



WELL-TRAINED MIND™
TOP RECOMMENDATION



GRAMMAR FOR THE WELL-TRAINED MIND

RED WORKBOOK

KEY

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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.

Note to Instructor: There may be some difference of opinion over these. If the student makes a strong argument for a different answer, you may accept it.

Our ^Aadventure began with a tattered ^Cmap.

Seeing the ^Cchocolates, the little girl's ^Cface lit up with ^Adelight.

The ^Corchestra will be performing my favorite ^Csymphony.

My ^Acuriosity led me to peek at the ^Cgift before my ^Cbirthday.

Note to Instructor: We have labeled *birthday* as a concrete noun because it refers to one specific day that can be identified by the speaker. "Birthdays are fun" would refer to the idea of a birthday and could be defined as abstract. If the student disagrees and can articulate his reasoning, you may accept the answer abstract.

Charlotte's favorite ^Cbook is a ^Amystery about a lost ^Cprincess.

Distracted by the loud ^Cnoise, ^CBradley forgot to finish combing his ^Chair.

Mrs. ^CKim was filled with ^Apride as her ^Cdaughter sang her ^Csolo.

A ^Cshadow passed by the ^Cwindow and gave us all a ^Afright.

The ^Cbaby let out what was clearly a ^Ccry of ^Aexhaustion.

Exercise 1B: Abstract Nouns

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

amazement	wonder	fireworks
notebook	neatness	ideas
discovery	interest	gold
danger	cliff	peril
conceit	mirror	arrogance
stomach	appetite	satiety

— LESSON 2 —**Introduction to Adjectives****Descriptive Adjectives, Abstract Nouns****Formation of Abstract Nouns from Descriptive Adjectives****Exercise 2A: Descriptive Adjectives, Concrete Nouns, and Abstract Nouns**

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

The sentences below were taken from *Alice's Adventures in Wonderland*, by Lewis Carroll. Some have been slightly adapted.

By this ^{AN}time she had found her ^{AN}way into a ^{DA}tidy ^{DA}little ^{CN}room with a ^{CN}table in the ^{CN}window.

Luckily for ^{CN}Alice, the ^{DA}little ^{DA}magic ^{CN}bottle had now had its ^{DA}full ^{AN}effect.

^{CN}Alice noticed that the ^{CN}pebbles were all turning into ^{DA}little ^{CN}cakes as they lay on the ^{CN}floor, and a ^{DA}bright ^{AN}idea came into her ^{CN}head.

An ^{DA}enormous ^{CN}puppy was looking down at her with ^{DA}large ^{DA}round ^{CN}eyes.

She had just succeeded in curving her ^{CN}neck down into a ^{DA}graceful ^{CN}zigzag, when a ^{DA}sharp ^{CN}hiss made her draw back in a ^{AN}hurry.

The ^{CN}Fish-Footman began by producing from under his ^{CN}arm a ^{DA}great ^{CN}letter, nearly as large as himself.

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*.)

smart	<u>smartness</u>
fretful	<u>fretfulness</u>
friendly	<u>friendliness</u>
marvelous	<u>marvelousness</u>
vicious	<u>viciousness</u>
merry	<u>merriness</u>
rich	<u>richness</u>
decisive	<u>decisiveness</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.

Keiko closed her eyes and considered different shades of ^Ngreen. She wanted the ^Agreen grass in her painting to look like the ^Agolden sunlight was shining down on it through the trees. She chose two ^Agreen paints to mix together and began to paint. ^NGreen was her favorite color, she thought—or was it ^Nred? Then again, she loved the ^Apurple flowers she’d painted below one of the trees. And the ^Ablue sky had been fun to do as well. She even liked ^Nbrown or ^Ngray when one of those was the right color for the job. “Actually,” she said to herself, “there isn’t a single color I don’t like!”

— 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 name of the magazine you choose, to show that it should be in italics if it were typed. Use quotation marks around the title of the song you choose.

Note to Instructor: Answers will vary! Sample answers are given below.

Common Noun	Proper Noun
singer	Taylor Swift
restaurant	Cracker Barrel
country	The Republic of Ireland
park	Millennium Park
magazine	Highlights
song	"A Hazy Shade of Winter"

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.

The song "The Star-Spangled Banner" is the national anthem for the United States.

"Himno Nacional Mexicano" is thought by many to be one of the most beautiful national anthems.

Germany sank the Lusitania in May 1915.

Michael and Phyllis recited William Makepeace Thackeray's poem "A Tragic Story."

In the book Charlotte's Web, Wilbur is a pig who was born in the spring.

Keith's favorite show was Star Trek; he especially loved the episode "The Trouble with Tribbles."

Exercise 3C: Proofreading for Proper Nouns

In the following sentences, indicate which proper nouns should be capitalized by underlining the first letter of the noun three times. This is the proper proofreading mark for *capitalize*. The first noun is done for you.

Justinian was an emperor in byzantium, and his wife, theodora, was politically helpful to him.

The cathedral in constantinople known as the hagia sophia was built while justinian ruled.

justinian's general, belisarius, successfully conquered the barbarians living in the northern part of africa and proceeded into italy to retake rome from the ostrogoths.

The court historian, procopius, wrote a book called the secret history, which portrayed justinian in a very negative light.

— 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 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.)

Newton	Kentucky	Korea	China	Boston
June	America	Georgia	Germany	Monday
Gregory	Easter	Sherlock Holmes		

My favorite German dish is sauerbraten, though nothing beats streuselkuchen when it comes to desserts!

The Chinese New Year begins sometime in January or February of the Gregorian calendar year.

Thoroughbred horses race each May in Louisville at the Kentucky Derby.

The largest aquarium in the Western Hemisphere is the Georgia Aquarium, located near the World of Coca-Cola in Atlanta.

Nina will go far as a detective, with her Sherlock Holmesian deductive and observational skills.

Korean calligraphy had long used characters from China's writing system, but in the twentieth century calligraphers began using the *hangul* alphabet in response to nationalist feelings among the people.

Computer programmers will sometimes hide special features or messages in their work; these little Easter eggs can be fun to find.

They say that June brides are the most common, but my wedding was in December.

It's nice to have a long weekend, but a Monday holiday always throws me off for the rest of the week—I can't remember which day it is!

Non- Newtonian fluids have many interesting properties; for example, it's possible to run on top of oobleck!

The Boston Massacre, in which five colonists were killed by the British, was a key event leading to the American Revolution.

Exercise 4B: Capitalization of Proper Adjectives

In the following sentences:

- Correct each lowercase letter that should be capitalized by underlining it three times.
- Then, circle each proper adjective.
- Finally, put a check mark above each proper adjective that has not changed its form from the proper noun.

✓
rube goldberg machines, which involve complicated ways of completing simple tasks, were named for an american cartoonist and inventor.

✓
An associated press article by edward van winkle jones in 1950 marked the first mention of mysterious disappearances in the bermuda triangle.

Note to Instructor: *Van* is sometimes left uncapitalized in names of Dutch origin, so you may accept *Edward van Winkle Jones* as an answer.

The pythagorean theorem is only true for euclidean geometry.

thomas jefferson, who was a philosopher, a musician, and an architect in addition to being a united states president, is an example of a renaissance man.

Note to Instructor: *President* would be capitalized if it preceded a name as part of a title (President Jefferson), but in this sentence, a *president* (not one particular president) is a common noun.

The first olympic games in modern times were held in 1896 in the greek city of athens.

Note to Instructor: The noun form of *Olympic* is *Olympics*.

In the southeastern asian kingdom of ayutthaya, the king trailokanat died; his two sons, ramathibodi II and boromarachathirath III, inherited his crown and divided the siamese territories between them.

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.

the ten-gallon containers of soap *are multiple containers that each hold ten gallons*

the ten gallon containers of soap *are ten containers that each hold one gallon*

(both ten containers and gallon containers)

a private-eye company *is a company where private detectives work*

a private eye company *is an eye company that is nonpublic*

(both a private company and an eye company)

an assisted-living facility *is a facility where people are given help to live*

an assisted living facility *is a facility that is alive and receives help*

(both an assisted facility and a living facility)

the well-trained mind *is a mind that has been trained well*

the well trained mind *is a mind that is trained and not sick*

(both a well mind and a trained mind)

the second-place runner *is the runner who placed second*

the second place runner *is the second of two or more people who run places*

(both a second runner and a place runner)

(and if the student asks, we don't know what a place runner is either, but that's what the grammar tells us . . .)



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
leopard	<u>leopard</u>	<u>leopardess</u>	<u>cub</u>	leap OR prowl of leopards
kangaroo	buck/boomer/jack	<u>jill/doe/flyer/roo</u>	<u>joey</u>	<u>mob OR troop</u> <u>of kangaroos</u>
donkey	jack	<u>jenny</u>	<u>foal</u>	herd OR drove of donkeys
alligator	bull	<u>cow</u>	<u>hatchling</u>	<u>congregation of alligators</u>
hamster	<u>buck</u>	doe	<u>pup</u>	<u>horde of hamsters</u>
hedgehog	boar	<u>sow</u>	<u>hoglet</u>	<u>array of hedgehogs</u>
turkey	<u>tom</u>	<u>hen</u>	<u>poult</u>	rafter of turkeys
jellyfish	<u>boar</u>	<u>sow</u>	planula	<u>bloom OR fluther</u> <u>of jellyfish</u>
squid	<u>cock</u>	<u>hen</u>	chick	<u>audience of squid</u>

Exercise 5B: Nouns and Pronouns

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

James Watson and Francis Crick discovered the structure of DNA in 1953. James Watson
^{They} and Francis Crick built on the work of Rosalind Franklin.

Rosalind Franklin had done work on X-ray images of DNA. ^{She} Rosalind Franklin might have
received Nobel Prizes for her work later on, but ^{she} Rosalind Franklin died at the age of 37.

Scientists all over the world worked on the Human Genome Project. ^{It} The Human Genome Project was an effort to determine what every single gene in the human body does.

When scientists mapped all the genes in the human body, ^{they} scientists declared the Human Genome Project complete in 2003.

Omar told his mother, “^{You} Mother can get the ingredients ready, and ^I Omar can help mix them together!”

As soon as Ezra arrived home, Ezra called out with excitement, “^{We} Ezra and his family won the competition!”

The teacher pulled Roxanne and Anita aside after class. “^{You} Roxanne and Anita are going to represent our class at the assembly,” ^{he/she} the teacher told them.

Exercise 5C: Replacing Nouns with Pronouns

Does the passage below sound awkward? It should, because it’s not what the author Heather Vogel Frederick wrote in her novel *The Voyage of Patience Goodspeed*. Cross out the proper nouns (and any accompanying adjectives or modifying words such as *the*) that can be replaced by pronouns, and write the appropriate pronoun from the list at the beginning of this lesson over each crossed-out noun.

The narrator is Patience Goodspeed. The story is told from her viewpoint, in the first person—which means she refers to herself with the pronoun *I* when she’s acting alone, and *we* when she’s in a group with others.

Note to Instructor: The passage below has been corrected to match the original. 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.

Finally, the day came when ^{we} ~~Patience Goodspeed and Papa and Tad~~ were packed and ready. ^{We} ~~Patience Goodspeed and Papa and Tad~~ made the rounds of friends and neighbors to say our farewells, ^{he} ~~Papa~~ accepting their wishes of “greasy luck” — our Nantucket way of bidding whalemen a profitable voyage, with many barrels of oil — with all the dignity of a departing monarch. Which in a sense ^{he} ~~Papa~~ was, as were all whaling captains on the tiny kingdom that was our island...

On the evening prior to our departure, Papa took his leave in order to make the final arrangements aboard the *Morning Star*. After ^{he} ~~Papa~~ left, ^I ~~Patience Goodspeed~~ tossed and turned all night, my thoughts a jumble. Oh, why didn’t ^I ~~Patience Goodspeed~~ have the courage to defy Papa!

But what was the use? Even if ^IPatience Goodspeed were to run away and hide, Papa would find me. And besides, my little brother needed me. It was ^{he}me ~~my little brother~~ had looked to since Mama's death, not Papa, who was still a stranger to him. ^IPatience Goodspeed couldn't desert Tad now.

Martha awoke us at dawn, and ~~Tad and Patience Goodspeed~~^{we} tumbled groggily out of bed.

"Come along now, Tad," ^{she}Martha said, wrestling my sleepy and protesting brother into the small ell off the kitchen. "Won't do for the captain's son to step aboard looking like an orphan." ^{He}Tad emerged a few minutes later, unnaturally clean.

Note to Instructor: Students who have already progressed once through this course may recognize that "It was me" is incorrect; "It was I" is correct, since *I* acts as a predicate nominative. However, in first person narratives, an author may choose to use the more colloquial "It is me" in order to preserve the feel of a conversation.

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*. Look carefully: Some sentences may have more than one personal pronoun, and some personal pronouns may share an antecedent!

The sentences below were taken from C. S. Lewis's *The Voyage of the Dawn Treader*. Some have been adapted or condensed. The first one is done for you.

Eustace made the following diary entry: "*September 3*. The first day for ages when ^II have been able to write." m

If Caspian had been as experienced then as ^{he}he became later on in this voyage ^{he}he would not have made this suggestion; but at the moment ^{it}it seemed an excellent one. m
n

Eustace was surprised at the size of his own tears as ^{they}they splashed on to the treasure in front of him. m

Note to Instructor: "His" and "him" are also personal pronouns, but only subject pronouns are emphasized in this lesson. If the student circles either or both of those, the arrow(s) should point to Eustace as the antecedent.

"Please, Aslan," said Lucy, "what do ^{you}you call *soon*?" "^II call all times *soon*," said Aslan; and instantly ^{he}he was vanished away and Lucy was alone with the Magician. m,m
m

The Duffers are visible now. But they are probably all asleep still; they always take a rest in the middle of the day. n

Note to Instructor: *They* is neuter in this sentence because it is unclear whether the Duffers are masculine, feminine, or both.

Eustace now did the first brave thing he had ever done. m

“How beautifully clear the water is!” said Lucy, as she leaned over the port side early in the afternoon of the second day. And it was. f
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 verb or *B* for state-of-being verb.

The submarine, having accomplished her work, backs^A off to a safe distance, explodes^A these torpedoes by means of a galvanic battery, and up goes^A the enemy, in more pieces than one can well count^A. If a vessel under sail or steam is to be assaulted, the submarine dives^A down and lies^A hidden right under the track of her foe; then at the exact moment loosens^A a torpedo furnished with a percussion apparatus; the enemy strikes^A this, explodes^A it, and up she goes^A past all hope of redemption.

“We had^A quite a sad accident yesterday,” he wrote^A in a letter home. “A ‘machine’ we had here and which carried^A eight or ten men, by some mismanagement filled^A with water and sank^A, drowning five men, one belonging to our vessel, and the others to the *Chicora*. They were^B all volunteers for the expedition and fine men too, the best we had^A.”

“I am^B part owner of the torpedo boat the *Hunley*,” he began^A, and “have been interested in building this description of boat since the beginning of the war, and furnished^A the means entirely of building the predecessor of this boat, which was lost in an attempt to blow^A up a Federal vessel off Fort Morgan in Mobile Harbor. I feel^A therefore a deep interest in its success.”

The incoming rounds ^Abrought with them a new sense of urgency. With the city now under the very guns of the Union Army, something had to be done to ^Adrive the invaders away. The city's forts and batteries, while plentiful and powerful, were necessarily restricted to defensive action. Charleston's small flotilla of ironclads and warships ^Bwas not the answer either, for they were unable to effectively ^Atake the offensive against the Federal warships steaming outside the bar. The situation facing Charleston was growing increasingly more desperate, and Battery Wagner on Morris Island ^Bwas under daily threat of collapse. Thus the hopes of many now ^Arested on the submarine *Hunley*.

Many in the Victorian Age ^Aconsidered inventions such as submarine boats and underwater mines to ^Bbe "infernal machines," inhuman in their method of attack. If they were ^Atreated as war criminals or on the order of spies, they could be ^Ahung for their service. In an attempt to legitimize their endeavor—at least in the eyes of the Federals—Hunley ^Aplaced an order with Charleston's quartermaster on August 21 for "nine grey jackets, three to be trimmed in gold braid." Feeling the need to justify his request, he ^Aadded that "the men for whom they are ordered ^Bare on special secret service and that it is necessary that they be clothed in the Confederate Army uniform."

—From Mark K. Ragan, *Submarine Warfare in the Civil War*

Exercise 6B: Choosing Verbs

Provide an appropriate action and state-of-being verb for each of the following nouns or pronouns. The first one 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 and may be in any tense.

	State-of-Being	Action
Example: The camel	<u>was (or is)</u>	<u>drank</u>
A printer	<u>was/is</u>	<u>prints</u>
The professors	<u>were/are</u>	<u>teach</u>
Puppies	<u>were/are</u>	<u>drool</u>
We	<u>were/are</u>	<u>enjoy</u>
The flight	<u>was/is</u>	<u>lands</u>
The grass	<u>was/is</u>	<u>sways</u>
Friends	<u>were/are</u>	<u>encourage</u>
They	<u>were/are</u>	<u>sing</u>
Robert Louis Stevenson	<u>was/is</u>	<u>wrote</u>

Exercise 6C: Using Vivid Verbs

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

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

Example: The sudden noise scared the little girl.

startled

I looked at the man across the restaurant, trying to determine whether I knew him.

stared

When presented with the evidence, Lars finally said that he was the one who had stolen the money.

confessed

The thunder sounded from across the lake.

boomed

As she awaited the announcement of her scores, the figure skater shook with nervous energy.

trembled

Alexis saw a flaw in the plan.

perceived

The old woman walked down the street, carrying several heavy bags.

trudged

Marcus made a new system to increase the group's efficiency.

invented

After running the race, Oscar wanted some water.

craved

I ran to the finish line.

sprinted

— LESSON 7 —

Helping Verbs

Exercise 7A: Introduction to Helping Verbs

In each sentence below, underline the action verb once. Seven of the sentences also include helping verbs; underline each helping verb twice.

These sentences are from O. Henry's short story "After Twenty Years." Some have been slightly adapted or condensed.

The policeman on the beat moved up the avenue impressively.

Chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Now and then you might see the lights of a cigar store or of an all-night lunch counter.

The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow.

Twenty years ago to-night, I dined here at “Big Joe” Brady’s with Jimmy Wells, my best chum, and the finest chap in the world.

He and I were raised here in New York, just like two brothers, together.

The policeman twirled his club and took a step or two.

Are you going to call time on him sharp?

I will give him half an hour at least.

The wind had risen from its uncertain puffs into a steady blow.

You may read it here at the window.

Exercise 7B: Providing Missing Helping Verbs

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

This excerpt is adapted from Washington Irving’s “Rip Van Winkle.”

Note to Instructor: The original helping verbs are found below. You may accept any grammatical alternatives.

Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height and lording it over the surrounding country. Every change of season, every change of weather, indeed, every hour of the day produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but, sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

At the foot of these fairy mountains, the voyager may have described the light smoke curling up from a village, whose shingle roofs gleam among the trees, just where the blue tints of the upland melt away into the fresh green of the nearer landscape. It is a little village of great antiquity, having been founded by some of the Dutch colonists in the early times of the province.

Certain it is that Rip Van Winkle was a great favorite among all the good wives of the village. The children of the village, too, would shout with joy whenever he approached. Not a dog would bark at him throughout the neighborhood.

The great error in Rip’s composition was an insuperable aversion to all kinds of profitable labor. It could not be from the want of assiduity or perseverance, for he would sit on a wet rock, with a rod as long and heavy as a Tartar’s lance, and fish all day without a murmur, even though he should not be encouraged by a single nibble. He would never refuse to assist a neighbor even in the roughest toil. But as to doing family duty and keeping his farm in order, he found it impossible.

In fact, he declared it was of no use to work on his farm; it was the most pestilent little piece of ground in the whole country; everything about it went wrong, and would go wrong, in spite of him. His fences were continually falling to pieces; his cow would either go astray or get among the cabbages; weeds were sure to grow quicker in his fields than anywhere else. Though his patrimonial estate had dwindled away under his management, acre by acre, until there was little more left than a mere patch of Indian corn and potatoes, yet it was the worst-conditioned farm in the neighborhood.

— LESSON 8 —

Personal Pronouns

First, Second, and Third Person

Capitalizing the Pronoun /

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: The name of a radio program should be treated like that of a television program.

Note to Instructor: The correct sentences are found below.

The first month of the year is January. January was named after the Roman god Janus, who is the god of transitions, because this month marks the transition to a new year. Numa Pompilius added this month to the Roman calendar around the year 700 BC.

When The Mercury Theatre on the Air broadcast an adaptation of H. G. Wells's novel The War of the Worlds on October 30, 1938, many people thought an alien invasion was actually happening. The radio program became a sudden huge hit, and Campbell Soup decided to sponsor it. The program was renamed The Campbell Playhouse.

In 1862, a Dutch ophthalmologist named Herman Snellen developed the Snellen Chart, which has a large E at the top and several more rows of letters, to measure visual acuity.

The first published crossword puzzle appeared in the Sunday edition of the New York World on December 21, 1913. The puzzle was written by Arthur Wynne, who was born in Liverpool, England, and its original title was "Word-Cross Puzzle."

