

**GRAMMAR FOR THE WELL-TRAINED MIND:
CORE INSTRUCTOR TEXT, YEARS 1–4**

Also by Susan Wise Bauer

The Writing With Ease Series
(Well-Trained Mind Press, 2008-2010)

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

*The Story of Western Science:
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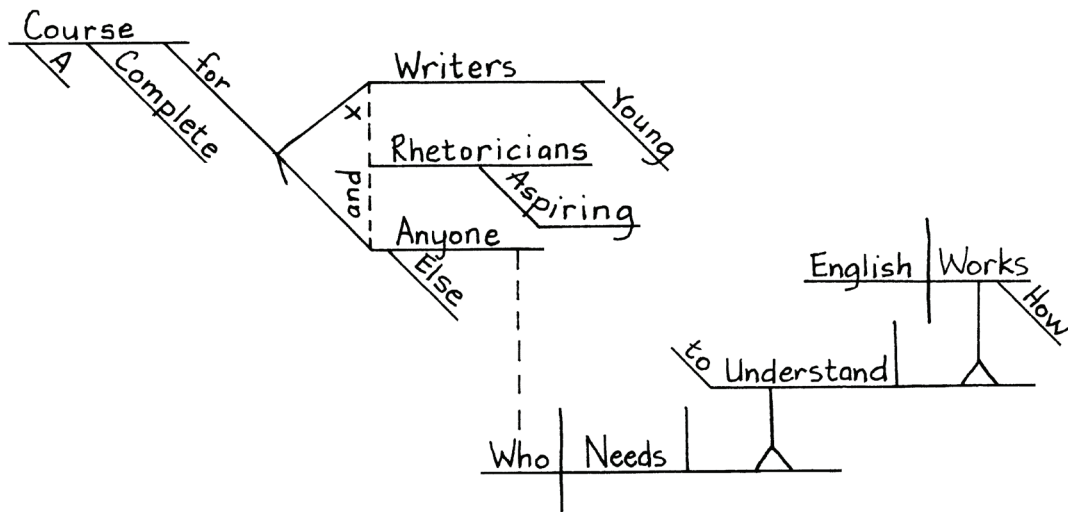
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GRAMMAR

FOR THE WELL-TRAINED MIND

CORE INSTRUCTOR TEXT

YEARS 1-4



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



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FOREWORD

Welcome to *Grammar for the Well-Trained Mind*!

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

WHAT MAKES UP THE FULL PROGRAM

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

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

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

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

HOW THE PROGRAM WORKS

Language learning has three elements.

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

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

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

The combination of *repetition* (the same rules and examples each year) and *innovation* (brand-new practice materials in every workbook) leads the student to complete mastery of the English language.

HOW TO USE GRAMMAR FOR THE WELL-TRAINED MIND

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

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

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

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

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

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

BRINGING NEW STUDENTS INTO THE PROGRAM

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

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

IMPORTANT PRINCIPLES OF TEACHING

As you teach, keep the following in mind.

- Language is a rich, complicated tapestry. It is occasionally logical, and sometimes irrational. Mastering its complexities takes time and patience. Don't expect the student to master—or even completely understand—every principle the first time through. Do your best, but be willing to accept imperfect learning the first couple of times through the program. The repetition and practice will eventually bring clarity. Be diligent—don't abandon the curriculum because of frustration! But accept confusion as a natural part of learning the more advanced language concepts.

- Always prompt the student for answers if she becomes confused. This is not a test. It is a learning process. Give as much help as necessary.
- From Week 19 (halfway through the course) on, the student is encouraged to read sentences out loud. Reading out loud is an important part of evaluating your own writing. Do not allow the student to simply read silently—help him develop this skill by following the directions to read aloud.
- Take as long as you need to finish each lesson. As noted above, it's perfectly acceptable to take more than one year to finish a workbook (particularly the first time through). The earlier lessons are shorter and simpler; they increase in both complexity and length as the book goes on. But especially in the later lessons, don't worry if you need to divide a lesson over two days, or take more than one week to complete a week's worth of lessons. In subsequent years, the student will go much more quickly through the earlier lessons, giving you time to stop and concentrate on areas of challenge later on.
- The first time through, ask the student to complete each exercise. In subsequent repetitions, however, you adjust the student's workload in the earlier (and simpler) lessons so that you can spend more time on the later exercises. If the student remembers and understands the concept, ask her to do the first four or five sentences in the exercise. If she completes them correctly, skip the rest of the exercise and move on. This will allow you to customize the program to each student's strengths and weaknesses.
- In my previous grammar and writing programs, I have recommended that students answer all questions in complete sentences. This is essential practice for younger students. However, older students who are writing fluently AND have already had plenty of practice answering in complete sentences do not need to keep this up. As material gets more complex, complete sentence answers simply become too long and unwieldy.

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

Instructor: What gender do you think the word *grandfather* has?

Student: Masculine.

Instructor: What gender does *grandmother* have?

Student: Feminine.

you may instead ask the student to answer:

Instructor: What gender do you think the word *grandfather* has?

Student: "Grandfather" is masculine.

Instructor: What gender does *grandmother* have?

Student: "Grandmother" is feminine.

ABOUT DIAGRAMMING

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

Diagramming is a learning process. The student should think of the diagrams as experimental projects, not tests. He should attempt the diagram, look at the answer, and then try to figure out why any differences exist. Expect these assignments—particularly in the second half of the book—to be challenging. Give all necessary help, using the key, and don't allow the student to be frustrated. Always ask the student to diagram with a pencil (or on a whiteboard or blackboard), and expect him to erase and redo constantly.

Also remember that diagramming is not an exact science! If the student can defend a diagram, accept it even if it's different from the key. To quote a 1914 grammar text: "Many constructions are peculiar, idiomatic, and do not lend themselves readily to any arrangement of lines" (Alma Blount and Clark S. Northup, *An English Grammar for Use in High and Normal Schools and in Colleges*).

A FINAL NOTE

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

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



WEEK 1

Introduction to Nouns and Adjectives

— LESSON 1 —

Introduction to Nouns Concrete and Abstract Nouns

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

Student: [Names things in room.]

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

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

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

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

Student: Yes.

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

Student: Yes.

Instructor: Can you see a supermarket?

Student: Yes.

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

Student: Yes.

Instructor: Is *poem* a concrete noun?

Student: Yes.

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

Student: Yes.

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

Student: No.

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

Student: Yes.

Instructor: Is *liberty* an abstract noun?

Student: Yes.

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

Student: Concrete nouns can be observed with our senses.

Instructor: Abstract nouns cannot.

Student: Abstract nouns cannot.

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

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

Note to Instructor: Like most grammatical definitions, this one does not cover every possible use in the English language. For example, *music* can be a concrete noun ("I hear music") or an abstract noun ("Music transports us to another world").

If the student asks about exceptions, tell him that the line between abstract and concrete nouns is not always clear, but this definition helps us to identify ideas, beliefs, opinions, and emotions as nouns.

Instructor: Do the Lesson 1 exercises in your workbook now. Read the instructions and follow them carefully.

— LESSON 2 —

Introduction to Adjectives

Descriptive Adjectives, Abstract Nouns

Formation of Abstract Nouns from Descriptive Adjectives

Instructor: What is a noun?

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

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

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

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

Student: Concrete.

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

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

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

Student: An adjective modifies a noun or pronoun.

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

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

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

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

Student: I am a [boy or girl].

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

Student: I am [hungry or full].

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

Student: I am [quiet or loud].

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

Student: I am [cheerful or grumpy].

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

Student: Descriptive adjectives tell what kind.

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

Student: Fullness.

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

Student: Grumpiness.

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

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

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

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

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

Student: *I don’t like [color].*

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

Student: *I am wearing [brown] pants.*

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

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

— LESSON 3 —

Common and Proper Nouns Capitalization and Punctuation of Proper Nouns

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

Student: *[Names book.]*

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

Student: *[First, last name.]*

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

Student: *[Names store.]*

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

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

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

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

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

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

Student: 2. Capitalize the names of holidays.

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

Memorial Day
Christmas
Independence Day
Day of the Dead

Student: 3. Capitalize the names of deities.

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

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

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

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

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

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

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

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

book	<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 you write by hand, you show italics by underlining those titles.) Shorter works—stories, individual poems, single songs, chapters in books, single television shows—have quotation marks around them instead. *The Waltons* is an entire long television series. "The Chicken Thief" is one episode in one of the seasons.

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

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

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

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

Student: Of.

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

— LESSON 4 —

Proper Adjectives Compound Adjectives (Adjective-Noun Combination)

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

Student: Many different [or a similar answer].

Instructor: What kind of name is a proper noun?

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

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

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

*Student: 1. Capitalize the proper names of persons, places, things, and animals.
2. Capitalize the names of holidays.
3. Capitalize the names of deities.*

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

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

Student: A Bengal tiger.

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

Student: A Japanese speaker.

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

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

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

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

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

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

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

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

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

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

Instructor: What four questions do adjectives answer?

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

Instructor: What kind of muffin does Gerald enjoy?

Student: An English muffin.

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

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

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

Student: Words that are not usually capitalized remain lowercase even when they are attached to a proper adjective.

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

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

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

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

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

Student: N Adj
 sky high
 Adj N
 thirty minute
 N Adj
 user friendly
 Adj N
 high speed

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

Student: Thirty-minute has a hyphen.

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

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

Student: Those directions are not user friendly! I prefer user-friendly directions. The connection was high speed. He needed a high-speed connection.

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

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

Complete the exercises in your workbook now.



WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender

Introduction to Personal Pronouns

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

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

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

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

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

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

Student: Man.

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

Student: Girl.

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

Student: It could be either or neither.

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

Student: Masculine.

Instructor: What gender does *grandmother* have?

Student: Feminine.

Instructor: What about *grandchild*?

Student: Neuter.

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

Student: [Names three things.]

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

Student: Nouns have gender.

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

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

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

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

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

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

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

Student: Subha Datta.

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

Student: The tree.

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

Student: The beautiful girl or the dancer.

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

Student: A pronoun takes the place of a noun.

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

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

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

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

Student: She was ready to eat lunch.

Instructor: There is a special word for the noun that the pronoun replaces: the **antecedent**. *Ante-* is a Latin prefix that means "before." *Cedent* comes from a Latin word meaning "to go." So *antecedent* literally means "to go before." Usually, the antecedent noun *goes before* its pronoun. Read me the next sentence in your workbook.

Student: Subha Datta thought he was dreaming.

Instructor: *Subha Datta* is the antecedent of the pronoun *he*. Repeat after me: **The antecedent is the noun that is replaced by the pronoun.**

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

Instructor: Less often, the antecedent noun follows the pronoun. Read the next sentence out loud.

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

Instructor: What is the antecedent of the pronoun *she*?

Student: The fairy.

Instructor: Let's read the list of pronouns together.

Together: I, you, he, she, it, we, you (plural), they.

Instructor: These pronouns are called **personal pronouns**. **Personal pronouns replace specific nouns**. They show who is speaking, who or what is being spoken about, and who or what is being spoken to. You will learn about other kinds of pronouns in later lessons. Just like the nouns they replace, these personal pronouns have gender. Which of these pronouns is masculine?

Student: He.

Instructor: Which pronoun is feminine?

Student: She.

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

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

— LESSON 6 —

Review Definitions

Introduction to Verbs

Action Verbs, State-of-Being Verbs

Parts of Speech

Instructor: What is your favorite kind of animal?

Student: [Names animal.]

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

Student: Noun.

Instructor: What is a noun?

Note to Instructor: If the student cannot answer, direct him to the definitions in his workbook.

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

Instructor: Is it a common or a proper noun?

Student: Common.

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

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

Instructor: Is it a concrete or an abstract noun?

Student: Concrete.

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

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

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

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

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

Student: Descriptive adjectives tell what kind.

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

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

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

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

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

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

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

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

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

Student: A verb shows an action.

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

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

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

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

Instructor: Where am I?

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

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

Student: He is [answers will vary].

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

Student: She is [answers will vary].

Instructor: *Am, are, and is* are state-of-being verbs. A state-of-being verb just shows that something exists. Read the list of state-of-being verbs out loud.

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

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

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

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

Instructor: We will discuss the last part of that definition in the next lesson.

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

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

Instructor: What does an adjective do?

Student: An adjective modifies a noun or pronoun.

Instructor: What does a pronoun do?

Student: A pronoun takes the place of a noun.

Instructor: What does a verb do?

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

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

— LESSON 7 —

Helping Verbs

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

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

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

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

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

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

Student: [Answers will vary: Walk, trot, gallop, neigh, eat, drink, sleep, roll, bite.]

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

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

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

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

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

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

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

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

Student: I am.

Instructor: I am speaking.

Student: I am speaking.

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

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

— LESSON 8 —

Personal Pronouns

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

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

Student: I am [age].

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

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

Student: A pronoun.

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

Student: I, you, he, she, it, we, you, they.

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

Instructor: Now look at the list of personal pronouns in your workbook. You might notice something different about this list: Each pronoun has a *person* and a *number*.

There are three kinds of *persons* that pronouns refer to. You can find the first kind of person by pointing to yourself.

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

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

Student: I am pointing to myself.

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

Student: First person singular personal pronoun.

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

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

Student: We.

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

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

Student: I am.

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

Student: You are.

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

Student: You are.

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

Student: You are.

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

Student: She is in the room.

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

Student: It.

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

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

Instructor: Read the next sentence.

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

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

Student: *They and I.*

Instructor: What person and number is the pronoun *they*?

Student: *Third person plural.*

Instructor: What person and number is *I*?

Student: *First person singular.*

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

Note to Instructor: If necessary, prompt student by saying, "What kind of letter is *i*? What kind of letter is *I*?"

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

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

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

Student: *Are and am.*

Instructor: What kinds of verbs are these?

Student: *State-of-being verbs.*

Instructor: What part of speech is *hungry*?

Note to Instructor: If necessary, prompt the student by saying, "*Hungry* modifies *he*. What part of speech modifies a noun or a pronoun?"

Student: *An adjective.*

Instructor: Read the next sentence for me.

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

Instructor: What are the two verbs in that sentence?

Student: *Rose and experienced.*

Instructor: What kinds of verbs are those?

Student: *Action verbs.*

Instructor: What are the three nouns in the sentence?

Student: *Plane, air, loneliness.*

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

Student: Loneliness.

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

Student: Concrete nouns.

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

Student: An adjective OR A compound adjective.

Note to Instructor: If the student says *adjective*, ask, "What kind of adjective?"

Instructor: Why is *German* capitalized?

Student: It is a proper adjective.

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

Student: Attributive.

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

Complete the exercises in your workbook now.



WEEK 3

Introduction to the Sentence

— LESSON 9 —

The Sentence

Parts of Speech and Parts of Sentences

Subjects and Predicates

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.

Note to Instructor: Today’s lesson teaches the terms *subject* and *predicate*. The difference between simple and complete subjects and predicates will be covered in Lesson 12. If the student has already learned these terms and asks about them, you may tell her that *subject* and *predicate* in Lessons 9-11 is shorthand for *simple subject* and *simple predicate*.

Instructor: Today’s lesson.

Instructor: For a little while.

Instructor: If raining.

Instructor: Caught a ball.

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

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

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

Student: Noun.

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

Student: It is a verb.

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

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

Instructor: Who or what is the first sentence about?

Student: The cat.

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

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

Instructor: Now read me the third definition.

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

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

Student: *Tyrannosaurus rex.*

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

Student: *A noun.*

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

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

Student: *Verb.*

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

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

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

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

Student: *Crashes.*

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

What is a part of speech? You may look back at your book 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?

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

Instructor: What is a predicate?

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

part of speech

noun

verb

The Tyrannosaurus rex crashes through the trees.

part of the sentence

subject

predicate

Instructor: Complete the Lesson 9 exercises now.

— LESSON 10 —

Subjects and Predicates

Diagramming Subjects and Predicates

Sentence Capitalization and Punctuation

Sentence Fragments

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

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

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

Student: He does. They can. It is.

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

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

Instructor: Read me the definition of a predicate.

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

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

Student: Hurricanes.

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

Student: Form.

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

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

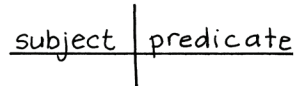
Instructor: You've marked the subject and predicate by underlining them, but there's a better way to show how the parts of a sentence work together. When you diagram a sentence, you draw a picture of the logical relationships between the different parts of a sentence. The first step in diagramming any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

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

Student: The subject.

Instructor: When you diagram a simple sentence like this one, you begin by drawing a straight horizontal line and dividing it in half with a vertical line. Make sure that the vertical line goes

straight through the horizontal line. Write the subject on the left side of the vertical line and the predicate on the right side. Before we go on, write *subject* on the left side of the blank diagram in your book and *predicate* on the right side.



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

Student: A capital letter.

Instructor: What is at the end of each sentence?

Student: A period.

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

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

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

Student: No running in the kitchen.

Instructor: Do you understand that sentence?

Student: Yes.

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

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

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

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

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

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

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

Student: Usually.

Instructor: What line did we add?

Student: A sentence contains a complete thought.

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

— LESSON 11 —

Types of Sentences

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

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

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

Student: A purple penguin is playing ping-pong.

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

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

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

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

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

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

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

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

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

Student: Statements are declarative sentences.

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

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

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

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

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

Student: Exclamations are exclamatory sentences.

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

Student: What fun this grammar lesson is!

Instructor: Read the definition of the third sentence type.

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

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

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

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

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

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

Student [Stands up.]

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

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

Student: [Sits down.]

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

Student: Commands are imperative sentences.

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

Student: The subject.

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

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

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

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

Student: No.

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

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

Instructor: Ask me a question about my shoes.

Student: Are your shoes [Answers will vary: blue]?

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

Student: Questions are known as interrogative sentences.

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

Student: He is late. Is he late?

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

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

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

— LESSON 12 —

Subjects and Predicates

Helping Verbs

Simple and Complete Subjects and Predicates

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

Student: . . . had a little lamb.

Instructor: Its fleece . . .

Student: . . . was white as snow.

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

Student: . . . was sure to go.

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

Student: Had [a little lamb].

Instructor: *Had* is the predicate. But there are actually more precise names for *Mary* and *had*.

Mary is the **simple subject** and *had* is the **simple predicate**. First, let's talk about the simple subject. The simple subject is *just* the main word or term that the sentence is about. Read the next two sentences in your workbook out loud.

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

The simple subject of the sentence is just the main word or term that the sentence is about.

Instructor: In the next sentence, *fleece* is the *simple subject*. Underline *fleece* one time and then circle the phrase *its fleece*. *Its fleece* is the *complete subject*. The **complete subject** of the sentence is the simple subject and all the words that belong to it. Read the definition of complete subject out loud now.

*Student: **The complete subject of the sentence is the simple subject and all the words that belong to it.***

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

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

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

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

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

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

Complete the exercises in your workbook now.

— REVIEW 1 —

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



WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs

Sentences

Simple Present, Simple Past, and Simple Future Tenses

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

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

Instructor: What does a pronoun do?

Student: A pronoun takes the place of a noun.

Instructor: What does a verb do?

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

Instructor: List the state-of-being verbs for me.

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

Instructor: List the helping verbs for me.

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

Instructor: Read me the definition of a sentence.

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

Instructor: Repeat these sentences after me: I sing.

Student: I sing.

Instructor: I eat.

Student: I eat.

Instructor: I learn.

Student: I learn.

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

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

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

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

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

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

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

Student: Yesterday, I ate.

Instructor: Yesterday, I learned.

Student: Yesterday, I learned.

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

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

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

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

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

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

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

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

Student: Will.

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

Student: -Ed.

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

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

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

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

sharpen-sharpened

utter-uttered

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

rumble-rumbled

shade-shaded

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

scam-scammed

thud-thudded

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

cry-cried

try-tried

Instructor: Complete the remaining exercises in your workbook now.

— LESSON 14 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

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

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

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

Student: Present.

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

Student: Future.

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

Student: Past.

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

Student: Will.

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

Student: The suffix -ed.

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

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

Instructor: Complete Exercise 14A now.

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

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

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

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

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

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

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

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

Instructor: Look at the list of progressive verbs in Exercise 14B. Each one of those progressive verbs has the same suffix, or ending. What is it?

Student: The ending -ing.

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

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

Student: The progressive past tense uses the helping verbs was and were.

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

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

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

Student: The progressive future tense uses the helping verb will be.

Instructor: There are two spelling rules you should keep in mind when you add *-ing* to a verb. Read them out loud, along with the examples.

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

skip–skipping
drum–drumming

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

smile–smiling
trade–trading

Instructor: Complete the remaining exercises now.

— LESSON 15 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Perfect Present, Perfect Past, and Perfect Future Tenses

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

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

Instructor: Read me the next sentence.

Student: Yesterday, I was studying tenses.

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

Student: Today, I am studying tenses.

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

Student: Tomorrow, I will be studying something else!

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

Student: No!

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

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

Instructor: When did the theft occur?

Student: Yesterday.

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

Student: He discovered that the diamond was missing.

Instructor: What tense is the verb *discovered* in?

Student: Simple past.

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

Student: The thief fled.

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

Student: Yes.

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

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

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

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

Instructor: The first sentence is in the simple past. You simply practiced. The second sentence is in the progressive past. The practicing went on for some time. The third sentence is in the perfect past. You finished practicing the piano—and *then* you went to bed. There are three perfect tenses—just like there are three simple tenses and three progressive tenses. They are perfect present, perfect past, and perfect future. Look at the chart in your workbook and read me the three sentences underneath *perfect past*.

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

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

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

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

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

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

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

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

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

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

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

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

— LESSON 16 —

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

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

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

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

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

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

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

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

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

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

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

Student: It becomes gone.

Instructor: That's an irregular perfect. If it were regular, you would say *had went, have went, will have went*. Sometimes you'll hear people who don't know their grammar use this form: *I had went to the store*. But you're learning the correct forms now, so *you* will always say, *I had gone to the store*. Now look at the verb *eat*. What irregular form does *eat* take in the perfect tenses?

Student: Eaten

Instructor: Would you ever say, *I will have ate my dinner?*

Student: No!

Instructor: We'll study more irregular verbs in later lessons. But the rest of this lesson is simple: fill out the chart in Exercise 16B with the correct forms. You have been given the simple present of each verb; use the 16A chart for reference if necessary. If you're not sure about the irregular perfects, just ask me.



WEEK 5

More About Verbs

— LESSON 17 —

Simple, Progressive, and Perfect Tenses

Subjects and Predicates

Parts of Speech and Parts of Sentences

Verb Phrases

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

Instructor: In the last lesson, I promised you that you'd study something other than verb tenses.

You will—but first we have to do a quick review! Read the first line in your workbook out loud.

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 out loud.

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

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

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

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

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

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

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

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

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

Instructor: Look at Exercise 17A and follow the directions.

Instructor: Read me the next two sets of words in your workbook.

Student: Had rejoiced, will have rejoiced.

Instructor: *Had rejoiced* is a perfect past verb. *Will have rejoiced* is a perfect future verb. In each of these examples, the helping verb and the main action verb act together as a single verb. We call these **verb phrases**. Read me the definition of a phrase.

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

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

Student: Have greatly rejoiced, they will have all rejoiced.

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

When you diagram a verb phrase, all of the verbs in the verb phrase go on the predicate space of the diagram. You can see this illustrated in your workbook.



Instructor: Before you complete Exercise 17B, let's review both predicates and subjects. Repeat after me: The subject of the sentence is the main word or term that the sentence is about.

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

Instructor: The simple subject of the sentence is *just* the main word or term that the sentence is about.

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

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

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

Instructor: The simple predicate of the sentence is the main verb along with any helping verbs.

Student: The simple predicate of the sentence is the main verb along with any helping verbs.

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

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

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

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

Instructor: Tell me what a pronoun does.

Student: A pronoun takes the place of a noun.

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

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

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

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

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

— LESSON 18 —

Verb Phrases

Person of the Verb Conjugations

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

	Progressive past	Progressive present	Progressive future
I run	I was running	I am running	I will be running
You call	You were calling	You are calling	You will be calling
He jogs	He was jogging	He is jogging	He will be jogging
We fix	We were fixing	We are fixing	We will be fixing
They call	They were calling	They are calling	They will be calling

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

Student: Am, are, is.

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

Student: Was and were.

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

	Persons of the Verb	
	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Instructor: We talked about the first-, second-, and third person pronouns in Lesson 8. Let's review now—and connect those pronouns to verbs.

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

Instructor: Say after me, *I understand!*

Student: I understand!

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

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

Instructor: Say with me, *We understand!*

Together: We understand!

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

Student: You.

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

Together [Pointing at each other]: You understand!

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

Student: She understands.

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

Student: It understands.

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

Student: They understand.

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

Together: I pretend. [Point to self.]

You pretend. [Point to student as student points to you.]

He, she, it pretends. [Point to imaginary person.]

We pretend. [Point to self and student at the same time.]

You pretend. [Point to student and also to another imaginary person.]

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

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

Student: The third person singular.

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

Together: I wander. [Point to self.]

You wander [Point to student as student points to you.]

He, she, it wanders. [Point to imaginary person.]

We wander. [Point to self and student at the same time.]

