

**BASIC  
ENGLISH  
GRAMMAR**

**by Bonnie L. Walker**

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## THE AUTHOR

Bonnie L. Walker has taught for sixteen years in junior and senior high schools and in college. She holds a Ph.D. degree in curriculum theory and educational media from the University of Maryland and has also earned a bachelor's of arts degree with honors in English. She studied psycholinguistics at the University of Illinois Graduate School. She is the author of several workbooks, learning packages, and sound filmstrips in written expression, grammar, and usage.

Editor: Barbara Pokrinchak, Ed.D.  
Editorial Consultant: M. E. Criste

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# Preface

*Basic English Grammar* is designed to help secondary students and adults to master the skills needed to use standard English effectively. The simple sentence structure and low-level vocabulary used in the text should lead to comprehension without frustration. The content of the activities is meant to appeal to the interests of students. Each topic is carefully subdivided so that only one rule or concept is presented at a time and is accompanied by at least one practice exercise.

The textbook was developed after a series of interviews with teachers, supervisors, and students themselves. Members of all of these groups voiced a pressing need for a textbook which would (1) present rules and concepts one at a time, and (2) provide opportunities for appropriate practice. *Basic English Grammar* seeks to accommodate both these objectives, utilizing a clear approach which will be appealing and effective for students.

## ORGANIZATION OF THE TEXT

The book is organized into Chapters, Lessons, and Activities. All chapters begin with an overview of the topic and Chapter Warm-Ups, which may be used as diagnostic activities or pretests. Each

lesson focuses on the development of one important subtopic or concept related to the main idea. Within each lesson the rules are presented with accompanying activities. Grammar and usage are presented together in each lesson to facilitate the understanding of rules and their practical application to the patterns of written and spoken English. Review activities are incorporated within lessons and at the end of chapters.

## TEACHER'S GUIDE

Information about the readability of *Basic English Grammar* is provided in the *Teacher's Guide and Answer Key* which accompanies the textbook. Since a low-level vocabulary was essential in the content of the activities, the author made frequent reference to *A Revised Core Vocabulary*, by S. E. Taylor, H. Frackenpohl, and C. E. White, New York: EDL/McGraw-Hill, 1979. Words were carefully selected to present the rules as clearly as possible without talking down to students and to make the topics in the activities as relevant as possible.

*The Teacher's Guide* also contains for each lesson a summary, objectives, a vocabulary list, teaching suggestions, follow-up activities, and answers to all exercises. There is a supplementary, reproducible worksheet for each chapter.

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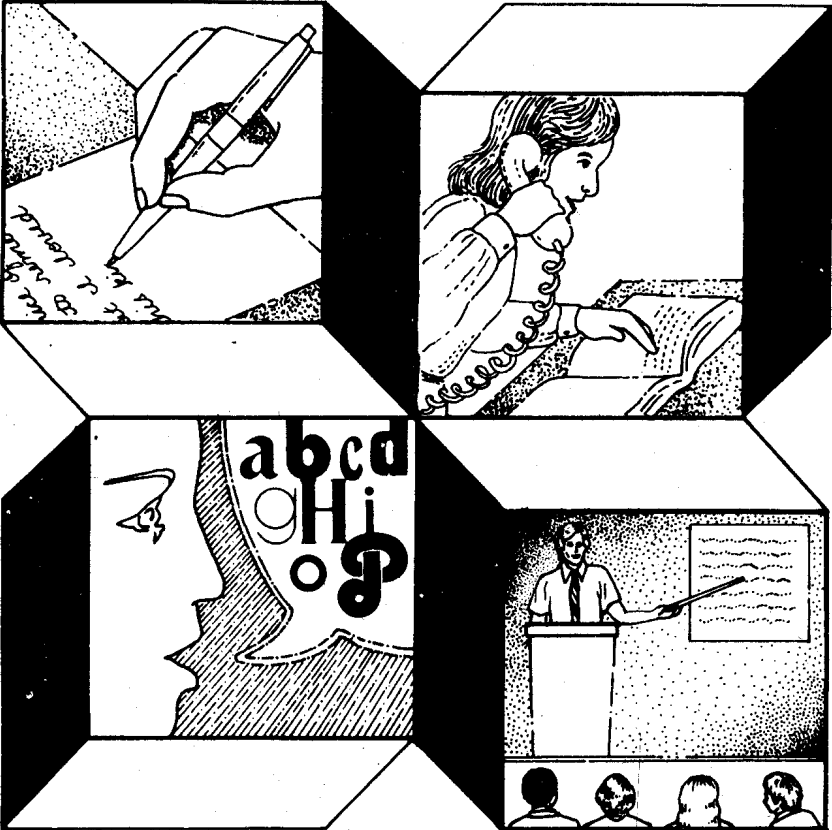
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# PART ONE:

# GRAMMAR AND USAGE



## What Is Grammar?

Grammar is the study of language. When we study grammar, we are studying the rules of our language. We follow these rules when we speak and when we write. The purpose of grammar is to help us communicate our ideas effectively.

The activities in this introductory section will help you understand what grammar is and what the study of language includes.

■ **Grammar includes the way words are arranged in a sentence.**

ACTIVITY 1. Here are some groups of words which do not make sense. Rearrange the words on your paper so that they have meaning.

1. Graduated from high school in June Jack.
2. Went Howard on a vacation.
3. To a new band listened Mike.

ACTIVITY 2. Decide whether these sentences are questions or statements. Add the correct end punctuation.

1. Do you want something to eat
2. Jack stopped at the store and bought sodas
3. Is Cathy going to the beach this summer

■ **Grammar also includes the rules for spelling, punctuation, and capitalization.**

When we talk, we use pauses and gestures to make our meaning clear. We also emphasize some words more than others. We can talk in a loud or soft voice. When we write, however, we use punctuation and capitalization to help us make our meaning clear. Just as we pronounce words in the same way every time, we also spell them in a certain way.

**ACTIVITY 3.** Each of these sentences has a mistake. The mistake may be spelling, capitalization, or punctuation. Find the mistakes. Copy the sentences correctly on your own paper.

1. Andy lookd out of the window.
2. "Is this a good day for fishing," he wondered.
3. Last wednesday he caught several fish.
4. he caught an enormous catfish.
5. Andy decided to ask his friend joe.
6. He new they would have a good time.

■ **Grammar also includes rules about usage.**

The study of grammar includes the way we use words in sentences. When we write, we must express complete ideas. The subject and verb must agree. We must use the correct pronoun. Often we know when we hear a mistake in usage even when we do not know the exact rule.

**ACTIVITY 4.** Read each sentence. Find the usage mistake. Then write the sentence correctly.

1. Me and Charlie enjoy going to concerts.
2. Jackie and Fred have already went to the movies.
3. He changed the oil in his car hisself.
4. Gail don't like to eat spinach.
5. Us boys are going to play softball tonight.
6. That story doesn't make no sense.
7. Howard walked up to me and gives me an apple.

## PARTS OF SPEECH

The English language has thousands of words. All of these words can be put into eight main groups. These groups are called parts of speech and are important for you to know. You can use your language better if you understand its grammar.

- Nouns** — Words that name people, places, things, and ideas.  
Ted and his girlfriend enjoy concerts.
- Pronouns** — Words that replace nouns.  
Everyone likes him very much.
- Adjectives** — Words that describe anyone or anything.  
The last concert was expensive.
- Verbs** — Words that express action or a state of being in a sentence.  
Ted looked at used cars all day.  
My knee is hurt.
- Adverbs** — Words that tell about the action. They can tell how, when, where, or how much.  
He drove his new car carefully.
- Prepositions** — Words which show relationships between a noun and the rest of the sentence.  
Jack drove over the bumpy road.
- Conjunctions** — Words that connect sentences or parts of a sentence.  
Bill and Ann bought the tickets.
- Interjections** — Words that express feelings.  
Ouch! You stepped on my foot.

