Cross out the incorrect form.

Hana Suzuki is fourteen. Every morning, she (~~eat~~/eats) rice and soup.

She is Japanese, but she (~~live~~/lives) in Canada with her family.

She has twin brothers. They (gobble/~~gobbles~~) their food and always (finish/~~finishes~~) before she does.

“You (~~chew~~/~~chews~~) too fast,” her mother (~~say~~/says).

“But the food (~~taste~~/tastes) better if you (eat/~~eats~~) it quickly,” they always (argue/~~argues~~).

“I (think/~~thinks~~) that you (enjoy/~~enjoys~~) the food more if you (slow/~~slows~~) down.”

But they never (hear/~~hears~~).

They always (run/~~runs~~) out of the house too soon!

Exercise 18C: Perfect Present Tenses

Write the correct form of the perfect present verb in the blank. These sentences are drawn from Charles Dickens’s novel *Oliver Twist*.

“I am very hungry and tired,” replied Oliver, the tears standing in his eyes as he spoke. “I have walked a long way—I have been walking these seven days.”

“Speak the truth; and if I find you have committed no crime, you will never be friendless while I live.”

“He has gone, sir,” replied Mrs. Bedwin.

“I consider, sir, that you have obtained possession of that book under very suspicious and disreputable circumstances.”

“There, my dear,” said Fagin, “that’s a pleasant life, isn’t it? They have gone out for the day.”

“We have considered your proposition, and we don’t approve of it.”

— LESSON 19 —**Person of the Verb****Conjugations****State-of-Being Verbs****Exercise 19A: Forming Progressive Present Tenses**

Fill in the blanks with the correct helping verbs.

Regular Verb, Progressive Present

	Singular	Plural
First person	I <u>am</u> conjugating	we <u>are</u> conjugating
Second person	you <u>are</u> conjugating	you <u>are</u> conjugating
Third person	he, she, it <u>is</u> conjugating	they <u>are</u> conjugating

Exercise 19B: Forming Progressive Present, Past, and Future Tenses**Regular Verb, Progressive Past**

	Singular	Plural
First person	I <u>was</u> conjugating	we <u>were</u> conjugating
Second person	you <u>were</u> conjugating	you <u>were</u> conjugating

Third person	he, she, it <u>was</u> conjugating	they <u>were</u> conjugating
Regular Verb, Progressive Future		
	Singular	Plural
First person	I <u>will be</u> conjugating	we <u>will be</u> conjugating
Second person	you <u>will be</u> conjugating	you <u>will be</u> conjugating
Third person	he, she, it <u>will be</u> conjugating	they <u>will be</u> conjugating

— LESSON 20 —

Irregular State-of-Being Verbs Helping Verbs

Exercise 20A: Simple Tenses of the Verb *Have*

Try to fill in the missing blanks in the chart below, using your own sense of what sounds correct as well as the hints you may have picked up from the conjugations already covered. Be sure to use pencil so that any incorrect answers can be erased and corrected!

Simple Present

	Singular	Plural
First person	I have	we <u>have</u>
Second person	you <u>have</u>	you <u>have</u>
Third person	he, she, <u>has</u>	they <u>have</u>

Simple Past

	Singular	Plural
First person	I <u>had</u>	we <u>had</u>
Second person	you <u>had</u>	you <u>had</u>
Third person	he, she, it <u>had</u>	they <u>had</u>

Simple Future

	Singular	Plural
First person	I will <u>have</u>	we <u>will have</u>
Second person	you <u>will have</u>	you <u>will have</u>
Third person	he, she, it <u>will have</u>	they <u>will have</u>

Exercise 20B: Simple Tenses of the Verb *Do*

Try to fill in the missing blanks in the chart below, using your own sense of what sounds correct as well as the hints you may have picked up from the conjugations already covered. Be sure to use pencil so that any incorrect answers can be erased and corrected!

Simple Present

	Singular	Plural
First person	I do	we <u>do</u>
Second person	you <u>do</u>	you <u>do</u>

Third person he, she, it does they do

Simple Past

	Singular	Plural
First person	I <u>did</u>	we <u>did</u>
Second person	you <u>did</u>	you <u>did</u>
Third person	he, she, it <u>did</u>	they <u>did</u>

Simple Future

	Singular	Plural
First person	I <u>will do</u>	we <u>will do</u>
Second person	you <u>will do</u>	you <u>will do</u>
Third person	he, she, it <u>will do</u>	they <u>will do</u>



WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

Exercise 21A: Person and Number of Pronouns

Identify the person and number of the underlined pronouns. Cross out the incorrect verb in parentheses. The first one is done for you.