You wander. [Point to student and also to another imaginary person.]

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

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

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

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

Student: No.

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

Student: The third person singular.

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

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

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

Student: No.

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

Complete your exercises now.

— LESSON 19 —

Person of the Verb

Conjugations

State-of-Being Verbs

Instructor: What two pronouns refer to the first person?

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

Student: I and we.

Instructor: What pronoun refers to the second person?

Student: You.

Instructor: What four pronouns refer to the third person?

Student: He, she, it, they.

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

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

Student: The third person singular form.

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

Student: The third person singular form.

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

Student: Am.

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

Student: That something just exists.

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

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

Together:

I am. [Point to self.]

You are. [Point to student/instructor.]

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

We are. [Point to self.]

You are. [Point to student/instructor.]

They are. [Point to imaginary persons.]

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

Student: We is hungry.

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

Complete Exercise 19A by filling in the blanks with the correct helping verbs.

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

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

Regular Verb, Simple Present

Together: I am. [Point to self.]

You are. [Point to student/instructor.]

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

We are. [Point to both self and student/instructor.]

You are. [Point to student/instructor.]

They are. [Point to imaginary persons.]

[etc.]

State of Being Verb, Simple Past

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

State-of-Being Verb, Simple Future

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

State-of-Being Verb, Perfect Present

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

State-of-Being Verb, Perfect Past

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

State-of-Being Verb, Perfect Future

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

State-of-Being Verb, Progressive Present

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

State-of-Being Verb, Progressive Past

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

State-of-Being Verb, Progressive Future

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

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

— LESSON 20 —**Irregular State-of-Being Verbs****Helping Verbs**

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

Student: I am.

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

Student: I was.

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

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

Student: I will be.

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

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

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

Student: I am being happy.

Instructor: How about all day yesterday?

Student: I was being happy.

Instructor: How about all day tomorrow?

Student: I will be being happy.

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

Student: I have been hungry.

Instructor: Were you hungry yesterday before breakfast?

Student: I had been hungry.

Instructor: Will you be hungry before dinner tomorrow?

Student: I will have been hungry.

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

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

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

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

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

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

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

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

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

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

Instructor: Would you like to guess what verb *do, does, and did* are the simple forms of?

Student: Do.

Instructor: Fill out the missing forms in Exercise 20B.

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

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

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

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

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

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

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

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

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

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

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

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

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

Student: Am, is, are, was, were, be, being, and been are forms of the verb am. Have, has, and had are forms of the verb has. Do, does, and did are forms of the verb do. Shall and will are different forms of the same verb. Should, would, may, might, must, can, and could express hypothetical situations.

WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

Instructor: Let's review a few conjugations. We'll start with a simple one—the simple present of *enjoy*. That, of course, is a word you would use when you talk about your grammar lessons. Read through the simple present with me, pointing to each person as we say it.

Together: I enjoy. [Point to self.]

You enjoy. [Point to student as student points to you.]

He, she, it enjoys. [Point to imaginary person.]

We enjoy. [Point to self and student at the same time.]

You enjoy. [Point to student and also to another imaginary person.]

They enjoy. [Point to imaginary group of persons with both hands.]

Instructor: Which of these are first person pronouns?

Student: I, we.

Instructor: Second person pronouns?

Student: You.

Instructor: Third person pronouns?

Student: He, she, it, they.

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

Together: I had been. [Point to self.]

You had been. [Point to student as student points to you.]

He, she, it had been. [Point to imaginary person.]

We had been. [Point to self and student at the same time.]

You had been. [Point to student and also to another imaginary person.]

They had been. [Point to imaginary group of persons with both hands.]

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

Together: I will be running. [Point to self.]

You will be running. [Point to student as student points to you.]

He, she, it will be running. [Point to imaginary person.]

We will be running. [Point to self and student at the same time.]

You will be running. [Point to student and also to another imaginary person.]

They will be running. [Point to imaginary group of persons with both hands.]

Instructor: When you looked at conjugations in the last lesson, you noticed that regular verbs sometimes change form when the person of the verb changes. Look at the conjugation of the regular verb *grab* now. You'll see that some of the tenses simply list the first person and then say, "etc." That's because in those tenses, the verb doesn't change form at all. *I grabbed* and *they grabbed* use the same form of the verb.

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

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

Student: Third person singular.

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

Student: Third person singular.

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

Student: Am, are, is.

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

Student: Was and were.

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

Complete Exercise 21A now.

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

Together: <i>He, she, it</i> <i>grabs</i>	<i>They</i> <i>grab</i>
<i>The man</i> <i>grabs</i>	<i>The men</i> <i>grab</i>
<i>The woman</i> <i>grabs</i>	<i>The women</i> <i>grab</i>
<i>The eagle</i> <i>grabs</i>	<i>The eagles</i> <i>grab</i>

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

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

Instructor: Sometimes the subject of a sentence will be followed by phrases that describe it. These phrases do not affect the number of the subject. However, they can sometimes be confusing.

Listen to the following sentence: *The wolves howl*. *Wolves* is a plural subject that takes the plural verb *howl*. I'm going to add a phrase to this sentence so it reads *The wolves in their den howl*. Our verb is still *howl*. Who or what howls?

Student: Wolves.

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

Complete Exercises 21B and 21C now.

— LESSON 22 —

Formation of Plural Nouns

Collective Nouns

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

Student: Brood.

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

Instructor: How about a group of deer?

Student: Herd.

Instructor: A group of owls?

Student: Parliament.

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

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

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

Student: Collective nouns are usually singular.

Instructor: Complete Exercise 22A now.

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

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

Student: Herd.

Instructor: . . . but there are many . . .

Student: Deer.

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

Student: Goose.

Instructor: What is the singular of *deer*?

Student: Deer.

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

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

— LESSON 23 —

Plural Nouns

Descriptive Adjectives

Possessive Adjectives

Contractions

Instructor: Hold up your workbook for me. That book belongs to you; it is [student's name]'s book.

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

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

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

Student: Possessive adjectives tell whose.

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

Instructor: What is the definition of an adjective?

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

Student: An adjective modifies a noun or pronoun.

Instructor: What questions do adjectives answer?

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

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

Student: Descriptive adjectives tell what kind.

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

Student: Add the suffix -ness.

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

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

Student: Happiness.

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

Student: Slowness.

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

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

Instructor: Practice this now by completing Exercise 23A.

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

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

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

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

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

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

Student: It's book, you's candy, he's hat, she's necklace, it's nest, we's lesson, they's problem.

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

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

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

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

Student: He is.

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

Student: She is.

Instructor: What does *it's* stand for?

Student: It is.

Instructor: What does *you're* stand for?

Student: You are.

Instructor: What does *they're* stand for?

Student: They are.

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

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

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

— LESSON 24 —

Possessive Adjectives

Contractions

Compound Nouns

Instructor: What is a contraction?

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

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

Student: It is.

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

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

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

Student: You are.

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

Student: You're fond of your giraffe. You are fond of your giraffe. You're fond of you are giraffe.

Instructor: If you can substitute *you are*, use *you're* with the apostrophe. If not, use *your* with no apostrophe. What does the contraction *they-apostrophe-r-e* mean?

Student: They are.

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

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

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

Complete Exercise 24A before we move on.

Instructor: Let's finish out this week of nouns and verbs with a look at one more kind of noun.

Contractions aren't the only words formed by combining two other words. **Compound nouns** are also formed by bringing two words together—in this case, two other nouns that work together to form a single meaning. Read me the definition of a compound noun.

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

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

Student: Let us.

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

Student: Wallpaper.

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

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

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

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

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

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

Complete Exercise 24B now.

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

Student: Handfuls of snow.

Note to Instructor: If student says "handful," say, "No, you would have two handfuls of snow" and ask him to repeat "handfuls of snow" after you.

Instructor: Sometimes it's difficult to know exactly how to make a compound noun plural.

If one person walking by your house is a passerby, what are two people walking past your

house—passerbys, or passersby? If you're unsure about how to form the plural of a compound noun, you can always look it up. But here are four simple rules that will work for most compound nouns.

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

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

passerby passersby ~~passerbys~~

Instructor: Now read me the second rule.

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

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

truckful trucksful truckfuls

Instructor: Read me the third rule.

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

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

Student: Grown-ups.

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

grown-up ~~grows-up~~ grown-ups

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

attorney at law attorneys at law ~~attorney at laws~~

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

— REVIEW 2 —

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

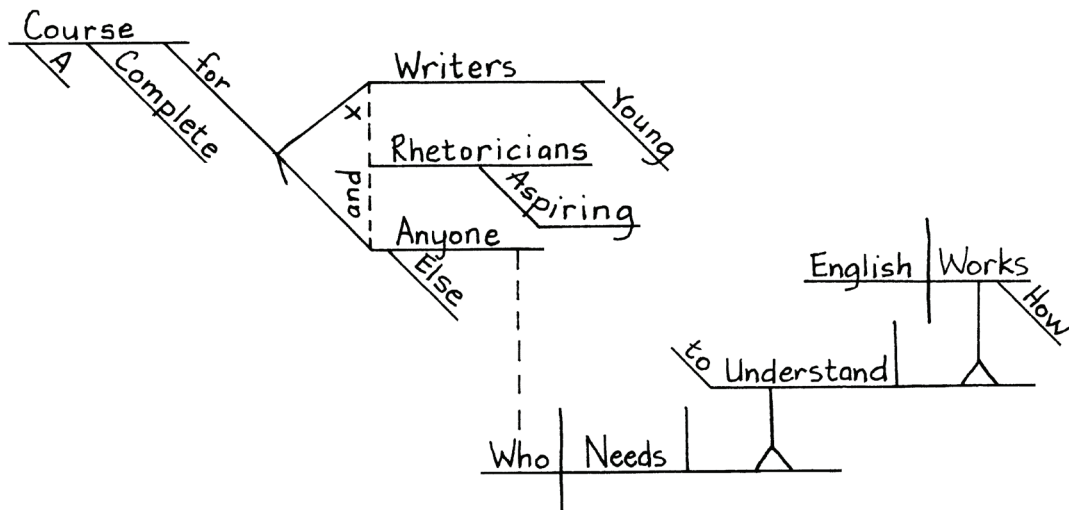


GRAMMAR

FOR THE WELL-TRAINED MIND

STUDENT WORKBOOK 1

First Edition



BY SUSAN WISE BAUER
AND AUDREY ANDERSON,
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FOREWORD

Welcome to *Grammar for the Well-Trained Mind*!

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

WHAT MAKES UP THE FULL PROGRAM

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

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

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

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

HOW THE PROGRAM WORKS

Language learning has three elements.

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

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

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

The combination of *repetition* (the same rules and examples each year) and *innovation* (brand-new practice materials in every workbook) will lead you to complete mastery of the English language.

HOW TO USE GRAMMAR FOR THE WELL-TRAINED MIND

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

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

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

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

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

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

WHICH WORKBOOK?

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

IMPORTANT PRINCIPLES OF LEARNING

As you study, keep the following in mind.

- Language is a rich, complicated tapestry. It is occasionally logical, and sometimes irrational. Mastering its complexities takes time and patience. Don't expect to master—or even completely understand—every principle the first time through. Repetition and practice will eventually bring clarity. Be diligent—don't abandon the curriculum because of frustration! But accept occasional confusion as a natural part of learning. If you don't understand subjunctives the first time through, for

example, accept it, move on, and then repeat the following year. Eventually, the concepts will come into focus.

- Always ask for help if you need it. This isn't a test. It's a learning process.
- From Week 19 (halfway through the course) on, you are encouraged to read sentences out loud. Reading out loud is an important part of evaluating your own writing. Follow the directions—don't ignore them and read silently.
- Take as long as you need to finish each lesson. As noted above, it's perfectly acceptable to take more than one year to finish a workbook (particularly the first time through). The earlier lessons are shorter and simpler; they increase in both complexity and length as the book goes on. But especially in the later lessons, don't worry if you need to divide a lesson over two days, or take more than one week to complete a week's worth of lessons. In subsequent years, you'll go much more quickly through the earlier lessons, giving you time to stop and concentrate on areas of challenge later on.

ABOUT DIAGRAMMING

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

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

Also remember that diagramming is not an exact science! If you can explain clearly why you've made a particular choice, the diagram might be correct even if the key differs. To quote a 1914 grammar text: "Many constructions are peculiar, idiomatic, and do not lend themselves readily to any arrangement of lines" (Alma Blount and Clark S. Northup, *An English Grammar for Use in High and Normal Schools and in Colleges*).



WEEK 1

Introduction to Nouns and Adjectives

— LESSON 1 —

Introduction to Nouns Concrete and Abstract Nouns

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

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

Exercise 1A: Abstract and Concrete Nouns

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

All that glitters is not gold. (English and Spanish)

Forget injuries; never forget kindness. (Chinese)

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

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

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

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

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

Pride is no substitute for a dinner. (Ethiopian)

A leaky house can fool the sun, but it can't fool the rain. (Haitian)

Exercise 1B: Abstract Nouns

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

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

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

An adjective modifies a noun or pronoun.

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

Descriptive adjectives tell what kind.

A descriptive adjective becomes an abstract noun when you add *-ness* to it.

cheerful	cheerfulness
grumpy	grumpiness

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

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

The cowardly lion wished for courage.

The shy tinman wished for love.

The silly scarecrow wished for intelligence.

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

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

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

Exercise 2B: Turning Descriptive Adjectives into Abstract Nouns

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

sad _____

truthful _____

effective _____

ugly _____

silly _____

sluggish _____

eager _____

bulky _____

Exercise 2C: Color Names

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

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

— LESSON 3 —

Common and Proper Nouns Capitalization and Punctuation of Proper Nouns

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

A proper noun is the special, particular name for a person, place, thing, or idea.

Proper nouns always begin with capital letters.

Capitalization Rules

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

boy	Peter
store	Baskin-Robbins
book	<i>Little Women</i>
horse	Black Beauty
sea	Sea of Galilee
port	Port of Los Angeles
island	Isle of Skye

2. Capitalize the names of holidays.

Memorial Day
Christmas
Independence Day
Day of the Dead

3. Capitalize the names of deities.

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

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

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

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

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

television series	<i>The Waltons</i>
television show	"The Chicken Thief"
story	"The Visit of the Magi"
poem	"The Night Before Christmas"
song	"Joy to the World"
chapter in a book	"The End of the Story"

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

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

Exercise 3A: Capitalizing Proper Nouns

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

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

friend	_____
book	_____
movie	_____
store	_____
city	_____
holiday	_____

Exercise 3B: Proper Names and Titles

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

I just finished reading the secret garden.
 My uncle subscribes to the magazine time.
 My favorite campfire song is bingo.
 The sinking of the titanic was a terrible disaster.
 Lewis Carroll's poem jabberwocky has many made-up words.

Exercise 3C: Proofreading for Proper Nouns

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

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

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

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

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

— LESSON 4 —

Proper Adjectives

Compound Adjectives (Adjective-Noun Combinations)

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

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

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

Shakespeare wrote a number of sonnets.

I was reading some Shakespearean sonnets yesterday.

Mars is the fourth planet from the sun.

The Martian atmosphere is mostly carbon dioxide.

On Monday, I felt a little down.

I had the Monday blues.

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

He enjoys a good English muffin.

The German-speaking tourists were lost in Central Park.

The archaeologist unearthed some pre-Columbian remains.

Words that are not usually capitalized remain lowercase even when they are attached to a proper adjective.

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

When the mine collapsed, it sent a plume of dust sky high.

I just had a thirty-minute study session.

N ADJ
sky high

ADJ N
thirty minute

N ADJ
user friendly

ADJ N
high speed

The sky-high plume of dust could be seen for miles.

My study session was thirty minutes.

Those directions are not user friendly!

I prefer user-friendly directions.

The connection was high speed.

He needed a high-speed connection.

Exercise 4A: Forming Proper Adjectives from Proper Nouns

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

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

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

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

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

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

By _____ standards, Hollywood Hills and Culver City are just a stone's throw from each other.

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

My favorite _____ cookies are gingerbread men and spritz.

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

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

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

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

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

Exercise 4B: Capitalization of Proper Adjectives

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

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

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

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

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

Exercise 4C: Hyphenating Attributive Compound Adjectives

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

a small-town boy

a small town boy

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

a small town boy is a town boy of diminished size: a small boy who is also a town boy

a violent-crime conference

a violent crime conference

a high-chair cover

a high chair cover

a cross-country runner

a cross country runner

an ill-fated actress

an ill fated actress



WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender

Introduction to Personal Pronouns

Exercise 5A: Introduction to Noun Gender

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

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

Nouns have gender.

Nouns can be masculine, feminine, or neuter.

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

Subha Datta set off for the forest, intending to come back the same evening. He began to cut down a tree, but he suddenly had a feeling that he was no longer alone. As it crashed to the ground, he looked up and saw a beautiful girl dancing around and around in a little

clearing nearby. Subha Datta was astonished, and let the axe fall. The noise startled the dancer, and she stood still.

Subha Datta thought he was dreaming.

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

A pronoun takes the place of a noun.

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

Personal pronouns replace specific nouns.

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

Exercise 5B: Nouns and Pronouns

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

The first one is done for you.

They

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

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

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

Jenny and I read a book about inventors.

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

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

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

“Why,” said Effie, “I know what it is. It is a dragon like the one St. George killed.” And

Effie was right. (E. Nesbit, *The Book of Dragons*)

Exercise 5C: Substituting Pronouns

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

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

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

Exercise 5D: Pronouns and Antecedents

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

Although Helen Keller was blind and deaf, she became a famous author and speaker. F

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

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

Andreas Vesalius showed immense curiosity about the functioning of living things. He often caught and dissected small animals and insects. (Kendall Haven, *100 Greatest Science Discoveries of All Time*)

The Wart copied Archimedes in zooming up toward the branch which they had chosen. (T. H. White, *The Once and Future King*)

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

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

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

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

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

— LESSON 6 —

Review Definitions

Introduction to Verbs

Action Verbs, State-of-Being Verbs

Parts of Speech

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

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

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

An adjective modifies a noun or pronoun.

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

Descriptive adjectives tell what kind.

A descriptive adjective becomes an abstract noun when you add -ness to it.

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

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

State-of-Being Verbs

am	were
is	be
are	being
was	been

Exercise 6A: Identifying Verbs

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

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

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

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

Halfway between these two types of musical art stands polyphony, which means etymologically "many sounds," but which in musical technique is "multiplicity of melodies." In a true polyphony, every tone of the leading voice possesses melodic character, but all the tones are themselves elements of other, independently moving melodies. The essence of polyphony is canonic imitation. The simplest form of this is

the “round,” in which one voice leads off with a phrase, and immediately a second voice begins with the same melody at the same pitch, and follows after. At the proper interval a third voice enters. Thus, when there is only one voice, we have monody; when the second voice enters we have combined sounds of two elements; and when the third enters we have chords of three tones.

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

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

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

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

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

Exercise 6C: Strong Action Verbs

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

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

— LESSON 7 —

Helping Verbs

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

Exercise 7A: Action and Helping Verbs

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

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

Column 1

Waves form in the ocean.

Waves endanger small ships.

Waves damage the coast.

Tides rise and fall.

Column 2

Waves are formed by winds which blow over the water.

Waves are constantly endangering small ships.

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

Tides are caused by the moon and the sun.

The sun pulls on the earth.

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

Spring tides rise high.

The high tides at full and new moon are called spring tides.¹

Helping Verbs

am, is, are, was, were

be, being, been

have, has, had

do, does, did

shall, will, should, would, may, might, must

can, could

Exercise 7B: Helping Verbs

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

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

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

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

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

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

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

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

— LESSON 8 —

Personal Pronouns

First, Second, and Third Person Capitalizing the Pronoun “I”

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

Although they are not very hungry, I certainly am.

ich i I

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

Exercise 8A: Capitalization and Punctuation Practice

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

on the night of may 6, 1915, as his ship approached the coast of ireland, Captain william thomas turner left the bridge and made his way to the first-class lounge, where passengers were taking part in a concert and talent show, a customary feature of cunard crossings.

on the morning of the ship's departure from new york, a notice had appeared on the shipping pages of new york's newspapers. placed by the german embassy in washington, it reminded readers of the existence of the war zone and cautioned that “vessels flying the flag of great britain, or of any of her allies, are liable to destruction” and that travelers sailing on such ships “do so at their own risk.” though the warning did not name a particular vessel, it was widely interpreted as being aimed at turner's ship, the lusitania, and indeed in at least one prominent newspaper, the new york world, it was positioned adjacent to cunard's own advertisement for the ship.

rev. henry wood simpson, of rossland, british columbia, put himself in god's hands, and from time to time repeated one of his favorite phrases, "holy ghost, our souls inspire." he said later he knew he would survive.

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

but, strangely, there was also singing. first tipperary, then rule, brittania! next came abide with me.

wilson believed that if he went then to congress to ask for a declaration of war, he would likely get it.

—Erik Larson, *Dead Wake*

the supposedly snobbish french leave all personal pronouns in the unassuming lowercase, and germans respectfully capitalize the formal form of "you" and even, occasionally, the informal form of "you," but would never capitalize "i."

the growing "i" became prevalent in the 13th and 14th centuries, with a geoffrey chaucer manuscript of the canterbury tales among the first evidence of this grammatical shift.

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

Exercise 8B: Person, Number, and Gender

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

1S

I was standing with Mr. and Mrs. Elbert Hubbard when the torpedo struck the

3SN

ship. It was a heavy, rather muffled sound; a second explosion quickly followed, but I

do not think it was a second torpedo, for the sound was quite different. I turned to the Hubbards and suggested, “You should go down to get life jackets.” They had ample time to go there and get back to the deck, but both seemed unable to act.

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

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

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



WEEK 3

Introduction to the Sentence

— LESSON 9 —

The Sentence

Parts of Speech and Parts of Sentences Subjects and Predicates

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

part of speech

noun verb

The cat sits on the mat.

part of the sentence

subject predicate

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

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

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

The predicate of the sentence tells something about the subject.

part of speech

The Tyrannosaurus rex crashes through the trees.

part of the sentence

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

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

part of speech

The cat licks its paws.

part of the sentence

part of speech

I actually prefer dogs.

part of the sentence

part of speech

The dog runs down the road.

part of the sentence

part of speech

He runs down the road.

part of the sentence

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

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

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

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

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

George ate the banana.

Who or what is this sentence about? George.

George what? George ate.

Owls are birds of prey.
 Owls see in both the day and night.
 Vultures eat carrion.
 Hawks hunt live prey.
 Ospreys catch fish.
 Kites prefer insects.
 Falcons steal the nests of other birds.

— LESSON 10 —

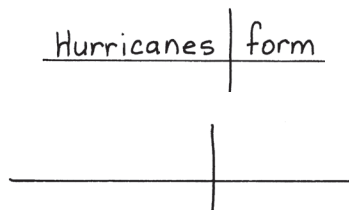
Subjects and Predicates

Diagramming Subjects and Predicates Sentence Capitalization and Punctuation Sentence Fragments

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

He does.
They can.
It is.

Hurricanes form over warm tropical waters.



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

No running in the kitchen.

Can we measure intelligence without understanding it? Possibly so; physicists measured gravity and magnetism long before they understood them theoretically. Maybe psychologists can do the same with intelligence.

Or maybe not.

—James W. Kalat, *Introduction to Psychology* (Cengage Learning, 2007)

Because he couldn't go.
Since I thought so.

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

Exercise 10A: Sentences and Fragments

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

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

Exercise 10B: Proofreading for Capitalization and Punctuation

Add the correct capitalization and punctuation to the following sentences. In this exercise you will use proofreader's marks. Indicate letters which should be capitalized by underlining each letter three times. Indicate ending punctuation by using the proofreader's mark for inserting a period: ○. Indicate words which should be italicized by underlining them and writing *ITAL* in the margin. If a word has to be both italicized AND capitalized, underline it once first, and then add triple underlining *beneath* first underline. The first two are done for you.

ononoce there was a very curious monkey named george ○

webooked a cruise on a ship called sea dreams ○ ITAL

the titanic had a sister ship called the olympic

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

the millionaire john jacob astor and his wife were on board

the titanic hit an iceberg on april 14.

when the ship began to sink, women and children were loaded into the lifeboats first
the survivors in the lifeboats heard the band playing until the end
the carpathia brought the survivors to new york

Exercise 10C: Diagramming Subjects and Predicates

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

The first one is done for you.

Joseph Duckworth earned an Air Medal.

Joseph Duckworth | earned

Many hurricanes form in the southwest North Pacific.
Few hurricanes arise on the equator.
Sometimes, hurricanes develop over land.
Satellites photograph hurricanes.
Radar tracks hurricanes.
Meteorologists issue hurricane warnings.
Red flags with black centers are warnings of approaching hurricanes.

— LESSON 11 —

Types of Sentences

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

A purple penguin is playing ping-pong.

A statement gives information. A statement always ends with a period.
Statements are declarative sentences.

An exclamation shows sudden or strong feeling.
An exclamation always ends with an exclamation point.
Exclamations are exclamatory sentences.

A command gives an order or makes a request.
A command ends with either a period or an exclamation point.
Commands are imperative sentences.

Sit!
Stand!
Learn!

The subject of a command is understood to be you.

