Name: _____   **Period:** _____

Thompson's Guide to Grammar & Conventions
Not All the Rules, Just the Most Important Ones

Grammar and Punctuation Every Ninth Grader Ought to Know

Revised 10/31/2016

Grammar Terms

Verb: A *verb* is the word that expresses the action in a sentence.
  Example: I swim. (What do I do? I swim. So *swim* is the verb. Get it?)

Subject: A *subject* is the person or thing that performs the action expressed by the verb.
  Example: I swim. (Who swims? I do. So *I* is the subject. Get it?)

Phrase: A *phrase* is a group of words that does not contain both a subject and a verb
  Example: swimming in the pool (Who is swimming? No subject here. Get it?)

Clause: A *clause* is a group of words that contains a subject and a verb.
  Example: I swim. (I = subject; swim = verb – Of course this clause could be part
  of a larger collection of words: "When I swim…." or "I swim in the lake….")

Independent Clause: An *independent clause* is a group of words that contains a subject and verb and expresses a complete thought, so it may stand alone as a complete sentence.
  Example: I swim three times a week.

Dependent Clause: A *dependent clause* is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause by itself is *not* a complete sentence; it is *dependent* on other words to be part of a complete sentence.
  Example: Since I swim three times a week… (Not a complete sentence)

Dependent Marker: A *dependent marker* is a word added to the beginning of an independent clause that makes it into a dependent clause. Here are some: *after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether,* and *while*. (Dependent marker + independent clause = dependent clause.)
  Example: Since I swim three times a week… (*Since* is the dependent marker.)

Independent Marker: An *independent marker* is a connecting word used at the beginning of an independent clause. These words can always begin a sentence that can stand alone. Here are some: *also*, *consequently*, *furthermore*, *however*, *moreover*, *nevertheless*, and *therefore*. They are usually followed by a comma.
  Example: I swim three times a week; consequently, I have big lungs.
  Example: Also, I am always exhausted.

Coordinating Conjunction: *Coordinating conjunctions* connect words, phrases, and clauses. There are seven of them: **f**or, **a**nd, **n**or, **b**ut, **o**r, **y**et, **s**o. Remember them by thinking of this acronym: FANBOYS -- **f**or, **a**nd, **n**or, **b**ut, **o**r, **y**et, **s**o.)

Sentence Types

Simple Sentence: A *simple sentence* is one independent clause: one <u>subject</u>, one **verb**.
  Example: I swam twenty laps on Thursday morning.

Compound Sentence: A *compound sentence* is two (or more) independent clauses connected by a coordinating conjunction or a semicolon.
  Example: I swam twenty laps this morning, and all day I was tired.
  Example: I swam twenty laps this morning; all day I was tired.

Complex Sentence: A *complex sentence* is made up of one independent clause and one or more dependent clauses. (<u>Dependent clauses</u> are <u>underlined</u> in these examples.)
  Example: <u>Since I swam twenty laps this morning</u>, I am very tired.
  Example: I am very tired *because I swam twenty laps this morning.*

Compound-Complex Sentence: A *compound-complex sentence* is made up of two or more independent clauses and one or more dependent clauses. (*Dependent clauses* are *italicized* in this example, and <u>independent clauses</u> are <u>underlined</u>.)
  Example: <u>I swam twenty laps this morning</u> *before the sun came up*, but <u>I did not get to school on time</u> *because I swam so slowly.*

Parts of Speech: Grammar (Punk) Rock

Noun: a word used to name a person, place, thing, or idea. Nouns can be <u>common</u> (woman) or <u>proper</u> (Queen Elizabeth), <u>concrete</u> (telephone) or <u>abstract</u> (love), <u>countable</u> (hurricane) or <u>non-countable</u> (weather). Nouns can also be <u>collective</u> (team, jury) or <u>possessive</u> (Mary's book, Charles's pen, the Smiths' home).