These sentences are taken from *The Once and Future King* by T.H. White.

	Person	Singular/Plural
<u>They</u> (do/ does) love to fly.	<u>third</u>	<u>plural</u>
<u>He</u> (was/ were) seeing one ray beyond the spectrum.	<u>third</u>	<u>singular</u>
<u>We</u> (has /had) better fly.	<u>first</u>	<u>plural</u>
<u>You</u> (is /are) beginning to drop out of the air.	<u>second</u>	<u>singular</u>
<u>It</u> (is / are) confusing to keep up with you.	<u>third</u>	<u>singular</u>
<u>I</u> (was/ were) a fish.	<u>first</u>	<u>singular</u>
<u>You</u> (has /have) to glide in at stalling speed all the way.	<u>second</u>	<u>singular</u>
<u>They</u> (prefer/ prefers) to do their hunting then.	<u>third</u>	<u>plural</u>

Exercise 21B: Identifying Subjects and Predicates

Draw two lines underneath each simple predicate and one line underneath each simple subject in the following sentences. If a phrase comes between the subject and the predicate, put parentheses around it to show that it does not affect the subject-predicate agreement.

Leafcutter ants live in the southern United States and South America.

These creatures, (strong and resourceful,) create gardens and complex societies.

The tiny leafcutter ant carries almost ten times his own body weight.

The ants (within the kingdom) consist of a queen ant, soldier ants, and worker ants.

The queen (of the colony) lays eggs.

The soldiers, (bigger than the workers,) protect the colony.

The workers cut leaves for their gardens.

Exercise 21C: Subject-Verb Agreement

Cross out the incorrect verb in parentheses so that subject and predicate agree in number and person. Be careful of any confusing phrases between the subject and predicate.

Caitlin (~~go~~/goes) to the beach to surf every weekend.

The waves, glittering under the sun, (~~crash~~/crashes) against the shore.

She (~~use~~/uses) her small surfboard because the waves are huge.
 The other surfers in the ocean (~~smile~~/smiles) at her.
 Boards of all shapes and colors (~~float~~/floats) on the water.
 “I (~~has~~/have) all day to surf!” she (~~think~~/thinks) happily.

— LESSON 22 —

Formation of Plural Nouns Collective Nouns

Exercise 22A: Collective Nouns

Write the collective noun for each description. Then fill in an appropriate singular verb for each sentence. (Use the simple present tense!) The first is done for you.

Note to Instructor: Accept any verb that makes sense, as long as it is singular, simple present, third person.

Description	Collective Noun	Verb	
mother, father, sister, brother	The <u>family</u>	<u>eats</u>	together.
nine baseball players	The <u>team</u>	<u>wins/plays/loses</u>	the game.
many students learning together	The <u>class</u>	<u>takes</u>	the test.
people playing different musical instruments	The <u>band/orchestra</u>	<u>plays/rehearses/likes</u>	the piece.
52 playing cards	The <u>deck</u>	<u>is</u>	incomplete.
many mountains	The <u>range</u>	<u>is</u>	high and icy.
a group of stars that forms a picture	The <u>constellation</u>	<u>shines/twinkles</u>	brightly.

Exercise 22B: Plural Noun Forms

Read each rule and the example out loud. Then rewrite the singular nouns as plural nouns in the spaces provided.

Note to Instructor: Make sure that the student reads the rule out loud!

- Usually, add -s to a noun to form the plural.

Singular Noun	Plural Noun
desk	desks
willow	<u>willows</u>
spot	<u>spots</u>
tree	<u>trees</u>

- Add -es to nouns ending in -s, -sh, -ch, -x, or -z.

Singular Noun	Plural Noun
mess	messes
splash	<u>splashes</u>
ditch	<u>ditches</u>
fox	<u>foxes</u>
buzz	<u>buzzes</u>

- If a noun ends in -y after a consonant, change the y to i and add -es.

Singular Noun	Plural Noun
family	families
salary	<u>salaries</u>

baby	<u>babies</u>
hobby	<u>hobbies</u>

4. If a noun ends in -y after a vowel, just add -s.

Singular Noun	Plural Noun
toy	toys
donkey	<u>donkeys</u>
valley	<u>valleys</u>
guy	<u>guys</u>

- 5a. Some words that end in -f or -fe form their plurals differently. You must change the *f* or *fe* to *v* and add -es.

