GRAMMAR FOR THE WELL-TRAINED MIND:
CORE INSTRUCTOR TEXT, YEARS 1–4
Also by Susan Wise Bauer
The Writing With Ease Series
(Well-Trained Mind Press, 2008-2010)

The Writing With Skill Series
(Well-Trained Mind Press, 2012-2013)

The Story of Western Science:
From the Writings of Aristotle to the Big Bang Theory
(W.W. Norton, 2015)

The Well-Educated Mind:
A Guide to the Classical Education You Never Had
updated & expanded ed. (W.W. Norton, 2015)

The Story of the World: History for the Classical Child
(Well-Trained Mind Press)

The History of the World Series
(W.W. Norton)
The History of the Ancient World (2007)
The History of the Medieval World (2010)
The History of the Renaissance World (2013)

WITH JESSIE WISE
(W.W. Norton, 2016)
GRAMMAR
FOR THE WELL-TRAINED MIND
CORE INSTRUCTOR TEXT
YEARS 1–4

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.)

Title: Grammar for the well-trained mind. Core instructor text, years 1-4 / by Susan Wise Bauer and Audrey Anderson ; with illustrations by Patty Rebne.
Other Titles: Core instructor text, years 1-4
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 .B392 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 and 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

Foreword xi
What Makes Up the Full Program xi
How the Program Works xii
How to Use Grammar for the Well-Trained Mind xii
Bringing New Students Into the Program xii
Important Principles of Teaching xii
About Diagramming xiii
A Final Note xiv

Week 1: Introduction to Nouns and Adjectives 1
LESSON 1: Introduction to Nouns
Concrete and Abstract Nouns 1
LESSON 2: Introduction to Adjectives, Descriptive Adjectives, Abstract Nouns,
Formation of Abstract Nouns from Descriptive Adjectives 2
LESSON 3: Common and Proper Nouns, Capitalization and Punctuation of Proper Nouns 4
LESSON 4: Proper Adjectives, Compound Adjectives (Adjective-Noun Combination) 6

Week 2: Introduction to Personal Pronouns and Verbs 10
LESSON 5: Noun Gender, Introduction to Personal Pronouns 10
LESSON 6: Review Definitions, Introduction to Verbs, Action Verbs, State-of-Being Verbs,
Parts of Speech 12
LESSON 7: Helping Verbs 14
LESSON 8: Personal Pronouns, First, Second, and Third Person,
Capitalizing the Pronoun “I” 15

Week 3: Introduction to the Sentence 19
LESSON 9: The Sentence, Parts of Speech and Parts of Sentences, Subjects
and Predicates 19
LESSON 10: Subjects and Predicates, Diagramming Subjects and Predicates,
Sentence Capitalization and Punctuation, Sentence Fragments 21
LESSON 11: Types of Sentences 23
LESSON 12: Subjects and Predicates, Helping Verbs, Simple and Complete Subjects
and Predicates 25
REVIEW 1 26

Week 4: Verb Tenses 27
LESSON 13: Nouns, Pronouns, and Verbs, Sentences, Simple Present, Simple Past,
and Simple Future Tenses 27
LESSON 14: Simple Present, Simple Past, and Simple Future Tenses,
Progressive Present, Progressive Past, and Progressive Future Tenses 29
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 ........................... 31
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 ............. 33

Week 5: More About Verbs ................................................................. 35
LESSON 17: Simple, Progressive, and Perfect Tenses, Subjects and Predicates,  
Parts of Speech and Parts of Sentences, Verb Phrases .................................. 35
LESSON 18: Verb Phrases, Person of the Verb, Conjugations ............................. 37
LESSON 19: Person of theVerb, Conjugations, State-of-Being Verbs ..................... 39
LESSON 20: Irregular State-of-Being Verbs, Helping Verbs ............................ 42

Week 6: Nouns and Verbs in Sentences ................................................ 45
LESSON 21: Person of the Verb, Conjugations, Noun-Verb/Subject-Predicate Agreement . . 45
LESSON 22: Formation of Plural Nouns, Collective Nouns ............................. 47
LESSON 23: Plural Nouns, Descriptive Adjectives, Possessive Adjectives, Contractions ............................. 48
LESSON 24: Possessive Adjectives, Contractions, Compound Nouns ..................... 50
REVIEW 2 .............................................................................. 52

Week 7: Compounds and Conjunctions ................................................ 53
LESSON 25: Contractions, Compound Nouns, Diagramming Compound Nouns,  
Compound Adjectives, Diagramming Adjectives, Articles ............................. 53
LESSON 26: Compound Subjects, The Conjunction “And”, Compound Predicates,  
Compound Subject-Predicate Agreement ..................................................... 54
LESSON 27: Coordinating Conjunctions, Complications in Subject-Predicate Agreement . . 56
LESSON 28: Further Complications in Subject-Predicate Agreement ................... 60

Week 8: Introduction to Objects ......................................................... 63
LESSON 29: Action Verbs, Direct Objects ................................................ 63
LESSON 30: Direct Objects, Prepositions ................................................. 65
LESSON 31: Definitions Review, Prepositional Phrases, Object of the Preposition ................................. 67
LESSON 32: Subjects, Predicates, and Direct Objects, Prepositions,  
Object of the Preposition, Prepositional Phrases ........................................... 69

Week 9: Adverbs ............................................................................ 72
LESSON 33: Adverbs That Tell How .................................................... 72
LESSON 34: Adverbs That Tell When, Where, and How Often ......................... 73
LESSON 35: Adverbs That Tell To What Extent ......................................... 77
LESSON 36: Adjectives and Adverbs, The Adverb “Not”, Diagramming Contractions,  
Diagramming Compound Adjectives and Compound Adverbs .......................... 79
REVIEW 3 .............................................................................. 81

Week 10: Completing the Sentence ...................................................... 82
LESSON 37: Direct Objects, Indirect Objects ............................................ 82
LESSON 38: State-of-Being Verbs, Linking Verbs, Predicate Adjectives ............... 84
LESSON 39: Linking Verbs, Predicate Adjectives, Predicate Nominatives ............. 86
LESSON 40: Predicate Adjectives and Predicate Nominatives, Pronouns as Predicate  
Nominatives, Object Complements ................................................................... 88
## Table of Contents

### Week 11: More About Prepositions
- **LESSON 41**: Prepositions and Prepositional Phrases, Adjective Phrases .......................... 91
- **LESSON 42**: Adjective Phrases, Adverb Phrases .......................................................... 93
- **LESSON 43**: Definitions Review, Adjective and Adverb Phrases, Misplaced Modifiers ........ 96
- **LESSON 44**: Adjective and Adverb Phrases, Prepositional Phrases Acting as Other Parts of Speech .......................................................... 98

### Week 12: Advanced Verbs
- **LESSON 45**: Linking Verbs, Linking/Action Verbs .................................................... 103
- **LESSON 46**: Conjugations, Irregular Verbs, Principal Parts of Verbs ............................ 105
- **LESSON 47**: Linking Verbs, Principal Parts, Irregular Verbs ........................................ 107
- **LESSON 48**: Linking Verbs, Principal Parts, Irregular Verbs ........................................ 110
- **REVIEW 4** .................................................................................................................. 111

### Week 13: Advanced Pronouns
- **LESSON 49**: Personal Pronouns, Antecedents, Possessive Pronouns ........................... 112
- **LESSON 50**: Pronoun Case .......................................................................................... 116
- **LESSON 51**: Indefinite Pronouns .................................................................................. 119
- **LESSON 52**: Personal Pronouns, Indefinite Pronouns .................................................. 122

### Week 14: Active and Passive Voice
- **LESSON 53**: Principal Parts, Troublesome Verbs ........................................................ 125
- **LESSON 54**: Verb Tense, Active and Passive Voice ....................................................... 127
- **LESSON 55**: Parts of the Sentence, Active and Passive Voice ....................................... 129
- **LESSON 56**: Active and Passive Voice, Transitive and Intransitive Verbs ....................... 130

### Week 15: Specialized Pronouns
- **LESSON 57**: Parts of Speech, Parts of the Sentence, Intensive and Reflexive Pronouns 133
- **LESSON 58**: Demonstrative Pronouns, Demonstrative Adjectives ............................... 135
- **LESSON 59**: Demonstrative Pronouns, Demonstrative Adjectives, Interrogative Pronouns, Interrogative Adjectives ...................................................... 138
- **LESSON 60**: Pronoun Review, Sentences Beginning with Adverbs ............................... 140
- **REVIEW 5** .................................................................................................................. 144

### Week 16: Imposters
- **LESSON 61**: Progressive Tenses, Principal Parts, Past Participles as Adjectives, Present Participles as Adjectives .......................................................... 145
- **LESSON 62**: Present Participles as Adjectives, Parts of Speech and Parts of Sentences, Present Participles as Nouns (Gerunds) .................................................. 149
- **LESSON 63**: Gerunds, Present and Past Participles as Adjectives, Infinitives, Infinitives as Nouns ................................................................................................. 153
- **LESSON 64**: Gerunds, Present and Past Participles, Infinitives, Gerund, Participle, and Infinitive Phrases .............................................................. 155

### Week 17: Comparatives and Superlatives, Subordinating Conjunctions
- **LESSON 65**: Adjectives, Comparative and Superlative Adjectives ............................... 158
- **LESSON 66**: Adverbs, Comparative and Superlative Adverbs, Coordinating Conjunctions, Subordinating Conjunctions ......................................................... 160
- **LESSON 67**: Irregular Comparative and Superlative Adjectives and Adverbs ............... 163
- **LESSON 68**: Coordinating and Subordinating Conjunctions, Correlative Conjunctions 164
<table>
<thead>
<tr>
<th>Week 18: Clauses</th>
<th>168</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 69: Phrases, Sentences, Introduction to Clauses</td>
<td>168</td>
</tr>
<tr>
<td>LESSON 70: Adjective Clauses, Relative Pronouns</td>
<td>170</td>
</tr>
<tr>
<td>LESSON 71: Adjective Clauses, Relative Adverbs, Adjective Clauses with Understood Relatives</td>
<td>174</td>
</tr>
<tr>
<td>LESSON 72: Adverb Clauses</td>
<td>177</td>
</tr>
<tr>
<td>REVIEW 6</td>
<td>181</td>
</tr>
<tr>
<td>Week 19: More Clauses</td>
<td>182</td>
</tr>
<tr>
<td>LESSON 73: Adjective and Adverb Clauses, Introduction to Noun Clauses</td>
<td>182</td>
</tr>
<tr>
<td>LESSON 74: Clauses Beginning With Prepositions</td>
<td>186</td>
</tr>
<tr>
<td>LESSON 75: Clauses and Phrases, Misplaced Adjective Phrases, Misplaced Adjective Clauses</td>
<td>190</td>
</tr>
<tr>
<td>LESSON 76: Noun, Adjective, and Adverb Clauses, Restrictive and Non-Restrictive Modifying Clauses</td>
<td>192</td>
</tr>
<tr>
<td>Week 20: Constructing Sentences</td>
<td>197</td>
</tr>
<tr>
<td>LESSON 77: Constructing Sentences</td>
<td>197</td>
</tr>
<tr>
<td>LESSON 78: Simple Sentences, Complex Sentences</td>
<td>197</td>
</tr>
<tr>
<td>LESSON 79: Compound Sentences, Run-on Sentences, Comma Splice</td>
<td>199</td>
</tr>
<tr>
<td>LESSON 80: Compound Sentences, Compound-Complex Sentences, Clauses with Understood Elements</td>
<td>203</td>
</tr>
<tr>
<td>Week 21: Conditions</td>
<td>208</td>
</tr>
<tr>
<td>LESSON 81: Helping Verbs, Tense and Voice, Modal Verbs</td>
<td>208</td>
</tr>
<tr>
<td>LESSON 82: Conditional Sentences, The Condition Clause, The Consequence Clause</td>
<td>211</td>
</tr>
<tr>
<td>LESSON 83: Conditional Sentences, The Subjunctive</td>
<td>214</td>
</tr>
<tr>
<td>LESSON 84: Conditional Sentences, The Subjunctive, Moods of Verbs, Subjunctive Forms Using “Be”</td>
<td>218</td>
</tr>
<tr>
<td>REVIEW 7</td>
<td>222</td>
</tr>
<tr>
<td>Week 22: Parenthetical Elements</td>
<td>223</td>
</tr>
<tr>
<td>LESSON 85: Verb Review</td>
<td>223</td>
</tr>
<tr>
<td>LESSON 86: Restrictive and Non-Restrictive Modifying Clauses, Parenthetical Expressions</td>
<td>225</td>
</tr>
<tr>
<td>LESSON 87: Parenthetical Expressions, Dashes</td>
<td>229</td>
</tr>
<tr>
<td>LESSON 88: Parenthetical Expressions, Dashes, Diagramming Parenthetical Expressions</td>
<td>232</td>
</tr>
<tr>
<td>Week 23: Dialogue and Quotations</td>
<td>235</td>
</tr>
<tr>
<td>LESSON 89: Dialogue</td>
<td>235</td>
</tr>
<tr>
<td>LESSON 90: Dialogue, Direct Quotations</td>
<td>238</td>
</tr>
<tr>
<td>LESSON 91: Direct Quotations, Ellipses, Partial Quotations</td>
<td>241</td>
</tr>
<tr>
<td>LESSON 92: Partial Quotations, Ellipses, Block Quotes, Colons, Brackets</td>
<td>246</td>
</tr>
<tr>
<td>Week 24: Floating Elements</td>
<td>250</td>
</tr>
<tr>
<td>LESSON 93: Interjections, Nouns of Direct Address, Parenthetical Expressions</td>
<td>250</td>
</tr>
<tr>
<td>LESSON 94: Appositives</td>
<td>253</td>
</tr>
<tr>
<td>LESSON 95: Appositives, Intensive and Reflexive Pronouns, Noun Clauses in Apposition, Object Complements</td>
<td>257</td>
</tr>
<tr>
<td>LESSON 96: Appositives, Noun Clauses in Apposition, Absolute Constructions</td>
<td>260</td>
</tr>
<tr>
<td>REVIEW 8</td>
<td>263</td>
</tr>
</tbody>
</table>
Table of Contents

Week 25: Complex Verb Tenses .......................................................... 264
LESSON 97: Verb Tense, Voice, and Mood, Tense Review (Indicative),
Progressive Perfect Tenses (Indicative) ......................................... 264
LESSON 98: Simple Present and Perfect Present Modal Verbs, Progressive Present
and Progressive Perfect Present Modal Verbs ................................ 266
LESSON 99: Modal Verb Tenses, The Imperative Mood, The Subjunctive Mood,
More Subjunctive Tenses ........................................................... 268
LESSON 100: Review of Moods and Tenses, Conditional Sentences ............. 271

Week 26: More Modifiers ............................................................... 275
LESSON 101: Adjective Review, Adjectives in the Appositive Position,
Correct Comma Usage .................................................................. 275
LESSON 103: Misplaced Modifiers, Squinting Modifiers, Dangling Modifiers .... 282
LESSON 104: Degrees of Adjectives, Comparisons Using More, Fewer, and Less .. 286

Week 27: Double Identities .............................................................. 291
LESSON 105: Clauses with Understood Elements, Than as Conjunction, Preposition,
and Adverb, Quasi-Coordinators .................................................. 291
LESSON 106: The Word As, Quasi-Coordinators ................................ 295
LESSON 107: Words That Can Be Multiple Parts of Speech ...................... 299
LESSON 108: Nouns Acting as Other Parts of Speech, Adverbial Noun Phrases .... 303

Week 28: REVIEW 9 ........................................................................... 307

Week 29: Even More Verbs ............................................................ 308
LESSON 109: Hortative Verbs, Subjunctive Verbs ................................ 308
Ambitransitive Verbs .................................................................. 311
LESSON 111: Ambitransitive Verbs, Gerunds and Infinitives, Infinitive Phrases
as Direct Objects, Infinitive Phrases With Understood “To” .................. 314
LESSON 112: Principal Parts, Yet More Troublesome Verbs ....................... 317

Week 30: Still More About Clauses ................................................... 320
LESSON 113: Clauses and Phrases ..................................................... 320
LESSON 114: Restrictive and Non-Restrictive Modifying Clauses, Punctuating
Modifying Clauses, Which and That .............................................. 326
LESSON 115: Conditional Sentences, Conditional Sentences as Dependent Clauses,
Conditional Sentences with Missing Words, Formal If Clauses ............. 330
LESSON 116: Words That Can Be Multiple Parts of Speech, Interrogatives,
Demonstratives, Relative Adverbs and Subordinating Conjunctions ....... 334

Week 31: Filling Up the Corners ......................................................... 339
LESSON 117: Interrogative Adverbs, Noun Clauses, Forming Questions,
Affirmations and Negations, Double Negatives ................................ 339
LESSON 118: Diagramming Affirmations and Negations,
Yet More Words That Can Be Multiple Parts of Speech, Comparisons
Using Than, Comparisons Using As .............................................. 344
LESSON 119: Idioms .......................................................................... 349
LESSON 120: Troublesome Sentences ................................................ 351
Week 32: REVIEW 10. ................................................................. 355

Week 33: Mechanics ................................................................. 356

LESSON 121: Capitalization Review, Additional Capitalization Rules,
  Formal and Informal Letter Format, Ending Punctuation .................. 356
LESSON 122: Commas, Semicolons, Additional Semicolon Rules, Colons,
  Additional Colon Rules ..................................................... 360
LESSON 123: Colons, Dashes, Hyphens, Parentheses, Brackets ............... 364
LESSON 124: Italics, Quotation Marks, Ellipses, Single Quotation Marks,
  Apostrophes .................................................................. 367

WEEK 34: Advanced Quotations & Dialogue ...................................... 371

LESSON 125: Dialogue, Additional Rules for Writing Dialogue, Direct Quotations,
  Additional Rules for Using Direct Quotations .................................. 371
LESSON 126: (Optional), Documentation ......................................... 375
LESSON 127: Practicing Direct Quotations and Correct Documentation ........ 379

Week 35: Introduction to Sentence Style ........................................... 380

LESSON 128: Sentence Style: Equal and Subordinating, Sentences with
  Equal Elements: Segregating, Freight-Train, and Balanced .................. 380
LESSON 129: Subordinating Sentences: Loose, Periodic, Cumulative, Convoluted,
  and Centered ................................................................... 383
LESSON 130: Practicing Sentence Style .......................................... 387

WEEK 36: REVIEW 11 ............................................................... 388
Welcome to Grammar for the Well-Trained Mind!

This innovative grammar program takes students from basic definitions (“A noun is the name of a person, place, thing, or idea”) all the way through detailed analysis of complex sentence structure. The student who completes this program will have all the skills needed for the study of advanced rhetoric—persuasive speech and sophisticated writing.

WHAT MAKES UP THE FULL PROGRAM

Grammar for the Well-Trained Mind is a four-year program. Students who finish all four years will have a thorough grasp of the English language. No further grammar studies will be necessary.

The nonconsumable Core Instructor Text is used for each of the four years of the program. It contains scripted dialogue for the instructor, all rules and examples, and teaching notes that thoroughly explain ambiguities and difficulties.

There are four Student Workbooks with accompanying Keys. Each consumable workbook provides one full year of exercises and assignments. Each corresponding key gives complete, thoroughly explained answers. The student should aim to complete one workbook during each of the four years of study.

All rules and definitions, with accompanying examples, have been assembled into a handy reference book, the Comprehensive Handbook of Rules. This handbook will serve the student for all four years of study—and will continue to be useful as the student moves through advanced high school writing, into college composition, and beyond.

HOW THE PROGRAM WORKS

Language learning has three elements.

First: Students have to understand and memorize rules. We call this “prescriptive learning”—grasping the explicit principles that govern the English language and committing them to memory. Grammar for the Well-Trained Mind presents, explains, and drills all of the essential rules of the English language. Each year, the student reviews and repeats these rules.

Second: Students need examples of every rule and principle (“descriptive learning”). Without examples, rules remain abstract. When the student memorizes the rule “Subjunctive verbs express situations that are unreal, wished for, or uncertain,” she also needs to memorize the example “I would not say such things if I were you!” Each year, the student reviews and repeats the same examples to illustrate each rule.

Third: Students need practice. Although the four workbooks repeat the same rules and examples, each contains a completely new set of exercises and writing assignments, along with a Key providing complete answers.

The combination of repetition (the same rules and examples each year) and innovation (brand-new practice materials in every workbook) leads the student to complete mastery of the English language.
HOW TO USE GRAMMAR FOR THE WELL-TRAINED MIND

When you first use the program, begin with the Core Instructor Text and the Student Workbook 1/Key to Student Workbook 1 set. Keep the Comprehensive Handbook of Rules on hand for reference.

During this first year, you shouldn’t expect the student to grasp every principle thoroughly. Simply go through the dialogue for each week’s lessons (there are four lessons per week), ask the student to complete the exercises, check the answers, and discuss any mistakes.

Some students may need more than one year to complete Student Workbook 1; the exercises increase in complexity and difficulty from Week 20 on. That’s absolutely fine. Feel free to take as much time as necessary to finish this workbook.

When Student Workbook 1 is completed, go back to the beginning of the Core Handbook and start over, this time using the Student Workbook 2/Key to Student Workbook 2 combination. You’ll go over the same dialogue, the same rules, and the same examples—with an entirely fresh set of exercises for the student to practice on. This combination of repeated information along with new and challenging exercises will truly begin to build the student’s competence in the English language.

Follow this same procedure for the third and fourth years of study, using Student Workbook 3 and then Student Workbook 4, along with their matching keys.

Regular reviews are built into the program. Every three weeks the student takes some extra time to do six exercises reviewing what was covered in the three weeks before. After Week 27, the reviews double in scope: twelve exercises review the material all the way back to the beginning of the course. These reviews, beginning with Review 9, become one week’s work each. During review weeks, students should try to do three exercises per day, and then should go back and review the rules and principles of any exercise in which they miss two or more sentences/examples.

BRINGING NEW STUDENTS INTO THE PROGRAM

Because each workbook makes use of the same rules and examples, if you are teaching more than one student (or in a classroom or co-op setting), you may bring new students in at any workbook level. If you’ve already completed Student Workbook 1 with your student or class, you may bring a new student in with Student Workbook 2 the following year. The workbooks cover the same essential material. Occasional exercises in the third and fourth workbooks may have more ambiguity or challenge than the corresponding weeks in the first and second workbooks, but this should not present a major challenge; a student could also begin with Student Workbook 3 or 4.

It is highly recommended, however, that students who complete the later workbooks first go back and finish the earlier workbooks as well. The program is designed to take four years, no matter where the student begins.

IMPORTANT PRINCIPLES OF TEACHING

As you teach, keep the following in mind.

• Language is a rich, complicated tapestry. It is occasionally logical, and sometimes irrational. Mastering its complexities takes time and patience. Don’t expect the student to master—or even completely understand—every principle the first time through. Do your best, but be willing to accept imperfect learning the first couple of times through the program. The repetition and practice will eventually bring clarity. Be diligent—don’t abandon the curriculum because of frustration! But accept confusion as a natural part of learning the more advanced language concepts.
• Always prompt the student for answers if she becomes confused. This is not a test. It is a learning process. Give as much help as necessary.

• From Week 19 (halfway through the course) on, the student is encouraged to read sentences out loud. Reading out loud is an important part of evaluating your own writing. Do not allow the student to simply read silently—help him develop this skill by following the directions to read aloud.

• Take as long as you need to finish each lesson. As noted above, it’s perfectly acceptable to take more than one year to finish a workbook (particularly the first time through). The earlier lessons are shorter and simpler; they increase in both complexity and length as the book goes on. But especially in the later lessons, don’t worry if you need to divide a lesson over two days, or take more than one week to complete a week’s worth of lessons. In subsequent years, the student will go much more quickly through the earlier lessons, giving you time to stop and concentrate on areas of challenge later on.

• The first time through, ask the student to complete each exercise. In subsequent repetitions, however, you adjust the student’s workload in the earlier (and simpler) lessons so that you can spend more time on the later exercises. If the student remembers and understands the concept, ask her to do the first four or five sentences in the exercise. If she completes them correctly, skip the rest of the exercise and move on. This will allow you to customize the program to each student’s strengths and weaknesses.

• In my previous grammar and writing programs, I have recommended that students answer all questions in complete sentences. This is essential practice for younger students. However, older students who are writing fluently AND have already had plenty of practice answering in complete sentences do not need to keep this up. As material gets more complex, complete sentence answers simply become too long and unwieldy.

    If, however, you are working with a struggling writer, you may wish to ask her to answer in complete sentences rather than following the script as written. So, for example, where the instructor text reads:

    Instructor: What gender do you think the word grandfather has?
    Student: Masculine.
    Instructor: What gender does grandmother have?
    Student: Feminine.

you may instead ask the student to answer:

    Instructor: What gender do you think the word grandfather has?
    Student: “Grandfather” is masculine.
    Instructor: What gender does grandmother have?
    Student: “Grandmother” is feminine.

ABOUT DIAGRAMMING

Grammar for the Well-Trained Mind uses diagramming exercises throughout.

Diagramming is a learning process. The student should think of the diagrams as experimental projects, not tests. He should attempt the diagram, look at the answer, and then try to figure out why any differences exist. Expect these assignments—particularly in the second half of the book—to be challenging. Give all necessary help, using the key, and don’t allow the student to be frustrated. Always ask the student to diagram with a pencil (or on a whiteboard or blackboard), and expect him to erase and redo constantly.
Also remember that diagramming is not an exact science! If the student can defend a diagram, accept it even if it’s different from the key. To quote a 1914 grammar text: “Many constructions are peculiar, idiomatic, and do not lend themselves readily to any arrangement of lines” (Alma Blount and Clark S. Northup, *An English Grammar for Use in High and Normal Schools and in Colleges*).

**A FINAL NOTE**

Whenever possible, *Grammar for the Well-Trained Mind* quotes from real books (novels, histories, science books, biographies, and more). This shows how grammar works in the real world.

However, just because I quote from something doesn’t mean it’s appropriate for your child to check out of the library. I quote from books that contain profanity, sex, and death. Whether or not your child is ready to read the entire thing is a family decision.
**WEEK 1**

**Introduction to Nouns and Adjectives**

--- **LESSON 1** ---

**Introduction to Nouns**

**Concrete and Abstract Nouns**

Instructor: Look around the room. Tell me the names of four things that you see.

**Student:** [Names things in room.]

Instructor: All of those names are **nouns**. A noun names a person, place, thing, or idea. You will see that rule in your book. Repeat it after me: A noun names a person, place, thing, or idea.

**Student:** A noun names a person, place, thing, or idea.

Note to Instructor: If the student has not previously memorized this definition, ask him to repeat it five times at the beginning of each lesson until he has committed it to memory.

Instructor: You listed four nouns for me: [Repeat names of things]. These are all things that you can see. Can you see me?

**Student:** Yes.

Instructor: Of course you can. I am a person that you can see. Can you see a kitchen?

**Student:** Yes.

Instructor: Can you see a supermarket?

**Student:** Yes.

Instructor: Kitchens and supermarkets are both places that you can see. Persons, places, and things are special kinds of nouns called **concrete nouns**. We use the word *concrete* for the hard substance used to make parking lots and sidewalks. Concrete nouns are **substantial** nouns that we can see or touch—or those we can experience through our other senses. *Dog* is a concrete noun, because you can see and touch (and smell!) a dog. *Wind* is a concrete noun, because you can feel the wind, even though you can’t see or touch it. *Perfume* is a concrete noun because you can smell it, even though you can’t feel or see it. Is *tree* a concrete noun?

**Student:** Yes.

Instructor: Is *poem* a concrete noun?

**Student:** Yes.

Instructor: Yes, because you can see a poem on the page of a book or hear a poem when it is spoken out loud. Is *tune* a concrete noun?

**Student:** Yes.

Instructor: Yes, because you can hear a tune. Is *truth* a concrete noun?
Student: No.
Instructor: You can’t see, taste, touch, smell, or hear truth. Truth is an abstract noun. An abstraction can’t be experienced through sight, taste, feel, smell, or hearing. Truth is real, but we can’t observe truth with our senses. Is justice an abstract noun?
Student: Yes.
Instructor: Is liberty an abstract noun?
Student: Yes.
Instructor: Repeat after me: Concrete nouns can be observed with our senses.
Student: Concrete nouns can be observed with our senses.
Instructor: Abstract nouns cannot.
Student: Abstract nouns cannot.
Instructor: Let’s repeat that definition together three times.
Together: Concrete nouns can be observed with our senses. Abstract nouns cannot.
Note to Instructor: Like most grammatical definitions, this one does not cover every possible use in the English language. For example, music can be a concrete noun (“I hear music”) or an abstract noun (“Music transports us to another world”). If the student asks about exceptions, tell him that the line between abstract and concrete nouns is not always clear, but this definition helps us to identify ideas, beliefs, opinions, and emotions as nouns.
Instructor: Do the Lesson 1 exercises in your workbook now. Read the instructions and follow them carefully.

--- LESSON 2 ---
Introduction to Adjectives
Descriptive Adjectives, Abstract Nouns
Formation of Abstract Nouns from Descriptive Adjectives

Instructor: What is a noun?
Student: A noun names a person, place, thing, or idea.
Instructor: In the last lesson, we talked about abstract nouns like peace and intelligence and concrete nouns like mud and earthworms. Repeat after me: Concrete nouns can be observed with our senses. Abstract nouns cannot.
Student: Concrete nouns can be observed with our senses. Abstract nouns cannot.
Instructor: Look at the shirt [or dress] you’re wearing. Is shirt a concrete or abstract noun?
Student: Concrete.
Instructor: Let’s describe this concrete noun. What words can you use to tell me more details about this shirt? What color is it? Is it short-sleeved or long-sleeved? Is it soft, or rough and scratchy?
Student: [Soft, short-sleeved, blue . . .]
Week 1: Introduction to Nouns and Adjectives

Instructor: The words that you used to describe the noun shirt are **adjectives**. Adjectives are words that tell us more about concrete and abstract nouns—as well as pronouns, which we will talk about soon. We could define an adjective as a word that describes a noun or pronoun. But some adjectives do more than simply describe nouns. They **change or modify** nouns as well. To **modify** a noun is to alter its meaning a little bit. We'll learn more about adjectives that alter the meaning of nouns later on, but for right now let's just prepare for those lessons by modifying (changing) our description. Repeat the definition of an adjective after me: **An adjective modifies a noun or pronoun.**

*Student:* **An adjective modifies a noun or pronoun.**

Instructor: “Modifies” means “describes” or “tells more about.”

Now look at the next sentence with me: Adjectives answer four questions about nouns: What kind, which one, how many, and whose. Say that after me: **Adjectives tell what kind, which one, how many, and whose.**

*Student:* **Adjectives tell what kind, which one, how many, and whose.**

Instructor: In later lessons, we will learn about adjectives that answer the questions which one, how many, and whose. Today, let’s talk about adjectives that tell what kind. Are you a boy or a girl?

*Student:* I am a [boy or girl].

Instructor: [Boy or girl] is a concrete noun. Are you hungry or full?

*Student:* I am [hungry or full].

Instructor: You are a [hungry or full] [boy or girl]. [Hungry or full] tells what kind of [boy or girl] you are. Are you quiet or loud?

*Student:* I am [quiet or loud].

Instructor: You are a [quiet or loud] [boy or girl]. Are you cheerful or grumpy?

*Student:* I am [cheerful or grumpy].

Instructor: You are a [cheerful or grumpy] [boy or girl]. These words—hungry, full, quiet, loud, cheerful, grumpy—all answer the question what kind of [boy or girl] you are. When an adjective answers the question what kind, we call it a **descriptive adjective.** Repeat after me: **Descriptive adjectives tell what kind.**

*Student:* **Descriptive adjectives tell what kind.**

Instructor: Descriptive adjectives have a special quality about them. They can be changed into abstract nouns. A **descriptive adjective becomes an abstract noun when you add -ness to it.** If you are hungry, you are experiencing hungriness. If you are full, you are experiencing . . .

*Student:* Fullness.

Instructor: If you are cheerful, you are filled with cheerfulness. If you are grumpy, you are filled with . . .

*Student:* Grumpiness.

Instructor: -ness is a **suffix.** A suffix is added onto the end of a word in order to change its meaning. At the end of this lesson, you will do an exercise changing descriptive adjectives into abstract nouns. You will see a spelling rule at the beginning of this exercise. When you add the suffix -ness to a word ending in -y, the y changes to i. Be sure to pay attention to this rule! Repeat it after me: When you add the suffix -ness to a word ending in -y . . .

*Student:* When you add the suffix -ness to a word ending in -y . . .
Instructor: . . . the y changes to i.

Student: . . . the y changes to i.

Instructor: Most words need a suffix when they change from an adjective to a noun. However, there is one category of words that never needs a new form to cross the line between nouns and adjectives. These words are colors! The names for colors can be used as nouns or adjectives, without changing form. If I say to you, “I like blue,” blue is a noun. It is the name of the color I like. But if I say, “You are wearing your blue shirt,” blue is a descriptive adjective. It explains what kind of shirt you are wearing. In a sentence, tell me a color that you don’t like.

Student: I don’t like [color].

Instructor: In that sentence, [color] is a noun. It is the name of the color you don’t like! Now, in a sentence, tell me what color [pants or dress] you are wearing.

Student: I am wearing [brown] pants.

Instructor: What kind of [pants or dress] are you wearing? Brown [pants or dress]! Brown is a descriptive adjective that tells what kind.

Instructor: Complete the exercises at the end of the lesson. If you do not understand the instructions, ask me for help.

— LESSON 3 —

Common and Proper Nouns
Capitalization and Punctuation of Proper Nouns

Instructor: You are a person, but we don’t just call you “Hey, [boy or girl].” (Or, “Hey, [man or woman]!”) Your name is [name]. That is the proper name for you. [Boy or girl] is a common noun. A common noun is a name common to many persons, places, things, or ideas. There are many [boys or girls] in the world. But there is only one of you! A proper noun is the special, particular name for a person, place, thing, or idea. Book is a common noun that names a thing. Give me the name of a particular book.

Student: [Names book.]

Instructor: [Name of Book] is a proper noun. Mother is a common noun that names a person. There are many mothers in the world! What is the special, particular name of your mother?

Student: [First, last name.]

Instructor: [First, last name] is a proper noun. Store is a common noun that names a place. Give me the name of a particular store that is near us.

Student: [Names store.]

Instructor: [Store] is a proper noun. Proper nouns always begin with capital letters. The capital letter tells us that this is a special, particular name. The rules in your workbook tell you what kinds of names should begin with capital letters. Read each rule out loud, but after each rule, stop while I explain it. Then I will read you the examples beneath each rule.

Student: 1. Capitalize the proper names of persons, places, things, and animals.

Instructor: We have already talked about proper names of persons, places, and things. Animals often have proper names too—if they’re pets! Follow along as I read the examples out loud to you.
boy  Peter
store  Baskin-Robbins
book  Little Women
horse  Black Beauty

Instructor: Sometimes proper names of places may have two- or three-letter words in them. Normally, we do not capitalize those words unless they are at the beginning of the proper name. Follow along as I read the following examples to you.

sea  Sea of Galilee
port  Port of Los Angeles
island  Isle of Skye

Student: 2. Capitalize the names of holidays.
Instructor: Holidays are particular, special days. Follow along as I read the examples out loud to you.

Memorial Day
Christmas
Independence Day
Day of the Dead

Student: 3. Capitalize the names of deities.
Instructor: We treat the names of gods and goddesses, of all religions, the same way we would treat the names of people: We capitalize them! Follow along as I read the examples out loud to you. Remember that in Christianity and Judaism, God is a proper name!

Minerva (ancient Rome)
Hwanin (ancient Korea)
God (Christianity and Judaism)
Allah (Islam)
Gitche Manitou or Great Spirit (Native American—Algonquin)

Student: 4. Capitalize the days of the week and the months of the year, but not the seasons.
Instructor: The seasons are spring, summer, winter, and fall. Those are written with lowercase letters. Follow along as I read the examples out loud to you.

Monday January  winter
Tuesday April  spring
Friday August summer
Sunday October fall

Student: 5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, movies, television series, stories, poems, and songs.
Instructor: Titles of works are proper nouns that require special attention! First, notice that small, unimportant words in titles—like a, an, the, and, but, at, for, and other very short words—do not need to be capitalized in titles, unless they are the first or last word. I will read each common noun in the list that follows. Answer me by reading the proper noun that names the particular book, magazine, newspaper, and so on. As you read, notice which words in the proper nouns are not capitalized.

Note to Instructor: Begin by saying “book.” The student should answer by saying “Alice’s Adventures in Wonderland.” Continue on in the same pattern.

book  Alice’s Adventures in Wonderland
magazine  National Geographic
newspaper  The Chicago Tribune
movie  A River Runs Through It
television series  The Waltons
television show  “The Chicken Thief”
story  “The Visit of the Magi”
poem  “The Night Before Christmas”
song  “Joy to the World”
chapter in a book  “The End of the Story”

Instructor: You will notice that some of these titles are in italics. Others have quotation marks around them. Titles of longer works, such as books, movies, and television series, are put into italics. (When you write by hand, you show italics by underlining those titles.) Shorter works—stories, individual poems, single songs, chapters in books, single television shows—have quotation marks around them instead. The Waltons is an entire long television series. “The Chicken Thief” is one episode in one of the seasons.

Student: **6. Capitalize and italicize the names of ships, trains, and planes.**

Instructor: When a ship, train, or plane has a proper name, you should capitalize it. But if the name has short words in it, you shouldn’t capitalize those. We also put those names into italics—or underline them, if we’re writing by hand. Follow along as I read the examples out loud to you.

ship  Titanic
train  The Orient Express
plane  The Spirit of St. Louis

Instructor: Which short word is not capitalized in those proper names?

Student: Of.

Instructor: Now complete the exercises at the end of the lesson. If you do not understand the instructions, ask me for help.

---

**LESSON 4**

**Proper Adjectives**

**Compound Adjectives (Adjective-Noun Combination)**

Instructor: In the last lesson, you looked at the difference between a common noun and a proper noun. What kinds of persons, places, things, and ideas can a common noun name?

Student: Many different [or a similar answer].

Instructor: What kind of name is a proper noun?

Student: A particular, special name [or a similar answer].

Note to Instructor: If the student cannot answer, ask her to reread the definitions at the beginning of Lesson 3 out loud.

Instructor: Review the rules for capitalizing proper nouns quickly by reading them out loud to me.

Student: 1. Capitalize the proper names of persons, places, things, and animals.

2. Capitalize the names of holidays.

3. Capitalize the names of deities.
4. Capitalize the days of the week and the months of the year, but not the seasons.
5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, movies, television series, stories, poems, and songs.
6. Capitalize and italicize the names of ships, trains, and planes.

Instructor: Proper nouns can often be used as adjectives. For example, what kind of tiger comes from the region of Bengal?

Student: A Bengal tiger.

Instructor: If someone speaks fluent Japanese, what kind of speaker is she?

Student: A Japanese speaker.

Instructor: A proper adjective is an adjective that is formed from a proper name. Read the definition of a proper adjective from your workbook.

Student: A proper adjective is formed from a proper name. Proper adjectives are capitalized.

Instructor: Read the examples of proper nouns and proper adjectives in your workbook.

Student: Aristotle, the Aristotelian philosophy; Spain, a Spanish city; Valentine’s Day, some Valentine candy; March, March madness.

Instructor: Some proper nouns change their form when they are used as adjectives. Read the next two pairs of sentences in your workbook out loud.

Student: Shakespeare wrote a number of sonnets. I was reading some Shakespearean sonnets yesterday. Mars is the fourth planet from the sun. The Martian atmosphere is mostly carbon dioxide.

Instructor: Other times, proper names become adjectives just because they are placed in front of a noun. Read the next pair of sentences now.

Student: On Monday, I felt a little down. I had the Monday blues.

Instructor: In the second sentence, Monday answers the question, “What kind of blues?” So you know that Monday has become an adjective. Read the next pair of sentences now.

Student: The English enjoy a good cup of tea and a muffin. Gerald enjoys a good English muffin.

Instructor: What four questions do adjectives answer?

Student: What kind, which one, how many, whose.

Instructor: What kind of muffin does Gerald enjoy?

Student: An English muffin.

Instructor: Sometimes, proper adjectives are combined with other words that are not derived from proper names. Read the next two sentences in your workbook out loud.

