

WEEK 4

Verb Tenses

— LESSON 13 —

Nouns, Pronouns, and Verbs Sentences

Simple Present, Simple Past, and Simple Future Tenses

Exercise 13A: Simple Tenses

	Simple Past	Simple Present	Simple Future
I	grabbed	grab	will grab
You	behaved	behave	will behave
She	jogged	jogs	will jog
We	enjoyed	enjoy	will enjoy
They	guessed	guess	will guess

Exercise 13B: Using Consistent Tense

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

The first sentence is done for you.

Annie leaped up and ^{hugged} ~~hugs~~ her mother.

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

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

The game will continue for a long time, and the players ^{will work} ~~work~~ hard.

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

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

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

Exercise 13C: Forming the Simple Past Tense

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

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

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

Therefore the King stormed and raved all by himself, walking up and down in his jewel-studded cavern and getting angrier all the time. Then he remembered that it was no fun being angry unless he had someone to frighten and make miserable, and he rushed to his big gong and made it clatter as loud as he could.

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

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

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

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

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

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

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

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

“You are a fool!” he exclaimed.

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

The King roared with rage and stamped his foot.

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

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

— LESSON 14 —**Simple Present, Simple Past, and Simple Future Tenses****Progressive Present, Progressive Past, and Progressive Future Tenses****Exercise 14A: Forming the Simple Past and Simple Future Tenses**

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

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

Exercise 14B: Progressive Tenses

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

was chewing

will be dancing

am decorating

will be exercising

am floating

was gathering

will be copying

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

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

Note to Instructor: This exercise drills progressive verbs and also prepares the student for the introduction of person in next week's lessons. If the student asks why the helping verbs change, you may either say, "You'll find out next week" or turn to Lesson 18 and do it out of order. (The first method is recommended; person has not yet been covered in order to allow the student to concentrate on the tenses being introduced.)

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

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

Exercise 14D: Simple and Progressive Tenses

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

The scientist Antoni van Leeuwenhoek was experimenting when he tested the water of the inland lake Berkelse Mere.

When he looked through his lens, he discovered that microscopic creatures were swimming in the water.

The French surgeon Ambroise Pare was cauterizing wounds when he ran out of boiling oil. He used salve instead, but he remarked to another doctor, “In the morning, the wounds will be festering.”

In the morning, the wounds he treated with salve were healing better than the wounds that were treated with cauterization.

Johannes Kepler was studying the orbit of Mars.

Finally, Kepler decided that the orbit must be elliptical.

— **LESSON 15** —

Simple Present, Simple Past, and Simple Future Tenses

Progressive Present, Progressive Past, and Progressive Future Tenses

Perfect Present, Perfect Past, and Perfect Future Tenses

Exercise 15A: Perfect Tenses

Fill in the blanks with the missing forms.

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

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

Exercise 15B: Identifying Perfect Tenses

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

PERFECT PRESENT

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

PERFECT PAST

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

PERFECT PRESENT

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

PERFECT PRESENT

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

PERFECT PAST

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

PERFECT PAST

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

PERFECT FUTURE

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

Exercise 15C: Perfect, Progressive, and Simple Tenses

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

progressive
PRESENT

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

perfect
PRESENT

progressive
PAST

simple
PAST

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

progressive
PAST

simple
PAST

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

perfect
PAST

simple
PAST

progressive
FUTURE

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

simple
PRESENT *simple*
FUTURE

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

perfect
PAST *simple*
PAST

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

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

Fill in the chart with the missing verb forms.

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

	Simple Past	Simple Present	Simple Future
I	ate	eat	will eat
You	felt	feel	will feel
She	wrote	write	will write
We	were	are	will be
They	got	get	will get
I	had	have	will have
You	went	go	will go
He	kept	keeps	will keep
We	made	make	will make
They	thought	think	will think
I	ran	run	will run
You	sang	sing	will sing
It	spoke	speaks	will speak
We	knew	know	will know

	Simple Past	Simple Present	Simple Future
They	swam	swim	will swim
I	wrote	write	will write
You	threw	throw	will throw
We	became	become	will become
They	taught	teach	will teach

Exercise 16B: Irregular Verbs, Progressive and Perfect Tenses

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

Note to Instructor: This is only the first practice run with irregular verbs, designed to increase the student's familiarity: give all necessary help. Since we have not yet covered person and number, the student should follow the pattern established in the first line of the chart.

