

**Advanced Language Lessons
Level One**

BY

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CIP

The first volume in a four-book series that gives students
a soup-to-nuts grasp of the English language.

Taking students from basic definitions (“A noun is the name of a person, place, thing, or idea”) through advanced sentence structure and analysis, *Advanced Language Lessons* equips young writer (or older beginners) to go directly into high school or college rhetoric and composition with no further study.

Scripted lessons make it possible for any parent or teacher to use the program effectively

Step-by-step instruction

Designed to complement *Writing With Skill*, but also works perfectly
as a stand-alone grammar curriculum

Assumes no prior grammar knowledge

Can be used effectively with students from fifth grade through high school

CONTENTS

LESSON 1

Introduction to Nouns
Concrete and Abstract Nouns

Note to Instructor: Tear out Pages 5–6 and give to the student.

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

Student: [things in room]

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

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

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

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

Student: Yes.

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

Student: Yes.

Instructor: Can you see a supermarket?

Student: Yes.

Instructor: Kitchens and supermarkets are both places that you can see. Persons, places, and things are special kinds of nouns called **concrete nouns**. We use the word *concrete* for the hard substance used to make parking lots and sidewalks. Concrete nouns are *substantial* nouns that we can see or touch—or that we can experience through our other senses. “Dog” is a concrete noun, because you can see and

touch (and smell!) a dog. “Wind” is a concrete noun, because you can feel the wind, even though you can’t see or touch it. “Perfume” is a concrete noun because you can smell it, even though you can’t feel or see it. Is “tree” a concrete noun?

Student: Yes.

Instructor: Is “poem” a concrete noun?

Student: Yes.

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

Student: Yes.

Instructor: Yes, because you can hear a tune. Is “truth” a concrete noun?

Student: No.

Instructor: You can’t see, taste, touch, smell, or hear “truth.” “Truth” is an **abstract noun**. An abstraction can’t be experienced through sight, taste, feel, smell, or hearing. Truth is real, but we can’t observe truth with our senses. Is “justice” an abstract noun?

Student: Yes.

Instructor: Is “liberty” an abstract noun?

Student: Yes.

Instructor: Repeat after me: Concrete nouns can be observed with our senses.

Student: Concrete nouns can be observed with our senses.

Instructor: Abstract nouns cannot.

Student: Abstract nouns cannot.

Instructor: Let’s repeat that definition together three times.

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

Note to Instructor: Like most grammatical definitions, this one does not cover every possible use in the English language. For example, “music” can be a concrete noun (“I hear music”) or an abstract noun (“Music transports us to another world”). If the student asks about exceptions, tell him that the line between abstract and concrete nouns is not always clear, but that this definition helps us to identify ideas, beliefs, opinions, and emotions as nouns

Instructor: Look in your workbook at Exercises 1a and 1B. Read the instructions and follow them. Tell me if you do not understand the instructions!

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. (Confucius)

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

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

hunger

thirst

greed

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

Note to Instructor: Tear out Pages xx–xx and give to the student.

Instructor: What is a noun?

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

Instructor: In the last lesson, we talked about abstract nouns like *peace* and *intelligence* and concrete nouns like *mud* and *earthworms*. Repeat after me: Concrete nouns can be observed with our senses. Abstract nouns cannot.

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

Look at the shirt [or dress] you're wearing. Is *shirt* a concrete or abstract noun?

Student: Concrete.

Instructor: Let's describe this concrete noun. What words can you use to tell me more details about this shirt? What color is it? Is it short-sleeved or long-sleeved? Is it soft, or rough and scratchy?

Student: [soft, short-sleeved, blue . . .]

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

Student: An adjective modifies a noun or pronoun.

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

Instructor: This rule is printed in your workbook. Now look at the next sentence in your workbook with me: Adjectives answer four questions about nouns: what kind, which one, how many, and whose. Say that after me: **Adjectives tell what kind, which one, how many, and whose.**

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

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

Student: I am a [boy or girl]

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

Student: I am [hungry or full]

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

Student: I am [quiet or loud]

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

Student: I am [cheerful or grumpy]

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

Student: Descriptive adjectives tell what kind.

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

Student: Fullness.

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

Student: Grumpiness

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

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

Instructor: . . . the -y changes to -i.

Student: . . . the -y changes to -i.

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

Student: I don’t like [color].

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

Student: I am wearing [brown] pants.

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

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

EXERCISE 2A: DESCRIPTIVE ADJECTIVES, CONCRETE NOUNS, AND ABSTRACT NOUNS

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

DA CN AN
The cowardly lion wished for courage.

DA CN AN
The shy tinman wished for love.

DA CN AN
The silly scarecrow wished for intelligence.

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

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

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 ^A turquoise path into the ^A yellow

candy store. Candy of every imaginable flavor covered the walls. Dana immediately

headed to the ^A magenta jellybeans. Rachel laughed; Dana’s favorite color was ^N magenta, and

she always wanted ^A magenta clothes and notebooks for school. Rachel raced over to the

bright ^A red strawberries covered in ^A white chocolate. Right next to the strawberries were

^A green bon-bons. She usually liked ^N green, but this trip was not about color. It was about

taste!

LESSON 2

Introduction to Adjectives
Descriptive Adjectives, Abstract Nouns

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 bon-bons. She usually liked green, but this trip was not about color. It was about taste!

LESSON 3

Common and Proper Nouns
Capitalization and Punctuation
of Proper Nouns

Note to Instructor: Tear out Pages xx–xx and give to the student.

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

Student: [Little Women]

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

Student: [First, last name]

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

Student: [Name of store]

Instructor. *[Name of store]* is a proper noun. Proper nouns always begin with capital letters. The capital letter tells us that this is a special, particular name. Now I want you to read me the capitalization rules in your workbook. These rules tell you what kinds of names should begin with capital letters. After each rule, stop while I explain the rule. Then I will read you the examples beneath each rule.

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

Instructor: We have already talked about proper names of persons, places, and things. Animals often have proper names too—if they're pets! Follow along as I read the examples out loud to you.

boy	Peter
store	Baskin-Robbins
book	<i>Little Women</i>
horse	Black Beauty

Instructor: Sometimes proper names of places may have prepositions in them. Normally, we do not capitalize those prepositions. Follow along as I read the following examples to you.

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

Student: 2. Capitalize the names of holidays.

Instructor: Holidays are particular, special days. Follow along as I read the examples out loud to you.

Memorial Day
 Christmas
 Independence Day
 Day of the Dead

Student: 3. Capitalize the names of deities.

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

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

Student: 4. Capitalize the days of the week and the months of the year, but not the seasons.

Instructor: The seasons are spring, summer, winter, and fall. Those are written with lower-case letters. Follow along as I read the examples out loud to you.

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

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

Instructor: Titles of works are proper nouns that require special attention! First, notice that small, unimportant words in titles—like *a, an, the, and, but, at, for*, and other very short words—do not need to be capitalized in titles, unless they are the first or last word. Follow along as I read the examples out loud to you. Notice which words are not capitalized.

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"

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

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

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

ship	<i>Titanic</i>
train	<i>The Orient Express</i>
plane	<i>The Spirit of St. Louis</i>

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

EXERCISE 3A: CAPITALIZING PROPER NOUNS

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

Answers will vary

EXERCISE 3B: PROPER NAMES AND TITLES

Rewrite the following sentences properly. Capitalize and punctuate all names and titles correctly.

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.

Rudyard Kipling's poem “Jabberwocky” has many made-up words.

EXERCISE 3C: PROOFREADING FOR PROPER NOUNS

In the following sentences from 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 twice. This is the proper proofreader mark for “capitalize.” The first 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 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, stories, poems, and songs.

book *Alice's Adventures in Wonderland*

magazine *National Geographic*

newspaper *The Chicago Tribune*

movie *A River Runs Through It*

television show *The Waltons*

story "The Visit of the Magi"

poem "The Night Before Christmas"

song "Joy to the World"

chapter in a book "The End of the Story"

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

ship *Titanic*

train *The Orient Express*

plane *The Spirit of St. Louis*

EXERCISE 3A: CAPITALIZING PROPER NOUNS

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

Common Noun**Proper Noun**

friend

book

movie

store

city

holiday

EXERCISE 3B: PROPER NAMES AND TITLES

Rewrite the following sentences properly. Capitalize and punctuate all names and titles correctly.

I just finished reading the secrete garden.

My uncle subscribes to the magazine time.

My favorite campfire song is bingo.

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Rudyard kipling's poem jabberwocky has many made-up words.

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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 otto-man turks.

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

LESSON 4

Noun Gender

Introduction to Personal Pronouns

Note to Instructor: Tear out Pages xx-xx and give to the student.

Note to Instructor: Ask the student to complete Exercise 4A before the lesson begins. Provide any answers that the student doesn't know (this exercise is for fun!).

EXERCISE 4A: 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.)

