



WELL-TRAINED MIND™
TOP RECOMMENDATION



GRAMMAR

FOR THE WELL-TRAINED MIND

STUDENT WORKBOOK 1

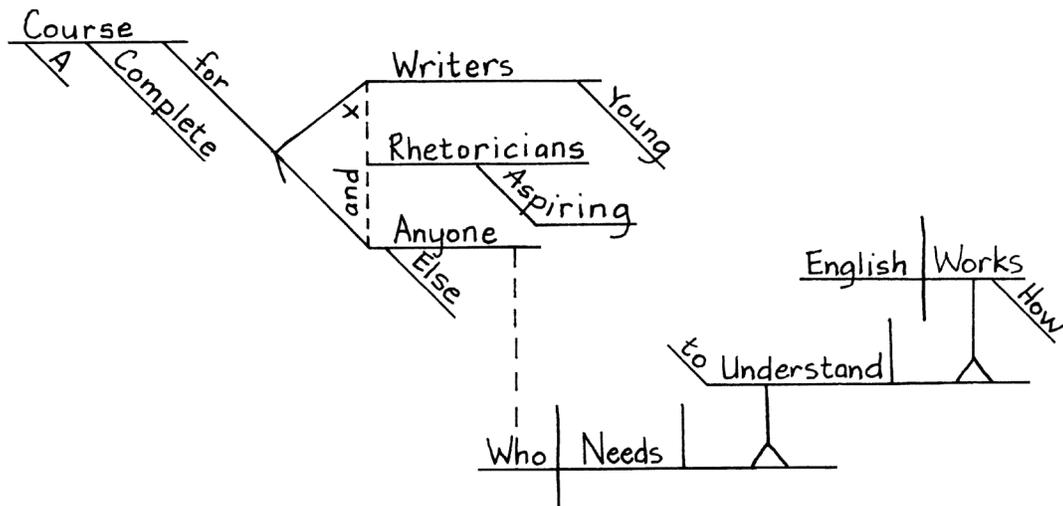
Susan Wise Bauer
and Audrey Anderson,
with Diagrams by Patty Rebne

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FOR THE WELL-TRAINED MIND

STUDENT WORKBOOK 1

First Edition



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

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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*).



WEEK 1

Introduction to Nouns and Adjectives

— LESSON 1 —

Introduction to Nouns Concrete and Abstract Nouns

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.

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**

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
grumpy	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*.)

sad _____

truthful _____

effective _____

ugly _____

silly _____

sluggish _____

eager _____

bulky _____

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	Peter
store	Baskin-Robbins
book	<i>Little Women</i>
horse	Black Beauty
sea	Sea of Galilee
port	Port of Los Angeles
island	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	January	winter
Tuesday	April	spring
Friday	August	summer
Sunday	October	fall

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

book	<i>Alice's Adventures in Wonderland</i>
magazine	<i>National Geographic</i>
newspaper	<i>The Chicago Tribune</i>
movie	<i>A River Runs Through It</i>

television series	<i>The Waltons</i>
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	<i>Titanic</i>
train	<i>The Orient Express</i>
plane	<i>The Spirit of St. Louis</i>

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.

Common Noun	Proper Noun
-------------	-------------

friend	_____
--------	-------

book	_____
------	-------

movie	_____
-------	-------

store	_____
-------	-------

city	_____
------	-------

holiday	_____
---------	-------

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.

	<u>Proper Noun</u>	<u>Proper Adjective</u>
Person	Aristotle	the Aristotelian philosophy
Place	Spain	a Spanish city
Holiday	Valentine's Day	some Valentine candy
Month	March	March madness

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 small-town boy is a boy from a small town

a 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



WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender

Introduction to Personal Pronouns

Exercise 5A: Introduction to Noun Gender

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

Animal	Male	Female	Baby	Group of Animals
cattle	bull	_____	_____	drove of cattle
chicken	rooster	_____	chick	_____
deer	_____	_____	fawn	herd of deer
owl	_____	owl	_____	_____
horse	_____	_____	foal	_____
rabbit	_____	_____	bunny	_____
mouse	_____	doe	_____ or _____	mischief of mice
swan	_____	pen	_____	_____ or _____

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.

I	we
you	you (plural)
he, she, it	they

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.

	State-of-Being	Action
The rabbit	<u>was [OR is]</u>	<u>hopped</u>
Dinosaurs	_____	_____
The sun	_____	_____
Trains	_____	_____
I	_____	_____
The student	_____	_____
Molecules	_____	_____
The wind	_____	_____
Wolves	_____	_____
You	_____	_____

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.