The Summy Company, which was later acquired by Warner/Chappell Music, claimed for years that it owned the copyright to the song "Happy Birthday to You." On September 22, 2015, Judge George H. King ruled that this claim was invalid, and the song is now considered to be in the public domain.

After much debate over Prime Minister Lester B. Pearson's proposal for a new flag, Canada adopted its current flag with the image of a maple leaf on February 15, 1965. In 1996, February 15 became known in that country as National Flag of Canada Day.

In 1948, Eleanor Abbott made a game for children called Candy Land. The game was published by Milton Bradley beginning the next year, and it quickly became a bestseller. Children have enjoyed playing Candy Land for decades, and it was inducted into the National Toy Hall of Fame in 2005.

According to Guinness World Records (a reference book previously known as The Guinness Book of World Records), Robert Wadlow was the tallest man in medical history. Wadlow was born in Alton, Illinois, on February 22, 1918. When he was measured on June 27, 1940, he was found to be 8 feet, 11.1 inches tall.

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 is done for you.

Note to Instructor: We have only addressed subject personal pronouns so far, but this passage contains personal pronouns that act as objects and possessives as well. The student may or may not mark these additional personal pronouns; the key below indicates these in parentheses. Answers NOT in parentheses are subject pronouns, which the student should be sure to mark.

Ermengarde began to laugh.

3sf 2s 2s
“Oh, Sara!” she said. “You *are* queer—but you are nice.”

1s 1s 1s 3sf (3sf)
“I know I am queer,” admitted Sara, cheerfully; “and I *try* to be nice.” She rubbed her forehead
(3sf) (3sf)
with her little brown paw, and a puzzled, tender look came into her face. “Papa always laughed at
(1s) 3sf 1s (3sn) 3sm 1s 3sm (1s) 1s 1s
me,” she said; “but I liked it. He thought I was queer, but he liked me to make up things. I—I can’t
1s 1s 1s 3sf
help making up things. If I didn’t, I don’t believe I could live.” She paused and glanced around the
1s 1s 3sf
attic. “I’m sure I couldn’t live here,” she added in a low voice.

3sf 2s 3sf 3pl
Ermengarde was interested, as she always was. “When you talk about things,” she said, “they
3pl 2s 3sm
seem as if they grew real. You talk about Melchisedec as if he was a person.”

3sm 3sm 1pl 3sm
“He *is* a person,” said Sara. “He gets hungry and frightened, just as we do; and he is married
1pl 3sm 1pl (3sm) 3sm
and has children. How do we know he doesn’t think things, just as we do? His eyes look as if he
1s (3sm)
was a person. That was why I gave him a name.”

— From *A Little Princess*, by Frances Hodgson Burnett



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

pronoun verb

We saw the huge tree.

part of the sentence

subject predicate

part of speech

noun verb

The leaves were red.

part of the sentence

subject predicate

part of speech

noun verb

A squirrel scampered up the trunk.

part of the sentence

subject predicate

part of speech

pronoun verb

It jumped to the next tree.

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.

The first ^Nnight, then, ^PI went to sleep on the sand, a ^Athousand ^Nmiles from any ^Ahuman habitation. I ^Vwas more isolated than a ^Ashipwrecked sailor on a ^Nraft in the ^Nmiddle of the ocean. Thus ^Pyou can ^Vimagine my ^Namazement, at sunrise, when I was awakened by an ^Aodd ^Alittle voice. ^PIt said:

^P"If ^Pyou please—^Vdraw me a sheep!"

"What!"

^N"Draw me a ^Nsheep!"

I ^Vjumped to my ^Nfeet, completely thunderstruck. I ^Vblinked my ^Neyes hard. I ^Plooked ^Vcarefully all around me. And I ^Vsaw a most ^Aextraordinary ^Asmall ^Nperson, who ^Vstood there examining me with ^Agreat ^Nseriousness.

— From *The Little Prince*, by Antoine de Saint-Exupéry

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 saying, "Subject what?"

Example: Flamingos make nests out of mud.

Who or what is this sentence about? Flamingos.

Flamingos what? Flamingos make.

Flamingos eat brine shrimp or algae.

Their food contains carotenoids.

The carotenoids turn the flamingos' feathers pink.

Baby flamingos have white or gray feathers.

Lake Natron, in Tanzania, is the birthplace for over half the world's lesser flamingos.

Caribbean flamingos are the only flamingo species native to North America.

Note to Instructor: Accept either "Caribbean flamingos" or simply "flamingos" as the subject of the preceding sentence.

South America is home to Chilean, Andean, James's, and Caribbean flamingos.

Greater flamingos live in Europe, Africa, and Asia.

Note to Instructor: Accept either "Greater flamingos" or simply "flamingos" as the subject of the preceding sentence.

— LESSON 10 —

Subjects and Predicates

Diagramming Subjects and Predicates Sentence Capitalization and Punctuation Sentence Fragments

Exercise 10A: Sentences and Fragments

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

while jumping up and down	<u> F </u>
the girl saw a train approaching	<u> S </u>
made of popsicle sticks	<u> F </u>
the delectable meal set before us	<u> F </u>
the window was slightly ajar	<u> S </u>
three tall men in brown suits approached	<u> S </u>
because the elevator was broken	<u> F </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 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.

The first is done for you.

the name texas comes from a caddo word that means friends ♂

the state of pennsylvania gets its name from its founder, william penn, and the latin word for woods ♂

a spanish novel, las sergas de esplandián, described a fictional place called california; this is ital the likely source of the us state name ♂

the french king louis xiv was honored in the name louisiana ♂

florida's name, chosen by juan ponce de león, came from the spanish phrase "pascua florida," meaning "feast of flowers" and referring to the easter season ♂

michigan is the ojibwa word for "large lake" changed to a french form ♂

Note: Look carefully at the next part! There are three separate sentences here, so you will need to insert three periods.

during the civil war, the confederates took an old union ship, the merrimack, covered it with iron plates, and renamed it the virginia ♂ the virginia battled against another ironclad ship, the monitor ♂ this first battle between two ironclad ships ended in a draw ♂

Exercise 10C: Diagramming

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 that 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 on the subject line of the diagram.

Example: Joseph jumped jubilantly.

Joseph | jumped

The enormous elephant entered the elevator.

elephant | entered

My big brother borrowed Ben's book.

brother | borrowed

Six sleeping snails sat on the sill.

snails | sat

We watched Waldo's walrus on Wednesday.

We | watched

Clara clandestinely climbed the cliff.

Clara | climbed

Isabella Ingalls itched in the igloo.

Isabella Ingalls | itched

The floral fabric from Finland flatters Fiona's face.

fabric | flatters

— 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.

Note to Instructor: For commands, periods and exclamation points are interchangeable.

Do you like to play basketball?

Please dust the furniture.

I want to change clothes before going to the party.

Will you give me some advice?

I love square dancing!

Don't get into any trouble!

What a huge volcano!

Daniel wanted a sandwich with strawberry jam.

Take off your hat.

How long would it take to hike to the top of that mountain?

Sentence Type

Q
C
S
Q
E
C
E
S
C
Q

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 is your decision ?

tell me the price of this game.

i want to start my own fashion design company.

the dog likes chasing his own tail.

pass me your plate.

that baby was cute as a button ! OR .

may we open the box now?

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.

We enjoyed lunch.

We | enjoyed

Eat your vegetables!

(you) | Eat

Please get your toys.

(you) | get

Are the geese by the lake?

geese | Are

Were you happy?

you | Were

The tiger is beautiful.

tiger | is

Harriet ambled into the store.

Harriet | ambled

I see a mouse!

I | see

— 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 three children	pulled into the driveway.
Grandfather	was growing crystals on a string in a glass.
Last year, he	waited excitedly for their grandfather's arrival.
All that summer, they	smiled and hugged each of them.
Their favorite experiment	wondered what Grandfather would bring this time.
As they waited, the children	showed the children their new gift: a gardening kit!
Finally, Grandfather's car	always brought gifts when he came to visit.
With cries of delight, the children	had come with a chemistry kit that they could all use.
The elderly man	performed experiments and made discoveries with the kit.
Reaching into the car, Grandfather	opened the door and ran out to greet him.

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

The three children	waited excitedly for their grandfather's arrival.
Grandfather	always brought gifts when he came to visit.
Last year, he	had come with a chemistry kit that they could all use.
All that summer, they	performed experiments and made discoveries with the kit.
Their favorite experiment	was growing crystals on a string in a glass.
As they waited, the children	wondered what Grandfather would bring this time.
Finally, Grandfather's car	pulled into the driveway.
With cries of delight, the children	opened the door and ran out to greet him.
The elderly man	smiled and hugged each of them.
Reaching into the car, Grandfather	showed the children their new gift: a gardening kit!

Exercise 12B: Simple and Complete Subjects and Predicates

In the following sentences, 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.

These sentences are adapted from the Zulu story “The Day Baboon Outwitted Leopard,” as told by Nick Greaves in *When Hippo Was Hairy: And Other Tales from Africa*.

Leopard | called her friend Baboon.

After a while, Baboon | dozed off.

Now an angry, hungry leopard | is not a very reassuring sight.

Despite their past friendship, she | opened her jaws for a bite.

Quick as a flash, Baboon | climbed up into the safety of the thickest thorns at the top.

Other animals | were gathering around.

Leopard’s pride | could not stand it.

To this day, the leopard | hunts the baboon in preference to all other food.

Exercise 12C: Diagramming Simple Subjects and Simple Predicates

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

Leopard called her friend Baboon.

Leopard | called

After a while, Baboon dozed off.

Baboon | dozed

Now an angry, hungry leopard is not a very reassuring sight.

leopard | is

Despite their past friendship, she opened her jaws for a bite.

she | opened

Quick as a flash, Baboon climbed up into the safety of the thickest thorns at the top.

Baboon | climbed

Other animals were gathering around.

animals | were gathering

Leopard’s pride could not stand it.

pride | could stand

To this day, the leopard hunts the baboon in preference to all other food.

leopard | hunts



— 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 description of each noun. The first is done for you.

	Concrete / Abstract	Common / Proper	Gender (M, F, N)
cherry	<u>C</u>	<u>C</u>	<u>N</u>
Times Square	<u>C</u>	<u>P</u>	<u>N</u>
decision	<u>A</u>	<u>C</u>	<u>N</u>
Johnny Cash	<u>C</u>	<u>P</u>	<u>M</u>
hour	<u>A</u>	<u>C</u>	<u>N</u>
Cleopatra	<u>C</u>	<u>P</u>	<u>F</u>
sister	<u>C</u>	<u>C</u>	<u>F</u>
zipper	<u>C</u>	<u>C</u>	<u>N</u>
ram	<u>C</u>	<u>C</u>	<u>M</u>
Suwannee River	<u>C</u>	<u>P</u>	<u>N</u>

Review 1B: Types of Verbs

Underline the complete verbs in the following sentences. Identify any 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.

Bones ^{BV}are both flexible and strong.

Collagen, a type of protein, ^{AV}gives bones their flexibility.

The strength of bones ^{AV}comes from minerals like calcium.

^{HV}Have you ever ^{AV}broken a bone?

Bones ^{HV}may ^{AV}break with too much pressure.

A fracture ^{HV}can ^{BV}be open or closed.

With an open fracture, bone ^{HV} has ^{AV} come through the skin.

Closed fractures ^{HV} do not ^{AV} pierce the skin.

Doctors ^{HV} must ^{AV} consider many factors for treatment of broken bones.

The smallest bone in the human body ^{BV} is the stapes, a stirrup-shaped bone in the middle ear.

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.

Simon will visit the Rocky Mountains next month.

Natalie did not multiply the numbers correctly.

Throughout the show, the actors appreciated the audience's laughter.

The man with the untidy appearance was actually an undercover police officer.

Besides milk and stamps, I should add fruit to my shopping list.

The sad little girl wished for a friend.

An ominous knock sounded at the door.

Today may be the most exciting day of your life!

The storm had delayed our flight by three hours.

Review 1D: Parts of Speech

Identify the underlined words as *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 Scott O'Dell's *Island of the Blue Dolphins*.

After ^N Kimki had been gone one moon, ^P we ^{AV} began to watch for his ^N return. Every ^N day someone ^{AV} went to the ^N cliff to ^{AV} scan the sea. Even on ^A stormy ^N days ^P we ^{AV} went, and on days when ^N fog ^{AV} shrouded the island. During the day there ^{BV} was always a ^N watcher on the cliff and ^A each ^N night as we ^{AV} sat around our fires ^N we ^{AV} wondered if the next ^N sun ^{HV} would ^{AV} bring him home.

But the ^N spring ^{AV} came and ^{AV} left and the sea ^{BV} was empty. ^N Kimki ^{HV} did not ^{AV} return!

There were ^A few ^N storms that winter and rain was ^A light and ^{AV} ended early. This ^{AV} meant that we ^{HV} would ^{AV} need to be careful of ^N water. In the ^A old days the ^N springs sometimes ^{AV} ran low and no one ^{AV} worried, but now everything seemed to cause ^N alarm. Many ^{BV} were afraid that we ^{HV} would ^{AV} die of ^N thirst.

Review 1E: Capitalization and Punctuation

Use proofreader's marks to indicate correct capitalization and punctuation in the following sentences. The first has been done for you.

did enough students sign up for the september trip to new york city ?

in the twentieth century, the year 1935 had more solar eclipses than any other year; they occurred on january 5, february 3, june 30, july 30, and december 25

the saturday evening post magazine featured artwork by norman rockwell for forty-seven years

what an amazing sunset !

have you ever seen george p. burdell at a georgia tech football game ?

a canadian newspaper editor, joseph coyle, invented egg cartons in 1911

when inflation is taken into account, the highest-grossing film of all time is gone with the wind, starring clark gable and vivien leigh

"annabel lee" was the last poem edgar allan poe wrote

fred and i loved the performance of the phantom of the opera !

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 *I*.

The following sentences are from *The Adventures of Tom Sawyer*, by Mark Twain. Some have been slightly adapted.

"I can."

"Can't!"

"What's your name?"

"You're a liar!"

"Take a walk!"

"Why don't you do it?"

"It's because you're afraid."

"Get away from here!"

"I'll tell my big brother on you."

"I've got a brother that's bigger than he is."

Both brothers were imaginary.

"Don't you crowd me now."

"You said you'd do it!"

At last the enemy's mother appeared and ordered Tom away.

Sentence Type

S

I

Q

E

C

Q

S

C

S

S

S

C

E

S



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	Painted	paint	will paint
You	snored	snore	will snore
She	climbed	climbs	will climb
We	conquered	conquer	will conquer
They	bounced	bounce	will bounce

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.

After the rain, we will go outside and the children ^{will play} ~~played~~ in the puddles.

I love the smell of the air after the rain, so I ^{close} ~~closed~~ my eyes to enjoy it.

Frances saw two little frogs hopping and ^{took} ~~will take~~ a picture of them.

The clouds will clear soon and the sky ^{will be} ~~is~~ bright blue.

Philip squealed when Kira ^{splashed} ~~splashes~~ him with water from a puddle.

An earthworm wiggles on the ground, and a robin ^{looks} ~~looked~~ at it hungrily.

Tomorrow it will be sunny and we ^{will go} ~~went~~ to the beach.

Exercise 13C: Forming the Simple Past Tense

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

These passages are condensed from *Five Children and It*, by E. Nesbit.

Then the postman was heard blowing his horn, and Robert rushed out in the rain to stop his cart and give him the letters. And that was how it happened that, though all the children meant to tell their mother about the Sand-fairy, somehow or other she never got to know.

The next day Uncle Richard came and took them all to Maidstone in a wagonette—all except the Lamb. Uncle Richard was the very best kind of uncle. He bought them toys at Maidstone. He took them into a shop and let them all choose exactly what they wanted, without any restrictions about price, and no nonsense about things being instructive. Robert chose, at the last moment, and in a great hurry, a box with pictures on it of winged bulls with men's heads and winged men with eagles' heads. He thought there would be animals inside, the same as on the box. When he got home it was a Sunday puzzle about ancient Nineveh! The others chose in haste, and were happy at leisure.

Then Uncle Richard took them on the beautiful Medway in a boat, and then they all had tea at a beautiful confectioner's and when they reached home it was far too late to have any wishes that day. . . .

Anthea woke at five. At the very moment when she opened her eyes she heard the black-and-gold clock down in the dining-room strike eleven. So she knew it was three minutes to five. The black-and-gold clock always struck wrong, but it was all right when you knew what it meant. She was very sleepy, but she jumped out of bed and put her face and hands into a basin of cold water. This is a fairy charm that prevents your wanting to get back into bed again. Then she dressed, and folded up her night dress.

Then she took her shoes in her hand and crept softly down the stairs. She opened the dining-room window and climbed out. It would have been just as easy to go out by the door, but the window was more romantic, and less likely to be noticed by Martha.

— 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
wandered	wander	will wander
exercised	exercise	will exercise
searched	search	will search
delayed	delay	will delay
chopped	chop	will chop
confused	confuse	will confuse
stepped	step	will step
carried	carry	will carry
tamed	tame	will tame

Exercise 14B: Progressive Tenses

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

will be confessing

was preventing

were mourning

am tasting

will be drumming

are shivering

was decorating

is juggling

Exercise 14C: Forming the Progressive Past, Present, and 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 for students who are doing this course for the first time; 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 chew	I was chewing	I am chewing	I will be chewing
I gather	I was gathering	I am gathering	I will be gathering
I encourage	I was encouraging	I am encouraging	I will be encouraging
I yawn	I was yawning	I am yawning	I will be yawning
You invent	You were inventing	You are inventing	You will be inventing
You breathe	You were breathing	You are breathing	You will be breathing
You shrug	You were shrugging	You are shrugging	You will be shrugging
You sail	You were sailing	You are sailing	You will be sailing
We remind	We were reminding	We are reminding	We will be reminding
We love	We were loving	We are loving	We will be loving
We spot	We were spotting	We are spotting	We will be spotting
We copy	We were copying	We are copying	We will be copying

Exercise 14D: Simple and Progressive Tenses

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

Leonhard Euler, a Swiss mathematician, became nearly blind in his right eye in 1738, and in 1766, he went blind in his left eye as well.

When he lost the use of his right eye, Euler said, "Now I will have less distraction."

Despite his almost total blindness, Euler was producing about one mathematical paper per week in 1775; his students helped him develop and record his ideas.

Students of mathematics today are learning many concepts Euler developed.

Euler introduced or standardized much mathematical notation that people are using today, such as the symbol π for the ratio of a circle's circumference to its diameter.

When you are studying algebra in high school, one thing you will be learning about is a special number named after Euler.

Euler said that “in the theory of numbers, observations will lead us continually to new properties which we will endeavor to prove afterwards.”

— 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 planted	I had planted	I have planted	I will have planted
I ignored	I had ignored	I have ignored	I will have ignored
I glared	I had glared	I have glared	I will have glared
I flipped	I had flipped	I have flipped	I will have flipped
We pined	We had pined	We have pined	We will have pined
We objected	We had objected	We have objected	We will have objected
We refrained	We had refrained	We have refrained	We will have refrained
We napped	We had napped	We have napped	We will have napped
He pondered	He had pondered	He has pondered	He will have pondered
He escaped	He had escaped	He has escaped	He will have escaped
He contributed	He had contributed	He has contributed	He will have contributed
He jogged	He had jogged	He has jogged	He will have jogged

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 make a quilt.

perfect present

I have purchased fabric and thread.

perfect past

I had practiced sewing straight lines before I decided to try a quilt.

perfect present

The quilt will be the same size as my brother's baby blanket; I have measured it carefully.

perfect past

Yesterday I was reading a book about quilting after I had watched some videos showing how to quilt.

perfect present

My grandmother has shown me several quilts she made.

perfect present

I have learned about the different steps in making a quilt.

perfect future

When I finish, I will have pieced nine blocks for my quilt.

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 one has been done for you.

progressive

FUTURE

progressive

PRESENT

Maria will be turning thirteen soon. She is planning her birthday party.

perfect

PAST

simple

PAST

Maria had gone to the bakery with her father to look for a cake, but she decided to order cupcakes instead.

simple

FUTURE

simple

FUTURE

The baker will decorate the cupcakes so that each one will have a frosting soccer ball.

simple

PRESENT

perfect

PRESENT

Maria loves to play soccer. She has played since the age of four.

simple

FUTURE

simple

PRESENT

progressive

FUTURE

Maria will invite all her teammates to her party. While music plays, everyone will be enjoying the soccer ball cupcakes!

progressive

PAST

simple

PAST

"I was hoping we could have the party on Saturday afternoon," said Maria, "but the coach scheduled practice for that time."

