

Reference Section

Reference 40: Expository Paragraph and Essay Guidelines

3-Point Expository Paragraph Guideline

Paragraph (9 sentences)

- A. Topic sentence
- B. A three-point sentence
- C. A **first point** sentence
- D. A **supporting** sentence for the first point
- E. A **second point** sentence
- F. A **supporting** sentence for the second point
- G. A **third point** sentence
- H. A **supporting** sentence for the third point
- I. A concluding sentence

3-Paragraph Expository Essay Guideline

1. Paragraph 1 - Introduction (3 sentences)
 - A. Topic and general number sentence
 - B. Extra information about the topic sentence
 - C. List sentence
2. Paragraph 2 - Body (6-9 sentences)
 - A. **First point** sentence
 - B. One or two **supporting** sentences for the first point
 - C. **Second point** sentence
 - D. One or two **supporting** sentences for the second point
 - E. **Third point** sentence
 - F. One or two **supporting** sentences for the third point
3. Paragraph 3 - Conclusion (2 sentences)
 - A. Concluding general statement sentence
 - B. Concluding summary sentence

Writing Topic: **Reasons why the Grand Canyon is a popular park**
Three main points about the topic. (1. history 2. location 3. uniqueness)

The Grand Canyon

Grand Canyon National Park is one of America's most popular parks for several reasons. Because the Grand Canyon is one of nature's most awesome sights, it is visited by thousands of tourists every year. Three reasons for its popularity are its history, its location, and its uniqueness.

The first reason for its popularity is its history. There are many great stories about its exploration by the great John Wesley Powell and other brave adventurers. The second reason for its popularity is its location. The Grand Canyon is located in northern Arizona, a very interesting and beautiful tourist spot. The third reason for its popularity is its uniqueness. The spectacular view of the Colorado River a mile below the rim, the canyon's enormous size, and the beautiful forms and colors of the rocks are breathtaking sights.

In conclusion, the Grand Canyon is a popular place for many reasons. The park's history, location, and uniqueness make it the most magnificent canyon in the world.

Reference 41: Guidelines for Group Assignment Activities

1. Divide into small groups, and choose a recorder to write down the group's ideas. Wait for your teacher to say, "Go!", then each group works on the group assignment. You have 10 minutes.
2. Choose a reporter from your group to read the ideas your group has written. After all groups have read their assignments orally, have the class tell something they enjoyed from each group.

Reference Section

Reference 42: Share Time Guidelines	
<p style="text-align: center;">Reader Preparation</p> <ol style="list-style-type: none"> 1. Have your paper ready to read when called upon. 2. Write the title of your story on the board. 3. Stand with your feet flat on the floor and your shoulders straight. Do not shift your weight as you stand. 4. Hold your paper about chin high to help you project your voice to your audience. 5. Make sure you do not read too fast. 6. Read in a clear voice that can be heard so that your audience does not have to strain to hear you. 7. Change your voice tone for different characters or for different parts of the story. 	<p style="text-align: center;">Audience Response</p> <ol style="list-style-type: none"> 1. Pay attention and listen attentively. 2. After each reader finishes reading his/her story, the audience (students) will write a brief response to the reader's story using the guidelines below. <ol style="list-style-type: none"> 1. Title of the story. 2. Main idea (what character had to do to solve problem) 3. Setting (time and place of story) 4. Main character 5. Favorite part of the story 6. Liked or disliked the ending because...