Student: The German-speaking tourists were lost in Central Park. The archaeologist unearthed some pre-Columbian remains.

Instructor: German and Columbian are both proper adjectives. (They’re derived from the place name Germany and the personal name Columbus.) But notice that German is connected by a hyphen to the word speaking, and Columbian is connected to the prefix pre-. Those words are not capitalized just because they are combined with a proper adjective. Words that are not usually capitalized remain lowercase even when they are attached to a proper adjective. Repeat that rule out loud.

Student: Words that are not usually capitalized remain lowercase even when they are attached to a proper adjective.
Instructor: *Pre-Columbian* and *German-speaking* are **compound adjectives**. A compound adjective combines two words into a single adjective so that they function together. In the sentence “The German-speaking tourists were lost in Central Park,” *German-speaking* is a single word. The tourists were not “speaking tourists.” And they weren’t necessarily all “German tourists.” *German-speaking* is two words, but it has one meaning. Read me the definition of a compound adjective.

**Student:** A compound adjective combines two words into a single adjective with a single meaning.

Instructor: There are many different kinds of compound adjectives. *Pre-Columbian* is an adjective and a prefix. *German-speaking* is an adjective and a verb form called a participle. You’ll learn about these compound adjectives and more over the course of this year. Today, let’s look at one particular kind of compound adjective, made up of one adjective and one noun—the two parts of speech we’ve just covered. Read the next two sentences in your workbook out loud.

**Student:** When the mine collapsed, it sent a plume of dust sky high. I just had a thirty-minute study session.

Instructor: *Sky high* and *thirty-minute* are both compound adjectives made up of one noun and one adjective. Read the list of compound adjectives in your workbook. As you do, notice that each one is made up of one noun and one adjective. You don’t need to read the abbreviations N and Adj out loud!

**Student:**

- **N Adj**
  - sky high
  - thirty minute
- **N Adj**
  - user friendly
- **Adj N**
  - high speed

Instructor: Now look back at the two sentences about the plume of dust and the thirty-minute workout. Something is different about *sky high* and *thirty-minute*. What is it?

**Student:** Thirty-minute has a hyphen.

Note to Instructor: If the student calls the hyphen a *dash*, agree, but then point out that *hyphen* is a better name. Technically, a dash is twice as long as a hyphen and is used to separate the parts of a sentence, rather than to connect two words. In typesetting, a dash is known as an *em dash* (—). A hyphen is half the length of an em dash. (Just for your information, there is a third mark in typesetting called an *en dash*, which is halfway between a hyphen and an em dash in length and has two major technical uses—one: it indicates range, and two: it joins words in compound adjectives if one part of the adjective is already hyphenated. Now you know. But there’s no need to go into this with the student.)

Instructor: When a compound adjective made up of one adjective and one noun comes right before the noun that it modifies, it is usually hyphenated. If it follows the noun, it is usually not hyphenated. Look at the next pair of sentences. When *sky-high* comes right before *plume*, it is hyphenated, but when *thirty minutes* comes after *study session*, the hyphen disappears. Read the next two pairs of sentences out loud. Notice that the compound adjectives *user friendly* and *high speed* are only hyphenated when they come immediately before the nouns *directions* and *connections.*
Student: Those directions are not user friendly! I prefer user-friendly directions. The connection was high speed. He needed a high-speed connection.

Instructor: When an adjective comes right before the noun it modifies, as in user-friendly directions, we say that it is in the **attributive position**. When it follows the noun, it is in the **predicative position**. Attributive compound adjectives are hyphenated. Predicative compound adjectives aren’t.

You don’t necessarily have to remember those terms for this lesson. Just remember when to add the hyphen: when the compound adjective comes before the noun!

Complete the exercises in your workbook now.
WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender
Introduction to Personal Pronouns

Note to Instructor: Ask the student to complete Exercise 5A before the lesson begins. Provide any answers that the student doesn’t know (this exercise is for fun).

Instructor: We often use different names for male and female animals. Male and female animals have different gender. In English, we say that the words we use to name these animals also have gender. Nouns that name male animals are masculine. The words bull and rooster are masculine. Give me three more names from Exercise 5A that have masculine gender.

Student: [Reads three names from the “male” column of Exercise 5A.]

Instructor: Nouns that name female animals are feminine in gender. Cow and hen are feminine nouns. Give me three more names from Exercise 5A that have feminine gender.

Student: [Reads three names from the “female” column of Exercise 5A.]

Instructor: We also use masculine and feminine nouns to talk about other living things, including people. What is the masculine noun for a grown male person?

Student: Man.

Instructor: What is the feminine noun for a young female person?

Student: Girl.

Instructor: In English, nouns can have masculine or feminine gender. Nouns can also be neuter when it comes to gender. A neuter noun can refer to a living thing whose gender is unknown. In the list above, is a calf male or female?

Student: It could be either or neither.

Instructor: A calf can be either masculine or feminine. So can a chick. When we don’t know the gender of a living thing, we say that it is neuter. The words bull and rooster have masculine gender, the words cow and hen have feminine gender, and the words calf and chick have neuter gender. What gender do you think the word grandfather has?

Student: Masculine.

Instructor: What gender does grandmother have?

Student: Feminine.

Instructor: What about grandchild?

Student: Neuter.
Instructor: We also use the word *neuter* for nouns that refer to nonliving things. Furniture, rocks, and clouds aren’t either male or female. So we say that the nouns *table*, *boulder*, and *cloud* have neuter gender. Look around the room and name three things that have neuter gender.

*Student: [Names three things.]*

Instructor: Repeat after me: **Nouns have gender.**

*Student: Nouns have gender.*

Instructor: **Nouns can be masculine, feminine, or neuter.**

*Student: Nouns can be masculine, feminine, or neuter.*

Instructor: **We use neuter for nouns that have no gender, and for nouns whose gender is unknown.**

*Student: We use neuter for nouns that have no gender, and for nouns whose gender is unknown.*

Instructor: In some languages, the gender of a noun changes that noun’s form. A masculine noun will have one kind of ending; a feminine noun, another. In English, we usually only pay attention to gender in one particular situation: when we’re replacing a noun with a pronoun. Read me the next brief paragraph in your workbook.

*Student: Subha Datta set off for the forest, intending to come back the same evening. He began to cut down a tree, but he suddenly had a feeling that he was no longer alone. As it crashed to the ground, he looked up and saw a beautiful girl dancing around and around in a little clearing nearby. Subha Datta was astonished, and let the axe fall. The noise startled the dancer, and she stood still.***

Instructor: In the second sentence, who is *he*?

*Student: Subha Datta.*

Instructor: In the third sentence, what is *it*?

*Student: The tree.*

Instructor: In the final sentence, what is *she*?

*Student: The beautiful girl or the dancer.*

Instructor: *He, it, and she are pronouns. A pronoun takes the place of a noun.* Repeat that definition after me.

*Student: A pronoun takes the place of a noun.*

  Note to Instructor: If the student is not familiar with this definition, have him memorize it by repeating it three times at the beginning of the next few lessons.

Instructor: The pronoun *he* is a masculine pronoun; it takes the place of the proper noun Subha Datta. The pronoun *it* is a neuter pronoun. Why do we call the tree *it*?

*Student: We don’t know what gender it is.*

Instructor: *He* is a masculine pronoun. *It* is a neuter pronoun. *She* is a feminine pronoun. In the following sentence, replace the correct noun with the feminine pronoun *she*: Sarah was ready to eat lunch.

*Student: She was ready to eat lunch.*

Instructor: There is a special word for the noun that the pronoun replaces: the *antecedent*. *Ante-* is a Latin prefix that means “before.” *Cedent* comes from a Latin word meaning “to go.” So *antecedent* literally means “to go before.” Usually, the antecedent noun *goes before* its pronoun. Read me the next sentence in your workbook.
Student: Subha Datta thought he was dreaming.
Instructor: Subha Datta is the antecedent of the pronoun he. Repeat after me: The antecedent is the noun that is replaced by the pronoun.
Student: The antecedent is the noun that is replaced by the pronoun.
Instructor: Less often, the antecedent noun follows the pronoun. Read the next sentence out loud. Student: Although she did not yet know it, the fairy had not convinced Subha Datta.
Instructor: What is the antecedent of the pronoun she?
Student: The fairy.
Instructor: Let's read the list of pronouns together.
Together: I, you, he, she, it, we, you (plural), they.
Instructor: These pronouns are called personal pronouns. Personal pronouns replace specific nouns. They show who is speaking, who or what is being spoken about, and who or what is being spoken to. You will learn about other kinds of pronouns in later lessons. Just like the nouns they replace, these personal pronouns have gender. Which of these pronouns is masculine?
Student: He.
Instructor: Which pronoun is feminine?
Student: She.
Instructor: The pronoun it is neuter. The other pronouns—I, you, we, and they—can be either masculine or feminine, depending on whether their antecedent is male or female.
Complete the exercises at the end of the lesson. If you do not understand the instructions, ask for help.

— LESSON 6 —
Review Definitions
Introduction to Verbs
Action Verbs, State-of-Being Verbs
Parts of Speech

Instructor: What is your favorite kind of animal?
Student: [Names animal.]
Instructor: Is the word [animal] a noun or an adjective?
Student: Noun.
Instructor: What is a noun?

Note to Instructor: If the student cannot answer, direct him to the definitions in his workbook.
Student: A noun names a person, place, thing, or idea.
Instructor: Is it a common or a proper noun?
Student: Common.
Instructor: Repeat after me: A common noun is a name common to many persons, places, things, or ideas.

Student: A common noun is a name common to many persons, places, things, or ideas.

Instructor: Is it a concrete or an abstract noun?

Student: Concrete.

Instructor: Repeat after me: Concrete nouns can be observed with our senses. Abstract nouns cannot.

Student: Concrete nouns can be observed with our senses. Abstract nouns cannot.

Instructor: Now think of some descriptive adjectives that apply to this animal. Remember, an adjective modifies a noun or pronoun. Repeat after me: Adjectives tell what kind, which one, how many, and whose.

Student: Adjectives tell what kind, which one, how many, and whose.

Instructor: Descriptive adjectives tell what kind. (Repeat!)

Student: Descriptive adjectives tell what kind.

Instructor: Have you thought of some descriptive adjectives for your animal? See if you can list at least three.

Student: [Answers will vary: Hairy, scaly, black, white, spotted, small, huge, wrinkled, whiskered, carnivorous . . .]

Instructor: You can turn many descriptive adjectives into abstract nouns by adding -ness. Can you turn any of your adjectives into abstract nouns?

Student: [Answers will vary: Whiteness, hairiness, smallness, hugeness . . .]

Instructor: Now, tell me some things this animal can do. Try to use single words; for example instead of saying stalk and catch an antelope, say, Stalk, catch, eat.

Student: [Answers will vary: Bark, sleep, crawl, swim . . .]

Instructor: These words are verbs. Read me the definition of a verb.

Student: A verb shows an action, shows a state of being, links two words together, or helps another verb.

Instructor: We have just talked about the verbs that your animal can do. When a verb is doing an action, it is called an action verb. Repeat after me: A verb shows an action.

Student: A verb shows an action.

Instructor: List five actions that you can do. Begin with, Talk!

Student: Talk, [answers will vary: write, eat, think, sleep, clean, dress, walk, run].

Instructor: Those are actions that you do. Now let me ask you a question. Where are you?

Student: I am [in the kitchen, in Virginia, in the United States].

Instructor: Where am I?

Student: You are [in the kitchen, in Virginia, in the United States].

Instructor: Those answers don’t tell anything about actions that you and I might be doing. Instead they state where you and I are—where we exist at this particular moment. Where is [a male friend or member of the family]?

Student: He is [answers will vary].
Instructor: Where is [a female friend or member of the family]?
Student: She is [answers will vary].
Instructor: *Am, are, and is* are state-of-being verbs. A state-of-being verb just shows that something exists. Read the list of state-of-being verbs out loud.

   Note to Instructor: If the student has not previously learned the state-of-being verbs, have him repeat them five times before each grammar lesson until they are memorized.

Student: *Am, is, are, was, were, be, being, been.*
Instructor: Now you understand the first half of the definition. Go ahead and repeat the whole definition for me now.
Student: A verb shows an action, shows a state of being, links two words together, or helps another verb.
Instructor: We will discuss the last part of that definition in the next lesson.

Now you have learned the definitions of four parts of speech: nouns, adjectives, pronouns, and verbs. Part of speech is a term that explains what a word does. Let’s review those parts of speech one more time. What does a noun do?
Student: A noun names a person, place, thing, or idea.
Instructor: What does an adjective do?
Student: An adjective modifies a noun or pronoun.
Instructor: What does a pronoun do?
Student: A pronoun takes the place of a noun.
Instructor: What does a verb do?
Student: A verb shows an action, shows a state of being, links two words together, or helps another verb.
Instructor: Now complete the exercises at the end of the lesson. If you do not understand the instructions, ask me for help.

— LESSON 7 —

Helping Verbs

Instructor: What is a part of speech? If you can’t remember the definition, you may read it from your workbook.

Student: Part of speech is a term that explains what a word does.

Instructor: What does a verb do? See if you can repeat definition from memory.

Student: A verb shows an action, shows a state of being, links two words together, or helps another verb.

   Note to Instructor: If the student cannot repeat the definition from memory, continue to have him repeat it five times before each grammar lesson until it is memorized.

Instructor: List three action verbs that a horse can do.

Student: [Answers will vary: Walk, trot, gallop, neigh, eat, drink, sleep, roll, bite.]
Instructor: List the state-of-being verbs for me. See if you can do this from memory.

*Student: Am, is, are, was, were, be, being, been.*

*Note to Instructor: If the student cannot list the verbs from memory, continue to have him repeat them five times before each grammar lesson until they are memorized.*

Instructor: We’ll talk about verbs that link two words together a little later. Right now, let’s discuss the last part of that definition: A verb can help another verb. Look at Exercise 7A now. In the second column of sentences, the main verbs are each *helped* by a state-of-being verb. Complete this exercise now.

Instructor: In these sentences, the helping verbs together with the action verb form the complete verb. Read the list of helping verbs out loud.

*Student: Am, is, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, could.*

*Note to Instructor: If the student has not previously learned the helping verbs, have him repeat them five times before each grammar lesson until they are memorized.*

Instructor: You’ll notice that the first eight helping verbs are the same as the state-of-being verbs. The state-of-being verbs can either stand alone or help another verb. Repeat after me: I am.

*Student: I am.*

Instructor: I am speaking.

*Student: I am speaking.*

Instructor: In the first sentence, *am* is all alone and is a state-of-being verb. In the second sentence, *am* is helping the verb *speaking* (you can’t just say, “I speaking”). Helping verbs make it possible for verbs to express different times and different sorts of action; we’ll learn about these times and actions in later lessons. For now, complete Exercise 7B.

*Note to Instructor: If the student has difficulty supplying the helping verbs, you may suggest answers. The purpose of this exercise is to teach the student to be aware of helping verbs when they occur.*

---

**LESSON 8**

**Personal Pronouns**

**First, Second, and Third Person**

**Capitalizing the Pronoun “I”**

Instructor: Answer me in a complete sentence: How old are you?

*Student: I am [age].*

Instructor: What part of speech does that sentence begin with?

*Note to Instructor: If necessary, tell the student to look at the first set of words in the workbook.*

*Student: A pronoun.*

Instructor: Tell me all the personal pronouns now. Try not to look at your workbook.

*Student: I, you, he, she, it, we, you, they.*
Instructor: Now look at the list of personal pronouns in your workbook. You might notice something different about this list: Each pronoun has a person and a number. There are three kinds of persons that pronouns refer to. You can find the first kind of person by pointing to yourself.

Note to Instructor: Point to yourself and prompt the student to do the same.

Instructor: I am pointing to myself. What are you doing?

Student: I am pointing to myself.

Instructor: The first person is the one who is pointing, or speaking, or just being. If you’re all by yourself, you use the pronoun I about yourself. That is the first person singular personal pronoun. Say that phrase after me.

Student: First person singular personal pronoun.

Note to Instructor: Move over and stand next to the student. Emphasize the word we.

Instructor: Now there are two of us. We is plural. What is the first person plural personal pronoun?

Student: We.

Note to Instructor: As you speak, leave the room and speak to the student through the door.

Instructor: Now we are both I again. Who is in the room?

Student: I am.

Instructor: There is only one person in the room—until now. [Step back through the door.] Now there is a second person in the room. Who is the second person?

Student: You are.

Instructor: For the second person, we use the pronoun you. In English, you can be either singular or plural. If there were two of me here, you would still say “You are.” You is both the second person singular and the second person plural personal pronoun. Who is the second person, again?

Student: You are.

Instructor: And what would you say if there were two of me?

Student: You are.

Instructor: Imagine that a third person has just walked into the room and you and I are talking to each other about this third person. If the third person happens to be Luke Skywalker, I would say, “He is in the room (and he has a light saber).” He is the masculine third person singular pronoun. Now imagine that Tinkerbell has followed Luke Skywalker into the room. What pronoun would you use to tell me that Tinkerbell is in the room?

Student: She is in the room.

Instructor: Now a horse has poked its head into the room. You don’t know whether the horse is male or female. What pronoun would you use for the horse?

Student: It.
Instructor: *He, she, and it are all third person singular personal pronouns*, with three different genders. There’s only one personal pronoun left. If the horse, Tinkerbell, and Luke Skywalker all set off on a quest together, we would say, “They have gone on a quest.” *They* is the third person plural personal pronoun. Say that after me.

**Student:** They is the third person plural personal pronoun.

Instructor: Read the next sentence.

**Student:** Although they are not very hungry, I certainly am.

Instructor: There are two personal pronouns in this sentence. What are they?

**Student:** They and I.

Instructor: What person and number is the pronoun they?

**Student:** Third person plural.

Instructor: What person and number is I?

**Student:** First person singular.

Instructor: There’s one more difference between the pronouns. Can you figure out what it is?

**Student:** I is a capital letter and they begins with a small letter.

Instructor: The personal pronoun I is always capitalized. No one really knows why. In Old English, the first person singular pronoun was *ich*. Middle English uses *ich*, *ic*, and *i*. But by the end of the Middle English period, most writers were using the capital I all by itself. Maybe the small i looked lonely all by itself. We’ll never know. All you need to remember is that I is always capitalized.

Let’s use this sentence to quickly review a couple of other things. There are two verbs in the sentence. What are they?

**Student:** Are and am.

Instructor: What kinds of verbs are these?

**Student:** State-of-being verbs.

Instructor: What part of speech is hungry?

**Student:** An adjective.

Instructor: Read the next sentence for me.

**Student:** As the German-built plane rose into the air, I experienced a strange loneliness.

Instructor: What are the two verbs in that sentence?

**Student:** Rose and experienced.

Instructor: What kinds of verbs are those?

**Student:** Action verbs.

Instructor: What are the three nouns in the sentence?

**Student:** Plane, air, loneliness.

Instructor: One of those nouns is an abstract noun. Which is it?
Student: Loneliness.

Instructor: Even though loneliness can be experienced, it is an abstract noun because it is a feeling that cannot be touched, seen, smelled, or heard. What kinds of nouns are plane and air?

Student: Concrete nouns.

Instructor: You can’t see air, but it is a real thing that has a physical effect on your body—so air is definitely concrete! What part of speech is German-built?

Student: An adjective OR A compound adjective.

Note to Instructor: If the student says adjective, ask, “What kind of adjective?”

Instructor: Why is German capitalized?

Student: It is a proper adjective.

Instructor: Is German-built in the attributive or predicative position?

Student: Attributive.

Instructor: It is hyphenated because it is in the attributive position.

Complete the exercises in your workbook now.
Instructor: Today’s lesson.

Instructor: For a little while.

Instructor: If raining.

Instructor: Caught a ball.

Instructor: You probably didn’t understand anything I just said. That’s because I wasn’t using sentences. Read me the first definition.

Student: A **sentence is a group of words that contains a subject and a predicate.**

Instructor: Look at the first sentence, “The cat sits on the mat.” The word *cat* is underlined. What part of speech is the word *cat*—noun, adjective, pronoun, or verb?

*Student: Noun.*

Instructor: The correct part of speech is written above the word. Look at the word *sits.* What part of speech is *sits*?

*Student: It is a verb.*

Instructor: Most sentences have two basic parts—the **subject** and the **predicate.** The **subject of the sentence is the main word or term that the sentence is about.** Repeat that definition.

*Student: The subject of the sentence is the main word or term that the sentence is about.*

Instructor: Who or what is the first sentence about?

*Student: The cat.*
Instructor: *Cat* is the subject. If I ask, “What part of speech is *cat*?” you would answer *noun*. But if I ask, “What part of the sentence is *cat*?” you would answer *subject*. Look at the definitions below the example sentence and read me the second definition found there.

*Student: Part of speech is a term that explains what a word does.*

Instructor: Now read me the third definition.

*Student: Part of the sentence is a term that explains how a word functions in a sentence.*

Instructor: Look at the second example sentence. What is the *subject* of that sentence—the main word or term that the sentence is about?

*Student: Tyrannosaurus rex.*

Instructor: Write *subject* on the line under *Tyrannosaurus rex*, across from the label *part of the sentence*. What *part of speech* is the subject *Tyrannosaurus rex*?

*Student: A noun.*

Instructor: Write *noun* above *Tyrannosaurus rex*, across from the label *part of speech*.

Now look back at the first sentence. The double-underlined word *sits* is a verb; it shows an action. *Verb*, the correct part of speech, is written on the line above it. In the second sentence, what part of speech is the double-underlined word?

*Student: Verb.*

Instructor: Write *verb* on the line above *crashes*. Now look back at the first sentence. Earlier, I said that each sentence has two parts—the subject and the predicate. The subject of the sentence is the main word or term that the sentence is about. The *predicate of the sentence tells something about the subject*.

The word *predicate* comes from the Latin word *praedicare* [preh-dee-car-eh], meaning “to proclaim.” The predicate of the sentence is what is said or *proclaimed* about the subject. Read that definition out loud.

*Student: The predicate of the sentence tells something about the subject.*

Instructor: In the first sentence, the predicate tells us something about the subject—it tells us that the cat is *sitting*. *Sits* is the predicate of the first sentence. What is the predicate of the second sentence?

*Student: Crashes.*

Instructor: Write *predicate* on the *part of the sentence* line beneath *crashes*. Now let’s review.

*Student: Part of speech is a term that explains what a word does.*

Instructor: What four parts of speech have you learned so far?

*Student: Noun, adjective, pronoun, verb.*

Instructor: What is a part of the sentence?

*Student: Part of the sentence is a term that explains how a word functions in a sentence.*

Instructor: Most sentences have two parts—a subject and a predicate. What is a subject?

*Student: The subject of a sentence is the main word or term that the sentence is about.*

Instructor: What is a predicate?

*Student: The predicate of the sentence tells us something about the subject.*
Instructor: What was the definition of a sentence that we read in the last lesson? You may read it from your workbook if you can't remember.

*Student:* A sentence is a group of words that contains a subject and predicate.

Instructor: The next three groups of words in your workbook are sentences, even though each sentence is only two words long. Read them out loud now.

*Student:* He does. They can. It is.

Instructor: Each group of words has a subject and a predicate. The subjects are underlined once, and the predicates are underlined twice. Read me the definition of a subject.

*Student:* The subject of the sentence is the main word or term that the sentence is about.

Instructor: Read me the definition of a predicate.

*Student:* The predicate of the sentence tells something about the subject.

Instructor: You can usually find the subject by asking, “Who or what is the sentence about?” What is the subject of the next sentence?

*Student:* Hurricanes.

Instructor: Underline the word *hurricanes* once. This is the subject. What do hurricanes do?

*Student:* Form.

Instructor: Underline the word *form* twice. This is the predicate.

*Note to Instructor:* If the student answers, “Form over warm tropical waters,” ask him to answer with a single word.

Instructor: You’ve marked the subject and predicate by underlining them, but there’s a better way to show how the parts of a sentence work together. When you diagram a sentence, you draw a picture of the logical relationships between the different parts of a sentence. The first step in diagramming any sentence is to diagram the subject and predicate. Look at the diagram of *Hurricanes form.*

Instructor: Which comes first on the diagram—the subject or the predicate?

*Student:* The subject.

Instructor: When you diagram a simple sentence like this one, you begin by drawing a straight horizontal line and dividing it in half with a vertical line. Make sure that the vertical line goes
straight through the horizontal line. Write the subject on the left side of the vertical line and the predicate on the right side. Before we go on, write subject on the left side of the blank diagram in your book and predicate on the right side.

Instructor: A sentence is a group of words that contains a subject and a predicate—but that’s only the first part of the definition. Look at each one of the sentences in your workbook. What kind of letter does each sentence begin with?

Student: A capital letter.

Instructor: What is at the end of each sentence?

Student: A period.

Instructor: This is the second part of the definition. A sentence begins with a capital letter and ends with a punctuation mark. Read me the two-part definition of a sentence.

Student: A sentence is a group of words that contains a subject and a predicate. A sentence begins with a capital letter and ends with a punctuation mark.

Instructor: Sometimes, a group of words begins with a capital letter and ends with a punctuation mark—but doesn’t have a subject and a predicate. Read me the next sentence.

Student: No running in the kitchen.

Instructor: Do you understand that sentence?

Student: Yes.

Instructor: No running in the kitchen and Caught a ball are both groups of words without a subject and predicate. But No running in the kitchen makes sense, and Caught a ball doesn’t. Sometimes a group of words can function as a sentence even though it’s missing a subject or predicate. Read me the next paragraph.

Student: Can we measure intelligence without understanding it? Possibly so; physicists measured gravity and magnetism long before they understood them theoretically. Maybe psychologists can do the same with intelligence. Or maybe not.

Instructor: The group of bolded words makes complete sense, but there’s no subject or predicate in them. On the other hand, the next two groups of words have subjects and predicates, but don’t make complete sense. Read them out loud.

Student: Because he couldn’t go. Since I thought so.

Instructor: Any time a group of words begins with a capital letter and ends with a period, it should make sense on its own. So we need to add one word and one more line to our definition. Read the new definition out loud.

Student: A sentence is a group of words that usually contains a subject and a predicate. A sentence begins with a capital letter and ends with a punctuation mark. A sentence contains a complete thought.

Instructor: What word did we add to that definition? (It’s in the first line.)

Student: Usually.

Instructor: What line did we add?

Student: A sentence contains a complete thought.
Instructor: If a group of words is capitalized and ends with a punctuation mark, but doesn’t contain a complete thought, we call it a sentence fragment. When you’re writing, avoid sentence fragments. Not every sentence has to have a subject and a predicate. But every sentence has to make sense when you read it on its own. Now finish the exercises at the end of the lesson.

— LESSON 11 —

Types of Sentences

Instructor: Let’s begin by reviewing the definition of a sentence. Read that definition out loud.

*Student:* A sentence is a group of words that usually contains a subject and a predicate. A sentence begins with a capital letter and ends with a punctuation mark. A sentence contains a complete thought.

Instructor: Read me the next sentence. Notice that it is written with a capital letter and a punctuation mark.

*Student:* A purple penguin is playing ping-pong.

Instructor: Read the sentence again, but this time read it with great excitement.

*Student: (with great excitement)* A purple penguin is playing ping-pong!

Instructor: Now read the sentence as though you were asking a question.

*Student: (in a questioning tone)* A purple penguin is playing ping-pong?

Instructor: When we are speaking, we can use expression in our voices and faces to convey feelings about what we are saying. When we are writing, however, we do not have expression, so we use punctuation as a tool to show the reader our feelings about a sentence. Read the definition of the first sentence type out loud.

*Student:* A **statement** gives information. A statement always ends with a period.

Instructor: A statement simply explains a fact. Statements declare that something is so. Make a statement about your shoes.

*Student: My shoes are [Answers will vary: blue, on my feet, dirty].

Instructor: You will sometimes see statements called **declarative sentences**. *Declarative sentence* is another way to refer to a statement. What kind of sentences are statements?

*Student:* Statements are declarative sentences.

Instructor: Read the definition of the second type of sentence.

*Student: An **exclamation** shows sudden or strong feeling. An exclamation always ends with an exclamation point.*

Instructor: When we want to convey particularly strong emotion behind our statements, we can use an exclamation point. If we are surprised or excited about the purple penguin, we can write that sentence as an exclamation, and convey our surprise or excitement with an exclamation point. A purple penguin is playing ping-pong! Make an exclamation about your shoes!

*Student: My shoes are [Answers will vary: blue, on my feet, dirty]!*

Instructor: You will sometimes see exclamations called **exclamatory sentences**. “Exclamatory sentence” is another word for an exclamation. What kinds of sentences are exclamations?

*Student:* Exclamations are exclamatory sentences.
Instructor: Sometimes exclamations begin with question words like how or what, and do not have complete subjects and predicates. Examples of this type of exclamations are What a strange bug! or How nice to see you! What would you say if you wanted to make an exclamation about how fun this grammar lesson is?

Student: What fun this grammar lesson is!

Instructor: Read the definition of the third sentence type.

Student: A command gives an order or makes a request. A command ends with either a period or an exclamation point.

Instructor: When you tell someone to do something, you are giving a command. When you say, Please pass the butter, you are making a request; that is a command. If you say Be quiet! you are giving an order. That is also a command. Make a request of me, beginning with please.

Student: Please [Answers will vary: sit down, walk to the door, stop giving me a grammar lesson].

Instructor: That is a command. But I’m not going to follow it. Now give me an order.

Student: Sit down [Answers will vary: walk to the door].

Instructor: I’m not going to follow that command either. But you’re doing a good job. Depending on the emotion behind the command, you can use a period or an exclamation point. Stand up.

Student [Stands up.]

Instructor: That command ended with a period. Now sit down!

Note to Instructor: Use a strong tone of voice for the second command.

Student: [Sits down.]

Instructor: That command ended with an exclamation point. When you give someone a command, you are acting in an imperative manner—like a king or an emperor. “Imperative” comes from the Latin word for “emperor”: imperator. What kind of sentences are commands?

Student: Commands are imperative sentences.

Instructor: Look at the three commands in your workbook. Those commands are actually complete sentences—but they’re missing one of the basic sentence parts. What’s missing—the subject or the predicate?

Student: The subject.

Note to Instructor: If the student has difficulty answering this question, ask whether the commands are verbs or nouns. When the student answers “verbs,” point out that predicates contain verbs.

Instructor: The subject of a command is almost always you. If I say, “Sit!” what I really mean is, “You sit!” We say that the subject of a command is understood to be you, because the you is not spoken or written. Repeat after me: The subject of a command is understood to be you.

Student: The subject of a command is understood to be you.

Instructor: When we diagram a command, we write the word you in parentheses in place of the subject. Look at the diagram in your workbook. Notice that you is in parentheses and that Sit is capitalized in the diagram because it is capitalized in the sentence. Is the exclamation point on the diagram?

Student: No.

Instructor: Read the definition of the fourth type of sentence.

Student: A question asks something. A question always ends with a question mark.

Instructor: Ask me a question about my shoes.
Student: *Are your shoes [Answers will vary: blue]*?

Instructor: Stop interrogating me! To *interrogate* someone means to ask them questions. What are questions also known as?

*Student: Questions are known as interrogative sentences.*

Instructor: When you diagram a question, remember that English often forms a question by reversing the subject and the predicate. Read me the statement and the question in your workbook.

*Student: He is late. Is he late?*

Instructor: Look at the two diagrams of these two sentences. What is the difference between them?

*Student: The word He is capitalized in the first diagram, and the word Is is capitalized in the second.*

Instructor: When you diagram a question, you may want to turn it into a statement first. This will remind you that the subject still comes first on the diagram and the predicate comes second. Now complete the exercises at the end of the lesson. If you do not understand the instructions, ask me for help.

---

**LESSON 12**

Subjects and Predicates

Helping Verbs

Simple and Complete Subjects and Predicates

Instructor: I’m going to begin a sentence and I want you to finish it. If you don’t know what to say, look down at your workbook for a hint. Mary . . .

*Student: . . . had a little lamb.*

Instructor: Its fleece . . .

*Student: . . . was white as snow.*

Instructor: And everywhere that Mary went, the lamb . . .

*Student: . . . was sure to go.*

Instructor: All three of those sentences have a *subject* and a *predicate*. The subject of “Mary had a little lamb” is *Mary*. What did Mary do?

*Student: Had [a little lamb].*

Instructor: *Had* is the predicate. But there are actually more precise names for *Mary* and *had*. *Mary* is the *simple subject* and *had* is the *simple predicate*. First, let’s talk about the simple subject. The simple subject is *just* the main word or term that the sentence is about. Read the next two sentences in your workbook out loud.

*Student: The subject of the sentence is the main word or term that the sentence is about. The simple subject is the subject and all the words that belong to it. Read the definition of complete subject out loud now.*
Student: The complete subject of the sentence is the simple subject and all the words that belong to it.

Instructor: You can probably guess what the complete predicate is. It’s the simple predicate (the verb of the sentence) and all the words that belong to it. Read the next three sentences out loud.

Student: The predicate of the sentence tells something about the subject. The simple predicate of the sentence is the main verb along with any helping verbs. The complete predicate of the sentence is the simple predicate and all the words that belong to it.

Instructor: In the sentence in your workbook, was white as snow is the complete predicate, and was is the simple predicate. Underline was twice and circle was white as snow.

Now, look at the next two sentences. Each one has been divided into the complete subject and the complete predicate. In each, the simple subject is underlined once and the simple predicate is underlined twice. Notice that the simple predicate is made up of both the main verb and the helping verb. Recite the helping verbs for me now.

Student: Am, is, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, could.

Instructor: Here’s a summary of this whole lesson: You can divide any sentence into two parts: the simple subject and the words that belong to it, and the simple predicate and the words that belong to it.

Complete the exercises in your workbook now.

— REVIEW 1 —

The review exercises and answers are found in the Student Workbook and accompanying Key.
WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs
Sentences

Simple Present, Simple Past, and Simple Future Tenses

Instructor: Let’s do a quick review of some of your definitions. What does a noun do?
Student: A noun names a person, place, thing, or idea.
Instructor: What does a pronoun do?
Student: A pronoun takes the place of a noun.
Instructor: What does a verb do?
Student: A verb shows an action, shows a state of being, links two words together, or helps another verb.
Instructor: List the state-of-being verbs for me.
Student: Am, is, are, was, were, be, being, been.
Instructor: List the helping verbs for me.
Student: Am, is, are, was, were, be, being, been, have, has, had, do, does, did, shall, will, should, would, may, might, must, can, could.
Instructor: Read me the definition of a sentence.
Student: A sentence is a group of words that usually contains a subject and a predicate. A sentence begins with a capital letter and ends with a punctuation mark. A sentence contains a complete thought.
Instructor: Repeat these sentences after me: I sing.
Student: I sing.
Instructor: I eat.
Student: I eat.
Instructor: I learn.
Student: I learn.
Instructor: Each one of those sentences tells about something I am doing in the present—right now. Give me some other two-word sentences explaining what you are doing right now, in the present.
Student: I [Answers will vary: sit, study, look, read, breathe].
Note to Instructor: If student uses *I am sitting*, *I am studying*, or a similar form, remind her that she can only use two words.

Instructor: You have learned that verbs do four things—show action, show state of being, link two words together, or help other verbs. But while verbs are doing these four things, they also give us information about *when* these things are happening. In your sentences, everything is happening right now—in the present. A verb can show present time, past time, or future time.

In grammar, we call the time a verb is showing its **tense**. *Tense* means “time.” Repeat after me: *A verb in the present tense tells about something that happens in the present.*

Student: A verb in the present tense tells about something that happens in the present.

Instructor: I might sing today, but yesterday, I sang. Repeat these sentences after me: Yesterday, I ate.

Student: Yesterday, I ate.

Instructor: Yesterday, I learned.

Student: Yesterday, I learned.

Instructor: Each one of those sentences tells about something I did on a day that has passed—yesterday. Give me some other two-word sentences explaining what you did yesterday.

Student: *I sat, studied, looked, read, breathed.*

Note to Instructor: If student uses *I was sitting*, *I was studying*, or a similar form, remind her that she can only use two words.

Instructor: Repeat after me: *A verb in the past tense tells about something that happened in the past.*

Student: A verb in the past tense tells about something that happened in the past.

Instructor: I might sing again tomorrow. Repeat these sentences after me: Tomorrow, I will sing.

Student: Tomorrow, I will sing.

Instructor: Tomorrow, I will eat.

Student: Tomorrow, I will eat.

Instructor: Tomorrow, I will learn.

Student: Tomorrow, I will learn.

Instructor: Each one of those sentences tells about something I will do in the future. Give me some other three-word sentences explaining what you will do tomorrow.

Student: *I will sit, will study, will look, will read, will breathe.*

Note to Instructor: If student uses *I will be sitting*, *I will be studying*, or a similar form, remind her that she can only use three words in her sentence.

Instructor: Repeat after me: *A verb in the future tense tells about something that will happen in the future.*

Student: A verb in the future tense tells about something that will happen in the future.

Instructor: In English, we have three tenses—past, present, and future. The verbs we’ve been using are in the **simple past**, **simple present**, and **simple future**. There are more complicated forms of past, present, and future, but we will talk about those another time. Right now, look at Exercise 13A. Fill in the missing tenses of each verb.

Note to Instructor: Give the student all necessary help in filling out this chart. The student may find it helpful to say the subject out loud with each form of the verb: *I will grab. I grab. I grabbed.*
Instructor: Look at the verbs in the *simple future* column. What did you add to each one?
*Student:* *Will.*

Instructor: We **form the simple future by adding the helping verb **will** in front of the simple present.** Now look at the verbs in the *simple past* column. What two letters did you add to each one?

*Student:* *-Ed.*

Instructor: *-Ed* is a **suffix. A suffix is one or more letters added to the end of a word to change its meaning.** Repeat that definition now.

*Student:* A suffix is one or more letters added to the end of a word to change its meaning.

Instructor: When you add the suffix *-ed* to the end of a verb, it changes the verb from simple present to simple past tense. That changes the meaning of the verb. Now read me the rules for forming the simple past of regular verbs. (Some verbs are irregular and don’t follow these rules. You’ll study the most common irregular verbs later.)

*Student:* To form the past tense, add –*ed* to the basic verb.

- sharpen—sharpened
- utter—uttered

*If the basic verb ends in -*e* already, only add -*d.*

- rumble—rumbled
- shade—shaded

*If the verb ends in a short vowel sound and a consonant, double the consonant and add -*ed.*

- scam—scammed
- thud—thudded

*If the verb ends in -*y* following a consonant, change the *y* to *i* and add -*ed.*

- cry—cried
- try—tried

Instructor: Complete the remaining exercises in your workbook now.

---

**LESSON 14**

Simple Present, Simple Past, and Simple Future Tenses

**Progressive Present, Progressive Past, and Progressive Future Tenses**

Instructor: In the last lesson, you learned about simple tenses—ways a verb changes to show you whether it is happening in the past, present, or future. Repeat after me: I study, I studied, I will study.

*Student:* I study, I studied, I will study.

Instructor: Is the verb *study* past, present, or future?

*Student:* *Present.*

Instructor: A verb in the present tense tells about something that happens in the present. Is the verb *will study* in the past, present, or future?

*Student:* *Future.*

Instructor: A verb in the future tense tells about something that will happen in the future. Is the verb *studied* in the past, present, or future?
Student: Past.
Instructor: A verb in the past tense tells about something that happened in the past. Look at the verb study in your workbook. What did we add to it to make it future?
Student: Will.
Instructor: What did we add to it to make it past?
Student: The suffix -ed.
Instructor: Read me the rules for forming the simple past.
Student: To form the past tense, add -ed to the basic verb. If the basic verb ends in -e already, only add -d. If the verb ends in a short vowel sound and a consonant, double the consonant and add -ed. If the verb ends in -y following a consonant, change the y to i and add -ed.
Instructor: Complete Exercise 14A now.