— 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	led	lead	will lead
You	built	build	will build
She	meant	means	will mean
We	grew	grow	will grow
They	understood	understand	will understand
I	spread	spread	will spread
You	fought	fight	will fight
He	drank	drinks	will drink
We	froze	freeze	will freeze
They	slept	sleep	will sleep
I	lost	lose	will lose
You	caught	catch	will catch
It	set	sets	will set
We	gave	give	will give
They	fell	fall	will fall
I	sought	seek	will seek
You	sent	send	will send
We	came	come	will come
They	hid	hide	will hide

Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses

Fill in the remaining blanks. The first row 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 in this workbook, 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
send	was sending	is sending	will be sending	had sent	has sent	will have sent
grow	was growing	is growing	will be growing	had grown	has grown	will have grown
spread	was spreading	is spreading	will be spreading	had spread	has spread	will have spread
build	was building	is building	will be building	had built	has built	will have built
understand	was understanding	is understanding	will be understanding	had understood	has understood	will have understood
hide	was hiding	is hiding	will be hiding	had hidden	has hidden	will have hidden
mean	was meaning	is meaning	will be meaning	had meant	has meant	will have meant
drink	was drinking	is drinking	will be drinking	had drunk	has drunk	will have drunk
sleep	was sleeping	is sleeping	will be sleeping	had slept	has slept	will have slept
catch	was catching	is catching	will be catching	had caught	has caught	will have caught
lead	was leading	is leading	will be leading	had led	has led	will have led
fall	was falling	is falling	will be falling	had fallen	has fallen	will have fallen

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
set	was setting	is setting	will be setting	had set	has set	will have set
lose	was losing	is losing	will be losing	had lost	has lost	will have lost
freeze	was freezing	is freezing	will be freezing	had frozen	has frozen	will have frozen
give	was giving	is giving	will be giving	had given	has given	will have given
seek	was seeking	is seeking	will be seeking	had sought	has sought	will have sought
come	was coming	is coming	will be coming	had come	has come	will have come
fight	was fighting	is fighting	will be fighting	had fought	has fought	will have fought



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.

This passage has been adapted from *Oliver Twist*, by Charles Dickens.

It ^S**chanced** one morning, while Oliver's affairs ^S**were** in this auspicious and comfortable state, that Mr. Gamfield, chimney-sweeper, ^{PROG}**was wending** his way adown the High-street, and was deeply ^{PROG}**cogitating** in his mind, his ways and means of paying certain arrears of rent, for which his landlord ^{PERF}**had become** rather pressing. Mr. Gamfield's most sanguine calculation of funds could not raise them within full five pounds of the desired amount; and in a species of arithmetical desperation, he ^{PROG}**was** alternately ^{PROG}**cudgelling** his brains and his donkey, when, passing the workhouse, his eyes ^S**encountered** the bill on the gate.

"Woo!" ^S**said** Mr. Gamfield to the donkey.

The donkey ^S**was** in a state of profound abstraction—wondering, probably, whether he was destined to be regaled with a cabbage-stalk or two, when he ^{PERF}**had disposed** of the two sacks of soot with which the little cart was laden; so, without noticing the word of command, he ^S**jogged** onwards.

Mr. Gamfield ^S**growled** a fierce imprecation on the donkey generally, but more particularly on his eyes. After he ^{PERF}**had given** the donkey a reminder that he ^S**was** not his own master, Mr. Gamfield ^S**walked** to the gate to read the bill. The gentleman with the white waistcoat ^{PROG}**was standing** at the gate with his hands behind him, and he ^S**smiled** joyously when Mr. Gamfield ^S**came** up to read the bill.

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*) in the blank. Then, diagram each subject and predicate on your own paper.

These sentences are adapted from *Oliver Twist*, by Charles Dickens.

The two boys had scoured with great rapidity through a most intricate maze of narrow streets and courts.

perfect past

boys | had scoured

The Dodger made no reply.

simple past

Dodger | made

Will you speak?

simple future

you | Will speak

The dog coiled himself up in a corner very quietly without uttering a sound.

simple past

dog | coiled

The old gentleman's eyes were vacantly staring on the opposite wall.

progressive past

eyes | were staring

Miss Nancy arrived in perfect safety shortly afterwards. simple past

Miss Nancy | arrived

Mr. Brownlow's abrupt exclamation had thrown
Oliver into a fainting-fit. perfect past

exclamation | had thrown

Oliver had never had a new suit before. perfect past

Oliver | had had

Oliver was talking to Mrs. Bedwin one evening. progressive past

Oliver | was talking

I will talk to you without any reserve. simple future

I | will talk

I feel strongly on this subject, sir. simple present

I | feel

He is deceiving you, my dear friend. progressive present

He | is deceiving

I know a great number of persons in both situations
at this moment. simple present

I | know

— 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	Third Person Singular Verb
I treat	he <u>treats</u>
I fold	she <u>folds</u>
I divide	it <u>divides</u>

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

First Person Verb	Third Person Singular Verb
we punish	she <u>punishes</u>
we embarrass	it <u>embarrasses</u>
we relax	he <u>relaxes</u>

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 supply	it <u>supplies</u>
I hurry	he <u>hurries</u>
I identify	she <u>identifies</u>

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

First Person Verb	Third Person Singular Verb
we stay	he <u>stays</u>
we employ	she <u>employs</u>
we obey	it <u>obeys</u>

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

First Person Verb	Third Person Singular Verb
I outdo	she <u>outdoes</u>
I undergo	it <u>undergoes</u>
I solo	he <u>soloes</u>

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.

Zayan (~~love~~/loves) to play board games.

He (~~invite~~/invites) his friends over to play games whenever he can.

Sometimes, Zayan and his friends (play/~~plays~~) a game Zayan (~~own~~/owns). Other times, his friends (bring/~~brings~~) their games.

“I (want/~~wants~~) to play your newest game!” Zayan’s friend Derek (~~announce~~/announces). “It really (~~sound~~/sounds) like a lot of fun!”

Zayan’s brother Rehan (~~speak~~/speaks) up. “It is! I (enjoy/~~enjoys~~) playing it.”

The other two friends (agree/~~agrees~~) to try out the new game.

Zayan (~~pick~~/picks) up the red player token, and Derek (~~choose~~/chooses) the yellow one. The others (select/~~selects~~) their player tokens as well, and they all (play/~~plays~~) for a while.

Then Zayan (~~bring~~/brings) out some snacks, and all the players (take/~~takes~~) a break from the game.

Exercise 18C: Perfect Present Tenses

Write the correct form of the perfect present verb in the blank.

These sentences are taken or adapted from *Redwall*, by Brian Jacques.

“Humph! After all the help and assistance that I have given, countless hours of study and valuable time. Really!”

“At least I hope I have solved it.”

The hare beckoned Sam. “C’m’ere, you dreadful little rogue! I have got the very thing for you.”

“Now that my son has brought my new ingredients I can certainly give you medicine to make you sleep, sir.”

“Look, Jess has made it over the gutter! She’s on the roof.”

“It is all here, but as I have said before, I will not concern myself with the fighting of a war.”

— 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> scribbling	we <u>are</u> scribbling
Second person	you <u>are</u> scribbling	you <u>are</u> scribbling
Third person	he, she, it <u>is</u> scribbling	they <u>are</u> scribbling

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

Regular Verb, Progressive Past

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

Regular Verb, Progressive Future

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

— 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 <u>have</u>	we <u>have</u>
Second person	you <u>have</u>	you <u>have</u>
Third person	he, she, it <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 <u>do</u>		we <u>do</u>
Second person	you <u>do</u>		you <u>do</u>
Third person	he, she, it <u>does</u>		they <u>do</u>

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 adapted from *The Story of Doctor Dolittle*, by Hugh Lofting.

	Person	Singular/Plural
He (talk /talks) every language—and Greek.	<u>third</u>	<u>singular</u>
I (am/ is / are) never quite sure of my age.	<u>first</u>	<u>singular</u>
They (has /have) to stay at the Doctor's house for a week.	<u>third</u>	<u>plural</u>
John Dolittle was a strong man, though he (was/ were) not very tall.	<u>third</u>	<u>singular</u>
It (am / is / are) a nasty thing to find under the bed.	<u>third</u>	<u>singular</u>
They (has /have) heard of you, and (beg/ begs) you to come to Africa to stop the sickness.	<u>third</u>	<u>plural</u>
You (go/ goes) and (ring/ rings) it every half-hour.	<u>second</u>	<u>singular</u>
We (see/ sees) the shores of Africa.	<u>first</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.

Okapis live in central Africa.

Giraffes are in the same family as okapis.

The two animals, (though very different in appearance,) have similar long, sticky tongues.

With their tongues, they can reach their eyes and ears.

They (also) walk with both legs on one side of the body, then both legs on the other side of the body.

Many other animals, (such as deer,) alternate sides of the body instead.

The okapi's striped legs camouflage it in the rainforest.

Exercise 21C: Subject-Verb Agreement

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

Yunseo (~~get~~/gets) a balloon, a funnel, and an empty bottle.

Ella (~~bring~~/brings) some vinegar and baking soda.

The girls carefully (~~work~~/works) together to add baking soda to the balloon with the funnel.

The other students in the lab (~~prepare~~/prepares) their balloons the same way.

Next, Yunseo (~~hold~~/holds) the bottle still while Ella (~~pour~~/pours) vinegar into it.

Ella then (~~wrap~~/wraps) the balloon's opening over the bottle.

Yunseo, a smile on her face, (~~shake~~/shakes) the baking soda from the balloon into the bottle.

All the students in the room eagerly (~~watch~~/watches) their balloons as the two materials in the bottles (~~react~~/reacts).

— 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 one 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
a large number of books	The <u>library</u>	<u>has</u> my favorite book.
people singing together	The <u>choir</u>	<u>performs</u> the piece.
flowers arranged together and held	The <u>bouquet</u>	<u>smells</u> lovely.
many grapes together	This <u>bunch</u>	<u>tastes</u> sour.
many airplanes	The <u>fleet</u>	<u>prepares</u> for battle.
a number of arrows all in the same place	The <u>quiver</u>	<u>appears</u> full.
many cookies made at the same time	This <u>batch</u>	<u>tastes</u> great.

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
carpenter	carpenters
nut	<u>nuts</u>
queen	<u>queens</u>
basketball	<u>basketballs</u>

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

Singular Noun	Plural Noun
business	businesses
bush	<u>bushes</u>
peach	<u>peaches</u>
wax	<u>waxes</u>
waltz	<u>waltzes</u>

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

Singular Noun	Plural Noun
library	libraries
harmony	<u>harmonies</u>
industry	<u>industries</u>
party	<u>parties</u>

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

Singular Noun	Plural Noun
way	ways
alley	<u>alleys</u>
turkey	<u>turkeys</u>
essay	<u>essays</u>

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
knife	knives
life	<u>lives</u>
self	<u>selves</u>
sheaf	<u>sheaves</u>

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

Singular Noun	Plural Noun
cuff	cuffs
mastiff	<u>mastiffs</u>
earmuff	<u>earmuffs</u>

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

Singular Noun	Plural Noun
dwarf	dwarfs/dwarves
handkerchief	<u>handkerchiefs/handkerchieves</u>

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

Singular Noun	Plural Noun
studio	studios
kangaroo	<u>kangaroos</u>
scenario	<u>scenarios</u>
cameo	<u>cameos</u>

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

Singular Noun	Plural Noun
tomato	tomatoes
embargo	<u>embargoes</u>
torpedo	<u>torpedoes</u>
veto	<u>veto</u>

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

Singular Noun	Plural Noun
alto	altos
tango	<u>tangos</u>
casino	<u>casinos</u>
canto	<u>cantos</u>
libretto	<u>librettos</u>

Irregular plurals don't follow any of these rules!

Singular Noun	Irregular Plural Noun
ox	oxen
louse	lice
emphasis	emphases
crisis	<u>crises</u>
phenomenon	phenomena
nucleus	nuclei
moose	moose
sheep	<u>sheep</u>
elk	elk

Exercise 22C: Plural Nouns

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

The following is slightly condensed from L. M. Montgomery's *The Story Girl*.

Outside of the orchard the grass was only beginning to grow green; but here, sheltered by the spruce (hedge) hedges from uncertain (wind) winds and sloping to southern (sun) suns, it was already like a wonderful velvet carpet; the (leaf) leaves on the (tree) trees were beginning to come out in woolly, grayish (cluster) clusters; and there were purple-pencilled white (violet) violets at the base of the Pulpit Stone.

"It's all just as father described it," said Felix with a blissful sigh, "and there's the well with the Chinese roof."

We hurried over to it, treading on the (spear) spears of mint that were beginning to shoot up about it. It was a very deep well, and the curb was of rough, undressed (stone) stones. Over it, the queer, pagoda-like roof, built by Uncle Stephen on his return from a voyage to China, was covered with yet leafless (vine) vines.

“It’s so pretty, when the (vine) vines leaf out and hang down in long (festoon) festoons,” said the Story Girl. “The (bird) birds build their (nest) nests in it. A pair of wild (canary) canaries come here every summer. And (fern) ferns grow out between the (stone) stones of the well as far down as you can see. The water is lovely.”

We then went to find our birthday (tree) tree. We were rather disappointed to find them quite large, sturdy ones. It seemed to us that they should still be in the sapling stage corresponding to our boyhood.

“Your (apple) apples are lovely to eat,” the Story Girl said to me, “but Felix’s are only good for (pie) pies. Those two big (tree) trees behind them are the twins’ (tree) trees — my mother and Uncle Felix, you know. The (apple) apples are so dead sweet that nobody but us (child) children and the French (boy) boys can eat them. And that tall, slender tree over there, with the (branch) branches all growing straight up, is a seedling that came up of itself, and NOBODY can eat its (apple) apples, they are so sour and bitter. Even the (pig) pigs won’t eat them. Aunt Janet tried to make (pie) pies of them once, because she said she hated to see them going to waste. But she never tried again. She said it was better to waste (apple) apples alone than (apple) apples and sugar too. And then she tried giving them away to the French hired (man) men, but they wouldn’t even carry them home.”

The Story Girl’s (word) words fell on the morning air like (pearl) pearls and (diamond) diamonds. Even her (preposition) prepositions and (conjunction) conjunctions had untold charm, hinting at mystery and laughter and magic bound up in everything she mentioned. Apple (pie) pies and sour (seedling) seedling and (pig) pigs became straightway invested with a glamour of romance.

— 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 the person’s name in the first column. Then, in the second column, write the 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: Clara	Clara's	stuffed animal
[Name]	[Name]'s	finger puppets
[Name]	[Name]'s	instrument
[Name]	[Name]'s	bedside table
[Name]	[Name]'s	bunny slippers
[Name]	[Name]'s	handwriting

Exercise 23B: Singular and Plural Possessive Adjective Forms

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

Noun	Singular Possessive	Plural	Plural Possessive
sidewalk	<u>sidewalk's</u>	<u>sidewalks</u>	<u>sidewalks'</u>
lunch	<u>lunch's</u>	<u>lunches</u>	<u>lunches'</u>
bucket	<u>bucket's</u>	<u>buckets</u>	<u>buckets'</u>
deer	<u>deer's</u>	<u>deer</u>	<u>deer's</u>
woman	<u>woman's</u>	<u>women</u>	<u>womens'</u>
kitten	<u>kitten's</u>	<u>kittens</u>	<u>kittens'</u>
hospital	<u>hospital's</u>	<u>hospitals</u>	<u>hospitals'</u>
army	<u>army's</u>	<u>armies</u>	<u>armies'</u>
creature	<u>creature's</u>	<u>creatures</u>	<u>creatures'</u>
foot	<u>foot's</u>	<u>feet</u>	<u>feet's</u>
stranger	<u>stranger's</u>	<u>strangers</u>	<u>strangers'</u>

Exercise 23C: Common Contractions

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

Full Form	Common Contraction	Full Form	Common Contraction
are not	<u>aren't</u>	she is	<u>she's</u>
we had	<u>we'd</u>	I have	<u>I've</u>
who is	<u>who's</u>	was not	<u>wasn't</u>
you will	<u>you'll</u>	I would	<u>I'd</u>
has not	<u>hasn't</u>	he would	<u>he'd</u>
she had	<u>she'd</u>	we will	<u>we'll</u>
did not	<u>didn't</u>	he has	<u>he's</u>
where is	<u>where's</u>	we have	<u>we've</u>

— LESSON 24 —**Possessive Adjectives****Contractions****Compound Nouns****Exercise 24A: Using Possessive Adjectives Correctly**

Cross out the incorrect word in parentheses.

(Your/You're) standing too close to the experiment—(your/you're) hair could catch fire!

My lunch is over there. (Its/It's) the one in the superhero bag.

(His/He's) flight has arrived, but (his/he's) still waiting for his luggage.

The employees will call out (your/you're) number when (their/they're) ready for you.

(Hers/She's) going to be very surprised when she learns that the award is (hers/she's).

(Its/It's) time for the computer to download (its/it's) update.

Where are (your/you're) scissors? (Your/You're) going to need them for this project.

Did you hear about the lion that escaped from (its/it's) cage? (Its/It's) on the front page of today's newspaper.

(Your/You're) coach will not be pleased if (your/you're) late for practice.

(Its/It's) supposed to rain tomorrow. Will you bring (your/you're) umbrella, or should my sister bring (hers/she's)?

Exercise 24B: Compound Nouns

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

The dishwasher will finish soon.

Li Na saw an inchworm on the window sill.

My new keyboard has a green cover.

The babysitter played hide-and-seek with the five-year-old.

Jenna's high school prepared an excellent yearbook.

Rita's young granddaughter made a mess with her mother's makeup.

Fireflies lit the pathway.

In *A Charlie Brown Christmas*, Lucy van Pelt wishes for real estate.

Exercise 24C: Plurals of Compound Nouns

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

Did you bring extra (baseball) baseballs so we can play at the park?

It doesn't matter which of the (playground) playgrounds I take them to; the (six-year-old) six-year-olds I watch on Saturdays always want to play on (merry-go-round) merry-go-rounds.

Both of my (sister-in-law) sisters-in-law live on the other side of the country.

We ate lots of (hotdog) hotdogs when we went to see the (firework) fireworks.

The (police officer) police officers were chasing the (redhead) redheads.

My mother brought home (bucketful) bucketfuls of (blueberry) blueberries from the farm.

When we were serving as interns, my brother and I acted as (go-between) go-betweens for the two arguing (Congressman) Congressmen.

The celebrity made a fuss about the paparazzi, but in reality he loved having so many (hanger-on) hangers-on.

— 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 or verb phrase on the line to the right: simple past, present, or future; progressive past, present, or future; or perfect past, present, or future. The first one is done for you. Watch out for words that interrupt verb phrases but are not helping verbs (such as *not*).

These sentences are taken or adapted from Robert Louis Stevenson's *Treasure Island*.

	Verb Tense
Now, to tell you the truth, from the very first mention of Long John in Squire Trelawney's letter, I <u>had taken</u> a fear in my mind that he might prove to be the very one-legged sailor whom I <u>had watched</u> for so long at the old "Benbow."	perfect past perfect past
Another pause, and then, not a quarter of a mile in front of me, I <u>beheld</u> the Union Jack flutter in the air above a wood.	simple past
"Tom, my man," <u>said</u> I, "you're <u>going</u> home."	simple past progressive present
"They'll <u>be</u> glad to be packing in the schooner."	simple future
"These poor lads <u>have chosen</u> me cap'n, after your desertion, sir."	perfect present
He <u>was whistling</u> to himself, "Come, Lasses and Lads."	progressive past
I <u>had</u> already <u>deserted</u> my eastern loophole.	perfect past
But he <u>stuck</u> to it like a man, in silence.	simple past
Gray and I <u>were sitting</u> together at the far end of the blockhouse; and Gray <u>took</u> his pipe out of his mouth and fairly <u>forgot</u> to put it back again, so thunderstruck he was at this occurrence.	progressive past simple past simple past
"If I <u>am</u> right, he's <u>going</u> now to see Ben Gunn."	simple present progressive present
"I'll <u>tell</u> you one thing," <u>says</u> I: "I'm <u>not going</u> back to Captain Kidd's anchorage."	simple future simple present progressive present

I began to fear that
something had gone wrong.

simple past

perfect past

“I dare you to thank me!”
cried the squire.

simple present

simple past

“And I ll be taking this to square the count.”

progressive future

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 discovered	she discovers	she will discover
PROGRESSIVE	she was discovering	she is discovering	she will be discovering
PERFECT	she had discovered	she has discovered	she will have discovered

PERSON: First

	Past	Present	Future
SIMPLE	I followed	I follow	I will follow
PROGRESSIVE	I was following	I was following	I will be following
PERFECT	I had followed	I have followed	I will have followed

PERSON: Second

	Past	Present	Future
SIMPLE	you answered	you answer	you will answer
PROGRESSIVE	you were answering	you are answering	you will be answering
PERFECT	you had answered	you have answered	you will have answered

PERSON: Third

	Past	Present	Future
SIMPLE	they yelled	they yell	they will yell
PROGRESSIVE	they were yelling	they are yelling	they will be yelling
PERFECT	they had yelled	they have yelled	they will have yelled

Review 2C: Person and Subject/Verb Agreement

Cross out the incorrect verb in parentheses.

The following sentences are taken from the Malaya story “The Deceitful Pelican” in *Folk Tales and Fables of Asia and Australia*, by Robert Ingpen and Barbara Hayes.

Ruan (was/were) not clever. Few fish (is/are).

When he (was/were) not eating Ruan lay in the cool water at the bottom of the pool and tried to look like a mottled brown stone.

The great pouch under the pelican's large beak (was/were) empty.

The pelican tossed his head and said, "The creatures of this pool (lives/live) in times of dreadful danger. How I (admires/admire) their courage."

