

WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs Sentences

Simple Present, Simple Past, and Simple Future Tenses

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

A pronoun takes the place of a noun.

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

State-of-Being Verbs

am were
is be
are being
was been

Helping Verbs

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

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

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

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

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

Exercise 13A: Simple Tenses

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

Form the simple future by adding the helping verb *will* in front of the simple present. A suffix is one or more letters added to the end of a word to change its meaning.

Forming the Simple Past

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

sharpen—sharpened
utter—uttered

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

rumble—rumbled
shade—shaded

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

scam—scammed
thud—thudded

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

cry—cried
try—tried

Exercise 13B: Using Consistent Tense

When you write, you should use consistent tense—if you begin a sentence in one tense, you should continue to use that same tense for any other verbs in the same sentence. The following sentences use two verb tenses. Cross out the second verb and rewrite it so that the tense of the second verb matches the tense of the first one.

The first sentence is done for you.

Annie leaped up and hugs her mother.

Alison walked to the ticket booth and picks up tickets for her first football game.

Her brother accompanied her to the game and will explain the rules.

The game will continue for a long time, and the players work hard.

The running back steals the ball and scored a touchdown!

Alison and her brother jump in the air and will cheer for the team.

It will be a fun trip home because her brother stops for ice cream to celebrate.

Exercise 13C: Forming the Simple Past Tense

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

These sentences are taken from *The Emerald City of Oz* by L. Frank Baum.

The Nome King was in an angry mood, and at such times he was very disagreeable.

Every one kept away from him, even his Chief Steward Kaliko.

Therefore the King _____ (storm) and _____ (rave) all by himself, walking up and down in his jewel-studded cavern and getting angrier all the time. Then he _____ (remember) that it was no fun being angry unless he had some one to frighten and make miserable, and he _____ (rush) to his big gong and made it clatter as loud as he could.

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

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

Kaliko ran out as fast as his spindle legs could carry his fat, round body, and soon the Chief Counselor _____ (enter) the cavern. The King _____ (scowl) and said to him:

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

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

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

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

Hearing this, the King _____ (glare) at his Counselor with a furious expression and _____ (tug) at his own long white whiskers until he _____ (pull) them so hard that he _____ (yell) with pain.

“You are a fool!” he _____ (exclaim).

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

The King _____ (roar) with rage and _____ (stamp) his foot.

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

Then the guards took the Chief Counselor, and bound him with chains to prevent his struggling, and _____ (lock) him away. And the King _____ (pace) up and down his cavern more angry than before.

— LESSON 14 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

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

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

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

study will study studied

Forming the Simple Past:

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

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

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

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

Exercise 14A: Forming the Simple Past and Simple Future Tenses

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

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

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

Today, I learn. I am learning my grammar.

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

A progressive verb describes an ongoing or continuous action.

Exercise 14B: Progressive Tenses

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

was chewing

will be dancing

am decorating

will be exercising

am floating

was gathering

will be copying

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

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

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

Spelling Rules for Adding -ing

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

skip–skipping

drum–drumming

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

smile–smiling

trade–trading

Exercise 14C: Forming the Past, Present, and Progressive Future Tenses

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

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

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

Exercise 14D: Simple and Progressive Tenses

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

The scientist Antoni van Leeuwenhoek _____ (progressive past of *experiment*) when he _____ (simple past of *test*) the water of the inland lake Berkelse Mere.

When he _____ (simple past of *look*) through his lens, he _____ (simple past of *discover*) that microscopic creatures _____ (progressive past of *swim*) in the water.

The French surgeon Ambroise Pare _____ (progressive past of *cauterize*) wounds when he ran out of boiling oil.

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

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

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

Finally, Kepler _____ (simple past of *decide*) that the orbit must be elliptical.

— LESSON 15 —

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

A progressive verb describes an ongoing or continuous action.

Yesterday, I was studying tenses.
Today, I am studying tenses.
Tomorrow, I will be studying something else!

NEWS BULLETIN!

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

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

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

Perfect Past	Perfect Present	Perfect Future
I had practiced yesterday.	I have practiced.	I will have practiced tomorrow.
I had eaten before bed.	I have eaten already.	I will have eaten by bedtime today.
I had seen the movie a week ago.	I have seen the movie once.	I will have seen the movie before it leaves the theater.

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

Helping verb: had

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

Helping verbs: have, has

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

Helping verb: will have

Exercise 15A: Perfect Tenses

Fill in the blanks with the missing forms.