Instructor: Verbs in the simple past, simple present, and simple future simply tell you when something happened. But these simple tenses are so simple that they don’t give you any more information. If I say, I cried, I might mean that I shed a single tear. Or I might mean that I wept and wept and wept for hours. Today we’re going to learn about three more tenses. They are called the progressive past, progressive present, and progressive future. Read me the next two sentences.
Student: Yesterday, I cried. I was crying for a long time.
Instructor: The verb was crying is progressive past. It tells you that the crying went on for a while in the past. Read me the next two sentences.
Student: Today, I learn. I am learning my grammar.
Instructor: The verb am learning is progressive present. It tells you that the learning is progressing on for some time today. Read me the next two sentences.
Student: Tomorrow, I will celebrate. I will be celebrating all afternoon.
Instructor: The verb will be celebrating is progressive future. It tells you that the celebration will go on for more than just a minute. Now read me the definition of a progressive verb.
Student: A progressive verb describes an ongoing or continuous action.
Instructor: Look at the list of progressive verbs in Exercise 14B. Each one of those progressive verbs has the same suffix, or ending. What is it?
Student: The ending -ing.
Instructor: Circle the ending of each verb. Then, underline the helping verbs that come in front of each verb.

Instructor: To form a progressive tense, you add helping verbs and the suffix -ing. Repeat after me:
The progressive past tense uses the helping verbs was and were.
Student: The progressive past tense uses the helping verbs was and were.
Instructor: The progressive present tense uses the helping verbs am, is, and are.
Student: The progressive present tense uses the helping verbs am, is, and are.
Instructor: The progressive future tense uses the helping verb will be.
Student: The progressive future tense uses the helping verb will be.
Instructor: There are two spelling rules you should keep in mind when you add -ing to a verb. Read them out loud, along with the examples.
Student: If the verb ends in a short vowel sound and a consonant, double the consonant and add -ing.

- skip—skipping
- drum—drumming

If the verb ends in a long vowel sound plus a consonant and an -e, drop the e and add -ing.

- smile—smiling
- trade—trading

Instructor: Complete the remaining exercises now.

— 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

Instructor: This week, we have learned about tenses—verb forms that tell us when actions take place. We have also learned about two different kinds of tenses—simple and progressive. A simple tense simply tells us when an action takes place. But a progressive tense tells us when an action takes place—and that the action lasted for a while. Read me the first definition in your workbook.

Student: A progressive verb describes an ongoing or continuous action.

Instructor: Read me the next sentence.

Student: Yesterday, I was studying tenses.

Instructor: The verb was studying is progressive past. It tells you that the studying went on for a while in the past. Read me the second sentence.

Student: Today, I am studying tenses.

Instructor: The verb am studying is progressive present. It tells you that the studying is still progressing for some time today. Read me the third sentence.

Student: Tomorrow, I will be studying something else!

Instructor: The verb will be studying is progressive future. It tells you that the studying will still be progressing for some time tomorrow. But will you be studying about tenses?

Student: No!

Instructor: You’ve learned about simple and progressive tenses. Today, we will be studying the third kind of tense. Read me the imaginary news bulletin in your workbook.

Student: NEWS BULLETIN! A diamond theft occurred at the National Museum yesterday. The thief had already fled the scene when a security guard discovered that the diamond was missing.

Instructor: When did the theft occur?

Student: Yesterday.

Instructor: The verb occurred is simple past. It just tells that sometime yesterday, the theft occurred. What did the security guard do?

Student: He discovered that the diamond was missing.
Instructor: What tense is the verb discovered in?
Student: Simple past.
Instructor: What happened before the security guard discovered the missing diamond?
Student: The thief fled.
Instructor: By the time the security guard discovered the theft, the thief was finished fleeing. But was the diamond still missing?
Student: Yes.
Instructor: Discovered is the simple past. Was missing is the progressive past—the missing was going on yesterday, and it is still going on today. But had fled is the third kind of tense: the perfect tense. Repeat after me: A perfect verb describes an action which has been completed before another action takes place.
Student: A perfect verb describes an action which has been completed before another action takes place.
Instructor: The thief had completed his fleeing before the security guard discovered the theft. Read me the next three sentences.
Student: I practiced my piano. I was practicing my piano all day yesterday. I had practiced my piano before I went to bed.
Instructor: The first sentence is in the simple past. You simply practiced. The second sentence is in the progressive past. The practicing went on for some time. The third sentence is in the perfect past. You finished practicing the piano—and then you went to bed. There are three perfect tenses—just like there are three simple tenses and three progressive tenses. They are perfect present, perfect past, and perfect future. Look at the chart in your workbook and read me the three sentences underneath perfect past.
Student: I had practiced yesterday. I had eaten before bed. I had seen the movie a week ago.
Instructor: Each one of those actions was finished in the past before something else happened. Repeat after me: Perfect past verbs describe an action that was finished in the past before another action began.
Student: Perfect past verbs describe an action that was finished in the past before another action began.
Instructor: You usually form the perfect past with the helping verb had. Now read me the three sentences underneath perfect present.
Student: I have practiced. I have eaten already. I have seen the movie once.
Instructor: Each one of those actions was finished in the past, but we don’t know exactly when—just that they’re finished now. Repeat after me: Perfect present verbs describe an action that was completed before the present moment.
Student: Perfect present verbs describe an action that was completed before the present moment.
Instructor: You usually form the perfect present with the helping verbs have and has. Read me the three sentences underneath perfect future.
Student: I will have practiced tomorrow. I will have eaten by bedtime tomorrow. I will have seen the movie before it leaves the theater.
Instructor: Those actions haven’t even happened yet—but they will be finished, in the future, before something else happens. Repeat after me: Perfect future verbs describe an action that will be finished in the future before another action begins.
Student: Perfect future verbs describe an action that will be finished in the future before another action begins.

Instructor: You should use the helping verbs will have for the perfect future. Complete your exercises now.

— 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

Instructor: Read the first line of verbs in your workbook now.

Student: Go, run, are, know, make.

Instructor: These are some of the most common and frequently used verbs in English. And because English speakers have used them so often, something weird has happened to them. Read the second list of verbs, making each word two syllables.

Student: Go-ed, run-ned, ar-ed, know-ed, mak-ed.

Instructor: That should sound very strange to you. But that’s what these verbs would sound like if they formed the simple past by adding -ed, like most other verbs. The suffix would make each word two syllables long—and for common verbs, that’s too long! Here’s what you should remember about people: We’re lazy and in a hurry at the same time. It takes more time and effort to say two syllables than to say one. That’s why names like Robert and Michael and Christopher usually get shrunk down to Bob, Mike, and Chris—and that’s why each one of these common verbs has gotten reduced down to a quick one-syllable version of itself. Read those one-syllable versions now.

Student: Went, ran, were, knew, made.

Instructor: We call these irregular verbs because they don’t follow the rule for the simple past. You probably know all of these irregular forms already, because you’ve been using them in speech since you learned how to talk. Your first exercise is a chart of irregular verbs. Fill out the Exercise 16A chart now.

Instructor: Once you know the simple past and simple present of an irregular verb, you can usually form the progressive tenses without any problem. But the perfect tenses are often irregular too. Read all nine forms of the irregular verb “go” from the chart in your workbook.

Student: Went, go, will go; was going, am going, will be going; had gone, have gone, will have gone.

Instructor: Notice that the progressive tenses add the suffix -ing to the simple present and use helping verbs—just like a regular verb. But what does the verb go change to, in the perfect tenses?

Student: It becomes gone.

Instructor: That’s an irregular perfect. If it were regular, you would say had went, have went, will have went. Sometimes you’ll hear people who don’t know their grammar use this form: I had went to the store. But you’re learning the correct forms now, so you will always say, I had gone to the store. Now look at the verb eat. What irregular form does eat take in the perfect tenses?
Student: Eaten
Instructor: Would you ever say, I will have ate my dinner?
Student: No!
Instructor: We’ll study more irregular verbs in later lessons. But the rest of this lesson is simple: fill out the chart in Exercise 16B with the correct forms. You have been given the simple present of each verb; use the 16A chart for reference if necessary. If you’re not sure about the irregular perfects, just ask me.
More About Verbs

LESSON 17

Simple, Progressive, and Perfect Tenses
Subjects and Predicates
Parts of Speech and Parts of Sentences
Verb Phrases

Note to Instructor: The student will probably begin yawning as soon as you mention the word. Make a joke out of it; this verb was used on purpose to break up the tedium of review!

Instructor: In the last lesson, I promised you that you’d study something other than verb tenses. You will—but first we have to do a quick review! Read the first line in your workbook out loud.


Instructor: Those three sentences are in the simple present, the simple past, and the simple future. The verbs yawn, yawned, and will yawn don’t tell you how long the yawning goes on—or when it ends. Read the second line out loud.

Student: I am yawning today. Yesterday, I was yawning. Tomorrow, I will be yawning.

Instructor: Those three sentences are in the progressive present, the progressive past, and the progressive future. Read me the definition of progressive tense.

Student: A progressive verb describes an ongoing or continuous action.

Instructor: If you say, Yesterday, I was yawning, that tells me that the yawning went on for at least a little while. Now read me the next three sentences.

Student: I have yawned today already. Yesterday, I had yawned before I had my dinner. Tomorrow, I will have yawned by the time the sun goes down.

Instructor: Those three sentences are in the perfect present, the perfect past, and the perfect future. Read me the definition of perfect tense.

Student: A perfect verb describes an action which has been completed before another action takes place.

Instructor: I think that we should complete our yawning before we go on with our lesson! Hop up and do five jumping jacks, and then we’ll go on.

Note to Instructor: Jumping jacks are optional, but the student will probably need to do something physical to stop the yawning.

Instructor: Look at Exercise 17A and follow the directions.
Instructor: Read me the next two sets of words in your workbook.
Student: Had rejoiced, will have rejoiced.
Instructor: Had rejoiced is a perfect past verb. Will have rejoiced is a perfect future verb. In each of these examples, the helping verb and the main action verb act together as a single verb. We call these verb phrases. Read me the definition of a phrase.
Student: A phrase is a group of words serving a single grammatical function.
Instructor: In a verb phrase, a group of words serves a single grammatical function by acting as a verb. Read me the next two sets of words.
Student: Have greatly rejoiced, they will have all rejoiced.
Instructor: A word comes between the helping verb and the main verb in each of those verb phrases. Greatly and all are not part of the verb phrases! Only helping verbs and main verbs belong in a verb phrase.
   When you diagram a verb phrase, all of the verbs in the verb phrase go on the predicate space of the diagram. You can see this illustrated in your workbook.

   have rejoiced   will have rejoiced

Instructor: Before you complete Exercise 17B, let’s review both predicates and subjects. Repeat after me: The subject of the sentence is the main word or term that the sentence is about.
Student: The subject of the sentence is the main word or term that the sentence is about.
Instructor: The simple subject of the sentence is just the main word or term that the sentence is about.
Student: The simple subject of the sentence is just the main word or term that the sentence is about.
Instructor: The predicate of the sentence tells something about the subject. Repeat that after me.
Student: The predicate of the sentence tells something about the subject.
Instructor: The simple predicate of the sentence is the main verb along with any helping verbs.
Student: The simple predicate of the sentence is the main verb along with any helping verbs.
Instructor: When we studied subjects and predicates, we also talked about the difference between parts of speech and parts of a sentence. Repeat after me: Part of speech is a term that explains what a word does.
Student: Part of speech is a term that explains what a word does.
Instructor: Noun and pronoun are both parts of speech. Main verb and helping verb are both parts of speech. Tell me what a noun does.
Student: A noun names a person, place, thing, or idea.
Instructor: Tell me what a pronoun does.
Student: A pronoun takes the place of a noun.
Instructor: These parts of speech can also function, in sentences, as subjects. Subject refers to the part of the sentence that the noun or pronoun is in. Read me the definition of part of the sentence.
Student: Part of the sentence is a term that explains how a word functions in a sentence.
Instructor: A main verb does an action, shows a state of being, or links two words together. A helping verb helps the main verb. Read me the definition of a verb.

_Student:_ A verb shows an action, shows a state of being, links two words together, or helps another verb.

Instructor: A verb is a part of speech. In a sentence, a main verb and its helping verbs form the predicate. A predicate is a part of the sentence. When you underline a main verb and its helping verbs, you are locating a part of speech. When you put the entire verb phrase on the diagram, you are showing that the verb and its helping verbs function, in the sentence, as a predicate. They tell more about the subject. Now for the last part of the review: Find the subject of a sentence by asking, _Who or what is the sentence about?_ Find the predicate by asking, _Subject what?_ Try that now as you complete Exercise 17B.

---

**LESSON 18**

**Verb Phrases**

**Person of the Verb**

**Conjugations**

Instructor: Several lessons ago you completed a chart showing the progressive tenses. Look over these verbs from that chart now.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Progressive past</th>
<th>Progressive present</th>
<th>Progressive future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I run</td>
<td>I was running</td>
<td>I am running</td>
<td>I will be running</td>
</tr>
<tr>
<td>You call</td>
<td>You were calling</td>
<td>You are calling</td>
<td>You will be calling</td>
</tr>
<tr>
<td>He jogs</td>
<td>He was jogging</td>
<td>He is jogging</td>
<td>He will be jogging</td>
</tr>
<tr>
<td>We fix</td>
<td>We were fixing</td>
<td>We are fixing</td>
<td>We will be fixing</td>
</tr>
<tr>
<td>They call</td>
<td>They were calling</td>
<td>They are calling</td>
<td>They will be calling</td>
</tr>
</tbody>
</table>

Instructor: In the progressive future column, all of the helping verbs are the same. But in the middle column, what three helping verbs are used to help form the progressive present?

_Student:_ Am, are, is.

Instructor: In the progressive past column, two different helping verbs are used. What are they?

_Student:_ Was and were.

Instructor: Because the helping verbs change, the entire verb phrases change. Verbs and verb phrases change their form because of the person or thing that does the verb. When verbs change for this reason, we say that they are in the first, second, or third person. Look at the next chart.

<table>
<thead>
<tr>
<th>Persons of the Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>
Instructor: We talked about the first-, second-, and third person pronouns in Lesson 8. Let’s review now—and connect those pronouns to verbs.

Note to Instructor: Point to the student in a dramatic fashion.

Instructor: Say after me, I understand!
Student: I understand!

Instructor: The first person is the one who is speaking. If you’re all by yourself, you would use the pronoun I. If someone is with you, you use the pronoun we.

Note to Instructor: Move over and stand next to the student.

Instructor: Say with me, We understand!
Together: We understand!

Instructor: The second person is the one who’s in the room, but who isn’t . . . [Point to the student again.] Who is the second person in this room?
Student: You.

Instructor: For the second person, we use the pronoun you. In English, you can be either singular or plural. If there were two of you here, I would still use the pronoun you. Say with me, and point to me, You understand!

Together [Pointing at each other]: You understand!

Instructor: The third person who might be doing an action is the person who isn’t you, and isn’t me. We use four different pronouns to refer to that person—the third person. If that person is male, we say, He understands. What do we say if that person is female?

Student: She understands.

Instructor: Imagine that my dog is sitting here, listening and looking very intelligent, but you don’t know whether my dog is a he or a she. What pronoun would you use to point out that the dog also understands?

Student: It understands.

Instructor: What if there were a whole crowd of third persons in the room, all understanding? What pronoun would you use for them?

Student: They understand.

Instructor: Together, let’s team up the first, second, and third person with the action verb pretend. When we say the first person, we’ll point to ourselves. When we say the second person, we’ll point to each other. When we say the third person, we’ll point to an imaginary person in the room. Follow along as I read. I’ll start with the first person:

Together: I pretend. [Point to self.]
>You pretend. [Point to student as student points to you.]
He, she, it pretends. [Point to imaginary person.]
We pretend. [Point to self and student at the same time.]
You pretend. [Point to student and also to another imaginary person.]
They pretend. [Point to imaginary group of persons with both hands.]

Instructor: Look at all six forms of the verb pretend. Which one is different?

Student: The third person singular.
Instructor: In the simple present, most verbs keep the same form except for in the third person singular. We change the third person singular by adding an -s. Let’s do the same for the verb wander.

Together: I wander. [Point to self.]
You wander [Point to student as student points to you.]
He, she, it wanders. [Point to imaginary person.]
We wander. [Point to self and student at the same time.]
You wander. [Point to student and also to another imaginary person.]
They wander. [Point to imaginary group of persons with both hands.]

Instructor: When we go through the different forms of a verb like this, we say that we are conjugating the verbs. The chart in your workbook shows the simple present conjugation of the verbs pretend and wander. Now read through the simple past and simple future of the verb wander.

Note to Instructor: Give the student a moment to look at the simple past and simple future charts.

Instructor: Did the verbs change for any of the persons?

Student: No.

Instructor: Regular verbs don’t change in the simple past and simple future—so you’ll never have to conjugate them again! They only change in the simple present. Now read through the perfect present conjugation of the verb wander. In this tense, the main verb stays the same, but the helping verb changes once. For what person does it change?

Student: The third person singular.

Instructor: So in the present and in the perfect present, the verb only changes form in the third person singular form. In the present, the verb adds an -s. In the perfect present, the helping verb changes from have to has. Now read through the perfect past and perfect future of the verb.

Note to Instructor: Give the student a moment to look at the perfect past and perfect future charts.

Instructor: Did the verbs change for any of the persons?

Student: No.

Instructor: Regular verbs don’t change in the perfect past and perfect future either—so you’ll never have to conjugate them again! Do you see a pattern? In the simple and perfect tenses, the form of the verb only changes in one person—the third person singular form. And it only changes in the present tense.

Complete your exercises now.

--- LESSON 19 ---

Person of the Verb
Conjugations
State-of-Being Verbs

Instructor: What two pronouns refer to the first person?

Note to Instructor: If the student needs a hint, point to yourself, and then go stand next to the student and point to both of you. For second person, point to the student; for third person, point to imaginary people in the room (or to siblings).

Student: I and we.
Instructor: What pronoun refers to the second person?

Student: You.

Instructor: What four pronouns refer to the third person?

Student: He, she, it, they.

Instructor: In the last lesson, you learned that when you team up a verb to each of the persons and change its form when necessary, you are conjugating it. The Latin word *conjugare* [con-ju-gar-eh] means “to join together.” When you conjugate a verb, you are joining the verb to each person in turn. *Conjugare* itself is made by joining two words together; *con* means “with,” and *jugare* means “to yoke.” Have you ever heard the word *conjugal*? It means “having to do with marriage” and it too comes from the Latin word *conjugare*. Marriage also joins two things together—in this case, two people.

In the last lesson, you learned that regular verbs don’t change form very often when you conjugate them. Look at the simple present of the verb *conjugate*. Which form changes?

Student: The third person singular form.

Instructor: Regular verbs don’t change form in the simple past or simple future, so you only have one example of the verb under each. Look at the perfect present of the verb *conjugate*. Which form changes? HINT: The verb itself doesn’t change, but the helping verb does.

Student: The third person singular form.

Instructor: Regular verbs also don’t change form in the perfect past or perfect future—just in the perfect present. We haven’t talked about progressive tenses yet. Look at the progressive present. What helping verb does the progressive present use?

Student: Am.

Instructor: Conjugating *am* is a whole different story. Remember, *am* is a state-of-being verb. What does a state-of-being verb show?

Student: That something just exists.

Note to Instructor: If the student can’t remember, tell him to turn back to Lesson 6 and look at the state-of-being verbs. Tell him, “A state-of-being verb shows that something just exists,” and then ask him to recite the state-of-being verbs out loud.

Instructor: Let’s read the simple present conjugation together, pointing to the correct person.

Together:

*I am. [Point to self.]*

*You are. [Point to student/instructor.]*

*He, she, it is. [Point to imaginary person.]*

*We are. [Point to self.]*

*You are. [Point to student/instructor.]*

*They are. [Point to imaginary persons.]*

Instructor: This is an irregular verb, because it doesn’t change form like most other verbs. You probably use these forms properly when you speak, without even thinking about it. Repeat after me: We is hungry.

Student: We is hungry.

Instructor: That sounds strange, doesn’t it? So for the most part, you won’t need to memorize these forms; you just need to understand why they change. They change because the person of the verb changes. Now look at the progressive present chart. In the progressive present, the state-of-being verbs become helping verbs, showing that action is continuing on for a time.
Complete Exercise 19A by filling in the blanks with the correct helping verbs.

Instructor: When you conjugate a progressive form, you don’t really conjugate the main verb. It stays the same! The helping verb is the one that changes. Let’s review all the tenses of the state-of-being verb *am* now.

Note to Instructor: Follow the pattern below for each conjugation. Reciting these out loud will give the student a sense of the patterns of the conjugations. Pointing as you recite will reinforce the student’s grasp of the first, second, and third person.

### Regular Verb, Simple Present

Together: I am. [Point to self.]
- You are. [Point to student/instructor.]
- He, she, it is. [Point to imaginary person.]
- We are. [Point to both self and student/instructor.]
- You are. [Point to student/instructor.]
- They are. [Point to imaginary persons.]

### State of Being Verb, Simple Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td>Second person</td>
<td>you were</td>
<td>you were</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it was</td>
<td>they were</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Simple Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will be</td>
<td>we will be</td>
</tr>
<tr>
<td>Second person</td>
<td>you will be</td>
<td>you will be</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it will be</td>
<td>they will be</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Perfect Present

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I have been</td>
<td>we have been</td>
</tr>
<tr>
<td>Second person</td>
<td>you have been</td>
<td>you have been</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it has been</td>
<td>they have been</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Perfect Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I had been</td>
<td>we had been</td>
</tr>
<tr>
<td>Second person</td>
<td>you had been</td>
<td>you had been</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it had been</td>
<td>they had been</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Perfect Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will have been</td>
<td>we will have been</td>
</tr>
<tr>
<td>Second person</td>
<td>you will have been</td>
<td>you will have been</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it will have been</td>
<td>they will have been</td>
</tr>
</tbody>
</table>
State-of-Being Verb, Progressive Present

<table>
<thead>
<tr>
<th>Subject</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I am being</td>
<td>we are being</td>
</tr>
<tr>
<td>Second person</td>
<td>you are being</td>
<td>you are being</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it is being</td>
<td>they are being</td>
</tr>
</tbody>
</table>

State-of-Being Verb, Progressive Past

<table>
<thead>
<tr>
<th>Subject</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I was being</td>
<td>we were being</td>
</tr>
<tr>
<td>Second person</td>
<td>you were being</td>
<td>you were being</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it was being</td>
<td>they were being</td>
</tr>
</tbody>
</table>

State-of-Being Verb, Progressive Future

<table>
<thead>
<tr>
<th>Subject</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will be being</td>
<td>we will be being</td>
</tr>
<tr>
<td>Second person</td>
<td>you will be being</td>
<td>you will be being</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it will be being</td>
<td>they will be being</td>
</tr>
</tbody>
</table>

Instructor: In Exercise 19A, you filled in the correct helping verbs for the progressive present; now do the same thing in 19B for the past and future.

---

**LESSON 20**

**Irregular State-of-Being Verbs**

**Helping Verbs**

Instructor: I’ll ask you a question, and I’d like you to answer with the first person singular pronoun and the state-of-being verb in the correct tense. The question will tell you which tense to use. Here’s the first question: Are you learning grammar today?

*Student: I am.*

Instructor: Were you learning grammar at some unspecified point in the past week?

*Student: I was.*

Note to Instructor: If the student answers with another tense, say, “At some unspecified simple point in the past?”

Instructor: Will you be learning grammar at some unspecified point next week?

*Student: I will be.*

Note to Instructor: If the student says, *I will*, point out that *I will* is not a state-of-being verb. *Will* is a helping verb that still needs a state-of-being verb to complete it. If necessary, send the student back to review the lists of state-of-being verbs (Lesson 6, p. xx) and helping verbs (Lesson 7, p. xx).

Instructor: Are you being progressively happier and happier today? If so, tell me with the first person pronoun, the correct verb, and the adjective happy.

Note to Instructor: Give the student any necessary help to bring out the correct answers.

*Student: I am being happy.*

Instructor: How about all day yesterday?
Student: I was being happy.
Instructor: How about all day tomorrow?
Student: I will be being happy.
Instructor: Have you been hungry at all today, before eating?
Student: I have been hungry.
Instructor: Were you hungry yesterday before breakfast?
Student: I had been hungry.
Instructor: Will you be hungry before dinner tomorrow?
Student: I will have been hungry.

Instructor: In the last lesson, you learned that state-of-being verbs are often irregular when you conjugate them. Am, is, are, was, were, be, being, and been are all past, present, and future forms of the irregular state-of-being verb am. (When you think about it, there’s actually only one verb for simply existing.) Knowing the forms of this verb is important, so even though it’s tedious, we’re going to review one more time. Read me the simple present, simple past, and simple future forms of the verb am, first singular and then plural for each. Begin with “I am, you are, he, she, it is; we are; you are; they are. I was; you were; he, she, it was; we were; you were; they were. I will be; you will be; he, she, it will be; we will be; you will be; they will be.”

Student: I am; you are; he, she it is; we are; you are; they are. I was; you were; he, she, it was; we were; you were; they were. I will be; you will be; he, she, it will be; we will be; you will be; they will be.

Instructor: Read me the perfect present, past, and future tenses in the same way.

Student: I have been; you have been; he, she, it has been; we have been; you have been; they have been; I had been; you had been; he, she, it had been; we had been; you had been; they had been; I will have been; you will have been; he, she, it will have been; we will have been; you will have been; they will have been.

Instructor: Now read the progressive present, past, and future tenses.

Student: I am being; you are being; he, she, it is being; we are being; you are being; they are being; I was being; you were being; he, she, it was being; we were being; you were being; they were being; I will be being; you will be being; he, she, it will be being; we will be being; you will be being; they will be being.

Instructor: We’ll talk more about irregular verbs in the lessons to come, but today we’re just going to talk about state-of-being verbs and helping verbs. Now that you’ve been through that whole long conjugation of the verb am, you’ve covered all of the state-of-being verbs. Tell me the full list of helping verbs now.

Student: Am, is, are, was, were, be, being, been; have, has, had; do, does, did; shall, will, should, would, may, might, must, can, could.

Instructor: Since the first eight verbs are forms of one verb, am, it won’t surprise you that have, has, and had are all simple forms of the single verb have. Take the time now to fill out the missing forms of have in Exercise 20A. Ask me for help if you need it.

Note to Instructor: Throughout this lesson, if this is the first time the student has encountered these forms, give all necessary help. Most students will be able to hear the correct form if they recite the conjugation out loud.

Instructor: Would you like to guess what verb do, does, and did are the simple forms of?
Student: Do.
Instructor: Fill out the missing forms in Exercise 20B.

Instructor: Now we only need to discuss shall, will, should, would, may, might, must, can and could. You’ve already run across will; it is the helping verb that helps form the simple future tense of many other verbs. Read the left-hand column in your workbook now.

Student: I will be; you will run; he, she, it will sing; we will eat; you will shout; they will cavort.

Instructor: In American English, shall is simply an alternative version of will, but Americans only use shall in the first person—and not very often. Read the middle column in your workbook now.

Student: I shall be; you will run; he, she, it will sing; we shall eat; you will shout; they will cavort.

Instructor: If you’re an American, you’ll probably only hear shall in the form of a question. A waiter might ask Shall I take your order? or your ballroom dance partner might say Shall we dance? But you’re more likely to hear May I take your order? or Would you like to dance? It is never incorrect to substitute shall for will, but if you’re American, you’ll sound odd; shall is dying in American usage. In British usage, though, shall implies some sort of resolve on the part of the speaker. In British English, I will go home is just a statement of fact. I shall go home implies that you intend to get home, no matter how many obstacles stand in your way. Read the final column now, and put determination into your voice!

Student: I shall be! You shall run! He, she, it shall sing! We shall eat! You shall shout! They shall cavort!

Instructor: Should and would are odd words. Technically, should is the past tense of shall, and would is the past tense of will. Read me the next two phrases in your workbook.

Student: I will go to bed early. When I was young, I would always go to bed early.

Instructor: You can see how would indicates the past, and will shows the future. But we don’t usually use either would or should as a past tense any more. Read the next two phrases now.

Student: I would like to go to bed early. I should probably go to bed now.

Instructor: Would and should generally express your intention to do something. We’ll discuss this in a few weeks when we talk about mode; so for right now, don’t worry about the conjugations of would and should. Instead, put them side-by-side with may, might, must, can, and could, and read the next seven sentences out loud.

Student: I would eat the chocolate caramel truffle. I should eat the chocolate caramel truffle. I may eat the chocolate caramel truffle. I might eat the chocolate caramel truffle. I must eat the chocolate caramel truffle. I can eat the chocolate caramel truffle. I could eat the chocolate caramel truffle.

Instructor: All of these sentences concern hypothetical situations. You haven’t eaten the truffle yet, but in the future you will eat it—depending on various conditions. We will discuss these hypothetical situations when we get to the lessons on subjunctive and modal verbs. For right now, you just need to remember the statements in your workbook. Read them out loud for me now.

Student: Am, is, are, was, were, be, being, and been are forms of the verb am. Have, has, and had are forms of the verb has. Do, does, and did are forms of the verb do. Shall and will are different forms of the same verb. Should, would, may, might, must, can, and could express hypothetical situations.
Instructor: Let’s review a few conjugations. We’ll start with a simple one—the simple present of *enjoy*. That, of course, is a word you would use when you talk about your grammar lessons. Read through the simple present with me, pointing to each person as we say it.

Together: I enjoy. [Point to self.]
You enjoy. [Point to student as student points to you.]
He, she, it enjoys. [Point to imaginary person.]
We enjoy. [Point to self and student at the same time.]
You enjoy. [Point to student and also to another imaginary person.]
They enjoy. [Point to imaginary group of persons with both hands.]

Instructor: Which of these are first person pronouns?
Student: I, we.

Instructor: Second person pronouns?
Student: You.

Instructor: Third person pronouns?
Student: He, she, it, they.

Instructor: Now let’s review the perfect past of the state-of-being verb *I am*.

Together: I had been. [Point to self.]
You had been. [Point to student as student points to you.]
He, she, it had been. [Point to imaginary person.]
We had been. [Point to self and student at the same time.]
You had been. [Point to student and also to another imaginary person.]
They had been. [Point to imaginary group of persons with both hands.]

Instructor: Finally, let’s review the progressive future of the verb *run*.

Together: I will be running. [Point to self.]
You will be running. [Point to student as student points to you.]
He, she, it will be running. [Point to imaginary person.]
We will be running. [Point to self and student at the same time.]
You will be running. [Point to student and also to another imaginary person.]
They will be running. [Point to imaginary group of persons with both hands.]
Instructor: When you looked at conjugations in the last lesson, you noticed that regular verbs sometimes change form when the person of the verb changes. Look at the conjugation of the regular verb *grab* now. You’ll see that some of the tenses simply list the first person and then say, “etc.” That’s because in those tenses, the verb doesn’t change form at all. *I grabbed* and *they grabbed* use the same form of the verb.

**Note to Instructor:** If the student is not familiar with the abbreviation “etc.,” explain that this is short for *et cetera*, Latin for *and the rest*. It is used to show that whatever comes next is the same as what came before.

Instructor: In this complete conjugation of the regular verb *grab*, the verb forms that change are underlined. Which person and number changes in the simple present?

**Student:** Third person singular.

Instructor: Which person and number changes in the perfect present?

**Student:** Third person singular.

Instructor: Look at the progressive present. The plural forms are all the same. The singular forms are all different! What three helping verbs are used for these forms?

**Student:** Am, are, is.

Instructor: Because we use the irregular state-of-being verb *am* to form the progressive present, the forms keep changing. The same thing happens in the progressive past. What two helping verbs are used?

**Student:** Was and were.

Instructor: When a pronoun is put together with the proper form of a verb, we say that the pronoun and the verb *agree* in person and number. If I say, *I am grabbing*, I have paired the first person singular pronoun *I* with the first person singular verb form *am grabbing*. The pronoun and the verb *agree*. If I say, *I is grabbing*, I’ve paired the first person singular pronoun with the third person singular verb form. Those forms don’t agree.

Complete Exercise 21A now.

Instructor: All of the sentences in Exercise 21A team up pronouns with verbs. But when you put nouns and verbs together to form the subject and predicate of a sentence, those nouns and verbs should also agree. Look at the next section in your workbook. Singular nouns take the same verb forms as third person singular pronouns. Plural nouns take the same verb forms as third person plural pronouns. This is called *noun-verb agreement* or *subject-predicate agreement*. Now, read with me straight across each line of the simple present chart, beginning with *He, she, it grabs* and *They grab*.

Together: *He, she, it grabs*  *They grab*  
*The man grabs*  *The men grab*  
*The woman grabs*  *The women grab*  
*The eagle grabs*  *The eagles grab*  

Instructor: Now read through the perfect present, progressive present, and progressive past charts aloud, in the same way. It’s important to be able to hear if the subject and predicate agree with each other.

**Student:** *He, she, it has grabbed*; *they have grabbed*. *The boy has grabbed*; *the boys have grabbed* . . . [etc.]

Instructor: Sometimes the subject of a sentence will be followed by phrases that describe it. These phrases do not affect the number of the subject. However, they can sometimes be confusing.
Listen to the following sentence: *The wolves howl*. *Wolves* is a plural subject that takes the plural verb *howl*. I’m going to add a phrase to this sentence so it reads *The wolves in their den howl*. Our verb is still *howl*. Who or what howls?

**Student:** Wolves.

**Instructor:** *Wolves* is still our subject. However, we now have the singular word *den* right before our verb. We have to be careful to make the verbs agree with the subjects, and not with any sneaky words in between. I can add many phrases to describe my subjects, and it will not affect the verb. For example, I can say: *The moon, shimmery and bright in the dark sky, rises*. The phrases *shimmery and bright in the dark sky* do not affect the number of my subject. Always ask *Who or what* before the verb to find the real subject, and make your verb agree with the true subject, instead of any words in between.

Complete Exercises 21B and 21C now.

---

**LESSON 22**

**Formation of Plural Nouns**

**Collective Nouns**

Instructor: Several lessons ago, just for fun, we talked about the names for animals and groups of animals. Let’s try a few out. What do you call a group of chickens?

**Student:** Brood.

**Note to Instructor:** *Flock* is acceptable, but tell the student that *brood* is actually more correct.

Instructor: How about a group of deer?

**Student:** Herd.

Instructor: A group of owls?

**Student:** Parliament.

Instructor: The words *brood, herd,* and *parliament* are special words that describe groups of animals as one unit. These words are called **collective nouns**. Read me the definition of a collective noun.

**Student:** A collective noun names a group of people, animals, or things.

Instructor: Even though collective nouns refer to more than one thing, they are usually considered singular nouns. Repeat this after me: Collective nouns are usually singular.

**Student:** Collective nouns are usually singular.

Instructor: Complete Exercise 22A now.

Instructor: Even though collective nouns like *brood* are singular, the word *chickens* is plural, describing more than one chicken. We say *a brood of chickens* because there’s only one brood, but there are many chickens. We say *a gaggle of geese* because there’s only one gaggle, but many geese. We say *a herd of deer* because there’s only one . . .

**Note to Instructor:** Pause to let the student complete your sentence. Provide the answers to this and the following questions if necessary.

**Student:** Herd.

Instructor: . . . but there are many . . .
Student: Deer.
Instructor: The nouns *chickens*, *geese*, and *deer* are all plural nouns. The singular of *chickens* is *chicken*. What is the singular of *geese*?

Student: Goose.
Instructor: What is the singular of *deer*?

Student: Deer.
Instructor: Singular nouns usually become plural nouns when you add an *-s* to the end—but not always! *Goose* and *deer* have irregular plurals; *goose* changes spelling instead of adding *–s*, and *deer* doesn’t change at all.

Exercise 22B explains the rules for making words plural, and Exercise 22C gives you a chance to practice. Complete both exercises now.

---

**LESSON 23**

**Plural Nouns**
**Descriptive Adjectives**
**Possessive Adjectives**
**Contractions**

Instructor: Hold up your workbook for me. That book belongs to you; it is [student’s name]’s book. This book that I am holding belongs to me. It is [instructor’s name]’s book. We can turn common and proper nouns into special words called *possessives* to show ownership. *To possess* something means to own it. The punctuation mark called the apostrophe makes a word possessive. Read the definition of an apostrophe out loud.

**Student:** *An apostrophe is a punctuation mark that shows possession. It turns a noun into an adjective that tells whose.*

Instructor: **Possessive adjectives tell whose.** Read that rule out loud.

**Student:** Possessive adjectives tell whose.

**Note to Instructor:** Some grammarians classify these as possessive nouns rather than adjectives. Since the focus of this book is on teaching students to use language properly, and the possessive noun is used as an adjective, we will continue to call these possessive adjectives.

Instructor: What is the definition of an adjective?

**Note to Instructor:** Prompt the student as needed by saying, *An adjective modifies . . .*

**Student:** An adjective modifies a noun or pronoun.

Instructor: What questions do adjectives answer?

**Student:** *What kind, which one, how many, whose.*

Instructor: You have already learned about adjectives that tell *what kind*. Read the next line out loud, to remind yourself.

**Student:** Descriptive adjectives tell what kind.

Instructor: You have now learned about two different kinds of adjectives—descriptive and possessive. Do you remember how to turn a descriptive adjective into an abstract noun?
**Week 6: Nouns and Verbs in Sentences**

Student: **Add the suffix -ness.**

Note to Instructor: Prompt the student with the correct answer if necessary.

Instructor: Turn the descriptive adjective *happy* into an abstract noun.

*Student: Happiness.*

Instructor: Turn the descriptive adjective *slow* into an abstract noun.

*Student: Slowness.*

Instructor: When you form a possessive adjective from a noun, you’re doing the opposite. Instead of turning an adjective into a noun, you’re taking a noun and making it into an adjective. For singular nouns, you do this by adding an apostrophe and an -s. Read me the rule out loud, and look at the examples.

*Student: Form the possessive of a singular noun by adding an apostrophe and the letter -s.*

Instructor: Practice this now by completing Exercise 23A.

Instructor: Read me the next rule, and look at the example.

*Student: Form the possessive of a plural noun ending in -s by adding an apostrophe only.*

Instructor: Since plural nouns usually end in -s, we do not need to add another -s to plural nouns to make them possessive; we simply add an apostrophe. *Puppies* and *the Wilsons* are both plural nouns, so we only need to add an apostrophe to each to make them possessive. Now read me the last rule about forming a possessive.

*Student: Form the possessive of a plural noun that does not end in -s as if it were a singular noun.*

Instructor: The nouns *man, woman,* and *goose* have irregular plurals that don’t end in -s. So you would simply add an apostrophe and an -s to turn them into possessive adjectives. Practice these three rules now by completing Exercise 23B.

Instructor: You can turn a noun into a possessive adjective—but you can also turn a pronoun into a possessive adjective. Look at the chart in your workbook. As you can see, you don’t turn a pronoun into a possessive adjective by adding an apostrophe and -s the way you do with a noun. Instead, each personal pronoun changes its form to become a possessive adjective. Go down to the next chart now. Read the Incorrect column out loud, and see how strange the pronouns would sound with an apostrophe and -s ending.

*Student: I’s book, you’s candy, he’s hat, she’s necklace, it’s nest, we’s lesson, they’s problem.*

Instructor: Instead, each pronoun changes its form to become a possessive adjective. Read down the Correct column now.

Note to Instructor: These possessive adjectives are also sometimes classified as possessive pronouns; we will continue to call them possessive adjectives until Week Thirteen, Lesson 49.

*Student: My book, your candy, his hat, her necklace, its nest, our lesson, their problem.*

Instructor: A noun turned into a possessive adjective always has an apostrophe. A pronoun turned into a possessive adjective never has an apostrophe! You should remember that, because pronouns are sometimes combined with other words to form contractions that might look like possessives. Look at the first line of your next chart. What does *he’s* stand for?

*Student: He is.*

Instructor: What does *she’s* stand for?

*Student: She is.*
Instructor: What does it’s stand for?

Student: It is.

Instructor: What does you’re stand for?

Student: You are.

Instructor: What does they’re stand for?

Student: They are.

Instructor: He’s, she’s, it’s, you’re, and they’re are all contractions. A contraction is a combination of two words with some of the letters dropped out. The word contraction comes from two Latin words: con, meaning “together,” and tractio (trak-she-oh), meaning “drag.” In a contraction, two words are dragged together. The apostrophe in the contraction tells us where the letters were dropped.

In Exercise 23C, you will see a list of words that are often contracted. The letters which are usually dropped are in grey print. Complete that exercise now.

In the next lesson we will talk about how to avoid confusing these contractions with possessive forms.

---

LESSON 24

Possessive Adjectives
Contractions
Compound Nouns

Instructor: What is a contraction?

Student: A contraction is a combination of two words with some of the letters dropped out.

