



Daily
GRAMMAR
LESSONS
~ Classroom Edition ~

by
Bill Johanson

Chapter 1: Verbs

Verbs show action or state of being.

Lesson 1

Verbs are the most important words in a sentence. Verbs are the first of the eight parts of speech that we will be studying. Most verbs are action words, but a few verbs indicate state of being or existence. The first lessons will be about verbs, and how they are recognized and used.

Instructions: Find the *verbs* in the following sentences.

1. The wolf ran across the sand.
2. Sit down.
3. The dog barked at the man.

Note: All three verbs are *action verbs* since they show action. Action verbs are the most common verbs.

Lesson 2

Instructions: Find the verbs in these sentences. These verbs will be *state of being verbs* also known as *linking verbs*.

1. My uncle is a pilot.
2. The pie looks good.
3. You seem upset.

Note: These verbs are linking verbs. Some common linking verbs include: *is, am, are, was, were, be, being, been, seem, look, feel, and become*. They do not show action; they just show that something exists.

Lesson 3

Instructions: Pick out the *verbs* in these sentences and tell whether they are *action verbs* or *linking verbs*.

1. Suddenly someone sneezed loudly.
2. There are holes in my shirt.
3. He appears happy.
4. The image appeared in the mirror.

Note: Some verbs, like *appear*, can be either action or linking verbs (this depends on whether the verb shows action or not).

Lesson 4

Sometimes a *verb* can be more than one word. When a verb is more than one word, it is called a *verb phrase*. Verb phrases can be two, three, or four words. Verb phrases are made by using *helping* or *auxiliary verbs* with the *main verb*.

There are twenty-three (23) helping verbs that should be memorized since they are used so often. If you memorize them, it will make knowing and understanding verbs much easier. They are usually grouped in the following six groups:

- Group 1: is, am, are, was, were
- Group 2: be, being, been
- Group 3: has, have, had
- Group 4: do, does, did
- Group 5: shall, will, should, would
- Group 6: may, might, must, can, could

Instructions: Pick out the *verb phrases* in these sentences.

1. You are going to Seattle.
2. You have been resting too much.
3. We must be early.
4. I will be finished shortly.

Lesson 5

Some of the *helping verbs* can be used alone as the *main verb*. *Is, am, are, was, and were* can be used alone as linking or state of being verbs. *Has, have, had, do, does, and did* always show action when used alone. *Be, being, and been* can be used with other verbs either to show action, or state of being. The other helping verbs cannot be used alone, but only as helping verbs.

As mentioned before, it's a good idea to memorize the helping verbs. If you haven't memorized them, take a few minutes to learn them.

Group 1: is, am, are, was, were (linking verbs when used alone)

Group 2: be, being, been (show action or state of being)

Group 3: has, have, had (show action when used alone)

Group 4: do, does, did (show action when used alone)

Group 5: shall, will, should, would (cannot be used alone)

Group 6: may, might, must, can, could (cannot be used alone)

Instructions: Find the *verb* or *verb phrases* in these sentences.

1. She has too many friends.
2. You do beautiful work.
3. I was in Canada last week.
4. You are being very stubborn.

Quiz for Lessons 1-5

Instructions: Find the *verbs* or *verb phrases* in the sentences, and tell whether they are *action verbs* or *linking verbs*. For extra credit, find the *helping verbs*.

1. Jim plays basketball.
2. They will return on the airplane.
3. Badger is a funny dog.
4. I have been here a long time.
5. I should have been playing the drum.
6. Go home.

Hint: The last verb in a verb phrase is always the *main verb*.

Lesson 6

Instructions: Find the *verb phrases* in the following sentences. Remember to watch for the helping verbs.

1. I can understand his concern.
2. She must have told you ten times.
3. We shall go tomorrow.
4. The wind was howling all night.

Lesson 7

The use of *helping verbs* causes certain changes in *verb phrases* that we need to be able to recognize. One change is the use of *contractions* (contractions are two or more words combined together with an apostrophe).

As mentioned before, it's a good idea to memorize the helping verbs. If you haven't memorized them, take a few minutes to learn them.