Reference 43: Indirect Object and Pattern 3			
<ol style="list-style-type: none"> 1. An indirect object is a noun or pronoun. 2. An indirect object receives what the direct object names. 3. An indirect object is located between the verb-transitive and the direct object. 4. An indirect object is labeled as IO. 5. To find the indirect object, ask TO WHOM or FOR WHOM after the direct object. <p>Example Sentence for the exact words to say to find the indirect object.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ol style="list-style-type: none"> 1. Kay made me a pie. 2. Who made me a pie? Kay - SN 3. What is being said about Kay? Kay made - V 4. Kay made what? pie - verify the noun 5. Does pie mean the same thing as Kay? No. 6. Pie - DO 7. Made - V-t 8. Kay made pie for whom? me - IO (Say: Me - indirect object.) 9. A - A </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <ol style="list-style-type: none"> 10. SN V-t IO DO P3 Check (Say: Subject Noun, Verb-transitive, Indirect Object, Direct Object, Pattern 3, Check.) (This first check is to make sure the "t" is added to the verb.) 11. Verb-transitive - check again. ("Check again" means to check for prepositional phrases and then go through the rest of the Question and Answer Flow.) (No prepositional phrases.) 12. Period, statement, declarative sentence 13. Go back to the verb - divide the complete subject from the complete predicate. 14. Is there an adverb exception? No. 15. Is this sentence in a natural or inverted order? Natural - no change. </td> </tr> </table>		<ol style="list-style-type: none"> 1. Kay made me a pie. 2. Who made me a pie? Kay - SN 3. What is being said about Kay? Kay made - V 4. Kay made what? pie - verify the noun 5. Does pie mean the same thing as Kay? No. 6. Pie - DO 7. Made - V-t 8. Kay made pie for whom? me - IO (Say: Me - indirect object.) 9. A - A 	<ol style="list-style-type: none"> 10. SN V-t IO DO P3 Check (Say: Subject Noun, Verb-transitive, Indirect Object, Direct Object, Pattern 3, Check.) (This first check is to make sure the "t" is added to the verb.) 11. Verb-transitive - check again. ("Check again" means to check for prepositional phrases and then go through the rest of the Question and Answer Flow.) (No prepositional phrases.) 12. Period, statement, declarative sentence 13. Go back to the verb - divide the complete subject from the complete predicate. 14. Is there an adverb exception? No. 15. Is this sentence in a natural or inverted order? Natural - no change.
<ol style="list-style-type: none"> 1. Kay made me a pie. 2. Who made me a pie? Kay - SN 3. What is being said about Kay? Kay made - V 4. Kay made what? pie - verify the noun 5. Does pie mean the same thing as Kay? No. 6. Pie - DO 7. Made - V-t 8. Kay made pie for whom? me - IO (Say: Me - indirect object.) 9. A - A 	<ol style="list-style-type: none"> 10. SN V-t IO DO P3 Check (Say: Subject Noun, Verb-transitive, Indirect Object, Direct Object, Pattern 3, Check.) (This first check is to make sure the "t" is added to the verb.) 11. Verb-transitive - check again. ("Check again" means to check for prepositional phrases and then go through the rest of the Question and Answer Flow.) (No prepositional phrases.) 12. Period, statement, declarative sentence 13. Go back to the verb - divide the complete subject from the complete predicate. 14. Is there an adverb exception? No. 15. Is this sentence in a natural or inverted order? Natural - no change. 		

Reference 44: Personal Pronoun-Antecedent Agreement					
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; padding: 5px;">antecedent pronoun</td> <td style="padding: 5px;">1: My <i>dad</i> loves <i>his</i> new golf clubs.</td> <td style="text-align: center; padding: 5px;">antecedent pronoun</td> <td style="padding: 5px;">2: My <i>dad</i> smiles. <i>He</i> has just played golf.</td> </tr> </table>		antecedent pronoun	1: My <i>dad</i> loves <i>his</i> new golf clubs.	antecedent pronoun	2: My <i>dad</i> smiles. <i>He</i> has just played golf.
antecedent pronoun	1: My <i>dad</i> loves <i>his</i> new golf clubs.	antecedent pronoun	2: My <i>dad</i> smiles. <i>He</i> has just played golf.		
<ol style="list-style-type: none"> 1. Decide if the antecedent is singular or plural and then choose the pronoun that agrees in number. If the antecedent is singular, the pronoun must be singular. (man - he, him, his, etc.) If the antecedent is plural, the pronoun must be plural. (men - they, them, their, etc.) 2. Decide if the antecedent is male or female and then choose the pronoun that agrees in gender. If the antecedent is masculine, the pronoun must be masculine gender (boy-he). If the antecedent is feminine, the pronoun must be feminine gender (girl-she). If the antecedent is neither masculine or feminine, the pronoun must be the neuter gender (book-it). (The plural pronouns <i>they</i> and <i>them</i> also show the neuter gender. The kids will sit here. They can have a picnic.) 					

Reference Section

Reference 45: The Indefinite Pronouns

1. Singular Indefinite Pronouns

Singular indefinite subject pronouns take singular verbs. (**Everyone** in the line **wants** a hamburger.) Once you learn the indefinite pronouns that are singular, choosing a singular verb is easy.

These indefinite pronouns will always be singular: those ending in **-one** (*anyone, everyone, someone, no one*) or **-body** (*anybody, everybody, somebody, nobody*) or **-thing** (*anything, everything, something*) and those that imply **one or none** (*one, each, either, neither, nothing, another*).

Singular indefinite pronouns used as antecedents must use singular personal pronouns for agreement in number. This is called singular pronoun-antecedent agreement. (**Everyone** will keep **his** own money.) If the antecedent is a singular indefinite pronoun followed by a prepositional phrase, the object of a preposition may determine the gender, but it never determines the number of the personal pronoun chosen for agreement. (**Each** of the men was chosen according to **his** musical ability.)

2. Plural Indefinite Pronouns

Plural indefinite subject pronouns take plural verbs. (**Several** in the line **want** hamburgers.) Once you learn the indefinite pronouns that are plural, choosing a plural verb is easy.