Instructor: Two of the contractions that you studied in the last lesson are occasionally misused—and three more are often misused! Look at the chart in your workbook. As you can see, he’s means “he is,” not “his.” And she’s means “she is,” not “her.” You probably won’t misuse those two, but almost every student trips up on the next one! What does i-t-apostrophe-s mean?

Student: It is.

Instructor: That is not the same as the possessive adjective its! Never, never, never, use i-t-apostrophe-s as a possessive adjective. I-t-s is a possessive adjective. It’s is a contraction. Read me the first set of three sentences below the chart.

Student: It’s hard for a hippopotamus to see its feet. It is hard for a hippopotamus to see its feet. It’s hard for a hippopotamus to see it is feet.

Instructor: If you’re not sure whether to use its or it’s, substitute it is for the confusing pronoun and see what happens. If it makes sense, use it’s with the apostrophe. If not, use its with no apostrophe. What does you-apostrophe-r-e mean?

Student: You are.

Instructor: That is not the same as the possessive adjective your. Read me the next set of three sentences.

Student: You’re fond of your giraffe. You are fond of your giraffe. You’re fond of you are giraffe.
Instructor: If you can substitute you are, use you’re with the apostrophe. If not, use your with no apostrophe. What does the contraction they-apos-trophe-r-e mean?

Student: They are.

Instructor: That is not the same as the possessive adjective their! Read the next set of sentences out loud.

Student: They’re searching for their zebra. They are searching for their zebra. They’re searching for they are zebra.

Instructor: If you can substitute they are, use they’re with the apostrophe. If not, use their with no apostrophe.

Complete Exercise 24A before we move on.

Instructor: Let’s finish out this week of nouns and verbs with a look at one more kind of noun. Contractions aren’t the only words formed by combining two other words. **Compound nouns** are also formed by bringing two words together—in this case, two other nouns that work together to form a single meaning. Read me the definition of a compound noun.

Student: A **compound noun is a single noun composed of two or more words**.

Instructor: Compound nouns can be written as one word, more than one word, or a hyphenated word. Let’s talk about each kind of compound noun. Did you just hear me use the contraction let’s? What does that contraction stand for?

Student: Let us.

Instructor: Let us move on. The first kind of compound noun is the simplest—if you put ship and wreck together, you have a new word. What new word do you get if you join the words wall and paper?

Student: Wallpaper.

Instructor: The word **wallpaper** has a different meaning from either wall or paper. It’s a new word. **Haircut** and **chalkboard** are also compound nouns formed by putting two words together.

Now look at the next kind of compound noun. Some compound nouns are formed by joining two nouns with a hyphen. Read me the three examples from your workbook.

Student: **Self-confidence, check-in, pinch-hitter**.

Instructor: And, finally, some compound nouns consist of two or more words that aren’t joined at all. They have a space between them, but together they still form a new meaning. Read me the three examples from your workbook.

**Student: Air conditioning, North Dakota, The Prince and the Pauper.**

Instructor: When a compound noun is the subject of a sentence, all of the words that make up the noun are included in the simple subject.

Complete Exercise 24B now.

Instructor: Now imagine that you have a handful of snow in your left hand and a handful of snow in your right hand. In that case, you would have two . . .

Student: **Handfuls of snow**.

**Note to Instructor:** If student says “handsful,” say, “No, you would have two handfuls of snow” and ask him to repeat “handfuls of snow” after you.

Instructor: Sometimes it’s difficult to know exactly how to make a compound noun plural. If one person walking by your house is a passerby, what are two people walking past your
house—passerbys, or passersby? If you’re unsure about how to form the plural of a compound noun, you can always look it up. But here are four simple rules that will work for most compound nouns.

First: If a compound noun is made up of one noun along with another word or words, pluralize the noun.

In the word passerby, passer is more central than by because passer is a noun referring to the actual walking person, while by simply tells you where that person is walking. Circle the word passersby, and cross out the word passerbys.

Instructor: Now read me the second rule.

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

Instructor: For common nouns ending in -ful, it used to be common to pluralize the noun, so that truckful became trucksful. But that’s hard to say, so it is now much more widely accepted to simply add an -s to the end of the word: truckfuls. Either is correct, but when you write, you should be consistent. For the purposes of your exercises in this book, add the pluralizing -s to the end of the word. Circle the word truckfuls to remind yourself that you’ll be using this form.

Instructor: Read me the third rule.

Student: If neither element of the compound noun is a noun, pluralize the entire word.

Instructor: In the word grown-up, grown is an adjective and up is an adverb describing the adjective. So which of the forms is correct?

Student: Grown-ups.

Instructor: Cross out the form growns-up and circle grown-ups.

Instructor: The final rule is: If the compound noun includes more than one noun, choose the most important to pluralize. In the noun attorney at law, attorney and law are both nouns, but attorney is more important because it describes the actual person practicing law. Cross out the incorrect plural form and circle the correct choice.

Instructor: Complete Exercise 24C now. Ask for help if you need it; some of the words are tricky!

--- REVIEW 2 ---

The review exercises and answers are found in the Student Workbook and accompanying Key.
GRAMMAR
FOR THE WELL-TRAINED MIND
STUDENT WORKBOOK 1

First Edition

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

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

Foreword .......................................................... xix
What Makes Up the Full Program ................................. xix
How the Program Works ........................................... xix
How to Use Grammar for the Well-Trained Mind ............... xx
Which Workbook? .................................................. xx
Important Principles of Learning ................................. xx
About Diagramming ................................................. xxi

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 ..................................... 2
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 Descriptive Adjectives into Abstract Nouns 3
  Exercise 2C: Color Names ...................................... 3
LESSON 3: Common and Proper Nouns, Capitalization and Punctuation of Proper Nouns ........................................ 4
  Exercise 3A: Capitalizing Proper Nouns ....................... 5
  Exercise 3B: Proper Names and Titles ........................ 5
  Exercise 3C: Proofreading for Proper Nouns .................. 5
LESSON 4: Proper Adjectives, Compound Adjectives (Adjective-Noun Combinations) ........................................ 6
  Exercise 4A: Forming Proper Adjectives from Proper Nouns 7
  Exercise 4B: Capitalization of Proper Adjectives ............... 9
  Exercise 4C: Hyphenating Attributive Compound Adjectives .... 9

Week 2: Introduction to Personal Pronouns and Verbs .......... 11
LESSON 5: Noun Gender, Introduction to Personal Pronouns ........ 11
  Exercise 5A: Introduction to Noun Gender .................... 11
  Exercise 5B: Nouns and Pronouns ............................. 12
  Exercise 5C: Substituting Pronouns ............................ 13
  Exercise 5D: Pronouns and Antecedents ....................... 13
  Exercise 6A: Identifying Verbs .................................. 15
  Exercise 6B: Action Verbs and State-of-Being Verbs ........... 16
<table>
<thead>
<tr>
<th>Exercise 6C: Strong Action Verbs</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 7: Helping Verbs</td>
<td>17</td>
</tr>
<tr>
<td>Exercise 7A: Action and Helping Verbs</td>
<td>17</td>
</tr>
<tr>
<td>Exercise 7B: Helping Verbs</td>
<td>18</td>
</tr>
<tr>
<td>LESSON 8: Personal Pronouns, First, Second, and Third Person, Capitalizing the Pronoun “I”</td>
<td>20</td>
</tr>
<tr>
<td>Exercise 8A: Capitalization and Punctuation Practice</td>
<td>20</td>
</tr>
<tr>
<td>Exercise 8B: Person, Number, and Gender</td>
<td>21</td>
</tr>
<tr>
<td>Week 3: Introduction to the Sentence</td>
<td>23</td>
</tr>
<tr>
<td>LESSON 9: The Sentence, Parts of Speech and Parts of Sentences, Subjects and Predicates</td>
<td>23</td>
</tr>
<tr>
<td>Exercise 9A: Parts of Speech vs. Parts of the Sentence</td>
<td>23</td>
</tr>
<tr>
<td>Exercise 9B: Parts of Speech: Nouns, Adjectives, Pronouns, and Verbs</td>
<td>24</td>
</tr>
<tr>
<td>Exercise 9C: Parts of the Sentence: Subjects and Predicates</td>
<td>24</td>
</tr>
<tr>
<td>LESSON 10: Subjects and Predicates, Diagramming Subjects and Predicates, Sentence Capitalization and Punctuation, Sentence Fragments</td>
<td>25</td>
</tr>
<tr>
<td>Exercise 10A: Sentences and Fragments</td>
<td>26</td>
</tr>
<tr>
<td>Exercise 10B: Proofreading for Capitalization and Punctuation</td>
<td>26</td>
</tr>
<tr>
<td>Exercise 10C: Diagramming Subjects and Predicates</td>
<td>27</td>
</tr>
<tr>
<td>LESSON 11: Types of Sentences</td>
<td>27</td>
</tr>
<tr>
<td>Exercise 11A: Types of Sentences: Statements, Exclamations, Commands, and Questions</td>
<td>28</td>
</tr>
<tr>
<td>Exercise 11B: Proofreading for Capitalization and Punctuation</td>
<td>29</td>
</tr>
<tr>
<td>Exercise 11C: Diagramming Subjects and Predicates</td>
<td>29</td>
</tr>
<tr>
<td>LESSON 12: Subjects and Predicates, Helping Verbs, Simple and Complete Subjects and Predicates</td>
<td>29</td>
</tr>
<tr>
<td>Exercise 12A: Complete Subjects and Complete Predicates</td>
<td>30</td>
</tr>
<tr>
<td>Exercise 12B: Simple and Complete Subjects and Predicates</td>
<td>30</td>
</tr>
<tr>
<td>Exercise 12C: Diagramming Simple Subjects and Simple Predicates</td>
<td>30</td>
</tr>
<tr>
<td>REVIEW 1: (Weeks One through Three)</td>
<td>31</td>
</tr>
<tr>
<td>Review 1A: Types of Nouns</td>
<td>31</td>
</tr>
<tr>
<td>Review 1B: Types of Verbs</td>
<td>31</td>
</tr>
<tr>
<td>Review 1C: Subjects and Predicates</td>
<td>32</td>
</tr>
<tr>
<td>Review 1D: Parts of Speech</td>
<td>32</td>
</tr>
<tr>
<td>Review 1E: Capitalization and Punctuation</td>
<td>33</td>
</tr>
<tr>
<td>Review 1F: Types of Sentences</td>
<td>34</td>
</tr>
<tr>
<td>Week 4: Verb Tenses</td>
<td>35</td>
</tr>
<tr>
<td>Exercise 13A: Simple Tenses</td>
<td>36</td>
</tr>
<tr>
<td>Exercise 13B: Using Consistent Tense</td>
<td>36</td>
</tr>
<tr>
<td>Exercise 13C: Forming the Simple Past Tense</td>
<td>37</td>
</tr>
<tr>
<td>Exercise 14A: Forming the Simple Past and Simple Future Tenses</td>
<td>39</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Exercise 14B: Progressive Tenses</td>
<td>40</td>
</tr>
<tr>
<td>Exercise 14C: Forming the Past, Present, and Progressive Future Tenses</td>
<td>40</td>
</tr>
<tr>
<td>Exercise 14D: Simple and Progressive Tenses</td>
<td>41</td>
</tr>
<tr>
<td>Exercise 15A: Perfect Tenses</td>
<td>43</td>
</tr>
<tr>
<td>Exercise 15B: Identifying Perfect Tenses</td>
<td>44</td>
</tr>
<tr>
<td>Exercise 15C: Perfect, Progressive, and Simple Tenses</td>
<td>45</td>
</tr>
<tr>
<td>Exercise 16A: Irregular Verb Forms: Simple Present, Simple Past, and Simple Future</td>
<td>46</td>
</tr>
<tr>
<td>Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses</td>
<td>47</td>
</tr>
<tr>
<td><strong>Week 5: More About Verbs</strong></td>
<td>49</td>
</tr>
<tr>
<td><strong>LESSON 17: Simple, Progressive, and Perfect Tenses, Subjects and Predicates, Parts of Speech and Parts of Sentences, Verb Phrases</strong></td>
<td>49</td>
</tr>
<tr>
<td>Exercise 17A: Simple, Progressive, and Perfect Tenses</td>
<td>49</td>
</tr>
<tr>
<td>Exercise 17B: Identifying and Diagramming Subjects and Predicates, Identifying Verb Tenses</td>
<td>50</td>
</tr>
<tr>
<td><strong>LESSON 18: Verb Phrases, Person of the Verb, Conjugations</strong></td>
<td>51</td>
</tr>
<tr>
<td>Exercise 18A: Third Person Singular Verbs</td>
<td>53</td>
</tr>
<tr>
<td>Exercise 18B: Simple Present Tenses</td>
<td>54</td>
</tr>
<tr>
<td>Exercise 18C: Perfect Present Tenses</td>
<td>54</td>
</tr>
<tr>
<td><strong>LESSON 19: Person of the Verb, Conjugations, State-of-Being Verbs</strong></td>
<td>55</td>
</tr>
<tr>
<td>Exercise 19A: Forming Progressive Present Tenses</td>
<td>56</td>
</tr>
<tr>
<td>Exercise 19B: Forming Progressive Present, Past, and Future Tenses</td>
<td>57</td>
</tr>
<tr>
<td><strong>LESSON 20: Irregular State-of-Being Verbs, Helping Verbs</strong></td>
<td>58</td>
</tr>
<tr>
<td>Exercise 20A: Simple Tenses of the Verb <em>Have</em></td>
<td>59</td>
</tr>
<tr>
<td>Exercise 20B: Simple Tenses of the Verb <em>Do</em></td>
<td>60</td>
</tr>
<tr>
<td><strong>Week 6: Nouns and Verbs in Sentences</strong></td>
<td>62</td>
</tr>
<tr>
<td><strong>LESSON 21: Person of the Verb, Conjugations, Noun-Verb/Subject-Predicate Agreement</strong></td>
<td>62</td>
</tr>
<tr>
<td>Exercise 21A: Person and Number of Pronouns</td>
<td>63</td>
</tr>
<tr>
<td>Exercise 21B: Identifying Subjects and Predicates</td>
<td>64</td>
</tr>
<tr>
<td>Exercise 21C: Subject-Verb Agreement</td>
<td>65</td>
</tr>
<tr>
<td><strong>LESSON 22: Formation of Plural Nouns, Collective Nouns</strong></td>
<td>65</td>
</tr>
<tr>
<td>Exercise 22A: Collective Nouns</td>
<td>65</td>
</tr>
<tr>
<td>Exercise 22B: Plural Noun Forms</td>
<td>66</td>
</tr>
<tr>
<td>Exercise 22C: Plural Nouns</td>
<td>69</td>
</tr>
<tr>
<td><strong>LESSON 23: Plural Nouns, Descriptive Adjectives, Possessive Adjectives, Contractions</strong></td>
<td>71</td>
</tr>
<tr>
<td>Exercise 23A: Introduction to Possessive Adjectives</td>
<td>71</td>
</tr>
<tr>
<td>Week 7: Compounds and Conjunctions</td>
<td>83</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----</td>
</tr>
<tr>
<td><strong>LESSON 25:</strong> Contractions, Compound Nouns, Diagramming Compound Nouns, Compound Adjectives, Diagramming Adjectives, Articles</td>
<td>83</td>
</tr>
<tr>
<td>Exercise 25A: Contractions Review</td>
<td>83</td>
</tr>
<tr>
<td>Exercise 25B: Diagramming Adjectives and Compound Nouns</td>
<td>84</td>
</tr>
<tr>
<td>Exercise 25C: Compound Nouns</td>
<td>84</td>
</tr>
<tr>
<td>Exercise 25D: Compound Adjectives</td>
<td>85</td>
</tr>
<tr>
<td>Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives</td>
<td>85</td>
</tr>
<tr>
<td><strong>LESSON 26:</strong> Compound Subjects, The Conjunction “And”, Compound Predicates, Compound Subject-Predicate Agreement</td>
<td>85</td>
</tr>
<tr>
<td>Exercise 26A: Identifying Subjects, Predicates, and Conjunctions</td>
<td>86</td>
</tr>
<tr>
<td>Exercise 26B: Diagramming Compound Subjects and Predicates</td>
<td>86</td>
</tr>
<tr>
<td>Exercise 26C: Forming Compound Subjects and Verbs</td>
<td>87</td>
</tr>
<tr>
<td>Exercise 26D: Subject-Verb Agreement with Compound Subjects</td>
<td>87</td>
</tr>
<tr>
<td><strong>LESSON 27:</strong> Coordinating Conjunctions, Complications in Subject-Predicate Agreement</td>
<td>88</td>
</tr>
<tr>
<td>Exercise 27A: Using Conjunctions</td>
<td>88</td>
</tr>
<tr>
<td>Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects</td>
<td>90</td>
</tr>
<tr>
<td>Exercise 27C: Fill in the Verb</td>
<td>91</td>
</tr>
<tr>
<td><strong>LESSON 28:</strong> Further Complications in Subject-Predicate Agreement</td>
<td>92</td>
</tr>
<tr>
<td>Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects</td>
<td>93</td>
</tr>
<tr>
<td>Exercise 28B: Correct Verb Tense and Number</td>
<td>94</td>
</tr>
<tr>
<td><strong>Week 8: Introduction to Objects</strong></td>
<td>95</td>
</tr>
<tr>
<td><strong>LESSON 29:</strong> Action Verbs, Direct Objects</td>
<td>95</td>
</tr>
<tr>
<td>Exercise 29A: Direct Objects</td>
<td>96</td>
</tr>
<tr>
<td>Exercise 29B: Diagramming Direct Objects</td>
<td>97</td>
</tr>
<tr>
<td><strong>LESSON 30:</strong> Direct Objects, Prepositions</td>
<td>97</td>
</tr>
<tr>
<td>Exercise 30A: Identifying Prepositions</td>
<td>98</td>
</tr>
<tr>
<td>Exercise 30B: Word Relationships</td>
<td>98</td>
</tr>
<tr>
<td>Exercise 30C: Diagramming Direct Objects</td>
<td>99</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>31</td>
<td>Definitions Review, Prepositional Phrases, Object of the Preposition</td>
</tr>
<tr>
<td></td>
<td>Exercise 31A: Objects of Prepositional Phrases</td>
</tr>
<tr>
<td></td>
<td>Exercise 31B: Identifying Prepositional Phrases</td>
</tr>
<tr>
<td></td>
<td>Exercise 31C: Remembering Prepositions</td>
</tr>
<tr>
<td>32</td>
<td>Subjects, Predicates, and Direct Objects, Prepositions, Object of the Preposition</td>
</tr>
<tr>
<td></td>
<td>Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences</td>
</tr>
<tr>
<td></td>
<td>Exercise 32B: Diagramming</td>
</tr>
<tr>
<td>33</td>
<td>Adverbs That Tell How</td>
</tr>
<tr>
<td></td>
<td>Exercise 33A: Identifying Adverbs That Tell How</td>
</tr>
<tr>
<td></td>
<td>Exercise 33B: Forming Adverbs from Adjectives</td>
</tr>
<tr>
<td></td>
<td>Exercise 33C: Diagramming Adverbs</td>
</tr>
<tr>
<td>34</td>
<td>Adverbs That Tell When, Where, and How Often</td>
</tr>
<tr>
<td></td>
<td>Exercise 34A: Telling When</td>
</tr>
<tr>
<td></td>
<td>Exercise 34B: Distinguishing Among Different Types of Adverbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 34C: Identifying Adverbs of Different Types</td>
</tr>
<tr>
<td></td>
<td>Exercise 34D: Diagramming Different Types of Adverbs</td>
</tr>
<tr>
<td>35</td>
<td>Adverbs That Tell To What Extent</td>
</tr>
<tr>
<td></td>
<td>Exercise 35A: Identifying the Words Modified by Adverbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 35B: Diagramming Different Types of Adverbs</td>
</tr>
<tr>
<td>36</td>
<td>Adjectives and Adverbs, The Adverb “Not”, Diagramming Contractions, Diagramming Compound Adjectives and Compound Adverbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 36A: Practice in Diagramming</td>
</tr>
<tr>
<td>37</td>
<td>Direct Objects, Indirect Objects</td>
</tr>
<tr>
<td></td>
<td>Exercise 37A: Identifying Direct Objects</td>
</tr>
<tr>
<td></td>
<td>Exercise 37B: Identifying Direct Objects, Indirect Objects, and Objects of Prepositions</td>
</tr>
<tr>
<td></td>
<td>Exercise 37C: Diagramming Direct Objects and Indirect Objects</td>
</tr>
<tr>
<td>38</td>
<td>State-of-Being Verbs, Linking Verbs, Predicate Adjectives</td>
</tr>
<tr>
<td></td>
<td>Exercise 38A: Action Verbs and Linking Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 38B: Diagramming Direct Objects and Predicate Adjectives</td>
</tr>
<tr>
<td>39</td>
<td>Linking Verbs, Predicate Adjectives, Predicate Nominatives</td>
</tr>
<tr>
<td></td>
<td>Exercise 39A: Finding Predicate Nominatives and Adjectives</td>
</tr>
<tr>
<td></td>
<td>Exercise 39B: Distinguishing between Predicate Nominatives and Adjectives</td>
</tr>
<tr>
<td></td>
<td>Exercise 39C: Diagramming</td>
</tr>
<tr>
<td>LESSON 40: Predicate Adjectives and Predicate Nominatives, Pronouns as Predicate Nominatives, Object Complements</td>
<td>124</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Exercise 40A: Reviewing Objects and Predicate Adjectives and Nominatives</td>
<td>125</td>
</tr>
<tr>
<td>Exercise 40B: Parts of the Sentence</td>
<td>126</td>
</tr>
<tr>
<td>Exercise 40C: Diagramming</td>
<td>127</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11: More About Prepositions</th>
<th>128</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 41: Prepositions and Prepositional Phrases, Adjective Phrases</td>
<td>128</td>
</tr>
<tr>
<td>Exercise 41A: Identifying Adjective Phrases</td>
<td>129</td>
</tr>
<tr>
<td>Exercise 41B: Diagramming Adjective Phrases/Review</td>
<td>130</td>
</tr>
<tr>
<td>LESSON 42: Adjective Phrases, Adverb Phrases</td>
<td>131</td>
</tr>
<tr>
<td>Exercise 42A: Identifying Adverb Phrases</td>
<td>132</td>
</tr>
<tr>
<td>Exercise 42B: Diagramming Adverb Phrases</td>
<td>132</td>
</tr>
<tr>
<td>LESSON 43: Definitions Review, Adjective and Adverb Phrases, Misplaced Modifiers</td>
<td>133</td>
</tr>
<tr>
<td>Exercise 43A: Distinguishing between Adjective and Adverb Phrases</td>
<td>134</td>
</tr>
<tr>
<td>Exercise 43B: Correcting Misplaced Modifiers</td>
<td>135</td>
</tr>
<tr>
<td>LESSON 44: Adjective and Adverb Phrases, Prepositional Phrases Acting as Other Parts of Speech</td>
<td>136</td>
</tr>
<tr>
<td>Exercise 44A: Prepositional Phrases Acting as Other Parts of Speech</td>
<td>137</td>
</tr>
<tr>
<td>Exercise 44B: Diagramming</td>
<td>138</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12: Advanced Verbs</th>
<th>139</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 45: Linking Verbs, Linking/Action Verbs</td>
<td>139</td>
</tr>
<tr>
<td>Exercise 45A: Distinguishing Between Action Verbs and Linking Verbs</td>
<td>140</td>
</tr>
<tr>
<td>Exercise 45B: Distinguishing Among Different Kinds of Nouns</td>
<td>140</td>
</tr>
<tr>
<td>Exercise 45C: Diagramming Action Verbs and Linking Verbs</td>
<td>141</td>
</tr>
<tr>
<td>LESSON 46: Conjugations, Irregular Verbs, Principal Parts of Verbs</td>
<td>141</td>
</tr>
<tr>
<td>Exercise 46A: Forming Simple, Perfect, and Progressive Tenses</td>
<td>141</td>
</tr>
<tr>
<td>Exercise 46B: Latin Roots</td>
<td>143</td>
</tr>
<tr>
<td>Exercise 46C: Principal Parts of Verbs</td>
<td>144</td>
</tr>
<tr>
<td>Exercise 46D: Distinguishing between First and Second Principal Parts</td>
<td>145</td>
</tr>
<tr>
<td>LESSON 47: Linking Verbs, Principal Parts, Irregular Verbs</td>
<td>145</td>
</tr>
<tr>
<td>LESSON 48: Linking Verbs, Principal Parts, Irregular Verbs</td>
<td>148</td>
</tr>
<tr>
<td>Exercise 48A: Principal Parts</td>
<td>149</td>
</tr>
<tr>
<td>Exercise 48B: Forming Correct Past Participles</td>
<td>151</td>
</tr>
<tr>
<td>Exercise 48C: Forming Correct Past Tenses</td>
<td>151</td>
</tr>
<tr>
<td>Exercise 48D: Proofreading for Irregular Verb Usage</td>
<td>152</td>
</tr>
<tr>
<td>Exercise 48E: Diagramming</td>
<td>152</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REVIEW 4: (Weeks 10-12)</th>
<th>152</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review 4A: Action vs. Linking Verbs</td>
<td>152</td>
</tr>
<tr>
<td>Review 4B: Predicate Adjectives and Predicate Nominatives</td>
<td>153</td>
</tr>
<tr>
<td>Review 4C: Adjective and Adverb Phrases</td>
<td>153</td>
</tr>
<tr>
<td>Review 4D: Forming Principal Parts</td>
<td>154</td>
</tr>
<tr>
<td>Review 4E: Irregular Verbs</td>
<td>155</td>
</tr>
<tr>
<td>Review 4F: Misplaced Modifiers</td>
<td>155</td>
</tr>
<tr>
<td>Review 4G: Diagramming</td>
<td>155</td>
</tr>
</tbody>
</table>
# Table of Contents

**Week 13: Advanced Pronouns** ........................................................................................................... 156  
**LESSON 49: Personal Pronouns, Antecedents, Possessive Pronouns** ........................................... 156  
Exercise 49A: Personal Pronouns and Antecedents ......................................................................... 156  
Exercise 49B: Identifying Possessive Pronouns ............................................................................. 158  
Exercise 49C: Using Possessive Pronouns ..................................................................................... 158  
Exercise 49D: Diagramming Pronouns ......................................................................................... 159  
**LESSON 50: Pronoun Case** ............................................................................................................ 159  
Exercise 50A: Subject and Object Pronouns ................................................................................. 161  
Exercise 50B: Using Personal Pronouns Correctly ....................................................................... 161  
Exercise 50C: Diagramming Personal Pronouns ........................................................................... 162  
**LESSON 51: Indefinite Pronouns** .................................................................................................. 162  
Exercise 51A: Identifying Indefinite Pronouns ............................................................................. 163  
Exercise 51B: Subject-Verb Agreement: Indefinite Pronouns ....................................................... 163  
Exercise 51C: Diagramming Indefinite Pronouns ......................................................................... 164  
**LESSON 52: Personal Pronouns, Indefinite Pronouns** ................................................................. 164  
Exercise 52A: Subject and Object Pronouns ................................................................................. 166  
Exercise 52B: Possessive and Indefinite Pronouns ..................................................................... 167  
Exercise 52C: Writing Sentences From Diagrams .................................................................... 168  

**Week 14: Active and Passive Voice** ............................................................................................... 171  
**LESSON 53: Principal Parts, Troublesome Verbs** ........................................................................ 171  
Exercise 53A: Principal Parts of Verbs ....................................................................................... 171  
Exercise 53B: Using Correct Verbs ............................................................................................. 172  
Exercise 53C: Correct Forms of Troublesome Verbs .................................................................. 173  
Exercise 53D: Proofreading for Correct Verb Usage .................................................................... 173  
**LESSON 54: Verb Tense, Active and Passive Voice** ................................................................. 174  
Exercise 54A: Reviewing Tenses .................................................................................................. 174  
Exercise 54B: Distinguishing Between Active and Passive Voice ............................................. 175  
Exercise 54C: Forming the Active and Passive Voice .................................................................. 176  
**LESSON 55: Parts of the Sentence, Active and Passive Voice** .................................................... 177  
**LESSON 56: Active and Passive Voice, Transitive and Intransitive Verbs** .............................. 177  
Exercise 56A: Transitive and Intransitive Verbs ........................................................................ 179  
Exercise 56B: Active and Passive Verbs ..................................................................................... 180  
Exercise 56C: Diagramming ....................................................................................................... 180  

**Week 15: Specialized Pronouns** .................................................................................................. 181  
**LESSON 57: Parts of Speech, Parts of the Sentence, Intensive and Reflexive Pronouns** .......... 181  
Exercise 57A: Identifying Intensive and Reflexive Pronouns ..................................................... 182  
Exercise 57B: Using Intensive and Reflexive Pronouns Correctly ............................................. 183  
Exercise 57C: Diagramming Intensive and Reflexive Pronouns ................................................. 183  
**LESSON 58: Demonstrative Pronouns, Demonstrative Adjectives** ........................................... 183  
Exercise 58A: Demonstrative Pronouns and Demonstrative Adjectives .................................. 184  
Exercise 58B: Demonstrative Pronouns ..................................................................................... 185  
Exercise 58C: Diagramming ....................................................................................................... 186  
**LESSON 59: Demonstrative Pronouns, Demonstrative Adjectives, Interrogative Pronouns, Interrogative Adjectives** ......................................................... 186
Exercise 59A: Identifying Demonstrative and Interrogative Pronouns  ...... 187
Exercise 59B: Using Interrogative and Demonstrative Pronouns Correctly . . 188
Exercise 59C: Diagramming Interrogative and Demonstrative Pronouns ...... 188

LESSON 60: Pronoun Review, Sentences Beginning with Adverbs .............. 189
Exercise 60A: Singular/Plural Indefinite Pronouns ........................ 191
Exercise 60B: Interrogatives and Demonstratives ........................ 191
Exercise 60C: Diagramming Practice .................................. 191

REVIEW 5: (Weeks 13-15) . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . 192
Review 5A: Types of Pronouns ........................................... 192
Review 5B: Using Correct Pronouns .................................... 192
Review 5C: Pronouns and Antecedents ................................. 193
Review 5D: Agreement with Indefinite Pronouns .......................... 194
Review 5E: Distinguishing Between Active and Passive Voice. ............ 194
Review 5F: Troublesome Verbs ........................................... 195

Week 16: Imposters .............................................................. 196
LESSON 61: Progressive Tenses, Principal Parts, Past Participles as Adjectives, Present Participles as Adjectives. ................................. 196
Exercise 61A: Identifying Past Participles Used as Adjectives .............. 198
Exercise 61B: Identifying Present Participles Used as Adjectives ........... 199
Exercise 61C: Diagramming Participles Used as Adjectives ............... 199

LESSON 62: Parts of Speech and Parts of Sentences, Present Participles as Nouns (Gerunds) ............................. 200
Exercise 62A: Identifying Gerunds ................................... 201
Exercise 62B: Diagramming Gerunds .................................. 201

LESSON 63: Gerunds, Present and Past Participles as Adjectives, Infinitives, Infinitives as Nouns ................................. 201
Exercise 63A: Identifying Gerunds and Infinitives .......................... 202
Exercise 63B: Diagramming Gerunds and Infinitives ..................... 203

LESSON 64: Gerunds, Present and Past Participles, Infinitives, Gerund, Participle, and Infinitive Phrases ................................. 204
Exercise 64A: Identifying Phrases that Serve as Parts of the Sentence ....... 205
Exercise 64B: Diagramming ......................................... 206

Week 17: Comparatives and Superlatives, Subordinating Conjunctions ......... 207
LESSON 65: Adjectives, Comparative and Superlative Adjectives .............. 207
Exercise 65A: Identifying Positive, Comparative, and Superlative Adjectives. ......................................................... 208
Exercise 65B: Forming Comparative and Superlative Adjectives .......... 209
Exercise 65C: Diagramming Comparative and Superlative Adjectives ...... 209

LESSON 66: Adverbs, Comparative and Superlative Adverbs, Coordinating Conjunctions, Subordinating Conjunctions ................................. 210
Exercise 66A: Diagramming Comparatives ................................ 211
Exercise 66B: Identifying Positive, Comparative, and Superlative Adverbs ... 212
Exercise 66C: Forming Comparative and Superlative Adverbs ............. 213

LESSON 67: Irregular Comparative and Superlative Adjectives and Adverbs ... 213
Exercise 67A: Best and Worst Jobs .................................... 213
Exercise 67B: Using Comparatives and Superlatives Correctly ............. 214
Exercise 67C: Using Correct Comparative Forms of Modifiers ............. 215
Exercise 67D: Using Correct Adverbs and Adjectives ..................... 215

LESSON 68: Coordinating and Subordinating Conjunctions, Correlative Conjunctions ............................................. 216
Exercise 68A: Coordinating and Subordinating Correlative Conjunctions .... 217
Exercise 68B: Subject-Verb Agreement ..................................... 218
Exercise 68C: Diagramming .................................................. 219

Week 18: Clauses ............................................................... 220
LESSON 69: Phrases, Sentences, Introduction to Clauses ............................. 220
Exercise 69A: Distinguishing Between Phrases and Clauses ............... 221
Exercise 69B: Distinguishing Between Independent and Dependent Clauses ........................................... 222
Exercise 69C: Turning Dependent Clauses into Complete Sentences ........ 222

LESSON 70: Adjective Clauses, Relative Pronouns .................................. 222
Intro 70: Introduction to Adjective Clauses ..................................... 223
Exercise 70A: Identifying Adjective Clauses and Relative Pronouns ....... 224
Exercise 70B: Choosing the Correct Relative Pronoun .................... 225
Exercise 70C: Diagramming Adjective Clauses ................................ 225

LESSON 71: Adjective Clauses, Relative Adverbs, Adjective Clauses with Understood Relatives ........................................... 225
Exercise 71A: Relative Adverbs and Pronouns .................................. 228
Exercise 71B: Missing Relative Words .......................................... 229
Exercise 71C: Diagramming .................................................. 229

LESSON 72: Adverb Clauses ................................................... 229
Exercise 72A: Adverb Clauses ................................................... 233
Exercise 72B: Descriptive Clauses ............................................. 234
Exercise 72C: Diagramming .................................................. 235

REVIEW 6: (Weeks16-18) ................................................... 235
Review 6A: Pronouns .......................................................... 236
Review 6B: Using Comparative and Superlative Adjectives Correctly ........ 237
Review 6C: Verbs .............................................................. 237
Review 6D: Identifying Dependent Clauses ..................................... 238
Review 6E: Present and Past Participles ........................................ 239
Review 6F: Diagramming ..................................................... 240

Week 19: More Clauses ....................................................... 241
LESSON 73: Adjective and Adverb Clauses, Introduction to Noun Clauses .... 241
Exercise 73A: Identifying Clauses ............................................. 243
Exercise 73B: Creating Noun Clauses ........................................ 245
Exercise 73C: Diagramming .................................................. 245

LESSON 74: Clauses Beginning With Prepositions ............................ 246
Exercise 74A: Adjective Clauses Beginning with Prepositions ............. 248
Exercise 74B: Correct Use of “Who” and “Whom” .......................... 249
<table>
<thead>
<tr>
<th>Exercise</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>74C</td>
<td>Formal and Informal Diction</td>
<td>249</td>
</tr>
<tr>
<td>74D</td>
<td>Diagramming</td>
<td>249</td>
</tr>
<tr>
<td>75A</td>
<td>Correcting Misplaced Modifiers</td>
<td>250</td>
</tr>
<tr>
<td>75B</td>
<td>Diagramming</td>
<td>251</td>
</tr>
<tr>
<td>75A</td>
<td>Clause Review</td>
<td>253</td>
</tr>
<tr>
<td>75B</td>
<td>Non-Restrictive Clauses and Missing Commas</td>
<td>254</td>
</tr>
<tr>
<td>75C</td>
<td>Restrictive Clauses and Unnecessary Commas</td>
<td>254</td>
</tr>
<tr>
<td>76A</td>
<td>Clause Review</td>
<td>255</td>
</tr>
<tr>
<td>76B</td>
<td>Non-Restrictive Clauses and Missing Commas</td>
<td>255</td>
</tr>
<tr>
<td>76C</td>
<td>Restrictive Clauses and Unnecessary Commas</td>
<td>256</td>
</tr>
<tr>
<td>77A</td>
<td>Using “Do,” “Does,” and “Did”</td>
<td>257</td>
</tr>
<tr>
<td>77B</td>
<td>Modal Verbs</td>
<td>258</td>
</tr>
<tr>
<td>77C</td>
<td>Verb Tense and Voice</td>
<td>259</td>
</tr>
<tr>
<td>78A</td>
<td>Identifying Simple and Complex Sentences</td>
<td>260</td>
</tr>
<tr>
<td>78B</td>
<td>Forming Complex Sentences</td>
<td>261</td>
</tr>
<tr>
<td>78C</td>
<td>Diagramming</td>
<td>262</td>
</tr>
<tr>
<td>79A</td>
<td>Forming Compound Sentences</td>
<td>263</td>
</tr>
<tr>
<td>79B</td>
<td>Correcting Run-On Sentences (Comma Splices)</td>
<td>264</td>
</tr>
<tr>
<td>79C</td>
<td>Diagramming</td>
<td>265</td>
</tr>
<tr>
<td>80A</td>
<td>Analyzing Complex-Compound Sentences</td>
<td>266</td>
</tr>
<tr>
<td>80B</td>
<td>Constructing Complex-Compound Sentences</td>
<td>267</td>
</tr>
<tr>
<td>80C</td>
<td>Diagramming</td>
<td>268</td>
</tr>
<tr>
<td>81A</td>
<td>Using “Do,” “Does,” and “Did”</td>
<td>269</td>
</tr>
<tr>
<td>81B</td>
<td>Modal Verbs</td>
<td>270</td>
</tr>
<tr>
<td>81C</td>
<td>Verb Tense and Voice</td>
<td>271</td>
</tr>
<tr>
<td>82A</td>
<td>Identifying Conditional Sentences</td>
<td>272</td>
</tr>
<tr>
<td>82B</td>
<td>Tense in Conditional Sentences</td>
<td>273</td>
</tr>
<tr>
<td>82C</td>
<td>Diagramming</td>
<td>274</td>
</tr>
<tr>
<td>83A</td>
<td>Subjunctive Forms in Song Lyrics</td>
<td>275</td>
</tr>
<tr>
<td>83B</td>
<td>Subjunctive Forms in Complex Sentences</td>
<td>276</td>
</tr>
<tr>
<td>84A</td>
<td>Parsing Verbs</td>
<td>277</td>
</tr>
<tr>
<td>84B</td>
<td>Forming Subjunctives</td>
<td>278</td>
</tr>
<tr>
<td>84C</td>
<td>Diagramming</td>
<td>279</td>
</tr>
</tbody>
</table>
### Review 7: (Weeks 19-21)

- Review 7A: Improving Sentences with Phrases ........................................... 288
- Review 7B: Improving Sentences with Clauses ............................................. 289
- Review 7C: Conditional Clauses ................................................................. 290
- Review 7D: Pronoun Review ........................................................................ 291
- Review 7E: Parsing ....................................................................................... 291
- Review 7F: Diagramming ............................................................................. 292

### Week 22: Parenthetical Elements

- LESSON 85: Verb Review ............................................................................ 294
- LESSON 86: Restrictive and Non-Restrictive Modifying Clauses,
  Parenthetical Expressions ........................................................................... 296
  - Exercise 86A: Restrictive and Non-Restrictive Modifying Clauses ............ 298
  - Exercise 86B: Identifying Parenthetical Expressions ............................. 299
  - Exercise 86C: Punctuating Sentences with Parenthetical Expressions ...... 300
- LESSON 87: Parenthetical Expressions, Dashes ........................................... 301
  - Exercise 87A: Types of Parenthetical Expressions ................................. 302
  - Exercise 87B: Punctuating Parenthetical Expressions ........................... 304
  - Exercise 87C: Using Dashes for Emphasis ............................................. 305
- LESSON 88: Parenthetical Expressions, Dashes, Diagramming
  Parenthetical Expressions ........................................................................... 305
  - Exercise 88A: Diagramming Parenthetical Expressions .......................... 307