"I (has/have) a young family to consider."

"I (has/have) traveled the world," said the pelican. "I (knows/know) many things."

"You (has/have) found a new home of exquisite beauty for me and my wife and little ones."

His wife and young ones (was/were) confused at this startling news.

The baby fish pressed eagerly forward and showed that they (was/were) true children of their father.

Review 2D: Possessives and Compound Nouns

Complete the chart below, writing the singular possessive, plural, and plural possessive of each singular pronoun or compound noun. The first one has been done for you.

Noun	Possessive	Plural	Plural Possessive
notebook	<u>notebook's</u>	<u>notebooks</u>	<u>notebooks'</u>
I	<u>my</u>	<u>we</u>	<u>our</u>
hallway	<u>hallway's</u>	<u>hallways</u>	<u>hallways'</u>
it	<u>its</u>	<u>they</u>	<u>their</u>
butterfly	<u>butterfly's</u>	<u>butterflies</u>	<u>butterflies'</u>
chairwoman	<u>chairwoman's</u>	<u>chairwomen</u>	<u>chairwomens'</u>
he	<u>his</u>	<u>they</u>	<u>their</u>
president-elect	<u>president-elect's</u>	<u>presidents-elect</u>	<u>presidents-elect's</u>
you	<u>your</u>	<u>you</u>	<u>your</u>
ladybug	<u>ladybug's</u>	<u>ladybugs</u>	<u>ladybugs'</u>
spokesperson	<u>spokesperson's</u>	<u>spokespeople</u>	<u>spokespeople's</u>
she	<u>her</u>	<u>they</u>	<u>their</u>
jellyfish	<u>jellyfish's</u>	<u>jellyfish</u>	<u>jellyfish's</u>
toothpick	<u>toothpick's</u>	<u>toothpicks</u>	<u>toothpicks'</u>

Review 2E: Plurals and Possessives

In the following sentences, provide the possessive, the plural, or the plural possessive for each noun in parentheses as indicated.

These sentences are from *Pollyanna*, by Eleanor H. Porter.

To Mrs. Snow's unbounded amazement, Pollyanna sprang to her (foot, plural) feet and clapped her (hand, plural) hands.

"I like old (folk, plural) folks just as well, maybe better, sometimes—being used to the (Lady, plural possessive) Ladies' Aid, so."

(Nancy, possessive) Nancy's (lip, plural) lips parted abruptly, as if there were angry (word, plural) words all ready to come; but her (eye, plural) eyes, resting on (Pollyanna, possessive) Pollyanna's jubilantly trustful face, saw something that prevented the (word, plural) words being spoken.

She told me afterwards she reckoned she'd have gone raving crazy if it hadn't been for (Mr. White, possessive) Mr. White's (sister, possessive) sister's (ear, plural) ears.

Your aunt telephoned down to the (Harlow, plural possessive) Harlows' place across the way.

"I know it, poor little thing," crooned Pollyanna, tenderly, looking into the little (creature, possessive) creature's frightened (eye, plural) eyes.

"Yes; and I'd tell it better this time," hurried on Pollyanna, quick to see the (sign, plural) signs of relenting in the (boy, possessive) boy's face.

Review 2F: Contractions

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

In the following transcript (which has been abridged), "LBJ" stands for Lyndon Baines Johnson, and "MLK" stands for Martin Luther King Jr. This conversation between them happened a few days after Johnson was inaugurated as President of the United States following the assassination of John F. Kennedy.

LBJ: . . . and a good many people told me that they heard about your statement. I've (I have) been locked up in this office, and I haven't (have not) seen it. But I want to tell you how grateful I am, and how worthy I'm (I am) going to try to be of all your hopes.

MLK: Well, thank you very much. I'm (I am) so happy to hear that, and I knew that you had just that great spirit, and you know you have our support and backing, because we know what a difficult period this is.

LBJ: It's (It is) just an impossible period. We've (We have) got a budget coming up that's (that is)— we've (we have) got nothing to do with it; it's (it is) practically already made. And we've (we have) got a civil rights bill that hadn't (had not) even passed the House, and it's (it is) November, and Hubert Humphrey told me yesterday everybody wanted to go home. We've (We have) got a tax bill that they haven't (have not) touched. We just got to let up—not let up on any of them and keep going and—

MLK: Yes.

LBJ: —I guess they'll (they will) say that I'm (I am) repudiated. But I'm (I am) going to ask the Congress Wednesday to just stay there until they pass them all. They won't (will not) do it. But we'll (we will) just keep them there next year until they do, and we just won't (will not) give up an inch.

MLK: Uh-uh. Well this is mighty fine. I think it's (it is) so imperative. I think one of the great tributes that we can pay in memory of President Kennedy is to try to enact some of the great, progressive policies that he sought to initiate.

LBJ: Well, I'm (I am) going to support them all, and you can count on that. And I'm (I am) going to do my best to get other men to do likewise, and I'll (I will) have to have y'all's help.

MLK: Well, you know you have it, and just feel free to call on us for anything.



WEEK 7

Compounds and Conjunctions

— LESSON 25 —

Contractions

Compound Nouns

Diagramming Compound Nouns

Compound Adjectives

Diagramming Adjectives

Articles

Exercise 25A: Contractions Review

Write the two words that form each contraction on the blanks to the right. Some contractions have more than one correct answer. The first is done for you.

Contraction	Helping Verb	Other Word
she's	is (or has)	she
who's	is	who
aren't	are	not
I'd	had (or would)	I
we've	have	we
shouldn't	should	not
can't	can	not
you'll	will	you
hasn't	has	not

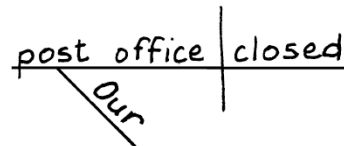
Exercise 25B: Diagramming Adjectives and Compound Nouns

On your own paper, diagram every word of the following sentences.

Kristi's ice cream melted.



Our post office closed.



Humpty Dumpty has fallen.

Humpty Dumpty | has fallen

Marie Curie researched.

Marie Curie | researched

Exercise 25C: Compound Nouns

Draw a line to match each word in Column A with the correct word in Column B to form a single-word compound noun. Then rewrite the new compound noun on the space provided. The first is done for you.

Column A	Column B	New Compound Noun
base	book	<u>baseball</u>
key	crow	<u>keyboard</u>
note	ball	<u>notebook</u>
grape	worm	<u>grapefruit</u>
scare	fruit	<u>scarecrow</u>
earth	cake	<u>earthworm</u>
pan	board	<u>pancake</u>

Exercise 25D: Compound Adjectives

Correctly place hyphens in the following phrases.

forty-seven full-length novels

a part-time job

time-saving devices

the long-distance runner

three-fourths cup of sugar

a twelve-story building

twenty-four three-year-old children

Exercise 25E: Diagramming Adjectives, Compound Nouns, and Compound Adjectives

On your own paper, diagram every word in the following sentences. These are adapted from *The Secret Garden*, by Frances Hodgson Burnett.

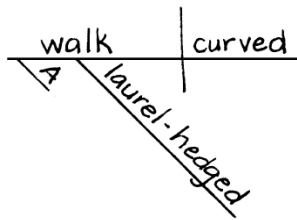
The long-lasting rainstorm had ended.

rainstorm | had ended
 The | long-lasting

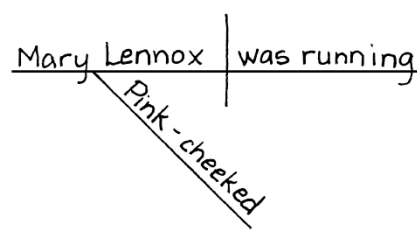
The rabbits' tremulous noses were sniffing.

noses | were sniffing
 The | rabbits' | tremulous

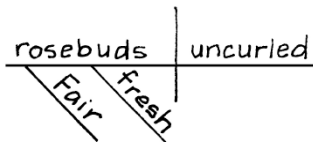
A laurel-hedged walk curved.



Pink-cheeked Mary Lennox was running.



Fair fresh rosebuds uncurled.



— LESSON 26 —

Compound Subjects

The Conjunction *And*

Compound Predicates

Compound Subject-Predicate Agreement

Exercise 26A: Identifying Subjects, Predicates, and Conjunctions

Underline the subject(s) once and the predicate(s) twice in each sentence. Circle the conjunctions that join them. The first one is done for you.

These sentences are adapted from E. L. Konigsburg's *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*.

So she lay there in the great quiet of the museum next to the warm quiet of her brother and enjoyed the soft stillness around them: a comforter of quiet.

He felt its cool roundness and splashed his way over to Claudia.

Michelangelo, Angel, and the entire Italian Renaissance waited for them until morning.

We'll get our mailbox number, write it in, and take it to the museum office.

Jamie paid the rent, signed a form under the name Angelo Michaels and gave his address as Marblehead, Massachusetts.

They stood in line and got tickets for a tour.

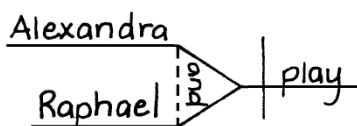
Four Americans, two Englishmen, and one German have thus far examined the statue.

Exercise 26B: Diagramming Compound Subjects and Predicates

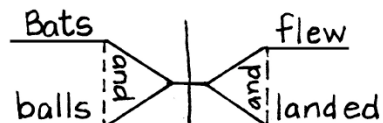
Underline the subject(s) once and the predicate(s) twice in the following sentences. Circle any conjunctions.

When you are finished, diagram the subjects (and any articles modifying the subjects), predicates, and conjunctions (ONLY) of each sentence on your own paper.

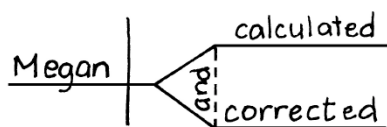
Alexandra and Raphael play
tic-tac-toe together.



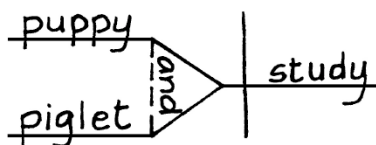
Bats and balls flew into the air and landed
on the grass



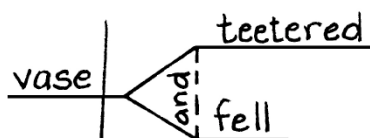
Megan calculated the answer and corrected
her sister's work.



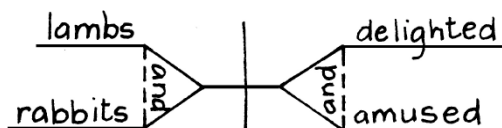
The puppy and the piglet study each other
through the fence.



The vase on the nightstand teetered
and fell.



The newborn lambs and the curious rabbits
delighted and amused the children during
their visit to the petting zoo.

**Exercise 26C: Forming Compound Subjects and Verbs**

Combine each of these sets of simple sentences into one sentence with a compound subject and/or a compound predicate joined by *and*. Use your own paper.

Bimala parks the car.

Bimala locks the car.

Bimala parks and locks the car.

The fern needs watering.

The geranium needs watering.

The fern and the geranium need watering.

The hurricane has caused horrific damage to the town.

The tornado has caused horrific damage to the town.

The hurricane and the tornado have caused horrific damage to the town.

The red kangaroo clucks.

The red kangaroo hops.

The golden-mantled kangaroo hops.

The golden-mantled kangaroo clucks.

The wallaroo hops.

The wallaroo clucks.

The red kangaroo, the golden-mantled kangaroo, and the wallaroo hop and cluck.

OR

The red kangaroo and the golden-mantled kangaroo and the wallaroo cluck and hop.

Exercise 26D: Subject-Verb Agreement with Compound Subjects

Choose the correct verb in parentheses to agree with the subject. Cross out the incorrect verb.

The visitor (~~approach~~/approaches) the door and (~~knock~~/knocks) softly.

Louisa and Peter (run/~~runs~~) to open the door.

Louisa (~~ask~~/asks) if Mrs. Kim would like to see the new baby.

Mrs. Kim (~~smile~~/smiles) and (~~nod~~/nods).

Mother and Father (~~come~~/comes) into the room and (greet/~~greet~~s) Mrs. Kim.

The tiny new baby (~~study~~/studies) the guest with wide eyes.

— LESSON 27 —

Coordinating Conjunctions

Complications in Subject-Predicate Agreement

Exercise 27A: Using Conjunctions

Fill the blanks in the sentences below with the appropriate conjunctions. You must use each conjunction at least once. (There is more than one possible answer for many of the blanks.)

These sentences are adapted from *A Wrinkle in Time*, by Madeleine L'Engle.

She has doctors' degrees in both biology and bacteriology.

Calvin held her hand strongly in his, but [yet/and] she felt neither strength nor reassurance in his touch.

Not only is there no need to fight me, but [yet] you will not have the slightest desire to do so. For [And] why should you wish to fight someone who is here only to save you pain and [or] trouble?

Charles Wallace slid down from his chair and trotted over to the refrigerator, his pajamaed feet padding softly as a kitten's.

On the dais lay—what? Meg could not tell, yet [but] she knew that it was from this that the rhythm came.

We could feel her heart, very faintly, the beats very far apart. And [But/Yet] then it got stronger.
So [And/But/Yet] all we have to do is wait.

With a good deal of difficulty I can usually decipher Meg's handwriting, but [yet] I doubt very much if her teachers can, or [and] are willing to take the time.

You could learn it, Charles. But [Yet] there isn't time. We can only stay here long enough to rest up and [or] make a few preparations.

It had the slimness and lightness of a bicycle, yet [but/and] as the foot pedals turned they seemed to generate an unseen source of power, and [for/so] the boy could pedal very slowly yet [but/and] move along the street quite swiftly.

Charles Wallace continued his slow walk forward, and [but/yet/so/for] she knew that he had not heard her.

Exercise 27B: Subject-Predicate Agreement: Troublesome Subjects

Choose the correct verb in parentheses to agree with the subject noun or pronoun in number. Cross out the incorrect verb.

The invention of light bulbs (~~have~~/has) had a significant influence on society.

Now that pictures (~~have~~/has) been taken, the soccer team (~~have~~/has) returned to their classes.

Either this book or that poem (~~are~~/is) the most difficult thing I've studied this year.

The company of actors (~~take~~/takes) their places on the stage.

One hundred ten degrees (~~are~~/is) just too hot to play outside!

Seven days (~~have~~/has) passed since I made the decision to run for office.

The board (~~have~~/has) decided to enact the new rule.

The pie or the cupcakes (~~seem~~/seems) like a good choice for dessert.

The jury (~~wait~~/waits) for the judge to read the verdict.

The oranges on the tree (~~are~~/is) nearly ripe!

Sixteen dollars (~~are~~/is) a great deal for that coat!

The birds in the trees (~~are~~/is) chirping merrily.

About half of the attendees (~~were~~/was) planning to leave the conference after lunch.

Every Tuesday, Justine and Annika (~~sit~~/sits) on a bench in the park and (~~tell~~/tells) each other stories.

When I wake up in the morning, my mother or my father (~~have~~/has) made breakfast.

One-fourth of the money (~~were~~/was) intended for charity.

A band of outlaws (~~were~~/was) waiting for the stagecoach.

My brother, my sister, or I (~~take~~/takes) the trash out every week.

Exercise 27C: Fill in the Verb

Choose a verb in the present tense that makes sense to complete each sentence. Be sure the verb agrees in number with its subject!

Note to Instructor: Accept any reasonable answer as long as it is in the correct person and number.

The fog in the streets makes driving dangerous. (3rd singular)

The books with the author's signature cost more. (3rd plural)

The bevy of admirers surrounds the rock star. (3rd singular)

Your impudence forces me to eject you from this classroom! (3rd plural)

Nine dollars is not a large amount. (3rd singular)

Green, red, and purple are my favorite colors. (3rd plural)

The mice in the cage tremble with fright as the cat draws near. (3rd plural first, 3rd singular second)

I listen as either the old man or the clumsy child climbs up the stairs. (3rd singular)

Two-thirds of the children run as soon as they get to the playground. (3rd plural)

— LESSON 28 —

Further Complications in Subject-Predicate Agreement

Exercise 28A: Subject-Verb Agreement: More Troublesome Subjects

Choose the correct verb in parentheses and cross out the incorrect verb.

Mathematics (is/~~are~~) one of my favorite things to study.

Every ant in the colony (has/~~have~~) a job.

There (is/~~are~~) a little ice cream shop downtown near the park.

The criteria for the project (~~was~~/were) not made clear to the students.

The pianist and organist (is/~~are~~) also performing a trumpet solo.

Ham and cheese (is/~~are~~) my favorite kind of sandwich.

There (is/are) three children in the yard.

Each child (wants/~~want~~) a popsicle.

Each of the children (prefers/~~prefer~~) a particular flavor.

The Lion, the Witch, and the Wardrobe (~~was~~/were) the first book C. S. Lewis wrote in the Chronicles of Narnia.

My pants (is/are) too short!

Linguistics (is/~~are~~) a fascinating field of study.

The foci of an ellipse (~~determines~~/determine) what the ellipse will look like.

Romeo and Juliet (is/~~are~~) one of Shakespeare's tragedies.

Ginevra's left-handed scissors (~~has~~/have) green handles.

Spaghetti and meatballs (sounds/~~sound~~) like a great idea for dinner.

"Here (is/~~are~~) an interesting phenomenon in the skies," said the astronomy professor.

Each of the runners (~~was~~/were) determined to win the race.

The United Arab Emirates (is/are) a country on the Arabian Peninsula.

Every koala (loves/~~love~~) eucalyptus leaves.

Exercise 28B: Correct Verb Tense and Number

Complete each of these sentences by writing the correct number and tense of the verb indicated. When you are finished, read each sentence aloud to your instructor (don't read the bracketed instructions, though!).

These sentences are adapted from Lewis Carroll's *Through the Looking-Glass*.

Note to Instructor: Make sure that the student reads the sentences out loud, not just to herself. Listening to how the correct tenses sound is an important part of developing grammar knowledge.

"There [simple present of am] is the effect of living backwards," the Queen [simple past of say] said kindly.

The Messenger, to Alice's great amusement, [progressive past of open] was opening a bag that hung round his neck.

The words of the old song [progressive past of play] were playing in Alice's mind.

There [simple past of am] were elephants that looked like bees.

The beautiful brown eyes of the Fawn [progressive present of fill] are filling with alarm.

The Knight with the odd inventions [simple past of am] was not a good rider.

Alice [simple past of think] thought to herself, "Thirty times three [simple present of make] makes ninety. I wonder if anyone [progressive present of count] is counting ?

The egg on the shelf [progressive past of become] was becoming larger and larger, and more and more human.

There [simple past of am] was a pause in the fight just then, and the Lion and the Unicorn [progressive past of pant] were panting while the King [simple past of call] called out "Ten minutes allowed for refreshments!"

Bread-and-butter [simple present of am] is what you get when you divide a loaf with a knife.



WEEK 8

Introduction to Objects

— LESSON 29 —

Action Verbs Direct Objects

Exercise 29A: Direct Objects

In the following sentences, underline the subjects once and the predicates twice. Circle each direct object.

If the sentence is a command, write the understood subject in parentheses and underline it once.

Nate dragged the sled to the top of the hill.

The excited young girl shook the present too hard.

Would you pour the tea for us?

Place the candles on the cake. (you)

Victoria and Max will play the game.

The officers at the event direct traffic and answer questions.

After their performance in the ice skating competition, Yaroslav and Maria quenched their thirst and awaited their scores.

My new camera takes great pictures and videos.

Asami discarded the twos, threes, and fours, and dealt the rest of the cards.

The eccentric old man wore a fedora, a corsage, and a bright green apron.

In the bakery, I see and smell my favorite things.

Anya and Matthias popped their balloon and extracted the next clue for the game.

Camila, Tomás, and Maite crossed the bridge and waited.

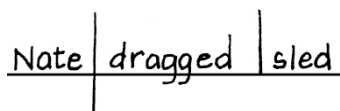
Stamp and deliver this important letter! (you)

The angry boy slammed the door and hid.

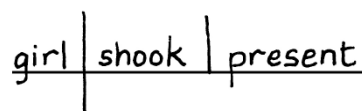
Exercise 29B: Diagramming Direct Objects

On your own paper, diagram the subjects, verbs, and direct objects in the sentences from Exercise 29A.

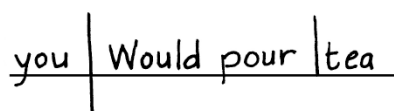
Nate dragged the sled to the top of the hill.



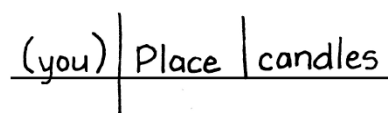
The excited young girl shook the present too hard.



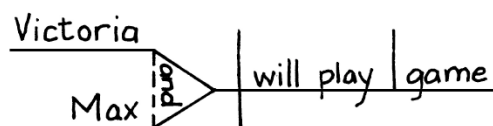
Would you pour the tea for us?