Singular Noun	Plural Noun
leaf	leaves
shelf	<u>shelves</u>
wife	<u>wives</u>
thief	<u>thieves</u>

- 5b. Words that end in -ff form their plurals by simply adding -s.

Singular Noun	Plural Noun
sheriff	sheriffs
cliff	cliffs
tariff	<u>tariffs</u>

- 5c. Some words that end in a single -f can form their plurals either way.

Singular Noun	Plural Noun
scarf	scarfs/scarves
hoof	<u>hoofs/hooves</u>

- 6a. If a noun ends in -o after a vowel, just add -s.

Singular Noun	Plural Noun
patio	patios
radio	<u>radios</u>
rodeo	<u>rodeos</u>
zoo	<u>zoos</u>

- 6b. If a noun ends in -o after a consonant, form the plural by adding -es.

Singular Noun	Plural Noun
potato	potatoes
hero	<u>heroes</u>
volcano	<u>volcanoes</u>
echo	<u>echoes</u>

- 6c. To form the plural of foreign words ending in -o, just add -s.

Singular Noun	Plural Noun
piano	pianos
burrito	<u>burritos</u>
kimono	<u>kimonos</u>
solo	<u>solos</u>
soprano	<u>sopranos</u>

7. Irregular plurals don't follow any of these rules!

Singular Noun	Irregular Plural Noun
child	children
foot	feet
tooth	teeth
man	men
woman	<u>women</u>
mouse	mice
goose	geese
deer	<u>deer</u>
fish	fish

Exercise 22C: Plural Nouns

Complete the following excerpt by filling in the plural form of each noun in parentheses.

There is *one* collective noun (singular in form) in the passage. Find and circle it.

The following is slightly condensed from the introduction to *The Pirate's Who's Who* by Philip Gosse (1924).

Surely (pirate) pirates are as much entitled to a biographical dictionary of their own as are (clergyman) clergymen, (race-horse) race-horses, or (artist) artists. Have not the medical (man) men their Directory, the (lawyer) lawyers their List, the (peer) peers their Peerage? There are (book) books which record the (particular) particulars of (musician) musicians, (dog) dogs, and even white (mouse) mice. Above all, there is that astounding and entertaining volume, *Who's Who*, found in every club smoking-room, and which grows more bulky year by year, stuffed with information about the (life) lives, the (hobby) hobbies, and the (marriage) marriages of all the most distinguished (person) persons OR people in every profession. But there has been until now no work that gives immediate and trustworthy information about the lives, and—so sadly important—the (death) deaths of our pirates.

Delving in the *Dictionary of National Biography*, it has been a sad disappointment to the writer to find so little space devoted to the careers of these picturesque if, I must admit, often unseemly persons. There are, of course, to be found a few pirates with household (name) names such as Kidd, Teach, and Avery. But I compare with indignation the meagre show of pirates in that monumental work with the rich profusion of (divine) divines! Even during the years when piracy was at its height, the pirates are utterly swamped by the (theologian) theologians. Can it be that these two (profession) professions flourished most vigorously side by side, and that when one began to languish, the other also began to fade?

My original intention was that only pirates should be included. To admit (privateer) privateers, (corsair) corsairs, and other (sea-rover) sea-rovers would have meant the addition of a vast number of names, and would have made the work unwieldy. But the difficulty has been to define the exact meaning of a pirate. A pirate was not a pirate from the cradle to the gallows. He usually began his life at sea as an honest mariner. He perhaps mutinied with other of the ship's crew, killed or otherwise disposed of the captain, seized the ship, and sailed off.

Often it happened that, after a long naval war, (ship) ships were laid up and (navy) navies reduced, thus flooding the countryside with begging and starving (seaman) seamen. These were driven to go to sea if they could find a berth, often half starved and brutally treated, and always underpaid, and so easily yielded to the temptation of joining some vessel bound vaguely for the "South Sea," where no (question) questions were asked and no (money) monies paid, but every hand on board had a share in the adventure.

— LESSON 23 —

Plural Nouns Descriptive Adjectives Possessive Adjectives Contractions

Exercise 23A: Introduction to Possessive Adjectives

Read the following nouns. Choose a person that you know to possess each of the items. Write that person's name, an apostrophe, and an *s* to form a possessive adjective.

Note to Instructor: Even if the person's name ends in *-s*, the student should still add *'s* to form the possessive: "Marcus's football."