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

Instructor: We often use different names for male and female animals. Male and female animals have different *gender*. In English, we say that the words we use to name these animals also have *gender*. Nouns that name male animals are *masculine*. The words *bull*, *rooster*, and *stallion* are masculine. Give me two more names from Exercise 4A that have masculine gender.

Student: Buck, gander, cob.

Instructor: Nouns that name female animals are *feminine* in gender. *Cow*, *doe*, and *mare* are all feminine nouns. Give me two more names from Exercise 4A that have feminine gender.

Student: Hen, goose, doe, pen.

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

Student: Man.

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

Student: Girl.

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

Student: It could be either OR Neither.

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

Student: Masculine.

Instructor: What gender does *grandmother* have?

Student: Feminine.

Instructor: What about *grandchild*?

Student: Neuter.

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

Student: (Refrigerator, chair, floor.)

Instructor: Repeat after me: Nouns have gender.

Student: Nouns have gender.

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

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

Instructor: We use “neuter” for nouns that have no gender, or for nouns whose gender is unknown.

Student: We use “neuter” for nouns that have no gender, or for nouns whose gender is unknown.

Instructor: In some languages, the gender of a noun changes that noun’s form. A masculine noun will have one kind of ending, a feminine noun another. In English, we usually only pay attention to gender in one particular situation. Read me the first set of sentences from the fairy tale *The Golden Goose*, in Exercise 4B of your workbook.

EXERCISE 4B: NOUN GENDER

First set

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.

Instructor: Does this passage sound awkward? It should, because that’s not what the Brothers Grimm actually wrote. Read the second set of sentences. As you do, notice that the nouns in bold above have been changed.

Second set

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

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

Instructor: In these sentences, “he” refers to the hero, Dullhead. “It” refers to the goose and the tree. “She” refers to the daughter. *He, it, and she* are *pronouns*. **A pronoun takes the place of a noun.** Repeat that definition after me.

Student: A pronoun takes the place of a noun.

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

Instructor: The pronoun *he* is a masculine pronoun; it takes the place of the proper noun *Dullhead*. The pronoun *it* is a neuter pronoun. Why do we call the tree and the goose “it”?

Student: We don't know what gender they is.

Note to Instructor: “Goose” is here used as a generic term, not as a term designating the female of the species.

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

Student: She was ready to eat lunch.

Instructor: Instead of saying, “[Student’s name] is studying English,” I can say, “You are studying English.” *You* is the pronoun that takes the place of the noun [Student’s name]. There is a special word for the noun that the pronoun replaces. The antecedent is the special name for the noun that is replaced. *Ante-* is a Latin prefix that means “before.” *Cedent* comes from a Latin word meaning “to go.” So *antecedent* literally means “to go before.” Usually, the antecedent noun goes before its pronoun. In the sentence *You are studying English*, [Student’s name] is the antecedent. Repeat after me: The antecedent is the noun that is replaced by the pronoun.

Student: The antecedent is the noun that is replaced by the pronoun.

Instructor: Less often, the antecedent noun follows the pronoun. Listen to this sentence: “Although she didn’t know it yet, Anne would win the spelling bee.” What is the antecedent of the pronoun *she*?

Student: Anne.

Instructor: Look in your workbook, and let’s read the list of pronouns together.

Together:

I	We
You	You (plural)
He, she, it	They

Instructor: Just like the nouns that they replace, these pronouns have gender. Which of these pronouns is masculine?

Student: He.

Instructor: Which pronoun is feminine?

Student: She.

Instructor. The pronoun *it* is neuter. The other pronouns—*I*, *you*, *we*, and *they*—can be either masculine or feminine—depending on whether their antecedent is male or female.

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

EXERCISE 4C: PERSONAL PRONOUNS AND ANTECEDENTS

Circle the personal pronouns in the following sentences, and draw an arrow from the pronoun to the antecedent. If the noun and pronoun are masculine, write *m* in the margin. If they are feminine, write *f*; if neuter, write *n*.

Example: Although Helen Keller was blind and deaf, she became a famous author and speaker. **f**

The man selected a cake covered with violet icing and bit into it. It appeared to be filled with jam. **n**

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

Mother Teresa was born in Albania; she worked for 45 years caring for the poor people of India. **f**

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

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

Peter realized that he would never be able to capture Azov unless he could stop Turkish ships from reaching it. **m**
n

EXERCISE 4D: CHANGING NOUNS INTO PRONOUNS

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

They

Example: Two peasants were coming from in from the fields with their hoes.

We

Jenny and I read a book about inventors.

he

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

They

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

It

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

She

The princess burst out laughing, and could not stop herself.

They

Dullhead and his wife lived happily for many years after.

LESSON 4

Noun Gender

Introduction to Personal Pronouns

EXERCISE 4A: 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.)

<u>Animal</u>	<u>Male</u>	<u>Female</u>	<u>Baby</u>	<u>Group of animals</u>
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, or for nouns whose gender is unknown.

EXERCISE 4B: NOUN GENDER

From *The Golden Goose*, by the Brothers Grimm

First set

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.

Second set

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

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

A pronoun takes the place of a noun.

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

I	We
You	You (plural)
He, she, it	They

EXERCISE 4C: PERSONAL PRONOUNS AND ANTECEDENTS

Circle the personal pronouns in the following sentences, and draw an arrow from the pronoun to the antecedent. If the noun and pronoun are masculine, write *m* in the margin. If they are feminine, write *f*; if neuter, write *n*.

Example: 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 by this. She moved along to the middle of the seat and huddled there.

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.

EXERCISE 4D: CHANGING NOUNS INTO PRONOUNS

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

They

Example: Two peasants were coming from in from the fields with their hoes.

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.

The princess burst out laughing, and could not stop herself.

Dullhead and his wife lived happily for many years after.

LESSON 5

Review Definitions
Introduction to Verbs
Action Verbs, State of Being Verbs
Parts of Speech

Note to Instructor: Tear out Pages xx-xx and give to the student.

Instructor: What is your favorite kind of animal?

Student: [animal]

Instructor: Is the word [animal] a noun or an adjective?

Student: Noun.

Instructor: Is it a common or a proper noun?

Student: Common.

Instructor: Repeat after me: A common noun is a name common to many persons, places, things, or ideas.

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

Instructor: Is it a concrete or an abstract noun?

Student: Concrete.

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

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

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

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

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

Student: Descriptive adjectives tell what kind.

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

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

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

Student: [whiteness, hairiness, smallness, hugeness]

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

Student: [answers will vary: bark, sleep, crawl, swim, . . .]

Instructor: These words are *verbs*. Read the definition of a verb from your workbook.

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

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

Student: A verb shows an action.

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

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

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

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

Instructor: Where am I?

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

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

Student: He is [answers will vary].

Instructor: Where is [a female friend or member of the family]?

Student: She is [answers will vary].

Instructor: *Am, are, and is* are state of being verbs. A state of being verb just shows that something exists. Look at your workbook and read the list of state of being verbs out loud.

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

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

Instructor: Now you understand the first half of the definition. Go ahead and repeat the whole definition for me now.

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

Instructor: Now you have learned the definitions of four *parts of speech*: nouns, adjectives, pronouns, and verbs. **“Part of speech” is a term that explains what a word does.** Let’s review those parts of speech one more time. What does a noun do?

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

Instructor: What does an adjective do?

Student: An adjective modifies a noun or pronoun.

Instructor: What does a pronoun do?

Student: A pronoun takes the place of a noun.

Instructor: What does a verb do?

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

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

EXERCISE 5A: ACTION VERBS

Circle the action verbs in the following passage. This passage has been slightly adapted from a piece written by Mary Mapes Dodge in 1873, when smallpox was still a common disease. Since 1873, smallpox has been eradicated—completely removed from the human population.

In the days when young Edward Jenner worked and studied in a surgeon's office in the town of Sodbury, in Gloucestershire, he heard a good deal of talk about the small-pox. This disease makes great trouble in our own time, and people fear it more than any other sickness; but it is not so bad now-a-days as it was in Jenner's time. It was a frightful plague, and carried in England alone, away 45,000 people every year! Kings died of it, queens, princes, princesses, the rich and the poor, the high and the low, the learned and the ignorant. When it appeared in an army, it often slew more than the sword, and our soldiers suffered grievously from this pestilence in the beginning of the War of Independence.

Thirty-one years before Edward Jenner's birth, a bright, witty lady, with a sharp tongue but a good heart,—Lady Mary Wortley Montague, —discovered that in Turkey, where the small-pox raged terribly every year, they treated healthy people so they caught the disease,—but in a lighter and less dangerous form than if they took it in the common way. Well persons agreed to this treatment, because they knew that smallpox very rarely comes to a person more than once. They called this treatment *inoculation*. Lady Mary, who believed in the treatment, inoculated her own son in 1718, and with perfect success.