### Week 23: Dialogue and Quotations

- LESSON 89: Dialogue .................................................................................. 308
  - Exercise 89A: Punctuating Dialogue ....................................................... 309
  - Exercise 89B: Writing Dialogue Correctly ............................................. 311
  - Exercise 89C: Proofreading ..................................................................... 312
- LESSON 90: Dialogue, Direct Quotations .................................................... 312
  - Exercise 90A: Punctuating Dialogue ....................................................... 314
  - Exercise 90B: Punctuating Direct Quotations ......................................... 315
  - Exercise 90C: Attribution Tags ................................................................. 316
- LESSON 91: Direct Quotations, Ellipses, Partial Quotations ......................... 317
  - Exercise 91A: Using Ellipses .................................................................... 319
  - Exercise 91B: Partial Quotations ............................................................... 320
  - Exercise 91C: Diagramming ...................................................................... 321
- LESSON 92: Partial Quotations, Ellipses, Block Quotes, Colons, Brackets .... 322
  - Exercise 92A: Writing Dialogue Correctly ............................................. 324
  - Exercise 92B: Using Direct Quotations Correctly .................................... 325

### Week 24: Floating Elements

- LESSON 93: Interjections, Nouns of Direct Address, Parenthetical Expressions . 327
  - Exercise 93A: Using Floating Elements Correctly ................................... 330
  - Exercise 93B: Parenthetical Expressions .................................................. 331
  - Exercise 93C: Diagramming ................................................................. 331
- LESSON 94: Appositive Expressions ............................................................ 332
  - Exercise 94A: Using Appositive Expressions ......................................... 334
| Exercise 94B: Identifying Appositives | 334 |
| Exercise 94C: Diagramming (Challenge!) | 335 |
| LESSON 95: Appositives, Intensive and Reflexive Pronouns, Noun Clauses in Apposition, Object Complements | 336 |
| Exercise 95A: Reflexive and Intensive Pronoun Review | 337 |
| Exercise 95B: Distinguishing Noun Clauses in Apposition from Adjective Clauses | 339 |
| Exercise 95C: Diagramming | 341 |
| LESSON 96: Appositives, Noun Clauses in Apposition, Absolute Constructions | 341 |
| Exercise 96A: Identifying Absolute Constructions | 343 |
| Exercise 96B: Appositives, Modifiers, and Absolute Constructions | 344 |
| Exercise 96C: Diagramming | 345 |
| REVIEW 8: (Weeks 22-24) | 346 |
| Review 8A: Definition Fill-In-The-Blank | 346 |
| Review 8B: Punctuating Restrictive and Non-Restrictive Clauses, Compound Sentences, Interjections, and Nouns of Direct Address | 350 |
| Review 8C: Dialogue | 351 |
| Review 8D: Parenthetical Expressions, Appositives, Absolute Constructions | 352 |
| Review 8E: Direct Quotations | 353 |
| Review 8F: Diagramming | 354 |
| Week 25: Complex Verb Tenses | 355 |
| LESSON 97: Verb Tense, Voice, and Mood, Tense Review (Indicative), Progressive Perfect Tenses (Indicative) | 355 |
| Exercise 97A: Review of Indicative Tenses | 356 |
| Exercise 97B: Parsing Verbs | 359 |
| Exercise 97C: Completing Sentences | 360 |
| LESSON 98: Simple Present and Perfect Present Modal Verbs, Progressive Present and Progressive Perfect Present Modal Verbs | 361 |
| Exercise 98A: Parsing Verbs | 364 |
| Exercise 98B: Forming Modal Verbs | 365 |
| Exercise 99A: Complete the Chart | 369 |
| Exercise 99B: Parsing | 374 |
| LESSON 100: Review of Moods and Tenses, Conditional Sentences | 375 |
| Exercise 100A: Conditional Sentences | 377 |
| Exercise 100B: Parsing | 377 |
| Exercise 100C: Diagramming | 379 |
| Week 26: More Modifiers | 380 |
| LESSON 101: Adjective Review, Adjectives in the Appositive Position, Correct Comma Usage | 380 |
| Exercise 101A: Identifying Adjectives | 382 |
| Exercise 101B: Punctuation Practice | 383 |
| Exercise 101C: Diagramming | 384 |
   Exercise 102A: Identifying Adjectives ........................................ 387
   Exercise 102B: Analysis ....................................................... 388
   Exercise 102C: Using Adjectives ............................................ 389

LESSON 103: Misplaced Modifiers, Squinting Modifiers, Dangling Modifiers .... 390
   Exercise 103A: Correcting Misplaced Modifiers ............................ 391
   Exercise 103B: Clarifying Squinting Modifiers ............................ 392
   Exercise 103C: Rewriting Dangling Modifiers .............................. 392

LESSON 104: Degrees of Adjectives, Comparisons Using More, Fewer, and Less . 392
   Exercise 104A: Positive, Comparative, and Superlative Adjectives ....... 397
   Exercise 104B: Forming Comparisons ...................................... 400
   Exercise 104C: Using “Fewer” and “Less” .................................. 401
   Exercise 104D: Diagramming .................................................. 401

Week 27: Double Identities ................................................................. 402

LESSON 105: Clauses with Understood Elements, Than as Conjunction,
   Preposition, and Adverb, Quasi-Coordinators .................................. 402
   Exercise 105A: Comparisons Using “Than” .................................. 405
   Exercise 105B: Identifying Parts of the Sentence ............................ 406
   Exercise 105C: Diagramming ................................................... 407

LESSON 106: The Word As, Quasi-Coordinators .................................... 407
   Exercise 106A: Identifying Parts of the Sentence ............................ 410
   Exercise 106B: Diagramming ................................................... 411

LESSON 107: Words That Can Be Multiple Parts of Speech ....................... 411
   Exercise 107A: Identifying Parts of Speech .................................. 414
   Exercise 107B: Diagramming ................................................... 416

LESSON 108: Nouns Acting as Other Parts of Speech, Adverbial Noun Phrases ... 417
   Exercise 108A: Nouns ............................................................ 417
   Exercise 108B: Nouns as Other Parts of Speech ............................ 417
   Exercise 108C: Identifying Parts of Speech .................................. 420
   Exercise 108D: Adverbial Noun Phrases ..................................... 422
   Exercise 108E: Diagramming ................................................... 423

Week 28: REVIEW 9 (Weeks 25-27) ......................................................... 424
   Review 9A: Definition Fill-In-The-Blank ..................................... 424
   Review 9B: Parsing ............................................................... 430
   Review 9C: Provide the Verb ..................................................... 431
   Review 9D: Identifying Adjectives and Punctuating Items in a Series .... 433
   Review 9E: Correcting Modifiers .............................................. 435
   Review 9F: Identifying Adverbs ............................................... 436
   Review 9G: Comma Use .......................................................... 437
   Review 9H: Conjunctions ....................................................... 439
   Review 9I: Identifying Independent Elements ............................... 440
   Review 9J: Words with Multiple Identities .................................... 441
   Review 9K: Verb Forms Functioning In Other Ways ......................... 443
   Review 9L: Diagramming ....................................................... 445
**Table of Contents**

**Week 29: Still More Verbs**
- **LESSON 109: Hortative Verbs, Subjunctive Verbs**
  - Exercise 109A: Identifying Hortative Verbs .............................. 446
  - Exercise 109B: Rewriting Indicative Verbs as Hortative Verbs .......... 448
  - Exercise 109C: Diagramming ........................................ 450
  - Exercise 110A: Ambitransitive Verbs .................................. 451
  - Review 110B: The Prefix “Ambi” ..................................... 454
  - Review 110C: Diagramming ........................................ 454
- **LESSON 111: Ambitransitive Verbs, Gerunds and Infinitives, Infinitive Phrases as Direct Objects, Infinitive Phrases With Understood “To”**
  - Exercise 111A: Infinitives and Other Uses of “To” ....................... 457
  - Exercise 111B: Diagramming ........................................ 459
- **LESSON 112: Principal Parts, Yet More Troublesome Verbs**
  - Exercise 112A: Verb Definitions ...................................... 460
  - Exercise 112B: Using Troublesome Verbs Correctly ...................... 462
  - Exercise 112C: More Irregular Principal Parts .......................... 465

**Week 30: Still More About Clauses**
- **LESSON 113: Clauses and Phrases**
  - Exercise 113A: Phrases and Clauses ................................... 471
  - Exercise 113B: Diagramming ........................................ 472
- **LESSON 114: Restrictive and Non-Restrictive Modifying Clauses, Punctuating Modifying Clauses, Which and That**
  - Exercise 114A: Restrictive and Non-Restrictive Adjective Clauses ..... 474
  - Exercise 114B: Dependent Clauses Within Dependent Clauses .......... 476
  - Exercise 114C: Diagramming ........................................ 477
- **LESSON 115: Conditional Sentences, Conditional Sentences as Dependent Clauses, Conditional Sentences with Missing Words, Formal If Clauses**
  - Exercise 115A: Conditional Clauses ................................... 481
  - Exercise 115B: Diagramming ........................................ 482
- **LESSON 116: Words That Can Be Multiple Parts of Speech, Interrogatives, Demonstratives, Relative Adverbs and Subordinating Conjunctions**
  - Exercise 116A: Words Acting as Multiple Parts of Speech ............. 483
  - Exercise 116B: Words Introducing Clauses ................................ 489
  - Exercise 116C: Diagramming ........................................ 491

**Week 31: Filling Up the Corners**
- **LESSON 117: Interrogative Adverbs, Noun Clauses, Forming Questions, Affirmations and Negations, Double Negatives**
  - Exercise 117A: Identifying Adverbs, Interrogative and Demonstrative Pronouns and Adjectives, and Relatives .......................... 495
  - Exercise 117B: Forming Questions ................................... 497
  - Exercise 117C: Affirmations and Negations ................................ 497
LESSON 118: Diagramming Affirmations and Negations, Yet More Words
That Can Be Multiple Parts of Speech, Comparisons Using Than,
Comparisons Using As ................................................................. 498
Exercise 118A: Identifying Parts of Speech ................................. 501
Exercise 118B: Diagramming .................................................... 502

LESSON 119: Idioms ................................................................. 503
Exercise 119A: Identifying Idioms ........................................... 506
Exercise 119B: Diagramming .................................................... 508

LESSON 120: Troublesome Sentences ........................................... 508
Exercise 120A: A Selection of Oddly Constructed Sentences .......... 511

Week 32: REVIEW 10: (Weeks 29-31) ............................................. 512
Review 10A: The Missing Words Game ....................................... 512
Review 10B: Identifying Infinitive Phrases, Noun Clauses, and
Modifying Clauses ........................................................................ 515
Exercise 10C: Parsing ................................................................. 517
Review 10D: “Which” and “That” Clauses .................................... 518
Review 10E: Words Acting as Multiple Parts of Speech ................. 520
Review 10F: Idioms ..................................................................... 522
Review 10G: Ambitransitive Verbs ............................................ 523
Review 10H: Hunt and Find ....................................................... 523
Review 10I: Conditionals and Formal Conditionals ....................... 525
Review 10J: Affirmations and Negations .................................... 526
Review 10K: Diagramming ......................................................... 527
Review 10L: Explaining Sentences ............................................ 527

Week 33: Mechanics .................................................................. 529
LESSON 121: Capitalization Review, Additional Capitalization Rules, Formal
and Informal Letter Format, Ending Punctuation ......................... 529
Exercise 121A: Proofreading .................................................... 533
Exercise 121A: Correct Letter Mechanics ................................. 534
LESSON 122: Commas, Semicolons, Additional Semicolon Rules, Colons,
Additional Colon Rules ............................................................... 535
Exercise 122A: Comma Use ....................................................... 536
Exercise 122B: Commas, Capitals, Closing Punctuation, Colons,
and Semicolons ........................................................................ 539
122B.1: Sentences ..................................................................... 539
122B.2: Letter Format ............................................................... 540
122B.3: Quotes ......................................................................... 541
LESSON 123: Colons, Dashes, Hyphens, Parentheses, Brackets .......... 541
Exercise 123A: Hyphens ........................................................... 543
Exercise 123B: Parenthetical Elements .................................... 543
LESSON 124: Italics, Quotation Marks, Ellipses, Single Quotation Marks,
Apostrophes .............................................................................. 545
Exercise 124A: Proofreading Practice ...................................... 547
Exercise 124B: Foreign Phrases That Are Now English Words.... 548
Week 34: Advanced Quotations & Dialogue ................................. 549
   LESSON 125: Dialogue, Additional Rules for Writing Dialogue,
   Direct Quotations, Additional Rules for Using Direct Quotations .... 549
   LESSON 126 .......................................................... 552
   (Optional), Documentation .............................................. 552
   LESSON 127: Practicing Direct Quotations and Correct Documentation . 556

Week 35: Introduction to Sentence Style .................................. 561
   LESSON 128: Sentence Style: Equal and Subordinating , Sentences with Equal
   Elements: Segregating, Freight-Train, and Balanced .................... 561
   Exercise 128A: Identifying Sentence Types ............................. 562
   LESSON 129: Subordinating Sentences: , Loose, Periodic, Cumulative,
   Convoluted, and Centered ............................................ 564
   Exercise 129A: Identifying Subordinating Sentences .................... 565
   LESSON 130: Practicing Sentence Style ................................ 569
   Exercise 130A: Rewriting ........................................... 569
   Exercise 130B: Original Composition .................................. 571

Week 36: REVIEW 11: Final Review ........................................... 572
   Review 11A: Explaining Sentences .................................... 572
   Review 11B: Correcting Errors ....................................... 573
   Review 11C: Fill In the Blank ....................................... 574
   Review 11D: Diagramming ........................................... 576
FOREWORD

Welcome to Grammar for the Well-Trained Mind!

This innovative grammar program will take you from basic definitions (“A noun is the name of a person, place, thing, or idea”) all the way through detailed analysis of complex sentence structure. Once you complete it, you’ll have all the skills needed for the study of advanced rhetoric—persuasive speech and sophisticated writing.

WHAT MAKES UP THE FULL PROGRAM

Grammar for the Well-Trained Mind is a four-year program. Once you’ve finished it, you will have a thorough grasp of the English language. No further grammar studies will be necessary.

The nonconsumable Core Instructor Text is used for each of the four years of the program. It contains scripted dialogue for the instructor, all rules and examples, and teaching notes that thoroughly explain ambiguities and difficulties.

There are four Student Workbooks with accompanying Keys. Each consumable workbook provides one full year of exercises and assignments. Each corresponding key gives complete, thoroughly explained answers. You should aim to complete one workbook during each of the four years of study.

All rules and definitions, with accompanying examples, have been assembled into a handy reference book, the Comprehensive Handbook of Rules. This handbook will serve you for all four years of study—and will continue to be useful as you move through advanced high school writing, into college composition, and beyond.

HOW THE PROGRAM WORKS

Language learning has three elements.

First: You have to understand and memorize rules. We call this “prescriptive learning”—grasping the explicit principles that govern the English language and committing them to memory. Grammar for the Well-Trained Mind presents, explains, and drills all of the essential rules of the English language. Each year, you will review and repeat these rules.

Second: You need examples of every rule and principle (“descriptive learning”). Without examples, rules remain abstract. When you memorize the rule “Subjunctive verbs express situations that are unreal, wished for, or uncertain,” you also need to memorize the example “I would not say such things if I were you!” Each year, you will review and repeat the same examples to illustrate each rule.

Third: You need practice. Although the four workbooks repeat the same rules and examples, each contains a completely new set of exercises and writing assignments, along with a Key providing complete answers.
The combination of repetition (the same rules and examples each year) and innovation (brand-new practice materials in every workbook) will lead you to complete mastery of the English language.

**HOW TO USE GRAMMAR FOR THE WELL-TRAINED MIND**

When you first use the program, begin with the *Core Instructor Text* and the *Student Workbook 1/Key to Student Workbook 1* set. Keep the *Comprehensive Handbook of Rules* on hand for reference.

During this first year, you won’t necessarily grasp every principle thoroughly. Simply go through the dialogue with your instructor, complete the exercises, check the answers, and discuss any mistakes.

You may need more than one year to complete *Student Workbook 1*; the exercises increase in complexity and difficulty from Week 20 on. That’s absolutely fine. Feel free to take as much time as necessary to finish this workbook.

When *Student Workbook 1* is completed, you and your instructor will go back to the beginning of the *Core Handbook* and start over, this time using the *Student Workbook 2/Key to Student Workbook 2* combination. You’ll go over the same dialogue, the same rules, and the same examples—with an entirely fresh set of exercises. This combination of repeated information along with new and challenging exercises will truly begin to build your competence in the English language.

Follow this same procedure for the third and fourth years of study, using *Student Workbook 3* and then *Student Workbook 4*, along with their matching keys.

Regular reviews are built into the program. Every three weeks, take some extra time to do six exercises reviewing what was covered in the three weeks before. After Week 27, the reviews double in scope: twelve exercises review the material all the way back to the beginning of the course. These reviews, beginning with Review 9, become one week’s work each. During review weeks, try to do three exercises per day, and then go back and review the rules and principles of any exercise in which you miss two or more sentences/examples.

**WHICH WORKBOOK?**

Because each workbook makes use of the same rules and examples, you may use any one of the four workbooks during your first year in the program. It is **highly** recommended, however, that you then go back and finish the earlier workbooks as well. The program is designed to take four years, no matter where you begin.

**IMPORTANT PRINCIPLES OF LEARNING**

As you study, keep the following in mind.

- Language is a rich, complicated tapestry. It is occasionally logical, and sometimes irrational. Mastering its complexities takes time and patience. Don’t expect to master—or even completely understand—every principle the first time through. Repetition and practice will eventually bring clarity. Be diligent—don’t abandon the curriculum because of frustration! But accept occasional confusion as a natural part of learning. If you don’t understand subjunctives the first time through, for
example, accept it, move on, and then repeat the following year. Eventually, the concepts will come into focus.
• Always ask for help if you need it. This isn’t a test. It’s a learning process.
• From Week 19 (halfway through the course) on, you are encouraged to read sentences out loud. Reading out loud is an important part of evaluating your own writing. Follow the directions—don’t ignore them and read silently.
• Take as long as you need to finish each lesson. As noted above, it’s perfectly acceptable to take more than one year to finish a workbook (particularly the first time through). The earlier lessons are shorter and simpler; they increase in both complexity and length as the book goes on. But especially in the later lessons, don’t worry if you need to divide a lesson over two days, or take more than one week to complete a week’s worth of lessons. In subsequent years, you’ll go much more quickly through the earlier lessons, giving you time to stop and concentrate on areas of challenge later on.

ABOUT DIAGRAMMING

Grammar for the Well-Trained Mind uses diagramming exercises throughout.

Diagramming is a learning process. Think of the diagrams as experimental projects, not tests. Attempt the diagram, look at the answer, and then try to figure out why any differences exist. Expect these assignments—particularly in the second half of the book—to be challenging. Ask for help when you need it. Always diagram with a pencil (or on a whiteboard or blackboard), and expect to erase and redo constantly.

Also remember that diagramming is not an exact science! If you can explain clearly why you’ve made a particular choice, the diagram might be correct even if the key differs. To quote a 1914 grammar text: “Many constructions are peculiar, idiomatic, and do not lend themselves readily to any arrangement of lines” (Alma Blount and Clark S. Northup, An English Grammar for Use in High and Normal Schools and in Colleges).
A noun names a person, place, thing, or idea. Concrete nouns can be observed with our senses. Abstract nouns cannot.

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 gold. (English and Spanish)

Forget injuries; never forget kindness. (Chinese)

Study the past if you would define the future. (Chinese)

We learn little from victory, much from defeat. (Japanese)

The shrimp that falls asleep gets carried away by the current. (Spanish)

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

The oldest trees often bear the sweetest fruit. (German)

Pride is no substitute for a dinner. (Ethiopian)

A leaky house can fool the sun, but it can’t fool the rain. (Haitian)
Exercise 1B: Abstract Nouns
Each row contains two abstract nouns and one concrete noun. Find the concrete noun and cross it out.

<table>
<thead>
<tr>
<th>hunger</th>
<th>thirst</th>
<th>bread</th>
</tr>
</thead>
<tbody>
<tr>
<td>delight</td>
<td>frosting</td>
<td>pleasure</td>
</tr>
<tr>
<td>confusion</td>
<td>victory</td>
<td>torch</td>
</tr>
<tr>
<td>shock</td>
<td>fear</td>
<td>monster</td>
</tr>
<tr>
<td>guard</td>
<td>noise</td>
<td>tranquility</td>
</tr>
<tr>
<td>self-control</td>
<td>boredom</td>
<td>mob</td>
</tr>
</tbody>
</table>

— LESSON 2 —

Introduction to Adjectives
Descriptive Adjectives, Abstract Nouns
Formation of Abstract Nouns from Descriptive Adjectives

An adjective modifies a noun or pronoun.
Adjectives tell what kind, which one, how many, and whose.
Descriptive adjectives tell what kind.
A descriptive adjective becomes an abstract noun when you add -ness to it.

cheerful  cheerfulness
grunty  grumpiness

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.

The cowardly lion wished for courage.
The shy tinman wished for love.
The silly scarecrow wished for intelligence.
The lost little girl wished for the power to go home.
The Yellow Brick Road led through a field of crimson poppies.
The travelers were overcome with sleepiness when they smelled the flowers.
Exercise 2B: Turning Descriptive 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.)

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Abstract Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td></td>
</tr>
<tr>
<td>truthful</td>
<td></td>
</tr>
<tr>
<td>effective</td>
<td></td>
</tr>
<tr>
<td>ugly</td>
<td></td>
</tr>
<tr>
<td>silly</td>
<td></td>
</tr>
<tr>
<td>sluggish</td>
<td></td>
</tr>
<tr>
<td>eager</td>
<td></td>
</tr>
<tr>
<td>bulky</td>
<td></td>
</tr>
</tbody>
</table>

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 turquoise path into the yellow candy store. Candy of every imaginable flavor covered the walls. Dana immediately headed to the magenta jellybeans. Rachel laughed; Dana’s favorite color was magenta, and she always wanted magenta clothes and notebooks for school. Rachel raced over to the bright red strawberries covered in white chocolate. Right next to the strawberries were green bonbons. She usually liked green, but this trip was not about color. It was about taste!
Lesson 3

Common and Proper Nouns
Capitalization and Punctuation of Proper Nouns

A common noun is a name common to many persons, places, things, or ideas.
A proper noun is the special, particular name for a person, place, thing, or idea. Proper nouns always begin with capital letters.

Capitalization Rules

1. Capitalize the proper names of persons, places, things, and animals.
   - boy
   - store
   - book
   - horse
   - sea
   - port
   - island

   - Peter
   - Baskin-Robbins
   - Little Women
   - Black Beauty
   - Sea of Galilee
   - Port of Los Angeles
   - Isle of Skye

2. Capitalize the names of holidays.
   - Memorial Day
   - Christmas
   - Independence Day
   - Day of the Dead

3. Capitalize the names of deities.
   - Minerva (ancient Rome)
   - Hwanin (ancient Korea)
   - God (Christianity and Judaism)
   - Allah (Islam)
   - Gitche Manitou or Great Spirit (Native American—Algonquin)

4. Capitalize the days of the week and the months of the year, but not the seasons.
   - Monday
   - Tuesday
   - Friday
   - Sunday
   - January
   - April
   - August
   - October
   - winter
   - spring
   - summer
   - fall

5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, movies, television series, stories, poems, and songs.

   - book
   - magazine
   - newspaper
   - movie

   - Alice’s Adventures in Wonderland
   - National Geographic
   - The Chicago Tribune
   - A River Runs Through It
television series  The Waltons
    television show  “The Chicken Thief”
    story  “The Visit of the Magi”
    poem  “The Night Before Christmas”
    song  “Joy to the World”
    chapter in a book  “The End of the Story”

6. Capitalize and italicize the names of ships, trains, and planes.

   ship  Titanic
   train  The Orient Express
   plane  The Spirit of St. Louis

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.

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>friend</td>
<td></td>
</tr>
<tr>
<td>book</td>
<td></td>
</tr>
<tr>
<td>movie</td>
<td></td>
</tr>
<tr>
<td>store</td>
<td></td>
</tr>
<tr>
<td>city</td>
<td></td>
</tr>
<tr>
<td>holiday</td>
<td></td>
</tr>
</tbody>
</table>

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)

1. Capitalize the proper names of persons, places, things, and animals.
2. Capitalize the names of holidays.
3. Capitalize the names of deities.
4. Capitalize the days of the week and the months of the year, but not the seasons.
5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, movies, television series, stories, poems, and songs.
6. Capitalize and italicize the names of ships, trains, and planes.

A proper adjective is formed from a proper name. Proper adjectives are capitalized.

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Proper Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Aristotle</td>
</tr>
<tr>
<td>Place</td>
<td>Spain</td>
</tr>
<tr>
<td>Holiday</td>
<td>Valentine’s Day</td>
</tr>
<tr>
<td>Month</td>
<td>March</td>
</tr>
</tbody>
</table>

Shakespeare wrote a number of sonnets.
I was reading some Shakespearean sonnets yesterday.

Mars is the fourth planet from the sun.
The Martian atmosphere is mostly carbon dioxide.

On Monday, I felt a little down.
I had the Monday blues.

The English enjoy a good cup of tea and a muffin.
He enjoys a good English muffin.

The German-speaking tourists were lost in Central Park.
The archaeologist unearthed some pre-Columbian remains.
Words that are not usually capitalized remain lowercase even when they are attached to a proper adjective.

A compound adjective combines two words into a single adjective with a single meaning.

When the mine collapsed, it sent a plume of dust sky high.
I just had a thirty-minute study session.

N ADJ
sky high

ADJ N
thirty minute

N ADJ
user friendly

ADJ N
high speed

The sky-high plume of dust could be seen for miles.
My study session was thirty minutes.

Those directions are not user friendly!
I prefer user-friendly directions.

The connection was high speed.
He needed a high-speed connection.

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, __________________________ 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.
The _____________ festival known as Plough Monday marked the return to work after Twelfth Night.

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

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

By _____________ 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 _____________ Marathon.

My favorite _____________ cookies are gingerbread men and spritz.

The _____________ 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 _____________ cookbook.

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

Er Shun, a giant panda on loan to the _____________ 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 _____________ 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.

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.

a small-town boy
a small town boy

\( a \text{ small-town boy is a boy from a small town } \)
\( a \text{ small town boy is a town boy of diminished size: a small boy who is also a town boy } \)

a violent-crime conference
a violent crime conference
a high-chair cover
a high chair cover
a cross-country runner
a cross country runner
an ill-fated actress
an ill fated actress
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.)

<table>
<thead>
<tr>
<th>Animal</th>
<th>Male</th>
<th>Female</th>
<th>Baby</th>
<th>Group of Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>cattle</td>
<td>bull</td>
<td></td>
<td></td>
<td>drove of cattle</td>
</tr>
<tr>
<td>chicken</td>
<td>rooster</td>
<td></td>
<td>chick</td>
<td></td>
</tr>
<tr>
<td>deer</td>
<td></td>
<td></td>
<td>fawn</td>
<td>herd of deer</td>
</tr>
<tr>
<td>owl</td>
<td></td>
<td>owl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>horse</td>
<td></td>
<td></td>
<td>foal</td>
<td></td>
</tr>
<tr>
<td>rabbit</td>
<td></td>
<td></td>
<td>bunny</td>
<td></td>
</tr>
<tr>
<td>mouse</td>
<td></td>
<td>doe</td>
<td>or</td>
<td>mischief of mice</td>
</tr>
<tr>
<td>swan</td>
<td></td>
<td>pen</td>
<td></td>
<td>or</td>
</tr>
</tbody>
</table>

Nouns have gender.
Nouns can be masculine, feminine, or neuter.
We use neuter for nouns that have no gender, and for nouns whose gender is unknown.

Subha Datta set off for the forest, intending to come back the same evening. He began to cut down a tree, but he suddenly had a feeling that he was no longer alone. As it crashed to the ground, he looked up and saw a beautiful girl dancing around and around in a little
clearing nearby. Subha Datta was astonished, and let the axe fall. The noise startled the
dancer, and she stood still.

Subha Datta thought he was dreaming.

Although she did not yet know it, the fairy had not convinced Subha Datta.

**A pronoun takes the place of a noun.**

**The antecedent is the noun that is replaced by the pronoun.**

**Personal pronouns replace specific nouns.**

<table>
<thead>
<tr>
<th>I</th>
<th>we</th>
</tr>
</thead>
<tbody>
<tr>
<td>you</td>
<td>you (plural)</td>
</tr>
<tr>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>

**Exercise 5B: Nouns and Pronouns**

Write the correct pronoun above the underlined word(s).

The first one is done for you.

They

Astronomers predicted that the comet would crash into Jupiter on or about July 25, 1994.

(Theo Koupelis, *In Quest of the Universe*)

This particular slab of black basalt was different from anything that had ever been
discovered. **The slab** carried three inscriptions. (Hendrik van Loon, *The Story of Mankind*)

Jenny and I read a book about inventors.

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

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

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 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.

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

Now the landlord of the inn had a beautiful daughter, and when the daughter saw the goose, the daughter was filled with curiosity as to what this wonderful bird could be and 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.

Sylvia was not much comforted. She moved along to the middle of the seat and huddled there.

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*)

The Wart copied Archimedes in zooming up toward the branch which they had chosen. (T. H. White, *The Once and Future King*)
Mother Teresa was born in Albania; she worked for 45 years caring for the poor people of India.

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

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

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

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

---

**Lesson 6—**

Review Definitions

*Introduction to Verbs*

*Action Verbs, State-of-Being Verbs*

*Parts of Speech*

A noun names a person, place, thing, or idea.
A common noun is a name common to many persons, places, things, or ideas.
Concrete nouns can be observed with our senses. Abstract nouns cannot.
An adjective modifies a noun or pronoun.
Adjectives tell what kind, which one, how many, and whose.
Descriptive adjectives tell what kind.
A descriptive adjective becomes an abstract noun when you add -ness to it.

A verb shows an action, shows a state of being, links two words together, or helps another verb.

Part of speech is a term that explains what a word does.

**State-of-Being Verbs**

| am   | were |
| is   | be   |
| are  | being |
| was  | been |
Exercise 6A: Identifying Verbs
Mark each underlined verb A for action verb or B for state-of-being verb.

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

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

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

Halfway between these two types of musical art stands polyphony, which means etymologically “many sounds,” but which in musical technique is “multiplicity of melodies.” In a true polyphony, every tone of the leading voice possesses melodic character, but all the tones are themselves elements of other, independently moving melodies. The essence of polyphony is canonic imitation. The simplest form of this is
the “round,” in which one voice leads off with a phrase, and immediately a second voice begins with the same melody at the same pitch, and follows after. At the proper interval a third voice enters. Thus, when there is only one voice, we have monody; when the second voice enters we have combined sounds of two elements; and when the third enters we have chords of three tones.

A round goes on in an endless sequence until the performers stop arbitrarily. There is no innate reason why it might not continue 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.

<table>
<thead>
<tr>
<th>State-of-Being</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rabbit</td>
<td>was [OR is] hopped</td>
</tr>
<tr>
<td>Dinosaurs</td>
<td>________ ________</td>
</tr>
<tr>
<td>The sun</td>
<td>________ ________</td>
</tr>
<tr>
<td>Trains</td>
<td>________ ________</td>
</tr>
<tr>
<td>I</td>
<td>________ ________</td>
</tr>
<tr>
<td>The student</td>
<td>________ ________</td>
</tr>
<tr>
<td>Molecules</td>
<td>________ ________</td>
</tr>
<tr>
<td>The wind</td>
<td>________ ________</td>
</tr>
<tr>
<td>Wolves</td>
<td>________ ________</td>
</tr>
<tr>
<td>You</td>
<td>________ ________</td>
</tr>
</tbody>
</table>
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.

Ellen **spoke** to her friend after their fight.          **apologized**

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.

--- LESSON 7 ---
Helping Verbs

Part of speech is a term that explains what a word does.

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.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waves <strong>form</strong> in the ocean.</td>
<td>Waves are <strong>formed</strong> by winds which <strong>blow</strong> over the water.</td>
</tr>
<tr>
<td>Waves endanger small ships.</td>
<td>Waves are constantly endangering small ships.</td>
</tr>
<tr>
<td>Waves damage the coast.</td>
<td>The constant beating of the waves is slowly eating the coast away.</td>
</tr>
<tr>
<td>Tides rise and fall.</td>
<td>Tides are caused by the moon and the sun.</td>
</tr>
</tbody>
</table>
The sun pulls on the earth. The ocean is drawn slightly out of shape when the sun's pull affects it.

Spring tides rise high. The high tides at full and new moon are called spring tides.\(^\text{1}\)

**Helping Verbs**

- am, is, are, was, were
- be, being, been
- have, has, had
- do, does, did
- shall, will, should, would, may, might, must
- can, could

**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 ________ broken on every side, and the corn grown by the poor ________ 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 ________ ride to London and meet on Christmas Day in the Great Church. So this ________ 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 ________ held, and about it ________ written in letters of gold, “Whoever pulls out this sword is by right of birth King of England.”

---

The knights _______ 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 ______ exhausted themselves from pulling, he spoke: “The man is not here who ______ lift out that sword, nor ______ I know where to find him. But this is my counsel—that two knights ______ 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 ______ be held and any knight who wished ______ 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 ______ unbuckled his sword the evening before, and in his haste to be at the tournament ______ 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 ______ locked, for the women ______ 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 ______ not be without a sword this day. I ______ 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”

<table>
<thead>
<tr>
<th>Personal Pronouns</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>

Although they are not very hungry, I certainly am.

As the German-built plane rose into the air, I experienced a strange loneliness.

**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.

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.

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, brittania! next came abide with me.

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

3SN
ship. It was a heavy, rather muffled sound; a second explosion quickly followed, but I
do not think it was a second torpedo, for the sound was quite different. I turned to the Hubbards and suggested, “You should go down to get life jackets.” They had ample time to go there and get back to the deck, but both seemed unable to act.

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 I had left the Hubbards. They had gone; I never saw the Hubbards again.

A woman passenger nearby called out to Captain Turner, “Captain, what should we do?” He answered, “Ma’am, stay right where you are. The ship is strong and she will be all right.” So she and I turned and walked quietly aft and tried to reassure the passengers we met. There was no panic, but there was infinite confusion.

—Slightly condensed from Charles E. Lauriat, *The Lusitania’s Last Voyage* (1931)
INTRODUCTION TO THE SENTENCE

— LESSON 9 —

The Sentence
Parts of Speech and Parts of Sentences
Subjects and Predicates

A sentence is a group of words that contains a subject and predicate.

The cat sits on the mat.

The subject of the sentence is the main word or term that the sentence is about. Part of speech is a term that explains what a word does. Part of the sentence is a term that explains how a word functions in a sentence. The predicate of the sentence tells something about the subject.

The Tyrannosaurus rex crashes through the trees.

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.

The cat licks its paws.
Week 3: Introduction to the Sentence

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 day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled “d-o-l-l” and tried to make me understand that “d-o-l-l” applied to both. Earlier in the day we had had a tussle over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is mug and that “w-a-t-e-r” is water, but I persisted in confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor.

—From 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

A sentence is a group of words that contains a subject and predicate.
The subject of the sentence is the main word or term that the sentence is about.
The predicate of the sentence tells something about the subject.

He does.
They can.
It is.

Hurricanes form over warm tropical waters.

Can we measure intelligence without understanding it? Possibly so; physicists measured gravity and magnetism long before they understood them theoretically. Maybe psychologists can do the same with intelligence.

Or maybe not.
—James W. Kalat, Introduction to Psychology (Cengage Learning, 2007)
Because he couldn’t go.
Since I thought so.

A sentence is a group of words that usually contains a subject and a predicate.
A sentence begins with a capital letter and ends with a punctuation mark.
A sentence contains a complete thought.

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

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. The first two are done for you.

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
the titanic had a gym, a swimming pool, and a hospital with an operating room
the millionaire John Jacob Astor and his wife were on board
the titanic hit an iceberg on April 14.
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

**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 one is done for you.

Joseph Duckworth earned an Air Medal.

Joseph Duckworth | earned

Many hurricanes form in the southwest North Pacific.
Few hurricanes arise on the equator.
Sometimes, hurricanes develop over land.
Satellites photograph hurricanes.
Radar tracks hurricanes.
Meteorologists issue hurricane warnings.
Red flags with black centers are warnings of approaching hurricanes.

---

**LESSON 11**

**Types of Sentences**

A sentence is a group of words that usually contains a subject and a predicate.
A sentence begins with a capital letter and ends with a punctuation mark.
A sentence contains a complete thought.

A purple penguin is playing ping-pong.

A statement gives information. A statement always ends with a period.
Statements are declarative sentences.

An exclamation shows sudden or strong feeling.
An exclamation always ends with an exclamation point.
Exclamations are exclamatory sentences.

A command gives an order or makes a request.
A command ends with either a period or an exclamation point.
Commands are imperative sentences.
Sit!
Stand!
Learn!

The subject of a command is understood to be you.

\[(\text{you}) \mid \text{Sit}\]

A question asks something.
A question always ends with a question mark.
Questions are known as interrogative sentences.

He is late.
Is he late?

\[
\begin{array}{c}
\text{He} \\
\text{is} \\
\text{he} \\
\text{Is}
\end{array}
\]

**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.

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Aunt Karen is teaching me how to make strawberry pie</td>
</tr>
<tr>
<td>Q</td>
<td>Do we make the piecrust or the filling first</td>
</tr>
<tr>
<td>C</td>
<td>Don’t touch that stove</td>
</tr>
<tr>
<td>S</td>
<td>Roll the dough until it is very thin</td>
</tr>
<tr>
<td>S</td>
<td>I stirred the filling, and Aunt Karen poured it into the pan</td>
</tr>
<tr>
<td>Q</td>
<td>How long do we bake the pie</td>
</tr>
<tr>
<td>E</td>
<td>This pie is delicious</td>
</tr>
<tr>
<td>Q</td>
<td>Eat this</td>
</tr>
<tr>
<td>Q</td>
<td>Do you mind if we sit down</td>
</tr>
<tr>
<td>S</td>
<td>I am getting tired</td>
</tr>
</tbody>
</table>
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.
Are you hungry?
Sometimes, students work hard.
Other times, students stare out of windows.
The book is open.
Close the book.
Did you?
You did a good job today.

— LESSON 12 —

Subjects and Predicates
Helping Verbs
Simple and Complete Subjects and Predicates

The subject of the sentence is the main word or term that the sentence is about.
The simple subject of the sentence is just the main word or term that the sentence is about.

Its fleece was white as snow.

The complete subject of the sentence is the simple subject and all the words that belong to it.
The predicate of the sentence tells something about the subject.
The simple predicate of the sentence is the main verb along with any helping verbs.
The complete predicate of the sentence is the simple predicate and all the words that belong to it.

**Complete Subject**  |  **Complete Predicate**
---|---
Lambs born in the spring | must remain with their mothers until July.
Plentiful turnips | should be provided for them.

**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.

**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.
— 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.

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

**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. The first is done for you.

**HV   AV**
Erosion, rain, and winds have created the Grand Canyon over many years.
A massive flood could have contributed to the formation of the Grand Canyon.

Even experienced geologists are puzzled by this phenomenon.

Many rock layers compose the cavernous walls.

The Grand Canyon is considered one of the seven natural wonders of the world.

The Great Barrier Reef and Mount Everest are other natural wonders.

My grandparents and I might be at the Grand Canyon next September.

The Grand Canyon will be my first wonder of the world.

Maybe next I will travel to Australia for the Great Barrier Reef.

By the time I am 50 I will have seen 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 people look at me, I guess they see a girl with short, dark, curly hair strapped into a pink wheelchair. By the way, there is nothing cute about a pink wheelchair. Pink doesn’t change a thing.

They’d see a girl with dark brown eyes that are full of curiosity. But one of them is slightly out of whack.

Her head wobbles a little.

Sometimes she drools.

She’s really tiny for a girl who is age ten and three quarters.

After folks . . . finished making a list of my problems, they might take time to notice that I have a fairly nice smile and deep dimples—I think my dimples are cool.

I wear tiny gold earrings.

Sometimes people never even ask my name, like it’s not important or something. It is.

My name is Melody.