Example:	Aunt Catherine	Aunt Catherine's	coffee mug
	_____	[Name]'s _____	pickup truck
	_____	[Name]'s _____	anteater
	_____	[Name]'s _____	knitting needles
	_____	[Name]'s _____	bus ticket to Seattle, Washington
	_____	[Name]'s _____	cat food

Exercise 23B: Singular and Plural Possessive Adjective Forms

Fill in the chart with the correct forms. The first is done for you. Both regular and irregular nouns are included.

Noun	Singular Possessive	Plural	Plural Possessive
plant	plant's _____	plants _____	plants' _____
child	child's _____	children _____	children's _____
family	family's _____	families _____	families' _____
pirate	pirate's _____	pirates _____	pirates' _____
match	match's _____	matches _____	matches' _____
class	class's _____	classes _____	classes' _____
sheep	sheep's _____	sheep _____	sheep's _____
tortilla	tortilla's _____	tortillas _____	tortillas' _____
galley	galley's _____	galleys _____	galleys' _____
video	video's _____	videos _____	videos' _____
ox	ox's _____	oxen _____	oxen's _____

Exercise 23C: Common Contractions

Drop the letters in grey print and write the contraction on the blank. The first is done for you.

Full Form	Common Contraction
I am	I'm _____
he is	he's _____
we are	we're _____
you have	you've _____
she has	she's _____
they had	they'd _____
he will	he'll _____
you would	you'd _____

let us	<u>let's</u>
is not	<u>isn't</u>
were not	<u>weren't</u>
do not	<u>don't</u>
can not	<u>can't</u>
you are	<u>you're</u>
it is	<u>it's</u>
they are	<u>they're</u>

— LESSON 24 —

Possessive Adjectives Contractions Compound Nouns

Exercise 24A: Using Possessive Adjectives Correctly

Cross out the incorrect word in parentheses.

My sunglasses are lost. Could I borrow (yours/~~your's~~)?

When (~~your~~/you're) finished reading, could you lend me (your/~~you're~~) magazine?

(~~Its~~/It's) swelteringly hot today!

The car won't start. (~~Its~~/It's) battery must be dead.

(His/~~he's~~) rollerblades are too tight.

Did you remember (your/~~you're~~) backpack? I think (~~its~~/it's) still on the chair.

(~~They're~~/~~Their~~) so absentminded. (~~They're~~/~~Their~~) always losing (~~they're~~/their) belongings.

Whose pencil is that? (~~Its~~/It's) not a red pencil; (~~its~~/it's) blue, and (~~its~~/it's) eraser is chewed.

(~~Their~~/~~They're~~) restaurant is known for its/~~it's~~ fabulous desserts.

(It's/~~Its~~) not fair that (she's/~~hers~~) always using (your/~~you're~~) pencils instead of (~~she's~~/hers).

Exercise 24B: Compound Nouns

Underline each simple subject once and each simple predicate (verb) twice. Circle each compound noun.

The (post office) will close early today.

(Sunrise) comes very late in the (wintertime).

My (mother-in-law) forgot her (checkbook).

I was running for the (bus stop) with all my (dry cleaning) in my arms.

The (commander-in-chief) had arrived with great pomp and circumstance.

I really need a (truckful) of manure for my garden.

I had a horrendous (headache) last night.

(“You Brush Your Teeth”) is a song about (toothbrushes).

Exercise 24C: Plurals of Compound Nouns

Write the plural of each singular compound noun in parentheses in the blanks to complete the sentences.

Note to Instructor: The rules governing each compound noun are provided for your reference. Discuss with the student as needed.

Both of our (brother-in-law) brothers-in-law are (chef de cuisine) chefs de cuisine at Ethiopian restaurants in Washington, D.C.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (brothers).

If the compound noun includes more than one noun, choose the most important to pluralize (chefs, not cuisine).

All three (sergeant major) sergeants major have testified at multiple (court-martial) courts-martial.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (sergeants, courts. Major and martial are both adjectives).

The four (secretary of state) secretaries of state had a top-secret meeting.

If the compound noun includes more than one noun, choose the most important to pluralize (secretaries, not states).

I like to put three (teaspoonful) teaspoonfuls of curry spice into my chicken curry.

If a compound noun ends in -ful, pluralize by putting an s at the end of the entire word.

Those annoying (good-for-nothing) good-for-nothings have stolen all of the (bagful) bagfuls of canned goods I was collecting for the food bank.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (nothings; nothing is a noun, good is an adjective, for is a preposition).