People thought this a great discovery, but the small-pox raged on, as badly as ever.¹

1. Mary Mapes Dodge, "Edward Jenner," pp. 241–242. In *St. Nicholas: Scribner's Illustrated Magazine for girls and Boys*, Vol. I (November 1873).

EXERCISE 5B: ACTION AND BEING VERBS

Provide an appropriate action and state of being verb for each of the following nouns. The first is done for you. All correct answers are listed under “state of being.” Sample action verbs are provided, but answers may vary.

	STATE OF BEING	ACTION
The rabbit	<u>was [or is]</u>	<u>hopped</u>
Dinosaurs	<u>are/were</u>	<u>fought</u>
The sun	<u>is/was</u>	<u>shines</u>
Trains	<u>are/were</u>	<u>speed</u>
I	<u>am/was</u>	<u>sing</u>
The student	<u>is/was</u>	<u>reads</u>
Molecules	<u>are/were</u>	<u>move</u>
The wind	<u>is/was</u>	<u>blows</u>
Wolves	<u>are/were</u>	<u>howls</u>
You	<u>are/were</u>	<u>study</u>

EXERCISE 5C: USING VIVID 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. For instructions on thesaurus use and a recommended list of thesauri, see Appendix XX. Sample action verbs are provided, but answers may vary.

Example: Ellen <u>spoke</u> to her friend after their fight.	<u>apologized</u>
Edgar <u>moved</u> away from the angry tiger.	<u>scurried</u>
The starving man <u>ate</u> his dinner.	<u>gobbled</u>
The delicate lamp <u>broke</u> on the floor.	<u>shattered</u>
The frightened little girl <u>asked</u> for her mother.	<u>begged</u>
After the snowstorm, Carrie <u>came</u> down the hill in her sled.	<u>barrelled</u>
Alexander the Great <u>beat</u> his enemies.	<u>vanquished</u>
The Blackfoot <u>moved</u> across the land.	<u>crept</u>

LESSON 5

Review Definitions
Introduction to Verbs
Action Verbs, State of Being Verbs

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.

State of Being Verbs

Am	Were
Is	Be
Are	Being
Was	Been

EXERCISE 5A: ACTION VERBS

Circle the action verbs in the following passage. This passage has been slightly adapted from a piece written by Mary Mapes Dodge in 1873, when smallpox was still a common disease. Since 1873, smallpox has been eradicated—completely removed from the human population.

In the days when young Edward Jenner worked and studied in a surgeon's office in the town of Sodbury, in Gloucestershire, he heard a good deal of talk about the small-pox. This disease makes great trouble in our own time, and people fear it more than any other sickness; but it is not so bad now-a-days as it was in Jenner's time. It was a frightful plague, and carried, in England alone, away 45,000 people every year ! Kings died of it, queens, princes, princesses, the rich and the poor, the high and the low, the learned and the ignorant. When it appeared in an army, it often slew more than the sword, and our soldiers suffered grievously from this pestilence in the beginning of the War of Independence.

Thirty-one years before Edward Jenner's birth, a bright, witty lady, with a sharp tongue but a good heart,—Lady Mary Wortley Montague, —discovered that in Turkey, where the small-pox raged terribly every year, they treated healthy people so they caught the disease,- but in a lighter and less dangerous form than if they took it in the common way. Well persons agreed to this treatment, because they knew that smallpox very rarely comes to a person more than once. They called this treatment *inoculation*. Lady Mary, who believed in the treatment, inoculated her own son in 1718, and with perfect success.

People thought this a great discovery, but the small-pox raged on, as badly as ever.²

2. Mary Mapes Dodge, "Edward Jenner," pp. 241–242. In *St. Nicholas: Scribner's Illustrated Magazine for girls and Boys*, Vol. I (November 1873).

EXERCISE 5B: ACTION AND 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	was [<i>or is</i>]	hopped
Dinosaurs	_____	_____
The sun	_____	_____
Trains	_____	_____
I	_____	_____
The student	_____	_____
Molecules	_____	_____
The wind	_____	_____
Wolves	_____	_____
You	_____	_____

EXERCISE 5C: USING VIVID 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. For instructions on thesaurus use and a recommended list of thesauri, see Appendix XX.

Example: 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.

Vesalius took the knife from the barber.

The Blackfoot moved across the land.

LESSON 6

Helping Verbs

Note to Instructor: Tear out Pages xx-xx and give to the student.

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

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

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

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

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

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

Student: [Walk, trot, gallop, neigh, eat, drink, sleep, roll, bite]

Instructor: List the state of being verbs for me. See if you can do this from memory.

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

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

Instructor: We'll talk about verbs that link two words together a little later. Right now, let's discuss the last part of that definition: A verb can help another verb. Look at Exercise 6A now. In the second column of sentences, the main verbs are each *helped* by a state of being verb. Complete this exercise now.

EXERCISE 6A: 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. These sentences are adapted from *A Complete Geography*, by Ralph Tarr and Frank McMurry.

COLUMN 1

Waves form in the ocean.

Waves endanger small ships.

Waves damage the coast.

Tides rise and fall.

The sun pulls on the earth.

Spring tides rise high.

COLUMN 2

Waves are formed by winds which blow over the water.

Waves are constantly endangering small ships.

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

Tides are caused by the moon and the sun.

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

The high tides at full and new moon are called spring tides.³

Instructor: In these sentences, the verbs *are* and *is* help the verbs *formed*, *endangering*, *eating*, *caused*, *drawn* and *called*. Let's look at the list of helping verbs in your workbook. Read that list out loud for me.

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

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

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

Student: I am.

Instructor: *I am speaking.*

Student: I am speaking.

Instructor: In the first sentence, *am* is all alone and is a state of being verb. In the second sentence, *am* is helping the verb *speaking* (you can't just say, "I speaking"). Helping verbs make it possible for verbs

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

to express different times and different sorts of action; we'll learn about these times and actions in later lessons. For now, complete Exercise 6B in your workbook.

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

EXERCISE 6B: HELPING VERBS

Fill in each blank in the story with a helping verb. Sometimes, more than one helping verb might be appropriate. This excerpt is adapted from *King Arthur: Tales of the Round Table*, by Andrew Lang.

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

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

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

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

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

Among them was a brave knight called Sir Ector, who brought with him Sir Kay, his son, and Arthur, Kay's foster-brother. Now Kay had unbuckled his sword the evening before, and in his haste to be at the tournament had forgotten to put it on again, and he begged Arthur to ride

back and fetch it for him. But when Arthur reached the house the door was locked, for the women had gone out to see the tournament, and though Arthur tried his best to get in, he could not. Then he rode away in great anger, and said to himself, “Kay will/shall/must/can not be without a sword this day. I shall/will/should/must/can/could take that sword in the churchyard and give it to him.” He galloped fast till he reached the gate of the churchyard. Here he jumped down and tied his horse rightly to a tree; then, running up to the stone, he seized the handle of the sword, and drew it easily out.

LESSON 6

Helping Verbs

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

EXERCISE 6A: 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. These sentences are adapted from *A Complete Geography*, by Ralph Tarr and Frank McMurry.

COLUMN 1

Waves form in the ocean.

Waves endanger small ships.

Waves damage the coast.

Tides rise and fall.

The sun pulls on the earth.

Spring tides rise high.

COLUMN 2

Waves are formed by winds which blow over the water.

Waves are rarely dangerous to large vessels.

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

Tides are caused by the moon and the sun.

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

The high tides at full and new moon are called spring tides.⁴

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

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 6B: 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.

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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.

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LESSON 7

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

Note to Instructor: Tear out Pages xx–xx and give to the student.

Note to Instructor: This lesson begins with a series of instructor questions and statements that are intended to be confusing. Say the first one and then wait for the student to look puzzled (or say “What?”) before continuing on; do the same for the next three.

Instructor: Today’s lesson.

Instructor: For a little while.

Instructor: If raining.

Instructor: Caught a ball.

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

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

Instructor: Look at the first sentence in Exercise 7A of your workbook, “The cat sits on the mat.” The word *cat* is underlined. What part of speech is the word *cat*—noun, adjective, pronoun, or verb?

Student: Noun.

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

Student: It is a verb.

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

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

Instructor: Who or what is the first sentence about?

Student: The cat.

Instructor: “Cat” is the subject. If I ask, “What part of speech is cat?” you would answer “noun.” But if I ask, “What part of the *sentence* is cat?” you would answer “subject.” Look at the sentences below the exercise and read me the first definition.

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

Instructor: Now read me the second definition.

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

Instructor: What part of speech is “I”?

Student: “I” is a pronoun.

Instructor: What part of the sentence is I?

Student: I is the subject.

Instructor: “I” is both a pronoun and the subject of the sentence. Now look at the third and fourth sentences. Write the correct part of speech on the line above “dog” and “He.” Write the correct part of the sentence on the line below each word.