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

Simple Past	Perfect Past	Perfect Present	Perfect Future
We listened			
He missed	He had missed	He has missed	He will have missed
He knitted			
He juggled			
He hammered			

Exercise 15B: Identifying Perfect Tenses

Identify the underlined verbs as perfect past, perfect present, or perfect future. The first one is done for you.

PERFECT PRESENT

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

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

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

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

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

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

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

Exercise 15C: Perfect, Progressive, and Simple Tenses

Each underlined verb phrase has been labeled as past, present, or future. Add the label *perfect*, *progressive*, or *simple* to each one. The first has been done for you.

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

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

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

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

PRESENT
When the monsoon rages, the palm trees will bend close to the ground under the pressure
FUTURE
of the wind and rain.

PAST
Roopa had finished her food by now. She picked up her cup of chai tea, happy that she
PAST

PAST
was sitting inside, safe and dry.

— LESSON 16 —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Perfect Present, Perfect Past, and Perfect Future Tenses

Irregular Verbs

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

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

Fill in the chart with the missing verb forms.

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

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

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

Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses

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

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

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



WEEK 5

More About Verbs

— LESSON 17 —

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

I yawn today. Yesterday, I yawned. Tomorrow, I will yawn.
I am yawning today. Yesterday, I was yawning. Tomorrow, I will be yawning.

A progressive verb describes an ongoing or continuous action.

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

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

Exercise 17A: Simple, Progressive, and Perfect Tenses

All of the bolded verbs are in the past tense. Label each bolded verb as S for simple, PROG for progressive, or PERF for perfect.

Now in these subterranean caverns **lived** a strange race of beings, called by some gnomes, by some kobolds, by some goblins. There **was** a legend current in the country that at one time they **lived** above ground, and were very like other people. But for some reason or other, concerning which there were different legendary theories, the king **had laid** what they thought too severe taxes upon them, or **had required** observances of them they did not like, or **had begun** to treat them with more severity, in some way or

other, and impose stricter laws; and the consequence was that they **had** all **disappeared** from the face of the country. According to the legend, however, instead of going to some other country, they **had** all **taken** refuge in the subterranean caverns, whence they never **came** out but at night, and then seldom **showed** themselves in any numbers, and never to many people at once. It was only in the least frequented and most difficult parts of the mountains that they were said to gather even at night in the open air. Those who **had** **caught** sight of any of them **said** that they **had** greatly **altered** in the course of generations; and no wonder, seeing they **lived** away from the sun, in cold and wet and dark places.

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

had rejoiced
will have rejoiced

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

have greatly rejoiced
They will have all rejoiced

_____ | have rejoiced

_____ | will have rejoiced

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

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

The predicate of the sentence tells something about the subject.

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

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

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

A pronoun takes the place of a noun.

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

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

Exercise 17B: Identifying and Diagramming Subjects and Predicates, Identifying Verb Tenses

Underline the subject once and the predicate twice in each sentence. Be sure to include both the main verb and any helping verbs when you underline the predicate. Identify the tense of each verb or verb phrase (*simple past, present, or future; progressive past, present, or future; perfect past, present, or future*) on the line. Then, diagram each subject and predicate on your own paper.

These sentences are taken from *The Light Princess and Other Fairy Stories* by George MacDonald.

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

One day an awkward accident happened. _____

The princess had come out upon the lawn. _____

She had almost reached her father. _____

He was holding out his arms. _____

A puff of wind blew her aside. _____

We have fallen in! _____

He was swimming with the princess. _____

I have quite forgotten the date. _____

By that time, they will have learned their lesson. _____

She found her gravity! _____

Down the narrow path they went. _____

They reached the bottom in safety. _____

— LESSON 18 —

Verb Phrases

Person of the Verb

Conjugations

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

Persons of the Verb

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

Simple Tenses

Regular Verb, Simple Present

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

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

Regular Verb, Simple Past

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

Regular Verb, Simple Future

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

Perfect Tenses

Regular Verb, Perfect Present

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

Regular Verb, Perfect Past

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

Regular Verb, Perfect Future

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

Exercise 18A: Third Person Singular Verbs

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

The first of each is done for you.

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

First Person Verb	Third Person Singular Verb
I shatter	it shatters
I skip	she _____
I hike	he _____

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

First Person Verb	Third Person Singular Verb
we brush	he brushes
we hiss	it _____
we catch	she _____

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

First Person Verb	Third Person Singular Verb
I carry	it carries
I study	she _____
I tally	he _____

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

First Person Verb	Third Person Singular Verb
we stray	it strays
we buy	he _____
we play	she _____

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

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

Exercise 18B: Simple Present Tenses

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

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

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

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

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

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

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

But they never (hear/hears).