If a compound noun ends in -ful, pluralize by putting an s at the end of the entire word (bagfuls).

My mother keeps two (tape measure) tape measures in each of her (toolbox) toolboxes.

If the compound noun includes more than one noun, choose the most important to pluralize (measures not tape, boxes, not tool, since both name the essence of the noun).

The (Knight Templar) Knights Templar were almost wiped out in France in 1307.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (Knights is a noun, Templar is an adjective).

Matija Bećković and Charles Simić are both past (poet laureate) poets laureate of Serbia.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (poets is a noun, laureate is an adjective).

— REVIEW 2 —

(Weeks 4-6)

Topics

Simple, Progressive, and Perfect Tenses

Conjugations

Irregular Verbs

Subject/Verb Agreement

Possessives

Compound Nouns

Contractions

Review 2A: Verb Tenses

Write the tense of each underlined verb phrase above it: simple past, present, or future; progressive past, present, or future; or perfect past, present, or future. The first is done for you. Watch out for words that interrupt verb phrases but are not helping verbs (such as *not*).

PROGRESSIVE PRESENT

I am reading *The Word Snoop*.

PERFECT PRESENT

PERFECT FUTURE

By the time I have finished this book, I will have learned everything there is to know about the English language!

PROGRESSIVE FUTURE

The next section that I will be reading is about silent letters.

PERFECT PRESENT

SIMPLE FUTURE

After I have completed the section on silent letters, I will study the history of punctuation.

The following sentences are taken from *The Word Snoop* by Ursula Dubosarsky (New York: Dial Books, 2009).

SIMPLE PRESENT

It is time to talk about silent letters.

SIMPLE PRESENT

They are the ones that creep sneakily into words at the beginning, middle, or end when

PROGRESSIVE PRESENT

you are not expecting them.

PROGRESSIVE PRESENT

What are you doing there, silent letters!

SIMPLE PAST

You frightened me!

SIMPLE PRESENT

SIMPLE PRESENT

English is not the only language with silent letters, but it has more than most.

PROGRESSIVE PRESENT

PERFECT PRESENT

This can be really hard when you are learning to spell, as you have probably realized already.

SIMPLE PAST

Then other people thought it would be good if English looked more like Latin, so a *b*, for

PERFECT PAST

example, was dumped back into the word *doubt*, even though it had been taken out because no one pronounced it that way anymore.

PERFECT PRESENT

And have you ever wondered about words like *psalm* and *rhubarb*?

SIMPLE PAST

They came from ancient Greek words.

PERFECT PRESENT

Quite a few of today's silent letters have not always been so quiet.

PROGRESSIVE PAST

Imagine yourself back when you were learning the alphabet for the very first time.

SIMPLE FUTURE

PROGRESSIVE PRESENT

You will have to crack the special code if you want to know what I am saying.

Review 2B: Verb Formations

Fill in the charts with the correct conjugations of the missing verbs. Identify the person of each group of verbs.

PERSON: Third

	Past	Present	Future
SIMPLE	she wiggled	she wiggles	she will wiggle
PROGRESSIVE	she was wiggling	she is wiggling	she will be wiggling
PERFECT	she had wiggled	she has wiggled	she will have wiggled

PERSON: First

	Past	Present	Future
SIMPLE	I shuffled	I shuffle	I will shuffle
PROGRESSIVE	I was shuffling	I am shuffling	I will be shuffling
PERFECT	I had shuffled	I have shuffled	I will have shuffled

PERSON: Second

	Past	Present	Future
SIMPLE	you itched	you itch	you will itch
PROGRESSIVE	you were itching	you are itching	you will be itching
PERFECT	you had itched	you have itched	you will have itched

PERSON: Third

	Past	Present	Future
SIMPLE	they sneezed	they sneeze	they will sneeze
PROGRESSIVE	they were sneezing	they are sneezing	they are sneezing
PERFECT	they had sneezed	they have sneezed	they will have sneezed

Review 2C: Person and Subject/Verb Agreement

Circle the correct verb in parentheses.