EXERCISE 7A: PARTS OF SPEECH VS. PARTS OF THE SENTENCE

part of speech noun _____

The dog runs down the road.

part of the sentence subject _____

part of speech pronoun _____

He runs down the road.

part of the sentence subject _____

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

Student: Verb.

Instructor: Write “verb” on the line above “sit.” How about the double-lined words in the third and fourth sentences? What part of speech is each one?

Student: Verb.

Instructor: Write “verb” above each. Now look back at the first sentence. Earlier, I said that each sentence has two parts—the subject, and the predicate. The subject of the sentence is the main word or term that the sentence is about. **The predicate of the sentence tells something about the subject.** The word *predicate* comes from the Latin word *praedicare* [preh-dee-car-eh], meaning “to proclaim.” The predicate of the sentence is what is said or “proclaimed” about the subject. Read that definition out loud from your workbook.

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

Instructor: Read the definition of a simple predicate from your workbook. In the first sentence, the predicate tells us something about the subject—it tells us that the cat is *sitting*. “Sits” is the predicate of the first sentence. Now look at the second sentence. If I ask you, “What part of speech is *sit*,” what will you say?

Student: Verb.

Instructor. Good! If I ask you, “What part of the sentence is *sit*?” what will you say?

Student: Predicate.

Instructor: Write “predicate” beneath “sit” on the “part of the sentence” line. Look at the third sentence. Remember, the sentence is *about* the dog. “Dog” is the subject. What does the sentence tell us about the dog?

Student: The dog runs.

Instructor: “Runs” is the predicate of the sentence. Write “predicate” on the “part of the sentence” line. Finally, in the last sentence, what does the sentence tell us about the subject “he?”

Student: He runs.

Instructor: Write “predicate” on the “part of the sentence” line beneath “runs.” Now let’s review. What is a part of speech? You may look back at your workbook for the answer.

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

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

Student: Noun, adjective, pronoun, verb.

Instructor: What is a part of the sentence?

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

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

EXERCISE 7C: 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 saying, “Subject what?”

EXAMPLE: 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 7

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

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

The 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.

EXERCISE 7A: PARTS OF SPEECH VS. PARTS OF THE SENTENCE

part of speech noun verb
The cat sits on the mat.

part of the sentence subject predicate

part of speech _____ _____
I also sit on the mat.

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 7B: 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 7C: 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 saying, “Subject what?”

EXAMPLE: 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 8

Subjects and Predicates

Diagramming Subjects and Predicates
Sentence Capitalization and Punctuation
Sentence Fragments

Note to Instructor: Tear out Pages xx–xx and give to the student.

Instructor: What was the definition of a sentence that we read in the last lesson? You may read it from your workbook if you can't remember.

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

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

Student: He does. They can. It is.

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

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

Instructor: Read me the definition of a predicate from your workbook.

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

Instructor: You can usually find the subject by asking, "Who or what is the sentence about?" What is the subject of the next sentence in your workbook?

Student: Hurricanes.

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

Student: Form.

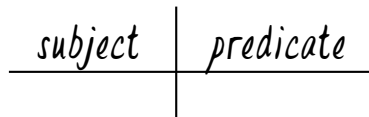
Instructor: Underline the word *form* twice. This is the predicate.

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

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

Student: The subject.

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



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

Student: A capital letter.

Instructor: What is at the end of each sentence?

Student: A period.

Instructor: This is the second part of the definition. **A sentence begins with a capital letter and ends with a punctuation mark.** Read me the two-part definition of a sentence that comes next in your workbook.

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

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

Student: No running in the kitchen.

Instructor: Do you understand that sentence?

Student: Yes.

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

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

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

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

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

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

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

Student: Usually.

Instructor: What line did we add?

Student: A sentence contains a complete thought.

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

EXERCISE 8A: 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	S
small birds flapping their wings	F
or landing on the water	F
large birds can only hover for a short time	S
hummingbirds can beat their wings 52 times per second	S
because their feet act like skids	F
some birds are flightless	S

EXERCISE 8B: PROOFREADING FOR CAPITALIZATION AND PUNCTUATION

Add the correct capitalization and punctuation to the following sentences. Indicate letters which should be capitalized by underlining each letter twice. Indicate ending punctuation by using the proofreader’s mark for inserting a period: ○ Indicate words which should be italicized by underlining them and writing *ital* in the margin.

EXAMPLE ononce there was a very curious monkey named george ○

we booked a cruise on a ship called sea dreams ○ *ital*

the titanic had a sister ship called the olympic ○ *ital*

the titanic had a gym, a swimming pool, and a hospital with an operating room ○ *ital*

the millionaire john jacob astor and his wife were on board ○

the titanic hit an iceberg on april 14. ○ *ital*

when the ship began to sink, women and children were loaded into the lifeboats first ○

the survivors in the lifeboats heard the band playing until the end ○

the carpathia brought the survivors to new york ○ *ital*

EXERCISE 8C: 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.

EXAMPLE 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 warn of approaching hurricanes.

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

Example:

Many hurricanes form in the southwest North Pacific.

Who or what is this sentence about? Hurricanes.

Hurricanes what? Hurricanes form.

hurricanes | form

hurricanes | arise

hurricanes | develop

Satellites | photograph

Radar | tracks

Meteorologists | issue

flags | warn

LESSON 8

Subjects and Predicates
Sentence Capitalization and Punctuation
Syntactically Complete Sentences

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.

Hurricanes | *form*

|

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 measure 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 8A: 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 8B: PROOFREADING FOR CAPITALIZATION AND PUNCTUATION

Add the correct capitalization and punctuation to the following sentences. Indicate letters which should be capitalized by underlining each letter twice. 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.

EXAMPLE once 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 operating room

the millionaire john jacob astor and his wife were on board

the titanic hit an iceberg on april 14.

when the ship began to sink, women and children were loaded into the lifeboats first

the survivors in the lifeboats heard the band playing until the end

the carpathia brought the survivors to new york

EXERCISE 8C: 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.

EXAMPLE

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 warn of approaching hurricanes.

LESSON 9

Types of Sentences

Note to Instructor: Tear out Pages xx-xx and give to the student.

Instructor: Let's begin by reviewing the definition of a sentence. Read that definition out loud from your workbook.

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

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

Student: A purple penguin is playing ping-pong.

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

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

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

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

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

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

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

Student: My shoes are [blue, on my feet, dirty].

Instructor: You will sometimes see statements called **declarative sentences**. "Declarative sentence" is another word for a statement. What kind of sentences are statements?

Student: Statements are declarative sentences.

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

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

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

Student: My shoes are [blue, on my feet, dirty]!

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

Student: Exclamations are exclamatory sentences.

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

Student: What fun this grammar lesson is!

Instructor: Read the definition of the third sentence type from your workbook.

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

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

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

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

Student: Sit down [walk to the door].

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

Student [stands up].

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

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

Student: [sits down]

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

Student: Commands are imperative sentences.

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

Student: The subject.

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

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

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

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

Student: No.

Instructor: Read the definition of the fourth type of sentence from your workbook.

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

Instructor: Ask me a question about my shoes.

Student: Are your shoes [blue]?

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

Student: Questions are known as interrogative sentences.

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

Student: He is late. Is he late?

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

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

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

EXERCISE 9A: 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.

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

EXERCISE 9B: PROOFREADING FOR CAPITALIZATION AND PUNCTUATION

Proofread the following sentences by adding capital letters and punctuation marks.

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 9C: DIAGRAMMING SUBJECTS AND PREDICATES

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?

(you) | Learn

Sometimes, students work hard.

Other times, students stare out of windows.

The book is open.

you | Are

Close the book.

Did you?

You did a good job today.

students | work

students | stare

book | is

(you) | Close

you | Did

You | did

LESSON 9

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 9A: 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	_____

EXERCISE 9B: PROOFREADING FOR CAPITALIZATION AND PUNCTUATION

Proofread the following sentences. If a small letter should be capitalized, draw two 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 9C: DIAGRAMMING SUBJECTS AND PREDICATES

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 10

Nouns, Pronouns and Verbs
Sentences

Simple Present, Simple Past,
and Simple Future Tenses

Note to Instructor: Tear out Pages xx-xx and give to the student.

Instructor: Let's do a quick review of some of your definitions. What does a noun do?

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

Instructor: What does a pronoun do?

Student: A pronoun takes the place of a noun.

Instructor: What does a verb do?

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

Instructor: List the state of being verbs for me.

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

Instructor: List the helping verbs for me.

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

Instructor: Read me the definition of a sentence from your workbook.

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

Instructor: Repeat these sentences after me: I sing.

Student: I sing.

Instructor: I eat.

Student: I eat.

Instructor: I learn.

Student: I learn.

Instructor: Each one of those sentences tells about something I am doing in the present—right now. Give me some other two-word sentences explaining what you are doing right now, in the present.

