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SUCCESS!
PROGRAMA AUDIO-VISUAL DE INGLÉS AMERICANO



WHAT IS GRAMMAR?

VOCABULARY

(in order of appearance)

1. REMARKED: said, mentioned
2. NATIVE: belonging to a country or region
3. TROUBLE: problem
4. LIFELONG: all one's life
5. TRIP SOMEONE UP: confuse
6. DEVIANTS: persons who do not follow a specific route
7. SCoured: searched everywhere
8. HIRED: to give employment
9. AWESOME: incredible
10. COUNT ON SOMEONE: depend on someone
11. STUFF: material
12. PRETTY ENJOYABLE: much fun, or very pleasant
13. EFFECTIVELY: efficiently
14. SPEECH: the ability to speak
15. FURIOUS: intense
16. CHATTING: talking with someone
17. BUDDY: a good friend
18. COFFEE SHOP: small restaurant
19. CHOCOMACCIADO: coffee with chocolate
20. MESSED UP: disorganized
21. APPEAR: to look or seem
22. BUSINESSLIKE: to look like a business person
23. DIALECT: a specific type of language or vocabulary
24. BREAK DOWN: separate and analyze
25. AGREED: to have the same opinion
26. OCCULATE: to look or watch
27. PROPELLING: making something move
28. DOUBLE-WHEELED: with two wheels
29. LIMBS: arms and legs
30. FRETting: worrying
31. DEALIE: informal word for thing
32. WRINKLED FREE: without problems or complications
33. EASE: noun form of easy
34. ROUGHLY: more or less

Unit 1

Welcome to The Split-Infinitive World of English Grammar **Part I**. I'm Gelila Asres. As a famous English teacher once remarked on his death bed: "Dying is easy; grammar is hard". If English is your native language you probably don't have much trouble conversing and communicating with others. But even lifelong English speakers have trouble with certain elements of grammar.

Here is where our program can help:

We know that English grammar can trip you up sometimes. The standard deviants have scoured the nation for all the basic grammar information you need to know, and then hired some awesome English teachers to help us out. You can count on us to simplify this grammar stuff, and make it easier to learn, easier to remember, and pretty enjoyable to watch. Believe it, it's our job.

We'll cover the Parts of Speech which include:

Nouns
Verbs
Adjectives
Adverbs
Prepositions
Conjunctions
Interjections

Then we'll learn the right way to put together all these different parts into one perfect whole, what we call sentences.

WHAT IS GRAMMAR?

English grammar is how the parts of our language fit together to make sentences, so the way we correctly combine both words and punctuation is how we use grammar to communicate effectively with others.

Now when you're talking with your friends or during other informal situations, where the pace of speech is fast and furious, perfect grammar is not so important.

Say you're chatting with your buddy Jen at the coffee shop. She's talking. You're talking. The waiter asks how you like your decaf chocomacciado. The last thing you're worried about is whether you're using the past perfect tense correctly.

You can see that using words without grammar is kind of like playing music with the notes all messed up. It's just word noise.

So, when we want to appear professional and businesslike, we use what's known as Standard Edited American English or S.E.A.E. It's what you may have heard called "correct grammar" or "school grammar". It's the dialect you'll find in textbooks, most magazines and newspapers, and in business letters and memos. Let's break down S.E.A.E., Standard Edited American English, so we know what we're talking about.

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Standard: This is established language that we've all **agreed** to use.
Edited: This implies that we're discussing a written grammar; something you've taken the time to write down correctly.
American English: Pretty self-explanatory. We use this dialect here in the United States. It's not the English written in Great Britain, Australia, or New Zealand, but it's pretty close.

Now let's make a distinction between grammar and vocabulary:

**Grammar is how the words fit together in sentences.
Vocabulary concerns the words themselves.**

So using good grammar is not a case of using long, important sounding words.

Saying:

"Please **occulate** that I am **self-propelling** this **double-wheeled** transportation vehicle without the assistance of my upper **limbs** yon-giving-birth-to-me woman," is not better than just saying:

"Look ma! No hands!"

Remember, writing is a process, so don't make yourself crazy **fretting** about grammar when you're first writing your ideas down. Deal with it when you're editing your work. If you need some help on the whole writing process **dealie**, check out the standard deviants on the **wrinkled free** world of English composition. It'll help you get your thoughts down on paper.

THE PARTS OF SPEECH

For **ease** and comfort we usually place words into different groups based **roughly** on their form and function.

The different groups are:

nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

Don't worry. We'll cover each one separately, so you'll **be** sure to understand them all.

Unit 1

NOUNS

VOCABULARY

(in order of appearance)

1. GECKO: a tropical reptile, lizard
2. TRICKY: difficult
3. EXCITING: interesting
4. FRISKY: energetic
5. FREAKY: strange
6. TEAM: group of persons
7. SMASHED: connected, joined
8. TRAIL: road, route
9. MERGE: to unite
10. BRIGHT: with lots of light
11. SHINY: reflecting lots of light
12. BUNCH OF: GROUP OF

We'll start with **nouns**. You know nouns, even if you don't know them by name. Mrs. Kowalski, **gecko**, classroom, desk, and trouble are all nouns.

Let's look at some of these a little closer to see what makes them nouns.

Mrs. Kowalski, she's a **person**. So that's a noun. Classroom, that's a **place**. So that's a noun. Desk, well, that's a **thing**. So that's also a noun.

Trouble. A little **tricky** this one, but it's sort of a concept. So it counts as a noun.

We can put nouns into 4 categories. Each one more **exciting** than the last. We've got common nouns, proper nouns, compound nouns, and collective nouns.

THE FIRST CATEGORY IS THE COMMON NOUN

Common nouns are nouns that are, well, common. Another way to think of a **common noun** is that it's just one of a class of things. Here's how it works:

Gecko is an example of a common noun, because gecko is just a general word describing these **frisky** lizards.

Some other common nouns are: pencil, eraser, chalk, dictionary, and map.

SINGULAR AND PLURAL NOUNS

Here's something interesting about nouns. They can be singular or plural. But what does that mean?

Well, if we have just **one of a particular noun**, then **it is singular: one pencil, one dictionary, or one map.** They're all singular nouns.

But say we have four pencils, three dictionaries, and two maps. Well, those are all **plural nouns** because there are **more than one of each.**

So singular, just one. Plural, more than one. The grammar gods have a particular name for the singular-plural thing. They call it a noun's number. Kind of **freaky**, huh?

Now it's not like all these nouns are on some **team** together, and they all need different numbers like 88, 12, or 26. Remember, a noun's number is either singular or plural. So take notice of this because it becomes important as we learn more. Okay, back to the different types of nouns.

THE SECOND CATEGORY OF THE NOUN IS THE PROPER NOUN

We use the **proper noun** when we **refer to a specific person, place, or thing.**

So teacher is just a common noun, but Mrs. Kowalski is a proper noun, because there's only one Mrs. Kowalski. Thank goodness. Now notice how Mrs. and Kowalski both start with a capital letter. **This is our grammar guide. You can recognize a proper noun because it will begin with a capital letter.**

Some other proper nouns are: White House, Washington D.C., Abraham Lincoln.

THE THIRD CATEGORY OF NOUNS IS THE COMPOUND NOUNS

Sometimes **two nouns like to get together** to make a bigger, better noun. Once this happens the words act like one thing. We call these new creations **compound nouns.**

Compound nouns are the third type of nouns. So to this point we have the common nouns, proper nouns, and now compound nouns. Now, there are three varieties of compound nouns:

1. They can be left as two separate words.
2. They can be connected by a hyphen.
3. They can be **smashed** together into one big word.

Unit 1

Let's look at each one. First, you'll often see **compound nouns as two separate words like monkey house, or bicycle trail**. Look at bicycle trail. These two words are considered **one noun because together they refer to one specific thing**.

The second way to write a compound noun is **by joining them with a hyphen like six-shooter, night-light, or thirty-two**. We end up with the same result, a **compound noun**. We just used a hyphen. (Hyphen?) A hyphen is just a little dash that connects the two words.

And finally the third type of compound nouns, **the one big word type**. Sometimes when compound nouns are used for a very long time, they eventually **merge** to form one word like, **classroom, songbird, and basketball**. Here two nouns join together to become one **bright** and **shiny** new noun.

So those are the three types of compound nouns. Two words, two words connected by a hyphen, and the one big word.

THE FOURTH CATEGORY OF NOUNS IS THE COLLECTIVE FORM.

This is when you put a **whole bunch of nouns together, but refer to them all by one noun which is singular**. Okay, an example will help you out. Take the members of a family. You can have nouns like mother, and brother, and father, and sister, but when we join them together we can call them a family. **So family is a collective noun**. And when we use the noun family, we consider it a singular noun. We say, "The family loves going to the beach."

This is an important point to keep in mind for later on when we talk about using these nouns in a sentence. So remember, even though **collective noun usually refers to many different nouns, it is still considered to be singular**.

So now we know the four forms nouns can take: common, proper, compound, and collective.



Unit 1

SKIT

FLY SOUP

1. ASHTRAY: utensil or container to put the ash of a cigarette
2. CROWD: large group of persons
3. CUSTOMERS: persons who buy; clients
4. EMBARRASSED: feeling shame or bad for something which was said or done
5. FALL (TO): to drop to the floor
6. FLOWER VASE: container to put flowers which have been cut
7. FLY: dirty insect which flies and lives near houses
8. LEAN (TO): to bend the body
9. PEPPER SHAKER: container for pepper
10. SALT SHAKER: container for salt
11. SPECK: a small spot
12. SPOONFUL: a spoon full of something
13. STEAK: meat, beef
14. TRAY: utensil to put glasses, cups and dishes to serve food
15. WHAT'S WRONG?: What is not good?
16. WINGS: extremities that birds and insects use to fly

ARGUING; EXPRESSING CURIOSITY
PRESENT TENSE OF "TO BE" WITH "THIS" AND "THAT"

CHARACTERS: Henry Smith
A waiter
Customer 1 Customer 2 Customer 3
The restaurant manager

SCENE: A crowded New York restaurant.