In this book you will study all eight parts of speech. You will understand your language better. Then it will be easier to use your language when you speak and when you write.

Every word in a sentence is a certain part of speech. Many words can be more than one part of speech. You must see the word in a sentence to know how it is used. For example, many words can be either nouns or adjectives.

**Noun**           — I like to play softball.  
**Adjective**     — We went to a softball game.

A word can also be used as either a noun or a verb. You must read the sentence to be sure. A word that names someone or something is a noun. A word that expresses the action is a verb.

**Verb**           — They race their cars every weekend.  
**Noun**           — The race started at three o'clock.

**ACTIVITY 5.** Read each sentence. What part of speech is the underlined word? Use the definitions and examples on page 4. Write your answer on your own paper.

1. Billy McGregor is a baseball player.
2. He enjoys playing baseball very much.
3. Billy plays second base.
4. He is a good hitter and fielder.
5. Billy is unusually quick.
6. After high school he tried out for a team.
7. Billy plays on a minor league team.
8. His batting average is 363.
9. Yeah, Billy! We wish you luck!

# Nouns—Words That Name Anyone or Anything

Almost everything and everyone in the world has a name. We need to name things and people so that we can talk about them. Many things have more than one name. The words we use to name people and things are called *nouns*. A word is a noun when it names something or someone in a sentence. Nouns are words that name people, places, things, and ideas.

■ **A noun is a word that names someone or something.**

Before you begin the lessons in this chapter, do the Warm-Ups. They will help you find out how well you understand this part of speech.

WARM-UP 1. Find twenty nouns in these sentences. List them in order on your paper.

1. Ted is a student.
2. Last year Ted got a part-time job.
3. He saved his money and bought a used car.
4. His state requires owners to buy insurance.
5. Ted went to an insurance agent.
6. He had to make several decisions.
7. The agent sold him a policy.
8. The cost was high, but Ted got full coverage.
9. He wanted protection for his new car.

**WARM-UP 2.** Look at the picture below. Make a list of twenty or more nouns. Remember that nouns are words that name, people, places, things, and ideas. For example, the *smile* on the man's face is a noun. *Face* is also a noun.

Here are some nouns to get your list started:

wall corner picture frame tie arm



**Now you are ready to begin Lesson One.**



## LESSON ONE. FINDING NOUNS IN SENTENCES

A *noun* is a word that names someone or something in a sentence. Read the examples:

**Persons** — The insurance agent sold Ted a policy.

**Places** — Most states require car owners to have insurance.

**Things** — Ted saved his money and bought a car.

**Amounts**— The cost was high, but Ted got full coverage.

**Acts or Actions** — Ted had to make a decision.

**Qualities**  
or — The athlete had much courage.

**Characteristics**

**ACTIVITY 1.** Think of ten nouns that belong in each group. Some examples are given in parentheses. Write the lists on your paper.

- |                          |                               |
|--------------------------|-------------------------------|
| 1. time (day, second)    | 6. events (concert, party)    |
| 2. places (garage, city) | 7. persons (student, man)     |
| 3. things (book, coat)   | 8. actions (race, trip)       |
| 4. amounts (size, liter) | 9. qualities (honesty, trust) |
| 5. feelings (joy, fear)  |                               |

■ A noun may be the name of a part of something.

**ACTIVITY 2.** The words that name the parts of people or things are also nouns. Here is a list of nouns. Name five parts of each thing. Use the example below as a guide.

**house** — *room, roof, window, garage, wall*

- |           |               |         |
|-----------|---------------|---------|
| 1. stereo | 3. television | 5. ship |
| 2. car    | 4. bicycle    | 6. tree |