Student: I [sit, study, look, read, breathe]

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

Instructor: You have learned that verbs do four things—show action, show state of being, link two words together, or help other verbs. But while verbs are doing these four things, they also give us information about *when* these things are happening. In your sentences, everything is happening right now—in the present. A verb can show present time, past time, or future time. In grammar, we call the time a verb is showing its tense. *Tense* means “time.” Repeat after me: **A verb in the present tense tells about something that happens in the present.**

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

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

Student: Yesterday, I ate.

Instructor: I learned.

Student: Yesterday, I learned.

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

Student: I [sat, studied, looked, read, breathed]

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

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

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

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

Student: Tomorrow, I will sing.

Instructor: Tomorrow, I will eat.

Student: Tomorrow, I will eat.

Instructor: Tomorrow, I will learn.

Student: Tomorrow, I will learn.

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

Student: I [will sit, will study, will look, will read, will breathe.]

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

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

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

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

Note to Instructor: Give the student all necessary help in filling out this chart. The student may find it helpful to say the subject out loud with each form of the verb: “I will grab. I grab. I grabbed.”

	Simple past	Simple present	Simple future
I	grabbed	grab	will grab
You	behaved	behave	will behave
She	jogged	jogs	will jog
We	enjoyed	enjoy	will enjoy
They	guessed	guess	will guess

Instructor: Look at the verbs in the “simple future” column. What did you add to each one?

Student: Will.

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

Student: -ed.

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

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

Instructor: When you add the suffix *-ed* to the end of a verb, it changes the verb from simple present to simple past tense. That changes the meaning of the verb. Now read to me from your workbook the rules for forming the simple past of a verb.

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

sharpen – sharpened

utter – uttered

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

rumble – rumbled

shade – shaded

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

scam – scammed

thud – thudded

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

cry – cried

try – tried

Instructor: Some verbs don't follow the rules for forming the simple past. Look at the next chart in your workbook. Fill out the missing tenses of each verb

	Simple past	Simple present	Simple future
I	ate	eat	will eat
You	went	go	will go
She	wrote	write	will write
We	knew	know	will know
They	thought	think	will think

Instructor: These verbs are called *irregular* verbs because they don't follow the regular rules. The first exercise at the end of your workbook lesson is a chart of the most commonly used irregular verbs. Fill that chart out now, and then complete the remaining exercises. Check your work with me when you are finished.

EXERCISE 10A: VERB FORMS: SIMPLE PRESENT, SIMPLE PAST, AND SIMPLE FUTURE

Fill in the chart with the missing verb forms.

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

	Simple past	Simple present	Simple future
I	ate	eat	will eat
You	felt	feel	will feel
She	wrote	write	will write
We	were	are	will be

	Simple past	Simple present	Simple future
They	got	get	will get
I	had	have	will have
You	went	go	will go
He	kept	keeps	will keep
We	made	make	will make
They	thought	think	will think
I	ran	run	will run
You	sang	sing	will sing
It	spoke	speaks	will speak
We	knew	know	will know
They	swam	swim	will swim
I	wrote	write	will write
You	threw	throw	will throw
We	became	become	will become
They	taught	teach	will teach

EXERCISE 10B: 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.

Example: Annie became excited and ^{hugged}~~hugs~~ her mother.

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

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

The game was very close, and the fans ^{were}~~are~~ nervous.

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

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

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

EXERCISE 10C: FORMING THE SIMPLE PAST TENSE

Using the rules for forming the simple past, put each one of the verbs in parentheses into the simple past. Write the simple past form in the blank. Be sure to spell the past forms of regular verbs correctly, and to use the correct forms of irregular verbs. These sentences are taken from *The Emerald City of Oz*, by L. Frank Baum.

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

Therefore the King **stormed** and **raved** all by himself, walking up and down in his jewel-studded cavern and getting angrier all the time. Then he **remembered** that it was no fun being angry unless

he had some one to frighten and make miserable, and he **rushed** to his big gong and **made** it clatter as loud as he could.

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

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

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

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

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

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

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

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

“You are a fool!” he **exclaimed**.

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

The King **roared** with rage and **stamped** his foot.

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

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

LESSON 10

Nouns and Verbs
Simple Present, Simple Past,
and Simple Future

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.

	Simple past	Simple present	Simple future
I			will grab
You	behaved		
She		jogs	
We	enjoyed		
They		guess	

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

	Simple past	Simple present	Simple future
I		eat	
You			will go
She	wrote		
We		know	
They			will think

EXERCISE 10A: 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	ate	eat	will eat
You			will feel
She	wrote	write	will write
We		are	
They		get	
I			will have
You	went	go	will go
He	kept		
We		make	
They	thought	think	will think

	Simple past	Simple present	Simple future
I	ran		
You			will sing
It		speaks	
We	knew	know	will know
They	swam		
I		write	
You		throw	
We			will become
They	taught		

EXERCISE 10B: 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.

Example: Annie became excited and ^{hugged}~~hugs~~ her mother.

Alison went 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 was very close, and the fans are nervous.

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 10C: FORMING THE SIMPLE PAST TENSE

Using the rules for forming the simple past, put each one of the 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 _____ (is) in an angry mood, and at such times he _____ (is) very disagreeable. Every one _____ (keep) 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 _____ (come) the Chief Steward, trying not to show the Nome King how frightened he was.

“Send the Chief Counselor here!” _____ (shout) the angry monarch.

Kaliko _____ (run) 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 _____ (say) 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,” _____ (say) the Chief Counselor, “enjoy getting angry.”

“But not all the time,” declared the King. “To be angry once in a while is really good fun, because it

makes others so miserable. But to be angry morning, noon and night, as I am, grows monotonous and prevents my gaining any other pleasure in life. Now what do you advise?"

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

Hearing this, the King _____ (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 _____ (take) the Chief Counselor, and _____ (bind) him with chains to prevent his struggling, and _____ (throw) him away. And the King _____ (pace) up and down his cavern more angry than before.

LESSON 11

Simple Present, Simple Past,
and Simple Future

Progressive Present, Progressive Past,
and Progressive Future

Note to Instructor: Tear out Pages xx–xx and give to the student.

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

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

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

Student: Present.

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

Student: Future.

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

Student: Past.

Instructor: A verb in the past tense tells about something that happened in the past. Look at the verb *study* in your workbook. What did we add to it to make it future?

Student: Will.

Instructor: What did we add to it to make it past?

Student: Ed.

Instructor: Read me the rules for forming the simple past.

Student: To form the past tense, add –ed to the basic verb. If the basic verb ends in e already, only add –d. If the verb ends in a short vowel sound and a consonant, double the consonant and add –ed. If the verb ends in –y following a consonant, change the –y to –i and add –ed.

Instructor: Complete Exercise 11A in your workbook now.

EXERCISE 11A: FORMING THE SIMPLE PAST AND SIMPLE FUTURE TENSES

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

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

Instructor: Verbs in the simple past, simple present and simple future simply tell you when something happened. But these simple tenses are *so* simple that they don't give you any more information. If I say, "I cried," I might mean that I shed a single tear. Or I might mean that I wept and wept and wept for hours. Today we're going to learn about three more tenses. They are called the progressive past, progressive present and progressive future. Read me the next two sentences in your workbook.

Student: Yesterday, I cried. I was crying for a long time.

Instructor: The verb “was crying” is progressive past. It tells you that the crying went on for a while in the past. Read me the next two sentences.

Student: Today, I learn. I am learning my grammar.

Instructor: The verb *am learning* is progressive present. It tells you that the learning is progressing on for some time today. Read me the next two sentences.

Student: Tomorrow, I will celebrate. I will be celebrating all afternoon.

Instructor: The verb “will be celebrating” is progressive future. It tells you that the celebration will go on for more than just a minute. Now read me the definition of a progressive verb from your workbook.

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

Instructor: Look at the list of progressive verbs in Exercise 11B. Each one of those progressive verbs has the same *suffix*, or ending. What is it?

Student: -ing.

Instructor: Circle the ending of each verb. Then, underline the helping verbs that come in front of each verb.

EXERCISE 11B: 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

Instructor: To form a progressive tense, you add helping verbs and the suffix *-ing*. Repeat after me: The past progressive tense uses the helping verbs *was* and *were*.

Instructor: The present progressive tense uses the helping verbs *am*, *is*, and *are*.

Instructor: The future progressive tense uses the helping verbs *will be*.

Instructor: There are two spelling rules you should keep in mind when you add *-ing* to a verb. Read them from your workbook now.

Student: If the verb ends in a short vowel sound and a consonant, double the consonant and add -ing.

skip – skipping

drum – drumming

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

smile – smiling

trade – trading

Instructor: Complete the remaining exercises in your workbook now.

EXERCISE 11C: FORMING THE PAST, PRESENT, AND FUTURE PROGRESSIVE TENSES

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

Note to Instructor: This exercise drills progressive verbs and also prepares the student for the introduction of person in next week's lessons. If the student asks why the helping verbs change, you may either say, "You'll find out next week" or turn to Lesson 14 and do it out of order. (The first method is recommended; person has not yet been covered in order to allow the student to concentrate on the tenses being introduced.)