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

Exercise 18C: Perfect Present Tenses

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

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

_____ [walk] a long way—I have been walking these seven days.”

“Speak the truth; and if I find you _____ [commit] no crime, you will

never be friendless while I live.”

“He _____ [go], sir,” replied Mrs. Bedwin.

“I consider, sir, that you _____ [obtain] possession of that book under very suspicious and disreputable circumstances.”

“There, my dear,” said Fagin, “that’s a pleasant life, isn’t it? They _____

[go] out for the day.”

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

— LESSON 19 —

Person of the Verb Conjugations State-of-Being Verbs

English
conjugate
to join a verb to
each person in turn

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

Regular Verb, Simple Present

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

Regular Verb, Simple Past

conjugated

Regular Verb, Simple Future

will conjugate

Regular Verb, Perfect Present

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

Regular Verb, Perfect Past

had conjugated

Regular Verb, Perfect Future

will have conjugated

Regular Verb, Progressive Present

am conjugating

State-of-Being Verb, Simple Present

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

Exercise 19A: Forming Progressive Present Tenses

Fill in the blanks with the correct helping verbs.

Regular Verb, Progressive Present

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

State-of-Being Verb, Simple Present

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

State-of-Being Verb, Simple Past

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

State-of-Being Verb, Simple Future

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

State-of-Being Verb, Perfect Present

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

State-of-Being Verb, Perfect Past

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

State-of-Being Verb, Perfect Future

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

State-of-Being Verb, Progressive Present

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

State-of-Being Verb, Progressive Past

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

State-of-Being Verb, Progressive Future

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

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

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

Regular Verb, Progressive Future

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

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

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

Simple Past

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

Simple Future

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

Perfect Present

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

Perfect Past

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

Perfect Future

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

Progressive Present

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

Progressive Past

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

Progressive Future

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

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

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

Simple Present

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

Simple Past

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

Simple Future

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

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

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

Simple Present

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

Simple Past

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

Simple Future

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

I **will** go to bed early.

When I was young, I **would** always go to bed early.

I **would** like to go to bed early.

I **should** probably go to bed now.

I **would** eat the chocolate caramel truffle.

I **should** eat the chocolate caramel truffle.

I **may** eat the chocolate caramel truffle.

I **might** eat the chocolate caramel truffle.

I **must** eat the chocolate caramel truffle.

I **can** eat the chocolate caramel truffle.

I **could** eat the chocolate caramel truffle.

Am, is, are, was, were, be, being, and been are forms of the verb *am*.

Have, has, and had are forms of the verb *has*.

Do, does, and did are forms of the verb *do*.

Shall and *will* are different forms of the same verb.

Should, would, may, might, must, can, and could express hypothetical situations.



WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

Simple Present

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

Perfect Past

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

Progressive Future

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

Complete Conjugation of a Regular Verb

Simple Present

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

Simple Past

I grabbed, etc.

Simple Future

I will grab, etc.

Perfect Present

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

Perfect Past

I had grabbed, etc.

Perfect Future

I will have grabbed, etc.

Progressive Present

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

Progressive Past

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

Progressive Future

I will be grabbing, etc.

Exercise 21A: Person and Number of Pronouns

Identify the person and number of the underlined pronouns. Cross out the incorrect verb in parentheses. The first one is done for you.

These sentences are taken from *The Once and Future King* by T.H. White.

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

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

Simple Present

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

Perfect Present

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

Progressive Present

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

Progressive Past

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

Exercise 21B: Identifying Subjects and Predicates

Draw two lines underneath each simple predicate and one line underneath each simple subject in the following sentences. If a phrase comes between the subject and the

predicate, put parentheses around it to show that it does not affect the subject-predicate agreement.

Leafcutter ants live in the southern United States and South America.

These creatures, strong and resourceful, create gardens and complex societies.

The tiny leafcutter ant carries almost ten times his own body weight.

The ants within the kingdom consist of a queen ant, soldier ants, and worker ants.

The queen of the colony lays eggs.

The soldiers, bigger than the workers, protect the colony.

The workers cut leaves for their gardens.

Exercise 21C: Subject-Verb Agreement

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

Caitlin (go/goes) to the beach to surf every weekend.

The waves, glittering under the sun, (crash/crashes) against the shore.