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
give	was giving	am giving	will be giving	had given	have given	will have given
feel	was feeling	am feeling	will be feeling	had felt	have felt	will have felt
write	was writing	am writing	will be writing	had written	have written	will have written
grow	was growing	am growing	will be growing	had grown	have grown	will have grown
keep	was keeping	am keeping	will be keeping	had kept	have kept	will have kept
make	was making	am making	will be making	had made	have made	will have made
think	was thinking	am thinking	will be thinking	had thought	have thought	will have thought
run	was running	am running	will be running	had run	have run	will have run
sing	was singing	am singing	will be singing	had sung	have sung	will have sung
speak	was speaking	am speaking	will be speaking	had spoken	have spoken	will have spoken
know	was knowing	am knowing	will be knowing	had known	have known	will have known
swim	was swimming	am swimming	will be swimming	had swum	have swum	will have swum

Simple Present	Progressive Past	Progressive Present	Progressive Future	Perfect Past	Perfect Present	Perfect Future
write	was writing	am writing	will be writing	had written	have written	will have written
throw	was throwing	am throwing	will be throwing	had thrown	have thrown	will have thrown
become	was becoming	am becoming	will be becoming	had become	have become	will have become
teach	was teaching	am teaching	will be teaching	had taught	have taught	will have taught
is	was being	am being	will be being	had been	have been	will have been



WEEK 5

More About Verbs

— LESSON 17 —

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

Exercise 17A: Simple, Progressive, and Perfect Tenses

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

Now in these subterranean caverns ^S **lived** a strange race of beings, called by some gnomes,
by some kobolds, by some goblins. There ^S **was** a legend current in the country that at one time
they ^S **lived** above ground, and were very like other people. But for some reason or other,
concerning which there were different legendary theories, the king ^{PERF} **had laid** what they thought
too severe taxes upon them, or ^{PERF} **had required** observances of them they did not like, or ^{PERF} **had begun**
to treat them with more severity, in some way or other, and impose stricter laws; and the
consequence was that they ^{PERF} **had** all **disappeared** from the face of the country. According to the
legend, however, instead of going to some other country, they ^{PERF} **had** all **taken** refuge in the
subterranean caverns, whence they never ^S **came** out but at night, and then seldom ^S **showed**
themselves in any numbers, and never to many people at once. It was only in the least frequented
and most difficult parts of the mountains that they were said to gather even at night in the open
air. Those who ^{PERF} **had caught** sight of any of them ^S **said** that they ^{PERF} **had** greatly **altered** in the course
of generations; and no wonder, seeing they ^S **lived** away from the sun, in cold and wet and dark
places.

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

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

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

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

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

aunt | had deprived

One day an awkward accident happened. simple past

accident | happened

The princess had come out upon the lawn. perfect past

princess | had come

She had almost reached her father. perfect past

She | had reached

He was holding out his arms. progressive past

He | was holding

A puff of wind blew her aside. simple past

puff | blew

We have fallen in! perfect present

We | have fallen

He was swimming with the princess. progressive past

He | was swimming

I have quite forgotten the date. perfect present

I | have forgotten

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

they | will have learned

She found her gravity! simple past

she | found

Down the narrow path they went.

simple past

they | went

They reached the bottom in safety.

simple past

They | reached

— LESSON 18 —

Verb Phrases

Person of the Verb

Conjugations

Exercise 18A: Third Person Singular Verbs

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

The first of each is done for you.

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

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

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 <u>hisses</u>
we catch	she <u>catches</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 carry	it carries
I study	she <u>studies</u>
I tally	he <u>tallies</u>

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 <u>buys</u>
we play	she <u>plays</u>

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 <u>does</u>
I echo	he <u>echoes</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.

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

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

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

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

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

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

But they never (hear/hears).

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

Exercise 18C: Perfect Present Tenses

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

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

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

“He has gone, sir,” replied Mrs. Bedwin.

“I consider, sir, that you have obtained possession of that book under very suspicious and disreputable circumstances.”

“There, my dear,” said Fagin, “that’s a pleasant life, isn’t it? They have gone out for the day.”

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

— LESSON 19 —**Person of the Verb****Conjugations****State-of-Being Verbs****Exercise 19A: Forming Progressive Present Tenses**

Fill in the blanks with the correct helping verbs.