HENRY: Waiter. Waiter! (The waiter comes up to Henry.)
WAITER: Yes?
HENRY: There's a **fly** in my soup!
WAITER: That's impossible.
HENRY: Look.
WAITER: Where?
HENRY: There. What's that? (He points to a **speck** in the soup.) What?
WAITER: (He **leans** over to look at the soup.)
HENRY: That little black speck with **wings**. What's that? (He points to a fly)
WAITER: Black pepper! It's black pepper!
HENRY: It is NOT black pepper. It's a fly!
(The customers **crowd** around the table.)
CUSTOMER 1: **What's wrong?**
CUSTOMER 2: What's the matter?

Unit 1

CUSTOMER 3: What is it?
HENRY: There's a fly in my soup!
WAITER: He says there's a fly in his soup.
CUSTOMER 1: Where is it?
CUSTOMER 2: Let me see.
HENRY: There.
CUSTOMER 1: Yes, that's a fly.
CUSTOMER 2: No, it isn't.
HENRY: Yes, it is!
WAITER: No, it ISN'T!
MANAGER: (He runs to the table.) What's going on here?
WAITER: This man says there's a fly in his soup.
MANAGER: There's a fly in his soup? In MY restaurant? That's impossible.
HENRY: Here. What's this? Is this a fly or not?
(He picks up a **spoonful** of soup with a fly in it.)
MANAGER: Shh. Please, mister, shh. Waiter, bring a **steak** dinner.
HENRY: Well, maybe...
MANAGER: Bring a steak dinner, and wine, and pie, and coffee.
(The waiter leaves. A box **falls** from Henry's pocket.)
CUSTOMER 1: What's that?
CUSTOMER 2: What?
CUSTOMER 1: This. (He picks up the box.)
MANAGER: What is it?
CUSTOMER 1: It's a box of flies!
(Henry gets up from the table.)
MANAGER: Get out of my restaurant! Get out! (He runs after Henry.)

PRONOUNS

VOCABULARY

(in order of appearance)

1. LEAD: live
2. WONDERING: thinking
3. MAYBE: possibly
4. SHARE: to distribute equally
5. FOR INSTANCE: for example
6. REPLACE: substitute
7. SWEET: nice
8. BROAD: extensive
9. REFER: indicate
10. DUMB: silly, stupid
11. OWNERSHIP: possession
12. CHART: information sheet with tables, graphs, etc.
13. ENTIRELY: completely
14. TURTLE: amphibious reptile with a hard shell
15. TAKE A CRACK: try
16. COOL: nice, pleasing
17. A BIT: a little
18. GUESS WHAT?: Do you know what?
19. DITTO WITH: same as
20. HOOKED UP: connected

A pronoun is a word we substitute in the place of a noun. Again a pronoun is a word we substitute in the place of a noun. Pronouns, what a great invention! Who knows what kind of lives we'd lead without them.

Sean was wondering if maybe Katie would share some of Katie's paper with Sean.

Huh! For instance, if we take the sentence "Stan is at the soccer game", and followed up with, "He likes to play soccer".

We've just used a pronoun, it's "he". Instead of saying, "Stan likes to play soccer." We replace "Stan" which is a proper noun, with a short sweet pronoun "he".

So a pronoun is a short word that takes the place of a noun. The example we just used replacing "Stan" with "he" is just one example of a pronoun. There are several kinds out there because we use different pronouns for different situations.

We'll discuss three broad types of pronouns:

1. The personal pronouns
2. The possessive pronouns
3. The demonstrative pronouns

THE PERSONAL PRONOUNS

The personal pronouns are the ones you're probably most familiar with. **The most common personal pronouns are:**

I, you, he, she, it, we, and they.

They refer to a specific person, place, object, thing, concept or idea.

What do we mean by refer?

Check out these two sentences:

1. Susan drives to work.
2. She takes the expressway.

Who are we referring to in "She takes the expressway"? Well, Susan of course. Here's what is going on. The personal pronoun "she" in the second sentence refers to the proper noun Susan in the first sentence, and also takes its place in the second sentence. If we didn't have pronouns, we'd have to say, "Susan drives to work." "Susan takes the expressway." Sounds kind of dumb, doesn't it? So that's the personal pronouns.

THE POSSESSIVE PRONOUNS

The possessive pronouns are the second type of pronouns we'll cover. **These guys do double duty. They take the place of noun like before, but they also show possession.** You know, ownership. In other words, something belongs to someone. So, when some thing belongs to someone we can describe it using a possessive pronoun.

The most common possessive pronouns are:

my, mine, your, yours, his, her, hers, its, our, ours, their and theirs.

Here's how they work with our chart.

My and mine go with I.
Your and yours go with you.
His goes with he.
Her and hers go with she.
Its goes with it.

Now we'll go into the plurals.

Our and ours go with we.
And their and theirs go with they.

These pronouns can work in two ways:

1. They can pair up with whatever is being possessed or
2. They can replace a noun **entirely**.

Here is an example that'll help you understand.

Take the sentences:

"Is Snappy his **turtle** or Sharlene's?" "I believe it is hers."

Believe it or not we've used a possessive pronoun in each of these two sentences. In the first sentence, "Is Snappy his turtle or Sharlene's?" The pronoun his is right next to the thing being possessed. In this case a turtle.

Then in the second sentence, "I believe it is hers.", we let the possessive pronoun "hers" stand alone, but notice that we are still referring to a turtle. Either way, we've used the possessive pronouns correctly.

So far we've learned about personal pronouns which replace a noun and possessive pronouns which both replace nouns and show possession.

THE DEMONSTRATIVE PRONOUNS

The third kind of pronoun is the demonstrative pronoun. Demonstratives sound like they demonstrate. Well, they do. **These pronouns specify exactly which noun we're referring to. It demonstrates what noun we're talking about.**

The most common demonstrative pronouns are:
this, that, these and those.

We usually use **demonstrative pronouns** when we **point to something**, like this, that, these and those.

Let's **take a crack** at another sentence.

"This is her favorite bicycle."

"This" is a demonstrative pronoun. "This" tells you which particular bicycle is her favorite, and then takes its place. So, instead of saying, "It is my favorite bicycle.", we've specified which one it is.

We have two singular demonstrative pronouns, and two plural ones.

This and that are the two singular demonstrative pronouns. These and those are the two plural demonstrative pronouns. Use one of these singular pronouns when you're replacing a singular noun, and use one of these plural pronouns when you're replacing a plural noun.

Unit 2

Now you know the three main types of pronouns.

Personal pronouns
Possessive pronouns
Demonstrative pronouns

There are two general things to keep in mind about pronouns:

- 1. When using pronouns be sure you're clear about what noun you're referring to.**
- 2. Be sure to use singular pronouns with singular nouns, plural pronouns with plural nouns.**

REVIEW

Very **cool** grammar buddies, let's review

First Nouns **A noun can be a person, place, thing, concept, or idea.**

There are four types of nouns.

Common nouns like gecko, desk, and pencil.

Proper nouns like Mrs. Kowalsky, Washington D.C., and Abraham Lincoln.

Compound nouns like bicycle trail, thirty-two, and classroom.

Collective nouns like family, team and audience.

Pronouns **A pronoun is a word that takes the place of a noun. It refers to the noun.**

We learned about the personal pronouns I, you, he, she, it, we, and they.

The possessive pronouns my, your, his, her, our, and their.

The demonstrative pronouns this, that, these, and those.

Okay, now we are going to build on some of the things we've learned about nouns and pronouns.

Remember how we said **a noun can be singular or plural?** You do! Good. **We called it the noun's number.**

And you remember how we said that as far as pronouns go, you need to use singular pronouns with singular nouns and plural pronouns with plural nouns? Excellent. Let's expand on this **a bit.**

As you know we can have the singular pronouns, I, you, he, she, and it. The plural pronouns are we and they.

Each of these represent a possible subject to the sentence. So in this context let's refer to I, you, he, she, it, we, and they as subjects.

The grammar experts use more technical language for each of these kinds of subjects, and **guess what?** It's really not difficult to understand. Let's go back over each.

Unit 2

Again let's make the distinction between singular and plural subjects. **I, you, he, she, and it are all singular subjects.** There's just one of each of them, so let's label all of these singular.

Over here we have **we and they. They are plural subjects.** There's more than one of each of them. Let's label these plural.

Okay, now we're going to take our singular subjects one at a time, and tell you what its technical name is.

"I" -That's called the first person. Makes sense.

"You" -That's called the second person.

"He" is considered the third person. Guess what?

"She" is also called the third person.

Ditto with It. "It" is also called the third person.

So, since these guys are all considered the third person, let's group them all together. Now, we just have one more thing to do. Since these are all singular subjects, we add the word singular to the end of them.

Let's see how it works one at a time.

"I" is called the first person singular. (First person singular)

"You" is called the second person singular. (Second person singular) " He, she, and it" are each considered the third person singular.(Third person singular)

There, now we have all of our singular subjects.

Let's take a crack at the plurals.

All right, we're going to find out the technical names for these two guys. We will start with, well, We.

"We" is considered the first person. Fair enough.

"They" is considered the third person and that's all good, too.

Now let's remember our other step. These are the plural subjects. That's because we're talking about more than one of each. So,

"We" is called the first person plural. (First person plural)

And that makes "they" the third person plural. (Third person plural)

Unit 2

Now there is another subject out there. The second person plural. It's sort of like saying you and you and you. You might know it better as "you all", "youall", or even "yousguys". The second person plural is used a lot more in everyday conversation than in our standard edited American English, so we really won't refer to it too much.

The grammar guide then, is that a noun's number is either singular or plural.