(you) | Sit

A question asks something.

A question always ends with a question mark.

Questions are known as interrogative sentences.

He is late.
Is he late?

He | is he | Is

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

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

Sentence Type

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

Exercise 11B: Proofreading for Capitalization and Punctuation

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

what a beautiful morning

please come with me on a bike ride

my bicycle tires are flat

will you help me with the air pump

did you pack the water bottles and snacks

don't forget to put on sunscreen

let's go

Exercise 11C: Diagramming Subjects and Predicates

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

Learn quietly.

Are you hungry?

Sometimes, students work hard.

Other times, students stare out of windows.

The book is open.

Close the book.

Did you?

You did a good job today.

— LESSON 12 —

Subjects and Predicates

Helping Verbs

Simple and Complete Subjects and Predicates

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

The simple subject of the sentence is *just* the main word or term that the sentence is about.

Its fleece was white as snow.

The complete subject of the sentence is the simple subject and all the words that belong to it.



The predicate of the sentence tells something about the subject.

The simple predicate of the sentence is the main verb along with any helping verbs.

The complete predicate of the sentence is the simple predicate and all the words that belong to it.

Complete Subject

Lambs born in the spring
Plentiful turnips

Complete Predicate

must remain with their mothers until July.
should be provided for them.

Exercise 12A: Complete Subjects and Complete Predicates

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

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

Exercise 12B: Simple and Complete Subjects and Predicates

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

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

A deceptively scrawny ewe had mashed me against the fence.

The flock meekly followed the bellwether.

The sheep were suddenly on the move again.

Out in the hall, they wandered aimlessly around.

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

A fat ewe was already through the door.

Exercise 12C: Diagramming Simple Subjects and Simple Predicates

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

— REVIEW 1 —

(Weeks 1-3)

Topics

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

Review 1A: Types of Nouns

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

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

Review 1B: Types of Verbs

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

HV AV

Erosion, rain, and winds have created the Grand Canyon over many years.

A massive flood could have contributed to the formation of the Grand Canyon.

Even experienced geologists are puzzled by this phenomenon.

Many rock layers compose the cavernous walls.

The Grand Canyon is considered one of the seven natural wonders of the world.

The Great Barrier Reef and Mount Everest are other natural wonders.

My grandparents and I might be at the Grand Canyon next September.

The Grand Canyon will be my first wonder of the world.

Maybe next I will travel to Australia for the Great Barrier Reef.

By the time I am 50 I will have seen all seven wonders of the world!

Review 1C: Subjects and Predicates

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

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

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

They originally were very dangerous.

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

Later modifications improved the safety of hot air balloons.

Soon, even tourists could ride in hot air balloons.

However balloonists also attempted more impressive feats.

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

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

Review 1D: Parts of Speech

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

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

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

They'd see a girl with dark brown eyes that are full of curiosity. But one of them is slightly out of whack.

Her head wobbles a little.

Sometimes she drools.

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

After folks . . . finished making a list of my problems, they might take time to notice that I have a fairly nice smile and deep dimples—I think my dimples are cool.

I wear tiny gold earrings.

Sometimes people never even ask my name, like it's not important or something. It is.

My name is Melody.

Review 1E: Capitalization and Punctuation

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

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

Italics: single underline

Insert period: ○

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

The first has been done for you.

the first day of winter was tuesday, december 21 ○

mr. collins, my history teacher, taught us about osiris, an ancient egyptian god

francisca sat outside café gutenberG and read gulliver's travels

does thanksgiving always fall on a thursday

in canada, thanksgiving is celebrated on the second monday in october

the trans-siberian railway, the longest railway in the world, runs from moscow to
vladivostok

the opera california youth choir, a korean american choir, performed mozart's "requiem"
in los angeles

did geraldine bring a copy of today's washington post

do we need to finish the call of the wild by friday for ms. hannigan's class

Review 1F: Types of Sentences

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

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

Sentence Type

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

"Tell me all that you can see."

"I see rain."

"Tell me about the stray dog."

"What color is it?"

"I cannot say."

"Maybe brown."

"Tell me about the boot that is missing."

"It has no shoestrings."

"I will rescue it and add it to my collections."

"You do not know where it has been."

"Or who has worn it."

To what mystical land does an unfinished staircase lead?



WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs Sentences

Simple Present, Simple Past, and Simple Future Tenses

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

A pronoun takes the place of a noun.

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

State-of-Being Verbs

am were
is be
are being
was been

Helping Verbs

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

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

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

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

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

Exercise 13A: Simple Tenses

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

Form the simple future by adding the helping verb *will* in front of the simple present.
A suffix is one or more letters added to the end of a word to change its meaning.

Forming the Simple Past

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

sharpen—sharpened

utter—uttered

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

rumble—rumbled

shade—shaded

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

scam—scammed

thud—thudded

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

cry—cried

try—tried

Exercise 13B: Using Consistent Tense

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

The first sentence is done for you.

hugged

Annie leaped up and hugs her mother.

Alison walked to the ticket booth and picks up tickets for her first football game.

Her brother accompanied her to the game and will explain the rules.

The game will continue for a long time, and the players work hard.

The running back steals the ball and scored a touchdown!

Alison and her brother jump in the air and will cheer for the team.

It will be a fun trip home because her brother stops for ice cream to celebrate.

Exercise 13C: Forming the Simple Past Tense

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

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

The Nome King was in an angry mood, and at such times he was very disagreeable.

Every one kept away from him, even his Chief Steward Kaliko.

Therefore the King _____ (storm) and _____ (rave) all by himself, walking up and down in his jewel-studded cavern and getting angrier all the time. Then he _____ (remember) that it was no fun being angry unless he had some one to frighten and make miserable, and he _____ (rush) to his big gong and made it clatter as loud as he could.

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

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

Kaliko ran out as fast as his spindle legs could carry his fat, round body, and soon the Chief Counselor _____ (enter) the cavern. The King _____ (scowl) and said to him:

“I’m in great trouble over the loss of my Magic Belt. Every little while I want to do something magical, and find I can’t because the Belt is gone. That makes me angry, and when I’m angry I can’t have a good time. Now, what do you advise?”

“Some people,” said the Chief Counselor, “enjoy getting angry.”

“But not all the time,” _____ (declare) the King. “To be angry once in a while is really good fun, because it makes others so miserable. But to be angry morning, noon and night, as I am, grows monotonous and prevents my gaining any other pleasure in life. Now what do you advise?”

“Why, if you are angry because you want to do magical things and can’t, and if you don’t want to get angry at all, my advice is not to want to do magical things.”

Hearing this, the King _____ (glare) at his Counselor with a furious expression and _____ (tug) at his own long white whiskers until he _____ (pull) them so hard that he _____ (yell) with pain.

“You are a fool!” he _____ (exclaim).

“I share that honor with your Majesty,” said the Chief Counselor.

The King _____ (roar) with rage and _____ (stamp) his foot.

“Ho, there, my guards!” he _____ (cry). “Ho” is a royal way of saying, “Come here.” So, when the guards had hoed, the King said to them, “Take this Chief Counselor and throw him away.”

Then the guards took the Chief Counselor, and bound him with chains to prevent his struggling, and _____ (lock) him away. And the King _____ (pace) up and down his cavern more angry than before.

— LESSON 14 —

Simple Present, Simple Past, and Simple Future Tenses Progressive Present, Progressive Past, and Progressive Future Tenses

A verb in the present tense tells about something that happens in the present.

A verb in the future tense tells about something that will happen in the future.

A verb in the past tense tells about something that happened in the past.

study will study studied

Forming the Simple Past:

To form the past tense, add *-ed* to the basic verb.

If the basic verb ends in *e* already, only add *-d*.

If the verb ends in a short vowel sound and a consonant, double the consonant and add *-ed*.

If the verb ends in *-y* following a consonant, change the *y* to *i* and add *-ed*.

Exercise 14A: Forming the Simple Past and Simple Future Tenses

Form the simple past and simple future of the following regular verbs.

Past	Present	Future
	add	
	share	
	pat	
	cry	
	obey	
	dance	
	groan	
	jog	
	kiss	

Yesterday, I cried. I was crying for a long time.

Today, I learn. I am learning my grammar.

Tomorrow, I will celebrate. I will be celebrating all afternoon.

A progressive verb describes an ongoing or continuous action.

Exercise 14B: Progressive Tenses

Circle the ending of each verb. Underline the helping verbs.

was chewing

will be dancing

am decorating

will be exercising

am floating

was gathering

will be copying

The progressive past tense uses the helping verbs *was* and *were*.

The progressive present tense uses the helping verbs *am*, *is*, and *are*.

The progressive future tense uses the helping verbs *will be*.

Spelling Rules for Adding -ing

If the verb ends in a short vowel sound and a consonant, double the consonant and add *-ing*.

skip–skipping

drum–drumming

If the verb ends in a long vowel sound plus a consonant and an *-e*, drop the *e* and add *-ing*.

smile–smiling

trade–trading

Exercise 14C: Forming the Past, Present, and Progressive Future Tenses

Complete the following chart. Be sure to use the spelling rules above.

	Progressive Past	Progressive Present	Progressive Future
I run	I was running	I am running	I will be running
I chew			
I grab			
I charge			

	Progressive Past	Progressive Present	Progressive Future
You call	You were calling	You are calling	You will be calling
You fix			
You destroy			
You command			
We dare	We were daring	We are daring	We will be daring
We educate			
We jog			
We laugh			

Exercise 14D: Simple and Progressive Tenses

Fill in the blanks with the correct form of the verb in parentheses.

The scientist Antoni van Leeuwenhoek _____ (progressive past of *experiment*) when he _____ (simple past of *test*) the water of the inland lake Berkelse Mere.

When he _____ (simple past of *look*) through his lens, he _____ (simple past of *discover*) that microscopic creatures _____ (progressive past of *swim*) in the water.

The French surgeon Ambroise Pare _____ (progressive past of *cauterize*) wounds when he ran out of boiling oil.

He _____ (simple past of *use*) salve instead, but he _____ (simple past of remark) to another doctor, “In the morning, the wounds _____ (progressive future of *fester*).”

In the morning, the wounds he _____ (simple past of *treat*) with salve _____ (progressive past of *heal*) better than the wounds that were treated with cauterization.

Johannes Kepler _____ (progressive past of *study*) the orbit of Mars.

Finally, Kepler _____ (simple past of *decide*) that the orbit must be elliptical.

— LESSON 15 —

Simple Present, Simple Past, and Simple Future Tenses Progressive Present, Progressive Past, and Progressive Future Tenses Perfect Present, Perfect Past, and Perfect Future Tenses

A progressive verb describes an ongoing or continuous action.

Yesterday, I was studying tenses.

Today, I am studying tenses.

Tomorrow, I will be studying something else!

NEWS BULLETIN!

A diamond theft occurred at the National Museum yesterday. The thief had already fled the scene when a security guard discovered that the diamond was missing.

A perfect verb describes an action which has been completed before another action takes place.

I practiced my piano.

I was practicing my piano all day yesterday.

I had practiced my piano before I went to bed.

Perfect Past	Perfect Present	Perfect Future
I had practiced yesterday.	I have practiced.	I will have practiced tomorrow.
I had eaten before bed.	I have eaten already.	I will have eaten by bedtime today.
I had seen the movie a week ago.	I have seen the movie once.	I will have seen the movie before it leaves the theater.

Perfect past verbs describe an action that was finished in the past before another action began.

Helping verb: had

Perfect present verbs describe an action that was completed before the present moment.

Helping verbs: have, has

Perfect future verbs describe an action that will be finished in the future before another action begins.

Helping verb: will have

Exercise 15A: Perfect Tenses

Fill in the blanks with the missing forms.

Simple Past	Perfect Past	Perfect Present	Perfect Future
I jogged	I had jogged	I have jogged	I will have jogged
I planted			
I refused			
I shrugged			
We cheered	We had cheered	We have cheered	We will have cheered
We sighed			
We managed			

Simple Past	Perfect Past	Perfect Present	Perfect Future
We listened			
He missed	He had missed	He has missed	He will have missed
He knitted			
He juggled			
He hammered			

Exercise 15B: Identifying Perfect Tenses

Identify the underlined verbs as perfect past, perfect present, or perfect future. The first one is done for you.

PERFECT PRESENT

I have decided to set up a salt-water fish tank in my room today.

I had read a book about marine biology before deciding to set up my tank.

I have put coral and damselfish in my tank, and I am buying a clown fish tomorrow morning.

I have tried to regulate the salt and light levels in the tank, so that the corals and fish can live in an environment similar to the ocean.

Last night I was looking for my clown fish because I had failed to see him all day.

I had become afraid for my clown fish, but he was hiding in the coral!

In fifteen years I will have finished studying marine science, and I will be working at a dolphin center.

Exercise 15C: Perfect, Progressive, and Simple Tenses

Each underlined verb phrase has been labeled as past, present, or future. Add the label *perfect*, *progressive*, or *simple* to each one. The first has been done for you.

progressive
PRESENT
Roopa is living with her parents and two little sisters in Chennai, India. She *perfect*
PRESENT has lived
there all her life.

PAST
Roopa was eating her lunch of curry and bread while she PAST
looked out the window.

PAST
Women were hurrying through the streets. They PAST
wore colorful saris with jasmine flowers
in their hair.

PAST
Monsoon season had started already. Soon, PAST
thought Roopa, the rains FUTURE
will be flooding
the streets.

PRESENT
When the monsoon rages, the palm trees FUTURE
will bend close to the ground under the pressure
of the wind and rain.

PAST
Roopa had finished her food by now. She PAST
picked up her cup of chai tea, happy that she

PAST
was sitting inside, safe and dry.

— LESSON 16 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Perfect Present, Perfect Past, and Perfect Future Tenses

Irregular Verbs

go	run	are	know	make
go-ed	run-ned	ar-ed	know-ed	mak-ed
went	ran	were	knew	made

Exercise 16A: Irregular Verb Forms: Simple Present, Simple Past, and Simple Future

Fill in the chart with the missing verb forms.

	Simple Past	Simple Present	Simple Future
I			will eat
You			will feel
She	wrote		
We		are	
They		get	
I			will have
You		go	
He	kept		
We		make	
They		think	
I	ran		
You			will sing
It		speaks	
We			will know
They	swam		
I		write	

	Simple Past	Simple Present	Simple Future
You		throw	
We			will become
They	taught		

	Simple Past	Simple Present	Simple Future	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
go	went	go	will go	was going	am going	will be going	had gone	have gone	will have gone
eat	ate	eat	will eat	was eating	am eating	will be eating	had eaten	have eaten	will have eaten

Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses

Fill in the remaining blanks. The first is done for you.

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
give	was giving	am giving	will be giving	had given	have given	will have given
feel						
write						
grow						
keep						
make						
think						
run						

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
sing						
speak						
know						
swim						
write						
throw						
become						
teach						
is						



WEEK 5

More About Verbs

— LESSON 17 —

Simple, Progressive, and Perfect Tenses

Subjects and Predicates

Parts of Speech and Parts of Sentences

Verb Phrases

I yawn today. Yesterday, I yawned. Tomorrow, I will yawn.

I am yawning today. Yesterday, I was yawning. Tomorrow, I will be yawning.

A progressive verb describes an ongoing or continuous action.

I have yawned today already.

Yesterday, I had yawned before I had my dinner.

Tomorrow, I will have yawned by the time the sun goes down.

A perfect verb describes an action which has been completed before another action takes place.

Exercise 17A: Simple, Progressive, and Perfect Tenses

All of the bolded verbs are in the past tense. Label each bolded verb as S for simple, PROG for progressive, or PERF for perfect.

Now in these subterranean caverns **lived** a strange race of beings, called by some gnomes, by some kobolds, by some goblins. There **was** a legend current in the country that at one time they **lived** above ground, and were very like other people. But for some reason or other, concerning which there were different legendary theories, the king **had laid** what they thought too severe taxes upon them, or **had required** observances of them they did not like, or **had begun** to treat them with more severity, in some way or

other, and impose stricter laws; and the consequence was that they **had** all **disappeared** from the face of the country. According to the legend, however, instead of going to some other country, they **had** all **taken** refuge in the subterranean caverns, whence they never **came** out but at night, and then seldom **showed** themselves in any numbers, and never to many people at once. It was only in the least frequented and most difficult parts of the mountains that they were said to gather even at night in the open air. Those who **had** **caught** sight of any of them **said** that they **had** greatly **altered** in the course of generations; and no wonder, seeing they **lived** away from the sun, in cold and wet and dark places.

—From *The Princess and the Goblin* by George MacDonald

had rejoiced
will have rejoiced

A phrase is a group of words serving a single grammatical function.

have greatly rejoiced
They will have all rejoiced

<div style="position: absolute; left: 50%; top: -10px; border-left: 1px solid black; border-right: 1px solid black; height: 20px; width: 100%;"></div> <div style="position: absolute; left: 50%; top: 0; transform: translateX(-50%);">have rejoiced</div>	<div style="position: absolute; left: 50%; top: -10px; border-left: 1px solid black; border-right: 1px solid black; height: 20px; width: 100%;"></div> <div style="position: absolute; left: 50%; top: 0; transform: translateX(-50%);">will have rejoiced</div>
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The subject of the sentence is the main word or term that the sentence is about.

The simple subject of the sentence is *just* the main word or term that the sentence is about.

The predicate of the sentence tells something about the subject.

The simple predicate of the sentence is the main verb along with any helping verbs.

Part of speech is a term that explains what a word does.

A noun names a person, place, thing, or idea.

A pronoun takes the place of a noun.

Part of the sentence is a term that explains how a word functions in a sentence.

A verb shows an action, shows a state of being, links two words together, or helps another verb.

Exercise 17B: Identifying and Diagramming Subjects and Predicates, Identifying Verb Tenses

Underline the subject once and the predicate twice in each sentence. Be sure to include both the main verb and any helping verbs when you underline the predicate. Identify the tense of each verb or verb phrase (*simple past, present, or future; progressive past, present, or future; perfect past, present, or future*) on the line. Then, diagram each subject and predicate on your own paper.

These sentences are taken from *The Light Princess and Other Fairy Stories* by George MacDonald.

Her atrocious aunt had deprived the child of all her gravity. _____

One day an awkward accident happened. _____

The princess had come out upon the lawn. _____

She had almost reached her father. _____

He was holding out his arms. _____

A puff of wind blew her aside. _____

We have fallen in! _____

He was swimming with the princess. _____

I have quite forgotten the date. _____

By that time, they will have learned their lesson. _____

She found her gravity! _____

Down the narrow path they went. _____

They reached the bottom in safety. _____

— LESSON 18 —

Verb Phrases

Person of the Verb Conjugations

	Progressive Past	Progressive Present	Progressive Future
I run	I was running	I am running	I will be running
You call	You were calling	You are calling	You will be calling
He jogs	He was jogging	He is jogging	He will be jogging
We fix	We were fixing	We are fixing	We will be fixing
They call	They were calling	They are calling	They will be calling

Persons of the Verb

	Singular	Plural
First person	I	we
Second person	you	you
Third person	he, she, it	they

Simple Tenses

Regular Verb, Simple Present

	Singular	Plural
First person	I pretend	we pretend
Second person	you pretend	you pretend
Third person	he, she, it pretends	they pretend

First person	I wander	we wander
Second person	you wander	you wander
Third person	he, she, it wanders	they wander

Regular Verb, Simple Past

	Singular	Plural
First person	I wandered	we wandered
Second person	you wandered	you wandered
Third person	he, she, it wandered	they wandered

Regular Verb, Simple Future

	Singular	Plural
First person	I will wander	we will wander
Second person	you will wander	you will wander
Third person	he, she, it will wander	they will wander

Perfect Tenses

Regular Verb, Perfect Present

	Singular	Plural
First person	I have wandered	we have wandered
Second person	you have wandered	you have wandered
Third person	he, she, it has wandered	they have wandered

Regular Verb, Perfect Past

	Singular	Plural
First person	I had wandered	we had wandered
Second person	you had wandered	you had wandered
Third person	he, she, it had wandered	they had wandered

Regular Verb, Perfect Future

	Singular	Plural
First person	I will wander	we will wander
Second person	you will wander	you will wander
Third person	he, she, it will wander	they will wander

Exercise 18A: Third Person Singular Verbs

In the simple present conjugation, the third person singular verb changes by adding an *-s*. Read the following rules and examples for adding *-s* to verbs in order to form the third person singular. Then, fill in the blanks with the third person singular forms of each verb.

The first of each is done for you.

Usually, add *-s* to form the third person singular verb.

First Person Verb	Third Person Singular Verb
I shatter	it shatters
I skip	she _____
I hike	he _____

Add *-es* to verbs ending in *-s*, *-sh*, *-ch*, *-x*, or *-z*.

First Person Verb	Third Person Singular Verb
we brush	he brushes
we hiss	it _____
we catch	she _____

If a verb ends in *-y* after a consonant, change the *y* to *i* and add *-es*.

First Person Verb	Third Person Singular Verb
I carry	it carries
I study	she _____
I tally	he _____

If a verb ends in *-y* after a vowel, just add *-s*.

First Person Verb	Third Person Singular Verb
we stray	it strays
we buy	he _____
we play	she _____

If a verb ends in *-o* after a consonant, form the plural by adding *-es*.

First Person Verb

I go

I do

I echo

Third Person Singular Verb

she goes

it _____

he _____

Exercise 18B: Simple Present Tenses

Choose the correct form of the simple present verb in parentheses, based on the person. Cross out the incorrect form.

Hana Suzuki is fourteen. Every morning, she (eat/eats) rice and soup.

She is Japanese, but she (live/lives) in Canada with her family.

She has twin brothers. They (gobble/gobbles) their food and always (finish/finishes) before she does.

“You (chew/chews) too fast,” her mother (say/says).

“But the food (taste/tastes) better if you (eat/eats) it quickly,” they always (argue/argues).

“I (think/thinks) that you (enjoy/enjoys) the food more if you (slow/slows) down.”

But they never (hear/hears).

They always (run/runs) out of the house too soon!

Exercise 18C: Perfect Present Tenses

Write the correct form of the perfect present verb in the blank. These sentences are drawn from Charles Dickens’s novel *Oliver Twist*.

“I am very hungry and tired,” replied Oliver, the tears standing in his eyes as he spoke. “I _____ [walk] a long way—I have been walking these seven days.”

“Speak the truth; and if I find you _____ [commit] no crime, you will never be friendless while I live.”

“He _____ [go], sir,” replied Mrs. Bedwin.

“I consider, sir, that you _____ [obtain] possession of that book under very suspicious and disreputable circumstances.”

“There, my dear,” said Fagin, “that’s a pleasant life, isn’t it? They _____ [go] out for the day.”

“We _____ [consider] your proposition, and we don’t approve of it.”

— LESSON 19 —

Person of the Verb Conjugations State-of-Being Verbs

English
conjugate
to join a verb to
each person in turn

Latin
conjugare *con* + *jugare*
to join together with + to yoke

Regular Verb, Simple Present

	Singular	Plural
First person	I conjugate	we conjugate
Second person	you conjugate	you conjugate
Third person	he, she, it conjugates	they conjugate

Regular Verb, Simple Past

conjugated

Regular Verb, Simple Future

will conjugate

Regular Verb, Perfect Present

	Singular	Plural
First person	I have conjugated	we have conjugated
Second person	you have conjugated	you have conjugated
Third person	he, she, it has conjugated	they have conjugated

Regular Verb, Perfect Past

had conjugated

Regular Verb, Perfect Future

will have conjugated

Regular Verb, Progressive Present

am conjugating

State-of-Being Verb, Simple Present

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	he, she, it is	they are

Exercise 19A: Forming Progressive Present Tenses

Fill in the blanks with the correct helping verbs.