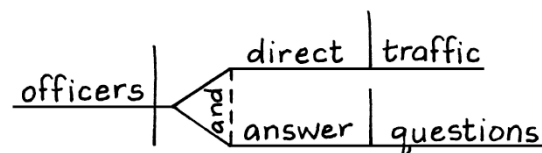
Place the candles on the cake. (you)



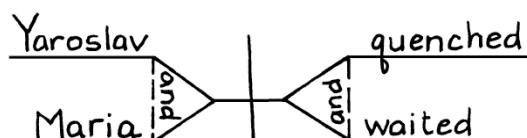
Victoria and Max will play the game.



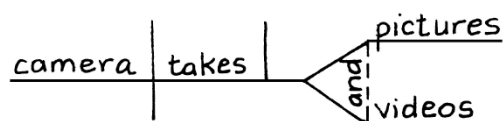
The officers at the event direct traffic and answer questions.



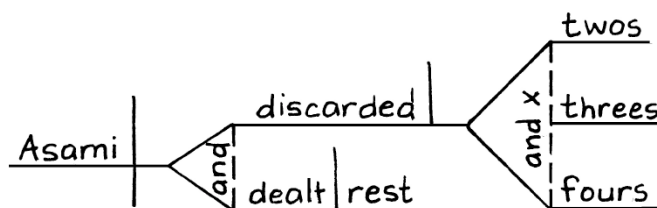
After their performance in the ice skating competition, Yaroslav and Maria quenched their thirst and awaited their scores.



My new camera takes great pictures and videos.

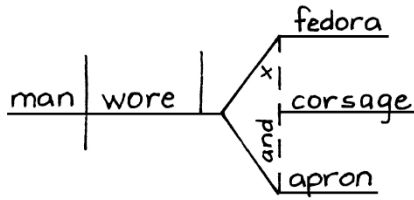


Asami discarded the twos, threes, and fours, and dealt the rest of the cards.

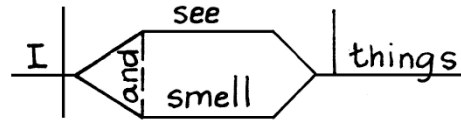


Note to Instructor: The X on the diagram stands for the comma, while the *and* is placed between the two direct objects it connects. Do not penalize the student if he simply writes *and* on the line, but show him the correct diagram and point out the placement of each element.

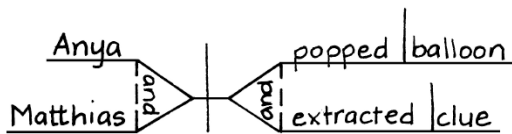
The eccentric old man wore a fedora, a corsage, and a bright green apron.



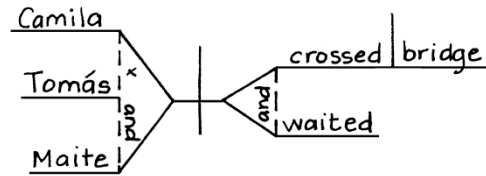
In the bakery, I see and smell my favorite things.



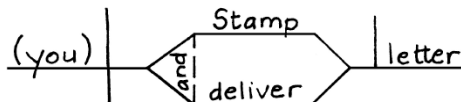
Anya and Matthias popped their balloon and extracted the next clue for the game.



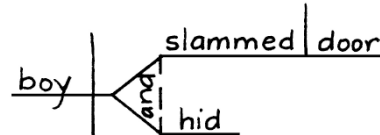
Camila, Tomás, and Maite crossed the bridge and waited.



Stamp and deliver this important letter! (you)



The angry boy slammed the door and hid.



— LESSON 30 —

Direct Objects Prepositions

Exercise 30A: Identifying Prepositions

In the following sentences (adapted from J. R. R. Tolkien's *The Hobbit*), find and circle each preposition. Be careful: One word on the preposition list is also on the list of conjunctions you learned in Lesson 27. Only circle it when it functions as a preposition!

Note to Instructor: In "for hats and coats," the word *for* is acting as a preposition, so it should be circled. In "for these were the only ones," *for* is acting as a conjunction and should NOT be circled.

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with paneled walls, and floors tiled and carpeted, provided with polished chairs, and lots of pegs for hats and coats—the hobbit was fond of visitors. The best rooms were all on the left-hand side, for these were the only ones with windows, deep-set round windows looking over his garden, and meadows sloping to the river.

Exercise 30B: Word Relationships

The following sentences all contain action verbs. Underline each subject once and each action verb twice. If the sentence has an action verb followed by a direct object, write DO above the direct object. If the sentence contains a preposition, circle the preposition and draw a line to connect the two words that the preposition shows a relationship between. The first two are done for you.

The clothes hung on the line.

Genevieve remembered her grandmother's instructions. ^{DO}

The man charmed the snake. ^{DO}

Mrs. Wójcik teaches in the science lab.

The plumber with the green hat jumps very high.

The fidgety dog accidentally pressed the round purple button. ^{DO}

Jerome snapped his fingers. ^{DO}

The mighty ship with seven passenger decks rocked violently.

Enormous stones rolled down the hill.

A large black bear waited near the cave entrance.

My sister devoured her dinner. ^{DO}

The purple flowers by the curb were growing wildly.

Kiara reluctantly swallowed her pride. ^{DO}

I study at the library every Tuesday.

Exercise 30C: Diagramming Direct Objects

On your own paper, diagram the subjects, predicates, and direct objects only from the sentences above. If a sentence does not have a direct object, do not diagram it.

Genevieve remembered her grandmother's instructions.

Genevieve | remembered | instructions

The man charmed the snake.

man | charmed | snake

The fidgety dog accidentally pressed the round purple button.

dog | pressed | button

Jerome snapped his fingers.

Jerome | snapped | fingers

My sister devoured her dinner.

sister | devoured | dinner

Kiara reluctantly swallowed her pride.

Kiara | swallowed | pride

— LESSON 31 —

Definitions Review

Prepositional Phrases

Object of the Preposition

Exercise 31A: Objects of Prepositional Phrases

Fill in the blanks with a noun as the object of the preposition to complete the prepositional phrases.

Note to Instructor: Answers will vary. Suggestions are provided in brackets.

Liliana placed her backpack near the _____. [doorway, desk, bed]

The mouse scurried past the _____. [trap, cat, mousehole]

Beyond the _____ lies an ancient ruin. [hill, lake, fence]

The toddler's favorite toy was finally found beneath the _____. [sofa, crib, dog]

With great _____, Mae climbed aboard the _____.
[trepidation, anticipation, alacrity / elevator, roller coaster, horse]

Charles inched toward the _____. [exit, tiger, fire]

Exercise 31B: Identifying Prepositional Phrases

Can you find all eleven of the prepositional phrases in the following excerpt from J. R. R. Tolkien's *The Hobbit*? (Beware words that can be prepositions but can also function as other parts of speech!) Underline the complete prepositional phrases. Circle each preposition. Label each object of the preposition with *OP*.

Note to Instructor: In "for the autumn was come again," the word *for* is acting as a conjunction, introducing the complete sentence "The autumn was come again."

In a great hall with pillars hewn from the living stone sat the Elvenking on a chair of carved wood. On his head was a crown of berries and red leaves, for the autumn was come again. In the spring he wore a crown of woodland flowers. In his hand he held a carved staff of oak.

Exercise 31C: Remembering Prepositions

Can you remember all 46 prepositions without looking back at your list? On your own paper, write them down in alphabetical order. The first letter of each preposition and the number of prepositions that begin with that letter are found below, as a memory aid.

A	B	D	E	F	I	L
aboard	before	down	except	for	in	like
about	behind	during		from	inside	
above	below				into	
across	beneath					
after	beside					
against	between					
along	beyond					
among	by					
around						
at						
N	O	P	S	T	U	W
near	of	past	since	through	under	with
	off			throughout	underneath	within
	on			to	until	without
	over			toward	up	
					upon	

The real excitement began.

excitement | began
the real

Diana Barry gave a party.

Diana Barry | gave | party
?

I bought the dye.

I | bought | dye
the

I shut the door and looked.

I | shut | door | looked
and the

Miss Barry took them.

Miss Barry | took | them

She went.

She | went

The Avonlea hills appeared.

hills | appeared
The Avonlea

A professional elocutionist was staying.

elocutionist | was staying
A professional

The stout lady turned her head and surveyed Anne.

lady | turned | head | her
The stout and surveyed Anne



WEEK 9

Adverbs

— LESSON 33 —

Adverbs That Tell How

Exercise 33A: Identifying Adverbs That Tell How

Underline every adverb telling how in the following sentences, and draw arrows to the verbs that they modify.

These sentences are slightly adapted from *Imprudent King: A New Life of Philip II*, by Geoffrey Parker.

Ferdinand's obstinacy led Charles to exclaim angrily, "We need to establish who is emperor: you or me."

The ambassador dutifully informed his master.

Philip again complained selfishly.

He concluded briskly, "And so I am confident that you will gladly shoulder your part of the burden."

Philip scribbled grumpily, "If I were God and knew everyone's inner nature, this would be easy; but we are men, not gods."

Philip replied wearily that things were not nearly so bad.

He rode majestically through the streets of Genoa.

The prince spoke little and so softly that few could hear his words.

Some flatly refused to accept the posts that Philip offered them.

The condemned man unwisely appealed to the council again, and they recommended further clemency to the king.

The king sentenced him to be secretly strangled in his cell.

Exercise 33B: Forming Adverbs from Adjectives

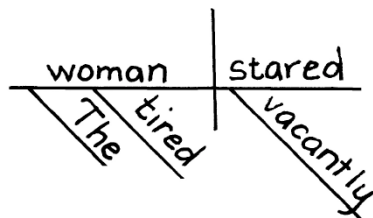
Turn the following adjectives into adverbs.

Adjective	Adverb	Adjective	Adverb
useless	<u>uselessly</u>	unnecessary	<u>unnecessarily</u>
courageous	<u>courageously</u>	lazy	<u>lazily</u>
natural	<u>naturally</u>	owlish	<u>owlishly</u>
stern	<u>sternly</u>	dainty	<u>daintily</u>
limp	<u>limply</u>		

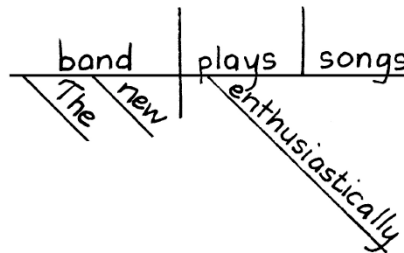
Exercise 33C: Diagramming Adverbs

On your own paper, diagram the following sentences.

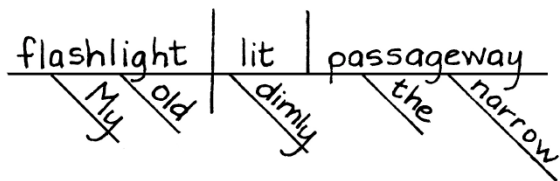
The tired woman stared vacantly.



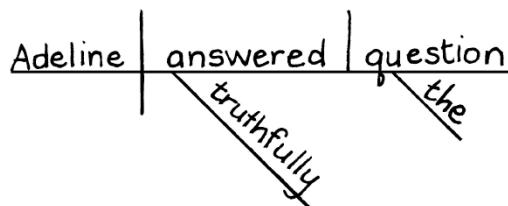
The new band enthusiastically plays songs.



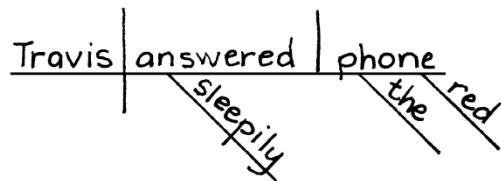
My old flashlight dimly lit the narrow passageway.



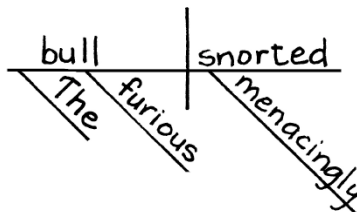
Adeline answered the question truthfully.



Sleepily, Travis answered the red phone.



The furious bull snorted menacingly.



— LESSON 34 —

Adverbs That Tell When, Where, and How Often

Exercise 34A: Telling When

Calvin dropped his recipe cards for banana bread. Help him get organized by numbering the following sentences from 1 to 5 so he can make the bread.

4. Later, combine the wet ingredients with the dry ingredients.
1. First, mash the bananas in a bowl.
2. Second, add the egg, sugar, and cooking oil to the bananas.
5. Finally, cook for 50 to 55 minutes in a 350° oven.
3. Next, mix flour, baking powder, baking soda, cinnamon, and salt in a separate bowl.

Exercise 34B: Distinguishing among Different Types of Adverbs

Put each of the following adverbs in the correct category according to the question it answers.

poorly	upstairs	sometimes	yesterday
fourth	regularly	sweetly	frequently
later	here	everywhere	happily

Whenyesterdayfourthlater**Where**everywherehereupstairs**How**sweetlypoorlyhappily**How Often**frequentlyregularlysometimes**Exercise 34C: Identifying Adverbs of Different Types**

Underline the adverbs in the following sentences that tell when, where, or how often.

I will complete my homework later.

That stray cat often stays near the restaurant.

The coyote never catches the roadrunner.

Get your jacket now.

Quincy occasionally forgets a line, but he usually recovers from his mistakes.

Prairie dogs tunnel constantly.

The turtle was on that rock yesterday.

Tia is always changing her mind.

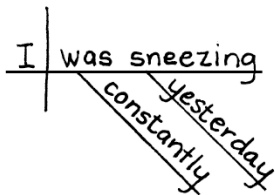
Antonio searched everywhere in the house for his keys.

I left my bag inside.

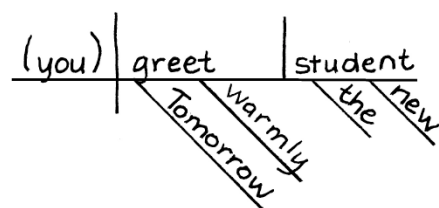
Exercise 34D: Diagramming Different Types of Adverbs

On your own paper, diagram the following sentences.

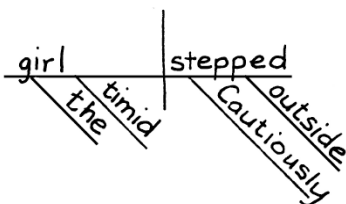
I was sneezing constantly yesterday!



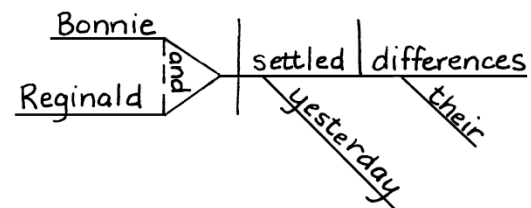
Tomorrow, greet the new student warmly.



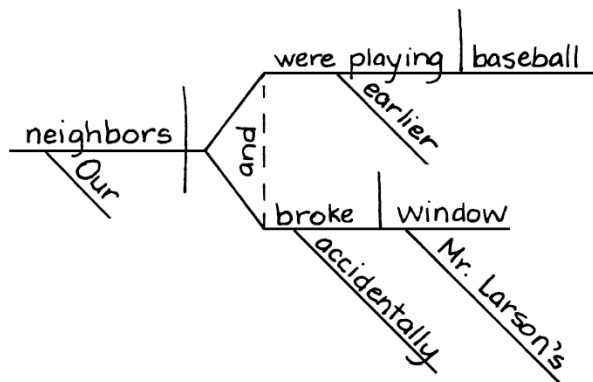
Cautiously, the timid girl stepped outside.



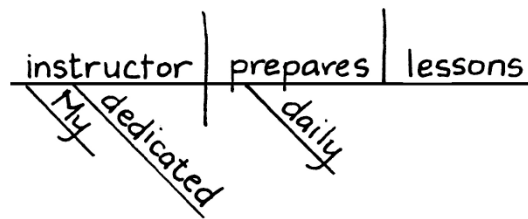
Bonnie and Reginald settled their differences yesterday.



Our neighbors were playing baseball earlier and accidentally broke Mr. Larson's window.



My dedicated instructor prepares lessons daily.



— LESSON 35 —

Adverbs That Tell To What Extent

Exercise 35A: Identifying the Words Modified by Adverbs

Draw an arrow from each underlined adverb to the word it modifies.

These sentences are slightly adapted from Stephen Jay Gould's *The Flamingo's Smile: Reflections in Natural History*.

He was barely able to reconstruct the story later from his sadly inadequate record.

No other theme so well displays the human side of science.

Mottled shells are equally inconspicuous (indeed remarkably camouflaged) when dappled sunlight filters through the vegetation.

I shall then summarize the three major arguments from modern biology for the surprisingly small extent of human racial differences.

What cause could yield a periodicity so regular, yet so widely spaced?

The chain of being had always vexed biologists because, in some objective sense, it doesn't seem to describe nature very well.

We know, in retrospect, that England and most of northern Europe were, quite recently, covered several times by massive continental ice sheets.

One question has always predominated in this case—individuality.

Many of these plants contain psychoactive agents, avoided by mammals today as a result of their bitter taste.

The alkaloids simply don't taste good (they are bitter); in any case, mammals have livers happily supplied with the capacity to detoxify them.

As an animal, or any object, grows (provided its shape doesn't change), surface areas must increase more slowly than volumes—since surfaces get larger as length squared, while volumes increase much more rapidly, as length cubed.

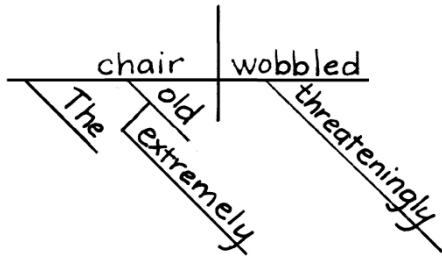
A master in the art of teaching, he exercised an almost irresistible influence over his students.

He never married, socialized little, and published less.

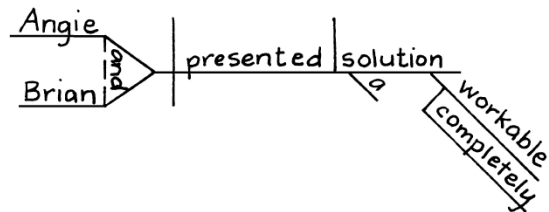
Exercise 35B: Diagramming Different Types of Adverbs

On your own paper, diagram every word of the following sentences.

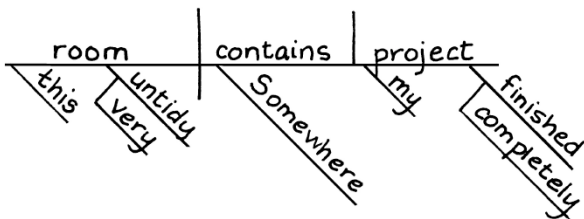
The extremely old chair wobbled threateningly.



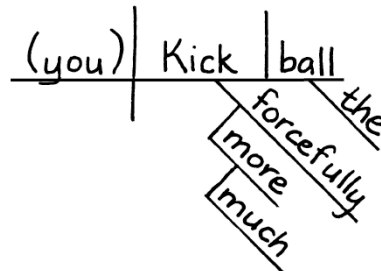
Angie and Brian presented a completely workable solution.



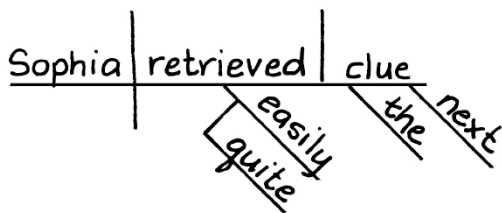
Somewhere, this very untidy room contains my completely finished project.



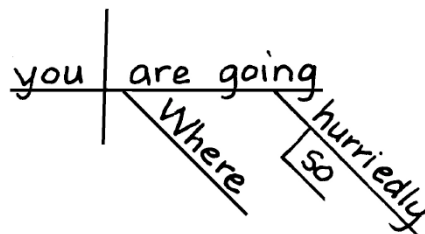
Kick the ball much more forcefully.



Sophia retrieved the next clue quite easily.



Where are you going so hurriedly?



— LESSON 36 —

Adjectives and Adverbs

The Adverb *Not*

Diagramming Contractions

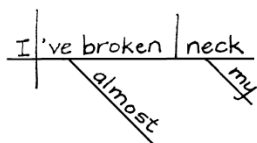
Diagramming Compound Adjectives and Compound Adverbs

Exercise 36A: Practice in Diagramming

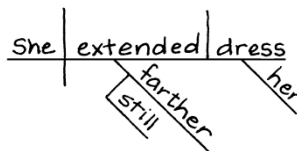
On your own paper, diagram every word of the following sentences.

These sentences are adapted from *Rebecca of Sunnybrook Farm*, by Kate Douglas Wiggin.

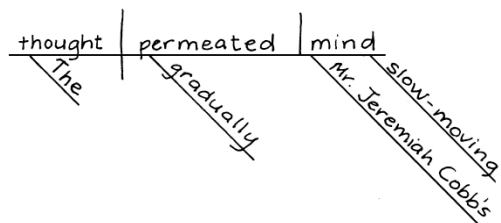
I've almost broken my neck.



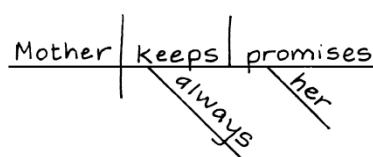
She extended her dress still farther.