Column 1

Waves form in the ocean.

Waves endanger small ships.

Waves damage the coast.

Tides rise and fall.

Column 2

Waves are formed by winds which blow over the water.

Waves are constantly endangering small ships.

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

Tides are caused by the moon and the sun.

The 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.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."

1. Adapted from Ralph Stockman Tarr and Frank Morton McMurry, *A Complete Geography* (Macmillan, 1902), pp. 232-233.

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”

	Personal Pronouns	
	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Although they are not very hungry, I certainly am.

ich i I

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)



WEEK 3

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.

part of speech

noun verb

The cat sits on the mat.

part of the sentence

subject predicate

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.

part of speech

The Tyrannosaurus rex crashes through the trees.

part of the sentence

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

The cat licks its paws.

part of the sentence

part of speech

I actually prefer dogs.

part of the sentence

part of speech

The dog runs down the road.

part of the sentence

part of speech

He runs down the road.

part of 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 —

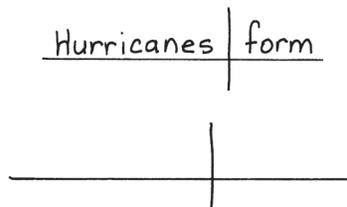
Subjects and Predicates

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.



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.

No running in the kitchen.

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: ⓪. 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.

onunce there was a very curious monkey named george ⓪

we booked a cruise on a ship called sea dreams ⓪ *ITAL*

the titanic had a sister ship called the olympic

the titanic had a gym, a swimming pool, and a hospital with an ooperating 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.

(you) | 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?

He | is he | Is

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

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

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

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

Lambs born in the spring
Plentiful turnips

Complete Predicate

must remain with their mothers until July.
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.

	Concrete / Abstract	Common / Proper	Gender (M, F, N)
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).

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

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

	Simple Past	Simple Present	Simple Future
I			will grab
You	behaved		
She		jogs	
We	enjoyed		
They		guess	

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.

Annie leaped up and hugs 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.

Past	Present	Future
	add	
	share	
	pat	
	cry	
	obey	
	dance	
	groan	
	jog	
	kiss	

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.

	Progressive Past	Progressive Present	Progressive Future
I run	I was running	I am running	I will be running
I chew			
I grab			
I charge			

	Progressive Past	Progressive Present	Progressive Future
You call	You were calling	You are calling	You will be calling
You fix			
You destroy			
You command			
We dare	We were daring	We are daring	We will be daring
We educate			
We jog			
We laugh			

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 _____ (progressive past of *cauterize*) wounds when he ran out of boiling oil.

He _____ (simple past of *use*) salve instead, but he _____ (simple past of remark) to another doctor, “In the morning, the wounds _____ (progressive future of *fester*).”

In the morning, the wounds he _____ (simple past of *treat*) with salve _____ (progressive past of *heal*) better than the wounds that were treated with cauterization.

Johannes Kepler _____ (progressive past of *study*) the orbit of Mars.

Finally, Kepler _____ (simple past of *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 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 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	Perfect Present	Perfect Future
I had practiced yesterday.	I have practiced.	I will have practiced tomorrow.
I had eaten before bed.	I have eaten already.	I will have eaten by bedtime today.
I had seen the movie a week ago.	I have seen the movie once.	I will have seen the movie before it leaves the theater.

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.

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

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.

progressive *perfect*
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 FUTURE

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

PRESENT FUTURE

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

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

go	run	are	know	make
go-ed	run-ned	ar-ed	know-ed	mak-ed
went	ran	were	knew	made

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

Fill in the chart with the missing verb forms.

	Simple Past	Simple Present	Simple Future
I			will eat
You			will feel
She	wrote		
We		are	
They		get	
I			will have
You		go	
He	kept		
We		make	
They		think	
I	ran		
You			will sing
It		speaks	
We			will know
They	swam		
I		write	

	Simple Past	Simple Present	Simple Future
You		throw	
We			will become
They	taught		

	Simple Past	Simple Present	Simple Future	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
go	went	go	will go	was going	am going	will be going	had gone	have gone	will have gone
eat	ate	eat	will eat	was eating	am eating	will be eating	had eaten	have eaten	will have eaten

Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses

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

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
give	was giving	am giving	will be giving	had given	have given	will have given
feel						
write						
grow						
keep						
make						
think						
run						