These indefinite pronouns will always be plural: *both, few, many, others, several*.

Plural indefinite pronouns used as antecedents must use plural personal pronouns for agreement in number. This is called plural pronoun-antecedent agreement. (**Many** will keep **their** own money.) If the antecedent is a plural indefinite pronoun followed by a prepositional phrase, the object of a preposition does not determine the gender or number of the personal pronoun chosen for agreement. (**Several** of the men were chosen according to **their** musical ability.)

3. Indefinite Pronouns That Can Be Either Singular or Plural

Some indefinite pronouns can be **either singular or plural**: *all, most, none, some, any, half*.

If a prepositional phrase follows any of these indefinite pronouns, the object of the preposition determines whether the indefinite pronoun is singular or plural. (Singular: Some (of the **bread**) **is** stale. Plural: Some (of the **jewels**) **are** missing. If these indefinite pronouns are used alone, they are usually considered plural. (**Some are** hidden from our view.)

Remember, only the “either singular or plural” pronouns depend on prepositional phrases to determine whether they are singular or plural.

4. Antecedents of Indefinite Pronouns

The antecedent for every pronoun should be clear, and the pronoun should agree with its antecedent in both gender (male or female) and number (singular or plural). When gender is not specified, the general rule is to use the masculine form or rewrite the sentence. (**Everybody** did **his** project.) or (**Everybody** did the project assigned.)

5. Ways Indefinite Pronouns Can Be Used

Indefinite pronouns can be used as subjects or objects, but if an indefinite word is used as an adjective, then it is not an indefinite pronoun.

Subject: **Many** know the password. Object: The teacher helps **many** of the students. Adjective: **Many** people are on the road.

Reference Section

Reference 46: Examples for Antecedent Agreement and Subject-Verb Agreement

For Parts 1 and 2, choose an answer from the choices in parentheses. Then, fill in the rest of the columns according to the titles. (S or P stands for singular or plural. N/Pro means to identify the subject as a noun or pronoun.)

Part 1: Pronoun-antecedent agreement				
	Pronoun choice	S or P	Antecedent	S or P
1. The children spoke respectfully to (its, <u>their</u>) mom.	their	P	children	P
2. The salesman is with (<u>his</u> , their) customer.	his	S	salesman	S
3. No one heard (<u>his</u> , their) name called.	his	S	no one	S
Part 2: Subject-verb Agreement				
	Subject	N/Pro	S or P	Verb choice
4. Anybody on the team (hit, <u>hits</u>) home runs.	Anybody	Pro	S	hits
5. Jill and Tina (<u>love</u> , loves) to fish with Grandpa.	Jill and Tina	N	P	love
6. Few insects (is, <u>are</u>) able to survive the icy cold.	insects	N	P	are
Part 3: Identify these indefinite pronouns as singular (S), plural (P), or either (E) singular or plural.				
<u>S</u> 1. either	<u>P</u> 2. both	<u>S</u> 3. everybody	<u>E</u> 4. most	<u>S</u> 5. someone

Reference 47: The Complex Sentence and Subordinate Conjunctions

A complex sentence is made by joining two sentences, an independent sentence and a subordinate sentence, together correctly.

1. **Independent sentence:** The car honked.
2. **Subordinate sentence:** When the car honked.
3. **Complex sentence:** When the car honked, the ducks waddled out of the way.

Example 1: the car honked the ducks waddled out of the way. (CX, when, 1)
When the car honked, the ducks waddled out of the way.

Example 2: the ducks waddled out of the way the car honked. (CX, after, 2)
The ducks waddled out of the way after the car honked.

Example 3: **When the car honked,** the ducks waddled out of the way.

Example 4: The ducks waddled out of the way **when the car honked.**

Review

- A. A sentence becomes a complex sentence when you add a subordinate conjunction to one of the two sentences that make up a complex sentence.
- B. Any independent sentence can be made subordinate (dependent) by simply adding a subordinate conjunction to the beginning of that sentence.
Subordinate sentences: (**When** the car honked) (**If** the car honked) (**Before** the car honked) (**After** the car honked)

A LIST OF THE MOST COMMON SUBORDINATE CONJUNCTIONS

A subordinate conjunction is a conjunction that always introduces a subordinate sentence. Since there are many subordinate conjunctions, only a few of the most common subordinate conjunctions are provided in the list below.

after	because	except	so that	though	when
although	before	if	than	unless	where
as, or as soon as	even though	since	that	until	while