She (use/uses) her small surfboard because the waves are huge.

The other surfers in the ocean (smile/smiles) at her.

Boards of all shapes and colors (float/floats) on the water.

“I (has/have) all day to surf!” she (think/thinks) happily.

— LESSON 22 —

Formation of Plural Nouns

Collective Nouns

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

Exercise 22A: Collective Nouns

Write the collective noun for each description. Then fill in an appropriate singular verb for each sentence. (Use the simple present tense!) The first is done for you.

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

many students learning together	The _____	_____	the test.
people playing different musical instruments	The _____	_____	the piece.
52 playing cards	The _____	_____	incomplete.
many mountains	The _____	_____	high and icy.
a group of stars that forms a picture	The _____	_____	brightly.

Exercise 22B: Plural Noun Forms

Read each rule and the example out loud. Then rewrite the singular nouns as plural nouns in the spaces provided.

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

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

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

Singular Noun	Plural Noun
mess	messes
splash	_____
ditch	_____
fox	_____
buzz	_____

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

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

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

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

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

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

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

Singular Noun	Plural Noun
sheriff	sheriffs
cliff	cliffs
tariff	_____

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

Singular Noun	Plural Noun
scarf	scarfs/scarves
hoof	_____

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

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

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

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

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

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

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

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

Exercise 22C: Plural Nouns

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

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

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

Surely (pirate) _____ are as much entitled to a biographical dictionary of their own as are (clergyman) _____, (race-horse) _____, or (artist) _____. Have not the medical (man) _____ their Directory, the (lawyer) _____ their List, the (peer) _____ their Peerage? There are (book) _____ which record the (particular) _____ of (musician) _____, (dog) _____, and even white (mouse) _____. Above all, there is that astounding and entertaining volume, *Who's Who*, found in every club smoking-room, and which grows more bulky year by year, stuffed with information about the (life) _____, the (hobby) _____, and the (marriage) _____ of all the most distinguished (person) _____ in every

profession. But there has been until now no work that gives immediate and trustworthy information about the lives, and—so sadly important—the (death) _____ of our pirates.

Delving in the *Dictionary of National Biography*, it has been a sad disappointment to the writer to find so little space devoted to the careers of these picturesque if, I must admit, often unseemly persons. There are, of course, to be found a few pirates with household (name) _____ such as Kidd, Teach, and Avery. But I compare with indignation the meagre show of pirates in that monumental work with the rich profusion of (divine) _____. Even during the years when piracy was at its height, the pirates are utterly swamped by the (theologian) _____. Can it be that these two (profession) _____ flourished most vigorously side by side, and that when one began to languish, the other also began to fade?

My original intention was that only pirates should be included. To admit (privateer) _____, (corsair) _____, and other (sea-rover) _____ would have meant the addition of a vast number of names, and would have made the work unwieldy. But the difficulty has been to define the exact meaning of a pirate. A pirate was not a pirate from the cradle to the gallows. He usually began his life at sea as an honest mariner. He perhaps mutinied with other of the ship's crew, killed or otherwise disposed of the captain, seized the ship, and sailed off.

Often it happened that, after a long naval war, (ship) _____ were laid up and (navy) _____ reduced, thus flooding the countryside with begging and starving (seaman) _____. These were driven to go to sea if they could find a berth, often half-starved and brutally treated, and always underpaid, and so easily yielded to the

temptation of joining some vessel bound vaguely for the “South Sea,” where no (question) _____ were asked and no (money) _____ paid, but every hand on board had a share in the adventure.

— LESSON 23 —

- Plural Nouns
- Descriptive Adjectives
- Possessive Adjectives
- Contractions

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

Possessive adjectives tell whose.

An adjective modifies a noun or pronoun.

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

Descriptive adjectives tell what kind.

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

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

Exercise 23A: Introduction to Possessive Adjectives

Read the following nouns. Choose a person that you know to possess each of the items. Write that person’s name, an apostrophe, and an *s* to form a possessive adjective.

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

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

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

Exercise 23B: Singular and Plural Possessive Adjective Forms

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

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

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

INCORRECT

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

CORRECT

my book
your candy
his hat
her necklace
its nest

we's lesson
they's problem

our lesson
their problem

Contraction

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

Meaning

he is
she is
it is
you are
they are

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

Exercise 23C: Common Contractions

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

Full Form**Common Contraction**

I am

I'm _____

he is

we are

you have

she has

they had

he will

you would

let us

is not

were not

do not

can not

you are

it is _____

they are _____

— LESSON 24 —

Possessive Adjectives Contractions Compound Nouns

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

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

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

You're fond of your giraffe.
***You are** fond of your giraffe.*
*You're fond of **you are** giraffe.*

They're searching for their zebra.
***They are** searching for their zebra.*
*They're searching for **they are** zebra.*

Exercise 24A: Using Possessive Adjectives Correctly

Cross out the incorrect word in parentheses.