**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).

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td>The next day, Mamadre was far more watchful, and Neftalí could not escape from his bed.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“Tell me all that you can see.”</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>“I see rain.”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“Tell me about the stray dog.”</td>
</tr>
<tr>
<td><strong>S</strong></td>
<td>“What color is it?”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“I cannot say.”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“Maybe brown.”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“Tell me about the boot that is missing.”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“It has no shoestrings.”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“I will rescue it and add it to my collections.”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“You do not know where it has been.”</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>“Or who has worn it.”</td>
</tr>
<tr>
<td><strong>Q</strong></td>
<td>To what mystical land does an unfinished staircase lead?</td>
</tr>
</tbody>
</table>
Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs

Sentences

Simple Present, Simple Past, and Simple Future Tenses

A noun names a person, place, thing, or idea.
A pronoun takes the place of a noun.
A verb shows an action, shows a state of being, links two words together, or helps another verb.

State-of-Being Verbs
am were
is be
are being
was been

Helping Verbs
am, is, are, was, were
be, being, been
have, has, had
do, does, did
shall, will, should, would, may, might, must
can, could

A sentence is a group of words that usually contains a subject and a predicate. A sentence begins with a capital letter and ends with a punctuation mark. A sentence contains a complete thought.

A verb in the present tense tells about something that happens in the present.
A verb in the past tense tells about something that happened in the past.
A verb in the future tense tells about something that will happen in the future.
Exercise 13A: Simple Tenses

<table>
<thead>
<tr>
<th></th>
<th>Simple Past</th>
<th>Simple Present</th>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>will grab</td>
</tr>
<tr>
<td>You</td>
<td>behaved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td>jogs</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>enjoyed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>guess</td>
<td></td>
</tr>
</tbody>
</table>

Form the simple future by adding the helping verb will in front of the simple present. A suffix is one or more letters added to the end of a word to change its meaning.

Forming the Simple Past
To form the past tense, add –ed to the basic verb.
- sharpen—sharpened
- utter—uttered

If the basic verb ends in -e already, only add –d.
- rumble—rumbled
- shade—shaded

If the verb ends in a short vowel sound and a consonant, double the consonant and add –ed.
- scam—scammed
- thud—thudded

If the verb ends in -y following a consonant, change the y to i and add -ed
- cry—cried
- try—tried

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.

hugged

Annie leaped up and hugged her mother.
Alison walked to the ticket booth and picks up tickets for her first football game.

Her brother accompanied her to the game and will explain the rules.

The game will continue for a long time, and the players work hard.

The running back steals the ball and scored a touchdown!

Alison and her brother jump in the air and will cheer for the team.

It will be a fun trip home because her brother 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 ________ (storm) and ________ (rave) all by himself, walking up and down in his jewel-studded cavern and getting angrier all the time. Then he ________ (remember) that it was no fun being angry unless he had some one to frighten and make miserable, and he ________ (rush) 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!” ________ (shout) the angry monarch.

Kaliko ran out as fast as his spindle legs could carry his fat, round body, and soon the Chief Counselor ________ (enter) the cavern. The King ________ (scowl) 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,” declare 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 glare at his Counselor with a furious expression and tug at his own long white whiskers until he pull them so hard that he yell with pain.

“You are a fool!” he exclaim.

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

The King roar with rage and stamp his foot.

“Ho, there, my guards!” he cry. “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 lock him away. And the King pace 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

A verb in the present tense tells about something that happens in the present.
A verb in the future tense tells about something that will happen in the future.
A verb in the past tense tells about something that happened in the past.

study will study studied

Forming the Simple Past:
To form the past tense, add –ed to the basic verb.
If the basic verb ends in e already, only add –d.
If the verb ends in a short vowel sound and a consonant, double the consonant and add –ed.
If the verb ends in -y following a consonant, change the y to i and add -ed.

Exercise 14A: Forming the Simple Past and Simple Future Tenses
Form the simple past and simple future of the following regular verbs.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td></td>
<td></td>
</tr>
<tr>
<td>share</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>obey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>groan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kiss</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yesterday, I cried. I was crying for a long time.
Today, I learn. I am learning my grammar.
Tomorrow, I will celebrate. I will be celebrating all afternoon.

A progressive verb describes an ongoing or continuous action.
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

The progressive past tense uses the helping verbs *was* and *were*.
The progressive present tense uses the helping verbs *am, is,* and *are*.
The progressive future tense uses the helping verbs *will be*.

Spelling Rules for Adding *-ing*
If the verb ends in a short vowel sound and a consonant, double the consonant and add *-ing*.

  *skip*–skipping
  *drum*–drumming

If the verb ends in a long vowel sound plus a consonant and an *-e*, drop the *e* and add *-ing*.

  *smile*–smiling
  *trade*–trading

Exercise 14C: Forming the Past, Present, and Progressive Future Tenses
Complete the following chart. Be sure to use the spelling rules above.

<table>
<thead>
<tr>
<th></th>
<th>Progressive Past</th>
<th>Progressive Present</th>
<th>Progressive Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I run</td>
<td>I was running</td>
<td>I am running</td>
<td>I will be running</td>
</tr>
<tr>
<td>I chew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I grab</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I charge</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 14D: Simple and Progressive Tenses
Fill in the blanks with the correct form of the verb in parentheses.

The scientist Antoni van Leeuwenhoek ___________________ (progressive past of experiment) when he ___________________ (simple past of test) the water of the inland lake Berkelse Mere.

When he ___________________ (simple past of look) through his lens, he ___________________ (simple past of discover) that microscopic creatures ___________________ (progressive past of swim) in the water.
The French surgeon Ambroise Pare \textit{cauterized} (progressive past of \textit{cauterize}) wounds when he ran out of boiling oil.

He \textit{used} (simple past of \textit{use}) salve instead, but he \textit{remarked} (simple past of \textit{remark}) to another doctor, “In the morning, the wounds \textit{festered} (progressive future of \textit{fester}).”

In the morning, the wounds he \textit{treated} (simple past of \textit{treat}) with salve \textit{healed} (progressive past of \textit{heal}) better than the wounds that were treated with cauterization.

Johannes Kepler \textit{studied} (progressive past of \textit{study}) the orbit of Mars.

Finally, Kepler \textit{decided} (simple past of \textit{decide}) 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

A \textit{progressive verb describes an ongoing or continuous action}.

Yesterday, I was studying tenses.
Today, I am studying tenses.
Tomorrow, I will be studying something else!

NEWS BULLETIN!
A diamond theft occurred at the National Museum yesterday. The thief had already fled the scene when a security guard discovered that the diamond was missing.

A \textit{perfect verb describes an action which has been completed before another action takes place}.

I practiced my piano.
I was practicing my piano all day yesterday.
I had practiced my piano before I went to bed.
Perfect past verbs describe an action that was finished in the past before another action began.

Helping verb: had

Perfect present verbs describe an action that was completed before the present moment.

Helping verbs: have, has

Perfect future verbs describe an action that will be finished in the future before another action begins.

Helping verb: will have

**Exercise 15A: Perfect Tenses**

Fill in the blanks with the missing forms.

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Perfect Past</th>
<th>Perfect Present</th>
<th>Perfect Future</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I jogged</strong></td>
<td>I had jogged</td>
<td>I have jogged</td>
<td>I will have jogged</td>
</tr>
<tr>
<td><strong>I planted</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I refused</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I shrugged</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We cheered</strong></td>
<td>We had cheered</td>
<td>We have cheered</td>
<td>We will have cheered</td>
</tr>
<tr>
<td><strong>We sighed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>We managed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Simple Past | Perfect Past | Perfect Present | Perfect Future
---|---|---|---
We listened |  |  | 
He missed | He had missed | He has missed | He will have missed 
He knitted |  |  |  
He juggled |  |  |  
He 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.

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

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

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.

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

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

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 phrase 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.

**present**

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

**past**

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

**past**

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

**past**

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

**present**

**PRESENT**  
When the monsoon rages, the palm trees will bend close to the ground under the pressure of the wind and rain.

**past**

**PAST**  
Roopa had finished her food by now. She picked up her cup of chai tea, happy that she

**past**

**PAST**  
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

<table>
<thead>
<tr>
<th>go</th>
<th>run</th>
<th>are</th>
<th>know</th>
<th>make</th>
</tr>
</thead>
<tbody>
<tr>
<td>go-ed</td>
<td>run-ned</td>
<td>ar-ed</td>
<td>know-ed</td>
<td>mak-ed</td>
</tr>
<tr>
<td>went</td>
<td>ran</td>
<td>were</td>
<td>knew</td>
<td>made</td>
</tr>
</tbody>
</table>
Exercise 16A: Irregular Verb Forms: Simple Present, Simple Past, and Simple Future
Fill in the chart with the missing verb forms.

<table>
<thead>
<tr>
<th></th>
<th>Simple Past</th>
<th>Simple Present</th>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>will eat</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>will feel</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>wrote</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td>are</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>get</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>will have</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>go</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>kept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td>make</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>think</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>ran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td>will sing</td>
</tr>
<tr>
<td>It</td>
<td></td>
<td>speaks</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td>will know</td>
</tr>
<tr>
<td>They</td>
<td>swam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>write</td>
<td></td>
</tr>
</tbody>
</table>
The page contains information about verb tenses, with examples of simple past, simple present, and simple future. There are tables showing irregular verbs and their forms in progressive and perfect tenses. The text also includes an exercise to fill in the blanks for irregular verbs, progressive, and perfect tenses.
<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Progressive Past</th>
<th>Progressive Present</th>
<th>Progressive Future</th>
<th>Perfect Past</th>
<th>Perfect Present</th>
<th>Perfect Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>know</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>swim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>throw</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>become</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I yawn today. Yesterday, I yawned. Tomorrow, I will yawn.
I am yawning today. Yesterday, I was yawning. Tomorrow, I will be yawning.

A **progressive verb describes an ongoing or continuous action.**

I have yawned today already.
Yesterday, I had yawned before I had my dinner.
Tomorrow, I will have yawned by the time the sun goes down.

A **perfect verb describes an action which has been completed before another action takes place.**

**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 **lived** a strange race of beings, called by some gnomes, by some kobolds, by some goblins. There **was** a legend current in the country that at one time they **lived** above ground, and were very like other people. But for some reason or other, concerning which there were different legendary theories, the king **had laid** what they thought too severe taxes upon them, or **had required** observances of them they did not like, or **had begun** to treat them with more severity, in some way or
other, and impose stricter laws; and the consequence was that they had all disappeared from the face of the country. According to the legend, however, instead of going to some other country, they had all taken refuge in the subterranean caverns, whence they never came out but at night, and then seldom 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 had caught sight of any of them said that they had greatly altered in the course of generations; and no wonder, seeing they lived away from the sun, in cold and wet and dark places. —From *The Princess and the Goblin* by George MacDonald

had rejoiced
will have rejoiced

A phrase is a group of words serving a single grammatical function.

have greatly rejoiced
They will have all rejoiced

| have rejoiced | will have rejoiced |

The subject of the sentence is the main word or term that the sentence is about. The simple subject of the sentence is just the main word or term that the sentence is about. The predicate of the sentence tells something about the subject. The simple predicate of the sentence is the main verb along with any helping verbs. Part of speech is a term that explains what a word does. A noun names a person, place, thing, or idea. A pronoun takes the place of a noun. Part of the sentence is a term that explains how a word functions in a sentence. A verb shows an action, shows a state of being, links two words together, or helps another verb.

**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.  
One day an awkward accident happened.  
The princess had come out upon the lawn.  
She had almost reached her father.  
He was holding out his arms.  
A puff of wind blew her aside.  
We have fallen in!  
He was swimming with the princess.  
I have quite forgotten the date.  
By that time, they will have learned their lesson.  
She found her gravity!  
Down the narrow path they went.  
They reached the bottom in safety.

--- LESSON 18 ---

Verb Phrases

Person of the Verb

Conjugations

<table>
<thead>
<tr>
<th></th>
<th>Progressive Past</th>
<th>Progressive Present</th>
<th>Progressive Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I run</td>
<td>I was running</td>
<td>I am running</td>
<td>I will be running</td>
</tr>
<tr>
<td>You call</td>
<td>You were calling</td>
<td>You are calling</td>
<td>You will be calling</td>
</tr>
<tr>
<td>He jogs</td>
<td>He was jogging</td>
<td>He is jogging</td>
<td>He will be jogging</td>
</tr>
<tr>
<td>We fix</td>
<td>We were fixing</td>
<td>We are fixing</td>
<td>We will be fixing</td>
</tr>
<tr>
<td>They call</td>
<td>They were calling</td>
<td>They are calling</td>
<td>They will be calling</td>
</tr>
</tbody>
</table>
Persons of the Verb

<table>
<thead>
<tr>
<th>Persons of the Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>Second person</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it</td>
<td>they</td>
</tr>
</tbody>
</table>

Simple Tenses

Regular Verb, Simple Present

<table>
<thead>
<tr>
<th>Persons of the Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I pretend</td>
<td>we pretend</td>
</tr>
<tr>
<td>Second person</td>
<td>you pretend</td>
<td>you pretend</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it pretends</td>
<td>they pretend</td>
</tr>
<tr>
<td>First person</td>
<td>I wander</td>
<td>we wander</td>
</tr>
<tr>
<td>Second person</td>
<td>you wander</td>
<td>you wander</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it wanders</td>
<td>they wander</td>
</tr>
</tbody>
</table>

Regular Verb, Simple Past

<table>
<thead>
<tr>
<th>Persons of the Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I wandered</td>
<td>we wandered</td>
</tr>
<tr>
<td>Second person</td>
<td>you wandered</td>
<td>you wandered</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it wandered</td>
<td>they wandered</td>
</tr>
</tbody>
</table>

Regular Verb, Simple Future

<table>
<thead>
<tr>
<th>Persons of the Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will wander</td>
<td>we will wander</td>
</tr>
<tr>
<td>Second person</td>
<td>you will wander</td>
<td>you will wander</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it will wander</td>
<td>they will wander</td>
</tr>
</tbody>
</table>

Perfect Tenses

Regular Verb, Perfect Present

<table>
<thead>
<tr>
<th>Persons of the Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I have wandered</td>
<td>we have wandered</td>
</tr>
<tr>
<td>Second person</td>
<td>you have wandered</td>
<td>you have wandered</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it has wandered</td>
<td>they have wandered</td>
</tr>
</tbody>
</table>

Regular Verb, Perfect Past

<table>
<thead>
<tr>
<th>Persons of the Verb</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I had wandered</td>
<td>we had wandered</td>
</tr>
<tr>
<td>Second person</td>
<td>you had wandered</td>
<td>you had wandered</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it had wandered</td>
<td>they had wandered</td>
</tr>
</tbody>
</table>
Regular Verb, Perfect Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I will wander</td>
<td>we will wander</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you will wander</td>
<td>you will wander</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it will wander</td>
<td>they will wander</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shatter</td>
<td>it shatters</td>
</tr>
<tr>
<td>I skip</td>
<td>she _____________</td>
</tr>
<tr>
<td>I hike</td>
<td>he _____________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>we brush</td>
<td>he brushes</td>
</tr>
<tr>
<td>we hiss</td>
<td>it ______________</td>
</tr>
<tr>
<td>we catch</td>
<td>she ______________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I carry</td>
<td>it carries</td>
</tr>
<tr>
<td>I study</td>
<td>she ______________</td>
</tr>
<tr>
<td>I tally</td>
<td>he ______________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>we stray</td>
<td>it strays</td>
</tr>
<tr>
<td>we buy</td>
<td>he ______________</td>
</tr>
<tr>
<td>we play</td>
<td>she ______________</td>
</tr>
</tbody>
</table>
If a verb ends in \(-o\) after a consonant, form the plural by adding \(-es\).

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go</td>
<td>she goes</td>
</tr>
<tr>
<td>I do</td>
<td>it</td>
</tr>
<tr>
<td>I echo</td>
<td>he</td>
</tr>
</tbody>
</table>

**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/slow) 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 [walk] a long way—I have been walking these seven days.”

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

“He [go], sir,” replied Mrs. Bedwin.

“I consider, sir, that you [obtain] possession of that book under very suspicious and disreputable circumstances.”

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

“We [consider] your proposition, and we don’t approve of it.”
### LESSON 19

**Person of the Verb**

**Conjugations**

**State-of-Being Verbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Latin</th>
</tr>
</thead>
<tbody>
<tr>
<td>conjugate</td>
<td>conjugare</td>
</tr>
<tr>
<td>to join a verb to</td>
<td>con + jugare</td>
</tr>
<tr>
<td>each person in turn</td>
<td>with + to yoke</td>
</tr>
</tbody>
</table>

**Regular Verb, Simple Present**

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I conjugate</td>
<td>we conjugate</td>
</tr>
<tr>
<td>Second person</td>
<td>you conjugate</td>
<td>you conjugate</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it conjugates</td>
<td>they conjugate</td>
</tr>
</tbody>
</table>

**Regular Verb, Simple Past**

conjugated

**Regular Verb, Simple Future**

will conjugate

**Regular Verb, Perfect Present**

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I have conjugated</td>
<td>we have conjugated</td>
</tr>
<tr>
<td>Second person</td>
<td>you have conjugated</td>
<td>you have conjugated</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it has conjugated</td>
<td>they have conjugated</td>
</tr>
</tbody>
</table>

**Regular Verb, Perfect Past**

had conjugated

**Regular Verb, Perfect Future**

will have conjugated

**Regular Verb, Progressive Present**

am conjugating
State-of-Being Verb, Simple Present

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it is</td>
<td>they are</td>
</tr>
</tbody>
</table>

Exercise 19A: Forming Progressive Present Tenses
Fill in the blanks with the correct helping verbs.

Regular Verb, Progressive Present

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I ________ conjugating</td>
<td>we ________ conjugating</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you ________ conjugating</td>
<td>you ________ conjugating</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it ________ conjugating</td>
<td>they ________ conjugating</td>
</tr>
</tbody>
</table>

State-of-Being Verb, Simple Present

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it is</td>
<td>they are</td>
</tr>
</tbody>
</table>

State-of-Being Verb, Simple Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you were</td>
<td>you were</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it was</td>
<td>they were</td>
</tr>
</tbody>
</table>

State-of-Being Verb, Simple Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I will be</td>
<td>we will be</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you will be</td>
<td>you will be</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it will be</td>
<td>they will be</td>
</tr>
</tbody>
</table>

State-of-Being Verb, Perfect Present

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I have been</td>
<td>we have been</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you have been</td>
<td>you have been</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it has been</td>
<td>they have been</td>
</tr>
</tbody>
</table>
### State-of-Being Verb, Perfect Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I had been</td>
<td>we had been</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you had been</td>
<td>you had been</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it had been</td>
<td>they had been</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Perfect Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I will have been</td>
<td>we will have been</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you will have been</td>
<td>you will have been</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it will have been</td>
<td>they will have been</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Progressive Present

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I am being</td>
<td>we are being</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you are being</td>
<td>you are being</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it is being</td>
<td>they are being</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Progressive Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I was being</td>
<td>we were being</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you were being</td>
<td>you were being</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it was being</td>
<td>they were being</td>
</tr>
</tbody>
</table>

### State-of-Being Verb, Progressive Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I will be being</td>
<td>we will be being</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you will be being</td>
<td>you will be being</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it will be being</td>
<td>they will be being</td>
</tr>
</tbody>
</table>

### Exercise 19B: Forming Progressive Present, Past, and Future Tenses

#### Regular Verb, Progressive Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I _________ conjugating</td>
<td>we _________ conjugating</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you _________ conjugating</td>
<td>you _________ conjugating</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it ______ conjugating</td>
<td>they _________ conjugating</td>
</tr>
</tbody>
</table>
### Regular Verb, Progressive Future

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I ________ conjugating</td>
<td>we ________ conjugating</td>
</tr>
<tr>
<td>Second person</td>
<td>you ________ conjugating</td>
<td>you ________ conjugating</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it ______ conjugating</td>
<td>they ________ conjugating</td>
</tr>
</tbody>
</table>

### LESSON 20

#### Irregular State-of-Being Verbs

**Helping Verbs**

**Forms of the State-of-Being Verb *Am***

**Simple Present**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I am</td>
<td>we</td>
</tr>
<tr>
<td>Second person</td>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td>Third person</td>
<td>He, she, it is</td>
<td>they are</td>
</tr>
</tbody>
</table>

**Simple Past**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td>Second person</td>
<td>you were</td>
<td>you were</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it was</td>
<td>they were</td>
</tr>
</tbody>
</table>

**Simple Future**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will be</td>
<td>we will be</td>
</tr>
<tr>
<td>Second person</td>
<td>you will be</td>
<td>you will be</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it will be</td>
<td>they will be</td>
</tr>
</tbody>
</table>

**Perfect Present**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I have been</td>
<td>we have been</td>
</tr>
<tr>
<td>Second person</td>
<td>you have been</td>
<td>you have been</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it has been</td>
<td>they have been</td>
</tr>
</tbody>
</table>
Perfect Past

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I had been</td>
<td>we had been</td>
</tr>
<tr>
<td>Second person</td>
<td>you had been</td>
<td>you had been</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it had been</td>
<td>they had been</td>
</tr>
</tbody>
</table>

Perfect Future

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will have been</td>
<td>we will have been</td>
</tr>
<tr>
<td>Second person</td>
<td>you will have been</td>
<td>you will have been</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it will have been</td>
<td>they will have been</td>
</tr>
</tbody>
</table>

Progressive Present

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I am being</td>
<td>we are being</td>
</tr>
<tr>
<td>Second person</td>
<td>you are being</td>
<td>you are being</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it is being</td>
<td>they are being</td>
</tr>
</tbody>
</table>

Progressive Past

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I was being</td>
<td>we were being</td>
</tr>
<tr>
<td>Second person</td>
<td>You were being</td>
<td>you were being</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it was being</td>
<td>they were being</td>
</tr>
</tbody>
</table>

Progressive Future

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will be being</td>
<td>we will be being</td>
</tr>
<tr>
<td>Second person</td>
<td>you will be being</td>
<td>you will be being</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it will be being</td>
<td>they will be being</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I have</td>
<td>we __________</td>
</tr>
<tr>
<td>Second person</td>
<td>you __________</td>
<td>you __________</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it __________</td>
<td>they __________</td>
</tr>
</tbody>
</table>
Week 5: More About Verbs

Simple Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I __________</td>
<td>we ________</td>
</tr>
<tr>
<td>Second person</td>
<td>you __________</td>
<td>you ________</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it __________</td>
<td>they had</td>
</tr>
</tbody>
</table>

Simple Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I will __________</td>
<td>we ________</td>
</tr>
<tr>
<td>Second person</td>
<td>you __________</td>
<td>you ________</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it __________</td>
<td>they ________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I do</td>
<td>we ________</td>
</tr>
<tr>
<td>Second person</td>
<td>you __________</td>
<td>you ________</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it __________</td>
<td>they ________</td>
</tr>
</tbody>
</table>

Simple Past

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I __________</td>
<td>we ________</td>
</tr>
<tr>
<td>Second person</td>
<td>you __________</td>
<td>you ________</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it __________</td>
<td>they ________</td>
</tr>
</tbody>
</table>
Week 5: More About Verbs

Simple Future

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I will _______</td>
<td>we _______</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you _______</td>
<td>you _______</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he, she, it _______</td>
<td>they _______</td>
</tr>
<tr>
<td>I will be</td>
<td>I shall be</td>
<td>I shall be!</td>
</tr>
<tr>
<td>You will run</td>
<td>You will run</td>
<td>You shall run!</td>
</tr>
<tr>
<td>He, she, it will sing</td>
<td>He, she, it will sing</td>
<td>He, she, it shall sing!</td>
</tr>
<tr>
<td>We will eat</td>
<td>We shall eat</td>
<td>We shall eat!</td>
</tr>
<tr>
<td>You will shout</td>
<td>You will shout</td>
<td>You shall shout!</td>
</tr>
<tr>
<td>They will cavort</td>
<td>They will cavort</td>
<td>They shall cavort!</td>
</tr>
</tbody>
</table>

I will go to bed early.
When I was young, I **would** always go to bed early.

I **would** like to go to bed early.
I **should** probably go to bed now.

I **would** eat the chocolate caramel truffle.
I **should** eat the chocolate caramel truffle.
I **may** eat the chocolate caramel truffle.
I **might** eat the chocolate caramel truffle.
I **must** eat the chocolate caramel truffle.
I **can** eat the chocolate caramel truffle.
I **could** eat the chocolate caramel truffle.

*Am, is, are, was, were, be, being,* and *been* are forms of the verb *am.*
*Have, has,* and *had* are forms of the verb *has.*
*Do, does,* and *did* are forms of the verb *do.*
*Shall* and *will* are different forms of the same verb.
*Should, would, may, might, must, can,* and *could* express hypothetical situations.
## WEEK 6

### Nouns and Verbs in Sentences

--- LESSON 21 ---

**Person of the Verb**

**Conjugations**

**Noun-Verb/Subject-Predicate Agreement**

#### Simple Present

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I enjoy</td>
<td>we enjoy</td>
</tr>
<tr>
<td>Second</td>
<td>you enjoy</td>
<td>you enjoy</td>
</tr>
<tr>
<td>Third</td>
<td>he, she, it enjoys</td>
<td>they enjoy</td>
</tr>
</tbody>
</table>

#### Perfect Past

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I had been</td>
<td>we had been</td>
</tr>
<tr>
<td>Second</td>
<td>you had been</td>
<td>you had been</td>
</tr>
<tr>
<td>Third</td>
<td>he, she, it had been</td>
<td>they had been</td>
</tr>
</tbody>
</table>

#### Progressive Future

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I will be running</td>
<td>we will be running</td>
</tr>
<tr>
<td>Second</td>
<td>you will be running</td>
<td>you will be running</td>
</tr>
<tr>
<td>Third</td>
<td>he, she, it will be running</td>
<td>they will be running</td>
</tr>
</tbody>
</table>

### Complete Conjugation of a Regular Verb

#### Simple Present

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>I grab</td>
<td>we grab</td>
</tr>
<tr>
<td>Second</td>
<td>you grab</td>
<td>you grab</td>
</tr>
<tr>
<td>Third</td>
<td>he, she, it grabs</td>
<td>they grab</td>
</tr>
</tbody>
</table>
**Week 6: Nouns and Verbs in Sentences**

**Simple Past**
I grabbed, etc.

**Simple Future**
I will grab, etc.

**Perfect Present**

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I have grabbed</td>
<td>we have grabbed</td>
</tr>
<tr>
<td>Second person</td>
<td>you have grabbed</td>
<td>you have grabbed</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it <strong>has grabbed</strong></td>
<td>they have grabbed</td>
</tr>
</tbody>
</table>

**Perfect Past**
I had grabbed, etc.

**Perfect Future**
I will have grabbed, etc.

**Progressive Present**

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I <strong>am grabbing</strong></td>
<td>we are grabbing</td>
</tr>
<tr>
<td>Second person</td>
<td>you are grabbing</td>
<td>you are grabbing</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it <strong>is grabbing</strong></td>
<td>they are grabbing</td>
</tr>
</tbody>
</table>

**Progressive Past**

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I <strong>was grabbing</strong></td>
<td>we were grabbing</td>
</tr>
<tr>
<td>Second person</td>
<td>you were grabbing</td>
<td>you were grabbing</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it <strong>was grabbing</strong></td>
<td>they were grabbing</td>
</tr>
</tbody>
</table>

**Progressive Future**
I will be grabbing, etc.

**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.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular/Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>(do/does) love to fly.</td>
</tr>
<tr>
<td>He</td>
<td>(was/were) seeing one ray beyond the spectrum.</td>
</tr>
</tbody>
</table>
We (has/had) better fly.

You (is/are) beginning to drop out of the air.

It (is/are) confusing to keep up with you.

I (was/were) a fish.

You (has/have) to glide in at stalling speed all the way.

They (prefer/prefers) to do their hunting then.

---

**Simple Present**

<table>
<thead>
<tr>
<th><strong>Third person</strong></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>He, she, it</td>
<td>grabs</td>
<td>They grab</td>
</tr>
<tr>
<td>The man grabs</td>
<td></td>
<td>The men grab</td>
</tr>
<tr>
<td>The woman grabs</td>
<td></td>
<td>The women grab</td>
</tr>
<tr>
<td>The eagle grabs</td>
<td></td>
<td>The eagles grab</td>
</tr>
</tbody>
</table>

**Perfect Present**

<table>
<thead>
<tr>
<th><strong>Third person</strong></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>He, she, it</td>
<td>has grabbed</td>
<td>They have grabbed</td>
</tr>
<tr>
<td>The boy has</td>
<td></td>
<td>The boys have grabbed</td>
</tr>
<tr>
<td>The girl has</td>
<td></td>
<td>The girls have grabbed</td>
</tr>
<tr>
<td>The bear has</td>
<td></td>
<td>The bears have grabbed</td>
</tr>
</tbody>
</table>

**Progressive Present**

<table>
<thead>
<tr>
<th><strong>Third person</strong></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>He, she, it</td>
<td>is grabbing</td>
<td>They are grabbing</td>
</tr>
<tr>
<td>The father is</td>
<td></td>
<td>The fathers are grabbing</td>
</tr>
<tr>
<td>The mother is</td>
<td></td>
<td>The mothers are grabbing</td>
</tr>
<tr>
<td>The baby is</td>
<td></td>
<td>The babies are grabbing</td>
</tr>
</tbody>
</table>

**Progressive Past**

<table>
<thead>
<tr>
<th><strong>Third person</strong></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>He, she, it</td>
<td>was grabbing</td>
<td>They were grabbing</td>
</tr>
<tr>
<td>The king was</td>
<td></td>
<td>The kings were grabbing</td>
</tr>
<tr>
<td>The queen was</td>
<td></td>
<td>The queens were grabbing</td>
</tr>
<tr>
<td>The dragon was</td>
<td></td>
<td>The dragons were grabbing</td>
</tr>
</tbody>
</table>

**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**

A collective noun names a group of people, animals, or things.

**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.

<table>
<thead>
<tr>
<th>Description</th>
<th>Collective Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother, father, sister, brother</td>
<td>The family</td>
<td>eats</td>
</tr>
<tr>
<td>nine baseball players</td>
<td>The _________</td>
<td>_________</td>
</tr>
</tbody>
</table>
many students learning together  The _________ _________ the test.

people playing different musical instruments  The _________ _________ the piece.

52 playing cards  The _________ _________ incomplete.

many mountains  The _________ _________ high and icy.

a group of stars that forms a picture  The _________ _________ 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.

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

   **Singular Noun**   **Plural Noun**
   
   desk          desks
   willow
   spot
   tree

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

   **Singular Noun**   **Plural Noun**
   
   mess          messes
   splash
   ditch
   fox
   buzz
3. If a noun ends in \(-y\) after a consonant, change the \(y\) to \(i\) and add \(-es\).

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>families</td>
</tr>
<tr>
<td>salary</td>
<td></td>
</tr>
<tr>
<td>baby</td>
<td></td>
</tr>
<tr>
<td>hobby</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>donkey</td>
<td></td>
</tr>
<tr>
<td>valley</td>
<td></td>
</tr>
<tr>
<td>guy</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>shelf</td>
<td></td>
</tr>
<tr>
<td>wife</td>
<td></td>
</tr>
<tr>
<td>thief</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheriff</td>
<td>sheriffs</td>
</tr>
<tr>
<td>cliff</td>
<td>cliffs</td>
</tr>
<tr>
<td>tariff</td>
<td></td>
</tr>
</tbody>
</table>
5c. Some words that end in a single -f can form their plurals either way.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>scarf</td>
<td>scarfs/scarves</td>
</tr>
<tr>
<td>hoof</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>patio</td>
<td>patios</td>
</tr>
<tr>
<td>radio</td>
<td></td>
</tr>
<tr>
<td>rodeo</td>
<td></td>
</tr>
<tr>
<td>zoo</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>hero</td>
<td></td>
</tr>
<tr>
<td>volcano</td>
<td></td>
</tr>
<tr>
<td>echo</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>piano</td>
<td>pianos</td>
</tr>
<tr>
<td>burrito</td>
<td></td>
</tr>
<tr>
<td>kimono</td>
<td></td>
</tr>
<tr>
<td>solo</td>
<td></td>
</tr>
<tr>
<td>soprano</td>
<td></td>
</tr>
</tbody>
</table>
7. Irregular plurals don’t follow any of these rules!

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Irregular Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>deer</td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
</tbody>
</table>

**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) ______ are as much entitled to a biographical dictionary of their own as are (clergyman) ____________, (race-horse) ____________, or (artist) ________.

Have not the medical (man) _______ their Directory, the (lawyer) _______ their List, the (peer) _______ their Peerage? There are (book) _______ which record the (particular) ____________ of (musician) ____________, (dog) ________, and even white (mouse) ________. 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) ________, the (hobby) ________, and the (marriage) ____________ of all the most distinguished (person) ________ 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) _________ 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) _________ 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) _________! Even during the years when piracy was at its height, the pirates are utterly swamped by the (theologian) _____________. Can it be that these two (profession) _________ 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) ____________, (corsair) _________, and other (sea-rover) ____________ 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) _________ were laid up and (navy) _________ reduced, thus flooding the countryside with begging and starving (seaman) _____________. 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) ________ were asked and no (money) ________ paid, but every hand on board had a share in the adventure.

— LESSON 23 —

An apostrophe is a punctuation mark that shows possession. It turns a noun into an adjective that tells whose.

Possessive adjectives tell whose.

An adjective modifies a noun or pronoun. Adjectives tell what kind, which one, how many, and whose. Descriptive adjectives tell what kind. A descriptive adjective becomes an abstract noun when you add -ness to it.

Form the possessive of a singular noun by adding an apostrophe and the letter -s.

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.

<table>
<thead>
<tr>
<th>Example:</th>
<th>Aunt Catherine</th>
<th>Aunt Catherine’s</th>
<th>coffee mug</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>pickup truck</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>anteater</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>knitting needles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>bus ticket to Seattle,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Washington</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>cat food</td>
</tr>
</tbody>
</table>
Form the possessive of a plural noun ending in -s by adding an apostrophe only.

Form the possessive of a plural noun that does not end in -s as if it were a singular noun.

**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.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Singular Possessive</th>
<th>Plural</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>plant</td>
<td>plant’s</td>
<td>plants</td>
<td>plants’</td>
</tr>
<tr>
<td>child</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pirate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>match</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sheep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tortilla</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>galley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>video</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ox</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronoun(s)</th>
<th>Possessive Adjective</th>
<th>Pronoun(s)</th>
<th>Possessive Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>my</td>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>he, she, it</td>
<td>his, her, its</td>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INCORRECT</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’s book</td>
<td>my book</td>
</tr>
<tr>
<td>you’s candy</td>
<td>your candy</td>
</tr>
<tr>
<td>he’s hat</td>
<td>his hat</td>
</tr>
<tr>
<td>she’s necklace</td>
<td>her necklace</td>
</tr>
<tr>
<td>it’s nest</td>
<td>its nest</td>
</tr>
</tbody>
</table>
we’s lesson        our lesson
they’s problem     their problem

**Contraction**  **Meaning**
he’s            he is
she’s           she is
it’s            it is
you’re          you are
they’re         they are

A contraction is a combination of two words with some of the letters dropped out.

**Exercise 23C: Common Contractions**
Drop the letters in grey print and write the contraction on the blank. The first is done for you.

<table>
<thead>
<tr>
<th>Full Form</th>
<th>Common Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m_________</td>
</tr>
<tr>
<td>he is</td>
<td>___________</td>
</tr>
<tr>
<td>we are</td>
<td>___________</td>
</tr>
<tr>
<td>you have</td>
<td>___________</td>
</tr>
<tr>
<td>she has</td>
<td>___________</td>
</tr>
<tr>
<td>they had</td>
<td>___________</td>
</tr>
<tr>
<td>he will</td>
<td>___________</td>
</tr>
<tr>
<td>you would</td>
<td>___________</td>
</tr>
<tr>
<td>let us</td>
<td>___________</td>
</tr>
<tr>
<td>is not</td>
<td>___________</td>
</tr>
<tr>
<td>were not</td>
<td>___________</td>
</tr>
<tr>
<td>do not</td>
<td>___________</td>
</tr>
<tr>
<td>can not</td>
<td>___________</td>
</tr>
<tr>
<td>you are</td>
<td>___________</td>
</tr>
</tbody>
</table>
A contraction is a combination of two words with some of the letters dropped out.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Meaning</th>
<th>Not the Same as</th>
</tr>
</thead>
<tbody>
<tr>
<td>he’s</td>
<td>he is</td>
<td>his</td>
</tr>
<tr>
<td>she’s</td>
<td>she is</td>
<td>her</td>
</tr>
<tr>
<td>it’s</td>
<td>it is</td>
<td>its</td>
</tr>
<tr>
<td>you’re</td>
<td>you are</td>
<td>your</td>
</tr>
<tr>
<td>they’re</td>
<td>they are</td>
<td>their</td>
</tr>
</tbody>
</table>

It’s hard for a hippopotamus to see its feet.
*It is hard for a hippopotamus to see its feet.*
*It’s hard for a hippopotamus to see it is feet.*

You’re fond of your giraffe.
*You are fond of your giraffe.*
*You’re fond of you are giraffe.*

They’re searching for their zebra.
*They are searching for their zebra.*
*They’re searching for they are zebra.*

**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/Lts) not fair that (she’s/hers) always using (your/you’re) pencils instead of (she’s/hers).

A compound noun is a single noun composed of two or more words.

One word  
shipwreck, haircut, chalkboard

Hyphenated word  
self-confidence, check-in, pinch-hitter

Two or more words  
air conditioning, North Dakota, The Prince and the Pauper

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 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.

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

passerby  passesby  passerbys

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

truckful  trucksful  truckfuls

If neither element of the compound noun is a noun, pluralize the entire word.

grown-up  grows-up  grown-ups

If the compound noun includes more than one noun, choose the most important to pluralize.

attorney at law  attorneys at law  attorney at laws

Exercise 24C: Plurals of Compound Nouns
Write the plural of each singular compound noun in parentheses in the blanks to complete the sentences.

Both of our (brother-in-law) __________________________ are (chef de cuisine)

________________________________________ at Ethiopian restaurants in Washington, D.C.
All three (sergeant major) have testified at multiple (court-martial).

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

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

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

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

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

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

— 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.

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

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

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).

It is time to talk about silent letters.

They are the ones that creep sneakily into words at the beginning, middle, or end when you are not expecting them.

What are you doing there, silent letters!

You frightened me!

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

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

Then other people thought it would be good if English looked more like Latin, so a b, for example, was dumped back into the word doubt, even though it had been taken out
because no one pronounced it that way anymore.

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

They *came* from ancient Greek words.

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

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

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.

<table>
<thead>
<tr>
<th>PERSON: ___________</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>she</td>
<td>she</td>
<td>she will wiggle</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>she</td>
<td>she</td>
<td>she</td>
</tr>
<tr>
<td>PERFECT</td>
<td>she had wiggled</td>
<td>she</td>
<td>she</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSON: ___________</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>I shuffled</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>I</td>
<td>I</td>
<td>I will be shuffling</td>
</tr>
<tr>
<td>PERFECT</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSON: ___________</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>you itched</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>you</td>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>PERFECT</td>
<td>you</td>
<td>you</td>
<td>you will have itched</td>
</tr>
</tbody>
</table>
**PERSON:**

<table>
<thead>
<tr>
<th>PERSON:</th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>they</td>
<td>they sneeze</td>
<td>they</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>they</td>
<td>they</td>
<td>they</td>
</tr>
<tr>
<td>PERFECT</td>
<td>they had sneezed</td>
<td>they</td>
<td>they</td>
</tr>
</tbody>
</table>

**Review 2C: Person and Subject/Verb Agreement**

Circle the correct verb in parentheses.


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 on 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.”

__________  ___________  ___________

__________  ___________  ___________

**Review 2E: Plurals and Possessives**
Write the correct possessive, plural, and plural possessive forms for the following nouns.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Possessive</th>
<th>Plural</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghost</td>
<td>_________</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>
How do I dare hope to teach this child—Helen—when ________ (I have) never taught a child who can see and hear? ________ (I have) only just graduated from the Perkins Institution for the Blind myself. Worse, ________ (it is) not simply that Helen ________ (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 ________ (is not) impossible; Perkins’s famous Dr. Howe taught my own cottage mate Laura Bridgeman to communicate half a century ago, and ________ (she is) both deaf and blind. Even so, ________ (I am) afraid . . .