Regular Verb, Progressive Present

	Singular	Plural
First person	I _____ conjugating	we _____ conjugating
Second person	you _____ conjugating	you _____ conjugating
Third person	he, she, it _____ conjugating	they _____ conjugating

State-of-Being Verb, Simple Present

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	he, she, it is	they are

State-of-Being Verb, Simple Past

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he, she, it was	they were

State-of-Being Verb, Simple Future

	Singular	Plural
First person	I will be	we will be
Second person	you will be	you will be
Third person	he, she, it will be	they will be

State-of-Being Verb, Perfect Present

	Singular	Plural
First person	I have been	we have been
Second person	you have been	you have been
Third person	he, she, it has been	they have been

State-of-Being Verb, Perfect Past

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

State-of-Being Verb, Perfect Future

	Singular	Plural
First person	I will have been	we will have been
Second person	you will have been	you will have been
Third person	he, she, it will have been	they will have been

State-of-Being Verb, Progressive Present

	Singular	Plural
First person	I am being	we are being
Second person	you are being	you are being
Third person	he, she, it is being	they are being

State-of-Being Verb, Progressive Past

	Singular	Plural
First person	I was being	we were being
Second person	you were being	you were being
Third person	he, she, it was being	they were being

State-of-Being Verb, Progressive Future

	Singular	Plural
First person	I will be being	we will be being
Second person	you will be being	you will be being
Third person	he, she, it will be being	they will be being

Exercise 19B: Forming Progressive Present, Past, and Future Tenses**Regular Verb, Progressive Past**

	Singular	Plural
First person	I _____ conjugating	we _____ conjugating
Second person	you _____ conjugating	you _____ conjugating
Third person	he, she, it _____ conjugating	they _____ conjugating

Regular Verb, Progressive Future

	Singular	Plural
First person	I _____ conjugating	we _____ conjugating
Second person	you _____ conjugating	you _____ conjugating
Third person	he, she, it _____ conjugating	they _____ conjugating

— LESSON 20 —**Irregular State-of-Being Verbs****Helping Verbs****Forms of the State-of-Being Verb *Am*****Simple Present**

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	He, she, it is	they are

Simple Past

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he, she, it was	they were

Simple Future

	Singular	Plural
First person	I will be	we will be
Second person	you will be	you will be
Third person	he, she, it will be	they will be

Perfect Present

	Singular	Plural
First person	I have been	we have been
Second person	you have been	you have been
Third person	he, she, it has been	they have been

Perfect Past

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

Perfect Future

	Singular	Plural
First person	I will have been	we will have been
Second person	you will have been	you will have been
Third person	he, she, it will have been	they will have been

Progressive Present

	Singular	Plural
First person	I am being	we are being
Second person	you are being	you are being
Third person	he, she, it is being	they are being

Progressive Past

	Singular	Plural
First person	I was being	we were being
Second person	You were being	you were being
Third person	he, she, it was being	they were being

Progressive Future

	Singular	Plural
First person	I will be being	we will be being
Second person	you will be being	you will be being
Third person	he, she, it will be being	they will be being

Exercise 20A: Simple Tenses of the Verb *Have*

Try to fill in the missing blanks in the chart below, using your own sense of what sounds correct as well as the hints you may have picked up from the conjugations already covered. Be sure to use pencil so that any incorrect answers can be erased and corrected!

Simple Present

	Singular	Plural
First person	I have	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

Simple Past

	Singular	Plural
First person	I _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they had

Simple Future

	Singular	Plural
First person	I will _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

Exercise 20B: Simple Tenses of the Verb *Do*

Try to fill in the missing blanks in the chart below, using your own sense of what sounds correct as well as the hints you may have picked up from the conjugations already covered. Be sure to use pencil so that any incorrect answers can be erased and corrected!

Simple Present

	Singular	Plural
First person	I do	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

Simple Past

	Singular	Plural
First person	I _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____

Simple Future

	Singular	Plural
First person	I will _____	we _____
Second person	you _____	you _____
Third person	he, she, it _____	they _____
I will be	I shall be	I shall be!
You will run	You will run	You shall run!
He, she, it will sing	He, she, it will sing	He, she, it shall sing!
We will eat	We shall eat	We shall eat!
You will shout	You will shout	You shall shout!
They will cavort	They will cavort	They shall cavort!

I **will** go to bed early.

When I was young, I **would** always go to bed early.

I **would** like to go to bed early.

I **should** probably go to bed now.

I **would** eat the chocolate caramel truffle.

I **should** eat the chocolate caramel truffle.

I **may** eat the chocolate caramel truffle.

I **might** eat the chocolate caramel truffle.

I **must** eat the chocolate caramel truffle.

I **can** eat the chocolate caramel truffle.

I **could** eat the chocolate caramel truffle.

Am, is, are, was, were, be, being, and been are forms of the verb *am*.

Have, has, and had are forms of the verb *has*.

Do, does, and did are forms of the verb *do*.

Shall and *will* are different forms of the same verb.

Should, would, may, might, must, can, and could express hypothetical situations.



WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

Simple Present

	Singular	Plural
First person	I enjoy	we enjoy
Second person	you enjoy	you enjoy
Third person	he, she, it enjoys	they enjoy

Perfect Past

	Singular	Plural
First person	I had been	we had been
Second person	you had been	you had been
Third person	he, she, it had been	they had been

Progressive Future

	Singular	Plural
First person	I will be running	we will be running
Second person	you will be running	you will be running
Third person	he, she, it will be running	they will be running

Complete Conjugation of a Regular Verb

Simple Present

	Singular	Plural
First person	I grab	we grab
Second person	you grab	you grab
Third person	he, she, it <u>grabs</u>	they grab

Simple Past

I grabbed, etc.

Simple Future

I will grab, etc.

Perfect Present

	Singular	Plural
First person	I have grabbed	we have grabbed
Second person	you have grabbed	you have grabbed
Third person	he, she, it <u>has grabbed</u>	they have grabbed

Perfect Past

I had grabbed, etc.

Perfect Future

I will have grabbed, etc.

Progressive Present

	Singular	Plural
First person	I <u>am grabbing</u>	we are grabbing
Second person	you are grabbing	you are grabbing
Third person	he, she, it <u>is grabbing</u>	they are grabbing

Progressive Past

	Singular	Plural
First person	I <u>was grabbing</u>	we were grabbing
Second person	you were grabbing	you were grabbing
Third person	he, she, it <u>was grabbing</u>	they were grabbing

Progressive Future

I will be grabbing, etc.

Exercise 21A: Person and Number of Pronouns

Identify the person and number of the underlined pronouns. Cross out the incorrect verb in parentheses. The first one is done for you.

These sentences are taken from *The Once and Future King* by T.H. White.

	Person	Singular/ Plural
<u>They</u> (do/ does) love to fly.	<u>third</u>	<u>plural</u>
<u>He</u> (was/were) seeing one ray beyond the spectrum.	_____	_____

<u>We</u> (has/had) better fly.	_____	_____
<u>You</u> (is/are) beginning to drop out of the air.	_____	_____
<u>It</u> (is/are) confusing to keep up with you.	_____	_____
<u>I</u> (was/were) a fish.	_____	_____
<u>You</u> (has/have) to glide in at stalling speed all the way.	_____	_____
<u>They</u> (prefer/prefers) to do their hunting then.	_____	_____

Simple Present

	Singular	Plural
Third person	He, she, it grabs The man grabs The woman grabs The eagle grabs	They grab The men grab The women grab The eagles grab

Perfect Present

	Singular	Plural
Third person	He, she, it has grabbed The boy has grabbed The girl has grabbed The bear has grabbed	They have grabbed The boys have grabbed The girls have grabbed The bears have grabbed

Progressive Present

	Singular	Plural
Third person	He, she, it is grabbing The father is grabbing The mother is grabbing The baby is grabbing	They are grabbing The fathers are grabbing The mothers are grabbing The babies are grabbing

Progressive Past

	Singular	Plural
Third person	He, she, it was grabbing The king was grabbing The queen was grabbing The dragon was grabbing	They were grabbing The kings were grabbing The queens were grabbing The dragons were grabbing

Exercise 21B: Identifying Subjects and Predicates

Draw two lines underneath each simple predicate and one line underneath each simple subject in the following sentences. If a phrase comes between the subject and the

predicate, put parentheses around it to show that it does not affect the subject-predicate agreement.

Leafcutter ants live in the southern United States and South America.

These creatures, strong and resourceful, create gardens and complex societies.

The tiny leafcutter ant carries almost ten times his own body weight.

The ants within the kingdom consist of a queen ant, soldier ants, and worker ants.

The queen of the colony lays eggs.

The soldiers, bigger than the workers, protect the colony.

The workers cut leaves for their gardens.

Exercise 21C: Subject-Verb Agreement

Cross out the incorrect verb in parentheses so that subject and predicate agree in number and person. Be careful of any confusing phrases between the subject and predicate.

Caitlin (go/goes) to the beach to surf every weekend.

The waves, glittering under the sun, (crash/crashes) against the shore.

She (use/uses) her small surfboard because the waves are huge.

The other surfers in the ocean (smile/smiles) at her.

Boards of all shapes and colors (float/floats) on the water.

“I (has/have) all day to surf!” she (think/thinks) happily.

— LESSON 22 —

Formation of Plural Nouns

Collective Nouns

A collective noun names a group of people, animals, or things.

Exercise 22A: Collective Nouns

Write the collective noun for each description. Then fill in an appropriate singular verb for each sentence. (Use the simple present tense!) The first is done for you.

Description	Collective Noun	Verb
mother, father, sister, brother	The <u>family</u>	<u>eats</u> together.
nine baseball players	The _____	_____ the game.

many students learning together	The _____	_____ the test.
people playing different musical instruments	The _____	_____ the piece.
52 playing cards	The _____	_____ incomplete.
many mountains	The _____	_____ high and icy.
a group of stars that forms a picture	The _____	_____ brightly.

Exercise 22B: Plural Noun Forms

Read each rule and the example out loud. Then rewrite the singular nouns as plural nouns in the spaces provided.

- Usually, add **-s** to a noun to form the plural.

Singular Noun	Plural Noun
desk	desks
willow	_____
spot	_____
tree	_____

- Add **-es** to nouns ending in **-s**, **-sh**, **-ch**, **-x**, or **-z**.

Singular Noun	Plural Noun
mess	messes
splash	_____
ditch	_____
fox	_____
buzz	_____

3. If a noun ends in **-y** after a consonant, change the **y** to **i** and add **-es**.

Singular Noun	Plural Noun
family	families
salary	_____
baby	_____
hobby	_____

4. If a noun ends in **-y** after a vowel, just add **-s**.

Singular Noun	Plural Noun
toy	toys
donkey	_____
valley	_____
guy	_____

5a. Some words that end in **-f** or **-fe** form their plurals differently. You must change the **f** or **fe** to **v** and add **-es**.

Singular Noun	Plural Noun
leaf	leaves
shelf	_____
wife	_____
thief	_____

5b. Words that end in **-ff** form their plurals by simply adding **-s**.

Singular Noun	Plural Noun
sheriff	sheriffs
cliff	cliffs
tariff	_____

5c. Some words that end in a single **-f** can form their plurals either way.

Singular Noun	Plural Noun
scarf	scarfs/scarves
hoof	_____

6a. If a noun ends in **-o** after a vowel, just add **-s**.

Singular Noun	Plural Noun
patio	patios
radio	_____
rodeo	_____
zoo	_____

6b. If a noun ends in **-o** after a consonant, form the plural by adding **-es**.

Singular Noun	Plural Noun
potato	potatoes
hero	_____
volcano	_____
echo	_____

6c. To form the plural of foreign words ending in **-o**, just add **-s**.

Singular Noun	Plural Noun
piano	pianos
burrito	_____
kimono	_____
solo	_____
soprano	_____

7. Irregular plurals don't follow any of these rules!

Singular Noun	Irregular Plural Noun
child	children
foot	feet
tooth	teeth
man	men
woman	_____
mouse	mice
goose	geese
deer	_____
fish	fish

Exercise 22C: Plural Nouns

Complete the following excerpt by filling in the plural form of each noun in parentheses.

There is *one* collective noun (singular in form) in the passage. Find and circle it.

The following is slightly condensed from the introduction to *The Pirate's Who's Who* by Philip Gosse (1924).

Surely (pirate) _____ are as much entitled to a biographical dictionary of their own as are (clergyman) _____, (race-horse) _____, or (artist) _____. Have not the medical (man) _____ their Directory, the (lawyer) _____ their List, the (peer) _____ their Peerage? There are (book) _____ which record the (particular) _____ of (musician) _____, (dog) _____, and even white (mouse) _____. Above all, there is that astounding and entertaining volume, *Who's Who*, found in every club smoking-room, and which grows more bulky year by year, stuffed with information about the (life) _____, the (hobby) _____, and the (marriage) _____ of all the most distinguished (person) _____ in every

profession. But there has been until now no work that gives immediate and trustworthy information about the lives, and—so sadly important—the (death) _____ of our pirates.

Delving in the *Dictionary of National Biography*, it has been a sad disappointment to the writer to find so little space devoted to the careers of these picturesque if, I must admit, often unseemly persons. There are, of course, to be found a few pirates with household (name) _____ such as Kidd, Teach, and Avery. But I compare with indignation the meagre show of pirates in that monumental work with the rich profusion of (divine) _____. Even during the years when piracy was at its height, the pirates are utterly swamped by the (theologian) _____. Can it be that these two (profession) _____ flourished most vigorously side by side, and that when one began to languish, the other also began to fade?

My original intention was that only pirates should be included. To admit (privateer) _____, (corsair) _____, and other (sea-rover) _____ would have meant the addition of a vast number of names, and would have made the work unwieldy. But the difficulty has been to define the exact meaning of a pirate. A pirate was not a pirate from the cradle to the gallows. He usually began his life at sea as an honest mariner. He perhaps mutinied with other of the ship's crew, killed or otherwise disposed of the captain, seized the ship, and sailed off.

Often it happened that, after a long naval war, (ship) _____ were laid up and (navy) _____ reduced, thus flooding the countryside with begging and starving (seaman) _____. These were driven to go to sea if they could find a berth, often half-starved and brutally treated, and always underpaid, and so easily yielded to the

temptation of joining some vessel bound vaguely for the “South Sea,” where no (question) _____ were asked and no (money) _____ paid, but every hand on board had a share in the adventure.

— LESSON 23 —

Plural Nouns
Descriptive Adjectives
Possessive Adjectives
Contractions

An apostrophe is a punctuation mark that shows possession. It turns a noun into an adjective that tells whose.

Possessive adjectives tell whose.

An adjective modifies a noun or pronoun.

Adjectives tell what kind, which one, how many, and whose.

Descriptive adjectives tell what kind.

A descriptive adjective becomes an abstract noun when you add *-ness* to it.

Form the possessive of a singular noun by adding an apostrophe and the letter *-s*.

Exercise 23A: Introduction to Possessive Adjectives

Read the following nouns. Choose a person that you know to possess each of the items. Write that person's name, an apostrophe, and an *s* to form a possessive adjective.

Example:	Aunt Catherine	<u>Aunt Catherine's</u>	coffee mug
	_____	_____	pickup truck
	_____	_____	anteater
	_____	_____	knitting needles
	_____	_____	bus ticket to Seattle, Washington
	_____	_____	cat food

Form the possessive of a plural noun ending in -s by adding an apostrophe only.

Form the possessive of a plural noun that does not end in -s as if it were a singular noun.

Exercise 23B: Singular and Plural Possessive Adjective Forms

Fill in the chart with the correct forms. The first is done for you. Both regular and irregular nouns are included.

Noun	Singular Possessive	Plural	Plural Possessive
plant	plant's _____	plants _____	plants' _____
child	_____	_____	_____
family	_____	_____	_____
pirate	_____	_____	_____
match	_____	_____	_____
class	_____	_____	_____
sheep	_____	_____	_____
tortilla	_____	_____	_____
galley	_____	_____	_____
video	_____	_____	_____
ox	_____	_____	_____

	Pronoun(s)	Possessive Adjective	Pronoun(s)	Possessive Adjective
	Singular		Plural	
First person	I	my	we	our
Second person	you	your	you	your
Third person	he, she, it	his, her, its	they	their

INCORRECT

I's book
you's candy
he's hat
she's necklace
it's nest

CORRECT

my book
your candy
his hat
her necklace
its nest

we's lesson
they's problem

our lesson
their problem

Contraction

he's
she's
it's
you're
they're

Meaning

he is
she is
it is
you are
they are

A contraction is a combination of two words with some of the letters dropped out.

Exercise 23C: Common Contractions

Drop the letters in grey print and write the contraction on the blank. The first is done for you.

Full Form**Common Contraction**

I am

I'm

he is

we are

you have

she has

they had

he will

you would

let us

is not

were not

do not

can not

you are

it is _____

they are _____

— LESSON 24 —

Possessive Adjectives

Contractions

Compound Nouns

A contraction is a combination of two words with some of the letters dropped out.

Contraction	Meaning	Not the Same as
he's	he is	his
she's	she is	her
it's	it is	its
you're	you are	your
they're	they are	their

It's hard for a hippopotamus to see its feet.

It is hard for a hippopotamus to see its feet.

It's hard for a hippopotamus to see **it is** feet.

You're fond of your giraffe.

You are fond of your giraffe.

You're fond of **you are** giraffe.

They're searching for their zebra.

They are searching for their zebra.

They're searching for **they are** zebra.

Exercise 24A: Using Possessive Adjectives Correctly

Cross out the incorrect word in parentheses.

My sunglasses are lost. Could I borrow (yours/your's)?

When (your/you're) finished reading, could you lend me (your/you're) magazine?

(Its/It's) swelteringly hot today!

The car won't start. (Its/It's) battery must be dead.

(His/He's) rollerblades are too tight.

Did you remember (your/you're) backpack? I think (its/it's) still on the chair.

(They're/Their) so absentminded. (They're/Their) always losing (they're/their) belongings.

Whose pencil is that? (Its/It's) not a red pencil; (its/it's) blue, and (its/it's) eraser is chewed.
 (Their/They're) restaurant is known for (its/it's) fabulous desserts.
 (It's/Its) not fair that (she's/hers) always using (your/you're) pencils instead of (she's/hers).

A compound noun is a single noun composed of two or more words.

One word shipwreck, haircut, chalkboard

Hyphenated word self-confidence, check-in, pinch-hitter

Two or more words air conditioning, North Dakota, *The Prince and the Pauper*

Exercise 24B: Compound Nouns

Underline each simple subject once and each simple predicate (verb) twice. Circle each compound noun.

The post office will close early today.

Sunrise comes very late in the wintertime.

My mother-in-law forgot her checkbook.

I was running for the bus stop with all my dry cleaning in my arms.

The commander-in-chief arrived with great pomp and circumstance.

I really need a truckful of manure for my garden.

I had a horrendous headache last night.

“You Brush Your Teeth” is a song about toothbrushes.

If a compound noun is made up of one noun along with another word or words, pluralize the noun.

passerby

passersby

passerbys

If a compound noun ends in *-ful*, pluralize by putting an *-s* at the end of the entire word.

truckful

trucksful

truckfuls

If neither element of the compound noun is a noun, pluralize the entire word.

grown-up

growsn-up

grown-ups

If the compound noun includes more than one noun, choose the most important to pluralize.

attorney at law

attorneys at law

attorney at laws

Exercise 24C: Plurals of Compound Nouns

Write the plural of each singular compound noun in parentheses in the blanks to complete the sentences.

Both of our (brother-in-law) _____ are (chef de cuisine)

_____ at Ethiopian restaurants in Washington, D.C.

All three (sergeant major) _____ have testified at multiple
(court-martial) _____.

The four (secretary of state) _____ had a top-secret meeting.

I like to put three (teaspoonful) _____ of curry spice into my
chicken curry.

Those annoying (good-for-nothing) _____ have stolen all of the
(bagful) _____ of canned goods I was collecting for the food bank.

My mother keeps two (tape measure) _____ in each of her
(toolbox) _____.

The (Knight Templar) _____ were almost wiped out in France in
1307.

Matija Bećković and Charles Simić are both past (poet laureate) _____
of Serbia.

— REVIEW 2 —

(Weeks 4-6)

Topics

Simple, Progressive, and Perfect Tenses

Conjugations

Irregular Verbs

Subject/Verb Agreement

Possessives

Compound Nouns

Contractions

Review 2A: Verb Tenses

Write the tense of each underlined verb phrase above it: simple past, present, or future; progressive past, present, or future; or perfect past, present, or future. The first is done for you. Watch out for words that interrupt verb phrases but are not helping verbs (such as *not*).

PROGRESSIVE PRESENT

I am reading *The Word Snoop*.

By the time I have finished this book, I will have learned everything there is to know about the English language!

The next section that I will be reading is about silent letters.

After I have completed the section on silent letters, I will study the history of punctuation.

The following sentences are taken from *The Word Snoop* by Ursula Dubosarsky (New York: Dial Books, 2009).

It is time to talk about silent letters.

They are the ones that creep sneakily into words at the beginning, middle, or end when you are not expecting them.

What are you doing there, silent letters!

You frightened me!

English is not the only language with silent letters, but it has more than most.

This can be really hard when you are learning to spell, as you have probably realized already.

Then other people thought it would be good if English looked more like Latin, so a *b*, for example, was dumped back into the word *doubt*, even though it had been taken out

because no one pronounced it that way anymore.

And have you ever wondered about words like *psalm* and *rhubarb*?

They came from ancient Greek words.

Quite a few of today's silent letters have not always been so quiet.

Imagine yourself back when you were learning the alphabet for the very first time.

You will have to crack the special code if you want to know what I am saying.

Review 2B: Verb Formations

Fill in the charts with the correct conjugations of the missing verbs. Identify the person of each group of verbs.

PERSON: _____

	Past	Present	Future
SIMPLE	she	she	she will wiggle
PROGRESSIVE	she	she	she
PERFECT	she had wiggled	she	she

PERSON: _____

	Past	Present	Future
SIMPLE	I shuffled	I	I
PROGRESSIVE	I	I	I will be shuffling
PERFECT	I	I	I

PERSON: _____

	Past	Present	Future
SIMPLE	you itched	you	you
PROGRESSIVE	you	you	you
PERFECT	you	you	you will have itched

PERSON: _____

	Past	Present	Future
SIMPLE	they	they sneeze	they
PROGRESSIVE	they	they	they
PERFECT	they had sneezed	they	they

Review 2C: Person and Subject/Verb Agreement

Circle the correct verb in parentheses.

The following sentences are taken from *The 2,548 Best Things Anybody Ever Said* by Robert Byrne (New York: Simon & Schuster, 1990).

It (is/are) a good thing for an uneducated man to read books of quotations. –Winston Churchill

I (hates/hate) quotations. –Ralph Waldo Emerson

We (doesn't/don't) know a millionth of one percent about anything. –Thomas Alva Edison

He (writes/write) so well he (makes/make) me feel like putting my quill back in my goose. –Fred Allen

I (considers/consider) exercise vulgar. It (makes/make) people smell. –Alec Yuill Thornton

If you (isn't/aren't) fired with enthusiasm, you'll be fired with enthusiasm. –Vince Lombardi

Children (is/are) guilty of unpardonable rudeness when they (spits/spit) in the face of a companion; neither are they excusable who spit from windows or on walls or furniture. –St. John Baptist de La Salle

Seriousness (is/are) the only refuge of the shallow. –Oscar Wilde

Of all the animals, the boy (is/are) the most unmanageable. –Plato

Plato (is/are) a bore. –Friedrich Nietzsche

In expressing love we (belongs/belong) among the most undeveloped countries. –Saul Bellow

Only young people (worries/worry) about getting old. –George Burns

The two biggest sellers in any bookstore (is/are) the cookbooks and the diet books. The cookbooks (tells/tell) you how to prepare the food and the diet books (tells/tell) you how not to eat any of it. –Andy Rooney

Review 2D: Possessives and Compound Nouns

Circle the TEN possessive words in the following excerpt. Include possessive words formed from both nouns and pronouns.

Find and underline the SIX compound nouns. Write the plurals of those compound nouns on the blanks at the end of the excerpt.

The following excerpt is taken from *Mary Poppins* by P.L. Travers (New York: Harcourt Books, 1997).

Jane, with her head tied up in Mary Poppins's bandanna handkerchief, was in bed with earache . . .

So Michael sat all the afternoon on the window-seat telling her the things that occurred in the Lane. And sometimes his accounts were very dull and sometimes very exciting.

"There's Admiral Boom!" he said once. "He has come out of his gate and is hurrying down the Lane. Here he comes. His nose is redder than ever and he's wearing a top-hat. Now he is passing Next Door—"

"Is he saying, 'Blast my gizzard!'" enquired Jane.

"I can't hear. I expect so. There's Miss Lark's second housemaid in Miss Lark's garden. And Robertson Ay is in our garden, sweeping up the leaves and looking at her over the fence. He is sitting down now, having a rest."

. . . "Mary Poppins," said Jane, "there's a cow in the Lane, Michael says."

"Yes, and it's walking very slowly, putting its head over every gate and looking round as though it had lost something."

_____	_____	_____
_____	_____	_____

Review 2E: Plurals and Possessives

Write the correct possessive, plural, and plural possessive forms for the following nouns.

Noun	Possessive	Plural	Plural Possessive
ghost	_____	_____	_____

ox	_____	_____	_____
trolley	_____	_____	_____
thrush	_____	_____	_____
Johnson	_____	_____	_____
rodeo	_____	_____	_____
city	_____	_____	_____
person	_____	_____	_____

Review 2F: Contractions

Finish the following excerpt about Helen Keller by forming contractions from the words in parentheses.

The excerpt is from *Miss Spitfire: Reaching Helen Keller* by Sarah Miller (Boston, Mass.: Atheneum Press, 2007).

How do I dare hope to teach this child—Helen—when _____ (I have) never taught a child who can see and hear? _____ (I have) only just graduated from the Perkins Institution for the Blind myself. Worse, _____ (it is) not simply that Helen _____ (cannot) hear words or see signs . . . The very notion that words exist, that objects have names, has never even occurred to her . . . At least I know that task _____ (is not) impossible; Perkins’s famous Dr. Howe taught my own cottage mate Laura Bridgeman to communicate half a century ago, and _____ (she is) both deaf and blind. Even so, _____ (I am) afraid . . .

More than that, _____ (I am) afraid Helen’s family expects too much from me. If _____ (they have) read the newspaper articles about Laura, _____ (they are) prepared for a miracle. They _____ (do not) know Laura’s “miraculous” education was hardly perfect . . .