My sunglasses are lost. Could I borrow (yours/your's)?

When (your/you're) finished reading, could you lend me (your/you're) magazine?

(Its/It's) swelteringly hot today!

The car won't start. (Its/It's) battery must be dead.

(His/He's) rollerblades are too tight.

Did you remember (your/you're) backpack? I think (its/it's) still on the chair.

(They're/Their) so absentminded. (They're/Their) always losing (they're/their) belongings.

Whose pencil is that? (Its/It's) not a red pencil; (its/it's) blue, and (its/it's) eraser is chewed.
 (Their/They're) restaurant is known for (its/it's) fabulous desserts.
 (It's/Its) not fair that (she's/hers) always using (your/you're) pencils instead of (she's/hers).

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

One word shipwreck, haircut, chalkboard
Hyphenated word self-confidence, check-in, pinch-hitter
Two or more words air conditioning, North Dakota, *The Prince and the Pauper*

Exercise 24B: Compound Nouns

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

The post office will close early today.

Sunrise comes very late in the wintertime.

My mother-in-law forgot her checkbook.

I was running for the bus stop with all my dry cleaning in my arms.

The commander-in-chief arrived with great pomp and circumstance.

I really need a truckful of manure for my garden.

I had a horrendous headache last night.

“You Brush Your Teeth” is a song about toothbrushes.

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

passerby passersby passerbys

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

truckful trucksful truckfuls

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

grown-up growsns-up grown-ups

If the compound noun includes more than one noun, choose the most important to pluralize.

attorney at law attorneys at law attorney at laws

Exercise 24C: Plurals of Compound Nouns

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

Both of our (brother-in-law) _____ are (chef de cuisine)

_____ at Ethiopian restaurants in Washington, D.C.

All three (sergeant major) _____ have testified at multiple (court-martial) _____.

The four (secretary of state) _____ had a top-secret meeting.

I like to put three (teaspoonful) _____ of curry spice into my chicken curry.

Those annoying (good-for-nothing) _____ have stolen all of the (bagful) _____ of canned goods I was collecting for the food bank.

My mother keeps two (tape measure) _____ in each of her (toolbox) _____.

The (Knight Templar) _____ were almost wiped out in France in 1307.

Matija Bećković and Charles Simić are both past (poet laureate) _____ of Serbia.

— REVIEW 2 —

(Weeks 4-6)

Topics

Simple, Progressive, and Perfect Tenses

Conjugations

Irregular Verbs

Subject/Verb Agreement

Possessives

Compound Nouns

Contractions

Review 2A: Verb Tenses

Write the tense of each underlined verb phrase above it: simple past, present, or future; progressive past, present, or future; or perfect past, present, or future. The first is done for you. Watch out for words that interrupt verb phrases but are not helping verbs (such as *not*).

PROGRESSIVE PRESENT

I am reading *The Word Snoop*.

By the time I have finished this book, I will have learned everything there is to know about the English language!

The next section that I will be reading is about silent letters.

After I have completed the section on silent letters, I will study the history of punctuation.

The following sentences are taken from *The Word Snoop* by Ursula Dubosarsky (New York: Dial Books, 2009).

It is time to talk about silent letters.

They are the ones that creep sneakily into words at the beginning, middle, or end when you are not expecting them.

What are you doing there, silent letters!

You frightened me!

English is not the only language with silent letters, but it has more than most.

This can be really hard when you are learning to spell, as you have probably realized already.

Then other people thought it would be good if English looked more like Latin, so a *b*, for example, was dumped back into the word *doubt*, even though it had been taken out

because no one pronounced it that way anymore.

And have you ever wondered about words like *psalm* and *rhubarb*?

They came from ancient Greek words.

Quite a few of today's silent letters have not always been so quiet.

Imagine yourself back when you were learning the alphabet for the very first time.

You will have to crack the special code if you want to know what I am saying.

Review 2B: Verb Formations

Fill in the charts with the correct conjugations of the missing verbs. Identify the person of each group of verbs.