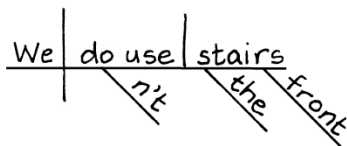
The thought gradually permeated Mr. Jeremiah Cobb's slow-moving mind.



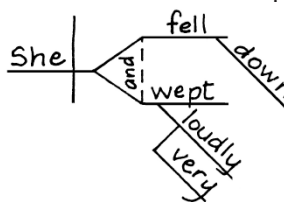
Mother always keeps her promises.



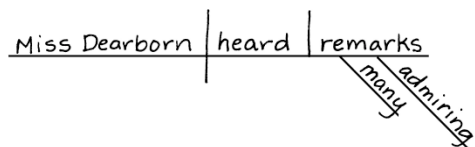
We don't use the front stairs.



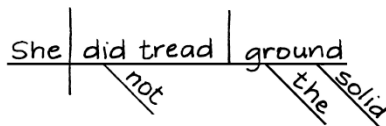
She fell down and wept very loudly.



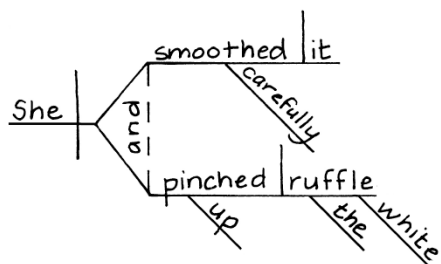
Miss Dearborn heard many admiring remarks.



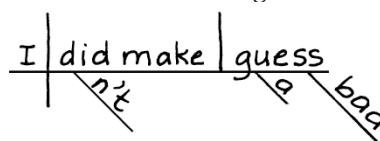
She did not tread the solid ground.



She smoothed it carefully and pinched up the white ruffle.



I didn't make a bad guess.



— REVIEW 3 —

Weeks 7-9

Topics

Parts of Speech
Compound Parts of Sentences
Prepositions
Prepositional Phrases
Objects of Prepositions
Subjects and Predicates
Subject-Verb Agreement
Verbs and Direct Objects

Review 3A: Parts of Speech

In the passage below, from Jules Verne's *Journey to the Center to the Earth*, identify the underlined words as *N* for noun, *ADJ* for adjective, *ADV* for adverb, *PREP* for preposition, or *CONJ* for conjunction. The first is done for you.

My ^N uncle said nothing. He was ^{ADV ADJ} too busy examining his papers, ^{PREP} among which of course was the ^{ADJ} famous ^N parchment, and some ^N letters of introduction ^{PREP} from the ^{ADJ} Danish ^N consul, which were to pave the way ^{PREP} to an ^N introduction to the Governor ^{PREP N} of Iceland. My ^{ADJ} only ^N amusement was looking ^{ADV PREP} out of the window. But as we passed ^{PREP} through a flat though ^{ADJ} fertile country, this occupation was ^{ADV} slightly ^{ADJ} monotonous. In ^{ADJ} three hours we reached ^{N CONJ} Kiel, and our baggage was at once transferred ^{PREP} to the ^N steamer.

We had ^{ADV} now a day ^{PREP} before us, a delay of ^{ADV ADJ N} about ten hours, which ^N fact put my uncle in a ^{ADJ} towering passion. We had nothing to do ^{CONJ} but to walk ^{PREP} about the ^{ADJ} pretty town ^{CONJ} and bay. At length, however, we went ^{PREP} on board, and at half past ten were steaming ^{PREP} down the ^N Great Belt. It was a ^{ADJ} dark night, ^{PREP} with a strong breeze and a ^{ADJ} rough sea, nothing being visible ^{CONJ} but the ^{ADJ} occasional fires ^{PREP} on ^N shore, ^{PREP} with here and there a lighthouse. ^{PREP} At seven in the morning we left Korsör, a ^{ADJ N} little town on the ^{ADJ} western side ^{PREP N} of Seeland.

Review 3B: Recognizing Prepositions

Circle the 46 prepositions from your list in the following bank of words. Try to complete the exercise without looking back at your list of prepositions.

since against there during of before by small
 after inside you past aboard went most
 under in until now upon above ours pony
 over behind near with he eat between
 know beside like around and underneath grew about
 from through beyond when sick oops their
 toward among to off where without for but
 up mine throughout they below been at
 or within on hers beneath across down our
 note along into star front except more

Review 3C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate. These lines are from the poem “Wynken, Blynken, and Nod,” by Eugene Field. Watch out for compound subjects and predicates!

Also, remember that in poetry, sometimes the order of words is different than in normal speech—once you have found the verb, ask “who or what?” before it to find the subject.

Wynken, Blynken, and Nod one night sailed off in a wooden shoe.

Where are you going?

And what do you wish?

The old moon asked the three.

The old moon laughed and sang a song.

The little stars were the herring fish.

Now cast your nets. (you)

All night long their nets they threw to the stars in the twinkling foam.

Then down from the skies came the wooden shoe.

Wynken and Blynken are two little eyes.

And Nod is a little head.

And you shall see the beautiful things.

Review 3D: Complicated Subject-Verb Agreement

Cross out the incorrect verb form in parentheses.

The economics quizzes (~~is~~/are) challenging.

Linguistics (~~is~~/are) my favorite class.

There (~~is~~/are) four beverage options; Sally (~~wants~~/want) lemonade.

There (is/~~are~~) a man with yellow glasses near the statues.
 A one-eyed dragon or a seven-headed dog (lies/~~lie~~) behind that door!
 The quarterback and captain of the team (is/~~are~~) inviting everyone to his house after the game.
 My pants (is/~~are~~) on backwards!
 The faculty (is/~~are~~) waiting in the auditorium for the principal's announcement.
 The faculty (~~has~~/have) different theories about what the principal might say.
 Every book in those three sections (has/~~have~~) been checked out.
 Grandmothers and grandfathers (is/~~are~~) seated near the front for the performance.
 Songs or poems (~~makes~~/make) memorization easier for many people.
 Each criterion (has/~~have~~) been met.
 Each of the buttons in the quilt (represents/~~represent~~) a different place the quilter visited.

Review 3E: Objects and Prepositions

Identify the underlined words as *DO* for direct object or *OP* for object of preposition. For each direct object, find and underline twice the action verb that affects it. For each object of the preposition, find and circle the preposition to which it belongs.

These sentences are adapted from Andrew Peterson's *On the Edge of the Dark Sea of Darkness*.

He lifted a ring ^{DO} of ^{OP} keys from ^{OP} the wall, opened the barred door ^{DO}, and shoved the children ^{DO} into ^{OP} a cell.

People were walking, pushing ^{DO} carts, driving ^{DO} carriages, leading ^{DO} sheep, and loading ^{DO} wagons with ^{OP} fish.

Podo's weak voice echoed from ^{OP} the carriage again.

Immediately, Janner sensed ^{DO} a smell in ^{OP} the air, or some subtle sound ^{DO} on ^{OP} the wind.

He enjoyed ^{DO} the food and the fine filth ^{DO} of ^{OP} the place.

Brimney Stupe strolled through ^{OP} the corridors of ^{OP} the mansion at ^{OP} night with ^{OP} a candle above ^{OP} his head ^{OP}.

Peet fished ^{DO} a leather pouch from ^{OP} a small box beside ^{OP} him and sprinkled ^{DO} some of ^{OP} its contents into ^{OP} the pot.

Tink wiped ^{DO} his brow and shook ^{DO} his head.

Leeli hugged ^{DO} Mr. Reteep around ^{OP} his sizable waist.



WEEK 10

Completing the Sentence

— LESSON 37 —

Direct Objects

Indirect Objects

Exercise 37A: Identifying Direct Objects

Underline the action verbs (and any accompanying helping verbs) and circle the direct objects in these sentences. Remember that you can always eliminate prepositional phrases first if that makes the task easier.

The sentences are adapted from the Aztec folktale “The Earth Giants,” as told by Robert Ingpen and Barbara Hayes in *Folktales and Fables of the Americas and the Pacific*.

And can you not lift it?

Zipacna lifted the huge tree onto his shoulder.

I will take the tree there.

Zipacna pulled several hairs from his head and gave them to some ants.

They built a great house over the ditch.

The heavenly twins made a model of a large, delicious-looking crab and put it in the river at the foot of the mountain.

He rubbed his hand across his eyes.

Exercise 37B: Identifying Direct Objects, Indirect Objects, and Objects of Prepositions

Underline every object in the following sentences. Label each one: *DO* for direct object, *IO* for indirect object, or *OP* for object of the preposition.

Cornelius cut ^{IO} Ryan an enormous ^{DO} slice ^{OP} of cake.

Jacques baked an enormous ^{DO} pie for his ^{OP} grandmother.

I cannot guarantee ^{IO} you ^{DO} a role ^{OP} in the play.

The first baseman lackadaisically tossed the ^{IO} pitcher the ^{DO} ball.

Mr. Cruz assigned ^{IO} us ^{DO} forty math problems yesterday!

Has someone actually sent ^{IO} me a ^{DO} present in the ^{OP} mail?

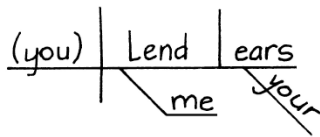
Rosa handed ^{IO} Corrie a pink ^{DO} backpack and a yellow ^{DO} pencil.

Noora had a new ^{DO} idea and asked ^{DO} us for our ^{OP} opinions about ^{OP} it.

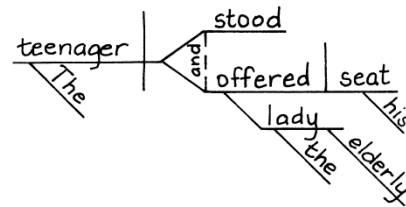
Exercise 37C: Diagramming Direct Objects and Indirect Objects

On your own paper, diagram the following sentences. —

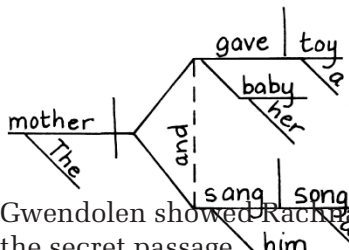
Lend me your ears!



The teenager stood and offered the elderly lady his seat.



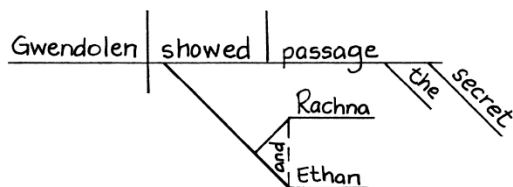
The mother gave her baby a toy and sang him a song.



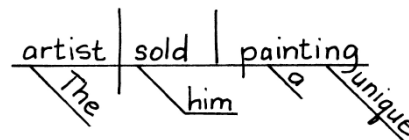
Will you read me a story?



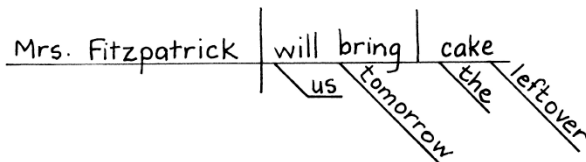
Gwendolen showed Rachna and Ethan the secret passage.



The artist sold him a unique painting.



Ms. Fitzpatrick will bring us the leftover cake tomorrow.



— LESSON 38 —

State-of-Being Verbs

Linking Verbs

Predicate Adjectives

Exercise 38A: Action Verbs and Linking Verbs

In the following sentences, adapted from a letter Christopher Columbus wrote describing his first voyage, underline the simple subjects once and the simple predicates twice. If the verb is a linking verb, write *LV* over it, circle the predicate adjective, and label it *PA*. If the verb is an action verb, write *AV* over it, circle the direct object, and label it *DO*. If the sentence also includes an indirect object, circle it and label it *IO*. The first is done for you.

The harbors ^{LV} are ^{PV} incredibly fine.

I ^{AV} found ^{DO} very many islands with large populations and ^{AV} took ^{DO} possession of them for their Highnesses.

The land ^{LV} is ^{PA} high and ^{AV} has ^{DO} many ranges of hills.

The trees, fruits, and plants ^{LV} are ^{PA} very different from those of Cuba.

They ^{LV} are ^{PA} amazingly timid.

All these islands ^{LV} are ^{PA} extremely fertile.

I ^{AV} gave ^{IO} them a thousand pretty things ^{DO}.

They ^{AV} gave ^{IO} me a good reception ^{DO} everywhere.

These men soon ^{AV} understood ^{DO} us.

Their hair ^{LV} is ^{PA} straight.

I ^{AV} will bring ^{DO} back a large cargo.

All was ^{LV} conjectural ^{PA} without ocular evidence.

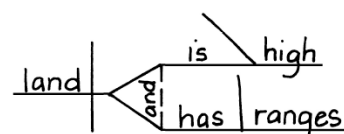
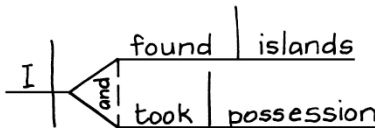
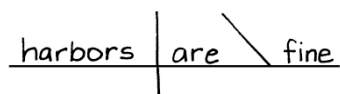
They ^{AV} should hold ^{DO} great celebrations.

Exercise 38B: Diagramming Direct Objects and Predicate Adjectives

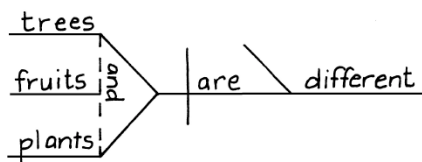
On your own paper, diagram *only* the words you labeled (simple subjects, simple predicates, predicate adjectives, direct objects, and indirect objects), along with any conjunctions used to connect compounds, from the sentences in Exercise 38A.

The harbors are incredibly fine. I found very many islands with large populations and took possession of them for their Highnesses.

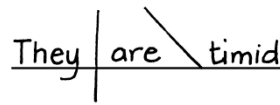
The land is high and has many ranges of hills.



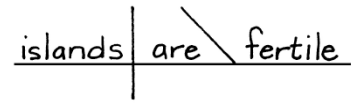
The trees, fruits, and plants are very



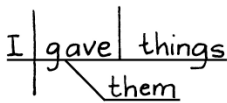
They are amazingly timid.
different from those of Cuba.



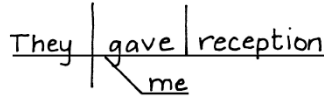
All these islands are
extremely fertile.



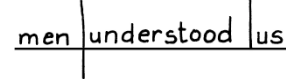
I gave them a thousand
pretty things.



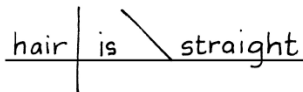
They gave me a good reception
everywhere.



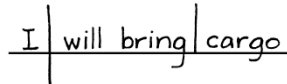
These men soon understood us.



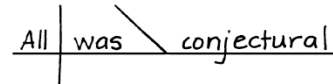
Their hair is straight.



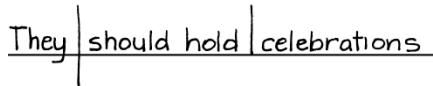
I will bring back a large cargo.



All was conjectural, without
ocular evidence.



They should hold great celebrations.

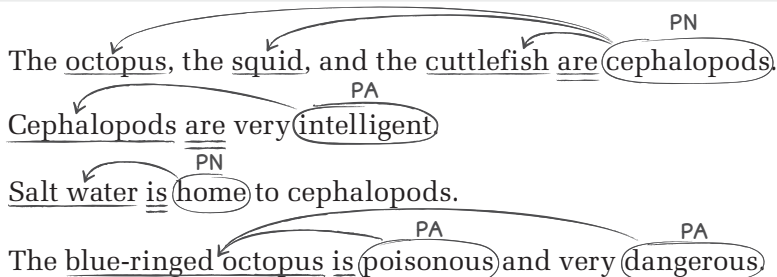


— LESSON 39 —

Linking Verbs Predicate Adjectives Predicate Nominatives

Exercise 39A: Identifying Predicate Nominatives and Adjectives

In the following sentences, underline the simple subjects once and the simple predicates twice. Circle the predicate nominatives or adjectives and label each one *PN* for predicate nominative or *PA* for predicate adjective. Draw a line from the predicate nominative or adjective to the subject that it describes. There may be more than one of each.



Note to Instructor: *Blue-ringed octopus* is a single compound noun, because “octopus” and “blue-ringed octopus” are two different things.

The colors on the blue-ringed octopus are a warning to predators.

The striped pyjama squid is actually a cuttlefish.

Note to Instructor: *Striped pyjama squid* is a single compound noun, because “squid” and “striped pyjama squid” are two different things.

It is active at night.

A cephalopod's ink is a defense.

Exercise 39B: Writing Predicate Nominatives and Adjectives

Finish each sentence in two ways: with a predicate nominative and with a predicate adjective. If you need to use more than one word in a blank to complete your sentence, circle the word that is the predicate nominative or predicate adjective. The first is done for you.

Note to Instructor: Answers will vary; possible answers are provided. Be sure the student has used a noun for each predicate nominative and an adjective for each predicate adjective. If the student mistakenly uses an adverb instead of an adjective (e.g., “here” for “My aunt’s dog is”), remind the student that adjectives tell what kind, which one, how many, and whose.

Curling is my favorite sport. (predicate nominative)

Curling is entertaining. (predicate adjective)

The ice cream was a nice treat. (predicate nominative)

The ice cream was delicious. (predicate adjective)

My aunt’s dog is a beagle. (predicate nominative)

My aunt’s dog is very friendly. (predicate adjective)

The boy in the blue shirt is my neighbor. (predicate nominative)

The boy in the blue shirt is thoughtful. (predicate adjective)

The white fence is the boundary for our game. (predicate nominative)

The white fence is old. (predicate adjective)

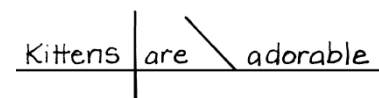
The final clue was a jigsaw puzzle. (predicate nominative)

The final clue was confusing. (predicate adjective)

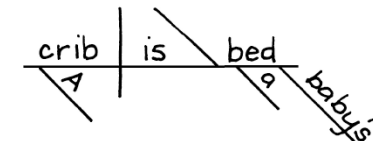
Exercise 39C: Diagramming

On your own paper, diagram every word of the following sentences.

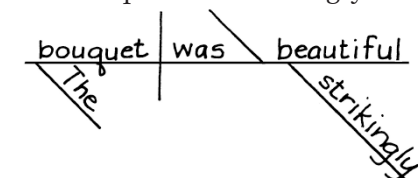
Kittens are adorable.



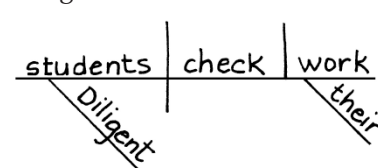
A crib is a baby’s bed.



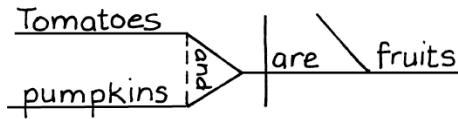
The bouquet was strikingly beautiful.



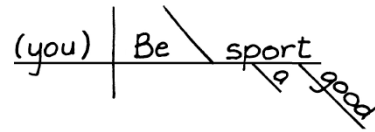
Diligent students check their work.



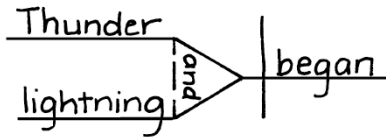
Tomatoes and pumpkins are fruits.



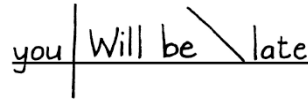
Be a good sport!



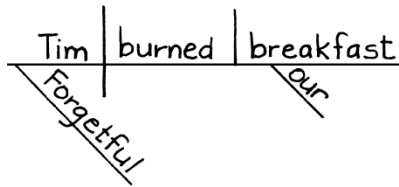
Thunder and lightning began.



Will you be late?



Forgetful Tim burned our breakfast.



— LESSON 40 —

Predicate Adjectives and Predicate Nominatives Pronouns as Predicate Nominatives Object Complements

Exercise 40A: Reviewing Objects and Predicate Adjectives and Nominatives

Identify the underlined words as *DO* for direct object, *IO* for indirect object, *OP* for object of preposition, *PN* for predicate nominative, or *PA* for predicate adjective.

- For each direct object (or direct object/indirect object combination), find and underline twice the action verb that affects it. Include helping verbs!
- For each object of the preposition, find and circle the preposition to which it belongs.
- For each predicate nominative and predicate adjective, find and draw a box around the linking verb that it follows. Include helping verbs!
- When you are finished, answer the questions at the end of the selection.

The following passage is from L. M. Montgomery's *Anne of Green Gables*.

Note to Instructor: This is intended to be a challenging exercise. Give all necessary help.