Reference Section

Reference 48: Examples of Complex Sentences					
<p>Part 1: Put a slash to separate each sentence. Rewrite and correct the run-on sentences as indicated by the labels in parentheses.</p>	<p>Part 2: Identify each kind of sentence by writing the abbreviation in the blank. (S, F, SCS, SCV, CD, CX)</p>				
<ol style="list-style-type: none"> 1. Ann got hungry / she ate her supper. (CX, when, 1) 2. I slept two hours / I needed a nap. (CX, because, 2) 3. You cannot drive a car / you have no license. (CX, if, 2) 4. We can leave / I need some money. (CX, before, 1) 	<ol style="list-style-type: none"> 5. <u> CX </u> The fire will not burn unless it has oxygen. 6. <u> SCS </u> After lunch the boys and girls saw a movie. 7. <u> CD </u> I shouted into the phone, but he couldn't hear. 8. <u> SCV </u> Mother baked and cleaned all weekend. 				
<p>Key for 1-4:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. When Ann got hungry, she ate her supper.</td> <td style="width: 50%;">2. I slept two hours because I needed a nap.</td> </tr> <tr> <td>3. You cannot drive a car if you have no license.</td> <td>4. Before we can leave, I need some money.</td> </tr> </table>		1. When Ann got hungry, she ate her supper.	2. I slept two hours because I needed a nap.	3. You cannot drive a car if you have no license.	4. Before we can leave, I need some money.
1. When Ann got hungry, she ate her supper.	2. I slept two hours because I needed a nap.				
3. You cannot drive a car if you have no license.	4. Before we can leave, I need some money.				

Reference 49: Double Negatives												
Negative Words That Begin With <i>N</i>	Other Negative Words	Negative Prefixes										
<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">neither</td> <td style="padding-right: 10px;">no</td> <td style="padding-right: 10px;">no one</td> <td style="padding-right: 10px;">not (n't)</td> <td>nowhere</td> </tr> <tr> <td style="padding-right: 10px;">never</td> <td style="padding-right: 10px;">nobody</td> <td style="padding-right: 10px;">none</td> <td style="padding-right: 10px;">nothing</td> <td></td> </tr> </table>	neither	no	no one	not (n't)	nowhere	never	nobody	none	nothing		barely, hardly, scarcely	dis, non, un
neither	no	no one	not (n't)	nowhere								
never	nobody	none	nothing									
<p>Three Ways to Correct a Double Negative</p> <p>Rule 1. Change the second negative to a positive: Wrong: Susan couldn't find nothing. Right: Susan couldn't find anything.</p> <p>Rule 2. Take out the negative part of a contraction: Wrong: Susan couldn't find nothing. Right: Susan could find nothing.</p> <p>Rule 3. Remove the first negative word (possibility of a verb change): Wrong: Susan didn't say nothing. Right: Susan said nothing</p>												
<p>Changing Negative Words to Positive Words</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. Change <i>no</i> or <i>none</i> to <i>any</i>.</td> <td style="width: 33%;">4. Change <i>nothing</i> to <i>anything</i>.</td> <td style="width: 33%;">7. Change <i>neither</i> to <i>either</i>.</td> </tr> <tr> <td>2. Change <i>nobody</i> to <i>anybody</i>.</td> <td>5. Change <i>nowhere</i> to <i>anywhere</i>.</td> <td>8. Remove the <i>n't</i> from a contraction.</td> </tr> <tr> <td>3. Change <i>no one</i> to <i>anyone</i>.</td> <td>6. Change <i>never</i> to <i>ever</i>.</td> <td></td> </tr> </table>			1. Change <i>no</i> or <i>none</i> to <i>any</i> .	4. Change <i>nothing</i> to <i>anything</i> .	7. Change <i>neither</i> to <i>either</i> .	2. Change <i>nobody</i> to <i>anybody</i> .	5. Change <i>nowhere</i> to <i>anywhere</i> .	8. Remove the <i>n't</i> from a contraction.	3. Change <i>no one</i> to <i>anyone</i> .	6. Change <i>never</i> to <i>ever</i> .		
1. Change <i>no</i> or <i>none</i> to <i>any</i> .	4. Change <i>nothing</i> to <i>anything</i> .	7. Change <i>neither</i> to <i>either</i> .										
2. Change <i>nobody</i> to <i>anybody</i> .	5. Change <i>nowhere</i> to <i>anywhere</i> .	8. Remove the <i>n't</i> from a contraction.										
3. Change <i>no one</i> to <i>anyone</i> .	6. Change <i>never</i> to <i>ever</i> .											
<p>Examples: Underline the negative words in each sentence. Rewrite each sentence and correct the double negative mistake as indicated by the rule number in parentheses at the end of the sentence.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. We <u>doesn't</u> have <u>no</u> paint brushes for this project. (Rule 3)</td> <td style="width: 50%;">We have no paint brushes for this project.</td> </tr> <tr> <td>2. Kate <u>can't</u> <u>hardly</u> stand to watch boxing on TV. (Rule 2)</td> <td>Kate can hardly stand to watch boxing on TV.</td> </tr> <tr> <td>3. She <u>hasn't</u> had <u>nothing</u> for breakfast. (Rule 1)</td> <td>She hasn't had anything for breakfast.</td> </tr> </table>			1. We <u>doesn't</u> have <u>no</u> paint brushes for this project. (Rule 3)	We have no paint brushes for this project.	2. Kate <u>can't</u> <u>hardly</u> stand to watch boxing on TV. (Rule 2)	Kate can hardly stand to watch boxing on TV.	3. She <u>hasn't</u> had <u>nothing</u> for breakfast. (Rule 1)	She hasn't had anything for breakfast.				
1. We <u>doesn't</u> have <u>no</u> paint brushes for this project. (Rule 3)	We have no paint brushes for this project.											
2. Kate <u>can't</u> <u>hardly</u> stand to watch boxing on TV. (Rule 2)	Kate can hardly stand to watch boxing on TV.											
3. She <u>hasn't</u> had <u>nothing</u> for breakfast. (Rule 1)	She hasn't had anything for breakfast.											