More than that, ________ (I am) afraid Helen’s family expects too much from me. If ________ (they have) read the newspaper articles about Laura, ________ (they are) prepared for a miracle. They ________ (do not) know Laura’s “miraculous” education was hardly perfect . . .
If the Kellers are hoping for another Laura Bridgeman, I ________ (do not) know how I—an untrained Irish orphan—can please them. I ________ (cannot) tell them there may never be another Laura Bridgeman . . .

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

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
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 2
    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 8
    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 Diagramming Subjects and Predicates ............................. 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

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

Exercise 15A: Perfect Tenses ................................................ 25
Exercise 15B: Identifying Perfect Tenses ...................................... 26
Exercise 15C: Perfect, Progressive, and Simple Tenses ......................... 26

Exercise 16A: Irregular Verb Forms: Simple Present, Simple Past, and Simple Future .................................................. 27
Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses ..................... 28
Table of Contents

Week 5: More About Verbs ......................................................... 30
  LESSON 17: Simple, Progressive, and Perfect Tenses, Subjects and Predicat
  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 *Have* ......................... 34
  Exercise 20B: Simple Tenses of the Verb *Do* ............................. 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
<table>
<thead>
<tr>
<th>Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives</th>
<th>48</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 26: Compound Subjects, The Conjunction “And”, Compound Predicates, Compound Subject-Predicate Agreement</td>
<td>49</td>
</tr>
<tr>
<td>Exercise 26A: Identifying Subjects, Predicates, and Conjunctions</td>
<td>49</td>
</tr>
<tr>
<td>Exercise 26B: Diagramming Compound Subjects and Predicates</td>
<td>50</td>
</tr>
<tr>
<td>Exercise 26C: Forming Compound Subjects and Verbs</td>
<td>50</td>
</tr>
<tr>
<td>Exercise 26D: Subject-Verb Agreement with Compound Subjects</td>
<td>51</td>
</tr>
<tr>
<td>LESSON 27: Coordinating Conjunctions, Complications in Subject-Predicate Agreement</td>
<td>51</td>
</tr>
<tr>
<td>Exercise 27A: Using Conjunctions</td>
<td>51</td>
</tr>
<tr>
<td>Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects</td>
<td>52</td>
</tr>
<tr>
<td>Exercise 27C: Fill in the Verb</td>
<td>52</td>
</tr>
<tr>
<td>LESSON 28: Further Complications in Subject-Predicate Agreement</td>
<td>53</td>
</tr>
<tr>
<td>Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects</td>
<td>53</td>
</tr>
<tr>
<td>Exercise 28B: Correct Verb Tense and Number</td>
<td>53</td>
</tr>
<tr>
<td>Week 8: Introduction to Objects</td>
<td>54</td>
</tr>
<tr>
<td>LESSON 29: Action Verbs, Direct Objects</td>
<td>54</td>
</tr>
<tr>
<td>Exercise 29A: Direct Objects</td>
<td>54</td>
</tr>
<tr>
<td>Exercise 29B: Diagramming Direct Objects</td>
<td>54</td>
</tr>
<tr>
<td>LESSON 30: Direct Objects, Prepositions</td>
<td>55</td>
</tr>
<tr>
<td>Exercise 30A: Identifying Prepositions</td>
<td>55</td>
</tr>
<tr>
<td>Exercise 30B: Word Relationships</td>
<td>56</td>
</tr>
<tr>
<td>Exercise 30C: Diagramming Direct Objects</td>
<td>56</td>
</tr>
<tr>
<td>LESSON 31: Definitions Review, Prepositional Phrases, Object of the Preposition</td>
<td>57</td>
</tr>
<tr>
<td>Exercise 31A: Objects of Prepositional Phrases</td>
<td>57</td>
</tr>
<tr>
<td>Exercise 31B: Identifying Prepositional Phrases</td>
<td>57</td>
</tr>
<tr>
<td>Exercise 31C: Remembering Prepositions</td>
<td>57</td>
</tr>
<tr>
<td>LESSON 32: Subjects, Predicates, and Direct Objects, Prepositions, Object of the Preposition, Prepositional Phrases</td>
<td>58</td>
</tr>
<tr>
<td>Exercise 32A: Identifying Prepositional Phrases and Parts of Sentences</td>
<td>58</td>
</tr>
<tr>
<td>Exercise 32B: Diagramming</td>
<td>59</td>
</tr>
<tr>
<td>Week 9: Adverbs</td>
<td>60</td>
</tr>
<tr>
<td>LESSON 33: Adverbs That Tell How</td>
<td>60</td>
</tr>
<tr>
<td>Exercise 33A: Identifying Adverbs That Tell How</td>
<td>60</td>
</tr>
<tr>
<td>Exercise 33B: Forming Adverbs from Adjectives</td>
<td>60</td>
</tr>
<tr>
<td>Exercise 33C: Diagramming Adverbs</td>
<td>61</td>
</tr>
<tr>
<td>LESSON 34: Adverbs That Tell When, Where, and How Often</td>
<td>61</td>
</tr>
<tr>
<td>Exercise 34A: Telling When</td>
<td>61</td>
</tr>
<tr>
<td>Exercise 34B: Distinguishing Among Different Types of Adverbs</td>
<td>61</td>
</tr>
<tr>
<td>Exercise 34C: Identifying Adverbs of Different Types</td>
<td>62</td>
</tr>
<tr>
<td>Exercise 34D: Diagramming Different Types of Adverbs</td>
<td>62</td>
</tr>
<tr>
<td>LESSON 35: Adverbs That Tell To What Extent</td>
<td>63</td>
</tr>
<tr>
<td>Exercise 35A: Identifying the Words Modified by Adverbs</td>
<td>63</td>
</tr>
<tr>
<td>Exercise 35B: Diagramming Different Types of Adverbs</td>
<td>64</td>
</tr>
<tr>
<td>LESSON 36: Adjectives and Adverbs, The Adverb “Not”, Diagramming Contractions, Diagramming Compound Adjectives and Compound Adverbs</td>
<td>64</td>
</tr>
<tr>
<td>Exercise 36A: Practice in Diagramming</td>
<td>64</td>
</tr>
<tr>
<td>REVIEW 3: (Weeks 7-9)</td>
<td>66</td>
</tr>
<tr>
<td>Review 3A: Parts of Speech</td>
<td>66</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Review 3B: Recognizing Prepositions</td>
<td>67</td>
</tr>
<tr>
<td>Review 3C: Subjects and Predicates</td>
<td>67</td>
</tr>
<tr>
<td>Review 3D: Complicated Subject-Verb Agreement</td>
<td>67</td>
</tr>
<tr>
<td>Review 3E: Objects and Prepositions</td>
<td>68</td>
</tr>
<tr>
<td><strong>Week 10: Completing the Sentence</strong></td>
<td>69</td>
</tr>
<tr>
<td>LESSON 37: Direct Objects, Indirect Objects</td>
<td>69</td>
</tr>
<tr>
<td>Exercise 37A: Identifying Direct Objects</td>
<td>69</td>
</tr>
<tr>
<td>Exercise 37B: Identifying Direct Objects, Indirect Objects, and Objects of Prepositions</td>
<td>69</td>
</tr>
<tr>
<td>Exercise 37C: Diagramming Direct Objects and Indirect Objects</td>
<td>69</td>
</tr>
<tr>
<td>LESSON 38: State-of-Being Verbs, Linking Verbs, Predicate Adjectives</td>
<td>70</td>
</tr>
<tr>
<td>Exercise 38A: Action Verbs and Linking Verbs</td>
<td>70</td>
</tr>
<tr>
<td>Exercise 38B: Diagramming Direct Objects and Predicate Adjectives</td>
<td>71</td>
</tr>
<tr>
<td>LESSON 39: Linking Verbs, Predicate Adjectives, Predicate Nominatives</td>
<td>72</td>
</tr>
<tr>
<td>Exercise 39A: Finding Predicate Nominatives and Adjectives</td>
<td>72</td>
</tr>
<tr>
<td>Exercise 39B: Distinguishing Between Predicate Nominatives and Adjectives</td>
<td>72</td>
</tr>
<tr>
<td>Exercise 39C: Diagramming</td>
<td>73</td>
</tr>
<tr>
<td>LESSON 40: Predicate Adjectives and Predicate Nominatives, Pronouns as Predicate Nominatives, Object Complements</td>
<td>73</td>
</tr>
<tr>
<td>Exercise 40A: Reviewing Objects and Predicate Adjectives and Nominatives</td>
<td>74</td>
</tr>
<tr>
<td>Exercise 40B: Parts of the Sentence</td>
<td>74</td>
</tr>
<tr>
<td>Exercise 40C: Diagramming</td>
<td>75</td>
</tr>
<tr>
<td><strong>Week 11: More About Prepositions</strong></td>
<td>76</td>
</tr>
<tr>
<td>LESSON 41: Prepositions and Prepositional Phrases, Adjective Phrases</td>
<td>76</td>
</tr>
<tr>
<td>Exercise 41A: Identifying Adjective Phrases</td>
<td>76</td>
</tr>
<tr>
<td>Exercise 41B: Diagramming Adjective Phrases/Review</td>
<td>76</td>
</tr>
<tr>
<td>LESSON 42: Adjective Phrases, Adverb Phrases</td>
<td>78</td>
</tr>
<tr>
<td>Exercise 42A: Identifying Adverb Phrases</td>
<td>78</td>
</tr>
<tr>
<td>Exercise 42B: Diagramming Adverb Phrases</td>
<td>78</td>
</tr>
<tr>
<td>LESSON 43: Definitions Review, Adjective and Adverb Phrases, Misplaced Modifiers</td>
<td>79</td>
</tr>
<tr>
<td>Exercise 43A: Distinguishing Between Adjective and Adverb Phrases</td>
<td>79</td>
</tr>
<tr>
<td>Exercise 43B: Correcting Misplaced Modifiers</td>
<td>80</td>
</tr>
<tr>
<td>LESSON 44: Adjective and Adverb Phrases, Prepositional Phrases Acting as Other Parts of Speech</td>
<td>81</td>
</tr>
<tr>
<td>Exercise 44A: Prepositional Phrases Acting as Other Parts of Speech</td>
<td>81</td>
</tr>
<tr>
<td>Exercise 44B: Diagramming</td>
<td>81</td>
</tr>
<tr>
<td><strong>Week 12: Advanced Verbs</strong></td>
<td>83</td>
</tr>
<tr>
<td>LESSON 45: Linking Verbs, Linking/Action Verbs</td>
<td>83</td>
</tr>
<tr>
<td>Exercise 45A: Distinguishing Between Action Verbs and Linking Verbs</td>
<td>83</td>
</tr>
<tr>
<td>Exercise 45B: Distinguishing Among Different Kinds of Nouns</td>
<td>84</td>
</tr>
<tr>
<td>Exercise 45C: Diagramming Action Verbs and Linking Verbs</td>
<td>84</td>
</tr>
<tr>
<td>LESSON 46: Conjugations, Irregular Verbs, Principal Parts of Verbs</td>
<td>84</td>
</tr>
<tr>
<td>Exercise 46A: Forming Simple, Perfect, and Progressive Tenses</td>
<td>84</td>
</tr>
<tr>
<td>Exercise 46B: Latin Roots</td>
<td>86</td>
</tr>
<tr>
<td>Exercise 46C: Principal Parts of Verbs</td>
<td>86</td>
</tr>
<tr>
<td>Exercise 46D: Distinguishing Between First and Second Principal Parts</td>
<td>86</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>47</td>
<td>Linking Verbs, Principal Parts, Irregular Verbs</td>
</tr>
<tr>
<td>48</td>
<td>Linking Verbs, Principal Parts, Irregular Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 48A: Principal Parts</td>
</tr>
<tr>
<td></td>
<td>Exercise 48B: Forming Correct Past Participles</td>
</tr>
<tr>
<td></td>
<td>Exercise 48C: Forming Correct Past Tenses</td>
</tr>
<tr>
<td></td>
<td>Exercise 48D: Proofreading for Irregular Verb Usage</td>
</tr>
<tr>
<td></td>
<td>Exercise 48E: Diagramming</td>
</tr>
<tr>
<td></td>
<td>Review 4: (Weeks 10-12)</td>
</tr>
<tr>
<td></td>
<td>Review 4A: Action vs. Linking Verbs</td>
</tr>
<tr>
<td></td>
<td>Review 4B: Predicate Adjectives and Predicate Nominatives</td>
</tr>
<tr>
<td></td>
<td>Review 4C: Adjective and Adverb Phrases</td>
</tr>
<tr>
<td></td>
<td>Review 4D: Forming Principal Parts</td>
</tr>
<tr>
<td></td>
<td>Review 4E: Irregular Verbs</td>
</tr>
<tr>
<td></td>
<td>Review 4F: Misplaced Modifiers</td>
</tr>
<tr>
<td></td>
<td>Review 4G: Diagramming</td>
</tr>
<tr>
<td></td>
<td>Week 13: Advanced Pronouns</td>
</tr>
<tr>
<td></td>
<td>Lesson 49: Personal Pronouns, Antecedents, Possessive Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 49A: Personal Pronouns and Antecedents</td>
</tr>
<tr>
<td></td>
<td>Exercise 49B: Identifying Possessive Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 49C: Using Possessive Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 49D: Diagramming Pronouns</td>
</tr>
<tr>
<td></td>
<td>Lesson 50: Pronoun Case</td>
</tr>
<tr>
<td></td>
<td>Exercise 50A: Subject and Object Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 50B: Using Personal Pronouns Correctly</td>
</tr>
<tr>
<td></td>
<td>Exercise 50C: Diagramming Personal Pronouns</td>
</tr>
<tr>
<td></td>
<td>Lesson 51: Indefinite Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 51A: Identifying Indefinite Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 51B: Subject-Verb Agreement: Indefinite Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 51C: Diagramming Indefinite Pronouns</td>
</tr>
<tr>
<td></td>
<td>Lesson 52: Personal Pronouns, Indefinite Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 52A: Subject and Object Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 52B: Possessive and Indefinite Pronouns</td>
</tr>
<tr>
<td></td>
<td>Exercise 52C: Writing Sentences From Diagrams</td>
</tr>
<tr>
<td></td>
<td>Week 14: Active and Passive Voice</td>
</tr>
<tr>
<td></td>
<td>Lesson 53: Principal Parts, Troublesome Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 53A: Principal Parts of Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 53B: Using Correct Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 53C: Correct Forms of Troublesome Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 53D: Proofreading for Correct Verb Usage</td>
</tr>
<tr>
<td></td>
<td>Lesson 54: Verb Tense, Active and Passive Voice</td>
</tr>
<tr>
<td></td>
<td>Exercise 54A: Reviewing Tenses</td>
</tr>
<tr>
<td></td>
<td>Exercise 54B: Distinguishing Between Active and Passive Voice</td>
</tr>
<tr>
<td></td>
<td>Exercise 54C: Forming the Active and Passive Voice</td>
</tr>
<tr>
<td></td>
<td>Lesson 55: Parts of the Sentence, Active and Passive Voice</td>
</tr>
<tr>
<td></td>
<td>Lesson 56: Active and Passive Voice, Transitive and Intransitive Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 56A: Transitive and Intransitive Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 56B: Active and Passive Verbs</td>
</tr>
<tr>
<td></td>
<td>Exercise 56C: Diagramming</td>
</tr>
</tbody>
</table>
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 .... 125
  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
<table>
<thead>
<tr>
<th>Lesson/Exercise</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 74C: Formal and Informal Diction</td>
<td>154</td>
</tr>
<tr>
<td>Exercise 74D: Diagramming</td>
<td>155</td>
</tr>
<tr>
<td><strong>LESSON 75: Clauses and Phrases, Misplaced Adjective Phrases, Misplaced Adjective Clauses</strong></td>
<td>156</td>
</tr>
<tr>
<td>Exercise 75A: Correcting Misplaced Modifiers</td>
<td>156</td>
</tr>
<tr>
<td>Exercise 75B: Diagramming</td>
<td>156</td>
</tr>
<tr>
<td><strong>LESSON 76: Noun, Adjective, and Adverb Clauses, Restrictive and Non-Restrictive Modifying Clauses</strong></td>
<td>158</td>
</tr>
<tr>
<td>Exercise 76A: Clause Review</td>
<td>158</td>
</tr>
<tr>
<td>Exercise 76B: Non-Restrictive Clauses and Missing Commas</td>
<td>159</td>
</tr>
<tr>
<td>Exercise 76C: Restrictive Clauses and Unnecessary Commas</td>
<td>159</td>
</tr>
<tr>
<td><strong>Week 20: Constructing Sentences</strong></td>
<td>160</td>
</tr>
<tr>
<td>LESSON 77: Constructing Sentences</td>
<td>160</td>
</tr>
<tr>
<td>Exercise 77: Making Sentences out of Clauses and Phrases</td>
<td>160</td>
</tr>
<tr>
<td>LESSON 78: Simple Sentences, Complex Sentences</td>
<td>162</td>
</tr>
<tr>
<td>Exercise 78A: Identifying Simple and Complex Sentences</td>
<td>162</td>
</tr>
<tr>
<td>Exercise 78B: Forming Complex Sentences</td>
<td>163</td>
</tr>
<tr>
<td>Exercise 78C: Diagramming</td>
<td>163</td>
</tr>
<tr>
<td>LESSON 79: Compound Sentences, Run-on Sentences, Comma Splice</td>
<td>164</td>
</tr>
<tr>
<td>Exercise 79A: Forming Compound Sentences</td>
<td>164</td>
</tr>
<tr>
<td>Exercise 79B: Correcting Run-On Sentences (Comma Splices)</td>
<td>165</td>
</tr>
<tr>
<td>Exercise 79C: Diagramming</td>
<td>166</td>
</tr>
<tr>
<td>LESSON 80: Compound Sentences, Compound-Complex Sentences, Clauses with Understood Elements</td>
<td>167</td>
</tr>
<tr>
<td>Exercise 80A: Analyzing Complex-Compound Sentences</td>
<td>167</td>
</tr>
<tr>
<td>Exercise 80B: Constructing Complex-Compound Sentences</td>
<td>169</td>
</tr>
<tr>
<td>Exercise 80C: Diagramming</td>
<td>170</td>
</tr>
<tr>
<td><strong>Week 21: Conditions</strong></td>
<td>172</td>
</tr>
<tr>
<td>LESSON 81: Helping Verbs, Tense and Voice, Modal Verbs</td>
<td>172</td>
</tr>
<tr>
<td>Exercise 81A: Using “Do,” “Does,” and “Did”</td>
<td>172</td>
</tr>
<tr>
<td>Exercise 81B: Modal Verbs</td>
<td>172</td>
</tr>
<tr>
<td>Exercise 81C: Verb Tense and Voice</td>
<td>173</td>
</tr>
<tr>
<td>Exercise 82A: Identifying Conditional Sentences</td>
<td>175</td>
</tr>
<tr>
<td>Exercise 82B: Tense in Conditional Sentences</td>
<td>175</td>
</tr>
<tr>
<td>Exercise 82C: Diagramming</td>
<td>176</td>
</tr>
<tr>
<td>LESSON 83: Conditional Sentences, The Subjunctive</td>
<td>177</td>
</tr>
<tr>
<td>Exercise 83A: Subjunctive Forms In Song Lyrics</td>
<td>177</td>
</tr>
<tr>
<td>Exercise 83B: Subjunctive Forms in Complex Sentences</td>
<td>177</td>
</tr>
<tr>
<td>LESSON 84: Conditional Sentences, The Subjunctive, Moods of Verbs, Subjunctive Forms Using “Be”</td>
<td>178</td>
</tr>
<tr>
<td>Exercise 84A: Parsing Verbs</td>
<td>178</td>
</tr>
<tr>
<td>Exercise 84B: Forming Subjunctives</td>
<td>179</td>
</tr>
<tr>
<td>Exercise 84C: Diagramming</td>
<td>179</td>
</tr>
<tr>
<td>REVIEW 7: (Weeks 19-21)</td>
<td>181</td>
</tr>
<tr>
<td>Review 7A: Improving Sentences with Phrases</td>
<td>181</td>
</tr>
<tr>
<td>Review 7B: Improving Sentences with Clauses</td>
<td>182</td>
</tr>
<tr>
<td>Review 7C: Conditional Clauses</td>
<td>183</td>
</tr>
</tbody>
</table>
# Table of Contents

**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
<p>| 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 |
| 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 |</p>
<table>
<thead>
<tr>
<th>Exercise/Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 104D: Diagramming</td>
<td>261</td>
</tr>
<tr>
<td>Week 27: Double Identities</td>
<td>263</td>
</tr>
<tr>
<td>LESSON 105: Clauses with Understood Elements, Than as Conjunction, Preposition, and Adverb, Quasi-Coordinators</td>
<td>263</td>
</tr>
<tr>
<td>Exercise 105A: Comparisons Using Than</td>
<td>263</td>
</tr>
<tr>
<td>Exercise 105B: Identifying Parts of the Sentence</td>
<td>263</td>
</tr>
<tr>
<td>Exercise 105C: Diagramming</td>
<td>264</td>
</tr>
<tr>
<td>LESSON 106: The Word As, Quasi-Coordinators</td>
<td>266</td>
</tr>
<tr>
<td>Exercise 106A: Identifying Parts of the Sentence</td>
<td>266</td>
</tr>
<tr>
<td>Exercise 106B: Diagramming</td>
<td>267</td>
</tr>
<tr>
<td>LESSON 107: Words That Can Be Multiple Parts of Speech</td>
<td>269</td>
</tr>
<tr>
<td>Exercise 107A: Identifying Parts of Speech</td>
<td>269</td>
</tr>
<tr>
<td>Exercise 107B: Diagramming</td>
<td>270</td>
</tr>
<tr>
<td>LESSON 108: Nouns Acting as Other Parts of Speech, Adverbial Noun Phrases</td>
<td>273</td>
</tr>
<tr>
<td>Exercise 108A: Nouns</td>
<td>273</td>
</tr>
<tr>
<td>Exercise 108B: Nouns as Other Parts of Speech</td>
<td>274</td>
</tr>
<tr>
<td>Exercise 108C: Identifying Parts of Speech</td>
<td>274</td>
</tr>
<tr>
<td>Exercise 108D: Adverbial Noun Phrases</td>
<td>276</td>
</tr>
<tr>
<td>Exercise 108E: Diagramming</td>
<td>277</td>
</tr>
<tr>
<td>Week 28: REVIEW 9 (Weeks 25-27)</td>
<td>279</td>
</tr>
<tr>
<td>Review 9A: Definition Fill-In-The-Blank</td>
<td>279</td>
</tr>
<tr>
<td>Review 9B: Parsing</td>
<td>281</td>
</tr>
<tr>
<td>Review 9C: Provide the Verb.</td>
<td>283</td>
</tr>
<tr>
<td>Exercise 9D: Identifying Adjectives and Punctuating Items in a Series</td>
<td>284</td>
</tr>
<tr>
<td>Exercise 9E: Correcting Modifiers</td>
<td>286</td>
</tr>
<tr>
<td>Exercise 9F: Identifying Adverbs</td>
<td>288</td>
</tr>
<tr>
<td>Exercise 9G: Comma Use.</td>
<td>290</td>
</tr>
<tr>
<td>Exercise 9H: Conjunctions</td>
<td>291</td>
</tr>
<tr>
<td>Exercise 9I: Identifying Independent Elements</td>
<td>292</td>
</tr>
<tr>
<td>Exercise 9j: Words with Multiple Identities</td>
<td>294</td>
</tr>
<tr>
<td>Exercise 9K: Verb Forms Functioning In Other Ways</td>
<td>295</td>
</tr>
<tr>
<td>Exercise 9L: Diagramming</td>
<td>296</td>
</tr>
<tr>
<td>Week 29: Still More Verbs</td>
<td>302</td>
</tr>
<tr>
<td>LESSON 109: Hortative Verbs, Subjunctive Verbs</td>
<td>302</td>
</tr>
<tr>
<td>Exercise 109A: Identifying Hortative Verbs.</td>
<td>302</td>
</tr>
<tr>
<td>Exercise 109B: Rewriting Indicative Verbs as Hortative Verbs</td>
<td>304</td>
</tr>
<tr>
<td>Exercise 109C: Diagramming</td>
<td>305</td>
</tr>
<tr>
<td>Exercise 110A: Ambitransitive Verbs</td>
<td>306</td>
</tr>
<tr>
<td>Exercise 110B: The Prefix “Ambi”</td>
<td>307</td>
</tr>
<tr>
<td>Exercise 110C: Diagramming</td>
<td>307</td>
</tr>
<tr>
<td>LESSON 111: Ambitransitive Verbs, Gerunds and Infinitives, Infinitive Phrases as Direct Objects, Infinitive Phrases With Understood “To”</td>
<td>309</td>
</tr>
<tr>
<td>Exercise 111A: Infinitives and Other Uses of “To”</td>
<td>309</td>
</tr>
<tr>
<td>Exercise 111B: Diagramming</td>
<td>311</td>
</tr>
<tr>
<td>LESSON 112: Principal Parts, Yet More Troublesome Verbs</td>
<td>313</td>
</tr>
<tr>
<td>Exercise 112A: Verb Definitions</td>
<td>313</td>
</tr>
<tr>
<td>Exercise 112B: Using Troublesome Verbs Correctly</td>
<td>314</td>
</tr>
<tr>
<td>Exercise 112C: More Irregular Principal Parts</td>
<td>316</td>
</tr>
</tbody>
</table>

**Week 30: Still More About Clauses**

**LESSON 113: Clauses and Phrases**

- Exercise 113A: Phrases and Clauses | 318 |
- Exercise 113B: Diagramming | 319 |

**LESSON 114: Restrictive and Non-Restrictive Modifying Clauses, Punctuating Modifying Clauses, *Which* and *That***

- 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 *If* Clauses***

- Exercise 115A: Conditional Clauses | 327 |
- Exercise 115B: Diagramming | 328 |

**LESSON 116: Words That Can Be Multiple Parts of Speech, Interrogatives, Demonstratives, Relative Adverbs and Subordinating Conjunctions***

- Exercise 116A: Words Acting as Multiple Parts of Speech | 330 |
- Exercise 116B: Words Introducing Clauses | 331 |
- Exercise 116C: Diagramming | 334 |

**Week 31: Filling Up the Corners**

**LESSON 117: Interrogative Adverbs, Noun Clauses, Forming Questions, Affirmations and Negations, Double Negatives***

- Exercise 117A: Identifying Adverbs, Interrogative and Demonstrative Pronouns and Adjectives, and Relatives | 338 |
- Exercise 117B: Forming Questions | 339 |
- Exercise 117C: Affirmations and Negations | 340 |

**LESSON 118: Diagramming Affirmations and Negations, Yet More Words That Can Be Multiple Parts of Speech, Comparisons Using *Than*, Comparisons Using *As***

- Exercise 118A: Identifying Parts of Speech | 341 |
- Exercise 118B: Diagramming | 342 |

**LESSON 119: Idioms***

- Exercise 119A: Identifying Idioms | 345 |
- Exercise 119B: Diagramming | 346 |

**LESSON 120: Troublesome Sentences***

- Exercise 120A: A Selection of Oddly Constructed Sentences | 353 |

**Week 32: REVIEW 10 (Weeks 29-31)**

**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 ........................................ 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, Convoluted,
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.

C All that glitters is not gold. (English and Spanish)

A Forget injuries; never forget kindness. (Chinese)

A Study the past if you would define the future. (Chinese)

A A We learn little from victory, much from defeat. (Japanese)

C The shrimp that falls asleep gets carried away by the current. (Spanish)

A A He who conquers his anger has conquered an enemy. (German)

C C The oldest trees often bear the sweetest fruit. (German)

A A Pride is no substitute for a dinner. (Ethiopian)

A C A leaky house can fool the sun, but it can’t fool the rain. (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.

The cowardly lion wished for courage.

The shy tinman wished for love.

The silly scarecrow wished for intelligence.

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

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.

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
truthful
effective
ugly
silly
sluggish
eager
bulky

sadness
truthfulness
effectiveness
ugliness
silliness
sluggishness
eagerness
bulkiness

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.

CN AN CN

The travelers were overcome with sleepiness when they smelled the flowers.
Rachel held her sister Dana’s hand as they walked up the turquoise path into the yellow candy store. Candy of every imaginable flavor covered the walls. Dana immediately headed to the magenta jellybeans. Rachel laughed; Dana’s favorite color was magenta, and she always wanted magenta clothes and notebooks for school. Rachel raced over to the bright red strawberries covered in white chocolate. Right next to the strawberries were green bon-bons. She usually liked 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, archange, 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 Angeles 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.

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

2. 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.

3. 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.

4. 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.

1. a small-town boy is a boy from a small town
   (both a small boy and a town boy)

2. a violent-crime conference is a conference about violent crime
   (both a violent conference and a crime conference)

3. a high-chair cover is a cover for a baby’s seat
   (both a high cover and a chair cover)

4. a cross-country runner is a runner who goes across country
   (both a country runner and a cross runner)

5. an ill-fated actress is an actress who’s doomed to suffer very bad luck
   (both an ill actress and a fated actress)
## 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.)

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

**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 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 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 he found amongst the roots a goose, whose feathers were all of pure gold. Dullhead lifted the goose out, carried the goose off, and took the goose to an inn where he meant to spend the night.

Now the landlord of the inn had a beautiful daughter, and when she saw the goose, the daughter was filled with curiosity as to what this wonderful bird could be, and she 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.

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

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

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

--- 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 enter upon one of the most interesting and important chapters in the history of music.

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

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

Halfway between these two types of musical art stands polyphony, which means etymologically “many sounds,” but which in musical technique is “multiplicity of melodies.” In a true polyphony, every tone of the leading voice possesses melodic character, but all the tones are themselves elements of other, independently moving melodies. The essence of polyphony is canonic imitation. The simplest form of this is the “round,” in which one voice leads off with a phrase, and immediately a second voice begins with the same melody at the same pitch, and follows after. At the proper interval a third voice enters. Thus, when there is only one voice, we have monody; when the second voice enters we have combined sounds of two elements; and when the third enters we have chords of three tones.

A round goes on in an endless sequence until the performers stop arbitrarily. There is no innate reason why it might not continue 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.

<table>
<thead>
<tr>
<th>State-of-Being</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rabbit</td>
<td>was</td>
</tr>
<tr>
<td>Dinosaurs</td>
<td>are/were</td>
</tr>
<tr>
<td>The sun</td>
<td>is/was</td>
</tr>
<tr>
<td>Trains</td>
<td>are/were</td>
</tr>
<tr>
<td>I</td>
<td>am/was</td>
</tr>
<tr>
<td>The student</td>
<td>is/was</td>
</tr>
<tr>
<td>Molecules</td>
<td>are/were</td>
</tr>
<tr>
<td>The wind</td>
<td>is/was</td>
</tr>
<tr>
<td>Wolves</td>
<td>are/were</td>
</tr>
<tr>
<td>You</td>
<td>are/were</td>
</tr>
</tbody>
</table>

**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
barreled, 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.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waves form in the ocean.</td>
<td>Waves are formed by winds which blow over the water.</td>
</tr>
<tr>
<td>Waves endanger small ships.</td>
<td>Waves are constantly endangering small ships.</td>
</tr>
<tr>
<td>Waves damage the coast.</td>
<td>The constant beating of the waves is slowly eating the coast away.</td>
</tr>
<tr>
<td>Tides rise and fall.</td>
<td>Tides are caused by the moon and the sun.</td>
</tr>
<tr>
<td>The sun pulls on the earth.</td>
<td>The ocean is drawn slightly out of shape when the sun's pull affects it.</td>
</tr>
<tr>
<td>Spring tides rise high.</td>
<td>The high tides at full and new moon are called spring tides.</td>
</tr>
</tbody>
</table>

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/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. **It** was a heavy, rather muffled sound; a second explosion quickly followed, but **I** do not think **it** was a second torpedo, for the sound was quite different. **I** turned to the Hubbards and suggested, **You** should go down to get life jackets. **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 **I** had left the Hubbards. **They** had gone; **I** never saw the Hubbards again.

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

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

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

N P A N N V A A

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled “d-o-l-l” and tried to make me understand that “d-o-l-l” applied to both.

P V

Earlier in the day we had had a tussle over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is mug and that “w-a-t-e-r” is water, but I persisted in
confounding the two. In despair she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor.

—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
- small birds flapping their wings
- or landing on the water
- large birds can only hover for a short time
- hummingbirds can beat their wings 52 times per second
- because their feet act like skids
- some birds are flightless

**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
Once there was a very curious monkey named George. We booked a cruise on a ship called Sea Dreams. The Titanic had a sister ship called the Olympic. The Titanic had a gym, a swimming pool, and a hospital with an operating room. The millionaire John Jacob Astor and his wife were on board. 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.

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.

Joseph Duckworth earned an Air Medal. Many hurricanes form in the southwest North Pacific.

Joseph Duckworth | earned

Few hurricanes arise on the equator.

Hurricanes | arise

Satellites photograph hurricanes.

Satellites | photograph

Meteorologists issue hurricane warnings.

Meteorologists | issue

Many hurricanes form in the southwest North Pacific. Sometimes, hurricanes develop over land.

Hurricanes | form

Hurricanes | develop

Radar tracks hurricanes.

Radar | tracks

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.

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

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.

Are you hungry?

Sometimes, students work hard.

Other times, students stare out of windows.

The book is open.

Close the book.
Did you? You did a good job today.

--- 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 \underline{\text{|}} \text{ kicked} out with four hooves in four different directions, flailing madly.
A deceptively scrawny ewe \underline{\text{|}} \text{ had mashed} me against the fence.
The flock \underline{\text{|}} \text{ meekly followed} the bellwether.
The sheep \underline{\text{|}} \text{ were suddenly on the move again}.
Out in the hall, they \underline{\text{|}} \text{ wandered} aimlessly around.
In the stats lab, a sheep \underline{\text{|}} \text{ was munching} thoughtfully on a disk.
A fat ewe \underline{\text{|}} \text{ 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.

ewe kicked  ewe had munched
flock followed  sheep were
they wandered  sheep was munching
ewe was

— 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.

<table>
<thead>
<tr>
<th></th>
<th>Concrete / Abstract</th>
<th>Common / Proper</th>
<th>Gender (M, F, N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>C</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Alki Beach</td>
<td>C</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>Miss Luzia</td>
<td>C</td>
<td>P</td>
<td>F</td>
</tr>
<tr>
<td>jellyfish</td>
<td>C</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>terror</td>
<td>A</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Camp Greenside</td>
<td>C</td>
<td>P</td>
<td>N</td>
</tr>
<tr>
<td>determination</td>
<td>A</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>daughter-in-law</td>
<td>C</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>gentleman</td>
<td>C</td>
<td>C</td>
<td>M</td>
</tr>
<tr>
<td>vastness</td>
<td>A</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>President Jefferson</td>
<td>C</td>
<td>P</td>
<td>M</td>
</tr>
</tbody>
</table>
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 have created the Grand Canyon over many years.

A massive flood could have contributed to the formation of the Grand Canyon.

Even experienced geologists are puzzled by this phenomenon.

Many rock layers compose the cavernous walls.

The Grand Canyon is considered one of the seven natural wonders of the world.

The Great Barrier Reef and Mount Everest are other natural wonders.

My grandparents and I might be at the Grand Canyon next September.

The Grand Canyon will be my first wonder of the world.

Maybe next I will travel to Australia for the Great Barrier Reef.

By the time I am fifty I will have seen 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 people look at me, I guess they see a girl with short, dark, curly hair strapped into a pink wheelchair. By the way, there is nothing cute about a pink wheelchair. Pink doesn’t change a thing.
They’d see a girl with dark **brown** eyes that are full of **curiosity**. But one of **them** is slightly out of whack.

Her head **wobbles** a little.

Sometimes she **drools**.

She’s really tiny for a girl who is **age** ten and three quarters.

. . . After **folks** . . . **finished** making a list of my problems, they might **take** time to notice that I have a fairly **nice** **smile** and deep dimples—I **think** my dimples are cool.

I **wear** tiny **gold** **earrings**.

Sometimes **people** never even ask my name, like it’s not important or something. **It is**.

My name is **Melody**.

---

**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.

1. **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? ☹

2. **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.”  
“I see rain.”  
“Tell me about the stray dog.”  
“What color is it?”  
“I cannot say.”  
“Maybe brown.”  
“Tell me about the boot that is missing.”  
“It has no shoestrings.”  
“I will rescue it and add it to my collections.”  
“You do not know where it has been.”  
“Or who has worn it.”  
To what mystical land does an unfinished staircase lead?
WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs

Sentences

Simple Present, Simple Past, and Simple Future Tenses

Exercise 13A: Simple Tenses

<table>
<thead>
<tr>
<th></th>
<th>Simple Past</th>
<th>Simple Present</th>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>grabbed</td>
<td>grab</td>
<td>will grab</td>
</tr>
<tr>
<td>You</td>
<td>behaved</td>
<td>behave</td>
<td>will behave</td>
</tr>
<tr>
<td>She</td>
<td>jogged</td>
<td>jogs</td>
<td>will jog</td>
</tr>
<tr>
<td>We</td>
<td>enjoyed</td>
<td>enjoy</td>
<td>will enjoy</td>
</tr>
<tr>
<td>They</td>
<td>guessed</td>
<td>guess</td>
<td>will guess</td>
</tr>
</tbody>
</table>

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.

hugged

Annie leaped up and and hugs her mother.

picked

Alison walked to the ticket booth and picks up tickets for her first football game.

explained

Her brother accompanied her to the game and will explain the rules.

will work

The game will continue for a long time, and the players work hard.

scores

The running back steals the ball and scored a touchdown!

cheer

Alison and her brother jump in the air and will cheer for the team.

will stop

It will be a fun trip home because her brother 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.
Week 4: Verb Tenses

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.

| 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 |
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 cautery.
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.

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Perfect Past</th>
<th>Perfect Present</th>
<th>Perfect Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I jogged</td>
<td>I had jogged</td>
<td>I have jogged</td>
<td>I will have jogged</td>
</tr>
<tr>
<td>I planted</td>
<td>I had planted</td>
<td>I have planted</td>
<td>I will have planted</td>
</tr>
<tr>
<td>I refused</td>
<td>I had refused</td>
<td>I have refused</td>
<td>I will have refused</td>
</tr>
<tr>
<td>I shrugged</td>
<td>I had shrugged</td>
<td>I have shrugged</td>
<td>I will have shrugged</td>
</tr>
<tr>
<td>We cheered</td>
<td>We had cheered</td>
<td>We have cheered</td>
<td>We will have cheered</td>
</tr>
<tr>
<td>We sighed</td>
<td>We had sighed</td>
<td>We have sighed</td>
<td>We will have sighed</td>
</tr>
<tr>
<td>Simple Past</td>
<td>Perfect Past</td>
<td>Perfect Present</td>
<td>Perfect Future</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>We managed</td>
<td>We had managed</td>
<td>We have managed</td>
<td>We will have managed</td>
</tr>
<tr>
<td>We listened</td>
<td>We had listened</td>
<td>We have listened</td>
<td>We will have listened</td>
</tr>
<tr>
<td>He missed</td>
<td>He had missed</td>
<td>He has missed</td>
<td>He will have missed</td>
</tr>
<tr>
<td>He knitted</td>
<td>He had knitted</td>
<td>He has knitted</td>
<td>He will have knitted</td>
</tr>
<tr>
<td>He juggled</td>
<td>He had juggled</td>
<td>He has juggled</td>
<td>He will have juggled</td>
</tr>
<tr>
<td>He hammered</td>
<td>He had hammered</td>
<td>He has hammered</td>
<td>He will have hammered</td>
</tr>
</tbody>
</table>

**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.

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

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

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

Monsoon season had started already. Soon, thought Roopa, the rains will be flooding the streets.
When the monsoon rages, the palm trees will bend close to the ground under the pressure of the wind and rain.