Group 1: is, am, are, was, were

Group 2: be, being, been

Group 3: has, have, had

Group 4: do, does, did

Group 5: shall, will, should, would

Group 6: may, might, must, can, could

Instructions: Find the *contractions* in the following sentences.

1. I've done it again.
2. You aren't going with us.
3. She's staying to tend the kids.

Lesson 8

A *helping verb* may be connected with another word in a contracted form. The following sentences have *verb phrases* using contractions.

Instructions: Find the *verb phrases* in each sentence. Determine if the verb phrases are *action verbs* or *state of being verbs*.

1. I've done it again.
2. You aren't going with us.
3. She's staying to tend the kids.

Lesson 9

In sentences that are questions, the *verb phrase* is often separated by another word.

Instructions: Find the *verb phrases* in these sentences. Be sure to watch for another word separating the *helping verb* from the *main verb*.

1. Have you been driving long?
2. Where was the car parked?
3. Can I be of assistance?

Note: The words separating the *verb phrases* are *nouns* and *pronouns*. This is very common in sentences that are questions.

Lesson 10

Sometimes *verb phrases* are separated by words called *adverbs* (we will learn more about adverbs in later lessons). Adverbs are often used with verbs; however, they are not considered part of the verb phrase.

Instructions: Find the *verb phrases* in the following sentences. Are the verbs *action verbs* or *state of being verbs*?

1. You have not helped your father today.
2. I will soon be home.
3. The child had suddenly choked on the food.

Note: The words separating the verb phrases are adverbs.

Quiz for Lessons 6-10

Instructions: Find the *verb phrases* in the following sentences.

1. My wife is reading in the hammock under the tree.
2. The message can't be altered.
3. Somewhere a party is being planned.
4. Shouldn't I be a clown for Halloween?
5. I've run out of time.
6. Write down as many of the twenty-three helping verbs as you can.

Lesson 11

Not and its contracted form, *n't*, are never part of the verb.

Instructions: Pick out the *verb phrases* in these sentences.

1. The game will not be finished for another hour.
2. The horse shouldn't have been worked so much.
3. Wouldn't you give me another chance?

Hint: *Verb phrases* can have one, two, or three *helping verbs* in them.

Lesson 12

Verb phrases with two or more *helping verbs* always keep a definite order. Most helping verbs can combine with other helping verbs but will not combine with all of them.

Examples of good combinations:

is being said
has been said
will be said
could have been said
may have said
had been said

Instructions: Arrange the following *helping verbs* with the word in parentheses into a *verb phrase*. One of the helping verbs will not combine and must be left out.

Example:

was, have, may (gone) = may have gone
- *was* will not combine in this group

1. am, will, being (fired)
2. been, could, does, have (learning)
3. might, do, have, been (sleeping)
4. must, were, be (discovered)
5. be, has, should (sold)

Lesson 13

We can change the form of a *verb* (these changes in form are used in conjugations. Conjugations will be addressed in later lessons). For example, a verb can have an *s* added to it as in *eat, eats* or *run, runs*. Other changes could be *eating, ate, or eaten* for the verb *eat*. *Run* could be changed to *running, or ran*. Irregular verbs, which we will cover later, have several confusing changes.

Instructions: Find the *verb* or *verb phrases* in these sentences. Take note of the different verb forms for *come* and *sent*.

1. I am coming in the morning.
2. I came as soon as possible.
3. She comes by every day.
4. Send me the package in the mail.
5. The new part was sent to me.
6. I am sending Jeff with the neighbors.

Lesson 14

Instructions: Pick out only the *helping verbs* used in the *verb phrases*.

1. He should have tried again.
2. The dog had suddenly come into the yard.
3. Has anyone taken out the trash?
4. Could they have been pointing at our car?
5. She's hoping for a call from her sister.

Lesson 15

It's time to review what we have learned. Remember that *verbs* either show *action* or *state of being*. Using *helping verbs*, we make *verb phrases*. Verb phrases may be separated by other words. Verb phrases follow a definite order and change form.

Instructions: Find the *verb phrases* and tell what kind of verbs they are.

1. I can understand your concern.
2. Is Mrs. Johanson going with you?
3. The rooms cannot be held any longer.
4. I haven't seen him for an hour.