Reference Section

Reference 50: Persuasive Paragraph and Essay Guidelines

Guidelines for a Persuasive Paragraph

- Paragraph (10-13 sentences)
- A. **Topic** sentence (opinion statement)
 - B. **General number** sentence
 - C. **First point** persuasive sentence
 - D. 1 or 2 **supporting** sentences for the first point
 - E. **Second point** persuasive sentence
 - F. 1 or 2 **supporting** sentences for the second point
 - G. **Third point** persuasive sentence
 - H. 1 or 2 **supporting** sentences for the third point
 - I. **In conclusion** sentence (Repeat topic idea)
 - J. **Final summary** sentence (Summarize reasons)

Guidelines for a 3-Paragraph Persuasive Essay

1. Paragraph 1 - Introduction (3 sentences)
 - A. **Topic** sentence (opinion statement)
 - B. **Reason** sentence
 - C. **General number** sentence
2. Paragraph 2 - Body (6-9 sentences)
 - A. **First point** persuasive sentence
 - B. 1 or 2 **supporting** sentences for the first point
 - C. **Second point** persuasive sentence
 - D. 1 or 2 **supporting** sentences for the second point
 - E. **Third point** persuasive sentence
 - F. 1 or 2 **supporting** sentences for the third point
3. Paragraph 3 - Conclusion (2 sentences)
 - A. **In conclusion** sentence (Repeat topic idea)
 - B. **Final summary** sentence (Summarize reasons)

Spicing Up School Lunches

Along with the regular lunch line, our lunchroom needs an a-la-carte line in which students pay for each item separately. An a-la-carte line would be popular with both students and teachers. There are several reasons why we need an a-la-carte line.

The first reason we need an a-la-carte line is to provide more interesting choices for lunch. Schools that have a-la-carte lines serve such popular items as slices of pizza, nachos, and single sandwiches or salads. The second reason we need an a-la-carte line is to avoid wasting food. Many people who buy hot lunches simply throw away portions of food on their trays. The third reason we need an a-la-carte line is to give students practice in making decisions. If a student has more food from which to choose, he will learn to be selective.

In conclusion, we need an a-la-carte line at our school. Not only would it provide an opportunity for choice, but it would also prevent waste.

Reference 51: Predicate Noun and Linking Verb

1. A **predicate noun** is a noun or pronoun after the verb that means the same thing as the subject.
2. A **predicate noun** is labeled as *PrN*.
3. To find the **predicate noun**, ask WHAT or WHO after the verb.
4. A **predicate noun or pronoun** is often called a predicate nominative.
5. A **predicate noun** always comes after a linking verb.
6. A **linking verb** links or connects the subject to a predicate noun or a predicate pronoun.

Example Sentence for the exact words to say to find the linking verb and predicate noun.

1. My dog is an excellent companion.
2. Who is an excellent companion? dog - SN
3. What is being said about dog? dog is - V
4. Dog is what? companion - verify the noun
5. Does companion mean the same thing as dog?
Yes.
6. Companion - *PrN* (Say: Companion - predicate noun.)
7. Is - LV (Say: Is - linking verb.)
8. What kind of companion? excellent - Adj
9. An - A
10. Whose dog? my - PPA
11. SN LV PrN P4 Check (Say: Subject Noun, Linking Verb, Predicate Noun, Pattern 4, Check.) (Check to make sure the "L" was added to the verb.)
12. Linking verb - check again. ("Check again" means to check for prepositional phrases and then go through the rest of the Question and Answer Flow.) (No prepositional phrases.)
13. Period, statement, declarative sentence
14. Go back to the verb - divide the complete subject from the complete predicate.
15. Is there an adverb exception? No.
16. Is this sentence in a natural or inverted order?
Natural - no change.