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

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

EXERCISE 11D: SIMPLE AND PROGRESSIVE TENSES

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

1. The scientist Antoni van Leeuwenhoek **was experimenting** when he **tested** the water of the inland lake Berkelse Mere.
2. When he **looked** through his lens, he **saw** that microscopic creatures **were swimming** in the water.
3. The French surgeon Ambroise Pare **was cauterizing** wounds when he **ran** out of boiling oil.
4. He **used** salve instead, but he **told** another doctor, "In the morning, the wounds will be festering."
5. In the morning, the wounds treated with salve **were healing** better than the wounds treated with cauterization.
6. Johannes Kepler **was studying** the orbit of Mars.
7. Finally, Kepler **understood** that the orbit was elliptical.

LESSON 11

Simple Present, Simple Past,
and Simple Future

Progressive Present, Progressive Past,
and Progressive Future

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 11A: 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 11B: 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 past progressive tense uses the helping verbs *was* and *were*.

The present progressive tense uses the helping verbs *am*, *is*, and *are*.

The future progressive 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 consonant and an *e*, drop the *e* and add *-ing*.

smile – smiling

trade – trading

EXERCISE 11C: FORMING THE PAST, PRESENT, AND FUTURE PROGRESSIVE TENSES

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

	Past Progressive	Present Progressive	Future Progressive
I run	I was running	I am running	I will be running
I chew			
I grab			
I charge			
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 11D: SIMPLE AND PROGRESSIVE TENSES

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

1. The scientist Antoni van Leeuwenhoek _____ (progressive past of *experiment*) when he _____ (simple past of *test*) the water of the inland lake Berkelse Mere.
2. When he _____ (simple past of *look*) through his lens, he _____ (simple past of *see*) that microscopic creatures _____ (progressive past of *swim*) in the water.
3. The French surgeon Ambroise Pare _____ (progressive past of *cauterize*) wounds when he _____ (simple past of *run*) out of boiling oil.
4. He _____ (simple past of *use*) salve instead, but he _____ (simple past of *tell*) another doctor, "In the morning, the wounds _____ (progressive future of *fester*)."
5. In the morning, the wounds treated with salve _____ (progressive past of *heal*) better than the wounds treated with cauterization.
6. Johannes Kepler _____ (progressive past of *study*) the orbit of Mars.
7. Finally, Kepler _____ (simple past of *understand*) that the orbit was elliptical.

LESSON 12

Simple Present, Simple Past,
and Simple Future

Progressive Present, Progressive Past,
and Progressive Future

Perfect Present, Perfect Past,
and Perfect Future

Note to Instructor: Tear out Pages xx–xx and give to the student.

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

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

Instructor: Read me the next sentence in your workbook.

Student: Yesterday, I was studying tenses.

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

Student: Today, I am studying tenses.

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

Student: Tomorrow, I will be studying something else!

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

Student: No!

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

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

Instructor: When did the theft occur?

Student: Yesterday.

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

Student: He discovered that the diamond was missing.

Instructor: What tense is the verb “discovered” in?

Student: Simple past.

Instructor: What happened *before* the security guard discovered the missing diamond?

Student: The thief fled.

Instructor: By the time the security guard discovered the theft, the thief was finished fleeing. But was the diamond still missing?

Student: Yes.

Instructor: *Discovered* is the simple past. *Was missing* is the progressive past—the missing was going on yesterday, and it is still going on today. But *had fled* is the third kind of tense: the *perfect* tense. Repeat after me: A perfect verb describes an action which has been completed *before* another action takes place.

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

Instructor: The thief had completed his fleeing before the security guard discovered the theft. Read me the next three sentences in your workbook.

Student: I practiced my piano. I was practicing my piano all day yesterday. I had practiced my piano before I went to bed.

Instructor: The first sentence is in the simple past. You simply practiced. The second sentence is in the progressive past. The practicing went on for some time. The third sentence is in the perfect past. You finished practicing the piano—and *then* you went to bed. There are three perfect tenses—just like there

are three simple tenses and three progressive tenses. They are perfect present, perfect past, and perfect future. Look at the chart in your workbook and read me the three sentences underneath “perfect past.”

Student: I had practiced yesterday. I had eaten before bed. I had seen the movie a week ago.

Instructor: Each one of those actions was finished in the past before something else happened. Repeat after me: Perfect past verbs describe an action that was finished in the past before another action began.

Student: Perfect past verbs describe an action that was finished in the past before another action began.

Instructor: You usually form the perfect past with the helping verb *had*. Now read me the three sentences underneath “perfect present.”

Student: I have practiced today. I have eaten already. I have seen the movie once.

Instructor: Each one of those actions was finished in the past, but we don’t know exactly when—just that they were finished. Repeat after me: Perfect present verbs describe an action that was completed before the present.⁵

Student: Perfect present verbs describe an action that was completed before the present.⁶

Instructor: You usually form the perfect present with the helping verbs *have* and *has*. Read me the three sentences underneath “perfect future.”

Student: I will have practiced tomorrow. I will have eaten by bedtime tomorrow. I will have seen the movie before it leaves the theatre.

Instructor: Those actions haven’t even happened yet—but they *will* be finished, in the future, before something *else* happens. Repeat after me: Perfect future verbs describe an action that will be finished in the future before another action begins.

Student: Perfect future verbs describe an action that will be finished in the future before another action begins.

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

5. “Perfect past” is also known as “pluperfect.” This vocabulary will be introduced in a later lesson.

6. Perfect present verbs can also describe an action that began in the past and continues on in the future; this more advanced use of the verb will be covered later.

EXERCISE 12A: PERFECT TENSES

Fill in the blanks with the missing forms.

SIMPLE PAST	PERFECT PAST	PERFECT PRESENT	PERFECT FUTURE
I jogged	I had jogged	I have jogged	I will have jogged
I planted	I had planted	I have planted	I will have planted
I refused	I had refused	I have refused	I will have refused
I shrugged	I had shrugged	I have shrugged	I will have shrugged
We cheered	We had cheered	We have cheered	We will have cheered
We sighed	We had sighed	We have sighed	We will have sighed
We managed	We had managed	We have managed	We will have managed
We listened	We had listened	We have listened	We will have listened
He missed	He had missed	He has missed	He will have missed
He knitted	He had knitted	He has knitted	He will have knitted
He juggled	He had juggled	He has juggled	He will have juggled
He hammered	He had hammered	He has hammered	He will have hammered

EXERCISE 12B: IDENTIFYING PERFECT TENSES

Identify the underlined verbs as perfect past, perfect present, or perfect future.

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

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

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

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

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

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

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

EXERCISE 12C: 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.

progressive
 present
Example: Roopa is living with her parents and two little sisters in Chennai, India. She has lived there all her life. perfect
 past

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

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

perfect simple progressive
 past past future
 Monsoon season had started already. Soon, thought Roopa, the rains will be flooding the streets.

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

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

LESSON 12

Simple Present, Simple Past,
and Simple Future

Progressive Present, Progressive Past,
and Progressive Future

Present Perfect, Past Perfect,
and Future Perfect

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 today.	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 theatre.

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.

Helping verbs: have, has

Perfect future verbs describe an action that will be finished in the future before another action begins.

Helping verbs: will have

EXERCISE 12A: 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			

SIMPLE PAST	PERFECT PAST	PERFECT PRESENT	PERFECT FUTURE
We managed			
We listened			
He missed	He had missed	He has missed	He will have missed
He knitted			
He juggled			
He hammered			

EXERCISE 12B: IDENTIFYING PERFECT TENSES

Identify the underlined verbs as perfect past, perfect present, or perfect future.

Example: I ^{perfect present} 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.

LESSON 13

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

Note to Instructor: Tear out Pages xx–xx and give to the student.

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

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

Student: I yawn today. Yesterday, I yawned. Tomorrow I will yawn.

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

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

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

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

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

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

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

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

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

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

Instructor: Look at Exercise 13A in your workbook and follow the directions.

EXERCISE 13A: SIMPLE, PROGRESSIVE, AND PERFECT TENSES

All of the bolded verbs are in the past tense. Label each bolded verb as simple (s), progressive (prog), or perfect (perf).

Now in these subterranean caverns ^s **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

^s **lived** above ground, and were very like other people. But for some reason or other, concerning

which there were different legendary theories, the king ^{perf} **had laid** what they thought too severe taxes

upon them, or ^{perf} **had required** observances of them they did not like, or ^{perf} **had begun** to treat them with more severity, in some way or other, and impose stricter laws; and the consequence was that they

^{perf} **had** all **disappeared** from the face of the country. According to the legend, however, instead of

going to some other country, they ^{perf} **had** all **taken** refuge in the subterranean caverns, whence they

^s never **came** out but at night, and then seldom ^s **showed** themselves in any numbers, and never to many people at once. It was only in the least frequented and most difficult parts of the mountains

that they were said to gather even at night in the open air. Those who ^{perf} **had caught** sight of any of them ^s **said** that they ^{perf} **had** greatly **altered** in the course of generations; and no wonder, seeing they ^s **lived** away from the sun, in cold and wet and dark places. They were now, not ordinarily ugly, but either absolutely hideous, or ludicrously grotesque both in face and form.