The noun that we care about in a sentence is the subject. This is the important one. **it's the noun that performs the action**, and the subject is the noun that gets **hooked up** with the verb. Now, our little verbie must fit in nicely with the subject though.

Unit 3

ADJECTIVES

VOCABUALRY

(in order of apearence)

1. UNSUNG HERO: a person or thing not honored or celebrated
2. CROWDED: full of people.
3. WET: covered with water
4. CRYSTAL CLEAR: very clear
5. BOUNCES: to throw a ball against the floor
6. JAZZ IT UP: improve or make better
7. NOTICE: pay attention to
8. FLAIR: style
9. STEP UP: come forward
10. FOLKS: people
11. PRIZES: something one wins in a lottery, competition, etc.
12. POUNDS: plural of pound. 1 pound = 16 ounces
13. WACKY: crazy
14. SOFT: opposite of hard
15. PLUSH: soft, hairy material
16. RACCOON: a small animal with black hairlike a mask) around its eyes
17. USELESS: opposite of useful
18. TINY: very small
19. LAMPSHADE: lamp cover
20. INCREDIBLE: unbelievable
21. TEENSY: tiny
22. BLAND: dull, not interesting
23. ADD ZIP AND ZING: give color and excitement
24. HARDWORKING: describes something or someone that works energetically

Now let's take a look at unsung hero of the grammatical game:
"THE ADJECTIVES"

green field
crowded car
beautiful park
fun slide
dirty water
wet shoes

Unit 3

ADJECTIVES

- Let me ask you one question.
- Sure, what do you need to know?
- What exactly do adjectives do?
- Adjectives describe.
- Oh, okay, but what do adjectives describe?
- Adjectives describe nouns and pronouns
- Oh, thank you.

So now we know **that adjectives describe nouns and pronouns**. Let's take a look at how adjectives work, and things should be crystal clear.

"Kathleen bounces the ball."

That's a perfectly good sentence. But let's see if we can jazz it up with some adjectives. What can we say about the ball? Well, it's big. That's for sure. And it's red, and it's plastic, too.

Let's use those words in some sentences. How about:

"Kathleen bounces the big ball." Or
"Kathleen bounces the red ball. " Or even
"Kathleen bounces the plastic ball."

Pretty good. Now **the words big, red, and plastic are all being used as adjectives**. Each of these words describes Kathleen's ball. We can even combine our adjectives and say:

"Kathleen bounces the big, red ball." Or even
"Kathleen bounces the big, red, plastic ball."

So Kathleen doesn't just have a ball. She has a big, red, plastic ball. Let's make that a big, red, hard, plastic ball.

That's how **adjectives** work. They **give us more information about a noun or a pronoun**. Now notice how in our sentences **the adjectives come before the noun they describe**. We didn't say Kathleen bounces the ball red, big, did we? That doesn't sound right.

So make it a grammar guide

Adjectives usually, but not always, come before the noun or pronoun they describe.

So now you have a basic understanding of how adjectives work. But let's see how someone with a little flair can use adjectives.

Step right up folks, step right up. If I can guess your weight within five pounds, you'll win great prizes like this wacky yellow bat, and this soft, plush raccoon, and this totally useless, tiny lampshade. Oh, the incredible marvelous fun you'll have.

Unit 3

Say, nice adjective use. We had, for instance, the adjectives wacky, yellow, soft, plush, useless, tiny, incredible, and marvelous.

ARTICLES OR NOUN MARKERS

Now not all adjectives are this exciting, however. You know those tiny little words "**the, an, and a**". **They're actually adjectives, too, because they tell us a little tiny something about the nouns we use them with. We call these teensy adjectives "articles"**. Not articles like you read in the newspaper, but a different kind of article. Let's see how they work.

The prizes folks: **a bat, a raccoon, a lampshade**. The fun you'll have. Yep. Those articles are short and **bland**, but they are adjectives.

DEMONSTRATIVE ADJECTIVES

Another kind of adjective is a demonstrative adjective. Remember when we discussed pronouns and we talked about **the demonstrative pronouns-this, that, these, and those? These same words can be used as adjectives**. How can that be? Well, instead of replacing a noun in a sentence, they describe it. Remember, adjectives describe.

Remember the sentence:
"**This** is her favorite bicycle."

We talked about how "this" functions like a pronoun because it replaces the actual bicycle that we're talking about. Now let's rephrase the sentence.

"**This** one is her favorite bicycle."

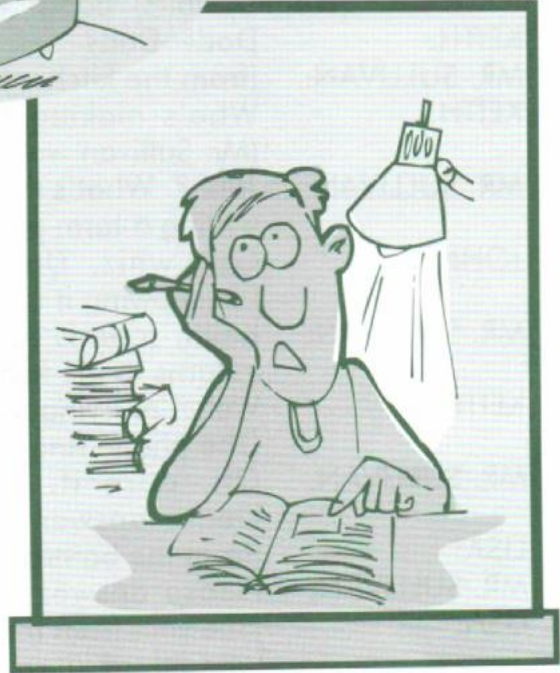
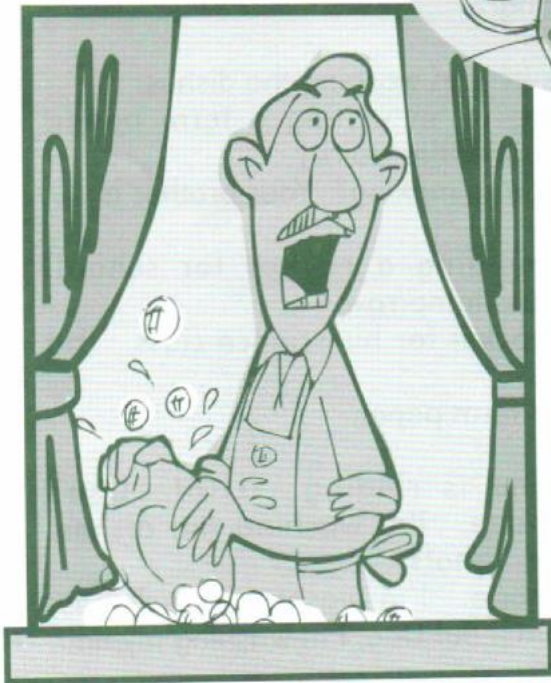
"This" is now in front of one and, in fact, describes it. Sounds like an adjective to me, and to me. And in our sentence we call "this" a demonstrative adjective because it tells us which bicycle. Which bicycle? This one.

REVIEW

So what have we learned about adjectives?

1. We know adjectives **add zip and zing** to our **hardworking** nouns and pronouns.
2. Adjectives describe nouns and pronouns.
3. Articles are tiny adjectives like "a, an, and the".
4. And finally we can use our demonstrative pronouns "this, that, these and those".

Unit 3



Unit 3

SKIT

“AFTER DINNER HARMONY”

VOCABULARY

1. NOISE: sound especially of a loud or confused kind
2. KID BROTHER: younger brother
3. ROCKET: spaceship
4. TERM PAPER: composition written as an examination
5. TWINS: two persons born from the same mother on the same date

MAKING EXCUSES

PRESENT CONTINUOUS TENSE WITH DIRECT OBJECTS.

CHARACTERS:

Mr. Sullivan
Keith Sullivan, age nineteen
Lisa Sullivan, age fourteen
Dick Sullivan...
Tom Sullivan...twins, age twelve
John Sullivan, age eight
Jeff, Keith's friend

SCENE:

It is after dinner in the Sullivan house. Mrs. Sullivan is away on a trip. Keith, home on vacation from college, is in the study. He's writing a term paper. Mr. Sullivan is in the kitchen. Lisa, Tom, Dick and John are all upstairs.

(From upstairs) Bang! Bang! Bang!

KEITH: Dad? Dad?
MR. SULLIVAN: (from the kitchen) What is it? I'm washing the dishes.
KEITH: Who's making that noise? I'm writing a term paper.
(Mr. Sullivan walks to the foot of the stairs.)
MR. SULLIVAN: John? What's that noise you're making? Your brother is writing a term paper.
JOHN: Gee whiz, Dad. I'm building a rocket for school. I'm showing it in in science class tomorrow.
MR. SULLIVAN: Keith, John is building a rocket for his science class.
(He returns to the kitchen.)
KEITH: Well, I'm trying to write this term paper.
(The phone rings.)
MR. SULLIVAN: Oh, darn it. The phone is ringing. Lisa! Lisa?
Please answer the telephone. I'm washing the dishes.
LISA: (from the bathroom) What? What?
MR. SULLIVAN: Please answer the telephone. I'm washing the dishes.
LISA: (She yells from the bathroom.) But Dad, I'm washing my hair.
Tell Clifford I'll call him later.