Regular Verb, Progressive Present

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

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

	Singular	Plural
First person	I <u>was</u> conjugating	we <u>were</u> conjugating
Second person	you <u>were</u> conjugating	you <u>were</u> conjugating

Third person he, she, it was conjugating they were conjugating

Regular Verb, Progressive Future

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

— LESSON 20 —

Irregular State-of-Being Verbs

Helping Verbs

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

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

Simple Present

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

Simple Past

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

Simple Future

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

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

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

Simple Present

	Singular	Plural
First person	I do	we <u>do</u>
Second person	you <u>do</u>	you <u>do</u>

Third person he, she, it does they do

Simple Past

First person	Singular	I <u>did</u>	Plural	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

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



WEEK 6

Nouns and Verbs in Sentences

— LESSON 21 —

Person of the Verb

Conjugations

Noun-Verb/Subject-Predicate Agreement

Exercise 21A: Person and Number of Pronouns

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

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

	Person	Singular/Plural
<u>They</u> (do/ does) love to fly.	<u>third</u>	<u>plural</u>
<u>He</u> (was/ were) seeing one ray beyond the spectrum.	<u>third</u>	<u>singular</u>
<u>We</u> (has /had) better fly.	<u>first</u>	<u>plural</u>
<u>You</u> (is /are) beginning to drop out of the air.	<u>second</u>	<u>singular</u>
<u>It</u> (is/ are) confusing to keep up with you.	<u>third</u>	<u>singular</u>
<u>I</u> (was/ were) a fish.	<u>first</u>	<u>singular</u>
<u>You</u> (has /have) to glide in at stalling speed all the way.	<u>second</u>	<u>singular</u>
<u>They</u> (prefer/ prefers) to do their hunting then.	<u>third</u>	<u>plural</u>

Exercise 21B: Identifying Subjects and Predicates

Draw two lines underneath each simple predicate and one line underneath each simple subject in the following sentences. If a phrase comes between the subject and the predicate, put parentheses around it to show that it does not affect the subject-predicate agreement.

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

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

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

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

The queen (of the colony) lays eggs.

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

The workers cut leaves for their gardens.

Exercise 21C: Subject-Verb Agreement

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

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

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

She (~~use~~/uses) her small surfboard because the waves are huge.
 The other surfers in the ocean (smile/~~smiles~~) at her.
 Boards of all shapes and colors (float/~~floats~~) on the water.
 “I (~~has~~/have) all day to surf!” she (~~think~~/thinks) happily.

— LESSON 22 —

Formation of Plural Nouns Collective Nouns

Exercise 22A: Collective Nouns

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

Note to Instructor: Accept any verb that makes sense, as long as it is singular, simple present, third person.

Description	Collective Noun	Verb	
mother, father, sister, brother	The <u>family</u>	<u>eats</u>	together.
nine baseball players	The <u>team</u>	<u>wins/plays/loses</u>	the game.
many students learning together	The <u>class</u>	<u>takes</u>	the test.
people playing different musical instruments	The <u>band/orchestra</u>	<u>plays/rehearses/likes</u>	the piece.
52 playing cards	The <u>deck</u>	<u>is</u>	incomplete.
many mountains	The <u>range</u>	<u>is</u>	high and icy.
a group of stars that forms a picture	The <u>constellation</u>	<u>shines/twinkles</u>	brightly.

Exercise 22B: Plural Noun Forms

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

Note to Instructor: Make sure that the student reads the rule out loud!

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

Singular Noun	Plural Noun
desk	desks
willow	<u>willows</u>
spot	<u>spots</u>
tree	<u>trees</u>

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

Singular Noun	Plural Noun
mess	messes
splash	<u>splashes</u>
ditch	<u>ditches</u>
fox	<u>foxes</u>
buzz	<u>buzzes</u>

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

Singular Noun	Plural Noun
family	families
salary	<u>salaries</u>

baby	babies _____
hobby	hobbies _____

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

Singular Noun	Plural Noun
toy	toys
donkey	donkeys _____
valley	valleys _____
guy	guys _____

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	shelves _____
wife	wives _____
thief	thieves _____

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

Singular Noun	Plural Noun
sheriff	sheriffs
cliff	cliffs
tariff	tariffs _____

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

Singular Noun	Plural Noun
scarf	scarfs/scarves
hoof	hoofs/hooves

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

Singular Noun	Plural Noun
patio	patios
radio	radios _____
rodeo	rodeos _____
zoo	zoos _____

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

Singular Noun	Plural Noun
potato	potatoes
hero	heroes _____
volcano	volcanoes _____
echo	echoes _____

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

Singular Noun	Plural Noun
piano	pianos
burrito	burritos _____
kimono	kimonos _____
solo	solos _____
soprano	sopranos _____