Instructor: The verbs in this story are all either simple or perfect. The simple verbs describe what's happening at the time of the story. The perfect verbs tell what happened before the story began. All of the perfect verbs in this story are formed with the helping verb *had*. Read me the first three perfect verbs in the story.

Student: Had laid, had required, had begun.

Instructor: *Had laid* is a verb phrase. Together, the main verb *laid* and the helping verb *had* act as a single verb. *Had required* acts as a single verb. So does *had begun*. All three are verb phrases. Read me the definition of a phrase from your workbook.

Student: A phrase is a group of words serving a single grammatical function.

Instructor: In a verb phrase, a group of words serves a single grammatical function by acting as a verb. Read me the next two verbs in the story.

Student: Had disappeared, had taken

Instructor: A word comes between the helping verb and the main verb in each of those verb phrases. *All* is not part of the verb phrase! Only helping verbs and main verbs belong in a verb phrase.

Note to Instructor: If the student answers with "Had all disappeared" and "had all taken," simply continue with the dialogue.

Instructor: When you diagram a verb phrase, all of the verbs in the verb phrase go on the predicate space of the diagram. Look at the sentence *They had greatly altered in the course of generations* in your workbook. *Had* and *altered* both go on the diagram in the predicate space, but *greatly* does not. Before you complete Exercise 13B, let's review both predicates and subjects. Repeat after me: The subject of the sentence is the main word or term that the sentence is about.

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

Instructor: The predicate of the sentence tells something about the subject. Repeat that after me.

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

Instructor: When we studied subjects and predicates, we also talked about the difference between parts of speech and parts of a sentence. Repeat after me: “Part of speech” is a term that explains what a word does.

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

Instructor: Noun and pronoun are both parts of speech. Main verb and helping verb are both parts of speech. Tell me what a noun does.

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

Instructor: Tell me what a pronoun does.

Student: A pronoun takes the place of a noun.

Instructor: These parts of speech can also function, in sentences, as subjects. “Subject” refers to the “part of the sentence” that the noun or pronoun is in. Read me the definition of “part of the sentence.”

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

Instructor: A main verb does an action, shows a state of being, or links two words together. A helping verb helps the main verb. Read me the definition of a verb from your workbook.

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

Instructor: A verb is a part of speech. In a sentence, a main verb and its helping verbs form the predicate. A predicate is a part of the sentence. When you underline a main verb and its helping verbs, you are locating a part of speech. When you put the entire verb phrase on the diagram, you are showing that the verb and its helping verbs function, in the sentence, as a predicate. They tell more about the subject. Now for the last part of the review: Find the subject of a sentence by asking, “Who or what is the sentence about?” Find the predicate by asking, “Subject what?” Try that now as you complete Exercise 13B.

EXERCISE 13B: IDENTIFYING AND DIAGRAMMING SUBJECTS AND PREDICATES, IDENTIFYING VERB TENSES

Underline the subject once and the predicate twice in each sentence. Be sure to include both the main verb and any helping verbs when you underline the predicate. Identify the tense of each verb or verb phrase (simple past, present, or future; progressive past, present, or future; perfect past, present, or future) on the line. Then, diagram each subject and predicate on your own paper. These sentences are taken from *The Light Princess and Other Fairy Stories*, by George MacDonald.

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

One day an awkward accident happened. simple past

The princess had come out upon the lawn. perfect past

She had almost reached her father. perfect past

He was holding out his arms. progressive past

A puff of wind blew her aside. simple past

We have fallen in! perfect present

He was swimming with the princess. progressive past

I have quite forgotten the date. perfect present

By that time, they will have learned their lesson. perfect future

She found her gravity! simple past

Down the narrow path they went. simple past

They reached the bottom in safety. simple past

aunt | had deprived

wind | blew

accident | happened

We | have fallen

princess | had come

He | was swimming

She | had reached

I | have forgotten

He | was holding

LESSON 13

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 13A: SIMPLE, PROGRESSIVE, AND PERFECT TENSES

All of the bolded verbs are in the past tense. Label each bolded verb as simple (s), progressive (prog), or perfect (perf).

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. They were now, not ordinarily ugly, but either absolutely hideous, or ludicrously grotesque both in face and form.

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

A phrase is a group of words serving a single grammatical function.

They **had** greatly **altered** in the course of generations.

<i>They</i>	<i>had altered</i>
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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.

“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 13B: 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 14

Verb Phrases
Person of the Verb
Conjugations

Note to Instructor: Tear out Pages xx-xx and give to the student.

Instructor: Several lessons ago you completed a chart showing the progressive tenses. These verbs were on that chart. Look over them now.

	Past Progressive	Present Progressive	Future Progressive
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 grabbing
We fix	We were fixing	We are fixing	We will be fixing
They call	They were calling	They are calling	They will be calling

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

Student: Am, are, is.

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

Student: Was and were.

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

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

Instructor: There are three kinds of people or things that do verbs. The first is . . .

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

Instructor: Say after me, “I understand!”

Student: I understand!

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

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

Instructor: Say with me, “We understand!”

Together: We understand!

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

Student: You.

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

Together [pointing at each other]: You understand!

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

Student: She understands.

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

Student: It understands.

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

Student: They understand.

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

Together: I pretend [point to self]

You pretend [point to student as student points to you]

He, she, it pretends [point to imaginary person]

we pretend [point to self and student at the same time]

You pretend [point to student and also to another imaginary person]

They pretend [point to imaginary group of persons with both hands]

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

Student: The third person singular.

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

Together: I wander [point to self]

You wander [point to student as student points to you]

He, she, it wanders [point to imaginary person]

we wander [point to self and student at the same time]

You wander [point to student and also to another imaginary person]

They wander [point to imaginary group of persons with both hands]

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

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

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

Student: No.

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

Student: The third person singular.

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

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

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

Student: No.

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

EXERCISE 14A: 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” verbs in order to form the third person singular. Then rewrite the first person verbs as third person singular verbs.

Usually, add s to the verb to form the singular.

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
I shatter	it shatters
I skip	she skips
I hike	he hikes

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

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
we brush	he brushes
we hiss	it hisses
we catch	she catches

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

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
I carry	it carries
I study	she studies
I tally	he tallies

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

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
we stray	it strays
we buy	he buys
we play	she plays

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

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
I go	she goes
I do	it does
I echo	he echoes

EXERCISE 14B: SIMPLE PRESENT TENSES

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

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 14C: PERFECT PRESENT TENSES

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

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

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

“He **has gone** [go], sir,” replied Mrs. Bedwin.

“I consider, sir, that you **have obtained** [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 **have gone** [go] out for the day.”

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

LESSON 14

Verb Phrases
Conjugations
Person of the Verb

	Past Progressive	Present Progressive	Future Progressive
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 grabbing
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 14A: 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” verbs in order to form the third person singular. Then rewrite the first person verbs as third person singular verbs.

Usually, add s to the verb to form the singular.

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
I shatter	it shatters
I skip	she _____
I hike	he _____

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

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
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**.*

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
I carry	it carries
I study	she _____
I tally	he _____

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

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
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**.*

<u>First Person Verb</u>	<u>Third Person Singular Verb</u>
I go	she goes
I do	it _____
I echo	he _____

EXERCISE 14B: SIMPLE PRESENT TENSES

Choose the correct conjugation of the verb in parentheses based on the person.

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 it (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 14C: 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 15

Person of the Verb
Conjugations
State of Being Verbs

Note to Instructor: Tear out Pages xx–xx and give to the student.

Instructor: What two pronouns refer to the first person?

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

Student: I and we.

Instructor: What pronoun refers to the second person?

Student: You

Instructor: What four pronouns refer to the third person?

Student: He, she, it, they.

Instructor: In the last lesson, you learned that when you team up a verb to each of the persons and change its form when necessary, you are “conjugating” it. Look at your workbook to see where the word “conjugate” comes from. The Latin word *conjugare* [con-ju-gar-eh] means “to join together,” and when you conjugate a verb, you are joining the verb to each person in turn. *Conjugare* itself is made by joining two words together; “con” means with, and “jugare” means “to yoke.” Have you ever heard the word *conjugal*? It means “having to do with marriage” and it too comes from the Latin word *conjugare*. In the last lesson, you learned that regular verbs don’t change form very often when you conjugate them. Look at the simple present of the verb *conjugate* in your workbook. Which form changes?

Student: The third person singular

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

Student: The third person singular.

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

Student: Am

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

Student: That something just exists.