If the Kellers are hoping for another Laura Bridgeman, I _____ (do not) know how I—an untrained Irish orphan—can please them. I _____ (cannot) tell them there may never be another Laura Bridgeman . . .

_____ (There is) not a relative alive _____ (who would) have me, and I _____ (would not) know where to find them now anyhow. _____ (I would) die of shame if I had to go back to Perkins a failure.



KEY TO STUDENT WORKBOOK 1

Course A

- for Complete
 - Writers
 - Young
 - Aspiring
 - Rhetoricians
 - Aspiring
 - Anyone
 - Else
- and
 - Who Needs
 - to Understand

English Works How



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WEEK 1

Introduction to Nouns and Adjectives

— LESSON 1 —

Introduction to Nouns Concrete and Abstract Nouns

Exercise 1A: Abstract and Concrete Nouns

Decide whether the underlined nouns are abstract or concrete. Above each noun, write *A* for *abstract* or *C* for *concrete*. If you have difficulty, ask yourself: Can this noun be touched or seen, or experienced with another one of the senses? If so, it is a concrete noun. If not, it is abstract.

All that glitters is not ^Cgold. (English and Spanish)

Forget injuries; never forget ^Akindness. (Chinese)

Study the ^Apast if you would define the ^Afuture. (Chinese)

We learn little from ^Avictory, much from ^Adefeat. (Japanese)

The ^Cshrimp that falls asleep gets carried away by the ^Ccurrent. (Spanish)

He who conquers his ^Aanger has conquered an enemy. (German)

The oldest ^Ctrees often bear the sweetest ^Cfruit. (German)

^APride is no substitute for a ^Cdinner. (Ethiopian)

A leaky ^Chouse can fool the ^Csun, but it can't fool the ^Crain. (Haitian)

Exercise 1B: Abstract Nouns

Each row contains two abstract nouns and one concrete noun. Find the concrete noun and cross it out.

hunger	thirst	bread
delight	frosting	pleasure
confusion	victory	torch
shock	fear	monster
guard	noise	tranquility
self-control	boredom	mob

— LESSON 2 —

Introduction to Adjectives

Descriptive Adjectives, Abstract Nouns

Formation of Abstract Nouns from Descriptive Adjectives

Exercise 2A: Descriptive Adjectives, Concrete Nouns, and Abstract Nouns

Decide whether the underlined words are concrete nouns, abstract nouns, or descriptive adjectives. Above each, write *DA* for descriptive adjective, *CN* for concrete noun, or *AN* for abstract noun.

DA CN AN
The cowardly lion wished for courage.

DA CN AN
The shy tinman wished for love.

DA CN AN
The silly scarecrow wished for intelligence.

DA DA CN AN
The lost little girl wished for the power to go home.

DA DA CN CN DA CN
The Yellow Brick Road led through a field of crimson poppies.

Note to Instructor: You may need to explain that *brick* can be a noun when it refers to a concrete object ("a brick") but that in this sentence, *brick* acts as an adjective because it describes what kind of road the Yellow Brick Road is. If the student is already familiar with compound proper nouns, he may identify *Yellow Brick Road* as one noun. This is also an acceptable answer.

CN AN CN
The travelers were overcome with sleepiness when they smelled the flowers.

Exercise 2B: Turning Adjectives into Abstract Nouns

Change each descriptive adjective to an abstract noun by adding the suffix *-ness*. Write the abstract noun in the blank beside the descriptive adjective. Remember this rule: **When you add the suffix *-ness* to a word ending in *-y*, the *y* changes to *i*.** (For example, *grumpy* becomes *grumpiness*.)

sad	<u>sadness</u>
truthful	<u>truthfulness</u>
effective	<u>effectiveness</u>
ugly	<u>ugliness</u>
silly	<u>silliness</u>
sluggish	<u>sluggishness</u>
eager	<u>eagerness</u>
bulky	<u>bulkiness</u>

Exercise 2C: Color Names

Underline all the color words in the following paragraph. Then write *A* for adjective or *N* for noun above each underlined color word. If you are not sure, ask yourself, "[Color name] *what*?" If you can answer that question, you have found a noun that the color describes. That means the color is an adjective.

Rachel held her sister Dana's hand as they walked up the ^Aturquoise path into the ^Ayellow candy store. Candy of every imaginable flavor covered the walls. Dana immediately headed to the ^Amagenta jellybeans. Rachel laughed; Dana's favorite color was ^Nmagenta, and she always wanted ^Amagenta clothes and notebooks for school. Rachel raced over to the bright ^Ared strawberries covered in ^Awhite chocolate. Right next to the strawberries were ^Agreen bon-bons. She usually ^Nliked green, but this trip was not about color. It was about taste!

— LESSON 3 —

Common and Proper Nouns Capitalization and Punctuation of Proper Nouns

Exercise 3A: Capitalizing Proper Nouns

Write a proper noun for each of the following common nouns. Don't forget to capitalize all of the important words of the proper noun. Underline the names of the book and movie you choose, to show that those names should be in italics if they were typed.

Answers will vary.

Exercise 3B: Proper Names and Titles

On your own paper, rewrite the following sentences properly. Capitalize and punctuate all names and titles correctly. If you are using a word processing program, italicize where needed; if you are writing by hand, underline in order to show italics.

I just finished reading The Secret Garden.

My uncle subscribes to the magazine Time.

My favorite campfire song is "Bingo."

The sinking of the Titanic was a terrible disaster.

Lewis Carroll's poem "Jabberwocky" has many made-up words.

Exercise 3C: Proofreading for Proper Nouns

In the following sentences from *The Story of the World, Volume 3*, by Susan Wise Bauer, indicate which proper nouns should be capitalized by underlining the first letter of the noun three times. This is the proper proofreader mark for *capitalize*. The first word in the first sentence is done for you.

But not very many europeans traveled to russia, and those who settled in russia lived apart from the russians, in special colonies for foreigners.

peter's only port city, archangel, was so far north that it was frozen solid for half the year.

The sea of azov led right into the black sea, which led to the mediterranean. azov belonged to the ottoman turks.

The turks waved their turbans in surrender. azov had fallen!

— LESSON 4 —

Proper Adjectives Compound Adjectives (Adjective-Noun Combinations)

Exercise 4A: Forming Proper Adjectives from Proper Nouns

Form adjectives from the following proper nouns. (Some will change form and others will not.) Write each adjective into the correct blank in the sentences below. If you are not familiar with the proper nouns, you may look them up online at Encyclopaedia Britannica, Wikipedia, or some other source (this will help you complete the sentences, as well). This exercise might challenge your general knowledge! (But you can always ask your instructor for help.)

Great Wall	Ireland	January	Victoria
Italy	Los Angeles	Shinkansen	Canada
Goth	Friday	Double Ninth Festival	Christmas

Traditionally, Double Ninth cakes are made by layering lard, rice flour paste, and a bean paste diluted with white sugar, but each area of China has its own variation on the recipe.

Note to Instructor: The student may answer “Double Ninth Festival cakes.” Technically this is not incorrect, but point out that “Double Ninth” is the more common adjective form of the proper noun.

The January festival known as Plough Monday marked the return to work after Twelfth Night.

Gothic cathedrals were built by medieval “journeymen”—guilds of craftsmen who were expert woodcarvers, blacksmiths, stonemasons, plasterers, ironworkers, and glaziers.

During the Victorian period in England, many farmers left their land to live in cities and work in factories.

By Los Angelean standards, Hollywood Hills and Culver City are just a stone’s throw from each other.

The diagonal section of the Huangyaguan section of the Ming Wall is called Heartbreak Hill by many runners in the Great Wall Marathon.

My favorite Christmas cookies are gingerbread men and spritz.

The Shinkansen train carries over 143 million passengers from Tokyo to Shin-Osaka every year, sometimes at speeds as high as 200 miles per hour.

I found the recipe for *gelato di fragola* in my Italian cookbook.

On Bloody Sunday (21 November 1920), fourteen British military operatives and fourteen Irish civilians were killed in Dublin.

Er Shun, a giant panda on loan to the Canadian zoo in Toronto, gave birth to twin cubs in October of 2015; each one was the size of a stick of butter.

It was such a difficult week that we were all more than ready for the Friday holiday and the long weekend.

Exercise 4B: Capitalization of Proper Adjectives

In the following sentences, correct each lowercase letter that should be capitalized by using the proofreader's mark (three underlines beneath each). Circle each proper adjective. Finally, write an S (for "same") above the proper adjectives that have not changed form from the proper noun.

the portuguese explorers were the first european travelers to reach the australian region, but spanish navigators were not far behind.

thomas abercrombie was a legendary national geographic photographer who worked in the arabian desert, the antarctic continent, the entire middle eastern region, and the south pole. he photographed jacques cousteau, the first indian white tiger brought to the north american continent, and the islamic pilgrimage to mecca.

the october farmers' market was a panorama of colorful leaves, halloween costumes, pumpkins, and heirloom squash. the blue hubbard and golden hubbard varieties were my favorite.

Note to Instructor: While some sources do not capitalize the proper adjectives *Blue Hubbard* and *Golden Hubbard*, these squashes are specific proprietary varieties and so should be capitalized.

the laws of the elizabethan age allowed french and dutch protestants to have their own london churches, although english citizens were not supposed to enter them. diplomats from catholic countries were allowed to celebrate mass, but only in their own homes, and english subjects were banned from those services as well.

Exercise 4C: Hyphenating Attributive Compound Adjectives

Hyphens prevent misunderstanding! Explain to your instructor the differences between each pair of phrases. The first is done for you. If you're confused, ask your instructor for help.

Note to Instructor: These are intended to be fun, not frustrating. Use the suggestions below to help the student, and give the answers if the student is stumped.

a small-town boy is a boy from a small town
a small town boy is a town boy of diminished size
(both a small boy and a town boy)

a violent-crime conference is a conference about violent crime
a violent crime conference is a crime conference that turns ugly
(both a violent conference and a crime conference)

a high-chair cover is a cover for a baby's seat
a high chair cover is a chair cover that's too far off the ground
(both a high cover and a chair cover)

a cross-country runner is a runner who goes across country
a cross country runner is a rural runner in a bad mood
(both a country runner and a cross runner)

an ill-fated actress is an actress who's doomed to suffer very bad luck
an ill fated actress is an actress facing a particular fate with an upset stomach
(both an ill actress and a fated actress)

WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender

Introduction to Personal Pronouns

Exercise 5A: Introduction to Noun Gender

How well do you know your animals? Fill in the blanks with the correct name (and don't worry too much if you don't know the answers . . . this is mostly for fun.)

Animal	Male	Female	Baby	Group of Animals
cattle	bull	<u>cow</u>	<u>calf</u>	drove of cattle
chicken	rooster	<u>hen</u>	chick	<u>brood of chickens</u>
deer	<u>buck</u>	<u>doe</u>	fawn	herd of deer
owl	<u>owl</u>	owl	<u>chick</u>	<u>parliament of owls</u>
horse	<u>stallion</u>	<u>mare</u>	foal	<u>herd of horses</u>
rabbit	<u>buck</u>	<u>doe</u>	bunny	<u>nest of rabbits</u>
mouse	<u>buck</u>	doe	<u>pup or pinkie</u>	mischief of mice
swan	<u>cob</u>	pen	<u>cygnet</u>	<u>flock or wedge of swans</u>

Exercise 5B: Nouns and Pronouns

Write the correct pronoun above the underlined word(s). The first one is done for you.

^{They}
Example: Astronomers predicted that the comet would crash into Jupiter on or about July 25, 1994. (Theo Koupolis, *In Quest of the Universe*)

This particular slab of black basalt was different from anything that had ever been discovered.

^{It}
The slab carried three inscriptions. (Hendrik van Loon, *The Story of Mankind*)

^{We}
Jenny and I read a book about inventors.

Benjamin Franklin not only invented objects such as the lightning rod, but ^{he} Benjamin Franklin also invented the expression “pay it forward” to teach people to repay kindness by being kind to others.

^{They}
 Wilbur and Orville Wright had always loved construction. Wilbur and Orville Wright began as bicycle mechanics and eventually constructed the first successful airplane!

^{It}
 The wheel is one of the most important inventions of all time. The wheel was probably invented for chariots in ancient Mesopotamia, which is now part of Iraq.

“Why,” said Effie, “I know what it is. It is a dragon like the one St. George killed.” And ^{she}Effie was right. (E. Nesbit, *The Book of Dragons*)

Exercise 5C: Substituting Pronouns

Does the passage below sound awkward? It should, because it’s not what the Brothers Grimm actually wrote. Choose the nouns that can be replaced by pronouns, cross them (and any accompanying words such as “the”) out, and write the appropriate pronouns above them.

Note to Instructor: Answers that replace other nouns by pronouns are acceptable as long as the pronouns are the correct gender and the passage reads well. It is not necessary for the student to replace every noun below, as long as the sentences no longer sound awkward.

Then Dullhead fell at once to hew down the tree, and when ^{it}the tree fell ^{he}Dullhead found amongst the roots a goose, whose feathers were all of pure gold. ^{He}Dullhead lifted ^{her}the goose out, carried ^{her}the goose off, and took ^{her}the goose to an inn where ^{he}Dullhead meant to spend the night.

Now the landlord of the inn had a beautiful daughter, and when ^{she}the daughter saw the goose, the daughter¹ was filled with curiosity as to what this wonderful bird could be, and ^{she}the daughter longed for one of the golden feathers.

Exercise 5D: Pronouns and Antecedents

Circle the personal pronouns in the following sentences, and draw an arrow from each pronoun to its antecedent. If the noun and pronoun are masculine, write *M* in the margin. If they are feminine, write *F*; if neuter, write *N*. Some sentences have two personal pronouns. The first is done for you.

- Although Helen Keller was blind and deaf, (she) became a famous author and speaker. F
- The man selected a cake covered with violet icing and bit into (it). (It) appeared to be filled with jam. N
- Sylvia was not much comforted. (She) moved along to the middle of the seat and huddled there. F
- Andreas Vesalius showed immense curiosity about the functioning of living things. (He) often caught and dissected small animals and insects. (Kendall Haven, *100 Greatest Science Discoveries of All Time*) M
- The Wart copied Archimedes in zooming up toward the branch which (they) had chosen. (T. H. White, *The Once and Future King*) M
- Mother Teresa was born in Albania; (she) worked for 45 years caring for the poor people of India. F

1. This noun is not replaced by “she” because the pronoun could be construed to refer to the goose, the nearest previous feminine noun.

↓
 Mahatma Gandhi led peaceful protests against the persecution of poor people and women in India. (He) disobeyed unfair laws but quietly suffered the punishment. M

Even though (he) spent 27 years in prison, Nelson Mandela, a follower of Gandhi, helped to bring democracy for all races to South Africa. M

Being the scientist that (he) was, Carver decided that (he) would take the peanut apart. (Robert C. Haven, *Seven African-American Scientists*) M

↓ ↓
 “Why,” said Effie, “(I) know what (it) is. (It) is a dragon like the one St. George killed.” (E. Nesbit, *The Book of Dragons*) F and N

— LESSON 6 —

Review Definitions

Introduction to Verbs

Action Verbs, State-of-Being Verbs

Parts of Speech

Exercise 6A: Identifying Verbs

Mark each underlined verb *A* for action or *B* for state-of-being.

We here ^Aenter upon one of the most interesting and important chapters in the history of music.

The art of polyphony ^Aoriginated at the same period as the pointed arch and the great cathedrals of Europe. In music, polyphony ^Arepresents the same bounding movement of mind, filled with high ideals. In the same country ^Aarose the Gothic arch, the beauties of Notre Dame in Paris, and the involved and massive polyphony of music.

Polyphonic ^Bis a term which ^Arelates itself to two others. They ^Bare Monodic and Homophonic. The musical art of the ancients ^Bwas an art in which a single melodic formula ^Adoubled in a lower or higher octave, but where no harmony ^Bwas; variety ^Acame through rhythm alone. Monodic art ^Bwas an art of melody only. Our modern art of homophony ^Bis like that, in having but a single melody at each moment of the piece; but it ^Adiffers from the ancient in the addition of a harmonic support for the melody tones. This harmonic accompaniment ^Arules everything in modern music. It ^Bis within the power of the composer to ^Asupport the melody tone with the chord which would most readily ^Asuggest itself, within the limitations of the key.

Instances of this use of harmonic accompaniment ^Bare numerous in Wagner's works, and ^Aform the most obvious peculiarity of his style.

Halfway between these two types of musical art ^Astands polyphony, which ^Ameans etymologically "many sounds," but which in musical technique ^Bis "multiplicity of melodies." In a true polyphony, every tone of the leading voice ^Apossesses melodic character, but all the tones ^Bare themselves elements of other, independently moving melodies. The essence of polyphony ^Bis canonic imitation. The simplest form of this ^Bis the "round," in which one voice ^Aleads off with a phrase, and immediately a second voice ^Abegins with the same melody at the same pitch, and ^Afollows after. At the proper interval a third voice ^Aenters. Thus, when there ^Bis only one voice, we ^Ahave monody; when the second voice ^Aenters we ^Ahave combined sounds of two elements; and when the third ^Aenters we ^Ahave chords of three tones.

A round ^Agoes on in an endless sequence until the performers ^Astop arbitrarily. There ^Bis no innate reason why it might not ^Acontinue indefinitely!

—Condensed slightly from W. S. B. Mathews, *A Popular History of the Art of Music*

Exercise 6B: Action Verbs and State-of-Being Verbs

Provide an appropriate action and state-of-being verb for each of the following nouns. The first is done for you.

Note to Instructor: The student's answers should be exactly the same as those listed in the state-of-being column. The verbs in the action column are samples; answers may vary.

	State-of-Being	Action
The rabbit	<u>was [OR is]</u>	<u>hopped</u>
Dinosaurs	<u>are/were</u>	<u>fought</u>
The sun	<u>is/was</u>	<u>shines</u>
Trains	<u>are/were</u>	<u>speed</u>
I	<u>am/was</u>	<u>sing</u>
The student	<u>is/was</u>	<u>reads</u>
Molecules	<u>are/were</u>	<u>move</u>
The wind	<u>is/was</u>	<u>blows</u>
Wolves	<u>are/were</u>	<u>howl</u>
You	<u>are/were</u>	<u>study</u>

Exercise 6C: Strong Action Verbs

Good writers use descriptive and vivid verbs. First underline the action verbs in the following sentences. Then rewrite a different, vivid verb in the space provided. The first is done for you. You may use a thesaurus if necessary.

Note to Instructor: Sample action verbs are provided, but answers may vary.

Ellen spoke to her friend after their fight.

Edgar moved away from the angry tiger.

The starving man ate his dinner.

The delicate lamp broke on the floor.

The frightened little girl asked for her mother.

After the snowstorm, Carrie came down the hill in her sled.

Alexander the Great beat his enemies.

The Blackfoot moved across the land.

apologized

scurried, scrambled, hurtled

gobbled, devoured, inhaled

shattered, splintered

begged, sobbed

barrelled, hurtled

vanquished

crept

— LESSON 7 —

Helping Verbs

Exercise 7A: Action and Helping Verbs

Underline the action verbs in both columns of sentences once. The sentences in the second column each contain a helping verb. Underline this helping verb twice. The first is done for you.

These sentences are adapted from *A Complete Geography* by Ralph Tarr and Frank McMurry.

Column 1

Waves form in the ocean.

Waves endanger small ships.

Waves damage the coast.

Tides rise and fall.

The sun pulls on the earth.

Spring tides rise high.

Column 2

Waves are formed by winds which blow over the water.

Waves are constantly endangering small ships.

The constant beating of the waves is slowly eating the coast away.

Tides are caused by the moon and the sun.

The ocean is drawn slightly out of shape when the sun's pull affects it.

The high tides at full and new moon are called spring tides.

Exercise 7B: Helping Verbs

Fill in each blank in the story with a helping verb. Sometimes, more than one helping verb might be appropriate.

This excerpt is adapted from *King Arthur: Tales of the Round Table* by Andrew Lang.

Long, long ago, after Uther Pendragon died, there was no king in Britain, and every knight hoped for the crown himself. Laws were broken on every side, and the corn grown by the poor was trodden underfoot, and there was no king to bring evildoers to justice.

When things were at their worst, Merlin the magician appeared and rode fast to the place where the Archbishop of Canterbury lived. They took counsel together, and agreed that all the lords and gentlemen of Britain would/should ride to London and meet on Christmas Day in the Great Church. So this was done.

On Christmas morning, as they left the church, they saw in the churchyard a large stone, and on it a bar of steel, and in the steel a naked sword was held, and about it was written in letters of gold, "Whoever pulls out this sword is by right of birth King of England."

The knights were anxious to be King, and they tugged at the sword with all their might; but it never stirred. The Archbishop watched them in silence. When they had exhausted themselves from pulling, he spoke: "The man is not here who can/will/shall/should/may/might/must/could lift out that sword, nor do I know where to find him. But this is my counsel—that two knights are/be chosen, good and true men, to keep guard over the sword."

This was done. But the gentlemen-at-arms cried out that every man had a right to try to win the sword, and they decided that, on New Year's Day, a tournament would/should/might/must be held and any knight who wished could/would/might enter the lists.

Among them was a brave knight called Sir Ector, who brought with him Sir Kay, his son, and Arthur, Kay's foster-brother. Now Kay had unbuckled his sword the evening before, and in his haste to be at the tournament had forgotten to put it on again, and he begged Arthur to ride back and fetch it for him. But when Arthur reached the house the door was locked, for the women had gone out to see the tournament, and though Arthur tried his best to get in, he could not. Then he rode away in great anger, and said to himself, "Kay will/shall/must/can not be without a sword this day. I shall/will/should/must/can/could take that sword in the churchyard and give it to him." He galloped fast till he reached the gate of the churchyard. Here he jumped down and tied his horse tightly to a tree; then, running up to the stone, he seized the handle of the sword, and drew it easily out.

— LESSON 8 —

Personal Pronouns

First, Second, and Third Person Capitalizing the Pronoun "I"

Exercise 8A: Capitalization and Punctuation Practice

Correct the following sentences. Mark through any incorrect small letters and write the correct capitals above them. Insert quotation marks if needed. Use underlining to indicate any italics.

Note to Instructor: Inserted caps are bolded. This exercise assumes that students know to capitalize the first word in a sentence (if not, remind them).

On the night of May 6, 1915, as his ship approached the coast of Ireland, Captain William Thomas Turner left the bridge and made his way to the first-class lounge, where passengers were taking part in a concert and talent show, a customary feature of Cunard crossings.

Note to Instructor: The title Captain is capitalized because it has become part of the full proper name of the *Lusitania's* captain: Captain William Thomas Turner. The word *captain* occurring on its own would not be capitalized.

On the morning of the ship's departure from New York, a notice had appeared on the shipping pages of New York's newspapers. Placed by the German embassy in Washington, it reminded readers of the existence of the war zone and cautioned that "vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction" and that travelers sailing on such ships "do so at their own risk." Though the warning did not name a particular vessel, it was widely interpreted as being aimed at Turner's ship, the *Lusitania*, and indeed in at least one prominent newspaper, the *New York World*, it was positioned adjacent to Cunard's own advertisement for the ship.

Rev. Henry Wood Simpson, of Rossland, British Columbia, put himself in God's hands, and from time to time repeated one of his favorite phrases, "Holy Ghost, our souls inspire." He said later he knew he would survive.

His life jacket held him in a position of comfort, "and I was lying on my back smiling up at the blue sky and the white clouds, and I had not swallowed much sea water either."

But, strangely, there was also singing. First "Tipperary," then "Rule, Britannia!" Next came "Abide With Me."

Note to Instructor: If the student asks, the quotation mark goes outside the punctuation mark after each song, but since this rule has not been covered, count any placement as correct.

Wilson believed that if he went then to Congress to ask for a declaration of war, he would likely get it. —Erik Larson, *Dead Wake*

The supposedly snobbish French leave all personal pronouns in the unassuming lowercase, and Germans respectfully capitalize the formal form of “you” and even, occasionally, the informal form of “you,” but would never capitalize “I.”

The growing “I” became prevalent in the 13th and 14th centuries, with a Geoffrey Chaucer manuscript of *The Canterbury Tales* among the first evidence of this grammatical shift.

—Caroline Winter, “Me, Myself and I,” in *The Times Magazine* 8/3/2008

Exercise 8B: Person, Number, and Gender

Label each personal pronoun in the following selection with its person (1, 2, or 3) and number (S or PL). For third person singular pronouns only, indicate gender (M, F, or N). The first two are done for you.

^{1S} I was standing with Mr. and Mrs. Elbert Hubbard when the torpedo struck the ship. ^{3SN} It was a heavy, rather muffled sound; a second explosion quickly followed, but ^{1S} I do not think ^{3SN} it was a second torpedo, for the sound was quite different. ^{1S} I turned to the Hubbards and suggested, ^{2PL} “**You** should go down to get life jackets.” ^{3PL} **They** had ample time to go there and get back to the deck, but both seemed unable to act.

^{1S} I went straight down to find a life belt, took a small leather case containing business papers, and went back up on deck to the spot where ^{1S} I had left the Hubbards. ^{3PL} **They** had gone; ^{1S} I never saw the Hubbards again.