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
sing						
speak						
know						
swim						
write						
throw						
become						
teach						
is						



WEEK 5

More About Verbs

— LESSON 17 —

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

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

	Progressive Past	Progressive Present	Progressive Future
I run	I was running	I am running	I will be running
You call	You were calling	You are calling	You will be calling
He jogs	He was jogging	He is jogging	He will be jogging
We fix	We were fixing	We are fixing	We will be fixing
They call	They were calling	They are calling	They will be calling

Persons of the Verb

	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Simple Tenses

Regular Verb, Simple Present

	Singular	Plural
First person	I pretend	we pretend
Second person	you pretend	you pretend
Third person	he, she, it pretends	they pretend

First person	I wander	we wander
Second person	you wander	you wander
Third person	he, she, it wanders	they wander

Regular Verb, Simple Past

	Singular	Plural
First person	I wandered	we wandered
Second person	you wandered	you wandered
Third person	he, she, it wandered	they wandered

Regular Verb, Simple Future

	Singular	Plural
First person	I will wander	we will wander
Second person	you will wander	you will wander
Third person	he, she, it will wander	they will wander

Perfect Tenses

Regular Verb, Perfect Present

	Singular	Plural
First person	I have wandered	we have wandered
Second person	you have wandered	you have wandered
Third person	he, she, it has wandered	they have wandered

Regular Verb, Perfect Past

	Singular	Plural
First person	I had wandered	we had wandered
Second person	you had wandered	you had wandered
Third person	he, she, it had wandered	they had wandered

Regular Verb, Perfect Future

	Singular	Plural
First person	I will wander	we will wander
Second person	you will wander	you will wander
Third person	he, she, it will wander	they will wander

Exercise 18A: Third Person Singular Verbs

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

The first of each is done for you.

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

First Person Verb	Third Person Singular Verb
I shatter	it shatters

I skip	she _____
--------	-----------

I hike	he _____
--------	----------

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

First Person Verb	Third Person Singular Verb
we brush	he brushes

we hiss	it _____
---------	----------

we catch	she _____
----------	-----------

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

First Person Verb	Third Person Singular Verb
I carry	it carries

I study	she _____
---------	-----------

I tally	he _____
---------	----------

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

First Person Verb	Third Person Singular Verb
we stray	it strays

we buy	he _____
--------	----------

we play	she _____
---------	-----------

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

First Person Verb	Third Person Singular Verb
I go	she goes
I do	it _____
I echo	he _____

Exercise 18B: Simple Present Tenses

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

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

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

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

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

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

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

But they never (hear/hears).

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

Exercise 18C: Perfect Present Tenses

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

“I am very hungry and tired,” replied Oliver, the tears standing in his eyes as he spoke. “I

_____ [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

English
conjugate
to join a verb to
each person in turn

Latin
conjugare *con* + *jugare*
to join together with + to yoke

Regular Verb, Simple Present

	Singular	Plural
First person	I conjugate	we conjugate
Second person	you conjugate	you conjugate
Third person	he, she, it conjugates	they conjugate

Regular Verb, Simple Past

conjugated

Regular Verb, Simple Future

will conjugate

Regular Verb, Perfect Present

	Singular	Plural
First person	I have conjugated	we have conjugated
Second person	you have conjugated	you have conjugated
Third person	he, she, it has conjugated	they have conjugated

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

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	he, she, it is	they are

Exercise 19A: Forming Progressive Present Tenses

Fill in the blanks with the correct helping verbs.

Regular Verb, Progressive Present

	Singular	Plural
First person	I _____ conjugating	we _____ conjugating
Second person	you _____ conjugating	you _____ conjugating
Third person	he, she, it _____ conjugating	they _____ conjugating

State-of-Being Verb, Simple Present

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	he, she, it is	they are

State-of-Being Verb, Simple Past

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he, she, it was	they were

State-of-Being Verb, Simple Future

	Singular	Plural
First person	I will be	we will be
Second person	you will be	you will be
Third person	he, she, it will be	they will be

State-of-Being Verb, Perfect Present

	Singular	Plural
First person	I have been	we have been
Second person	you have been	you have been
Third person	he, she, it has been	they have been

State-of-Being Verb, Perfect Past

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

State-of-Being Verb, Perfect Future

	Singular	Plural
First person	I will have been	we will have been
Second person	you will have been	you will have been
Third person	he, she, it will have been	they will have been