Reference Section

Reference 52: Regular and Irregular Verbs

Most verbs are **regular verbs**. This means that they form the past tense merely by adding **-ed**, **-d**, or **-t** to the main verb: *jump, jumped*. This simple procedure makes regular verbs easy to identify. Some verbs, however, do not form their past tense in this regular way. For this reason, they are called **irregular verbs**. Most irregular verbs form the past tense by having a **vowel spelling change** in the word. For example: *begin, began, begun* or *break, broke, broken*.

To decide if a verb is regular or irregular, remember these two things:

1. Look only at the main verb. If the main verb is made past tense with an *-ed, -d, or -t* ending, it is a regular verb.
(jump, jumped)
2. Look only at the main verb. If the main verb is made past tense with a vowel spelling change, it is an irregular verb.
(begin, began, begun)

A partial listing of the most common irregular verbs is on the irregular verb chart located in Reference 19 on page 108. Refer to this chart whenever necessary.

Example: Identify each verb as regular or irregular and put **R** or **I** in the blank. Then, write the past tense form.

wave <u> R </u> <u> waved </u>	throw <u> I </u> <u> threw </u>	know <u> I </u> <u> knew </u>
sink <u> I </u> <u> sank </u>	cry <u> R </u> <u> cried </u>	build <u> R </u> <u> built </u>

Reference 53: Simple Verb Tenses

When you are writing paragraphs, you must use verbs that are in the same tense. Tense means time. The tense of a verb shows the time of the action. There are three basic tenses that show when an action takes place. They are **present tense**, **past tense**, and **future tense**. These tenses are known as the simple tenses.
(Use the abbreviation *irr* for the word *irregular*.)

1. The **simple present tense** shows that something is happening now, in the present. The present tense form usually has no ending unless it ends in *-s* or *-es*.
(Regular present tense form: jump, jumps,) (Irregular present tense form: break, breaks)
(Examples: The flea jumps on the dog. The vase breaks into tiny pieces.)
2. The **simple past tense** shows that something has happened sometime in the past. The regular past tense form ends in *-ed*, *-d*, *-t*. Most irregular past tense forms should be memorized.
(Regular past tense form: jumped) (Irregular past tense form: broke)
(Examples: The flea jumped on the dog. The vase broke into tiny pieces.)
3. The **simple future tense** shows that something will happen sometime in the future. The future tense form always has the helping verb *will* or *shall* before the main verb.
(Regular future tense form: will jump) (Irregular future tense form: will break)
(Examples: The flea will jump on the dog. The vase will break into tiny pieces.)

Simple Present Tense	Simple Past Tense	Simple Future Tense
What to look for: one verb with <i>s</i> , <i>es</i> , or plain ending. 1. The dog <u>scratches</u> his ear. 2. The planes <u>fly</u> into the airport.	What to look for: one verb with <i>-ed</i> , <i>-d</i> , <i>-t</i> , or <i>irr</i> spelling change. 3. The dog <u>scratched</u> his ear. 4. The planes <u>flew</u> into the airport.	What to look for: will or shall with a main verb. 5. The dog <u>will scratch</u> his ear. 6. The planes <u>will fly</u> into the airport.

Reference Section

Reference 54: Tenses of Helping Verbs

1. If there is only a main verb in a sentence, the tense will be either present tense or past tense.
2. If there is a helping verb with a main verb, the tense of both verbs will be determined by the helping verb, not the main verb.

Since the helping verb determines the tense, it is important to learn the tenses of the 14 helping verbs you will be using. You should memorize the list below so you will never have trouble with tenses.

Present tense helping verbs: am, is, are, has, have, does, do

Past tense helping verbs: was, were, had, did, been

Future tense helping verbs: will, shall

If you use one of the present tense helping verbs, you are considered in present tense even though the main verb has an *-ed* ending and even though it doesn't sound like present tense. (*I have walked - present tense.*) In later grades, you will learn that certain helping verbs help form other tenses called the perfect tenses.

Example 1: Underline each verb or verb phrase. Identify the verb tense by writing a number 1 for present tense, a number 2 for past tense, or a number 3 for future tense. Write the past tense form and R or I for Regular or Irregular.

Verb Tense		Main Verb Past Tense Form	R or I
1	1. My little brother <u>drinks</u> his juice.	drank	I
2	2. The musician <u>played</u> his instrument.	played	R
3	3. My brother <u>will talk</u> to a college soccer coach.	talked	R

Example 2: List the present tense and past tense helping verbs below.