A woman passenger nearby called out to Captain Turner, “Captain, what should ^{1PL} **we** do?”

^{3SM} **He** answered, “Ma’am, stay right where ^{2S} **you** are. The ship is strong and ^{3SF} **she** will be all right.” So ^{3SF} **she** and ^{1S} **I** turned and walked quietly aft and tried to reassure the passengers ^{1PL} **we** met. There was no panic, but there was infinite confusion.

—Slightly adapted from Charles E. Lauriat, *The Lusitania’s Last Voyage* (1931)



WEEK 3

Introduction to the Sentence

— LESSON 9 —

The Sentence

Parts of Speech and Parts of Sentences Subjects and Predicates

Exercise 9A: Parts of Speech vs. Parts of the Sentence

Label each underlined word with the correct part of speech AND the correct part of the sentence.

part of speech noun verb
The cat licks its paws.

part of the sentence subject predicate

part of speech pronoun verb
I actually prefer dogs.

part of the sentence subject predicate

part of speech noun verb
The dog runs down the road.

part of the sentence subject predicate

part of speech pronoun verb
He runs down the road.

part of the sentence subject predicate

Exercise 9B: Parts of Speech: Nouns, Adjectives, Pronouns, and Verbs

Label each underlined word with the correct part of speech. Use N for noun, A for adjective, P for pronoun, and V for verb.

One ^Nday, while I ^Pwas playing with my ^Anew ^Ndoll, ^NMiss Sullivan ^Vput my ^Abig ^Arag doll into
my lap also, ^Vspelled “d-o-l-l” and ^Vtried to make me understand that “d-o-l-l” applied to both.

Earlier in the day ^Pwe had had a tussle over the ^Nwords “m-u-g” and “w-a-t-e-r.” Miss Sullivan had
tried to impress it upon me that “m-u-g” is ^Nmug and that “w-a-t-e-r” is ^Nwater, but I ^Vpersisted in

^Pconfounding the two. In despair ^Nshe had dropped the ^Nsubject for the ^Ntime, only to renew ^Pit at the
^Afirst opportunity. I ^Nbecame impatient at her ^Vrepeated attempts and, seizing the new doll, I ^Adashed
^Pit upon the ^Nfloor.

—Helen Keller, *The Story of My Life*

Exercise 9C: Parts of the Sentence: Subjects and Predicates

In each of the following sentences, underline the subject once and the predicate twice. Find the subject by asking, “Who or what is this sentence about?” Find the predicate by asking, “Subject what?” The first is done for you.

George ate the banana.

Who or what is this sentence about? George.

George what? George ate.

Owls are birds of prey.

Owls see in both the day and night.

Vultures eat carrion.

Hawks hunt live prey.

Ospreys catch fish.

Kites prefer insects.

Falcons steal the nests of other birds.

— LESSON 10 —

Subjects and Predicates

Diagramming Subjects and Predicates Sentence Capitalization and Punctuation Sentence Fragments

Exercise 10A: Sentences and Fragments

If the group of words expresses a complete thought, write *S* for sentence in the blank. If not, write *F* for fragment.

birds can land on the ground	<u>S</u>
small birds flapping their wings	<u>F</u>
or landing on the water	<u>F</u>
large birds can only hover for a short time	<u>S</u>
hummingbirds can beat their wings 52 times per second	<u>S</u>
because their feet act like skids	<u>F</u>
some birds are flightless	<u>S</u>

Exercise 10B: Proofreading for Capitalization and Punctuation

Add the correct capitalization and punctuation to the following sentences. In this exercise you will use proofreader’s marks. Indicate letters which should be capitalized by underlining each letter three times. Indicate ending punctuation by using the proofreader’s mark for inserting a

period: ○. Indicate words which should be italicized by underlining them and writing *ITAL* in the margin. If a word has to be both italicized AND capitalized, underline it once first, and then add triple underlining *beneath* first underline.

once there was a very curious monkey named george ○
we booked a cruise on a ship called sea dreams ○ ITAL
the titanic had a sister ship called the olympic ○ ITAL
the titanic had a gym, a swimming pool, and a hospital with an operating room ○ ITAL
the millionaire john jacob astor and his wife were on board ○
the titanic hit an iceberg on april 14 ○ ITAL
when the ship began to sink, women and children were loaded into the lifeboats first ○
the survivors in the lifeboats heard the band playing until the end ○
the carpathia brought the survivors to new york ○ ITAL

Exercise 10C: Diagramming Subjects and Predicates

Find the subjects and predicates in the following sentences. Diagram each subject and predicate on your own paper. You should capitalize on the diagram any words which are capitalized in the sentence, but do not put punctuation marks on the diagram. If a proper name is the subject, all parts of the proper name go onto the subject line of the diagram.

The first is done for you.

Note to Instructor: If the student has difficulty finding the subjects and predicates, remind him to ask "Who or what is this sentence about?" to find the subject. Once the subject is located, the student should ask, "[Subject] what?"

Example: Many hurricanes form in the southwest North Pacific.

Who or what is this sentence about? Hurricanes.

Hurricanes what? Hurricanes form.

Joseph Duckworth earned an Air Medal.

Joseph Duckworth | earned

Many hurricanes form in the southwest North Pacific.

hurricanes | form

Few hurricanes arise on the equator.

hurricanes | arise

Sometimes, hurricanes develop over land.

hurricanes | develop

Satellites photograph hurricanes.

Satellites | photograph

Radar tracks hurricanes.

Radar | tracks

Meteorologists issue hurricane warnings.

Meteorologists | issue

Red flags with black centers are warnings of approaching hurricanes.

flags | are

— LESSON 11 —

Types of Sentences

Exercise 11A: Types of Sentences: Statements, Exclamations, Commands, and Questions

Identify the following sentences as *S* for statement, *E* for exclamation, *C* for command, or *Q* for question. Add the appropriate punctuation to the end of each sentence.

	<u>Sentence Type</u>
Aunt Karen is teaching me how to make strawberry pie.	<u>S</u>
Do we make the piecrust or the filling first?	<u>Q</u>
Don't touch that stove! <i>or</i> .	<u>C</u>
Roll the dough until it is very thin.	<u>C</u>
I stirred the filling, and Aunt Karen poured it into the pan.	<u>S</u>
How long do we bake the pie?	<u>Q</u>
This pie is delicious! <i>or</i> .	<u>E</u>
Eat this. <i>or</i> !	<u>C</u>
Do you mind if we sit down?	<u>Q</u>
I am getting tired.	<u>S</u>

Exercise 11B: Proofreading for Capitalization and Punctuation

Proofread the following sentences. If a small letter should be capitalized, draw three lines underneath it. Add any missing punctuation.

what a beautiful morning!
please come with me on a bike ride./!
my bicycle tires are flat.
will you help me with the air pump?
did you pack the water bottles and snacks?
don't forget to put on sunscreen./!
let's go./!

Exercise 11C: Diagramming Subjects and Predicates

On your own paper, diagram the subjects and predicates of the following sentences. Remember that the understood subject of a command is *you*, and that the predicate may come before the subject in a question.

Learn quietly.

(you) | Learn

Sometimes, students work hard.

students | work

The book is open.

book | is

Are you hungry?

you | Are

Other times, students stare out of windows.

students | stare

Close the book.

(you) | Close

Did you?

you | Did

You did a good job today.

You | did

— LESSON 12 —

Subjects and Predicates

Helping Verbs

Simple and Complete Subjects and Predicates

Exercise 12A: Complete Subjects and Complete Predicates

Match the complete subjects and complete predicates by drawing lines between them.

The hard storm	huddled close together under a low-branching tree.
The chickens	became cool and clear.
The horses	appeared, first one, then six, then twenty.
Out in the meadow, the sheep	ran for the open door of the hen-house.
The wind	were already in their comfortable stalls with hay.
The loud thunder	flew across the sky.
The clouds, too,	swayed the branches.
At last the air	came in the night when the farmers were asleep.
Next, the stars	made the lambs jump.

Note to Instructor: The completed sentences are listed below, but accept any reasonable answers.

The hard storm	came in the night when the farmers were asleep.
The chickens	ran for the open door of the hen-house.
The horses	were already in their comfortable stalls with hay.
Out in the meadow, the sheep	huddled close together under a low-branching tree.
The wind	swayed the branches.
The loud thunder	made the lambs jump.
The clouds, too,	flew across the sky.
At last the air	became cool and clear.
Next, the stars	appeared, first one, then six, then twenty.

Exercise 12B: Simple and Complete Subjects and Predicates

In the following sentences (adapted from Connie Willis's wonderful novel *Bellwether*), underline the simple subject once and the simple predicate twice. Then, draw a vertical line between the complete subject and the complete predicate. The first is done for you.

The little ewe | kicked out with four hooves in four different directions, flailing madly.

A deceptively scrawny ewe | had mashed me against the fence.

The flock | meekly followed the bellwether.

The sheep | were suddenly on the move again.

Out in the hall, they | wandered aimlessly around.

In the stats lab, a sheep | was munching thoughtfully on a disk.

A fat ewe | was already through the door.

Exercise 12C: Diagramming Simple Subjects and Simple Predicates

On your own paper, diagram the simple subjects and simple predicates from Exercise 12B.

<u>ewe</u> <u>kicked</u>	<u>ewe</u> <u>had mashed</u>
<u>flock</u> <u>followed</u>	<u>sheep</u> <u>were</u>
<u>they</u> <u>wandered</u>	<u>sheep</u> <u>was munching</u>
<u>ewe</u> <u>was</u>	

— **REVIEW 1** —
(Weeks 1-3)

Topics

Concrete/Abstract Nouns
 Descriptive Adjectives
 Common/Proper Nouns
 Capitalization of Proper Nouns and First Words in Sentences
 Noun Gender
 Pronouns and Antecedents
 Action Verbs/State-of-Being Verbs
 Helping Verbs
 Subjects and Predicates
 Complete Sentences
 Types of Sentences

Review 1A: Types of Nouns

Fill in the blanks with the correct descriptions of each noun. The first is done for you.

	<u>Concrete / Abstract</u>	<u>Common / Proper</u>	<u>Gender (M, F, N)</u>
teacher	<u>C</u>	<u>C</u>	<u>N</u>
Alki Beach	<u>C</u>	<u>P</u>	<u>N</u>
Miss Luzia	<u>C</u>	<u>P</u>	<u>F</u>
jellyfish	<u>C</u>	<u>C</u>	<u>N</u>
terror	<u>A</u>	<u>C</u>	<u>N</u>
Camp Greenside	<u>C</u>	<u>P</u>	<u>N</u>
determination	<u>A</u>	<u>C</u>	<u>N</u>
daughter-in-law	<u>C</u>	<u>C</u>	<u>F</u>
gentleman	<u>C</u>	<u>C</u>	<u>M</u>
vastness	<u>A</u>	<u>C</u>	<u>N</u>
President Jefferson	<u>C</u>	<u>P</u>	<u>M</u>

Review 1B: Types of Verbs

Underline the complete verbs in the following sentences. Identify helping verbs as *HV*. Identify the main verb as *AV* for action verb or *BV* for state-of-being verb.

Erosion, rain, and winds ^{HV} have ^{AV} created the Grand Canyon over many years.

A massive flood ^{HV} could ^{HV} have ^{AV} contributed to the formation of the Grand Canyon.

Even experienced geologists ^{HV} are ^{AV} puzzled by this phenomenon.

Many rock layers ^{AV} compose the cavernous walls.

The Grand Canyon ^{HV} is ^{AV} considered one of the seven natural wonders of the world.

The Great Barrier Reef and Mount Everest ^{BV} are other natural wonders.

My grandparents and I ^{HV} might ^{BV} be at the Grand Canyon next September.

The Grand Canyon ^{HV} will ^{BV} be my first wonder of the world.

Maybe next I ^{HV} will ^{AV} travel to Australia for the Great Barrier Reef.

By the time I am fifty I ^{HV} will ^{HV} have ^{AV} seen all seven wonders of the world!

Review 1C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate in the following sentences. Remember that the predicate may be a verb phrase with more than one verb in it.

Hot air balloons were constructed long before the invention of airplanes.

French scientists invented hot air balloons in the late 1700s.

They originally were very dangerous.

These first contraptions utilized a cloth balloon and a live fire.

Later modifications improved the safety of hot air balloons.

Soon, even tourists could ride in hot air balloons.

However balloonists also attempted more impressive feats.

Many have died in their attempts to break new ballooning records.

Three bold adventurers in the 1970s flew in a balloon across the Atlantic Ocean.

Review 1D: Parts of Speech

Identify the underlined words by writing the following abbreviations above them: *N* for noun, *P* for pronoun, *A* for adjective, *AV* for action verb, *HV* for helping verb, or *BV* for state-of-being verb.

The following excerpt is from the novel *Out of My Mind* by Sharon Draper (Atheneum, 2010), pp. 3-4.

When ^N people ^{AV} look at me, ^P I ^{AV} guess ^P they see a girl with ^A short, ^A dark, ^A curly hair strapped into a pink ^N wheelchair. By the way, there ^{BV} is nothing cute about a ^A pink wheelchair. ^N Pink ^{HV} doesn't ^{AV} change a ^N thing.

They'd ^{AV}see a girl with dark ^Abrown eyes that are full of ^Ncuriosity. But one of ^Pthem ^{BV}is slightly out of whack.

Her ^Nhead ^{AV}wobbles a little.

Sometimes ^Pshe ^{AV}drools.

She's really tiny for a girl who ^{BV}is age ten and three quarters.

. . . After ^Nfolks . . . ^{AV}finished making a list of my ^Nproblems, ^Pthey ^{HV}might ^{AV}take time to notice

that I have a fairly ^Anice ^Nsmile and deep dimples—I ^{AV}think my dimples ^{BV}are cool.

I ^{AV}wear tiny ^Agold ^Nearrings.

Sometimes ^Npeople never even ask my name, like it's not important or something. ^PIt ^{BV}is.

My ^Nname is ^NMelody.

Review 1E: Capitalization and Punctuation

Use proofreading marks to indicate correct capitalization and punctuation in the following sentences.

Small letter that should be capitalized: three underlines beneath letter.

Italics: single underline

Insert period: ○

Insert any other punctuation mark: ^ in the space where the mark should go, with the mark written above the ^

The first has been done for you.

the first day of winter was tuesday, december 21 ○
mr. collins, my history teacher, taught us about osiris, an ancient egyptian god ○
francisca sat outside café gutenberg and read gulliver's travels ○
does thanksgiving always fall on a thursday?
in canada, thanksgiving is celebrated on the second monday in october ○
the trans-siberian railway, the longest railway in the world, runs from moscow to vladivostok ○
the opera california youth choir, a korean-american choir, performed mozart's "requiem" in los angeles ○
did geraldine bring a copy of today's washington post?
do we need to finish the call of the wild by friday for ms. hannigan's class?

Review 1F: Types of Sentences

Identify the following sentences as *S* for statement, *C* for command, *E* for exclamation, or *Q* for question. If the sentence is incomplete, write *F* for fragment instead.

The following sentences were adapted from Pam Muñoz Ryan's *The Dreamer* (Scholastic, 2010), a fictional story about the poet Pablo Neruda (pp. 16-19).

Sentence Type

The next day, Mamadre was far more watchful, and Neftalí could not escape from his bed.

S

"Tell me all that you can see."	<u>C</u>
"I see rain."	<u>S</u>
"Tell me about the stray dog."	<u>C</u>
"What color is it?"	<u>Q</u>
"I cannot say."	<u>S</u>
"Maybe brown."	<u>F</u>
"Tell me about the boot that is missing."	<u>C</u>
"It has no shoestrings."	<u>S</u>
"I will rescue it and add it to my collections."	<u>S</u>
"You do not know where it has been."	<u>S</u>
"Or who has worn it."	<u>F</u>
To what mystical land does an unfinished staircase lead?	<u>Q</u>



WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs Sentences

Simple Present, Simple Past, and Simple Future Tenses

Exercise 13A: Simple Tenses

	Simple Past	Simple Present	Simple Future
I	grabbed	grab	will grab
You	behaved	behave	will behave
She	jogged	jogs	will jog
We	enjoyed	enjoy	will enjoy
They	guessed	guess	will guess

Exercise 13B: Using Consistent Tense

When you write, you should use consistent tense—if you begin a sentence in one tense, you should continue to use that same tense for any other verbs in the same sentence. The following sentences use two verb tenses. Cross out the second verb and rewrite it so that the tense of the second verb matches the tense of the first one.

The first sentence is done for you.

Annie leaped up and ^{hugged} ~~hugs~~ her mother.

Alison walked to the ticket booth and ^{picked} ~~picks~~ up tickets for her first football game.

Her brother accompanied her to the game and ^{explained} ~~will explain~~ the rules.

The game will continue for a long time, and the players ^{will work} ~~work~~ hard.

The running back steals the ball and ^{scores} ~~scored~~ a touchdown!

Alison and her brother jump in the air and ^{cheer} ~~will cheer~~ for the team.

It will be a fun trip home because her brother ^{will stop} ~~stops~~ for ice cream to celebrate.

Exercise 13C: Forming the Simple Past Tense

Using the rules for forming the simple past, put each one of the following verbs in parentheses into the simple past. Write the simple past form in the blank. Be sure to spell the past forms of regular verbs correctly, and to use the correct forms of irregular verbs.

These sentences are taken from *The Emerald City of Oz* by L. Frank Baum.

The Nome King was in an angry mood, and at such times he was very disagreeable. Every one kept away from him, even his Chief Steward Kaliko.

Therefore the King stormed and raved all by himself, walking up and down in his jewel-studded cavern and getting angrier all the time. Then he remembered that it was no fun being angry unless he had someone to frighten and make miserable, and he rushed to his big gong and made it clatter as loud as he could.

In came the Chief Steward, trying not to show the Nome King how frightened he was.

“Send the Chief Counselor here!” shouted the angry monarch.

Kaliko ran out as fast as his spindle legs could carry his fat, round body, and soon the Chief Counselor entered the cavern. The King scowled and said to him:

“I’m in great trouble over the loss of my Magic Belt. Every little while I want to do something magical, and find I can’t because the Belt is gone. That makes me angry, and when I’m angry I can’t have a good time. Now, what do you advise?”

“Some people,” said the Chief Counselor, “enjoy getting angry.”

“But not all the time,” declared the King. “To be angry once in a while is really good fun, because it makes others so miserable. But to be angry morning, noon and night, as I am, grows monotonous and prevents my gaining any other pleasure in life. Now what do you advise?”

“Why, if you are angry because you want to do magical things and can’t, and if you don’t want to get angry at all, my advice is not to want to do magical things.”

Hearing this, the King glared at his Counselor with a furious expression and tugged at his own long white whiskers until he pulled them so hard that he yelled with pain.

“You are a fool!” he exclaimed.

“I share that honor with your Majesty,” said the Chief Counselor.

The King roared with rage and stamped his foot.

“Ho, there, my guards!” he cried. “Ho” is a royal way of saying, “Come here.” So, when the guards had hoed, the King said to them, “Take this Chief Counselor and throw him away.”

Then the guards took the Chief Counselor, and bound him with chains to prevent his struggling, and locked him away. And the King paced up and down his cavern more angry than before.

— LESSON 14 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Exercise 14A: Forming the Simple Past and Simple Future Tenses

Form the simple past and simple future of the following regular verbs.

Past	Present	Future
added	add	will add
shared	share	will share
patted	pat	will pat
cried	cry	will cry
obeyed	obey	will obey
danced	dance	will dance
groaned	groan	will groan
jogged	jog	will jog
kissed	kiss	will kiss

Exercise 14B: Progressive Tenses

Circle the ending of each verb. Underline the helping verbs.

was chewing

will be dancing

am decorating

will be exercising

am floating

was gathering

will be copying

Exercise 14C: Forming the Past, Present, and Progressive Future Tenses

Complete the following chart. Be sure to use the spelling rules above.

Note to Instructor: This exercise drills progressive verbs and also prepares the student for the introduction of person in next week's lessons. If the student asks why the helping verbs change, you may either say, "You'll find out next week" or turn to Lesson 18 and do it out of order. (The first method is recommended; person has not yet been covered in order to allow the student to concentrate on the tenses being introduced.)

	Progressive Past	Progressive Present	Progressive Future
I run	I was running	I am running	I will be running
I chew	I was chewing	I am chewing	I will be chewing
I grab	I was grabbing	I am grabbing	I will be grabbing
I charge	I was charging	I am charging	I will be charging
You call	You were calling	You are calling	You will be calling
You fix	You were fixing	You are fixing	You will be fixing

	Progressive Past	Progressive Present	Progressive Future
You destroy	You were destroying	You are destroying	You will be destroying
You command	You were commanding	You are commanding	You will be commanding
We dare	We were daring	We are daring	We will be daring
We educate	We were educating	We are educating	We will be educating
We jog	We were jogging	We are jogging	We will be jogging
We laugh	We were laughing	We are laughing	We will be laughing

Exercise 14D: Simple and Progressive Tenses

Fill in the blanks with the correct form of the verb in parentheses.

The scientist Antoni van Leeuwenhoek was experimenting when he tested the water of the inland lake Berkelse Mere.

When he looked through his lens, he discovered that microscopic creatures were swimming in the water.

The French surgeon Ambroise Pare was cauterizing wounds when he ran out of boiling oil.

He used salve instead, but he remarked to another doctor, "In the morning, the wounds will be festering."

In the morning, the wounds he treated with salve were healing better than the wounds that were treated with cauterization.

Johannes Kepler was studying the orbit of Mars.

Finally, Kepler decided that the orbit must be elliptical.

— LESSON 15 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Perfect Present, Perfect Past, and Perfect Future Tenses

Exercise 15A: Perfect Tenses

Fill in the blanks with the missing forms.

Simple Past	Perfect Past	Perfect Present	Perfect Future
I jogged	I had jogged	I have jogged	I will have jogged
I planted	I had planted	I have planted	I will have planted
I refused	I had refused	I have refused	I will have refused
I shrugged	I had shrugged	I have shrugged	I will have shrugged
We cheered	We had cheered	We have cheered	We will have cheered
We sighed	We had sighed	We have sighed	We will have sighed

Simple Past	Perfect Past	Perfect Present	Perfect Future
We managed	We had managed	We have managed	We will have managed
We listened	We had listened	We have listened	We will have listened
He missed	He had missed	He has missed	He will have missed
He knitted	He had knitted	He has knitted	He will have knitted
He juggled	He had juggled	He has juggled	He will have juggled
He hammered	He had hammered	He has hammered	He will have hammered

Exercise 15B: Identifying Perfect Tenses

Identify the underlined verbs as perfect past, perfect present, or perfect future. The first one is done for you.

PERFECT PRESENT

I have decided to set up a salt-water fish tank in my room today.

PERFECT PAST

I had read a book about marine biology before deciding to set up my tank.

PERFECT PRESENT

I have put coral and damselfish in my tank, and I am buying a clown fish tomorrow morning.

PERFECT PRESENT

I have tried to regulate the salt and light levels in the tank, so that the corals and fish can live in an environment similar to the ocean.

PERFECT PAST

Last night I was looking for my clown fish because I had failed to see him all day.

PERFECT PAST

I had become afraid for my clown fish, but he was hiding in the coral!

PERFECT FUTURE

In fifteen years I will have finished studying marine science, and I will be working at a dolphin center.

Exercise 15C: Perfect, Progressive, and Simple Tenses

Each underlined verb has been labeled as past, present, or future. Add the label *perfect*, *progressive*, or *simple* to each one. The first has been done for you.

progressive
PRESENT

perfect
PRESENT

Roopa is living with her parents and two little sisters in Chennai, India. She has lived there all her life.

progressive
PAST

simple
PAST

Roopa was eating her lunch of curry and bread while she looked out the window.

progressive
PAST

simple
PAST

Women were hurrying through the streets. They wore colorful saris with jasmine flowers in their hair.

perfect
PAST

simple
PAST

progressive
FUTURE

Monsoon season had started already. Soon, thought Roopa, the rains will be flooding the streets.

When the monsoon ^{simple}rages, the palm trees ^{simple}will bend close to the ground under the pressure of the wind and rain.

Roopa ^{perfect}had finished her food by now. She ^{simple}picked up her cup of chai tea, happy that she ^{progressive}was sitting inside, safe and dry.

— LESSON 16 —

Simple Present, Simple Past, and Simple Future Tenses Progressive Present, Progressive Past, and Progressive Future Tenses Perfect Present, Perfect Past, and Perfect Future Tenses Irregular Verbs

Exercise 16A: Irregular Verb Forms: Simple Present, Simple Past, and Simple Future

Fill in the chart with the missing verb forms.

Note to Instructor: We have not yet covered number and person of verbs, which affects some irregular forms. If the student uses an incorrect form, simply tell her the correct form. Have her cross out the incorrect answer and write the correct answer in its place.

	Simple Past	Simple Present	Simple Future
I	ate	eat	will eat
You	felt	feel	will feel
She	wrote	write	will write
We	were	are	will be
They	got	get	will get
I	had	have	will have
You	went	go	will go
He	kept	keeps	will keep
We	made	make	will make
They	thought	think	will think
I	ran	run	will run
You	sang	sing	will sing
It	spoke	speaks	will speak
We	knew	know	will know

	Simple Past	Simple Present	Simple Future
They	swam	swim	will swim
I	wrote	write	will write
You	threw	throw	will throw
We	became	become	will become
They	taught	teach	will teach

Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses

Fill in the remaining blanks. The first is done for you.