The following sentences are taken from *The 2,548 Best Things Anybody Ever Said* by Robert Byrne (New York: Simon & Schuster, 1990)

It (is/are) a good thing for an uneducated man to read books of quotations.—Winston Churchill

I (hates/hate) quotations. —Ralph Waldo Emerson

We (doesn't/don't) know a millionth of one percent about anything.—Thomas Alva Edison

He (writes/write) so well he (makes/make) me feel like putting my quill back in my goose.—Fred Allen

I (considers/consider) exercise vulgar. It (makes/make) people smell.—Alec Yuill Thornton

If you (isn't/aren't) fired with enthusiasm, you'll be fired with enthusiasm.—Vince Lombardi

Children (is/are) guilty of unpardonable rudeness when they (spits/spit) in the face of a companion; neither are they excusable who spit from windows or on walls or furniture. —St. John Baptist de La Salle

Seriousness ((is/are) the only refuge of the shallow.—Oscar Wilde

Of all the animals, the boy ((is/are) the most unmanageable.—Plato

Plato ((is/are) a bore.—Friedrich Nietzsche

In expressing love we (belongs/belong) among the most undeveloped countries.—Saul Bellow

Only young people (worries/worry) about getting old.—George Burns

The two biggest sellers in any bookstore (is/are) the cookbooks and the diet books. The cookbooks (tells/tell) you how to prepare the food and the diet books (tells/tell) you how not to eat any of it.—Andy Rooney

Review 2D: Possessives and Compound Nouns

Circle the TEN possessive words in the following excerpt. Include possessive words formed from both nouns and pronouns.

Find and underline the SIX compound nouns. Write the plurals of those compound nouns in the blanks at the end of the excerpt.

The following excerpt is taken from *Mary Poppins* by P.L. Travers (New York: Harcourt Books, 1997).

Jane, with (her) head tied up in Mary (Poppins's) bandanna handkerchief, was in bed with earache. . . .

So Michael sat all the afternoon on the window-seat telling her the things that occurred in the Lane. And sometimes (his) accounts were very dull and sometimes very exciting.

"There's Admiral Boom!" he said once. "He has come out of (his) gate and is hurrying down the Lane. Here he comes. (His) nose is redder than ever and he's wearing a top-hat. Now he is passing Next Door—"

"Is he saying, 'Blast (my) gizzard!'" enquired Jane.

"I can't hear. I expect so. There's (Miss Lark's) second housemaid in (Miss Lark's) garden. And Robertson Ay is in (our) garden, sweeping up the leaves and looking at her over the fence. He is sitting down now, having a rest."

. . . "Mary Poppins," said Jane, "there's a cow in the Lane, Michael says."

"Yes, and it's walking very slowly, putting (its) head over every gate and looking round as though it had lost something."

<u>handkerchieves</u>	<u>earaches</u>	<u>afternoons</u>
<u>window-seats</u>	<u>top-hats</u>	<u>housemaids</u>

Review 2E: Plurals and Possessives

Write the correct plural, possessive, and plural possessive forms for the following nouns.

Noun	Possessive	Plural	Plural Possessive
ghost	ghost's	ghosts	ghosts'
ox	ox's	oxen	oxen's
trolley	trolley's	trolleys	trolleys'
thrush	thrush's	thrushes	thrushes'
Johnson	Johnson's	Johnsons	Johnsons'
rodeo	rodeo's	rodeos	rodeos'
city	city's	cities	cities'
person	person's	persons/people	persons'/people's

Review 2F: Contractions

Finish the following excerpt about Helen Keller by forming contractions from the words in parentheses.

The excerpt is from *Miss Spitfire: Reaching Helen Keller* by Sarah Miller (Boston, Mass.: Atheneum Press, 2007).

How do I dare hope to teach this child—Helen—when I've (I have) never taught a child who can see and hear? I've (I have) only just graduated from the Perkins Institution for the Blind myself. Worse, it's (it is) not simply that Helen can't (cannot) hear words or see signs . . . The very notion that words exist, that objects have names, has never even occurred to her . . . At least I know that task isn't (is not) impossible; Perkins's famous Dr. Howe taught my own cottage mate Laura Bridgeman to communicate half a century ago, and she's (she is) both deaf and blind.

Even so, I'm (I am) afraid . . .

More than that, I'm (I am) afraid Helen's family expects too much from me. If they've (they have) read the newspaper articles about Laura, they're (they are) prepared for a miracle. They don't (do not) know Laura's "miraculous" education was hardly perfect . . .

If the Kellers are hoping for another Laura Bridgeman, I don't (do not) know how I—an untrained Irish orphan—can please them. I can't (cannot) tell them there may never be another Laura Bridgeman . . .

There's (There is) not a relative alive who'd (who would) have me, and I wouldn't (would not) know where to find them now anyhow. I'd (I would) die of shame if I had to go back to Perkins a failure.