“But they shouldn't call ^{DO} that lovely place ^{DO} the Avenue. There is no meaning in ^{OP} a name ^{PN} like that. They should call ^{DO} it—let me see—the White Way of Delight. Isn't ^{DO} that a nice imaginative name ^{PN}? When I don't like ^{DO} the name ^{DO} of a place or a person I always imagine ^{DO} a new one ^{DO} and always think of ^{OP} them ^{OP} so. There was a girl at ^{OP} the asylum ^{OP} whose name was ^{PN} Hepzibah Jenkins, but I always imagined

^{DO}her as Rosalia DeVere. Other people ^{DO}may call that ^{DO}place The Avenue, but I ^{DO}shall always ^{DO}call ^{DO}it the White Way of Delight. ^{DO}Have we really only another ^{DO}mile to go before we get home? I'm ^{PA}glad and I'm ^{PA}sorry. I'm sorry because this drive ^{PA}has been so ^{PA}pleasant and I'm always sorry when pleasant things end. Something still ^{PA}pleasanter may come after, but you ^{PA}can never ^{PA}be ^{PA}sure. And it's ^{PA}so often the ^{PN}case that it isn't ^{PN}pleasanter. That ^{DO}has been my ^{PN}experience anyhow. But I'm glad to think of getting home. You see, I've never ^{DO}had a real ^{DO}home since I can remember. It ^{IO}gives ^{IO}me that pleasant ^{DO}ache again just to think of coming ^{OP}to a really truly ^{OP}home. Oh, isn't that pretty!"

They had driven ^{OP}over the ^{OP}crest ^{OP}of a ^{OP}hill. Below them was a pond, looking almost like a river so ^{PA}long and ^{PA}winding ^{PA}was it. A bridge ^{DO}spanned ^{DO}it midway and from there to its lower end, where an amber-hued belt of sand-hills ^{DO}shut ^{DO}it in from the dark blue gulf beyond, the water ^{PN}was a ^{PN}glory of many shifting hues—the most spiritual shadings of crocus and rose and ethereal green, ^{OP}with other elusive ^{OP}tintings for which no name has ever been found. ^{OP}Above the ^{OP}bridge the pond ran up ^{OP}into ^{OP}fringing ^{OP}groves ^{OP}of ^{OP}fir and ^{OP}maple and lay all darkly translucent ^{OP}in their wavering ^{OP}shadows. Here and there a wild plum leaned out from the bank like a white-clad girl tiptoeing ^{OP}to her own ^{OP}reflection. ^{OP}From the ^{OP}marsh at the head of the pond came the clear, mournfully-sweet chorus of the frogs. There was a little gray house peering around a white apple orchard on a slope beyond and, although it ^{PA}was not yet quite ^{PA}dark, a light was shining from one ^{OP}of its ^{OP}windows.

Find the compound adjective in this passage. Write it in the blank below and cross out the incorrect choice. amber-hued is in the (attributive/predicative) position.

Find the object complement in the first sentence. Write it in the blank below and cross out the incorrect choices. Avenue is (an adjective/a noun) that (describes/renames) the direct object.

Find the other object complement in the first paragraph! (It's a different name.) Write it in the blank below. White Way of Delight

Exercise 40B: Parts of the Sentence

Label the following in each sentence: *S* (subject), *LV* (linking verb), *AV* (action verb), *DO* (direct object), *OC-A* (object complement-adjective), *OC-N* (object complement-noun), *IO* (indirect object), or *PN* (predicate nominative).

^SThe ^{AV}instructor ^{DO}found the students quickly.

^SThe ^{AV}instructor ^{DO}found the students ^{OC-A}intelligent.

^SThe ^{AV}instructor ^{DO}declared Marisa ^{OC-N}his apprentice.

^SThe ^{AV}instructor ^{IO}gave Marisa ^{DO}an apprenticeship.

^SThe ^{AV}circus ^{DO}made the children ^{OC-A}happy.

^SMy ^{AV}sister ^{DO}named her puppy ^{OC-N}Aminga.

S AV DO OC-A
Can you keep the jewelry safe?

S AV DO
Can you keep the dog outside?

S LV PN
The president will be you.

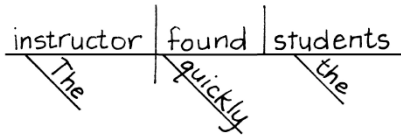
S AV DO OC-N
The group elected you president.

S AV DO OC-A
The girl dyed her hair green yesterday.

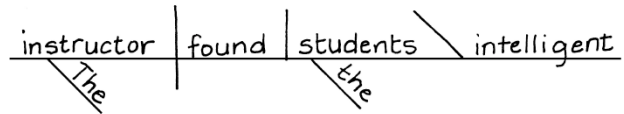
Exercise 40C: Diagramming

Diagram the sentences from Exercise 40B on your own paper.

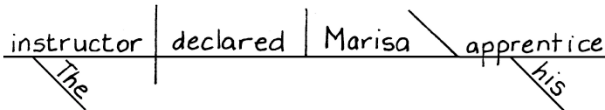
The instructor found the students quickly.



The instructor found the students intelligent.



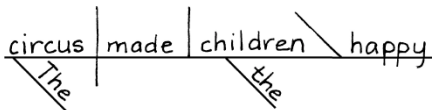
The instructor declared Marisa his apprentice.



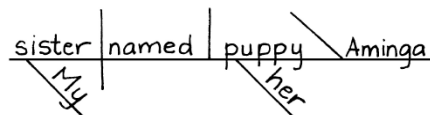
The instructor gave Marisa an apprenticeship.



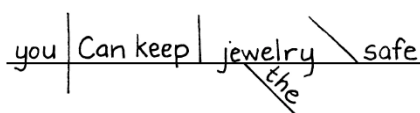
The circus made the children happy.



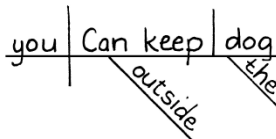
My sister named her puppy Aminga.



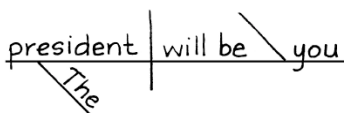
Can you keep the jewelry safe?



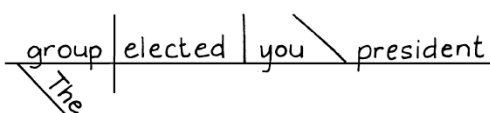
Can you keep the dog outside?



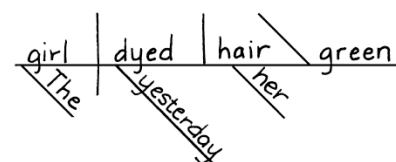
The president will be you.



The group elected you president.



The girl dyed her hair green yesterday.



WEEK 11

More About Prepositions

— LESSON 41 —

Prepositions and Prepositional Phrases Adjective Phrases

Exercise 41A: Identifying Adjective Phrases

Underline the adjective phrases in the following sentences. Draw an arrow from each phrase to the word it modifies. The first is done for you.

These sentences are adapted from *The Histories* by Herodotus, the fifth-century BC Greek historian (translation by Aubrey de Sélincourt).

The people of Samos did not want liberty.

Persians of the highest rank then placed chairs of state there.

I will keep the priesthood of Zeus.

The birds fly down and carry away the joints of meat.

Another tribe to the east is nomadic.

You have personal experience of the effect.

He destroys the structure of ancient tradition and law.

The anniversary of this day is now a red-letter day in the Persian calendar.

This was a further indication of the truth.

You are the son of Hystaspes.

Exercise 41B: Diagramming Adjective Phrases/Review

Diagram each sentence from Exercise 41A on your own paper. Follow this procedure, and ask yourself the suggested questions if necessary.

1. Find the subject and predicate and diagram them first.

What is the verb?

Who or what [verb]?

2. Ask yourself: Is the verb an action verb? If so, look for a direct object.

Who or what receives the action of the verb?

If there is a direct object, check for an indirect object.

To whom or for whom is the action done?

Remember that there may be no direct object or no indirect object—but you can't have an indirect object without a direct object. If there is an indirect object, it will always come between the verb and the direct object.

3. Ask yourself: Is the verb a state-of-being verb? If so, look for a predicate nominative or predicate adjective.

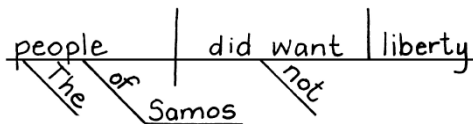
Is there a word after the verb that renames or describes the subject?

4. Find all prepositional phrases. Ask yourself: Whom or what do they describe?

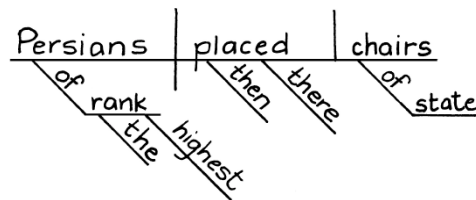
5. Place all other adjectives and adverbs on the diagram.

If you have trouble, ask for help.

The people of Samos did not want liberty.



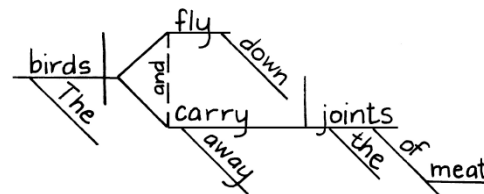
Persians of the highest rank then placed chairs of state there.



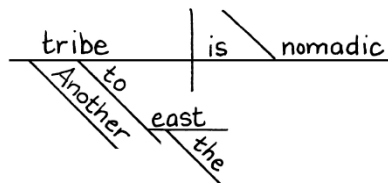
I will keep the priesthood of Zeus.



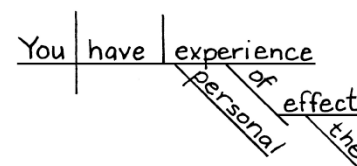
The birds fly down and carry away the joints of meat.



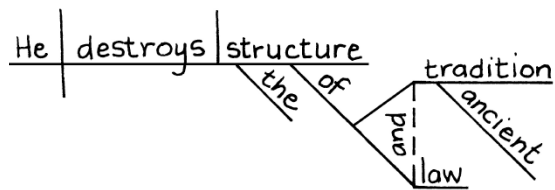
Another tribe to the east is nomadic.



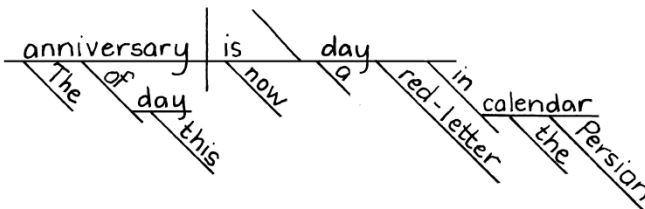
You have personal experience of the effect.



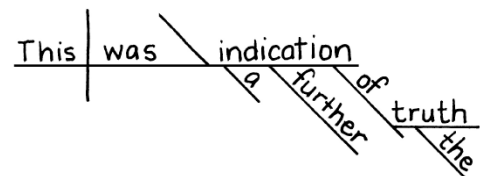
He destroys the structure of ancient tradition and law.



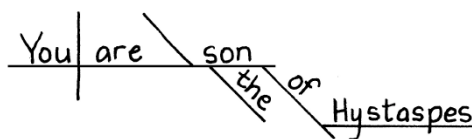
The anniversary of this day is now a red-letter day in the Persian calendar.



This was a further indication of the truth.



You are the son of Hystaspes.



— LESSON 42 —

Adjective Phrases

Adverb Phrases

Exercise 42A: Identifying Adverb Phrases

Underline the adverb phrases in the following sentences and circle the preposition that begins each phrase. Draw an arrow from the phrase to the word it modifies. The first is done for you.

In the morning, we will walk over the hill.

Mrs. Puri encouraged the nervous performers with a smile.

The audience stared curiously at the first scene.

The race will begin in the Guru Nanak Stadium at noon.

Amanjit hid the gift with haste.

With reluctance, Jothi walked onto the stage and began her speech.

The tour guide described in great detail the building's history.

Please hang your umbrella on this hook.

The crowd quickly formed a line in an orderly fashion.

Sani yawned frequently during class.

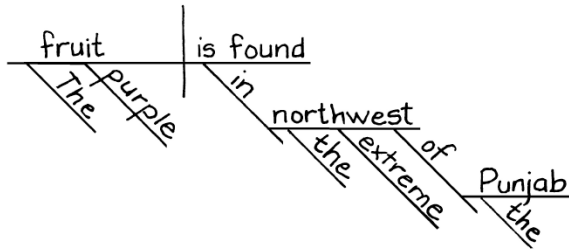
You spilled lassi on my shirt!

In unison, the students nodded their heads.

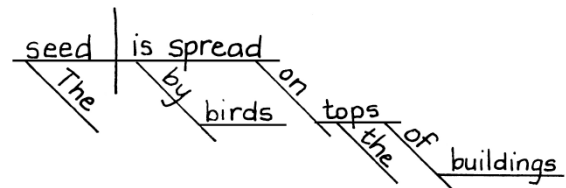
Exercise 42B: Diagramming Adverb Phrases

On your own paper, diagram the following sentences, slightly adapted from the nineteenth-century botanical handbook *Punjab Plants*.

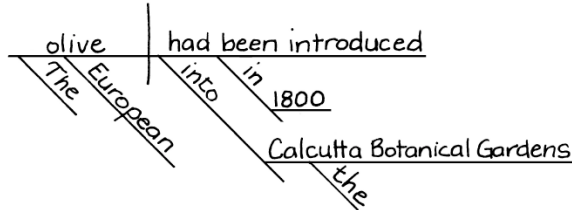
The purple fruit is found in the extreme northwest of the Punjab.



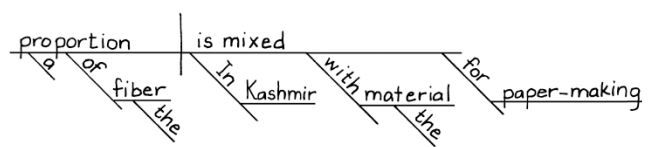
The seed is spread by birds on the tops of buildings.



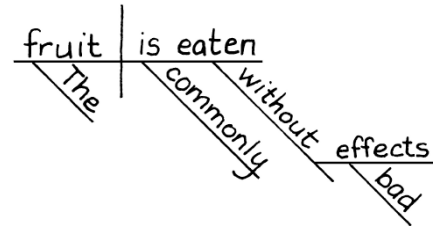
The European olive had been introduced into the Calcutta Botanical Gardens in 1800.



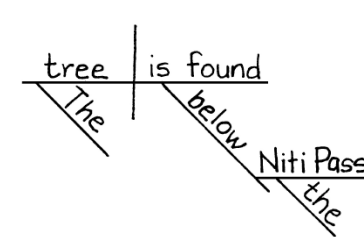
In Kashmir, a proportion of the fiber is mixed with the material for paper-making.



The fruit is commonly eaten without bad effects.



The tree is found below the Niti Pass.

**— LESSON 43 —**

Definitions Review
Adjective and Adverb Phrases
Misplaced Modifiers

Exercise 43A: Distinguishing between Adjective and Adverb Phrases

Underline all the prepositional phrases in the following sentences. Write *ADJ* above the adjective phrases and *ADV* above the adverb phrases.

These sentences are adapted from *The Princess and the Goblin*, by George MacDonald.

^{ADV} In the morning he had laid some bread ^{ADV} in a damp hole ^{ADJ} in the rock.

The growl continued ^{ADV} in a low bass ^{ADV} for a good while.

The goblins had a special evil design ^{ADV} in their heads.

That place is swarming ^{ADV}with ^{ADJ}wild beasts of every description.

At ^{ADV}every moment he was nibbling ^{ADV}with ^{ADV}his fingers ^{ADJ}at the edges of the hole.

In ^{ADV}a moment the troop disappeared ^{ADV}at a turn ^{ADJ}of the way.

At ^{ADV}length, he had almost rushed ^{ADV}into the middle ^{ADJ}of the goblin family.

The nurse left her ^{ADV}with the housekeeper ^{ADV}for a while.

She emptied the contents ^{ADJ}of an old cabinet ^{ADV}upon the table.

Through ^{ADV}the passages she softly sped.

A large oval bed stood ^{ADV}in the middle.

Exercise 43B: Correcting Misplaced Modifiers

Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to the place where the phrase should be. The first is done for you.

The red book is on the shelf with the worn cover

The dragons breathed fire with green tails

The young boy on the baseball regarded the player's signature with awe.

Four squirrels are hiding nuts with bushy tails in the back yard.

Inside the nest, Gilbert saw three eggs.

Theodore showed a goldfish to his father in a tank

The adorable kitty drank the milk with the long whiskers

The clowns juggled the balls in the funny hats

Mr. Dunlap under the sofa discovered the missing books.

My mother told me about how she learned at bedtime to ride a bicycle.

Note to Instructor: The arrow could also point to the beginning of the sentence.

Our teacher with chocolate loves to eat pretzels.

— LESSON 44 —

Adjective and Adverb Phrases

Prepositional Phrases Acting as Other Parts of Speech

Exercise 44A: Prepositional Phrases Acting as Other Parts of Speech

In each sentence below, circle any prepositional phrases. Underline the subject of the sentence once and the predicate twice. Then label the prepositional phrases as *ADJ* (adjective phrase), *ADV* (adverb phrase), *S* (subject), *PA* (predicate adjective), *PN* (predicate nominative), or *OP* (object of a preposition).

Our flight is ^{PA}on time

The argument ^{ADJ}between the candidates was ^{ADV}on the news

Note to Instructor: The difference between the two sentences is that “on time” describes *what* the flight is, while “on the news” describes *where* the news is.

^SBeneath that tree is my favorite spot.

My favorite spot is ^{PN}beneath that tree

We crawled ^{ADV}through the tunnel and jumped ^{ADV}across the stream

Our father telephoned us ^{ADV}^{OP}from across the country

The group's meetings are ^{ADV}at the library

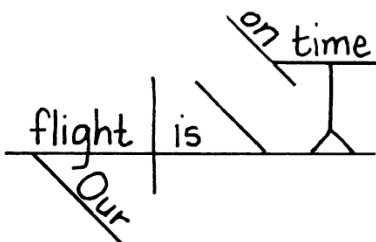
^SIn the sun is too hot today!

The house ^{ADJ}upon the hill was full ^{ADV}of mystery

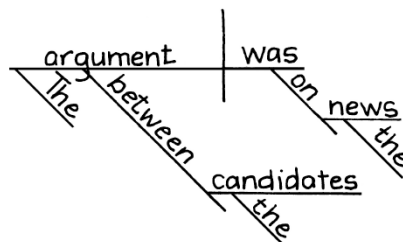
Exercise 44B: Diagramming

On your own paper, diagram the sentences from 44A.

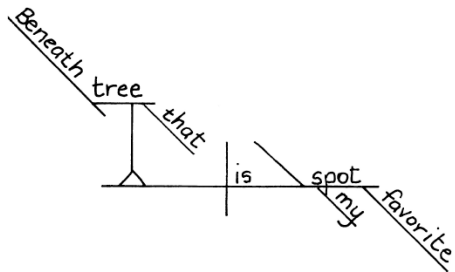
Our flight is on time.



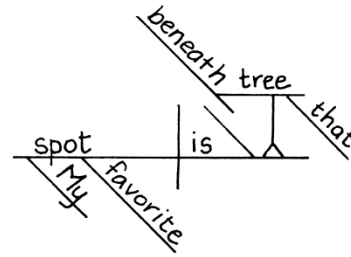
The argument between the candidates was on the news.



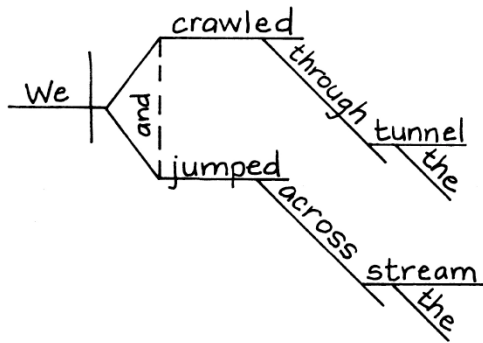
Beneath that tree is my favorite spot.



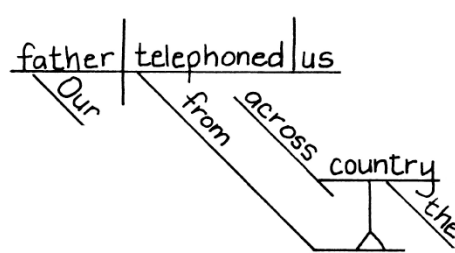
My favorite spot is beneath that tree.



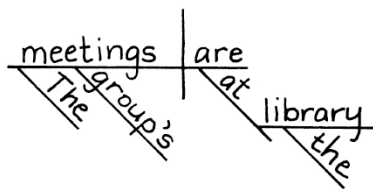
We crawled through the tunnel and jumped across the stream.



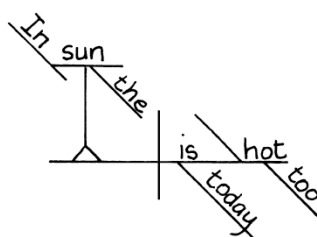
Our father telephoned us from across the country.



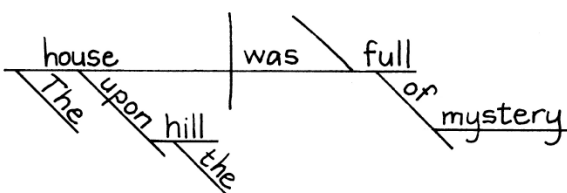
The group's meetings are at the library.



In the sun is too hot today!



The house upon the hill was full of mystery.