Unit 3

MR. SULLIVAN: Dick? Tom? The telephone is ringing. Where are the twins?
DICK: (from upstairs) I'm studying. Tom's watching TV.
TOM: I'm watching the baseball game, Dad.
MR. SULLIVAN: Well, I'M washing the dishes, so **SOMEONE ANSWER THE TELEPHONE!!**
(Keith walks to the phone in the hallway.)
KEITH: No, no, this isn't 567-4092. This is 567-4093.
LISA: (from upstairs) Is that Clifford calling?
KEITH: No. Wrong number. (He returns to the study.)
And I'm STILL trying to write my term paper.
(Loud music from upstairs) Oh, no! Hey, Dad?
What's going on NOW?
MR. SULLIVAN: It's music. Lisa? What are you doing?
LISA: I'm drying my hair, Dad.
DICK: She's dancing, Dad. She's dancing! She's drying her hair and dancing. The whole house is shaking and I'm trying to study.
LISA: I'm drying my hair and listening to a new disco record.
(The doorbell rings.) Oh, the doorbell's ringing. I bet it's Clifford!
(She runs to the top of the stairs and yells down.) Tell Clifford I'm hurrying! (She runs back to her room.)
JOHN: (He yells from upstairs.) Hey, Dad? The twins are fighting.
MR. SULLIVAN: Tom, Dick, what are you doing?
DICK: I'm studying for a test, Dad. But Tom's watching TV and listening to the radio at the same time.
TOM: I'm NOT listening to the radio, Dad. I'm watching the baseball game.
MR. SULLIVAN: Is the radio on?
TOM: Yes, but...
MR. SULLIVAN: No radio and no baseball game while Dick is studying.
TOM: Aw, Dad.
(The doorbell rings again.)
LISA: (yelling) Isn't anyone going to answer the door?
MR. SULLIVAN: And Lisa, NO disco music.
LISA: Well, I'm going out anyway. (yelling) Tell Clifford I'm coming!
(Keith answers the door.)
KEITH: Hi, Jeff!
JEFF: Hey, Keith. Can I work on my term paper here? Our house is so noisy. My **kid brothers** are watching the baseball game, playing the piano, and building a bookcase.
(There is a huge crash from upstairs.)
JOHN: (yelling) Hey, the rocket's taking off! My rocket's exploding!
MR. SULLIVAN: Why don't you guys go to the library?
KEITH: Jeff, let's go to the library.

Unit 4

VERBS-1

VOCABULARY

(in order of appearance)

1. PERFORMS: to do an action
2. CONJUGATING: verbs changing, depending on person and tense
3. REALIZE: notice
4. SET UP: the organization of something
5. GOES BACK: return
6. WHETHER: conjunction use to introduce two alternatives
7. YODELS: (action) to sing like the mountain people do in Austria and Switzerland
8. HAPPENING: occurring
9. TENSES: verb changes in past, present, and future
10. ACCORDING: in agreement with
11. CHOP: cut in pieces
12. VEGETABLES: carrots, broccoli, etc.
13. STUCK: to put
14. ANOTHER: extra
15. ADDED: to join or connect
16. BE AWARE OF: to know
17. A LOT OF TIMES: many times
18. PREDICTABLE: easy to prognosticate
19. NUISANCE: inconvenience
20. UNPREDICTABLE: opposite of predictable
21. WEIRD: strange, different
22. NEWS: information
23. TEND TO BE: to have a tendency to be
24. TEND TO BE: to have a tendency to be
25. OWN UNIQUE: exclusive
26. UNFORTUNATELY: without any luck
27. TRUE: opposite of false

Verbs make sentences move. A verb is the action of the sentence. A verb can walk, run, jump, sit, look, listen, eat, wave, talk, or just let it be.

WHAT IS A VERB?

A verb is a word that shows an action or describes a state of being. It tells us what all those nouns and pronouns are doing in our sentences. A verb is one of the most important parts of a sentence, but it can be one of the trickiest.

Unit 4

In the short sentence:

"Dave runs."

"runs" is the verb because it tells us the action that "Dave" **performs**. What does Dave do? He runs.

In English grammar **verbs change form to show who performs an action**.

And who performs action? I do. You do. He does. We do. They do.

Take a closer look at the verb "to run". We say, "Dave runs", but we say, "I run." The verb is changed because someone else is performing the action.

We can go to our subject chart and fill in the verbs. So we say, "I run, you run, he-she or it runs, we run, and they run".

What we just did, taking a verb and seeing how it changes with different subjects, is **conjugating**. Let's say it again, "Conjugating!".

Okay now, there wasn't too much change there when we conjugated the verb "to run", but if you want change, we got your change right here. Let's try the most common verb there is: "To be".

"To be" is a tricky verb, in fact, when we conjugate it, you may not even **realize** it as the verb "to be". That's how much it changes.

We say:

"I am, you are, he-she or it is, we are, and they are".

Now look at our little **set up**. First we have "I, then you, then he-she-it". Notice anything? Well, yes. They're all pronouns, but remember how we call them subjects. I-you-he-she-and it are all singular subjects. There is just one noun being referred to in each, but then we get down to "we" and finally "they". Aha! These are plural subjects. They refer to nouns that have more than one member.

This **goes back** to our discussion on a noun's number, **whether** it's singular or plural. This becomes even more important now that we're dealing with verbs. That's because **a singular noun takes a singular verb, and a plural noun takes a plural verb**.

Let's look at exactly how it works.

Okay, let's take Mrs. Madori here. There's only one of her right here. So Mrs. Madori is a singular subject, and we can say:

"Mrs. Madori **yodels**".

"Yodels" is the verb. It's what Mrs. Madori is doing. So "yodels" is the form of the verb "yodel" that we use with this singular noun-Mrs. Madori.

Unit 4

Now here we have the Midori sisters Else, Gretel and Heidi. The Midori sisters is a plural noun because there's more than one sister. So we should use a plural verb.

Let's try:

"The Midori sisters yodel".

In this case "yodel" is the plural form of the word "yodel".

So remember our grammar guide here. A singular noun takes a singular verb, and a plural noun takes a plural verb. Here is how "to yodel" conjugates on our chart.

I yodel.
You yodel.
He-She-It yodels.
We yodel. And,
They yodel.

Verbs also change forms depending on what point in time the action is happening, and we call these changes "tenses". We're going to teach you all about them.

VERB TENSES

As we said, verbs change forms according to what tense they're in. This is the point time the action is happening.

There are basically four main ones:

1. The simple
2. The perfect
3. The progressive
4. The perfect progressive

And there are three versions of each of these:

1. Past
2. Present
3. Future

See, the tenses aren't so bad.

Okay, when we discuss tenses, we are talking about time. Let's say this line right here shows time.

THE PAST

things that have already happened

THE PRESENT

that's right now

THE FUTURE

things that will happen

With that in mind, let's begin.

THE SIMPLE TENSES

The first three tenses we'll discuss are the simple tenses. They're called that because these are the simplest forms verbs can take. The three simple tenses are the present, past and future.

Take the verb "to chop". Let's construct a **present tense** sentence with this verb. Usually we don't have to change the verb for present tense, so we can write:

"I **chop** all of my **vegetables**."

This is an action I am doing right now. It's right here in the middle of my time line.

Now suppose that I've already cut up my vegetables. Well, that's here in the past, so we use a different form of the verb. **We use the past tense. It's already happened.**

Most times all we need to do to change a verb into the past tense is to add an "ed" to the end. If the word already ends in "e" just stick a "d" at the end.

In this case, we write:

"I chopped all of my vegetables".

Now, notice how we **stuck** in **another** "p" before we **added** the "ed", that's another thing to **be aware of. A lot of times when a verb ends in a consonant, you have to double it before adding the "ed". So for "chop" we double the "p" then added the "ed".**

Here's our grammar guide. When changing a verb to the past tense, add "ed" or just "d" if the verb already ends in "e".

Most verbs change in **predictable** ways, which is great because it makes them easier to work with. However, some verbs can be real **nuisance** because they change in strange, **unpredictable** ways. **We call these verbs that make these weird changes, "Irregular verbs"**. The good **news** is that these verbs **tend to be** the ones that are used a lot and have been around the longest. Like to be, to run, and to eat.

Suppose we change our sentence a little and make it in the present tense:

"I chop all of my vegetables before I eat them".

Now we have two verbs, see them. There's "chop" and there's "eat".

Now let's put the action of the sentence into the past. We already know the change chop to chopped, but what about eat? Do we change it to "eated"? No, that doesn't sound quite right. "Eat" in the simple past tense is "ate". So our **entire** sentence is:

"I chopped all my vegetables before I ate them".

Why is that? It's because "eat" is an irregular verb that has its **own unique** way of changing tenses. "To eat" is one of those irregular verbs so it changes form differently than your regular old garden variety of verbs. **Unfortunately** you'll just have to learn and memorize these irregular verbs because they don't follow any easy rules.

Unit 4

Some common irregular verbs are:

DO, the past tense of do is did
COME, the past tense of come is came
GET, the past tense of get is got
GO, the past tense of go is went
KNOW, the past tense of know is knew
SEE, the past tense of see is saw
TAKE, the past tense of take is took

And those are just some of the many irregular verbs in the English language.

Okay, we've talked about the simple present tense, and the simple past tense. So now it's time we say something about the future for the children. So over here's the future. It's something that hasn't happened yet, but is going to happen.

To change a verb into the simple future tense we put the word "will" before it. So our sentence now is:

"I will chop all of my vegetables".

This holds **true** whether our verb is regular or irregular. Simple.

There you have the simple tenses: The past, the present and the future.

VERBS-2

VOCABULARY

(in order of appearance)

1. TO BURST THE BALLOON: to criticize
2. HOLD ON A SECOND: wait a second
3. FOR INSTANCE: for example
4. VERBORAMA: a spectacular show of verbs
5. MAKE UP: structure
6. STRAIGHT: without stopping
7. EXPLODES: (action) explosion
8. MILES: plural of mile. 1 mile = 1.6 kilometers
9. HUNGRY: the need for food
10. LET: permit
11. COLLIDE: (action) collision
12. BONANZA: a rich production of something
13. ONGOING: continuing
14. MUMBO JUMBO: a meaningless group of words
15. MERE: only
16. ENOUGH: very, quite
17. JOGGING: running
18. REFLECT: to show

THE PERFECT TENSES

The second set of tenses is the perfect tenses. Of course, only their mother really thinks they're perfect. But, hey! Who am I **to burst the balloon**, huh? Any way, perfect is just the name we use to describe these tenses. **The thing to remember about the perfect tenses is that they indicate that an action occurred before another specific time or action occurred.**

Here is an example of a sentence in **the present perfect**:

"My sister **has watched** a lot of television."