Quiz for Lessons 1-15

Instructions: Answer each question *true* or *false*.

1. Verbs never change form.
2. A verb is never just one word.
3. Verb phrases keep a definite order.
4. There are twenty-three helping verbs.
5. Helping verbs cannot be the main verb.
6. Helping verbs can be action verbs.
7. Verb phrases can have three helping verbs.
8. Verbs can be in contracted form.
9. State of being verbs show action.
10. Verbs are the most important words in a sentence.

Chapter 2: Nouns

The name of a person, place, thing, or idea.

Lesson 16

A **noun** is a word that names a person, place, thing, or idea.

Examples of nouns include: *man*, *city*, *book*, and *courage*. Nouns often follow words like *a*, *an*, and *the*.

Instructions: Pick out all the **nouns** in these sentences.

1. The teacher told the student that a person should always be loyal.
2. People with perseverance will be successful in life.
3. I bought a new pen at the drugstore across the street.
4. The man said to the policeman that he had not seen the accident.

Lesson 17

Nouns can be singular (as in Lesson 16) or plural in form. Plural means two or more. Plurals are formed by adding *s*, *es*, changing *y* to *i* and adding *es*, and with changes in spelling, as in *man* becoming *men*.

Examples:

car, cars

fox, foxes

baby, babies

man, men

Instructions: Find the **nouns** in the following sentences. Some are plurals and some are not.

1. Computers are making work easier for secretaries.
2. Children always require great energies from parents.
3. Labors on farms take great effort by workers.
4. Alaina doesn't like puzzles or mathematics.

Lesson 18

Nouns are grouped into two general classifications: proper and common. **Proper nouns** name a special person, place, or thing and begin with capital letters. All other nouns begin with small letters and are considered common.

Examples of common nouns include: *city, man, boat, and radio*. These could be changed into proper noun forms by naming specifics: *Chicago, Mr. Jones, Santa Maria, and Motorola*.

Instructions: Pick out the **nouns** in these sentences and tell if they are **common** or **proper**.

1. Becky went with her sisters to Disneyland on Friday.
2. My youngest son is in Brazil until September.
3. Mr. Smith works with his wife in Los Angeles.
4. Love could bring marriage to Mark and Terri.

Lesson 19

Nouns can be classified in specific ways. Concrete nouns, abstract nouns, and compound nouns are three such ways.

Concrete nouns name things that exist physically as *sidewalk, bird, toy, hair, and rain*.

Abstract nouns name ideas, characteristics, or qualities as *courage, pride, goodness, and success*.

Compound nouns are made up of more than one word as *dining room, Bill of Rights, Jeff Hansen, and homerun*.

Instructions: Find the **nouns** and classify them as **concrete**, **abstract**, or **compound**.

1. People like to see a homerun hit over the wall.
2. My daughter works for the post office in Salt Lake City.
3. Rhode Island is a success, although smaller than Texas.
4. Respect must be earned, but honesty should always be our policy.

Note: Compound nouns can also be concrete or abstract.

Lesson 20

Three other specific classifications for *nouns* are *collective nouns*, *count nouns*, and *mass nouns*.

Collective nouns name groups, such as *team*, *class*, and *choir*.

Count nouns can be counted. You can use *a*, *an*, *many*, or a number before count nouns. Examples include: *one boy*, *six sheep*, and *many days*.

Mass nouns are not countable and include words like *gasoline*, *water*, and *dirt*.

Instructions: Find the *nouns* in these sentences and classify them as *collective nouns*, *count nouns*, or *mass nouns*.

1. Get some gasoline, or the class will be late arriving.
2. The alien group should come by bus soon.
3. The orchestra will be playing in the arena in the evening.
4. The water at the beach was covered with oil.

Quiz for Lessons 16 - 20

Instructions: Pick out the *nouns* in the following sentences and tell whether they are *common* or *proper*.

1. Mrs. Mills told the officer at the post office to weigh the package.
2. The principal at the school held Eric after the bell.
3. Sheep and horses eat grass shorter than cattle.
4. The Declaration of Independence and the Constitution are important to Americans.
5. War is a terrible thing that all nations should work to stop.