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

Singular Noun	Irregular Plural Noun
child	children
foot	feet
tooth	teeth
man	men
woman	<u>women</u>
mouse	mice
goose	geese
deer	<u>deer</u>
fish	fish

Exercise 22C: Plural Nouns

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

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

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

Surely (pirate) pirates are as much entitled to a biographical dictionary of their own as are (clergyman) clergymen, (race-horse) race-horses, or (artist) artists. Have not the medical (man) men their Directory, the (lawyer) lawyers their List, the (peer) peers their Peerage? There are (book) books which record the (particular) particulars of (musician) musicians, (dog) dogs, and even white (mouse) mice. Above all, there is that astounding and entertaining volume, *Who's Who*, found in every club smoking-room, and which grows more bulky year by year, stuffed with information about the (life) lives, the (hobby) hobbies, and the (marriage) marriages of all the most distinguished (person) persons OR people in every profession. But there has been until now no work that gives immediate and trustworthy information about the lives, and—so sadly important—the (death) deaths of our pirates.

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

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

Often it happened that, after a long naval war, (ship) ships were laid up and (navy) navies reduced, thus flooding the countryside with begging and starving (seaman) seamen. These were driven to go to sea if they could find a berth, often half starved and brutally treated, and always underpaid, and so easily yielded to the temptation of joining some vessel bound vaguely for the "South Sea," where no (question) questions were asked and no (money) monies paid, but every hand on board had a share in the adventure.

— LESSON 23 —

Plural Nouns Descriptive Adjectives Possessive Adjectives Contractions

Exercise 23A: Introduction to Possessive Adjectives

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

Note to Instructor: Even if the person's name ends in *-s*, the student should still add *'s* to form the possessive: "Marcus's football."

Example: Aunt Catherine	Aunt Catherine's	coffee mug
_____	[Name]'s _____	pickup truck
_____	[Name]'s _____	anteater
_____	[Name]'s _____	knitting needles
_____	[Name]'s _____	bus ticket to Seattle, Washington
_____	[Name]'s _____	cat food

Exercise 23B: Singular and Plural Possessive Adjective Forms

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

Noun	Singular Possessive	Plural	Plural Possessive
plant	plant's _____	plants _____	plants' _____
child	child's _____	children _____	children's _____
family	family's _____	families _____	families' _____
pirate	pirate's _____	pirates _____	pirates' _____
match	match's _____	matches _____	matches' _____
class	class's _____	classes _____	classes' _____
sheep	sheep's _____	sheep _____	sheep's _____
tortilla	tortilla's _____	tortillas _____	tortillas' _____
galley	galley's _____	galleys _____	galleys' _____
video	video's _____	videos _____	videos' _____
ox	ox's _____	oxen _____	oxen's _____

Exercise 23C: Common Contractions

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

Full Form	Common Contraction
I am	I'm _____
he is	he's _____
we are	we're _____
you have	you've _____
she has	she's _____
they had	they'd _____
he will	he'll _____
you would	you'd _____

let us	<u>let's</u>
is not	<u>isn't</u>
were not	<u>weren't</u>
do not	<u>don't</u>
can not	<u>can't</u>
you are	<u>you're</u>
it is	<u>it's</u>
they are	<u>they're</u>

— LESSON 24 —

Possessive Adjectives Contractions Compound Nouns

Exercise 24A: Using Possessive Adjectives Correctly

Cross out the incorrect word in parentheses.

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

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

(~~Its~~/It's) swelteringly hot today!

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

(~~His~~/he's) rollerblades are too tight.

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

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

Whose pencil is that? (~~Its~~/It's) not a red pencil; (~~its~~/it's) blue, and (~~its~~/it's) eraser is chewed.

(~~Their~~/~~They're~~) restaurant is known for its/~~it's~~-fabulous desserts.

(~~It's~~/~~Its~~) not fair that (~~she's~~/~~hers~~) always using (your/you're) pencils instead of (~~she's~~/~~hers~~).

Exercise 24B: Compound Nouns

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

The (post office) will close early today.

(Sunrise) comes very late in the (wintertime).

My (mother-in-law) forgot her (checkbook).

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

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

I really need a (truckful) of manure for my garden.

I had a horrendous (headache) last night.

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

Exercise 24C: Plurals of Compound Nouns

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

Note to Instructor: The rules governing each compound noun are provided for your reference. Discuss with the student as needed.

Both of our (brother-in-law) brothers-in-law are (chef de cuisine) chefs de cuisine at Ethiopian restaurants in Washington, D.C.