PERSON: _____

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

PERSON: _____

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

PERSON: _____

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

PERSON: _____

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

Review 2C: Person and Subject/Verb Agreement

Circle the correct verb in parentheses.

The following sentences are taken from *The 2,548 Best Things Anybody Ever Said* by Robert Byrne (New York: Simon & Schuster, 1990).

It (is/are) a good thing for an uneducated man to read books of quotations. –Winston Churchill

I (hates/hate) quotations. –Ralph Waldo Emerson

We (doesn't/don't) know a millionth of one percent about anything. –Thomas Alva Edison

He (writes/write) so well he (makes/make) me feel like putting my quill back in my goose. –Fred Allen

I (considers/consider) exercise vulgar. It (makes/make) people smell. –Alec Yuill Thornton

If you (isn't/aren't) fired with enthusiasm, you'll be fired with enthusiasm. –Vince Lombardi

Children (is/are) guilty of unpardonable rudeness when they (spits/spit) in the face of a companion; neither are they excusable who spit from windows or on walls or furniture. –St. John Baptist de La Salle

Seriousness (is/are) the only refuge of the shallow. –Oscar Wilde

Of all the animals, the boy (is/are) the most unmanageable. –Plato

Plato (is/are) a bore. –Friedrich Nietzsche

In expressing love we (belongs/belong) among the most undeveloped countries. –Saul Bellow

Only young people (worries/worry) about getting old. –George Burns

The two biggest sellers in any bookstore (is/are) the cookbooks and the diet books. The cookbooks (tells/tell) you how to prepare the food and the diet books (tells/tell) you how not to eat any of it. –Andy Rooney

Review 2D: Possessives and Compound Nouns

Circle the TEN possessive words in the following excerpt. Include possessive words formed from both nouns and pronouns.

Find and underline the SIX compound nouns. Write the plurals of those compound nouns on the blanks at the end of the excerpt.

The following excerpt is taken from *Mary Poppins* by P.L. Travers (New York: Harcourt Books, 1997).

Jane, with her head tied up in Mary Poppins’s bandanna handkerchief, was in bed with earache . . .

So Michael sat all the afternoon on the window-seat telling her the things that occurred in the Lane. And sometimes his accounts were very dull and sometimes very exciting.

“There’s Admiral Boom!” he said once. “He has come out of his gate and is hurrying down the Lane. Here he comes. His nose is redder than ever and he’s wearing a top-hat. Now he is passing Next Door—”

“Is he saying, ‘Blast my gizzard!’?” enquired Jane.

“I can’t hear. I expect so. There’s Miss Lark’s second housemaid in Miss Lark’s garden. And Robertson Ay is in our garden, sweeping up the leaves and looking at her over the fence. He is sitting down now, having a rest.”

. . . “Mary Poppins,” said Jane, “there’s a cow in the Lane, Michael says.”

“Yes, and it’s walking very slowly, putting its head over every gate and looking round as though it had lost something.”

_____ _____ _____
 _____ _____ _____

Review 2E: Plurals and Possessives

Write the correct possessive, plural, and plural possessive forms for the following nouns.

Noun	Possessive	Plural	Plural Possessive
ghost	_____	_____	_____

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

Review 2F: Contractions

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

The excerpt is from *Miss Spitfire: Reaching Helen Keller* by Sarah Miller (Boston, Mass.: Atheneum Press, 2007).

How do I dare hope to teach this child—Helen—when _____ (I have) never taught a child who can see and hear? _____ (I have) only just graduated from the Perkins Institution for the Blind myself. Worse, _____ (it is) not simply that Helen _____ (cannot) hear words or see signs . . . The very notion that words exist, that objects have names, has never even occurred to her . . . At least I know that task _____ (is not) impossible; Perkins’s famous Dr. Howe taught my own cottage mate Laura Bridgeman to communicate half a century ago, and _____ (she is) both deaf and blind. Even so, _____ (I am) afraid . . .

More than that, _____ (I am) afraid Helen’s family expects too much from me. If _____ (they have) read the newspaper articles about Laura, _____ (they are) prepared for a miracle. They _____ (do not) know Laura’s “miraculous” education was hardly perfect . . .

If the Kellers are hoping for another Laura Bridgeman, I _____ (do not) know how I—an untrained Irish orphan—can please them. I _____ (cannot) tell them there may never be another Laura Bridgeman . . .

_____ (There is) not a relative alive _____ (who would) have me, and I _____ (would not) know where to find them now anyhow. _____ (I would) die of shame if I had to go back to Perkins a failure.