WEEK 12

Advanced Verbs

— LESSON 45 —

Linking Verbs

Linking/Action Verbs

Exercise 45A: Distinguishing between Action Verbs and Linking Verbs

Underline the verbs in the following sentences. Identify them as *AV* for action verb or *LV* for linking verb. If the verb is followed by a direct object (*DO*), predicate adjective (*PA*), or predicate nominative (*PN*), label it.

Remember that a verb with *no* direct object, predicate adjective, or predicate nominative will be an action verb, unless it is a state-of-being verb. Also remember that direct objects, predicate adjectives, and predicate nominatives are never found within prepositional phrases.

Herman suspiciously tasted the new food.

The food tasted wonderful!

Herman ate everything on his plate.

Please stay alert during the flight attendant's instructions.

Stay in your seat during takeoff.

Ana felt the edge of the platform with her foot.

She felt somewhat nervous.

She grew less nervous throughout the dance.

Her mother and father looked at her.

They looked proud.

Ana proved a capable dancer.

The mathematician proved her idea.

It seemed reasonable.

She became a renowned professor.

Exercise 45B: Distinguishing Different Kinds of Nouns

Underline all of the nouns in the following sentences. Identify them as *S* for subject, *OP* for object of a preposition, *IO* for indirect object, *DO* for direct object, or *PN* for predicate nominative.

^S Clara Lazen discovered a new ^{DO} kind of ^{OP} molecule.

She was a fifth-grade ^{PN} student.

Her ^S teacher was using ball-and-stick ^{DO} models for ^{OP} molecules.

She combined ^{DO} oxygen, ^{DO} nitrogen, and ^{DO} carbon into a new ^{OP} formation.

Was her ^S design a real ^{PN} molecule?

Her ^S teacher sent a ^{IO} scientist a ^{DO} picture of it.

The ^S scientist told her ^{IO} teacher the good ^{DO} news.

Clara's ^S design became ^{PN} tetranitratocarbon.

^S Scientists have not yet synthesized this new ^{DO} molecule.

Exercise 45C: Diagramming Action Verbs and Linking Verbs

On your own paper, diagram the following sentences.

Pumpkins become ripe.

Pumpkins | become \ ripe

Jackson told me the truth.

Jackson | told | truth
 \ me \ the

This smells funny.

This | smells \ funny

Bobcats are predators.

Bobcats | are \ predators

Bobcats hunt rabbits.

Bobcats | hunt | rabbits

Bobcats are solitary.

Bobcats | are \ solitary

— LESSON 46 —

Conjugations Irregular Verbs Principal Parts of Verbs

Exercise 46A: Forming Simple, Perfect, and Progressive Tenses

Fill in the missing blanks in the chart below.

Simple Present

	Singular	Plural
First person	I zoom	We <u>zoom</u>
Second person	You <u>zoom</u>	You zoom
Third person	He, she, it <u>zooms</u>	They zoom

Simple Past

	Singular	Plural
First person	I <u>zoomed</u>	We <u>zoomed</u>
Second person	You <u>zoomed</u>	You <u>zoomed</u>
Third person	He, she, it <u>zoomed</u>	They zoomed

Simple Future

	Singular	Plural
First person	I <u>will zoom</u>	We <u>will zoom</u>
Second person	You will zoom	You <u>will zoom</u>
Third person	He, she, it <u>will zoom</u>	They <u>will zoom</u>

Perfect Present

	Singular	Plural
First person	I <u>have zoomed</u>	We <u>have zoomed</u>
Second person	You <u>have zoomed</u>	You <u>have zoomed</u>
Third person	He, she, it has zoomed	They <u>have zoomed</u>

Perfect Past

	Singular	Plural
First person	I <u>had zoomed</u>	We <u>had zoomed</u>
Second person	You <u>had zoomed</u>	You had zoomed
Third person	He, she, it <u>had zoomed</u>	They <u>had zoomed</u>

Perfect Future

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

Progressive Present

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

Progressive Past

	Singular	Plural
First person	I <u>was zooming</u>	We <u>were zooming</u>
Second person	You <u>were zooming</u>	You <u>were zooming</u>
Third person	He, she, it <u>was zooming</u>	They <u>were</u> zooming

Progressive Future

	Singular	Plural
First person	I <u>will be zooming</u>	We <u>will be zooming</u>
Second person	You <u>will be zooming</u>	You <u>will be zooming</u>
Third person	He, she, it <u>will be zooming</u>	They <u>will be zooming</u>

Exercise 46B: French and English Words

Draw lines to match the English word with its French equivalent. Because English and French have similar backgrounds, you should be able to complete this exercise easily, even if you've never learned any French!

Note to Instructor: The student's lines should connect the English words on the left to the French word placed directly across from them below.

English

insert
family
negotiate
history
stomach
lemon
flower
perfume
magnificent
palace

French

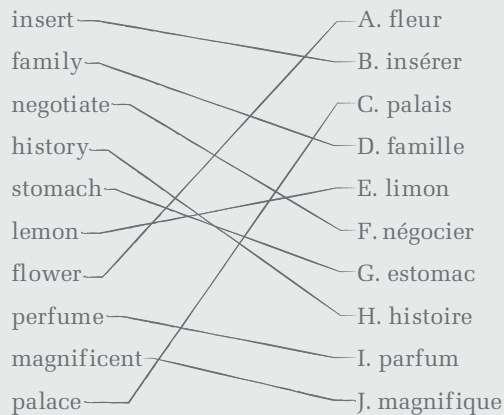
B. insérer
D. famille
F. négociier
H. histoire
G. estomac
E. limon
A. fleur
I. parfum
J. magnifique
C. palais

English

insert
family
negotiate
history
stomach
lemon
flower
perfume
magnificent
palace

French

A. fleur
B. insérer
C. palais
D. famille
E. limon
F. négociier
G. estomac
H. histoire
I. parfum
J. magnifique



Exercise 46C: Principal Parts of Verbs

Fill in the chart with the missing forms.

	First Principal Part Present	Second Principal Part Past	Third Principal Part Past Participle
I	delay	delayed	delayed
I	embarrass	embarrassed	embarrassed
I	tumble	tumbled	tumbled
I	visit	visited	visited
I	remind	reminded	reminded
I	copy	copied	copied
I	borrow	borrowed	borrowed
I	skip	skipped	skipped
I	whistle	whistled	whistled
I	count	counted	counted

Exercise 46D: Distinguishing between First and Second Principal Parts

Identify each underlined verb as 1 for first principal part or 2 for second principal part.

These sentences are from Carol Berkin's *A Brilliant Solution: Inventing the American Constitution*.

The Virginia resolutions ²provided a governmental skeleton, a structural blueprint for the new Constitution.

Sensibly, Madison ²turned his days in Philadelphia to good use.

"I ¹confess there are several parts of this constitution which I do not at present approve."

John Mercer, the young, opinionated delegate from Maryland, ²arrived in late July.

"I ¹agree to this Constitution with all its faults, if they are such."

— LESSON 47 —

Linking Verbs
Principal Parts
Irregular Verbs

No exercises this lesson.

— LESSON 48 —

Linking Verbs Principal Parts Irregular Verbs

Exercise 48A: Principal Parts

Fill in the blanks in the following chart of verbs.

Present	Past	Past Participle
fight	fought	fought
cut	cut	cut
drive	drove	driven
feed	fed	fed
grow	grew	grown
sell	sold	sold
quit	quit	quit
freeze	froze	frozen
teach	taught	taught
tear	tore	torn
pay	paid	paid
bleed	bled	bled
buy	bought	bought
jump	jumped	jumped
burst	burst	burst
bring	brought	brought
fly	flew	flown
draw	drew	drawn
sleep	slept	slept
make	made	made
send	sent	sent
cost	cost	cost
awake	awoke	awoken
stand	stood	stood
break	broke	broken
set	set	set
rise	rose	risen
think	thought	thought
tear	tore	torn
build	built	built
get	got	gotten

Present	Past	Past Participle
hit	hit	hit
hear	heard	heard
sniff	sniffed	sniffed
shake	shook	shaken
bring	brought	brought
say	said	said
find	found	found
shoot	shot	shot
fall	fell	fallen
forget	forgot	forgotten
keep	kept	kept

Exercise 48B: Forming Correct Past Participles

Write the correct third principal part (past participle) in each blank. The first principal part is provided for you in parentheses. The first is done for you.

Kristin had set (set) her bag near the stairs.

The dog has dug (dig) a new hole under the fence.

I had long sought (seek) the ancient treasure, and now I have found (find) it!

The announcer said Timothy had won (win) the award.

Timothy will get his award later; he was not feeling well and has already left (leave) the ceremony.

I have not ridden (ride) a horse since I was five years old.

Ouch! A mosquito has bitten (bite) me!

Asa has worn (wear) his favorite shirt three times this week.

Exercise 48C: Forming Correct Past Tenses

Write the correct second principal part (past) in each blank. The first principal part is provided for you in parentheses. The first is done for you.

Priscilla spoke (speak) to me about the event.

This shirt is on sale today; yesterday it cost (cost) thirty dollars!

Last year we grew (grow) zucchini in our garden.

Marcus read (read) the book before class.

Unhurriedly, my father drove (drive) through the mountain village and let (let) us see the lovely foliage.

On our vacation, I caught (catch) one fish, but my sister threw (throw) it back.

The alarm clock rang (ring) at least five times before I awoke (awake).

Exercise 48D: Proofreading for Irregular Verb Usage

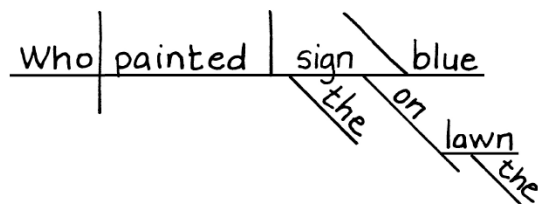
In the passage below, adapted from Frances Hodgson Burnett's *A Little Princess*, you will find seven errors in irregular verb usage. Cross out the incorrect forms and write the correct ones above them.

He ^{thought}~~thinked~~ that her eyes looked hungry because she had perhaps had nothing to eat for a long time. He did not know that they looked so because she ^{was}~~beed~~ hungry for the warm, merry life his home ^{held}~~holded~~ and his rosy face ^{spoke}~~speaked~~ of, and that she had a hungry wish to snatch him in her arms and kiss him. He only ^{knew}~~knowed~~ that she had big eyes and a thin face and a common basket and poor clothes. So he ^{put}~~putted~~ his hand in his pocket and ^{found}~~finded~~ his sixpence and walked up to her benignly.

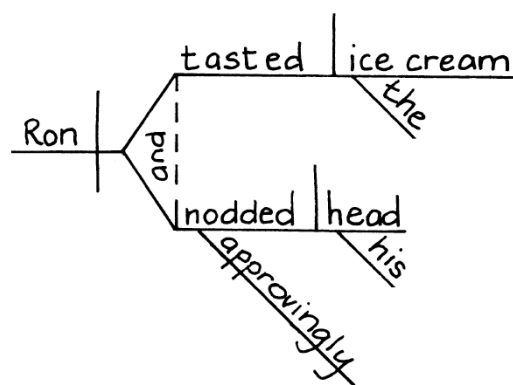
Exercise 48E: Diagramming

On your own paper, diagram the following four sentences.

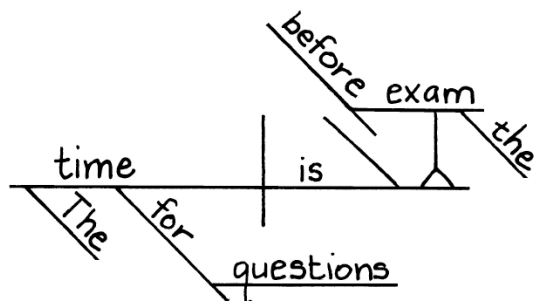
Who painted the sign on the lawn blue?



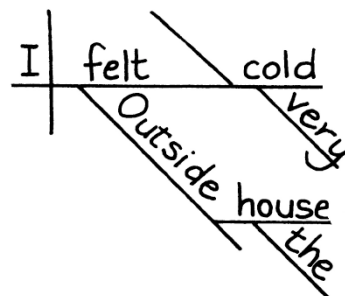
Ron tasted the ice cream and nodded his head approvingly.



The time for questions is before the exam.



Outside the house, I felt very cold.



— REVIEW 4 —

Weeks 10-12

Topics:

Direct and Indirect Objects

Linking Verbs

Predicate Adjectives

Predicate Nominatives

Articles

Adjective Phrases

Adverb Phrases

Action vs. Linking Verbs

Irregular Verbs

Principal Parts (Present, Past, Past Participle)

Review 4A: Action vs. Linking VerbsIdentify the underlined verbs as *A* for action or *L* for linking.Margaret ^Asmelled the mystery container from the refrigerator.The contents ^Lsmelled suspiciously strange, so Margaret ^Aemptied the container into the trash.Something else would probably ^Ltaste better.^ASound the alarm! This sale ^Lsounds like the biggest sale of the year!These deals ^Lseem fabulous.With our new products, you ^Llook great and ^Lfeel wonderful!^ACome to our store today and ^Atry these amazing products for yourself!You'll ^Lbecome the envy of all your friends!**Review 4B: Predicate Adjectives and Predicate Nominatives**Underline the linking verb in each of the following sentences. If the sentence concludes with a predicate nominative or predicate adjective, circle each and write *PA* for predicate adjective or *PN* for predicate nominative above it.The geese in the sky were ridiculously ^{PA}loud.Your cousin is a famous ^{PN}actress in our city.Latin class seemed extremely ^{PA}long today.The rabbits under the deck look ^{PA}skittish.

The fresh bread at the bakery smelled ^{PA} delectable.
 Jacques, Ricky, and Razak became a ^{PN} team.
 For several hours, the human statue remained ^{PA} motionless.
 Stephanie's locket was a ^{PN} keepsake from her grandmother.

Review 4C: Adjective and Adverb Phrases

In the following excerpt from Andrew Peterson's *North! Or Be Eaten*, identify each underlined prepositional phrase as *ADJ* for adjective phrase or *ADV* for adverb phrase.

Podo thought it would be funny to strike the tent with Oskar still sleeping ^{ADV} in it, so ^{ADV} after
^{ADV} a quick breakfast ^{ADJ} of dried fruit, Janner and Tink helped Podo pull the stakes and lift the center
 stick that held the canvas aloft. They laughed and whispered ^{ADV} to one another as they raised it
^{ADV} like a giant umbrella and exposed Oskar ^{ADV} to the sunlight, and still he snored. When the tent was
 rolled and lashed ^{ADV} to Podo's pack, there was nothing left to do but rouse Mister Reteep. Leeli
 nudged his shoulder, and his only response was a slight shift ^{ADJ} in the tone ^{ADJ} of his snore. Nia joined
 Leeli and prodded Oskar ^{ADV} on the other side. Soon they were rocking him back and forth so hard
 that Podo, Tink, and Janner doubled over ^{ADV} with laughter. Oskar snored and scratched ^{ADV} at his belly.

Review 4D: Forming Principal Parts

Complete the following excerpt (from J. R. R. Tolkien's *The Two Towers*) by writing the correct principal part of the verb in parentheses (*1stPP*, *2ndPP*, or *3rdPP*).

Note to Instructor: *Stride* is an irregular verb that was not included on the list in Lesson 47. Its principal parts are *stride*, *strode*, *stridden*. If the student answers "strided," explain that "stride" follows the same pattern in its principal parts as "ride."

"Good! Good!" said (*say*, 2nd PP) Treebeard. "But I spoke (*speak*, 2nd PP) hastily. We must not be (*be*, 1st PP) hasty. I have become (*become*, 3rd PP) too hot. I must cool (*cool*, 1st PP) myself and think (*think*, 1st PP); for it is easier to shout *stop!* than to do it."

He strode (*stride*, 2nd PP) to the archway and stood (*stand*, 2nd PP) for some time under the falling rain of the spring. Then he laughed (*laugh*, 2nd PP) and shook (*shake*, 2nd PP) himself, and wherever the drops of water fell (*fall*, 2nd PP) glittering from him to the ground they glinted (*glint*, 2nd PP) like red and green sparks. He came (*come*, 2nd PP) back and laid (*lay*, 2nd PP) himself on the bed again and was silent.

Review 4E: Irregular Verbs

Find and correct the FIVE errors in irregular verb usage in the following excerpt from *The Wonderful Wizard of Oz*, by L. Frank Baum. Cross out each incorrect form and write the correct form above it.

There ~~beed~~^{were} few birds in this part of the forest, for birds love the open country where there is plenty of sunshine; but now and then there ~~comed~~^{came} a deep growl from some wild animal hidden among the trees. These sounds ~~maked~~^{made} the little girl's heart beat fast, for she did not know what ~~maked~~^{made} them; but Toto ~~knewed~~^{knew}, and he walked close to Dorothy's side, and did not even bark in return.

Review 4F: Misplaced Modifiers

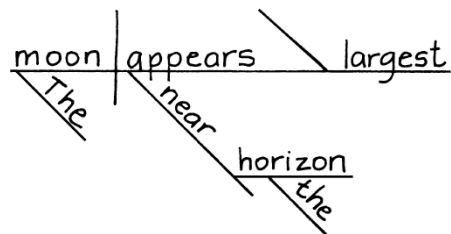
Circle the misplaced adjective and adverb phrases in the following sentences. Draw an arrow to the place where each phrase should be.

- Our trip was a comedy of errors to California.
- In the soda, Grandpa told me that there were 140 calories.
- People are learning to swim across the country.
- The lady cuts my hair with seven dogs.
- The owner in his pocket of the restaurant has twenty dollars.
- The quilt keeps the sick child with green and purple squares warm.
- In the trash can, the worried woman searched frantically for her wallet.
- The monster frightened the boy with two heads.

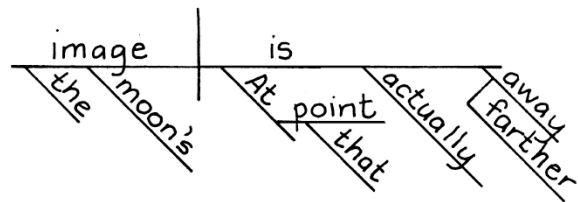
Review 4G: Diagramming

On your own paper, diagram the following sentences.

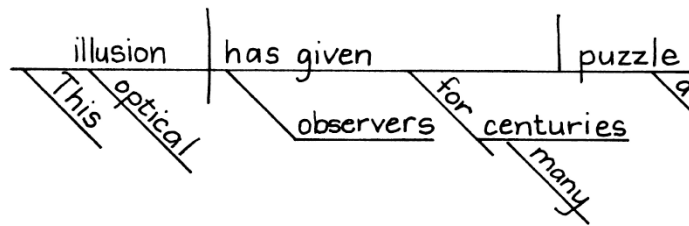
The moon appears largest near the horizon.



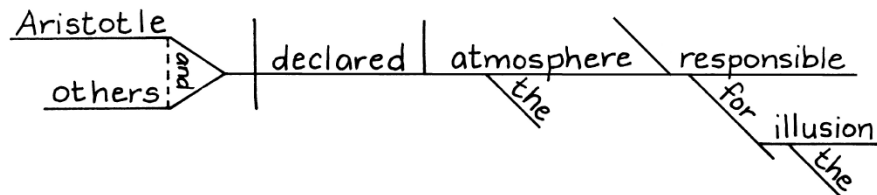
At that point, the moon's image is actually farther away.



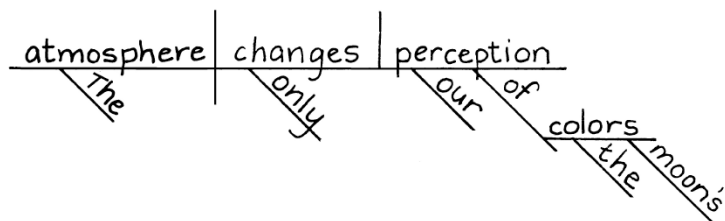
This optical illusion has given observers a puzzle for many centuries.



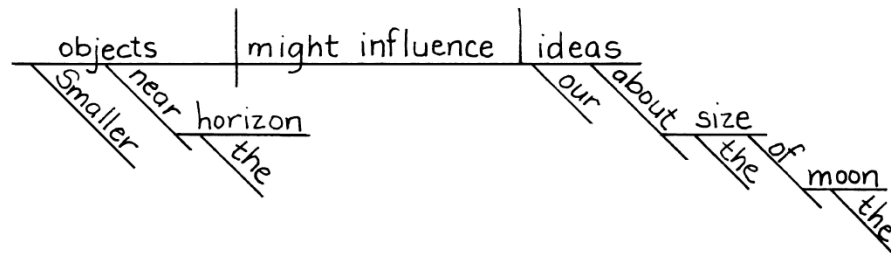
Aristotle and others declared the atmosphere responsible for the illusion.



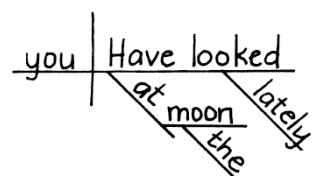
The atmosphere only changes our perception of the moon's colors.



Smaller objects near the horizon might influence our ideas about the size of the moon.



Have you looked at the moon lately?



It may look different at different times of night!