Hold on a second. What's going on here? We seem to have two verbs in our sentence - has and watched, which is the perfect tense of to watch. Is this correct?

Yes, the two verbs in one sentence thing is perfectly correct, but we need to explain two things that are in our sentence.

1. **Something that is called the perfect form of the verb and**
2. **A helping verb.**

Let's talk about **THE PERFECT FORM** first.

What's the perfect form of a verb? For regular verbs this form means you just add either a "d" or "ed" under the end of the verb. Just like the simple past tense.

Irregulars are trickier, but we can usually just add "en". **For instance**, fall becomes **fallen**, eat becomes **eaten**, and write becomes written. But some irregular verbs don't change at all. Like **run** and **come**. There is no system for remembering these guys. **You just have to learn them.**

Okay. Onto the helping verbs, **the second thing that's in our perfect tense sentence. A helping verb combines with another verb called the main verb.** Together the main verb and the helping verb form one big **verborama** that helps to indicate time, which is what we are talking about here guys-time. **The helping verb we use with the perfect tense is "to have".**

Here then is the basic make up of the perfect tense. The proper form of the verb "to have" and the perfect form of the main verb.

Now let's go through the three forms of the perfect tense.

1. The present perfect
2. The past perfect
3. The future perfect

THE PRESENT PERFECT

We use this form of the verb when we want to say that an action began in the past, but is continuing right now in the present. Like I've been talking to you for the past few minutes, and I'm still talking to you now.

There are two steps to form a present perfect verb.

Step 1- Change the verb to the perfect form

Step 2- Put the correct present tense form of our helping verb "to have" in front of your main verb. That means either have or has. Remember we use the present tense of the verb "to have" for the present perfect tense. It's nice how that works out.

Check out this sentence:

"My sister **has watched** television for seven days **straight.**"

Okay, she started watching TV a week ago, and still at it. Our complete verb here is "has watched". How do we get that? Let's break it down.

Step 1- We took the verb "to watch" and changed it to the perfect form "watched".

Step 2- We put the correct form of "to have" in front of the verb. In this case "has". That's because we have a singular subject in the third person -my sister, and "has" is the singular form. This gives us "has watched"-the present perfect tense of the verb. Right-i-o!

We can also use the present perfect tense when we want to show that an action began in the past, continued for a little while, then stopped at a later time that's also in the past. Before your head **explodes...**

let's show you a sentence:

"Sherman **has eaten** the chocolate pudding."

Okay, Sherman started eating in the past, and has finished. Notice that we use the perfect form of the verb "eat" which is "eaten". Now we need to consider our helping verb "to have". We use "has" because we have a singular noun "Sherman". We stick this in front of our main verb, and we get "has eaten", the present perfect form of the verb.

THE PAST PERFECT TENSE

The past perfect is like a past, past tense. You use when you want to say **something happened in the past before something else happened in the past**. To get a verb ready to use in the past perfect form, all you have to do is **change it into its perfect tense form and then put the past tense form of our helping verb "to have" in front of it**.

Here is an example:

"Jamie **had walked** for five miles before he was hungry."

Here the verb "had walked" is in the past perfect tense because it occurred before Jamie became hungry.

Now let's see how we form the past perfect in this sentence:

1. We put the verb "to walk" into the perfect tense. This gave us "walked".
2. We put our helping verb "to have" in the past tense. This gave us "had".

Presto! "had walked" -the past perfect form.

If we can have a verb in the present perfect and the past perfect tense, you probably won't be surprised to find out that there's a future perfect tense as well.

THE FUTURE PERFECT TENSE

The future present perfect tense is used when you want to show that an action will start in the future, will go on for a while, then end. So, it starts here in the future, and ends here, also in the future.

To change a verb to its future perfect form, we need to let past and future collide. We use the past tense of the main verb and the future tense of our helping verb "to have".

Here's an example of a sentence that uses a verb in the future perfect tense:

"Kiesha **will have found** a monkey by the end of the week."

Notice that Kiesha's actions have a beginning and an end, but it all takes place in the future. So what did we do? First, we changed the verb "to find" into the perfect tense. It's not "finded" so we know it's an irregular verb. The proper form is "found". Second, we use the future tense of our helping verb, which is "will have". Put it all together and we have "will have found". Wow! We now have two helping verbs "will" and "have" and a main verb "found". That's a three-verb **bonanza** . Rrrrrr! I bet you never thought verbs could be so exciting

THE PROGRESSIVE TENSES

THE SIMPLE PROGRESSIVE TENSES

The simple progressive tenses indicate continuing action. In other words, actions that are ongoing. It can be stuff that was continuing in the past, stuff that's going on right now, or stuff that will be going on in the future. Now that sounds like a lot of mumbo jumbo, but you'll understand it in mere seconds.

We form the simple progressive by taking two steps.

Step 1- We add "ing" to the end of the main verb. Note that sometimes you have to double the last letter of the main verb before gluing on the "ing". Just like when we formed the simple past tense.

Step 2- **We use a form of the verb "to be" as a helping verb.** Wow! A whole new helping verb for the progressives. How, huh, progressive of them.

THE PRESENT PROGRESSIVE TENSE

Let's put one of our favorite verbs "to run" into present progressive. Step 1- We add an "ing" to the end of run. And in this case we double the last letter which gives us "running".

Let's say:
"Heidi **is doing** the running. "

So we have to use the "she" form of the verb "to be". If we check our conjugation, we see that we should use "is". Now we have "Heidi is running". Let's check to see if we can stick into a sentence.

"Heidi **is running** six miles every day."

That was easy enough. We talk about something that's ongoing. In this case, "Heidi is running every day." And it is happening now in the present.

THE PAST PROGRESSIVE TENSE

Now let's take the same sentence and put it into the past progressive tense. So, we're talking about -over here- in the past. **All we have to do is change our helping verb "is" to the past which makes it "was"**.

That gives us:

"Heidi **was running** six miles every day".

So "was running" is our verb in the past progressive.

So, back in the past, "Heidi was running every day," **this was an ongoing activity in the past, the very definition of the past progressive tense.**

THE FUTURE PROGRESSIVE TENSE

There is only one thing left. That's right. Over here, the future. **To construct the future progressive all we have to do is change "to be" to its future version which is "will be".**

Now we have:

"Heidi **will be running** six miles every day."

"Will be running" is our triple-word verb in the future progressive tense. Okay, things are starting to make sense. With the future progressive tense, we can say that sometime in the future, perhaps when she joins a jogging club, Heidi will be running six miles every day.

REVIEW

Okay, we've learned a lot about verbs. First, we learned that a **verb expresses action or describes a state of being**. A verb changes form to reflect who's using the verb I, you, he, she, we or they. What the noun's number is be it singular or plural and what tense is being used.

We learned several different tenses. The first were **the simple tenses: the past, present, and future. They express: what happened, what is happening, and what will happen.**

The next tenses we learned were **the perfect tenses**, the past perfect, the present perfect, and the future perfect. These tenses **express an action that has a beginning and an end. They're formed by combining the present tense of "to have" and the perfect form of the verb.**

Next we learned about **the progressive tenses**. The past progressive, the present progressive and the future progressive. These guys **indicate continuing action. The progressive tenses are formed by adding "ing" to the end of the main verb, and using the proper form of the helping verb "to be".**



SKIT

“FRIDAY NIGHT RITUAL”

VOCABULARY

1. DEN: study, a cozy or retired room for personal use
2. HEAD (TO): to go in a certain direction
3. LYING: ing form of LIE: to rest in a horizontal position
4. MOTORBIKE: motorcycle
5. PLEADING: ing form of PLEAD: to use arguments or persuasions as with a person, for or against something

**INTERROGATING; PLEADING
QUESTION-WORD REVIEW**

CHARACTERS: Mr. Wyman
Mrs. Wyman
Andy, age fourteen
Amy, age ten
Eugene, Andy's friend

SCENE: Friday evening in the Wyman house. Mr. Wyman is in the living room. He is watching television. Amy is lying on the floor. She is also watching television. Mrs. Wyman is in the den. She is reading a book. A car horn sounds outside. Andy runs down the stairs and heads for the door.

ANDY: Bye, everyone. I'm late.
MR. WYMAN: Just a minute, young man. Where are you going?
ANDY: To a party. (He comes into the living room.)
MR. WYMAN: What party?
ANDY: A birthday party for Gloria.
MR. WYMAN: Where is the party?
ANDY: At Jane's.
AMY: She's silly.
ANDY: Who's speaking to you?
MR. WYMAN: Who is Jane?
ANDY: Dad, you know Jane.
AMY: She's the one with the crazy red hair.
(Andy kicks Amy's foot.)
ANDY: Mother!
MR. WYMAN: And with whom are you going?
AMY: Yeah. Who are you going with?
ANDY: Everyone. Kay, John, Eugene -everyone. They're waiting now.
(He heads for the door.)
MR. WYMAN: Just a minute. How are you going?