State-of-Being Verb, Progressive Present

	Singular	Plural
First person	I am being	we are being
Second person	you are being	you are being
Third person	he, she, it is being	they are being

State-of-Being Verb, Progressive Past

	Singular	Plural
First person	I was being	we were being
Second person	you were being	you were being
Third person	he, she, it was being	they were being

State-of-Being Verb, Progressive Future

	Singular	Plural
First person	I will be being	we will be being
Second person	you will be being	you will be being
Third person	he, she, it will be being	they will be being

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

	Singular	Plural
First person	I _____ conjugating	we _____ conjugating
Second person	you _____ conjugating	you _____ conjugating
Third person	he, she, it _____ conjugating	they _____ conjugating

Regular Verb, Progressive Future

	Singular	Plural
First person	I _____ conjugating	we _____ conjugating
Second person	you _____ conjugating	you _____ conjugating
Third person	he, she, it _____ conjugating	they _____ conjugating

— LESSON 20 —**Irregular State-of-Being Verbs****Helping Verbs****Forms of the State-of-Being Verb *Am*****Simple Present**

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	He, she, it is	they are

Simple Past

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he, she, it was	they were

Simple Future

	Singular	Plural
First person	I will be	we will be
Second person	you will be	you will be
Third person	he, she, it will be	they will be

Perfect Present

	Singular	Plural
First person	I have been	we have been
Second person	you have been	you have been
Third person	he, she, it has been	they have been

Perfect Past

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

Perfect Future

	Singular	Plural
First person	I will have been	we will have been
Second person	you will have been	you will have been
Third person	he, she, it will have been	they will have been

Progressive Present

	Singular	Plural
First person	I am being	we are being
Second person	you are being	you are being
Third person	he, she, it is being	they are being

Progressive Past

	Singular	Plural
First person	I was being	we were being
Second person	You were being	you were being
Third person	he, she, it was being	they were being

Progressive Future

	Singular	Plural
First person	I will be being	we will be being
Second person	you will be being	you will be being
Third person	he, she, it will be being	they will be being

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

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

Simple Present

	Singular	Plural
First person	I have	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

Simple Past

	Singular	Plural
First person	I _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they had

Simple Future

	Singular	Plural
First person	I will _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

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

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

Simple Present

	Singular	Plural
First person	I do	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

Simple Past

	Singular	Plural
First person	I _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

Simple Future

	Singular	Plural
First person	I will _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____
I will be	I shall be	I shall be!
You will run	You will run	You shall run!
He, she, it will sing	He, she, it will sing	He, she, it shall sing!
We will eat	We shall eat	We shall eat!
You will shout	You will shout	You shall shout!
They will cavort	They will cavort	They shall cavort!

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

	Singular	Plural
First person	I enjoy	we enjoy
Second person	you enjoy	you enjoy
Third person	he, she, it enjoys	they enjoy

Perfect Past

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

Progressive Future

	Singular	Plural
First person	I will be running	we will be running
Second person	you will be running	you will be running
Third person	he, she, it will be running	they will be running

Complete Conjugation of a Regular Verb

Simple Present

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

Simple Past

I grabbed, etc.

Simple Future

I will grab, etc.

Perfect Present

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

Perfect Past

I had grabbed, etc.

Perfect Future

I will have grabbed, etc.

Progressive Present

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

Progressive Past

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

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.

	Person	Singular/ Plural
<u>They</u> (do/ does) love to fly.	<u>third</u>	<u>plural</u>
<u>He</u> (was/were) seeing one ray beyond the spectrum.	_____	_____

<u>We</u> (has/had) better fly.	_____	_____
<u>You</u> (is/are) beginning to drop out of the air.	_____	_____
<u>It</u> (is/are) confusing to keep up with you.	_____	_____
<u>I</u> (was/were) a fish.	_____	_____
<u>You</u> (has/have) to glide in at stalling speed all the way.	_____	_____
<u>They</u> (prefer/prefers) to do their hunting then.	_____	_____

Simple Present

	Singular	Plural
Third person	He, she, it grabs The man grabs The woman grabs The eagle grabs	They grab The men grab The women grab The eagles grab

Perfect Present

	Singular	Plural
Third person	He, she, it has grabbed The boy has grabbed The girl has grabbed The bear has grabbed	They have grabbed The boys have grabbed The girls have grabbed The bears have grabbed

Progressive Present

	Singular	Plural
Third person	He, she, it is grabbing The father is grabbing The mother is grabbing The baby is grabbing	They are grabbing The fathers are grabbing The mothers are grabbing The babies are grabbing

Progressive Past

	Singular	Plural
Third person	He, she, it was grabbing The king was grabbing The queen was grabbing The dragon was grabbing	They were grabbing The kings were grabbing The queens were grabbing The dragons were grabbing

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.