Present tense:	1. am	2. is	3. are	4. has	5. have	6. do	7. does
Past tense:	8. was	9. were	10. had	11. did	12. been		

Reference 55: Principal Parts of Verbs

Every main verb has four principal forms, or parts. All the forms of a main verb are made by using one of the four principal parts. The four principal parts of main verbs are called **present**, **present participle**, **past**, and **past participle**. The principal parts are the same for regular and irregular verbs.

1. **Present principal part** - has a present tense main verb and no helping verb.
(She sails her boat. They love history.) (He eats fast. They eat fast.)
2. **Past principal part** - has a past tense main verb and no helping verb.
(She sailed her boat.) (They ate fast.)
3. **Past participle principal part** - has past tense main verb and present or past tense helping verb.
(She has sailed her boat.) (They have eaten fast.)
4. **Present participle principal part** - has a main verb ending in *-ing* and a present or past tense helping verb.
(She is sailing her boat.) (They are eating fast.)

Examples: Principal parts of the regular verb *sail*: sail(s), sailed, has sailed, is sailing.

Examples: Principal parts of the irregular verb *eat*: eat(s), ate, has eaten, is eating

Remember, you must not confuse the past principal part of the verb with the past participle principal part. The past principal part never has a helping verb. The past participle principal part always has a helping verb.

(Reference 55 is continued on the next page.)

Reference Section

Reference 55: Principal Parts of Verbs (continued)

Guided Practice 1: First, write the four principal parts for the verb **break**. Then, below each participle column, underline the correct answer to identify each helping verb: (singular, plural, or neither) and (present past, or future)

1. Present break	2. Past broke	3. Past participle = (HV) + (past MV) were <u>broken</u> (singular, <u>plural</u> , neither) (present, <u>past</u> , future)	4. Present participle = (HV) + (ing MV) is <u>breaking</u> (singular, plural, neither) (<u>present</u> , past, future)
-----------------------------------	--------------------------------	---	--

Guided Practice 2: First, write the four principal parts for the verb **walk**. Then, below each participle column, underline the correct answer to identify each helping verb: (singular, plural, or neither) and (present past, or future)

1. Present walk	2. Past walked	3. Past participle = (HV) + (past MV) has <u>walked</u> (singular, plural, neither) (present, past, future)	4. Present participle = (HV) + (ing MV) was <u>walking</u> (singular, plural, neither) (present, <u>past</u> , future)
----------------------------------	---------------------------------	--	---

Reference 56: Changing Tenses in Paragraphs

Guided Example 1: Change the underlined present tense verbs in Paragraph 1 to past tense verbs in Paragraph 2.

Paragraph 1: Present Tense

Billy’s dad keeps a steady pace as he throws bales of hay on the hay wagon. Sweat pours down Billy’s face as he struggles to keep up with his dad. Billy strains as he lifts the sixty-pound bales, one after another. He is gaining new respect for his dad as he works.

Paragraph 2: Past Tense

Billy’s dad kept a steady pace as he threw bales of hay on the hay wagon. Sweat poured down Billy’s face as he struggled to keep up with his dad. Billy strained as he lifted the sixty-pound bales, one after another. He was gaining new respect for his dad as he worked.

Guided Example 2: Change the underlined mixed tense verbs in Paragraph 1 to past tense verbs in Paragraph 2.

Paragraph 1: Mixed Tense

I am glad when the circus came to town. I see the flags at the top of the big circus tent as my dad parked our car. Clowns in brightly colored suits sell popcorn and cotton candy near the gate where Dad buys our tickets. As the band played inside the circus tent, jugglers, ponies, and acrobats parade around the ring. This circus is so exciting!

Paragraph 2: Past Tense

I was glad when the circus came to town. I saw the flags at the top of the big circus tent as my dad parked our car. Clowns in brightly colored suits sold popcorn and cotton candy near the gate where Dad bought our tickets. As the band played inside the circus tent, jugglers, ponies, and acrobats paraded around the ring. This circus was so exciting!

Reference Section

Reference 57: Problems in Usage for Special Verbs

The verb **sit** means to rest in a seated position. *Sit* has **no direct object**. (P-Parts: sit, sat, sat, sitting)

Example: 1. Two excited children *sit* on the front row. 2. An excited child *sits* on the front row.

The verb **set** means to put something down. *Set* usually has a **direct object**. (P-Parts: set, set, set, setting)

Example: 1. Tina *set* a box of books in the car. 2. That man *is setting* his glass on the wood table.

The verb **lie** means to rest in a reclining position. *Lie* has **no direct object**. (P-Parts: lie, lay, lain, lying)

Example: 1. The towels *lie* on the bathroom floor. 2. Several bicycles *have lain* in the yard for days.

The verb **lay** means to put something down. *Lay* has a **direct object**. (P-Parts: lay, laid, laid, laying)

Example: 1. Don't *lay* your heads on your desks. 2. The workers *laid* the carpet in one afternoon.