Unit 5

ANDY: In Eugene's car.
AMY: Whose car? Eugene has a **motorbike.**
ANDY: He has his father's car. Come on, Dad.
They're waiting out front.
MR. WYMAN: And who is Eugene? How old is he?
ANDY: You know Eugene. (A car horn blows.)
There he is now. Please, Dad. I'm late
MR. WYMAN: When does the party end?
ANDY: At eleven. (He puts on his jacket and heads for the door.)
MR. WYMAN: That's too late. You be back here by ten.
ANDY: Mother!
MRS. WYMAN: What is it dear? (She comes in from the den with a book in
her hands.) (A car horn blows.)
MR. WYMAN: Why is that boy blowing his horn?
ANDY: Because I'm late.
MRS. WYMAN: It's all right. I know about the party.
MR. WYMAN: All right, but you be home by ten.
ANDY: Ok, ok. Ten o'clock. Bye. (He rushes out the door.)
(in the car)
EUGENE: Hey! Why are you so late?
ANDY: Every Friday night my father asks the same questions: who,
what, where, when, why, how! It never stops.
EUGENE: Forget it. (He starts the car.)
By the way, who's coming to the party?
ANDY: Oh, no. You, too!!

ADVERBS

VOCABULARY

(in order of appearance)

1. ENHANCING: making better, improving
2. MIGHT: auxiliary expressing possibility
3. MUSHROOMS: fungus plant with an umbrella like top
4. SLIGHTLY: a little
5. POISONOUS: with venom
6. STINKERS: problematic words
7. SCARY: causing fright, frightening
8. COUPLE: two

We already know we can use adjectives to describe nouns and pronouns, but guess what? We can use words to describe verbs, too. We call these verb **enhancing** words "adverbs". So, **adverbs describe verbs, but they can also describe adjectives and other adverbs.** We'll show you how they work.

If the word answers the question: how?, how often?, when? or to what extent? You're probably dealing with an adverb.

The easiest way to see if you are dealing with an adverb is to see if the word answers the question: how? , how often? , when? or to what extent? And **the easiest way to build yourself an adverb is to add an "ly" to the end of an adjective.**

Here is an example:

"As a talker Simon **might** be slow, but we would say he **talks slowly.**"

See how first **slow** describe Simon which makes it an adjective, while **slowly** answers the question: How does Simon talk?, which makes it an adverb. All we had to do to change slow into an adverb was add an "ly".

We can also write:

"The color of these **mushrooms** is **slightly** different."

Here we have formed the adverb "slightly" by adding an "ly" to the word "slight", then we use to **describe the adjective** "different".

Now let's use **an adverb to modify another adverb.** Suppose we write: "This mushroom is **very definitely** **poisonous.**"

Unit 6

Now we have an adjective "**poisonous**" modified by an adverb "**definitely**", but notice how we also have the word "**very**" which is describing "**definitely**", this makes "**very**" an **adverb** since **it is being used to describe another adverb**. But wait. It doesn't end with an "ly". Did you notice that "very" is being used as an adverb even though it doesn't end in "ly"? Yep! You guessed it! It is an exception!

This "ly" thing works for about 99.44% of adverbs. Some others stinkers like "good" and "fast" are exceptions, which isn't too scary since we know "fastly" and "goodly" aren't words.

When to use the word "good" in a sentence and when to use "well" can be a little tricky sometimes. Your best bet is to remember that if you're asking the question "how?", you're dealing with an adverb, and should use "well".

Let's take a look at a couple of examples. Suppose we say:

"Candace **can play** the accordion very **well**."

We used the adverb form "**well**", **because we are describing how Candace can play**, and "play" is a verb.

Now, let's say:

"Candace's **playing is good**."

Here we can see that **good is describing the word "playing"** which might look like a verb at first, but upon closer examination, we see that it **is in fact a gerund**.

Remember a gerund is a verbal in "ing" form that is used as a noun in the sentence. Since *we're* describing a gerund which we know is technically a noun, we use the adjective "good".

REVIEW

Adverbs are words that can describe verbs, adjectives and even other adverbs. Adverbs usually answer one of the following questions: how?, how often?, when?, or to what extent? Adverbs often travel with an "ly" attached to the end of them.

PREPOSITIONS

VOCABULARY

(in order of appearance)

1. RELATIONSHIP: connection in meaning
2. WHENEVER: at any time
3. PLUS: and
4. AMONG: in the group of...
5. TURKEYS: large birds eaten at Christmas and Thanksgiving
6. HEAVEN HELP US: expression meaning "We hope not"
7. MEATLOAF: a whole piece of baked hamburger meat
8. SURRENDER: give up possession
9. LOOKED AT: read carefully
10. RECIPE: list of ingredients and instructions on their preparation
11. LOOKED OVER: reading quickly
12. LOOKED UP: to check something in a file
13. SKY: the blue atmosphere above
14. FUSED: joined
15. ALTER: change

PREPOSITIONS

Prepositions are words that show relationship between other words, usually nouns. We use them to show **how words relate in terms of time and space.** "Across, by, at, and through" are some of my favorite prepositions.

Whenever you see a preposition in a sentence, you're probably going to see a noun not so far behind it.

You might say:

among the turkeys
past the pancake house, or
with Pedro

PREPOSITIONAL PHRASE

The preposition plus the noun that comes after it is called the prepositional phrase.

Let's look at a preposition in a sentence:

"Darla will find her missing watch somewhere among the turkeys."

A preposition here is "among", and we can see that is showing special relationship between the two nouns "watch and turkey". The watch could be under the turkeys, between the turkeys, or **heaven help us,** inside a turkey, but because we use the preposition "among", we know exactly where Darla needs to look to find her missing watch. Where? Among the turkeys.

That sentence demonstrated how a preposition can show how words relate in terms of space.

Unit 7

Now let's see one that shows how two words relate in terms of time.

"Mildred always finishes her meatloaf before Mark."

In this sentence "before" is functioning as a preposition because it's showing a time relationship between Mildred and Mark, or when it comes to eating their meatloaf, Mildred is before Mark, not after, during, or past him. Preposition's all.

Sometimes prepositions can form close and intimate relationship with verbs, so much so, that when they're together they can surrender their individual meanings and become their own concept.

Here's an example using the prepositions "at", "over", and "up" and the verb "looked".

"The chef looked at the secret recipe."

Simple enough. We have a chef looking at a recipe, but suppose we say:

"The chef looked over the secret recipe."

Now we have a chef quickly reading the recipe. Now let's say we have:

"The chef looked up the secret recipe."

Now the chef has the recipe filed somewhere and she's trying to find it.

See how "looked over" and "looked up" means something completely different from "looked at", and at no point was anyone actually looking up at the **sky** or over top the piece of paper on which the recipe was written. The prepositions "over" and "up" have fused with the verb to change it into a completely different idea.

Aah! When a preposition is used to alter the meaning of a verb, that's amore.

REVIEW

So a preposition is a word that is used to show relationship between two other words in a sentence, and this relationship could be either in time or space. We've also learned that in some special cases a preposition can be used in close connection with the verb to alter its meaning. So, "before", "after", "under", and "over" are prepositions.

CONJUNCTIONS

VOCABULARY

(in order of appearance)

1. THEREFORE: conjunction meaning for this or that reason
2. PACK A LOT OF POWER: have a lot of energy
3. EQUALITY: state of being the same
4. LINKING: connecting
6. THUS: conjunction meaning in this or that manner
7. FROG: a leaping, four-legged amphibian
8. TOAD: similar to a frog, but lives on land
9. ACTUALLY: in reality
10. QUITE: very
11. BORROWER: person who receives something with the intention of returning it
12. LENDER: opposite of borrower
13. GOTTA: got to = have to

CONJUNCTIONS

Conjunctions are words that provide transitions between sentences and parts of sentences. Some examples of conjunctions are: "and", "but", "or", and "therefore". Sometimes an entire phrase of words can serve as a conjunction. "On the other hand" and "in addition" are great examples.

The really great thing about conjunctions is that not only can they hook two things together, they also show how these two things relate. Conjunctions) They're small but they pack a lot of power. For example:

"And" often shows a state of equality between the two things it's linking together.

"But" is usually used to show a definite contrast.

"Therefore" and "thus" show cause and effect.

Let's look at a couple of sentences to see how this works. Suppose we say:

"Frog and Toad are my friends."

In this sentence the word "and" sets up a state of equality between "frog" and "toad".

Now if we change "and" to "or" we get:

"Frog or Toad is my friend."

That gives us something completely different. Now, instead of having two amphibian friends I only have one or the other. Poor me! Behold the power of conjunctions.

**Also, some conjunctions come in pairs like: either...or
neither...nor
both...and
not only...but also.**

Let's look at one of those in a sentence, actually quite a famous saying:

"Neither a borrower nor a lender be. I disappear."

Here the conjunctions neither and nor are a package deal. If you use one you gotta use the other.

REVIEW

Those are the conjunctions. **Remember that conjunctions are not only words or phrases that hook parts of a sentence together, but they also show how these different parts relate to each other. Sometimes conjunctions come in pairs, so we have to use them both.**

INTERJECTIONS

VOCABULARY

(in order of appearance)

1. ANNOYING: irritating
2. SPARINGLY: not too much
3. AVOID: to stay away from
4. FIGURED OUT: resolved
5. BUDS: best friends
6. RARELY: seldom

INTERJECTIONS

Interjections are words or short phrases that don't play any other grammatical role in the sentence other than to express emotion or surprise.

Great! Wow! Hooray!

As you can see interjections are fun, and they're grammatically acceptable in S.E.A.E. What a bonus! (Bonus!) But interjections can be a bit annoying, too.

"Wow, look, oranges! Yummy! Juicy! Delicious! Yikes!"

See. They also tend to lose their effectiveness when overused, so use them sparingly, and in formal writing, try to avoid them.

If you do ever want to use an interjection in a sentence, try to use it in the beginning which makes sense because what you are probably going to be using it for is to get the attention of your reader. Then, after you have them hooked, you can continue with the rest of your sentence.

Here is an example.

"**Wow**, that's a big wheel of cheese!"

Notice how we stuck a comma in between our interjection "Wow!" and the rest of the sentence. We also ended the sentence with an exclamation point instead of a period. We could have used the period instead, but as you've probably already figured out, the interjection and the exclamation point are best buds, and rarely travel alone.