Note to Instructor: This is only the first practice run with irregular verbs, designed to increase the student's familiarity: give all necessary help. Since we have not yet covered person and number, the student should follow the pattern established in the first line of the chart.

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
give	was giving	am giving	will be giving	had given	have given	will have given
feel	was feeling	am feeling	will be feeling	had felt	have felt	will have felt
write	was writing	am writing	will be writing	had written	have written	will have written
grow	was growing	am growing	will be growing	had grown	have grown	will have grown
keep	was keeping	am keeping	will be keeping	had kept	have kept	will have kept
make	was making	am making	will be making	had made	have made	will have made
think	was thinking	am thinking	will be thinking	had thought	have thought	will have thought
run	was running	am running	will be running	had run	have run	will have run
sing	was singing	am singing	will be singing	had sung	have sung	will have sung
speak	was speaking	am speaking	will be speaking	had spoken	have spoken	will have spoken
know	was knowing	am knowing	will be knowing	had known	have known	will have known
swim	was swimming	am swimming	will be swimming	had swum	have swum	will have swum

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
write	was writing	am writing	will be writing	had written	have written	will have written
throw	was throwing	am throwing	will be throwing	had thrown	have thrown	will have thrown
become	was becoming	am becoming	will be becoming	had become	have become	will have become
teach	was teaching	am teaching	will be teaching	had taught	have taught	will have taught
is	was being	am being	will be being	had been	have been	will have been



WEEK 5

More About Verbs

— LESSON 17 —

Simple, Progressive, and Perfect Tenses

Subjects and Predicates

Parts of Speech and Parts of Sentences

Verb Phrases

Exercise 17A: Simple, Progressive, and Perfect Tenses

All of the bolded verbs are in the past tense. Label each bolded verb as S for simple, PROG for progressive, or PERF for perfect.

Now in these subterranean caverns ^S **lived** a strange race of beings, called by some gnomes,
by some kobolds, by some goblins. There ^S **was** a legend current in the country that at one time
they ^S **lived** above ground, and were very like other people. But for some reason or other,
concerning which there were different legendary theories, the king ^{PERF} **had laid** what they thought
too severe taxes upon them, or ^{PERF} **had required** observances of them they did not like, or ^{PERF} **had begun**
to treat them with more severity, in some way or other, and impose stricter laws; and the
consequence was that they ^{PERF} **had** all **disappeared** from the face of the country. According to the
legend, however, instead of going to some other country, they ^{PERF} **had** all **taken** refuge in the
subterranean caverns, whence they never ^S **came** out but at night, and then seldom ^S **showed**
themselves in any numbers, and never to many people at once. It was only in the least frequented
and most difficult parts of the mountains that they were said to gather even at night in the open
air. Those who ^{PERF} **had caught** sight of any of them ^S **said** that they ^{PERF} **had** greatly **altered** in the course
of generations; and no wonder, seeing they ^S **lived** away from the sun, in cold and wet and dark
places.

—From *The Princess and the Goblin* by George MacDonald

Exercise 17B: Identifying and Diagramming Subjects and Predicates, Identifying Verb Tenses

Underline the subject once and the predicate twice in each sentence. Be sure to include both the main verb and any helping verbs when you underline the predicate. Identify the tense of each verb or verb phrase (*simple past, present, or future; progressive past, present, or future; perfect past, present, or future*) on the line. Then, diagram each subject and predicate on your own paper.

These sentences are taken from *The Light Princess and Other Fairy Stories* by George MacDonald.

Her atrocious aunt had deprived the child of all her gravity.

perfect past

aunt | had deprived

One day an awkward accident happened.

simple past

accident | happened

The princess had come out upon the lawn.

perfect past

princess | had come

She had almost reached her father.

perfect past

She | had reached

He was holding out his arms.

progressive past

He | was holding

A puff of wind blew her aside.

simple past

puff | blew

We have fallen in!

perfect present

We | have fallen

He was swimming with the princess.

progressive past

He | was swimming

I have quite forgotten the date.

perfect present

I | have forgotten

By that time, they will have learned their lesson.

perfect future

they | will have learned

She found her gravity!

simple past

she | found

Down the narrow path they went.

simple past

they | went

They reached the bottom in safety.

simple past

They | reached

— LESSON 18 —

Verb Phrases

Person of the Verb

Conjugations

Exercise 18A: Third Person Singular Verbs

In the simple present conjugation, the third person singular verb changes by adding an -s. Read the following rules and examples for adding -s to verbs in order to form the third person singular. Then, fill in the blanks with the third person singular forms of each verb.

The first of each is done for you.

Usually, add -s to form the third person singular verb.

First Person Verb

I shatter

I skip

I hike

Third Person Singular Verb

it shatters

she skips

he hikes

Add -es to verbs ending in -s, -sh, -ch, -x, or -z.

First Person Verb

we brush

we hiss

we catch

Third Person Singular Verb

he brushes

it hisses

she catches

If a verb ends in -y after a consonant, change the y to i and add -es.

First Person Verb

I carry

I study

I tally

Third Person Singular Verb

it carries

she studies

he tallies

If a verb ends in -y after a vowel, just add -s.

First Person Verb

we stray

we buy

we play

Third Person Singular Verb

it strays

he buys

she plays

If a verb ends in -o after a consonant, form the plural by adding -es.

First Person Verb

I go

I do

I echo

Third Person Singular Verb

she goes

it does

he echoes

Exercise 18B: Simple Present Tenses

Choose the correct form of the simple present verb in parentheses, based on the person. Cross out the incorrect form.

Hana Suzuki is fourteen. Every morning, she (~~eat~~/eats) rice and soup.

She is Japanese, but she (~~live~~/lives) in Canada with her family.

She has twin brothers. They (gobble/~~gobbles~~) their food and always (finish/~~finishes~~) before she does.

“You (~~chew~~/~~chews~~) too fast,” her mother (~~say~~/says).

“But the food (~~taste~~/tastes) better if you (eat/~~eats~~) it quickly,” they always (argue/~~argues~~).

“I (think/~~thinks~~) that you (enjoy/~~enjoys~~) the food more if you (slow/~~slows~~) down.”

But they never (hear/~~hears~~).

They always (run/~~runs~~) out of the house too soon!

Exercise 18C: Perfect Present Tenses

Write the correct form of the perfect present verb in the blank. These sentences are drawn from Charles Dickens’s novel *Oliver Twist*.

“I am very hungry and tired,” replied Oliver, the tears standing in his eyes as he spoke. “I have walked a long way—I have been walking these seven days.”

“Speak the truth; and if I find you have committed no crime, you will never be friendless while I live.”

“He has gone, sir,” replied Mrs. Bedwin.

“I consider, sir, that you have obtained possession of that book under very suspicious and disreputable circumstances.”

“There, my dear,” said Fagin, “that’s a pleasant life, isn’t it? They have gone out for the day.”

“We have considered your proposition, and we don’t approve of it.”

— LESSON 19 —**Person of the Verb****Conjugations****State-of-Being Verbs****Exercise 19A: Forming Progressive Present Tenses**

Fill in the blanks with the correct helping verbs.

Regular Verb, Progressive Present

	Singular	Plural
First person	I <u>am</u> conjugating	we <u>are</u> conjugating
Second person	you <u>are</u> conjugating	you <u>are</u> conjugating
Third person	he, she, it <u>is</u> conjugating	they <u>are</u> conjugating

Exercise 19B: Forming Progressive Present, Past, and Future Tenses**Regular Verb, Progressive Past**

	Singular	Plural
First person	I <u>was</u> conjugating	we <u>were</u> conjugating
Second person	you <u>were</u> conjugating	you <u>were</u> conjugating

Third person	he, she, it <u>was</u> conjugating	they <u>were</u> conjugating
Regular Verb, Progressive Future		
	Singular	Plural
First person	I <u>will be</u> conjugating	we <u>will be</u> conjugating
Second person	you <u>will be</u> conjugating	you <u>will be</u> conjugating
Third person	he, she, it <u>will be</u> conjugating	they <u>will be</u> conjugating

— LESSON 20 —

Irregular State-of-Being Verbs Helping Verbs

Exercise 20A: Simple Tenses of the Verb *Have*

Try to fill in the missing blanks in the chart below, using your own sense of what sounds correct as well as the hints you may have picked up from the conjugations already covered. Be sure to use pencil so that any incorrect answers can be erased and corrected!

Simple Present

	Singular	Plural
First person	I have	we <u>have</u>
Second person	you <u>have</u>	you <u>have</u>
Third person	he, she, <u>has</u>	they <u>have</u>

Simple Past

	Singular	Plural
First person	I <u>had</u>	we <u>had</u>
Second person	you <u>had</u>	you <u>had</u>
Third person	he, she, it <u>had</u>	they <u>had</u>

Simple Future

	Singular	Plural
First person	I will <u>have</u>	we <u>will have</u>
Second person	you <u>will have</u>	you <u>will have</u>
Third person	he, she, it <u>will have</u>	they <u>will have</u>

Exercise 20B: Simple Tenses of the Verb *Do*

Try to fill in the missing blanks in the chart below, using your own sense of what sounds correct as well as the hints you may have picked up from the conjugations already covered. Be sure to use pencil so that any incorrect answers can be erased and corrected!

Simple Present

	Singular	Plural
First person	I do	we <u>do</u>
Second person	you <u>do</u>	you <u>do</u>

Third person he, she, it does they do

Simple Past

	Singular	Plural
First person	I <u>did</u>	we <u>did</u>
Second person	you <u>did</u>	you <u>did</u>
Third person	he, she, it <u>did</u>	they <u>did</u>

Simple Future

	Singular	Plural
First person	I will <u>do</u>	we <u>will do</u>
Second person	you <u>will do</u>	you <u>will do</u>
Third person	he, she, it <u>will do</u>	they <u>will do</u>



WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

Exercise 21A: Person and Number of Pronouns

Identify the person and number of the underlined pronouns. Cross out the incorrect verb in parentheses. The first one is done for you.

These sentences are taken from *The Once and Future King* by T.H. White.

	Person	Singular/Plural
<u>They</u> (do/ does) love to fly.	<u>third</u>	<u>plural</u>
<u>He</u> (was/ were) seeing one ray beyond the spectrum.	<u>third</u>	<u>singular</u>
<u>We</u> (has /had) better fly.	<u>first</u>	<u>plural</u>
<u>You</u> (is /are) beginning to drop out of the air.	<u>second</u>	<u>singular</u>
<u>It</u> (is / are) confusing to keep up with you.	<u>third</u>	<u>singular</u>
<u>I</u> (was/ were) a fish.	<u>first</u>	<u>singular</u>
<u>You</u> (has /have) to glide in at stalling speed all the way.	<u>second</u>	<u>singular</u>
<u>They</u> (prefer/ prefers) to do their hunting then.	<u>third</u>	<u>plural</u>

Exercise 21B: Identifying Subjects and Predicates

Draw two lines underneath each simple predicate and one line underneath each simple subject in the following sentences. If a phrase comes between the subject and the predicate, put parentheses around it to show that it does not affect the subject-predicate agreement.

Leafcutter ants live in the southern United States and South America.

These creatures, (strong and resourceful,) create gardens and complex societies.

The tiny leafcutter ant carries almost ten times his own body weight.

The ants (within the kingdom) consist of a queen ant, soldier ants, and worker ants.

The queen (of the colony) lays eggs.

The soldiers, (bigger than the workers,) protect the colony.

The workers cut leaves for their gardens.

Exercise 21C: Subject-Verb Agreement

Cross out the incorrect verb in parentheses so that subject and predicate agree in number and person. Be careful of any confusing phrases between the subject and predicate.

Caitlin (~~go~~/goes) to the beach to surf every weekend.

The waves, glittering under the sun, (~~crash~~/crashes) against the shore.

She (~~use~~/uses) her small surfboard because the waves are huge.
 The other surfers in the ocean (~~smile~~/smiles) at her.
 Boards of all shapes and colors (~~float~~/floats) on the water.
 “I (~~has~~/have) all day to surf!” she (~~think~~/thinks) happily.

— LESSON 22 —

Formation of Plural Nouns Collective Nouns

Exercise 22A: Collective Nouns

Write the collective noun for each description. Then fill in an appropriate singular verb for each sentence. (Use the simple present tense!) The first is done for you.

Note to Instructor: Accept any verb that makes sense, as long as it is singular, simple present, third person.

Description	Collective Noun	Verb	
mother, father, sister, brother	The <u>family</u>	<u>eats</u>	together.
nine baseball players	The <u>team</u>	<u>wins/plays/loses</u>	the game.
many students learning together	The <u>class</u>	<u>takes</u>	the test.
people playing different musical instruments	The <u>band/orchestra</u>	<u>plays/rehearses/likes</u>	the piece.
52 playing cards	The <u>deck</u>	<u>is</u>	incomplete.
many mountains	The <u>range</u>	<u>is</u>	high and icy.
a group of stars that forms a picture	The <u>constellation</u>	<u>shines/twinkles</u>	brightly.

Exercise 22B: Plural Noun Forms

Read each rule and the example out loud. Then rewrite the singular nouns as plural nouns in the spaces provided.

Note to Instructor: Make sure that the student reads the rule out loud!

- Usually, add -s to a noun to form the plural.

Singular Noun	Plural Noun
desk	desks
willow	<u>willows</u>
spot	<u>spots</u>
tree	<u>trees</u>

- Add -es to nouns ending in -s, -sh, -ch, -x, or -z.

Singular Noun	Plural Noun
mess	messes
splash	<u>splashes</u>
ditch	<u>ditches</u>
fox	<u>foxes</u>
buzz	<u>buzzes</u>

- If a noun ends in -y after a consonant, change the y to i and add -es.

Singular Noun	Plural Noun
family	families
salary	<u>salaries</u>

baby	<u>babies</u>
hobby	<u>hobbies</u>

4. If a noun ends in -y after a vowel, just add -s.

Singular Noun	Plural Noun
toy	toys
donkey	<u>donkeys</u>
valley	<u>valleys</u>
guy	<u>guys</u>

- 5a. Some words that end in -f or -fe form their plurals differently. You must change the *f* or *fe* to *v* and add -es.

Singular Noun	Plural Noun
leaf	leaves
shelf	<u>shelves</u>
wife	<u>wives</u>
thief	<u>thieves</u>

- 5b. Words that end in -ff form their plurals by simply adding -s.

Singular Noun	Plural Noun
sheriff	sheriffs
cliff	cliffs
tariff	<u>tariffs</u>

- 5c. Some words that end in a single -f can form their plurals either way.

Singular Noun	Plural Noun
scarf	scarfs/scarves
hoof	<u>hoofs/hooves</u>

- 6a. If a noun ends in -o after a vowel, just add -s.

Singular Noun	Plural Noun
patio	patios
radio	<u>radios</u>
rodeo	<u>rodeos</u>
zoo	<u>zoos</u>

- 6b. If a noun ends in -o after a consonant, form the plural by adding -es.

Singular Noun	Plural Noun
potato	potatoes
hero	<u>heroes</u>
volcano	<u>volcanoes</u>
echo	<u>echoes</u>

- 6c. To form the plural of foreign words ending in -o, just add -s.

Singular Noun	Plural Noun
piano	pianos
burrito	<u>burritos</u>
kimono	<u>kimonos</u>
solo	<u>solos</u>
soprano	<u>sopranos</u>

7. Irregular plurals don't follow any of these rules!

Singular Noun	Irregular Plural Noun
child	children
foot	feet
tooth	teeth
man	men
woman	<u>women</u>
mouse	mice
goose	geese
deer	<u>deer</u>
fish	fish

Exercise 22C: Plural Nouns

Complete the following excerpt by filling in the plural form of each noun in parentheses.

There is *one* collective noun (singular in form) in the passage. Find and circle it.

The following is slightly condensed from the introduction to *The Pirate's Who's Who* by Philip Gosse (1924).

Surely (pirate) pirates are as much entitled to a biographical dictionary of their own as are (clergyman) clergymen, (race-horse) race-horses, or (artist) artists. Have not the medical (man) men their Directory, the (lawyer) lawyers their List, the (peer) peers their Peerage? There are (book) books which record the (particular) particulars of (musician) musicians, (dog) dogs, and even white (mouse) mice. Above all, there is that astounding and entertaining volume, *Who's Who*, found in every club smoking-room, and which grows more bulky year by year, stuffed with information about the (life) lives, the (hobby) hobbies, and the (marriage) marriages of all the most distinguished (person) persons OR people in every profession. But there has been until now no work that gives immediate and trustworthy information about the lives, and—so sadly important—the (death) deaths of our pirates.

Delving in the *Dictionary of National Biography*, it has been a sad disappointment to the writer to find so little space devoted to the careers of these picturesque if, I must admit, often unseemly persons. There are, of course, to be found a few pirates with household (name) names such as Kidd, Teach, and Avery. But I compare with indignation the meagre show of pirates in that monumental work with the rich profusion of (divine) divines! Even during the years when piracy was at its height, the pirates are utterly swamped by the (theologian) theologians. Can it be that these two (profession) professions flourished most vigorously side by side, and that when one began to languish, the other also began to fade?

My original intention was that only pirates should be included. To admit (privateer) privateers, (corsair) corsairs, and other (sea-rover) sea-rovers would have meant the addition of a vast number of names, and would have made the work unwieldy. But the difficulty has been to define the exact meaning of a pirate. A pirate was not a pirate from the cradle to the gallows. He usually began his life at sea as an honest mariner. He perhaps mutinied with other of the ship's crew, killed or otherwise disposed of the captain, seized the ship, and sailed off.

Often it happened that, after a long naval war, (ship) ships were laid up and (navy) navies reduced, thus flooding the countryside with begging and starving (seaman) seamen. These were driven to go to sea if they could find a berth, often half starved and brutally treated, and always underpaid, and so easily yielded to the temptation of joining some vessel bound vaguely for the "South Sea," where no (question) questions were asked and no (money) monies paid, but every hand on board had a share in the adventure.

— LESSON 23 —

Plural Nouns Descriptive Adjectives Possessive Adjectives Contractions

Exercise 23A: Introduction to Possessive Adjectives

Read the following nouns. Choose a person that you know to possess each of the items. Write that person's name, an apostrophe, and an *s* to form a possessive adjective.

Note to Instructor: Even if the person's name ends in *-s*, the student should still add *'s* to form the possessive: "Marcus's football."

Example:	Aunt Catherine	Aunt Catherine's	coffee mug
	_____	[Name]'s _____	pickup truck
	_____	[Name]'s _____	anteater
	_____	[Name]'s _____	knitting needles
	_____	[Name]'s _____	bus ticket to Seattle, Washington
	_____	[Name]'s _____	cat food

Exercise 23B: Singular and Plural Possessive Adjective Forms

Fill in the chart with the correct forms. The first is done for you. Both regular and irregular nouns are included.

Noun	Singular Possessive	Plural	Plural Possessive
plant	plant's _____	plants _____	plants' _____
child	child's _____	children _____	children's _____
family	family's _____	families _____	families' _____
pirate	pirate's _____	pirates _____	pirates' _____
match	match's _____	matches _____	matches' _____
class	class's _____	classes _____	classes' _____
sheep	sheep's _____	sheep _____	sheep's _____
tortilla	tortilla's _____	tortillas _____	tortillas' _____
galley	galley's _____	galleys _____	galleys' _____
video	video's _____	videos _____	videos' _____
ox	ox's _____	oxen _____	oxen's _____

Exercise 23C: Common Contractions

Drop the letters in grey print and write the contraction on the blank. The first is done for you.

Full Form	Common Contraction
I am	I'm _____
he is	he's _____
we are	we're _____
you have	you've _____
she has	she's _____
they had	they'd _____
he will	he'll _____
you would	you'd _____

let us	<u>let's</u>
is not	<u>isn't</u>
were not	<u>weren't</u>
do not	<u>don't</u>
can not	<u>can't</u>
you are	<u>you're</u>
it is	<u>it's</u>
they are	<u>they're</u>

— LESSON 24 —

Possessive Adjectives Contractions Compound Nouns

Exercise 24A: Using Possessive Adjectives Correctly

Cross out the incorrect word in parentheses.

My sunglasses are lost. Could I borrow (yours/~~your's~~)?

When (~~your~~/you're) finished reading, could you lend me (your/~~you're~~) magazine?

(~~Its~~/It's) swelteringly hot today!

The car won't start. (~~Its~~/It's) battery must be dead.

(His/~~he's~~) rollerblades are too tight.

Did you remember (your/~~you're~~) backpack? I think (~~its~~/it's) still on the chair.

(~~They're~~/~~Their~~) so absentminded. (~~They're~~/~~Their~~) always losing (~~they're~~/their) belongings.

Whose pencil is that? (~~Its~~/It's) not a red pencil; (~~its~~/it's) blue, and (~~its~~/it's) eraser is chewed.

(~~Their~~/~~They're~~) restaurant is known for its/~~it's~~ fabulous desserts.

(It's/~~Its~~) not fair that (she's/~~hers~~) always using (your/~~you're~~) pencils instead of (~~she's~~/hers).

Exercise 24B: Compound Nouns

Underline each simple subject once and each simple predicate (verb) twice. Circle each compound noun.

The (post office) will close early today.

(Sunrise) comes very late in the (wintertime).

My (mother-in-law) forgot her (checkbook).

I was running for the (bus stop) with all my (dry cleaning) in my arms.

The (commander-in-chief) had arrived with great pomp and circumstance.

I really need a (truckful) of manure for my garden.

I had a horrendous (headache) last night.

(“You Brush Your Teeth”) is a song about (toothbrushes).

Exercise 24C: Plurals of Compound Nouns

Write the plural of each singular compound noun in parentheses in the blanks to complete the sentences.

Note to Instructor: The rules governing each compound noun are provided for your reference. Discuss with the student as needed.

Both of our (brother-in-law) brothers-in-law are (chef de cuisine) chefs de cuisine at Ethiopian restaurants in Washington, D.C.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (brothers).

If the compound noun includes more than one noun, choose the most important to pluralize (chefs, not cuisine).

All three (sergeant major) sergeants major have testified at multiple (court-martial) courts-martial.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (sergeants, courts. Major and martial are both adjectives).

The four (secretary of state) secretaries of state had a top-secret meeting.

If the compound noun includes more than one noun, choose the most important to pluralize (secretaries, not states).

I like to put three (teaspoonful) teaspoonfuls of curry spice into my chicken curry.

If a compound noun ends in -ful, pluralize by putting an s at the end of the entire word.

Those annoying (good-for-nothing) good-for-nothings have stolen all of the (bagful) bagfuls of canned goods I was collecting for the food bank.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (nothings; nothing is a noun, good is an adjective, for is a preposition).

If a compound noun ends in -ful, pluralize by putting an s at the end of the entire word (bagfuls).

My mother keeps two (tape measure) tape measures in each of her (toolbox) toolboxes.

If the compound noun includes more than one noun, choose the most important to pluralize (measures not tape, boxes, not tool, since both name the essence of the noun).

The (Knight Templar) Knights Templar were almost wiped out in France in 1307.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (Knights is a noun, Templar is an adjective).

Matija Bećković and Charles Simić are both past (poet laureate) poets laureate of Serbia.

If a compound noun is made up of one noun along with another word or words, pluralize the noun (poets is a noun, laureate is an adjective).

— REVIEW 2 —

(Weeks 4-6)

Topics

Simple, Progressive, and Perfect Tenses

Conjugations

Irregular Verbs

Subject/Verb Agreement

Possessives

Compound Nouns

Contractions

Review 2A: Verb Tenses

Write the tense of each underlined verb phrase above it: simple past, present, or future; progressive past, present, or future; or perfect past, present, or future. The first is done for you. Watch out for words that interrupt verb phrases but are not helping verbs (such as *not*).

PROGRESSIVE PRESENT

I am reading *The Word Snoop*.

PERFECT PRESENT

PERFECT FUTURE

By the time I have finished this book, I will have learned everything there is to know about the English language!

PROGRESSIVE FUTURE

The next section that I will be reading is about silent letters.

PERFECT PRESENT

SIMPLE FUTURE

After I have completed the section on silent letters, I will study the history of punctuation.

The following sentences are taken from *The Word Snoop* by Ursula Dubosarsky (New York: Dial Books, 2009).

SIMPLE PRESENT

It is time to talk about silent letters.

SIMPLE PRESENT

They are the ones that creep sneakily into words at the beginning, middle, or end when

PROGRESSIVE PRESENT

you are not expecting them.

PROGRESSIVE PRESENT

What are you doing there, silent letters!

SIMPLE PAST

You frightened me!

SIMPLE PRESENT

SIMPLE PRESENT

English is not the only language with silent letters, but it has more than most.

PROGRESSIVE PRESENT

PERFECT PRESENT

This can be really hard when you are learning to spell, as you have probably realized already.

SIMPLE PAST

Then other people thought it would be good if English looked more like Latin, so a *b*, for

PERFECT PAST

example, was dumped back into the word *doubt*, even though it had been taken out because no one pronounced it that way anymore.