Description	Collective Noun	Verb
mother, father, sister, brother	The <u>family</u>	<u>eats</u> together.
nine baseball players	The _____	_____ the game.

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.

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

Singular Noun	Plural Noun
desk	desks
willow	_____
spot	_____
tree	_____

- 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**.

Singular Noun	Plural Noun
family	families
salary	_____
baby	_____
hobby	_____

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

Singular Noun	Plural Noun
toy	toys
donkey	_____
valley	_____
guy	_____

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

Singular Noun	Plural Noun
leaf	leaves
shelf	_____
wife	_____
thief	_____

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

Singular Noun	Plural Noun
sheriff	sheriffs
cliff	cliffs
tariff	_____

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

Singular Noun	Plural Noun
scarf	scarfs/scarves
hoof	_____

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

Singular Noun	Plural Noun
patio	patios
radio	_____
rodeo	_____
zoo	_____

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

Singular Noun	Plural Noun
potato	potatoes
hero	_____
volcano	_____
echo	_____

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

Singular Noun	Plural Noun
piano	pianos
burrito	_____
kimono	_____
solo	_____
soprano	_____

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

Singular Noun	Irregular Plural Noun
child	children
foot	feet
tooth	teeth
man	men
woman	_____
mouse	mice
goose	geese
deer	_____
fish	fish

Exercise 22C: Plural Nouns

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

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

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

Surely (pirate) _____ 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 —

Plural Nouns
 Descriptive Adjectives
 Possessive Adjectives
 Contractions

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.

Example:	Aunt Catherine	<u>Aunt Catherine’s</u>	coffee mug
	_____	_____	pickup truck
	_____	_____	anteater
	_____	_____	knitting needles
	_____	_____	bus ticket to Seattle, Washington
	_____	_____	cat food

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.

Noun	Singular Possessive	Plural	Plural Possessive
plant	plant's _____	plants _____	plants' _____
child	_____	_____	_____
family	_____	_____	_____
pirate	_____	_____	_____
match	_____	_____	_____
class	_____	_____	_____
sheep	_____	_____	_____
tortilla	_____	_____	_____
galley	_____	_____	_____
video	_____	_____	_____
ox	_____	_____	_____

	Pronoun(s)	Possessive Adjective	Pronoun(s)	Possessive Adjective
First person	Singular I	my	Plural we	our
Second person	you	your	you	your
Third person	he, she, it	his, her, its	they	their

INCORRECT

I's book
you's candy
he's hat
she's necklace
it's nest

CORRECT

my book
your candy
his hat
her necklace
its nest

we's lesson
they's problem

our lesson
their problem

Contraction

he's
she's
it's
you're
they're

Meaning

he is
she is
it is
you are
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.

Full Form**Common Contraction**

I am

I'm _____

he is

we are

you have

she has

they had

he will

you would

let us

is not

were not

do not

can not

you are

it is _____

they are _____

— LESSON 24 —

Possessive Adjectives Contractions Compound Nouns

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

Contraction	Meaning	Not the Same as
he's	he is	his
she's	she is	her
it's	it is	its
you're	you are	your
they're	they are	their

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/Its) 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 passersby 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 growsns-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 Bećković 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.

PERSON: _____

	Past	Present	Future
SIMPLE	she	she	she will wiggle
PROGRESSIVE	she	she	she
PERFECT	she had wiggled	she	she

PERSON: _____

	Past	Present	Future
SIMPLE	I shuffled	I	I
PROGRESSIVE	I	I	I will be shuffling
PERFECT	I	I	I

PERSON: _____

	Past	Present	Future
SIMPLE	you itched	you	you
PROGRESSIVE	you	you	you
PERFECT	you	you	you will have itched

PERSON: _____

	Past	Present	Future
SIMPLE	they	they sneeze	they
PROGRESSIVE	they	they	they
PERFECT	they had sneezed	they	they

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 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.

Noun	Possessive	Plural	Plural Possessive
ghost	_____	_____	_____

ox	_____	_____	_____
trolley	_____	_____	_____
thrush	_____	_____	_____
Johnson	_____	_____	_____
rodeo	_____	_____	_____
city	_____	_____	_____
person	_____	_____	_____

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 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.