REVIEW

Okay, we learned all about **adverbs**, prepositions, conjunctions and interjections.

Adverbs are words that can describe verbs, adjectives and even other adverbs. Adverbs usually answer one of the following questions: How? How often? When? or To what extent?

Adverbs often travel with an "ly" attached to the end of them.

Unit 9

Prepositions are all about the time space continuum. Prepositions usually show how words relate in terms of time or space. "In, out, over, around, on top of, and through" are all examples of prepositions.

Conjunctions are words or phrases that hook together phrases, providing transitions. Conjunctions can also show how other phrases relate to each other. Ever popular conjunctions are: and, but, and or.

Some conjunctions always travel in pairs like: either...or, neither...nor.

Interjections are words or short phrases that express emotion or surprise. Wow! Yeah! Huh! and Eek! are all great interjections.



SKIT

“MY GRASS IS GREENER”

VOCABULARY

1. **BOAST:** to talk, specially about oneself, with too much pride
2. **DUMB:** fool, silly
3. **DUST:** fine particles of dirt
4. **GLOVES:** coverings to protect the hands
5. **HEAVY:** opposite of light, with much weight
6. **PLAYGROUND:** special area for children to play
7. **SNEAKERS:** sport shoes
8. **SWING(TO):** to move in alternate direction, oscillate
9. **WATCH OUT:** be careful

BOASTING: EXPRESSING COMPARISON
COMPARATIVE IN -ER; SUPERLATIVE IN -EST

CHARACTERS:

Alfred Quinn
Dennis Miller
Eddie Miller
Lockwood
Jay Lockwood

} all age nine or ten Steve

Mrs. Miller Mrs.
Lockwood

SCENE: A playground in a small town.

ALFRED: I'm higher than you. Whee...! (He swings up.)
DENNIS: No, you're not. I'm higher than you. (He swings higher.)
ALFRED: No, you're not.
DENNIS: I'm higher than you now. (He swings up.)
EDDIE: I'm the highest. I'm the highest of all. (He swings up and then points to a baseball bat on the ground.) See my new bat?
ALFRED: Yeah.
DENNIS: It's BIG.
EDDIE: Yes, it's bigger than yours.
DENNIS: Hmm. I bet it isn't as GOOD as mine. (He swings up.)
EDDIE: It's heavier than yours.
ALFRED: My brother is a good baseball player. (He jumps off the swing.)
EDDIE: Mine is too. And he's better than your brother.
(He jumps off the swing, picks up his bat and starts to swing.)
STEVE: Hey, Alfred, Dennis, Eddie. Hi!
JAY: Guess what? (He and his brother start playing catch.)
ALFRED: What?

Unit 9

JAY: We have a new TV.
EDDIE: So what?
STEVE: It's color.
DENNIS: How big is it? (He jumps off the swing.)
JAY: Seventeen inches.
ALFRED: Our TV is bigger than that.
(Jay begins to kick the **dust** with his **sneaker**.)
STEVE: Our car is bigger than yours. (He hits his baseball into his **glove**.)
JAY: And our house is bigger than your house.
ALFRED: But our house is NEWER than your house. And our grass is greener.
STEVE: My father is bigger than your father.
ALFRED: He is not.
JAY: Yes, he is. He's taller than your father.
ALFRED: Well, he's fatter than my father.
STEVE: My father is NOT fat. (He stops throwing the ball.)
EDDIE: He is, too.
JAY: You better **watch out!** My brother is bigger than your brother. (He throws his ball into his glove.)
EDDIE: My sister is smarter than yours. (He swings around and falls.)
STEVE: She isn't.
EDDIE: She is. She's the smartest student in the sixth grade.
JAY: My sister is the smartest student in the fifth grade.
DENNIS: (to Alfred) Is his sister smarter than my sister?
ALFRED: Gee, I don't know.
DENNIS: My sister is smart.
JAY: But she isn't as smart as my sister!
DENNIS: Your sister is **dumb**.
STEVE: She is not!
DENNIS: She is, too.
JAY: She is not!
DENNIS: She is, too. She's the dumbest girl in the class.
JAY AND
STEVE: WHAT!?!
(Mrs. Miller and Mrs. Lockwood drive by.)
MRS. MILLER: There are the children in the playground.
MRS.
LOCKWOOD: Isn't it nice. They're such good friends.

SIMPLE SENTENCES

VOCABULARY

(in order of appearance)

1. ENCOUNTER: meet or find
2. KICKED: to hit with the foot
3. GNOME: a mythical little man similar to a dwarf
4. IMPLIED: understood or suggested without being directly expressed
5. VOILA: interjection meaning "There it is!"
6. INHERENTLY: naturally
7. PRECEDING: previous

SIMPLE SENTENCES

Remember, we define grammar as how the parts of our language fit together to make sentences. Now, the grammar of the sentence is called syntax. There are three basic types of sentences, each with its own basic rules of syntax.

The most basic type of sentence you will encounter is called a "Simple Sentence". **Simple because all of the elements within the sentence are either part of the subject or the predicate.**

THE SUBJECT

The subject of the sentence is the part that performs the action of the main verb. The simple subject is the specific noun that is performing this action. Everything together is called "the complete subject".

For example in the sentence:

"The happy little child kicked the gnome over the fence."

Child is the noun that is performing the action of the verb "kicked". That makes "child" the simple subject. Since "the", "happy" and "little" modify or relate to our simple subject child, they're also included in the complete subject: "The happy little child".

THE PREDICATE

The predicate of a sentence consists of the main verb which is called the "simple predicate", and everything that goes with it. This makes the predicate pretty much everything that's not part of the subject. This whole part is called "the complete predicate".

In our sentence:

"The happy little child kicked the gnome over the fence."

We can identify "kicked" as the verb, so it's our "simple predicate". Because the gnome and over the fence refer to exactly what was kicked, and where it was kicked, we include those as part of our complete predicate.

So, in the sentence:

"The happy little child kicked the gnome over the fence."

We can say that "The happy little child" is the complete subject. While "kicked the gnome over the fence" is the complete predicate. "Child" is the simple subject and "kicked" is the simple predicate.

So far, so good, right? Actually there is one more thing we need to say about simple sentences. Occasionally a simple sentence can get by without a subject or predicate.

IMPERATIVE SENTENCE

Well, suppose we take our sentence, and we change it into a **command**. A **command is a sentence that is directed to the second person-that is "you"**. That's right. I mean "you". So a command is directed at you. But get this: **the "you" is taken out of the sentence. It's only implied.**

Now, let's change our sentence:

"The happy little child kicked the gnome over the fence." into a command.

"Kick that gnome over the fence."

It is a command because we're telling someone "you" to do something. We know that the verb "kick" heads off our predicate, and that "that gnome" and "over the fence" relate to kick, which leaves for our subject, well, um, nothing.

If I say to you "Kick that gnome over the fence." Who would actually be doing the kicking? That's right. "You". So what we are really saying is: "Hey, you, kick that gnome over the fence." Here we would say that the subject "you" is **implied. Voila!**

A sentence we can write without a subject.

Oh, that's all well and good. But how, you may ask, could you possibly leave out the verb? Earlier we got a way without using a subject, cause we **inherently** knew who the subject was. Well, we can do the same thing with verbs. Consider this:

"Who kicked the gnome over the fence?" Cindy.

In this example, the second sentence "Cindy" is just one word. It can be called a complete sentence because the predicate is obviously implied in the **preceding** sentence. In other words, what the second sentence is really saying is: "Cindy kicked the gnome over the fence."

PHRASES AND OBJECTS

VOCABULARY

(in order of appearance)

1. VARIETY: diversity
2. SOMEWHERE: in some place
3. RESTATES: to say something again in a different way
4. VAGUE: not clear
5. GERMAN SHEPHERD: a special breed of dog
6. NAIL DOWN: to understand completely
7. DELVING INTO: studying and investigating
8. FILTHY: extremely dirty
9. BACKYARD: the yard at the back of a house
10. RECAP: to review
11. SETTLE: command. Take it easy, don't get so nervous
12. BECOME: linking verb. To change
13. REMAIN: linking verb. To continue in the same condition
14. RENAMES: to name again, in a different way
15. MOUTHFUL: to say a lot words in a short time
16. INCH: 1 inch = 2.54 centimeters

PHRASES AND OBJECTS

So there we have it, the simple sentence. And although we think simple sentences are great, you have to admit that our writing would be pretty boring without some **variety** in sentence structure. But before we go on, we have to stop and learn a couple of new terms: phrases and objects.

A PHRASE is a group of words that is not a sentence and that may contain either a subject or a predicate, but not both. They're **somewhere** in between words and sentences.

Suppose we say:

"Boppo, **that crazy monkey**, will not stop jumping on my bed."

This sentence has many of those phrase thingies. Let's take a look. First, we can isolate "that crazy monkey" as a group of closely related words within a sentence. **This one is called an appositive phrase.** Now, this is not a positive phrase, like "way to go". This is an appositive phrase, which is different.

AN APPOSITIVE PHRASE is a descriptive phrase that either restates the simple subject of the sentence, or adds new information about it. In our sentence: "Boppo, that crazy monkey, will not stop jumping on my bed." the appositive phrase "that crazy monkey" is just another way of saying "Boppo", the simple subject of our sentence.

Appositives are a great way to elaborate on a vague subject. Like we do here, because if we didn't use the appositive phrase "that crazy monkey" we might think "Boppo" was a cat or a **German shepherd**.

Unit 11

We can also treat the predicate itself as a phrase, which we would call a "verb phrase" as you've probably already guessed in "Boppo, that crazy monkey, will not stop jumping on my bed." our **verb phrase will be: "will not stop jumping on my bed"**.

Sometimes we will even find the phrases within other phrases. In the verb phrase "will not stop jumping on my bed" , we can identify the smaller phrase "**on my bed**". Since this phrase is centered around the word "on" which is a preposition, **we call this a "prepositional phrase"**. That makes sense.