PERFECT PRESENT

And have you ever wondered about words like *psalm* and *rhubarb*?

SIMPLE PAST

They came from ancient Greek words.

PERFECT PRESENT

Quite a few of today's silent letters have not always been so quiet.

PROGRESSIVE PAST

Imagine yourself back when you were learning the alphabet for the very first time.

SIMPLE FUTURE

PROGRESSIVE PRESENT

You will have to crack the special code if you want to know what I am saying.

Review 2B: Verb Formations

Fill in the charts with the correct conjugations of the missing verbs. Identify the person of each group of verbs.

PERSON: Third

	Past	Present	Future
SIMPLE	she wiggled	she wiggles	she will wiggle
PROGRESSIVE	she was wiggling	she is wiggling	she will be wiggling
PERFECT	she had wiggled	she has wiggled	she will have wiggled

PERSON: First

	Past	Present	Future
SIMPLE	I shuffled	I shuffle	I will shuffle
PROGRESSIVE	I was shuffling	I am shuffling	I will be shuffling
PERFECT	I had shuffled	I have shuffled	I will have shuffled

PERSON: Second

	Past	Present	Future
SIMPLE	you itched	you itch	you will itch
PROGRESSIVE	you were itching	you are itching	you will be itching
PERFECT	you had itched	you have itched	you will have itched

PERSON: Third

	Past	Present	Future
SIMPLE	they sneezed	they sneeze	they will sneeze
PROGRESSIVE	they were sneezing	they are sneezing	they are sneezing
PERFECT	they had sneezed	they have sneezed	they will have sneezed

Review 2C: Person and Subject/Verb Agreement

Circle the correct verb in parentheses.

The following sentences are taken from *The 2,548 Best Things Anybody Ever Said* by Robert Byrne (New York: Simon & Schuster, 1990)

It (is/are) a good thing for an uneducated man to read books of quotations.—Winston Churchill

I (hates/hate) quotations. —Ralph Waldo Emerson

We (doesn't/don't) know a millionth of one percent about anything.—Thomas Alva Edison

He (writes/write) so well he (makes/make) me feel like putting my quill back in my goose.—Fred Allen

I (considers/consider) exercise vulgar. It (makes/make) people smell.—Alec Yuill Thornton

If you (isn't/aren't) fired with enthusiasm, you'll be fired with enthusiasm.—Vince Lombardi

Children (is/are) guilty of unpardonable rudeness when they (spits/spit) in the face of a companion; neither are they excusable who spit from windows or on walls or furniture. —St. John Baptist de La Salle

Seriousness ((is/are) the only refuge of the shallow.—Oscar Wilde

Of all the animals, the boy ((is/are) the most unmanageable.—Plato

Plato ((is/are) a bore.—Friedrich Nietzsche

In expressing love we (belongs/belong) among the most undeveloped countries.—Saul Bellow

Only young people (worries/worry) about getting old.—George Burns

The two biggest sellers in any bookstore (is/are) the cookbooks and the diet books. The cookbooks (tells/tell) you how to prepare the food and the diet books (tells/tell) you how not to eat any of it.—Andy Rooney

Review 2D: Possessives and Compound Nouns

Circle the TEN possessive words in the following excerpt. Include possessive words formed from both nouns and pronouns.

Find and underline the SIX compound nouns. Write the plurals of those compound nouns in the blanks at the end of the excerpt.

The following excerpt is taken from *Mary Poppins* by P.L. Travers (New York: Harcourt Books, 1997).

Jane, with (her) head tied up in Mary (Poppins's) bandanna handkerchief, was in bed with earache. . . .

So Michael sat all the afternoon on the window-seat telling her the things that occurred in the Lane. And sometimes (his) accounts were very dull and sometimes very exciting.

"There's Admiral Boom!" he said once. "He has come out of (his) gate and is hurrying down the Lane. Here he comes. (His) nose is redder than ever and he's wearing a top-hat. Now he is passing Next Door—"

"Is he saying, 'Blast (my) gizzard!'" enquired Jane.

"I can't hear. I expect so. There's (Miss Lark's) second housemaid in (Miss Lark's) garden. And Robertson Ay is in (our) garden, sweeping up the leaves and looking at her over the fence. He is sitting down now, having a rest."

. . . "Mary Poppins," said Jane, "there's a cow in the Lane, Michael says."

"Yes, and it's walking very slowly, putting (its) head over every gate and looking round as though it had lost something."

<u>handkerchieves</u>	<u>earaches</u>	<u>afternoons</u>
<u>window-seats</u>	<u>top-hats</u>	<u>housemaids</u>

Review 2E: Plurals and Possessives

Write the correct plural, possessive, and plural possessive forms for the following nouns.

Noun	Possessive	Plural	Plural Possessive
ghost	ghost's	ghosts	ghosts'
ox	ox's	oxen	oxen's
trolley	trolley's	trolleys	trolleys'
thrush	thrush's	thrushes	thrushes'
Johnson	Johnson's	Johnsons	Johnsons'
rodeo	rodeo's	rodeos	rodeos'
city	city's	cities	cities'
person	person's	persons/people	persons'/people's

Review 2F: Contractions

Finish the following excerpt about Helen Keller by forming contractions from the words in parentheses.

The excerpt is from *Miss Spitfire: Reaching Helen Keller* by Sarah Miller (Boston, Mass.: Atheneum Press, 2007).

How do I dare hope to teach this child—Helen—when I've (I have) never taught a child who can see and hear? I've (I have) only just graduated from the Perkins Institution for the Blind myself. Worse, it's (it is) not simply that Helen can't (cannot) hear words or see signs . . . The very notion that words exist, that objects have names, has never even occurred to her . . . At least I know that task isn't (is not) impossible; Perkins's famous Dr. Howe taught my own cottage mate Laura Bridgeman to communicate half a century ago, and she's (she is) both deaf and blind.

Even so, I'm (I am) afraid . . .

More than that, I'm (I am) afraid Helen's family expects too much from me. If they've (they have) read the newspaper articles about Laura, they're (they are) prepared for a miracle. They don't (do not) know Laura's "miraculous" education was hardly perfect . . .

If the Kellers are hoping for another Laura Bridgeman, I don't (do not) know how I—an untrained Irish orphan—can please them. I can't (cannot) tell them there may never be another Laura Bridgeman . . .

There's (There is) not a relative alive who'd (who would) have me, and I wouldn't (would not) know where to find them now anyhow. I'd (I would) die of shame if I had to go back to Perkins a failure.





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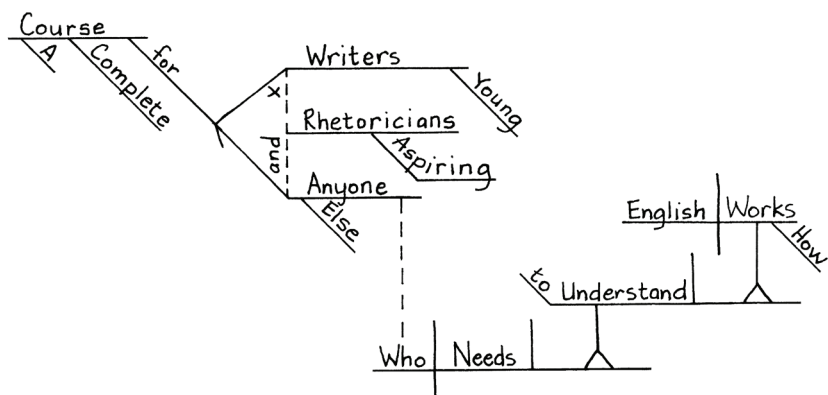
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WELL-TRAINED MIND:
COMPREHENSIVE HANDBOOK
OF RULES



BY SUSAN WISE BAUER



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PARTS OF SPEECH

“Part of speech” is a term that explains what a word does.

NOUNS

Types of nouns

A noun names a person, place, thing, or idea.

Concrete nouns can be observed with our senses.

shrimp tree gold

Abstract nouns cannot.

delight victory pride

A common noun is a name common to many persons, places, things, or ideas.

planet

A proper noun is the special, particular name for a person, place, thing, or idea. Proper nouns always begin with capital letters.

Mars

A collective noun names a group of people, animals, or things.

family orchestra constellation

A compound noun is a single noun composed of two or more words.

One word:	shipwreck, haircut, chalkboard
Hyphenated word:	self-confidence, check-in, pinch-hitter
Two or more words:	air conditioning, North Dakota, <i>The Prince and the Pauper</i>

Capitalization rules

1. Capitalize the proper names of persons, places, things, and animals.

Gandalf Alderaan Honda Lassie

2. Capitalize the names of holidays.

New Year's Day

3. Capitalize the names of deities.

Zeus God Allah Great Spirit

4. Capitalize the days of the week and the months of the year, but not the seasons.

Tuesday January winter

5. Capitalize the first, last, and other important words in titles of books, magazines, newspapers, stories, poems, and songs. Italicize the titles of books, magazines, and newspapers. Put the titles of stories, poems, and songs into quotation marks.

Alice's Adventures in Wonderland "Casey At the Bat"

6. Capitalize and italicize the first, last, and other important words in the names of ships, trains, and planes.

Titanic *The Orient Express* *The Spirit of St. Louis*

Gender

Nouns have gender.

Nouns can be masculine, feminine, or neuter.

We use "neuter" for nouns that have no gender, or for nouns whose gender is unknown.

masculine	bull
feminine	cow
neuter	calf

Plural formation**1. Usually, add -s to a noun to form the plural.**

desk desks

2. Add -es to nouns ending in -s, -sh, -ch, -x, or -z.

mess messes

3. If a noun ends in -y after a consonant, change the y to i and add -es.

family families

4. If a noun ends in -y after a vowel, just add -s.

toy toys

5. Words ending in -f, -fe, or -ff form their plurals differently.**5a. For words that end in -f or -fe, change the f or fe to v and add -es.**

leaf leaves

5b. For words that end in -ff, simply add -s.

sheriff sheriffs

5c. Some words that end in a single -f can form their plurals either way.

scarf scarfs
 scarves

6. If a noun ends in -o after a vowel, just add -s.

patio patios

7. If a noun ends in -o after a consonant, form the plural by adding -es.

potato potatoes

8. To form the plural of foreign words ending in -o, just add -s.

piano pianos

9. Irregular plurals don't follow any of these rules.

child children
foot feet
mouse mice
fish fish

10. Compound nouns are pluralized in different ways.**10a. If a compound noun is made up of one noun along with another word or words, pluralize the noun.**

brother-in-law brothers-in-law

10b. If a compound noun ends in -ful, pluralize by putting an -s at the end of the entire word.

truckful truckfuls

10c. If neither element of the compound noun is a noun, pluralize the entire word.

grown-up grown-ups

10d. If the compound noun includes more than one noun, choose the most important to pluralize.

secretary of state

secretaries of state

Noun “impostors”

A gerund is a present participle acting as a noun.

gerund (object of the preposition)

I have never developed indigestion from **eating** my words.

Winston Churchill

A noun clause takes the place of a noun. Noun clauses can be introduced by relative pronouns, relative adverbs, or subordinating conjunctions. See “noun clauses,” p. 58.

noun clause serving as direct object

How do the Wise know **that this ring is his?**

J. R. R. Tolkien, *The Fellowship of the Ring*

Nouns that can serve as other parts of speech

Numbers can serve as either nouns or adjectives.

Cardinal numbers represent quantities (one, two, three, four . . .). They can be either nouns or adjectives.

noun

One of these papers was a letter to this girl Agnes, and the other a will.

adjective

The housebreaker freed **one** arm, and grasped his pistol.

Charles Dickens, *Oliver Twist*

Ordinal numbers represent order (first, second, third, fourth . . .). They can be either nouns or adjectives.

Then, at a grocer’s shop, we bought an egg and a slice of streaky bacon;

noun

which still left what I thought a good deal of change, out of the **second** of the bright shillings, and made me consider London a very cheap place.

adjective

My mother had a sure foreboding at the **second** glance, that it was Miss Betsey.

Charles Dickens, *David Copperfield*

An adverbial noun tells the time or place of an action, or explains how long, how far, how deep, how thick, or how much. It can modify a verb,

adjective or adverb. An adverbial noun plus its modifiers is an adverbial noun phrase.

The manure should be cleaned out **morning, noon**, and again at night.
 “The Horse and His Treatment”

ADJECTIVES

An adjective modifies a noun or pronoun.

Adjectives tell what kind, which one, how many, and whose.

An adjective that comes right before the noun it modifies is in the *attributive position*.

An adjective that follows the noun is in the *predicative position*.

Descriptive adjectives tell what kind.

A descriptive adjective becomes an abstract noun when you add *-ness* to it.

The past participle of a verb can act as a descriptive adjective.

The present participle of a verb can act as a descriptive adjective.

descriptive
attributive position

The cold within him froze his **old** features, nipped his pointed nose,

descriptive
predicative position

shrivelled his cheek, stiffened his gait; made his eyes **red**, his thin lips

descriptive
predicative position

descriptive
present participle

blue; and spoke out shrewdly in his **grating** voice.

descriptive adjective

descriptive adjective
past participle

Quiet and **dark**, beside him stood the Phantom, with its **outstretched** hand.

abstract noun

Darkness is cheap, and Scrooge liked it.

Charles Dickens, *A Christmas Carol*

Articles modify nouns and answer the question “which one.”

The articles are a, an, and the.

Use *a* to modify a nonspecific noun that begins with a consonant and *an* to modify a nonspecific noun that begins with a vowel. Use *the* to modify specific nouns.

Go on in **the** house and wash up, Gabe . . . I’ll fix you **a** sandwich.

You’re **a** day late and **a** dollar short when it comes to **an** understanding with me.

August Wilson, *Fences*

Demonstrative adjectives modify nouns and answer the question “which one.”

this, that, these, those

Demonstrative pronouns demonstrate or point out something. They take the place of a single word or a group of words.

demonstrative pronoun

These are the seven entrances to the home under the ground, for which

demonstrative adjective

Hook has been searching in vain **these** many moons.

J. M. Barrie, *Peter Pan*

Indefinite adjectives modify nouns and answer the questions “which one” and “how many.”

Singular indefinite adjectives:

another other one

either neither each

Plural indefinite adjectives:

both few many several

Singular or plural indefinite adjectives:

all any most no some enough much

singular indefinite adjective modifies singular noun “attention”

I do not think that nearly **enough** attention is being given to the possibility of another attack from the Martians.

H. G. Wells, *The War of the Worlds*

This violates a basic principle of numbers called the axiom of

plural indefinite adjective modifies plural noun “times”

Archimedes, which says that if you add something to itself **enough** times, it will exceed any other number in magnitude.

Charles Seife, *Zero: The Biography of a Dangerous Idea*

indefinite pronoun acting as direct object

On the day before Thanksgiving she would have just **enough** to pay the remaining \$4.

O. Henry, “The Purple Dress”

Interrogative adjectives modify nouns and answer the questions “which one” and “how many.”

who, whom, whose, what, which

Interrogative pronouns take the place of nouns in questions.

The interrogative words **who, whom, whose, what, and which** can also serve as relative pronouns in adjective clauses or introductory words in noun clauses.

interrogative adjective (modifies “sort”)

What sort of place had I come to, and among **what** kind of people?

interrogative pronoun (direct object of “could do”)

What could I do but bow acceptance?

introductory word in noun clause
(clause is direct object of “know”)

Do you know where you are going, and **what** you are going to?

Bram Stoker, *Dracula*

Possessive adjectives tell whose.

An apostrophe is a punctuation mark that shows possession. It turns a noun into an adjective that tells whose [possessive adjective].

Form the possessive of a singular noun by adding an apostrophe and the letter *s*.

Rurik’s goose’s airplane’s

Form the possessive of a plural noun ending in *-s* by adding an apostrophe only.

girls’ chickens’ airplanes’

Form the possessive of a plural noun that does not end in *-s* as if it were a singular noun.

men’s geese’s

Possessive personal pronouns show possession and act as adjectives.

my, mine, our, ours, your, yours, his, her, hers, its, their, theirs

<i>Attributive Form</i>	<i>Predicative Form</i>
my	mine
your	yours
his, her, its	his, hers, its
our	ours
your	yours
their	theirs

possessive personal pronouns
predicative form

“The Last Doll, indeed!” said Miss Minchin. “And she is **mine**, not **yours**.”

possessive personal pronoun
attributive form

“No,” said Sara, laughing. “It was **my** rat.”

possessive personal pronoun
attributive form

It’s a good thing not to answer **your** enemies.

Francis Hodgson Burnett, *A Little Princess*

Appositive adjectives directly follow the word they modify.

It was a spot **remote, sequestered, cloistered** from the business and pleasures of the world.

Edward Bulwer-Lytton, *Alice: The Mysteries*

A proper adjective is formed from a proper name. Proper adjectives are capitalized.

He arrived at the Old Vic determined to do away with the old-fashioned actor-manager type of **Shakespearean** production that dated from the **Victorian** era.

Piers Paul Read, *Alec Guinness: The Authorised Biography*

Words that are not usually capitalized remain lower-case even when they are attached to a proper adjective.

The *Mayflower* carried the **anti-Christmas** sentiment of the Puritans with it across the Atlantic, so the holiday took a long time to take hold in the New World.

Michael Judge, *The Dance of Time*

A compound adjective combines two words into a single adjective with a single meaning.

Compound adjectives answer the questions “what kind” and “how many.”

Hyphens connect compound adjectives in the attributive position.

Compound adjectives in the predicative position are not usually hyphenated.

It is the natural order of things for virtuous men to create a faction with other virtuous men because they share the same way, and for **narrow-minded** men to create factions with other **narrow-minded** men because of gain.

Ouyang Xiu

Pih-e was **narrow minded**, and Lew-hea Hwuy was deficient in gravity; therefore, the superior man follows neither of them.

Mencius

A predicate adjective describes the subject and is found in the complete predicate.

All emotions, and that one particularly, were **abhorrent** to his cold, precise but admirably balanced mind.

A. Conan Doyle, "A Scandal in Bohemia"

The positive degree of an adjective describes only one thing.

It is a **good** thing.

The comparative degree of an adjective compares two things.

It is a far, far **better** thing that I do, than I have ever done.

Charles Dickens, *A Tale of Two Cities*

The superlative degree of an adjective compares three or more things.

It was the **best** of times, it was the **worst** of times.

Charles Dickens, *A Tale of Two Cities*

Spelling Rules for Forming Comparatives and Superlatives

Most regular adjectives form the comparative by adding -r or -er.

Most regular adjectives form the superlative by adding -st or -est.

If the adjective ends in -e already, add only -r or -st.

noble	nobler	noblest
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If the adjective ends in a short vowel sound and a consonant, double the consonant and add -er or -est.

red	redder	reddest
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If the adjective ends in -y, change the y to i and add -er or -est.

hazy	hazier	haziest
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Many adjectives form their comparative and superlative forms by adding the word *more* or *most* before the adjective instead of using -er or -est.

unusual	more unusual	most unusual
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In comparative and superlative adjective forms, the words *more* and *most* are used as adverbs.

Irregular adjectives form the comparative and superlative by changing form.

good	better	best
bad	worse	worst

Do not use *more* with an adjective or adverb that is already in the comparative form.

He is ~~more~~ hungrier than you are.

Do not use *most* with an adjective or adverb that is already in the superlative form.

That's the ~~most~~ reddest sunset I've ever seen.

Use an adjective form when an adjective is needed and an adverb form when an adverb is needed.

superlative adjective modifying the noun "time"

The steps must be taken in the **quickest** time.
Irving Brokaw, *The Art of Skating*

superlative adverb
modifying "can be adjusted"

The skater will quickly find out for himself how the straps
can be **most quickly** and comfortably adjusted.
T. Maxwell Witham, *Figure-Skating*

An adjective clause is a dependent clause that acts as an adjective in a sentence, modifying a noun or pronoun in the independent clause.

Relative pronouns introduce adjective clauses and refer back to an antecedent in the independent clause.

who, whom, whose, which, that.

relative pronoun refers back to antecedent "order"

Speak to me of the religious order **whose chief you are**.
Alexandre Dumas, *The Man in the Iron Mask*

Who always acts as a subject or predicate nominative within a sentence or clause. Whom always acts as an object.

subject of the underlined adjective clause

It was Phileas Fogg, whose head now emerged from behind
his newspapers, **who made this remark**.

object of
the preposition

You forget that it is I with **whom** you have to deal, sir; for it
direct object of the
underlined adjective clause

was I **whom** you not only insulted, but struck!
Jules Verne, *Around the World in Eighty Days*

The interrogative words who, whom, whose, what, and which can also serve as relative pronouns in adjective clauses or introductory words in noun clauses.

noun clause
acting as subject

noun clause acting as appositive adjective clause with relative
pronoun (“it” is antecedent)

What was it—I paused to think—what was it that so unnerved
me in the contemplation of the House of Usher?

Edgar Allan Poe, *The Fall of the House of Usher*

Adjective clauses can be introduced by prepositions.

They were coming to a thicket of juniper and dog roses, tangled at
ground level with nettles and trails of bryony **on which the berries**
were now beginning to ripen and turn red.

Richard Adams, *Watership Down*

Adjective clauses should usually go immediately before or after the noun or pronoun they modify.

He stumbled his way to the truck **that was parked at an angle** near
the tall, flashing neon sign.

Mark Rashid, *Out of the Wild*

A restrictive modifying clause defines the word that it modifies. Removing the clause changes the essential meaning of the sentence.

A nonrestrictive modifying clause describes the word that it modifies. Removing the clause doesn’t change the essential meaning of the sentence.

Only nonrestrictive clauses should be set off by commas.

The elaborate machinery **which was once used to make men**
responsible is now used solely in order to shift the responsibility.

This idea, **which is the core of ethics**, is the core of the nursery-tales.
G. K. Chesterton, *All Things Considered*

Traditionally, when the relative pronoun introducing a modifying clause refers to a thing rather than a person, “which” introduces nonrestrictive clauses and “that” introduces restrictive clauses. (This rule is no longer universally observed; see the examples above)

The feast of Tara was held, **at which all were gathered together.**

She was singing lullabies to a cat **that was yelping on her shoulder.**
James Stephens, *Irish Fairy Tales*

Descriptive adjectives *describe* by giving additional details.

Limiting adjectives *define* by setting limits.

Descriptive Adjectives

Regular
Present participles
Past participles

Limiting Adjectives

Possessives
Articles
Demonstratives
Indefinites
Interrogatives
Numbers

Cardinal numbers represent quantities (one, two, three, four . . .). They can be either nouns or adjectives.

Ordinal numbers represent order (first, second, third, fourth . . .). They can be either nouns or adjectives.

See nouns, p. 4.

Use “fewer” for concrete items and “less” for abstractions.

concrete

Her attainments were **fewer** than were usually possessed by girls of her age and station.

Charlotte Bronte, *Shirley*

abstract

With little ceremony, and **less** courtesy, he pointed out what he termed her errors.

Charlotte Bronte, *Villette*

A misplaced modifier is an adjective, adjective phrase, adverb, or adverb phrase in the wrong place.

INCORRECT: Lost: A cow belonging to an old woman **with brass knobs on her horns**.

CORRECT: Lost: A cow **with brass knobs on her horns**, belonging to an old woman.

A squinting modifier can belong either to the sentence element preceding or the element following.

INCORRECT: Children who watch TV **rarely** turn out to be readers.

CORRECT: Children who **rarely** watch TV turn out to be readers.

CORRECT: **Rarely**, children who watch TV turn out to be readers.

A dangling modifier has no noun or verb to modify.

INCORRECT: **Tearing open the envelope**, a thick wad of bills fell out.

CORRECT: Tearing open the envelope, the blackmailer found a thick wad of bills.

CORRECT: As the blackmailer tore open the envelope, a thick wad of bills fell out.

Comparisons can be formed using a combination of *more* and *fewer* or *less*; a combination of *more* and *more* or *fewer/less* and *fewer/less*; a combination of *more* or *fewer/less* with a comparative form; or simply two comparative forms.

In comparisons using *more . . . fewer* and *more . . . less*, *more* and *less* can act as either adverbs or adjectives and *the* can act as an adverb.

adjective

He would do very well if he had **fewer** cakes and sweetmeats sent him from home.

adverb

I wanted to tease you a little to make you **less** sad.

Charlotte Bronte, *Jane Eyre*

When *than* is used in a comparison and introduces a clause with understood elements, it is acting as a subordinating conjunction.

He gave one the idea that he had been active **rather than** [that he had been] strong; his shoulders were not broad for his height, though certainly not narrow.

Charles Darwin, *The Life and Letters of Charles Darwin*

***More than* and *less than* are compound modifiers.**

compound adverb

How much **more than** delightful to go to some good concert or fine opera.

Charles Darwin, *The Life and Letters of Charles Darwin*

An adjective of negation (*no*) states what is not true or does not exist.

Do not use two adverbs or adjectives of negation together.

INCORRECT: I haven't heard **no** good of such folk.

CORRECT: I have heard **no** good of such folk.

CORRECT: I haven't heard good of such folk.

PRONOUNS

A pronoun takes the place of a noun.

The antecedent is the noun that is replaced by the pronoun.