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

If the compound noun includes more than one noun, choose the most important to pluralize (chefs, not cuisine).

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

If a compound noun is made up of one noun along with another word or words, pluralize the noun (sergeants, courts. Major and martial are both adjectives).

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

If the compound noun includes more than one noun, choose the most important to pluralize (secretaries, not states).

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

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

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

If a compound noun is made up of one noun along with another word or words, pluralize the noun (nothings; nothing is a noun, good is an adjective, for is a preposition).

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

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

If the compound noun includes more than one noun, choose the most important to pluralize (measures not tape, boxes, not tool, since both name the essence of the noun).

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

If a compound noun is made up of one noun along with another word or words, pluralize the noun (Knights is a noun, Templar is an adjective).

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

If a compound noun is made up of one noun along with another word or words, pluralize the noun (poets is a noun, laureate is an adjective).

— REVIEW 2 —

(Weeks 4-6)

Topics

Simple, Progressive, and Perfect Tenses

Conjugations

Irregular Verbs

Subject/Verb Agreement

Possessives

Compound Nouns

Contractions

Review 2A: Verb Tenses

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

PROGRESSIVE PRESENT

I am reading *The Word Snoop*.

PERFECT PRESENT

PERFECT FUTURE

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

PROGRESSIVE FUTURE

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

PERFECT PRESENT

SIMPLE FUTURE

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

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

SIMPLE PRESENT

It is time to talk about silent letters.

SIMPLE PRESENT

They are the ones that creep sneakily into words at the beginning, middle, or end when

PROGRESSIVE PRESENT

you are not expecting them.

PROGRESSIVE PRESENT

What are you doing there, silent letters!

SIMPLE PAST

You frightened me!

SIMPLE PRESENT

SIMPLE PRESENT

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

PROGRESSIVE PRESENT

PERFECT PRESENT

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

SIMPLE PAST

Then other people thought it would be good if English looked more like Latin, so a *b*, for

PERFECT PAST

example, was dumped back into the word *doubt*, even though it had been taken out because no one pronounced it that way anymore.

PERFECT PRESENT

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

SIMPLE PAST

They came from ancient Greek words.

PERFECT PRESENT

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

PROGRESSIVE PAST

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

SIMPLE FUTURE

PROGRESSIVE PRESENT

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

Review 2B: Verb Formations

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

PERSON: Third

	Past	Present	Future
SIMPLE	she wiggled	she wiggles	she will wiggle
PROGRESSIVE	she was wiggling	she is wiggling	she will be wiggling
PERFECT	she had wiggled	she has wiggled	she will have wiggled

PERSON: First

	Past	Present	Future
SIMPLE	I shuffled	I shuffle	I will shuffle
PROGRESSIVE	I was shuffling	I am shuffling	I will be shuffling
PERFECT	I had shuffled	I have shuffled	I will have shuffled

PERSON: Second

	Past	Present	Future
SIMPLE	you itched	you itch	you will itch
PROGRESSIVE	you were itching	you are itching	you will be itching
PERFECT	you had itched	you have itched	you will have itched

PERSON: Third

	Past	Present	Future
SIMPLE	they sneezed	they sneeze	they will sneeze
PROGRESSIVE	they were sneezing	they are sneezing	they are sneezing
PERFECT	they had sneezed	they have sneezed	they will have sneezed

Review 2C: Person and Subject/Verb Agreement

Circle the correct verb in parentheses.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Review 2D: Possessives and Compound Nouns

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

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

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

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

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

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

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

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

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

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

handkerchieves earaches afternoons
window-seats top-hats housemaids

Review 2E: Plurals and Possessives

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

Noun	Possessive	Plural	Plural Possessive
ghost	ghost's _____	ghosts _____	ghosts' _____
ox	ox's _____	oxen _____	oxen's _____
trolley	trolley's _____	trolleys _____	trolleys' _____
thrush	thrush's _____	thrushes _____	thrushes' _____
Johnson	Johnson's _____	Johnsons _____	Johnsons' _____
rodeo	rodeo's _____	rodeos _____	rodeos' _____
city	city's _____	cities _____	cities' _____
person	person's _____	persons/people _____	persons'/people's _____

Review 2F: Contractions

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

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

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

Even so, I'm (I am) afraid . . .

More than that, I'm (I am) afraid Helen's family expects too much from me. If they've (they have) read the newspaper articles about Laura, they're (they are) prepared for a miracle. They don't (do not) know Laura's "miraculous" education was hardly perfect . . .

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

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