So a phrase is really just a group of closely related words in a sentence that can have a subject or a predicate, but not both. There are lots of different kinds of phrases. The ones we've discussed are: appositive phrases, verb phrases, and prepositional phrases.

The second term we need to **nail down** before **delving into** compound and complex sentences is objects.

AN OBJECT is a noun that is not the simple subject itself, but it is instead a part of the predicate or part of the subject phrase. There are a couple of exceptions, but we'll get to those after we discuss some of the different kinds of **objects**.

Let's see what kinds of objects we can identify in this sentence:

"Carmen is giving the **filthy** llama a bath in her **backyard.**"

The nouns in this sentence are: Carmen, llama, bath, and backyard.

We know that **Carmen is the simple subject** of the sentence because she is the one doing the action, in this case, giving a bath. That makes the rest of our non-subject nouns **-llama, bath, and backyard- "objects"**.

Back to our sentence:

"Carmen is giving the filthy llama a bath in her backyard."

First, let's look at "bath". In this sentence "bath" is what is known as a "direct object" or the noun that receives the action of the verb.

THE DIRECT OBJECT of the sentence answers the question who? or what?

In this case: What is Carmen giving? The answer is: A bath.

So a noun that receives the action of the verb is called the direct object.

Another kind of object we see in this sentence is an "indirect object" . While the direct object answers the question who? or what?

THE INDIRECT OBJECT answers the question to or for whom? or to or for what?. In our sentence when we ask:

To what is Carmen giving a bath? The answer is: the filthy llama. So llama is the indirect object of our sentence.

Let's **recap**. **The direct object of a sentence will answer the question who? or what? receives the action of the verb while indirect object answers the question to or for whom? or to or for what?**

Let's look at our sentence again.

"Carmen is giving the filthy llama a bath in her backyard."

We know that Carmen is the subject, and we've just learned that bath is the direct object, and llama is the indirect object.

The last noun on our list is backyard. Remember when we were talking about phrases and we discovered that a preposition can have its own phrase. When we look back at our sentence, we see that backyard is part of the prepositional phrase "in her backyard". Backyard is a noun, but since it doesn't perform any action, it's an object. It comes after the preposition "in" so we'll call it the object of the preposition.

There are other kinds of objects, but direct and indirect objects and objects of a preposition are the ones you'll encounter the most when reading and writing. So we now know that an object is any noun in the sentence that is not the simple subject.

PREDICATE NOMINATIVES, NOUNS OF DIRECT ADDRESS AND APPOSITIVES

Remember we said there were couple of exceptions? Here they are: predicate nominatives, nouns of direct address and appositives. We'll take them one at a time.

Check out this sentence: "George is a giraffe."

Let's identify the simple subject first. That's fairly easy. "George". Now it seems like giraffe might be an object. In fact, we may be inclined to call it the direct object because it answers the question: What is George?

Well, not so fast. We need to look at our verb. "George is a giraffe." is our sentence, so the verb is "is". As we remember "is" is a form of the verb "to be". Now here is the important part: **When the verb is what we call a linking verb, we call the noun-subject noun: "the predicate nominative".**

Hey! Hey! Hey! Hey! **Settle**. We'll take each term one at a time.

LINKING VERB: This is a verb that just sort of "is". **It links the subject to something else in the sentence. Common linking verbs are: to be, to become, and to remain.**

NON-SUBJECT NOUN: This is a noun the sentence **that doesn't perform any action. That means it's not the subject. So it's the non-subject noun.**

Unit 11

A PREDICATE NOMINATIVE is a noun that follows a linking verb, and renames or identifies the subject of the sentence.

Let's see how all this fits in with our sentence: "George is a giraffe."

"George" is our subject. We've established that. Next, "is". Okay, this is our linking verb. What does it link? It links our subject "George" with the other noun, "giraffe". "Giraffe" renames what "George" is. This makes "giraffe" the infamous predicate nominative.

NOUNS OF DIRECT ADDRESS

Let's try another sentence.

"Reginald, your club sandwich is getting cold."

At first we may want to say "Reginald" is the simple subject, but that's not true since he is not the one getting cold; the sandwich is. Well, then, what exactly is "Reginald" you may ask. We call this a noun of direct address since he is the one we're talking to. We're addressing "Reginald". Quite a mouthful.

APPOSITIVES

The last exception we're going to talk about is called an appositive. We mentioned appositives earlier in the section on phrases. **An appositive is a noun that restates the subject of the sentence.**

Look at this sentence:

"Olivia, **my favorite house plant**, grew one eighteenth of an inch today."

At first, this sentence seems to have two simple subjects, "Olivia" and "house plant", but that's not really how it works. "Olivia" is our simple subject because, well, it comes first, leaving "house plant" as our **appositive since it's restating the noun "Olivia"**.

REVIEW

SIMPLE SENTENCES

All the elements of simple sentences are either part of the subject or part of the predicate.

A PHRASE is a group of words that contains either a subject or predicate, but not both.

A phrase is not a sentence, no matter how hard it tries to be.

An APPOSITIVE PHRASE restates the simple subject of a sentence, or adds new information to it.

An OBJECT is a noun that is not the simple subject of a sentence itself, but is either part of the predicate, or the subject phrase. There are two types of objects: direct objects and indirect objects. A DIRECT OBJECT receives the action of the sentence and often answers the question: Who or What? An INDIRECT OBJECT explains who or what the action of the sentence was done for. Thus, it answers the questions: to or for whom?, or to or for what?



SKIT

“FRIDAY NIGHT RITUAL”

VOCABULARY

1. BACKSTAGE: area in the theater where the actors and actresses wait their turn to act
2. CAST: group of actors and actresses
3. DRESSING ROOM: room where actors and actresses change their clothes
4. ENCOURAGE (TO): to push somebody with words to do something
5. ENOUGH: sufficient
6. FEAR: terror
7. FRIGHT: fear, terror
8. GLARE (TO): to look at someone angrily
9. HOLD STILL: don't move
10. LEADING MAN: principal actor
11. LIGHTING MAN: man who works with the lights in the theater
12. MAKE UP: cosmetics
13. REHEARSAL: practice (noun)
14. REHEARSED: practiced (verb)
15. STRUGGLE (TO): to fight
16. STAGE: area in the theater where actors and actresses perform or act
17. WHERE THE BLAZES...?: where the demons...?

**EXPRESSING FEAR; ENCOURAGING
PRESENT PERFECT**

CHARACTERS: The director
The stage manager
Mark (Romeo)
Neil, Mark's friend

SCENE Backstage at the theater just before curtain time. The Milwaukee Amateur Dramatic Society is getting ready to put on "Romeo and Juliet". Everybody is ready except for Mark, who is going to play Romeo. Mark enters the dressing room looking sick. His friend, Neil, is with him.

DIRECTOR: Mark, where have you been? Juliet has been here since six o'clock!
Everybody else has been ready for an hour!

STAGE

MANAGER: It is now eight o'clock. The play is scheduled to begin at eight o'clock.
The rest of the cast has been ready for an hour!

DIRECTOR: We've looked for you everywhere. Where the blazes have you been?

MARK: I've been everywhere, and I've made a decision. I have come to tell
you my decision. I can't act tonight.

NEIL: I've been with Mark. He's made a decision. He can't act tonight.

MARK: I've never been on the stage before.

NEIL: He's never been on the stage before.

DIRECTOR: He's never been on the stage before? We've rehearsed this play
for six weeks. We've rehearsed this play five nights a week for six
weeks and Mark's been on the stage every single rehearsal!

Unit 11

MARK: I've never been on the stage in front of an audience.
NEIL: He's never been on the stage in front of an audience.
DIRECTOR: (to Neil) You've been a great help, haven't you?
STAGE
MANAGER: The **lighting man** has been ready for an hour. Are we going to put on a play tonight or not?
DIRECTOR: Mark's never been in front of audience before.
STAGE
MANAGER: Oh, that's wonderful! The **leading man** is nervous. He acted last night. He acted the night before that, and now he's become nervous. Juliet has been here for two hours and now Romeo has arrived nervous.
MARK: I've forgotten my lines.
DIRECTOR: Who is this person? (He **glares** at Neil.) Mark has never forgotten his lines before. He has not forgotten them now!
STAGE
MANAGER: You've memorized them. You'll remember them.
MARK: No, no, I won't. I've forgotten my lines. I've forgotten what to do.
STAGE
MANAGER: We've worked on this play for six weeks, Mark. You haven't forgotten your lines. You haven't forgotten what to do!
MARK: Where's my costume? I've left my costume at home. I can't act without a costume!
NEIL: He's left his costume at home.
DIRECTOR: He has not left his costume at home! He left it here last night. Now stop it, Mark, and get ready.
MARK: (He **struggles** with his costume.) I haven't put on any **makeup. I...**
STAGE
MANAGER: You haven't put on any makeup because you haven't been here. **Hold still.** (He begins to put on Mark's makeup.)
MARK: Has the audience been there long?
DIRECTOR: They've been there for an hour.
MARK: Tell them I've become sick. I've been in an accident and I've broken my leg.
NEIL: Yes, tell them he's become sick.
STAGE
MANAGER: Neil, I'm going to get the rest of the cast ready. If you haven't gone when I come back, YOU are going to be sick.
DIRECTOR: Mark, forget the audience. Pretend it's just another rehearsal. You've done a wonderful job every other time and you'll be fine tonight. You've always wanted to play Romeo. Remember?
MARK: OK, OK! I'll go on. But I haven't practiced **enough.** (He gets ready to stand behind the curtain.)
DIRECTOR: Is everybody ready? Where is Juliet?
STAGE
MANAGER: Juliet has just decided that she's not ready. She's never acted in front of an audience and she's forgotten her lines. She hasn't practiced enough.