The verb **rise** means to get up or go higher. *Rise* has **no direct object**. (P-Parts: rise, rose, risen, rising)

Example: 1. Nan *rises* at 6:00 a.m. every day. 2. Steam *is rising* from the cups of hot chocolate.

The verb **raise** means to lift something up. *Raise* has a **direct object**. (P-Parts: raise, raised, raised, raising)

Example: 1. Mom *raised* the window to get a breeze. 2. One student *was raising* his hand politely.

Guided Example: Underline the correct verb choice in each sentence. In the blank, write **DO** if the verb has a direct object and **No DO** if it doesn't.

1. Brian is (sitting, setting) on the pony in this picture. **No DO**
2. Our parents are (laying, lying) new tile in the bathroom. **DO**
3. Joyce has (raised, risen) to the top of her profession as a doctor. **No DO**

Guided Example: Underline the correct verb choice in parentheses. Use the chart below to help you.

- | | | | | | |
|-----------|-----------------------------------|---------|-----------------------|-----------|----------------------------|
| 1. Bring- | indicates movement toward you. | 3. Can- | refers to ability. | 5. Learn- | means to obtain knowledge. |
| 2. Take- | indicates movement away from you. | 4. May- | refers to permission. | 6. Teach- | means to give instruction. |

Examples

- (Can, May) I look at your pencil drawings for art class? (Can, May) you make a basket from this spot?
 My aunt (learned, taught) me to love books. The new pilot (learned, taught) to land with caution.
 Please (bring, take) us another plate of cookies. Remember to (bring, take) the kids to the library.

Reference 58: Guidelines for Descriptive Writing

1. **When describing people**, it is helpful to notice these types of details: appearance, walk, voice, manner, gestures, personality traits, any special incident related to the person being described, and any striking details that will help make that person stand out in your mind.
2. **When describing places or things**, it is helpful to notice these types of details: the physical features of a place or thing (color, texture, smell, shape, size, age), any unusual features, any special incident related to the place or thing being described, and whether or not the place or thing is special to you.
3. **When describing nature**, it is helpful to notice these types of details: the special features of the season, the sights, smells, sounds, colors, animals, insects, birds, and any special incident related to the scene being described.
4. **When describing an incident or an event**, it is helpful to notice these types of details: the order in which the event takes place, any specific facts that will keep the story moving from a beginning to an ending, the answers to any of the *who*, *what*, *when*, *where*, *why*, and *how* questions that the reader needs to know, and especially the details that will create a clear picture, such as how things look, sound, smell, feel, etc.

Reference Section

Reference 59: Descriptive Paragraph Guidelines

- A. Sentence 1 is the topic sentence that introduces **what is being described**.
- B. For sentences 2-8, use **the descriptive details** in Reference 58.
- C. Sentence 9 is a concluding sentence that **restates or relates back to the topic sentence**.

A Day at the Beach

A day at the beach is always exciting! Everyone gets up early to pack all of the water toys. When we arrive, dad sets up a large beach umbrella, and we lay our towels under it. I run and play in the surf. Then, I build large sand castles. Mom reapplies sunscreen and gives everyone a sandwich. Since we have to wait one hour to swim, Dad and I hunt for seashells. By the end of the day, everyone is happily exhausted. As we drive home, we dream of our next day at the beach.

Reference 60: Sentence Pattern 5 and Predicate Adjective

1. A **predicate adjective** is an adjective after the verb that describes or tells what kind of subject.
2. A **predicate adjective** is labeled as **PA**.
3. To find the **predicate adjective**, ask **WHAT KIND** after the verb.
4. A **predicate adjective** is always after a linking verb.
5. A **linking verb** links or connects the subject to a predicate adjective.

Example Sentence for the exact words to say to find the linking verb and predicate adjective.

- | | |
|--|--|
| 1. My new pet is wonderful! | 9. SN LV PA P5 Check (Say: Subject Noun, Linking Verb, Predicate Adjective, Pattern 5, check.) (This first check is to make sure the "L" is added to the verb.) |
| 2. What is wonderful? pet - SN | |
| 3. What is being said about pet? pet is - V | 10. Linking verb - check again. ("Check again" means to check for prepositional phrases and then go through the rest of the Question and Answer Flow.) (No prepositional phrases.) |
| 4. Pet is what? wonderful - verify the adjective | |
| 5. What kind of pet? wonderful - PA
(Say: Wonderful - predicate adjective.) | 11. Exclamation point, strong feeling, exclamatory sentence |
| 6. Is - LV | 12. Go back to the verb - divide the complete subject from the complete predicate. |
| 7. What kind of pet? new - Adj | 13. Is there an adverb exception? No. |
| 8. Whose pet? my - PPA | 14. Is this sentence in a natural or inverted order?
Natural - no change. |