Note to Instructor: If the student can't remember, tell him to turn back to Lesson 5 and look at the state of being verbs. Tell him, "A state of being verb shows that something just exists," and then ask him to recite the state of being verbs out loud.

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

Together:

I am (point to self)

You are (point to student/instructor)

He, she, it is (point to imaginary person)

We are (point to self)

You are (point to student/instructor)

They are (point to imaginary persons)

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

Student: We is hungry.

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

EXERCISE 15A: FORMING PROGRESSIVE PRESENT TENSES

Progressive Present

	Singular	Plural
First person:	I <u>am</u> conjugating	We <u>are</u> conjugating
Second person:	You <u>are</u> conjugating	You <u>are</u> conjugating
Third person:	He, she, it <u>is</u> conjugating	They <u>are</u> conjugating

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

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

Together:

I am (point to self)

You are (point to student/instructor)

He, she, it is (point to imaginary person)

We are (point to self)

You are (point to student/instructor)

They are (point to imaginary persons)

[etc]

Simple Present

Simple Past

	Simple Present		Simple Past	
	Singular	Plural	Singular	Plural
First person:	I am	We are	I was	We were
Second person:	You are	You are	You were	You were
Third person:	He, she, it is	They are	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**Perfect Past**

	Singular	Plural	Singular	Plural
First person:	I have been	We have been	I had been	We had been
Second person:	You have been	You have been	You had been	You had been
Third person:	He, she, it has been	They have been	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**Progressive Past**

	Singular	Plural	Singular	Plural
First person:	I am being	We are being	I was being	We were being
Second person:	You are being	You are being	You were being	You were being
Third person:	He, she, it is being	They are being	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

Instructor: Now let's look back at the progressive tense of "conjugate." You filled in the correct helping verbs for the progressive present; now do the same thing for the past and future.

EXERCISE 15B: FORMING PROGRESSIVE PAST AND FUTURE TENSES

Progressive Present (Regular Verb)

	Singular	Plural
First person:	I am conjugating	We are conjugating
Second person:	You are conjugating	You are conjugating
Third person:	He, she, it is conjugating	They are conjugating

Progressive Past (Regular Verb)

	Singular	Plural
First person:	I was conjugating	We were conjugating
Second person:	You were conjugating	You were conjugating
Third person:	He, she, it was conjugating	They were conjugating

Progressive Future (Regular Verb)

	Singular	Plural
First person:	I will be conjugating	We will be conjugating
Second person:	You will be conjugating	You will be conjugating
Third person:	He, she, it will be conjugating	They will be conjugating

Instructor: We're going to do one more thing in this lesson. I will ask you a question, and I'd like you to answer with the first-person singular pronoun and the state of being verb in the correct tense. The question will tell you which tense to use. Here's the first question: Are you learning grammar today?

Student: I am.

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

Student: I was.

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

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

Student: I will be.

Note to Instructor: If the student says, “I will,” point out that “I will” is not a state of being verb. “Will” is a helping verb that still needs a state of being verb to complete it. If necessary, send the student back to review the lists of state of being verbs (Lesson 5, p. xx) and helping verbs (Lesson 6, p. xx).

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

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

Student: I am being happy.

Instructor: How about all day yesterday?

Student: I was being happy.

Instructor: How about all day tomorrow?

Student: I will be being happy.

Instructor: Have you been hungry at all today, before eating?

Student: I have been hungry.

Instructor: Were you hungry yesterday before breakfast?

Student: I had been hungry.

Instructor: Will you be hungry before dinner tomorrow?

Student: I will have been hungry.

Instructor: Complete the exercise in your workbook now. This is a challenge exercise. The verb *have* often acts as a helping verb, as in “I have finished my lesson.” But it can also act as an action verb, as in, “I have an idea.” This means that sometimes, the verb *have* helps itself! Work on filling out the chart in pencil. When you have finished, we will correct any errors together.

EXERCISE 15C: FORMING SIMPLE, PERFECT, AND PROGRESSIVE TENSES

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!

	<u>Simple Present</u>		<u>Simple Past</u>	
	Singular	Plural	Singular	Plural
First person:	I have	We have	I had	We had
Second person:	You have	You have	You had	You had
Third person:	He, she, has	They have	He, she, it had	They had

	<u>Simple Future</u>	
	Singular	Plural
First person:	I will have	We will have
Second person:	You will have	You will have
Third person:	He, she, it will have	They will have

	<u>Perfect Present</u>		<u>Perfect Past</u>	
	Singular	Plural	Singular	Plural
First person:	I have had	We have had	I had had	We had had
Second person:	You have had	You have had	You had had	You had had
Third person:	He, she, it has had	They have had	He, she, it had had	They had had

	<u>Perfect Future</u>	
	Singular	Plural
First person:	I will have had	We will have had
Second person:	You will have had	You will have had
Third person:	He, she, it will have had	They will have had

Progressive Present

	Singular	Plural	Singular	Plural
First person:	I am having	We are having	I was having	We were having
Second person:	You are having	You are having	You were having	You were having
Third person:	He, she, it is having	They are having	He, she, it was having	They were having

Progressive Past**Progressive Future**

	Singular	Plural
First person:	I will be having	We will be having
Second person:	You will be having	You will be having
Third person:	He, she, it will be having	They will be having

LESSON 15

Person of the Verb
Conjugations
State of Being Verbs

English		Latin	
<i>conjugate</i>	<i>conjugare</i>	<i>con</i> + <i>jugare</i>	
to join a verb to each person in turn	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

Simple Past

conjugated

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

Perfect Past

had conjugated

Perfect Future

will have conjugated

Progressive present: am conjugating

Simple Present (State of Being)

	Singular	Plural
First person:	I am	We are
Second person:	You are	You are
Third person:	He, she, it is	They are

EXERCISE 15A: FORMING PROGRESSIVE PRESENT TENSES

Fill in the blanks with the correct helping verbs.

Progressive Present (Regular Verb)

	Singular	Plural
First person:	I _____ conjugating	We _____ conjugating
Second person:	You _____ conjugating	You _____ conjugating
Third person:	He, she, it _____ conjugating	They _____ conjugating

Simple Present

	Singular	Plural	Singular	Plural
First person:	I am	We are	I was	We were
Second person:	You are	You are	You were	You were
Third person:	He, she, it is	They are	He, she, it was	They were

Simple Past**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	Singular	Plural
First person:	I have been	We have been	I had been	We had been
Second person:	You have been	You have been	You had been	You had been
Third person:	He, she, it has been	They have been	He, she, it had been	They had been

Perfect Past**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	Singular	Plural
First person:	I am being	We are being	I was being	We were being
Second person:	You are being	You are being	You were being	You were being
Third person:	He, she, it is being	They are being	He, she, it was being	They were being

Progressive Past

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 15B: FORMING PROGRESSIVE PAST AND FUTURE TENSES**Progressive Present (Regular Verb)**

	Singular	Plural
First person:	I am conjugating	We are conjugating
Second person:	You are conjugating	You are conjugating
Third person:	He, she, it is conjugating	They are conjugating

Progressive Past (Regular Verb)

	Singular	Plural
First person:	I _____ conjugating	We _____ conjugating
Second person:	You _____ conjugating	You _____ conjugating
Third person:	He, she, it _____ conjugating	They _____ conjugating

Progressive Future (Regular Verb)

	Singular	Plural
First person:	I _____ conjugating	We _____ conjugating
Second person:	You _____ conjugating	You _____ conjugating
Third person:	He, she, it _____ conjugating	They _____ conjugating

EXERCISE 15C: FORMING SIMPLE, PERFECT, AND PROGRESSIVE TENSES

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!

	<u>Simple Present</u>		<u>Simple Past</u>	
	Singular	Plural	Singular	Plural
First person:	I have	We _____	I _____	We _____
Second person:	You _____	You _____	You _____	You _____
Third person:	He, she, it _____	They _____	He, she, it _____	They had

	<u>Simple Future</u>	
	Singular	Plural
First person:	I will _____	We _____
Second person:	You will _____	You _____
Third person:	He, she, it _____	They _____

	<u>Perfect Present</u>		<u>Perfect Past</u>	
	Singular	Plural	Singular	Plural
First person:	I have had	We _____	I _____ had	We _____
Second person:	You _____	You _____	You _____	You _____
Third person:	He, she, it _____	They _____	He, she, it _____	They _____

	<u>Perfect Future</u>	
	Singular	Plural
First person:	I _____ had	We _____
Second person:	You _____	You _____
Third person:	He, she, it _____	They will have _____

Progressive Present

	Singular	Plural	Singular	Plural
First person:	I am _____	We _____	I _____	We _____
Second person:	You _____	You _____	You were having	You _____
Third person:	He, she, it _____ having	They _____	He, she, it _____	They _____

Progressive Future

	Singular	Plural
First person:	I will _____	We _____
Second person:	You _____	You _____ be _____
Third person:	He, she, it _____	They _____