Roopa had finished her food by now. She picked up her cup of chai tea, happy that she 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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Simple Past</th>
<th>Simple Present</th>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ate</td>
<td>eat</td>
<td>will eat</td>
</tr>
<tr>
<td>You</td>
<td>felt</td>
<td>feel</td>
<td>will feel</td>
</tr>
<tr>
<td>She</td>
<td>wrote</td>
<td>write</td>
<td>will write</td>
</tr>
<tr>
<td>We</td>
<td>were</td>
<td>are</td>
<td>will be</td>
</tr>
<tr>
<td>They</td>
<td>got</td>
<td>get</td>
<td>will get</td>
</tr>
<tr>
<td>I</td>
<td>had</td>
<td>have</td>
<td>will have</td>
</tr>
<tr>
<td>You</td>
<td>went</td>
<td>go</td>
<td>will go</td>
</tr>
<tr>
<td>He</td>
<td>kept</td>
<td>keeps</td>
<td>will keep</td>
</tr>
<tr>
<td>We</td>
<td>made</td>
<td>make</td>
<td>will make</td>
</tr>
<tr>
<td>They</td>
<td>thought</td>
<td>think</td>
<td>will think</td>
</tr>
<tr>
<td>I</td>
<td>ran</td>
<td>run</td>
<td>will run</td>
</tr>
<tr>
<td>You</td>
<td>sang</td>
<td>sing</td>
<td>will sing</td>
</tr>
<tr>
<td>It</td>
<td>spoke</td>
<td>speaks</td>
<td>will speak</td>
</tr>
<tr>
<td>We</td>
<td>knew</td>
<td>know</td>
<td>will know</td>
</tr>
</tbody>
</table>
### Week 4: Verb Tenses

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Simple Present</th>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>swam</td>
<td>swim</td>
</tr>
<tr>
<td>I</td>
<td>wrote</td>
<td>write</td>
</tr>
<tr>
<td>You</td>
<td>threw</td>
<td>throw</td>
</tr>
<tr>
<td>We</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>They</td>
<td>taught</td>
<td>teach</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Progressive Past</th>
<th>Progressive Present</th>
<th>Progressive Future</th>
<th>Perfect Past</th>
<th>Perfect Present</th>
<th>Perfect Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>give</td>
<td>was giving</td>
<td>am giving</td>
<td>will be giving</td>
<td>had given</td>
<td>have given</td>
<td>will have given</td>
</tr>
<tr>
<td>feel</td>
<td>was feeling</td>
<td>am feeling</td>
<td>will be feeling</td>
<td>had felt</td>
<td>have felt</td>
<td>will have felt</td>
</tr>
<tr>
<td>write</td>
<td>was writing</td>
<td>am writing</td>
<td>will be writing</td>
<td>had written</td>
<td>have written</td>
<td>will have written</td>
</tr>
<tr>
<td>grow</td>
<td>was growing</td>
<td>am growing</td>
<td>will be growing</td>
<td>had grown</td>
<td>have grown</td>
<td>will have grown</td>
</tr>
<tr>
<td>keep</td>
<td>was keeping</td>
<td>am keeping</td>
<td>will be keeping</td>
<td>had kept</td>
<td>have kept</td>
<td>will have kept</td>
</tr>
<tr>
<td>make</td>
<td>was making</td>
<td>am making</td>
<td>will be making</td>
<td>had made</td>
<td>have made</td>
<td>will have made</td>
</tr>
<tr>
<td>think</td>
<td>was thinking</td>
<td>am thinking</td>
<td>will be thinking</td>
<td>had thought</td>
<td>have thought</td>
<td>will have thought</td>
</tr>
<tr>
<td>run</td>
<td>was running</td>
<td>am running</td>
<td>will be running</td>
<td>had run</td>
<td>have run</td>
<td>will have run</td>
</tr>
<tr>
<td>sing</td>
<td>was singing</td>
<td>am singing</td>
<td>will be singing</td>
<td>had sung</td>
<td>have sung</td>
<td>will have sung</td>
</tr>
<tr>
<td>speak</td>
<td>was speaking</td>
<td>am speaking</td>
<td>will be speaking</td>
<td>had spoken</td>
<td>have spoken</td>
<td>will have spoken</td>
</tr>
<tr>
<td>know</td>
<td>was knowing</td>
<td>am knowing</td>
<td>will be knowing</td>
<td>had known</td>
<td>have known</td>
<td>will have known</td>
</tr>
<tr>
<td>swim</td>
<td>was swimming</td>
<td>am swimming</td>
<td>will be swimming</td>
<td>had swum</td>
<td>have swum</td>
<td>will have swum</td>
</tr>
<tr>
<td>Simple Present</td>
<td>Progressive Past</td>
<td>Progressive Present</td>
<td>Progressive Future</td>
<td>Perfect Past</td>
<td>Perfect Present</td>
<td>Perfect Future</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>--------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>write</td>
<td>was writing</td>
<td>am writing</td>
<td>will be writing</td>
<td>had written</td>
<td>have written</td>
<td>will have written</td>
</tr>
<tr>
<td>throw</td>
<td>was throwing</td>
<td>am throwing</td>
<td>will be throwing</td>
<td>had thrown</td>
<td>have thrown</td>
<td>will have thrown</td>
</tr>
<tr>
<td>become</td>
<td>was becoming</td>
<td>am becoming</td>
<td>will be becoming</td>
<td>had become</td>
<td>have become</td>
<td>will have become</td>
</tr>
<tr>
<td>teach</td>
<td>was teaching</td>
<td>am teaching</td>
<td>will be teaching</td>
<td>had taught</td>
<td>have taught</td>
<td>will have taught</td>
</tr>
<tr>
<td>is</td>
<td>was being</td>
<td>am being</td>
<td>will be being</td>
<td>had been</td>
<td>have been</td>
<td>will have been</td>
</tr>
</tbody>
</table>
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.

S Now in these subterranean caverns lived a strange race of beings, called by some gnomes, by some kobolds, by some goblins. There was a legend current in the country that at one time they lived above ground, and were very like other people. But for some reason or other, concerning which there were different legendary theories, the king had laid what they thought too severe taxes upon them, or had required observances of them they did not like, or had begun to treat them with more severity, in some way or other, and impose stricter laws; and the consequence was that they had all disappeared from the face of the country. According to the legend, however, instead of going to some other country, they had all taken refuge in the subterranean caverns, whence they never came out but at night, and then seldom 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 had caught sight of any of them said that they had greatly altered in the course of generations; and no wonder, seeing they 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.  
\[
\text{aunt} \underline{\text{had deprived}} \quad \text{perfect past}
\]

One day an awkward accident happened.  
\[
\text{accident} \underline{\text{happened}} \quad \text{simple past}
\]

The princess had come out upon the lawn.  
\[
\text{princess} \underline{\text{had come}} \quad \text{perfect past}
\]

She had almost reached her father.  
\[
\text{She} \underline{\text{had reached}} \quad \text{perfect past}
\]

He was holding out his arms.  
\[
\text{He} \underline{\text{was holding}} \quad \text{progressive past}
\]

A puff of wind blew her aside.  
\[
\text{puff} \underline{\text{blew}} \quad \text{simple past}
\]

We have fallen in!  
\[
\text{We} \underline{\text{have fallen}} \quad \text{perfect present}
\]

He was swimming with the princess.  
\[
\text{He} \underline{\text{was swimming}} \quad \text{progressive past}
\]

I have quite forgotten the date.  
\[
\text{I} \underline{\text{have forgotten}} \quad \text{perfect present}
\]

By that time, they will have learned their lesson.  
\[
\text{they} \underline{\text{will have learned}} \quad \text{perfect future}
\]

She found her gravity!  
\[
\text{she} \underline{\text{found}} \quad \text{simple past}
\]
Down the narrow path they went.

They reached the bottom in safety.

---

**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.

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shatter</td>
<td>it shatters</td>
</tr>
<tr>
<td>I skip</td>
<td>she skips</td>
</tr>
<tr>
<td>I hike</td>
<td>he hikes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>we brush</td>
<td>he brushes</td>
</tr>
<tr>
<td>we hiss</td>
<td>it hisses</td>
</tr>
<tr>
<td>we catch</td>
<td>she catches</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I carry</td>
<td>it carries</td>
</tr>
<tr>
<td>I study</td>
<td>she studies</td>
</tr>
<tr>
<td>I tally</td>
<td>he tallies</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>we stray</td>
<td>it strays</td>
</tr>
<tr>
<td>we buy</td>
<td>he buys</td>
</tr>
<tr>
<td>we play</td>
<td>she plays</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>First Person Verb</th>
<th>Third Person Singular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go</td>
<td>she goes</td>
</tr>
<tr>
<td>I do</td>
<td>it does</td>
</tr>
<tr>
<td>I echo</td>
<td>he echoes</td>
</tr>
</tbody>
</table>
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/slow) 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

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I am conjugating</td>
<td>we are conjugating</td>
</tr>
<tr>
<td>Second person</td>
<td>you are conjugating</td>
<td>you are conjugating</td>
</tr>
<tr>
<td>Third person</td>
<td>he, she, it is conjugating</td>
<td>they are conjugating</td>
</tr>
</tbody>
</table>

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

Regular Verb, Progressive Past

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>I was conjugating</td>
<td>we were conjugating</td>
</tr>
<tr>
<td>Second person</td>
<td>you were conjugating</td>
<td>you were conjugating</td>
</tr>
</tbody>
</table>
Lesson 20

Irregular State-of-Being 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**

<table>
<thead>
<tr>
<th>First person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I have</td>
<td>we have</td>
</tr>
<tr>
<td>you</td>
<td>you have</td>
<td>you have</td>
</tr>
<tr>
<td>he, she, it</td>
<td>he, she, has</td>
<td>they have</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>you</td>
</tr>
<tr>
<td>he, she, it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Simple Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>you</td>
</tr>
<tr>
<td>he, she, it</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>First person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I do</td>
<td>we do</td>
</tr>
<tr>
<td>you</td>
<td>you do</td>
<td>you do</td>
</tr>
</tbody>
</table>
**Third person**
- Singular: he, she, it *does*
- Plural: *they do*

### Simple Past

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td><em>I did</em></td>
<td><em>we did</em></td>
</tr>
<tr>
<td>Second person</td>
<td><em>you did</em></td>
<td><em>you did</em></td>
</tr>
<tr>
<td>Third person</td>
<td><em>he, she, it did</em></td>
<td><em>they did</em></td>
</tr>
</tbody>
</table>

### Simple Future

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td><em>I will do</em></td>
<td><em>we will do</em></td>
</tr>
<tr>
<td>Second person</td>
<td><em>you will do</em></td>
<td><em>you will do</em></td>
</tr>
<tr>
<td>Third person</td>
<td><em>he, she, it will do</em></td>
<td><em>they will do</em></td>
</tr>
</tbody>
</table>
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.

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

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 uses her small surfboard because the waves are huge. The other surfers in the ocean smile at her. Boards of all shapes and colors float on the water. “I have all day to surf!” she 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.

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

**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.

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>desk</td>
<td>desks</td>
</tr>
<tr>
<td>willow</td>
<td>willows</td>
</tr>
<tr>
<td>spot</td>
<td>spots</td>
</tr>
<tr>
<td>tree</td>
<td>trees</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>mess</td>
<td>messes</td>
</tr>
<tr>
<td>splash</td>
<td>splashes</td>
</tr>
<tr>
<td>ditch</td>
<td>ditches</td>
</tr>
<tr>
<td>fox</td>
<td>foxes</td>
</tr>
<tr>
<td>buzz</td>
<td>buzzes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>families</td>
</tr>
<tr>
<td>salary</td>
<td>salaries</td>
</tr>
</tbody>
</table>
### Week 6: Nouns and Verbs in Sentences

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>hobby</td>
<td>hobbies</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>donkey</td>
<td>donkeys</td>
</tr>
<tr>
<td>valley</td>
<td>valleys</td>
</tr>
<tr>
<td>guy</td>
<td>guys</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>shelf</td>
<td>shelves</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheriff</td>
<td>sheriffs</td>
</tr>
<tr>
<td>cliff</td>
<td>cliffs</td>
</tr>
<tr>
<td>tariff</td>
<td>tariffs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>scarf</td>
<td>scarfs/scarves</td>
</tr>
<tr>
<td>hoof</td>
<td>hoofs/hooves</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>patio</td>
<td>patios</td>
</tr>
<tr>
<td>radio</td>
<td>radios</td>
</tr>
<tr>
<td>rodeo</td>
<td>rodeos</td>
</tr>
<tr>
<td>zoo</td>
<td>zoos</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>hero</td>
<td>heroes</td>
</tr>
<tr>
<td>volcano</td>
<td>volcanoes</td>
</tr>
<tr>
<td>echo</td>
<td>echoes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>piano</td>
<td>pianos</td>
</tr>
<tr>
<td>burrito</td>
<td>burritos</td>
</tr>
<tr>
<td>kimono</td>
<td>kimonos</td>
</tr>
<tr>
<td>solo</td>
<td>solos</td>
</tr>
<tr>
<td>soprano</td>
<td>sopranos</td>
</tr>
</tbody>
</table>
7. Irregular plurals don’t follow any of these rules!

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Irregular Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Possessive Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aunt Catherine</td>
<td>Aunt Catherine's</td>
<td>coffee mug</td>
</tr>
<tr>
<td>[Name]'s</td>
<td></td>
<td>pickup truck</td>
</tr>
<tr>
<td>[Name]'s</td>
<td></td>
<td>anteater</td>
</tr>
<tr>
<td>[Name]'s</td>
<td></td>
<td>knitting needles</td>
</tr>
<tr>
<td>[Name]'s</td>
<td></td>
<td>bus ticket to Seattle, Washington</td>
</tr>
<tr>
<td>[Name]'s</td>
<td></td>
<td>cat food</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Singular Possessive</th>
<th>Plural</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>plant</td>
<td>plant’s</td>
<td>plants</td>
<td>plants’</td>
</tr>
<tr>
<td>child</td>
<td>child’s</td>
<td>children</td>
<td>children’s</td>
</tr>
<tr>
<td>family</td>
<td>family’s</td>
<td>families</td>
<td>families’</td>
</tr>
<tr>
<td>pirate</td>
<td>pirate’s</td>
<td>pirates</td>
<td>pirates’</td>
</tr>
<tr>
<td>match</td>
<td>match’s</td>
<td>matches</td>
<td>matches’</td>
</tr>
<tr>
<td>class</td>
<td>class’s</td>
<td>classes</td>
<td>classes’</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep’s</td>
<td>sheep</td>
<td>sheep’s</td>
</tr>
<tr>
<td>tortilla</td>
<td>tortilla’s</td>
<td>tortillas</td>
<td>tortillas’</td>
</tr>
<tr>
<td>galley</td>
<td>galley’s</td>
<td>galleys</td>
<td>galleys’</td>
</tr>
<tr>
<td>video</td>
<td>video’s</td>
<td>videos</td>
<td>videos’</td>
</tr>
<tr>
<td>ox</td>
<td>ox’s</td>
<td>oxen</td>
<td>oxen’s</td>
</tr>
</tbody>
</table>

Exercise 23C: Common Contractions
Drop the letters in grey print and write the contraction on the blank. The first is done for you.

<table>
<thead>
<tr>
<th>Full Form</th>
<th>Common Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m</td>
</tr>
<tr>
<td>he is</td>
<td>he’s</td>
</tr>
<tr>
<td>we are</td>
<td>we’re</td>
</tr>
<tr>
<td>you have</td>
<td>you’ve</td>
</tr>
<tr>
<td>she has</td>
<td>she’s</td>
</tr>
<tr>
<td>they had</td>
<td>they’d</td>
</tr>
<tr>
<td>he will</td>
<td>he’ll</td>
</tr>
<tr>
<td>you would</td>
<td>you’d</td>
</tr>
</tbody>
</table>
let us  let's
is not  isn’t
were not  weren’t
do not  don’t
can not  can’t
you are  you’re
it is  it’s
they are  they’re

— 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 (you’re/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/her) rollerblades are too tight.
Did you remember (your/you’re) backpack? I think (its/it’s) still on the chair.
(Their/They’re) so absentminded. (Their/They’re) always losing (their/they’re) 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 forget 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 Bečković 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
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
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 you are not expecting them.

PROGRESSIVE PRESENT
What are you doing there, silent letters!

SIMPLE PAST
You frightened me!

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

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 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.

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

SIMPLE FUTURE
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

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>she wiggled</td>
<td>she wiggles</td>
<td>she will wигgle</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>she was wiggling</td>
<td>she is wiggling</td>
<td>she will be wiggling</td>
</tr>
<tr>
<td>PERFECT</td>
<td>she had wiggled</td>
<td>she has wiggled</td>
<td>she will have wiggled</td>
</tr>
</tbody>
</table>

PERSON: First

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>I shuffled</td>
<td>I shuffle</td>
<td>I will shuffle</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>I was shuffling</td>
<td>I am shuffling</td>
<td>I will be shuffling</td>
</tr>
<tr>
<td>PERFECT</td>
<td>I had shuffled</td>
<td>I have shuffled</td>
<td>I will have shuffled</td>
</tr>
</tbody>
</table>

PERSON: Second

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>you itched</td>
<td>you itch</td>
<td>you will itch</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>you were itching</td>
<td>you are itching</td>
<td>you will be itching</td>
</tr>
<tr>
<td>PERFECT</td>
<td>you had itched</td>
<td>you have itched</td>
<td>you will have itched</td>
</tr>
</tbody>
</table>

PERSON: Third

<table>
<thead>
<tr>
<th></th>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE</td>
<td>they sneezed</td>
<td>they sneeze</td>
<td>they will sneeze</td>
</tr>
<tr>
<td>PROGRESSIVE</td>
<td>they were sneezing</td>
<td>they are sneezing</td>
<td>they are sneezing</td>
</tr>
<tr>
<td>PERFECT</td>
<td>they had sneezed</td>
<td>they have sneezed</td>
<td>they will have sneezed</td>
</tr>
</tbody>
</table>

**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 his head over every gate and looking round as though it had lost something.”

handkerchiefs  earaches  afternoons  top-hats  housemaids

**Review 2E: Plurals and Possessives**

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Possessive</th>
<th>Plural</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghost</td>
<td>ghost’s</td>
<td>ghosts</td>
<td>ghosts’</td>
</tr>
<tr>
<td>ox</td>
<td>ox’s</td>
<td>oxen</td>
<td>oxen’s</td>
</tr>
<tr>
<td>trolley</td>
<td>trolley’s</td>
<td>trolleys</td>
<td>trolleys’</td>
</tr>
<tr>
<td>thrush</td>
<td>thrush’s</td>
<td>thrushes</td>
<td>thrushes’</td>
</tr>
<tr>
<td>Johnson</td>
<td>Johnson’s</td>
<td>Johnsons</td>
<td>Johnsons’</td>
</tr>
<tr>
<td>rodeo</td>
<td>rodeo’s</td>
<td>rodeos</td>
<td>rodeos’</td>
</tr>
<tr>
<td>city</td>
<td>city’s</td>
<td>cities</td>
<td>cities’</td>
</tr>
<tr>
<td>person</td>
<td>person’s</td>
<td>persons/people</td>
<td>persons/people’s</td>
</tr>
</tbody>
</table>
Week 6: Nouns and Verbs in Sentences

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.
GRAMMAR FOR THE WELL-TRAINED MIND: COMPREHENSIVE HANDBOOK OF RULES
Also by Susan Wise Bauer

The Writing With Ease Series
(Well-Trained Mind Press, 2008-2010)

The Writing With Skill Series
(Well-Trained Mind Press, 2012-2013)

The Story of Western Science:
From the Writings of Aristotle to the Big Bang Theory
(W.W. Norton, 2015)

The Well-Educated Mind:
A Guide to the Classical Education You Never Had
updated & expanded ed. (W.W. Norton, 2015)

The Story of the World: History for the Classical Child
(Well-Trained Mind Press)

The History of the World Series
(W.W. Norton)
The History of the Ancient World (2007)
The History of the Medieval World (2010)
The History of the Renaissance World (2013)

WITH JESSIE WISE
(W.W. Norton, 2016)
GRAMMAR FOR THE WELL-TRAINED MIND:
COMPREHENSIVE HANDBOOK OF RULES

BY SUSAN WISE BAUER
# TABLE OF CONTENTS

Parts of Speech .......................................................... 1
  Nouns ........................................................................... 1
    Types of Nouns .......................................................... 1
    Capitalization Rules .................................................. 1
    Gender ....................................................................... 2
    Plural Formation .......................................................... 2
    Noun “Impostors” ....................................................... 4
  Nouns That Can Serve as Other Parts of Speech ......................... 4
  Adjectives ....................................................................... 5
  Pronouns ..................................................................... 13
    Personal Pronouns ...................................................... 14
  Verbs .......................................................................... 16
    Basics ........................................................................ 16
      Persons of the Verb ..................................................... 16
    Mood .......................................................................... 18
    Voice .......................................................................... 18
    Tense .......................................................................... 20
      Modal Tense Formation ................................................ 26
  Adverbs ........................................................................ 34
  Prepositions ................................................................... 39
  Conjunctions .................................................................. 41
  Words Acting as Multiple Parts of Speech ................................. 43

Sentences ........................................................................ 44

Parts of Sentences .......................................................... 49
  Subjects and Predicates ................................................... 49
  Objects .......................................................................... 52
  Phrases .......................................................................... 53
  Clauses .......................................................................... 55
  Parenthetical Elements .................................................. 60
  Interjections .................................................................. 61
  Direct Address ................................................................ 62
  Appositive . ................................................................... 62
  Absolute Constructions .................................................. 62

Dialogue and Quotations ...................................................... 63
# Table of Contents

Capitalization: A Summary Of All Rules ............................................. 67

Punctuation: A Summary Of All Rules ............................................. 70  
  Apostrophes ................................................ 70  
  Brackets .................................................. 70  
  Commas ................................................... 70  
  Colons ..................................................... 72  
  Dashes .................................................... 73  
  Ellipses .................................................... 73  
  Exclamation Points ........................................ 73  
  Hyphens ................................................... 73  
  Italics ..................................................... 74  
  Parentheses ................................................ 74  
  Periods .................................................... 74  
  Question Marks ............................................. 75  
  Quotation Marks ............................................ 75  
  Semicolons ................................................. 76  
  Sentence Punctuation ........................................ 76

Documentation .............................................................. 76

Sample Conjugations ......................................................... 81  
  Regular Verbs ................................................. 81  
    Indicative .................................................. 81  
      Indicative Simple Tenses ................................. 81  
      Indicative Perfect Tenses ................................. 81  
      Indicative Progressive Tenses ......................... 82  
      Indicative Progressive Perfect Tenses ................. 83  
      Subjunctive Simple Tenses .............................. 84  
      Subjunctive Progressive Tenses ....................... 84  
      Subjunctive Perfect Tenses .............................. 85  
      Subjunctive Progressive Perfect Tenses .............. 85  
      Modal Simple Tenses .................................. 86  
      Modal Perfect Tenses .................................. 86  
      Modal Progressive Tenses .............................. 86  
      Modal Progressive Perfect Tenses .................... 87  
    Simple Infinitives ...................................... 88  
    Perfect Infinitives ..................................... 88  
    Progressive Infinitives ................................ 88  
    Progressive Perfect Infinitives ....................... 88  
  Indicative Simple Tenses .................................... 89  
  Indicative Perfect Tenses .................................. 89  
  Indicative Progressive Tenses ............................ 90  
  Indicative Progressive Perfect Tenses .................. 90  
  Subjunctive Simple Tenses .................................. 90  
  Subjunctive Perfect Tenses ................................ 90  
  Subjunctive Progressive Tenses ........................... 90  
  Subjunctive Progressive Perfect Tenses ................. 90  
  Modal Simple Tenses ...................................... 90  
  Modal Perfect Tenses ...................................... 90  
  Modal Progressive Tenses .................................. 90  
  Modal Progressive Perfect Tenses ....................... 90  
  Simple Infinitives ........................................ 91  
  Perfect Infinitives ....................................... 91  
  Progressive Infinitives .................................. 91  
  Progressive Perfect Infinitives ......................... 91

Index ................................................................................. 91
“Part of speech” is a term that explains what a word does.

Nouns

Types of nouns
A noun names a person, place, thing, or idea.
Concrete nouns can be observed with our senses.

shrimp    tree    gold

Abstract nouns cannot.

delight    victory    pride

A common noun is a name common to many persons, places, things, or ideas.

planet

A proper noun is the special, particular name for a person, place, thing, or idea. Proper nouns always begin with capital letters.

Mars

A collective noun names a group of people, animals, or things.

family    orchestra    constellation

A compound noun is a single noun composed of two or more words.

One word: shipwreck, haircut, chalkboard
Hyphenated word: self-confidence, check-in, pinch-hitter
Two or more words: air conditioning, North Dakota, The Prince and the Pauper

Capitalization rules
1. Capitalize the proper names of persons, places, things, and animals.

Gandalf    Alderaan    Honda    Lassie
2. Capitalize the names of holidays.
   New Year’s Day

3. Capitalize the names of deities.
   Zeus God Allah Great Spirit

4. Capitalize the days of the week and the months of the year, but not the seasons.
   Tuesday January winter

5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, stories, poems, and songs. Italicize the titles of books, magazines, and newspapers. Put the titles of stories, poems, and songs into quotation marks.
   Alice’s Adventures in Wonderland “Casey At the Bat”

6. Capitalize and italicize the first, last, and other important words in the names of ships, trains, and planes.
   Titanic The Orient Express The Spirit of St. Louis

Gender
Nouns have gender.

Nouns can be masculine, feminine, or neuter.

We use “neuter” for nouns that have no gender, or for nouns whose gender is unknown.

masculine bull
feminine cow
neuter calf

Plural formation
1. Usually, add -s to a noun to form the plural.
   desk desks

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

3. If a noun ends in -y after a consonant, change the y to i and add -es.
   family families
4. If a noun ends in -y after a vowel, just add -s.

   toy  toys

5. Words ending in -f, -fe, or -ff form their plurals differently.

   5a. For words that end in -f or -fe, change the f or fe to v and add -es.

       leaf  leaves

   5b. For words that end in -ff, simply add -s.

       sheriff  sheriffs

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

       scarf  scarfs  scarves

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

   patio  patios

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

   potato  potatoes

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

   piano  pianos

9. Irregular plurals don't follow any of these rules.

   child  children
   foot  feet
   mouse  mice
   fish  fish

10. Compound nouns are pluralized in different ways.

    10a. If a compound noun is made up of one noun along with another word or words, pluralize the noun.

         brother-in-law  brothers-in-law

    10b. If a compound noun ends in -ful, pluralize by putting an -s at the end of the entire word.

         truckful  truckfuls

    10c. If neither element of the compound noun is a noun, pluralize the entire word.

         grown-up  grown-ups
10d. If the compound noun includes more than one noun, choose the most important to pluralize.

secretary of state secretaries of state

Noun “impostors”

A gerund is a present participle acting as a noun.

I have never developed indigestion from eating my words.

Winston Churchill

A noun clause takes the place of a noun. Noun clauses can be introduced by relative pronouns, relative adverbs, or subordinating conjunctions. See “noun clauses,” p. 58.

How do the Wise know that this ring is his?

J. R. R. Tolkien, The Fellowship of the Ring

Nouns that can serve as other parts of speech

Numbers can serve as either nouns or adjectives.

Cardinal numbers represent quantities (one, two, three, four . . .). They can be either nouns or adjectives.

noun

One of these papers was a letter to this girl Agnes, and the other a will.

adjective

The housebreaker freed one arm, and grasped his pistol.

Charles Dickens, Oliver Twist

Ordinal numbers represent order (first, second, third, fourth . . .). They can be either nouns or adjectives.

Then, at a grocer’s shop, we bought an egg and a slice of streaky bacon; which still left what I thought a good deal of change, out of the second of the bright shillings, and made me consider London a very cheap place.

adjective

My mother had a sure foreboding at the second glance, that it was Miss Betsey.

Charles Dickens, David Copperfield

An adverbial noun tells the time or place of an action, or explains how long, how far, how deep, how thick, or how much. It can modify a verb,
adjective or adverb. An adverbial noun plus its modifiers is an adverbial noun phrase.

The manure should be cleaned out **morning, noon, and again at night.**
“The Horse and His Treatment”

### ADJECTIVES

An adjective modifies a noun or pronoun.
Adjectives tell what kind, which one, how many, and whose.

An adjective that comes right before the noun it modifies is in the **attributive position.**
An adjective that follows the noun is in the **predicative position.**

Descriptive adjectives tell what kind.

A descriptive adjective becomes an abstract noun when you add -ness to it.

*The past participle of a verb can act as a descriptive adjective.*

*The present participle of a verb can act as a descriptive adjective.*

**Descriptive adjective**

**Predicative position**

The cold within him froze his **old** features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes **red**, his thin lips **blue**; and spoke out shrewdly in his **grating** voice.

**Abstract noun**

**Darkness** is cheap, and Scrooge liked it.

Charles Dickens, *A Christmas Carol*

Articles modify nouns and answer the question “which one.”
The articles are a, an, and the.

Use **a** to modify a nonspecific noun that begins with a consonant and **an** to modify a nonspecific noun that begins with a vowel. Use **the** to modify specific nouns.

Go on in **the** house and wash up, Gabe . . . I’ll fix you a sandwich.

You’re **a** day late and **a** dollar short when it comes to **an** understanding with me.

August Wilson, *Fences*
Demonstrative adjectives modify nouns and answer the question “which one.”

this, that, these, those

Demonstrative pronouns demonstrate or point out something. They take the place of a single word or a group of words.

demonstrative pronoun

These are the seven entrances to the home under the ground, for which

demonstrative adjective

Hook has been searching in vain these many moons.

J. M. Barrie, Peter Pan

Indefinite adjectives modify nouns and answer the questions “which one” and “how many.”

Singular indefinite adjectives:
another  other  one
either  neither  each

Plural indefinite adjectives:
both  few  many  several

Singular or plural indefinite adjectives:
all  any  most  no  some  enough  much

singular indefinite adjective modifies singular noun “attention”
I do not think that nearly enough attention is being given to the possibility of another attack from the Martians.

H. G. Wells, The War of the Worlds

This violates a basic principle of numbers called the axiom of

plural indefinite adjective modifies plural noun “times”
Archimedes, which says that if you add something to itself enough times, it will exceed any other number in magnitude.

Charles Seife, Zero: The Biography of a Dangerous Idea

indefinite pronoun acting as direct object

On the day before Thanksgiving she would have just enough to pay the remaining $4.

O. Henry, “The Purple Dress”

Interrogative adjectives modify nouns and answer the questions “which one” and “how many.”

who, whom, whose, what, which

Interrogative pronouns take the place of nouns in questions.
The interrogative words who, whom, whose, what, and which can also serve as relative pronouns in adjective clauses or introductory words in noun clauses.

interrogative adjective (modifies “sort”) interrogative adjective (modifies “kind”)
What sort of place had I come to, and among what kind of people?

interrogative pronoun (direct object of “could do”)
What could I do but bow acceptance?

introductory word in noun clause (clause is direct object of “know”)
Do you know where you are going, and what you are going to?

Bram Stoker, Dracula

Possessive adjectives tell whose.

An apostrophe is a punctuation mark that shows possession. It turns a noun into an adjective that tells whose [possessive adjective].

Form the possessive of a singular noun by adding an apostrophe and the letter s.
Rurik's goose's airplane's

Form the possessive of a plural noun ending in -s by adding an apostrophe only.
girls' chickens' airplanes'

Form the possessive of a plural noun that does not end in -s as if it were a singular noun.
men's geese's

Possessive personal pronouns show possession and act as adjectives.

my, mine, our, ours, your, yours, his, her, hers, its, their, theirs

<table>
<thead>
<tr>
<th>Attributive Form</th>
<th>Predicative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>his, her, its</td>
<td>his, hers, its</td>
</tr>
<tr>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
</tbody>
</table>

possessive personal pronouns
predicative form

“The Last Doll, indeed!” said Miss Minchin. “And she is mine, not yours.”
“No,” said Sara, laughing. “It was my rat.”

It’s a good thing not to answer your enemies.

Francis Hodgson Burnett, *A Little Princess*

**Appositive adjectives directly follow the word they modify.**

It was a spot *remote, sequestered, cloistered* from the business and pleasures of the world.

Edward Bulwer-Lytton, *Alice: The Mysteries*

**A proper adjective is formed from a proper name. Proper adjectives are capitalized.**

He arrived at the Old Vic determined to do away with the old-fashioned actor-manager type of *Shakespearean* production that dated from the *Victorian* era.

Piers Paul Read, *Alec Guinness: The Authorised Biography*

**Words that are not usually capitalized remain lower-case even when they are attached to a proper adjective.**

The *Mayflower* carried the *anti-Christmas* sentiment of the Puritans with it across the Atlantic, so the holiday took a long time to take hold in the New World.

Michael Judge, *The Dance of Time*

**A compound adjective combines two words into a single adjective with a single meaning.**

**Compound adjectives answer the questions “what kind” and “how many.”**

Hyphens connect compound adjectives in the attributive position. Compound adjectives in the predicative position are not usually hyphenated.

It is the natural order of things for virtuous men to create a faction with other virtuous men because they share the same way, and for *narrow-minded* men to create factions with other *narrow-minded* men because of gain.

Ouyang Xiu

Pih-e was *narrow minded*, and Lew-hea Hwuy was deficient in gravity; therefore, the superior man follows neither of them.

Mencius

**A predicate adjective describes the subject and is found in the complete predicate.**
All emotions, and that one particularly, were abhorrent to his cold, precise but admirably balanced mind.

A. Conan Doyle, “A Scandal in Bohemia”

The positive degree of an adjective describes only one thing.

It is a good thing.

The comparative degree of an adjective compares two things.

It is a far, far better thing that I do, than I have ever done.

Charles Dickens, A Tale of Two Cities

The superlative degree of an adjective compares three or more things.

It was the best of times, it was the worst of times.

Charles Dickens, A Tale of Two Cities

Spelling Rules for Forming Comparatives and Superlatives

Most regular adjectives form the comparative by adding -r or -er.
Most regular adjectives form the superlative by adding -st or -est.

If the adjective ends in -e already, add only -r or -st.

noble nobler noblest

If the adjective ends in a short vowel sound and a consonant, double the consonant and add -er or -est.

red redder reddest

If the adjective ends in -y, change the y to i and add -er or -est.

hazy hazier haziest

Many adjectives form their comparative and superlative forms by adding the word more or most before the adjective instead of using -er or -est.

unusual more unusual most unusual

In comparative and superlative adjective forms, the words more and most are used as adverbs.

Irregular adjectives form the comparative and superlative by changing form.

good better best

bad worse worst

Do not use more with an adjective or adverb that is already in the comparative form.
He is more hungrier than you are.

Do not use *most* with an adjective or adverb that is already in the superlative form.

That’s the most reddest sunset I’ve ever seen.

*Use an adjective form when an adjective is needed and an adverb form when an adverb is needed.*

superlative adjective modifying the noun “time”

The steps must be taken in the **quickest** time.

Irv**ing Brokaw, The Art of Skating**

The skater will quickly find out for himself how the straps

superlative adverb

modifying “can be adjusted”

can be **most quickly** and comfortably adjusted.

T. Maxwell Witham, *Figure-Skating*

An adjective clause is a dependent clause that acts as an adjective in a sentence, modifying a noun or pronoun in the independent clause.

Relative pronouns introduce adjective clauses and refer back to an antecedent in the independent clause.

who, whom, whose, which, that.

relative pronoun refers back to antecedent “order”

Speak to me of the religious order **whose chief you are.**

Alexandre Dumas, *The Man in the Iron Mask*

**Who** always acts as a subject or predicate nominative within a sentence or clause. **Whom** always acts as an object.

It was Phileas Fogg, whose head now emerged from behind

subject of the underlined adjective clause

his newspapers, **who made this remark.**

object of

the preposition

You forget that it is I with **whom** you have to deal, sir; for it

direct object of the

underlined adjective clause

was I **whom** you not only insulted, but struck!

Jules Verne, *Around the World in Eighty Days*

The interrogative words who, whom, whose, what, and which can also serve as relative pronouns in adjective clauses or introductory words in noun clauses.
noun clause acting as subject
noun clause acting as appositive
adjective clause with relative pronoun ("it" is antecedent)

What was it—I paused to think—what was it that so unnerved me in the contemplation of the House of Usher?

Edgar Allan Poe, *The Fall of the House of Usher*

**Adjective clauses can be introduced by prepositions.**

They were coming to a thicket of juniper and dog roses, tangled at ground level with nettles and trails of bryony *on which the berries were now beginning to ripen and turn red.*

Richard Adams, *Watership Down*

**Adjective clauses should usually go immediately before or after the noun or pronoun they modify.**

He stumbled his way to the truck *that was parked at an angle* near the tall, flashing neon sign.

Mark Rashid, *Out of the Wild*

A restrictive modifying clause defines the word that it modifies. Removing the clause changes the essential meaning of the sentence.

A nonrestrictive modifying clause describes the word that it modifies. Removing the clause doesn’t change the essential meaning of the sentence.

**Only nonrestrictive clauses should be set off by commas.**

restrictive adjective clause

The elaborate machinery *which was once used to make men responsible* is now used solely in order to shift the responsibility.

nonrestrictive adjective clause

This idea, *which is the core of ethics*, is the core of the nursery-tales.

G. K. Chesterton, *All Things Considered*

Traditionally, when the relative pronoun introducing a modifying clause refers to a thing rather than a person, “which” introduces nonrestrictive clauses and “that” introduces restrictive clauses. (This rule is no longer universally observed; see the examples above)

nonrestrictive

The feast of Tara was held, *at which all were gathered together.*

restrictive

She was singing lullabies to a cat *that was yelping on her shoulder.*

James Stephens, *Irish Fairy Tales*
Descriptive adjectives describe by giving additional details. Limiting adjectives define by setting limits.

<table>
<thead>
<tr>
<th>Descriptive Adjectives</th>
<th>Limiting Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>Possessives</td>
</tr>
<tr>
<td>Present participles</td>
<td>Articles</td>
</tr>
<tr>
<td>Past participles</td>
<td>Demonstratives</td>
</tr>
<tr>
<td></td>
<td>Indefinites</td>
</tr>
<tr>
<td></td>
<td>Interrogatives</td>
</tr>
<tr>
<td></td>
<td>Numbers</td>
</tr>
</tbody>
</table>

Cardinal numbers represent quantities (one, two, three, four . . .). They can be either nouns or adjectives.

Ordinal numbers represent order (first, second, third, fourth . . .). They can be either nouns or adjectives.

See nouns, p. 4.

Use “fewer” for concrete items and “less” for abstractions.

concrete  
Her attainments were fewer than were usually possessed by girls of her age and station.  
Charlotte Bronte, Shirley

abstract  
With little ceremony, and less courtesy, he pointed out what he termed her errors.  
Charlotte Bronte, Villette

A misplaced modifier is an adjective, adjective phrase, adverb, or adverb phrase in the wrong place.

INCORRECT: Lost: A cow belonging to an old woman with brass knobs on her horns.  
CORRECT: Lost: A cow with brass knobs on her horns, belonging to an old woman.

A squinting modifier can belong either to the sentence element preceding or the element following.

INCORRECT: Children who watch TV rarely turn out to be readers.  
CORRECT: Children who rarely watch TV turn out to be readers.  
CORRECT: Rarely, children who watch TV turn out to be readers.

A dangling modifier has no noun or verb to modify.

INCORRECT: Tearing open the envelope, a thick wad of bills fell out.
CORRECT: Tearing open the envelope, the blackmailer found a thick wad of bills.
CORRECT: As the blackmailer tore open the envelope, a thick wad of bills fell out.

Comparisons can be formed using a combination of more and fewer or less; a combination of more and more or fewer/less and fewer/less; a combination of more or fewer/less with a comparative form; or simply two comparative forms.

In comparisons using more . . . fewer and more . . . less, more and less can act as either adverbs or adjectives and the can act as an adverb.

He would do very well if he had fewer cakes and sweetmeats sent him from home.

I wanted to tease you a little to make you less sad.

Charlotte Bronte, Jane Eyre

When than is used in a comparison and introduces a clause with understood elements, it is acting as a subordinating conjunction.

He gave one the idea that he had been active rather than [that he had been] strong; his shoulders were not broad for his height, though certainly not narrow.

Charles Darwin, The Life and Letters of Charles Darwin

More than and less than are compound modifiers.

How much more than delightful to go to some good concert or fine opera.

Charles Darwin, The Life and Letters of Charles Darwin

An adjective of negation (no) states what is not true or does not exist.

Do not use two adverbs or adjectives of negation together.

INCORRECT: I haven’t heard no good of such folk.
CORRECT: I have heard no good of such folk.
CORRECT: I haven’t heard good of such folk.

PRONOUNS

A pronoun takes the place of a noun.
The antecedent is the noun that is replaced by the pronoun.