1. Identify two common nouns in the song: _____ _____

2. Identify two proper nouns in the song: _____ _____

3. Fill in the correct possessive form: Mrs. Jones has a dog, so it is Mrs. _____ dog.

4. Give an example of a noun that is *not* a person, place, or thing: _____

Pronoun: a word used in place of a noun. Pronouns can be <u>personal</u> (I, you, she), <u>reflexive</u> (himself, ourselves), <u>demonstrative</u> (this, those), <u>interrogative</u> (what, who), <u>indefinite</u> (any, few, everyone, some), and <u>possessive</u> (mine, your, hers, their, its).

5. According to the song, why should we use pronouns?

6. Rewrite this using pronouns to make the meaning clear: *Gabriella Sarsaparilla gave a dollar to Rufus Xavier Sarsaparilla, but Rufus Xavier Sarsaparilla's dog snatched the dollar from Rufus Xavier Sarsaparilla and gave it back to Gabriella Sarsaparilla.*

Adjective: a word used to modify a noun or a pronoun. Adjectives answer these questions: *What kind?* (<u>big</u>, <u>blue</u> eyes), *Which one?* (<u>this</u> school), *How many?* (<u>several</u> people). Adjectives have <u>comparative</u> (larger, more fun) and <u>superlative</u> (tiniest, most interesting) forms.

7. What two things does the song say an adjective can do? _____, _____

8. According to the song, what are three suffixes that will turn nouns into adjectives? _____, _____, _____

9. Use appropriate adjectives: John's mom is more _____ than Lorraine's,

    but Lorraine's mom is the _____ of all the characters in the story.

Adverb: a word that modifies a verb, adjective, or other adverb. Adverbs answer these questions: *How?* (fast, angrily), *When?* (now, yesterday), *Where?* (here, outside), *To what extent?* (very, completely). <u>Adverb clauses</u> are often introduced by words that are not necessarily adverbs: *after, although, as if, before, because, if, since, so that, than, though, unless, until, when, whether*, *where,* and *while.* Like adjectives, adverbs also have comparative (better, more carefully) and superlative (worst, most cheaply) forms.

10. In the song, "Adverbs deal with _____, _____, _____,

_____, _____, _____, _____."

11. Name two "special intensifiers" that are adverbs: _____, _____

12. What suffix commonly appears at the end of adverbs? _____   (Are <u>*all*</u> words that end this way adverbs?)

Verb: a word that expresses action, existence, or condition. <u>Helping verbs</u> and <u>auxiliary verbs</u> are often coupled with a main verb, so verbs can contain more than one word.

13. What other part of speech can you sometimes "bend" to make verbs? _____

14. Besides a verb, what else is required to make a sentence? _____

Conjunction: a joining word. The most common <u>coordinating</u> conjunctions are the FANBOYS words: *for*, *and*, *nor*, *but*, *or*, *yet*, *so*. Dependent clauses often involve <u>subordinating</u> conjunctions: *after, although, because, if, since, unless, while,* etc. Correlative conjunctions: *either…or*, *not only…but also*, etc.

15. AND indicates _____. BUT indicates _____.

OR indicates _____.

Preposition: a word used to show the relationship of a noun (*the frog*) or pronoun to some other word/phrase (*the log*) in the sentence. [The frog is (*preposition*) the log. *Pre*+position = before the place.] A preposition is always followed by a word or phrase that serves as the object of the preposition.

16. Why is the metaphor of the "busy" bugs appropriate for prepositions?

17. What are the most common prepositions?

Interjection: a word that expresses emotion and has no grammatical relation to other words in the sentence. Interjections usually appear at the beginning of a sentence: *Oh, ah, hurray, my goodness, ouch, alas, bravo, ha, yippee, mercy, sure, wow, hey, oh no, yikes, wow, bazinga, holy cow, gee, yabba-dabba-doo,* etc.

18. What punctuation marks usually separate an interjection from a sentence?

What noun does Calvin verb? _____

What adjective does Calvin verb? _____

List three (3) words you know that can be either a noun or a verb:

Name: _____ **Period:** _____ **Date:** _____

Indicate the part of speech of each underlined word.

Jabberwocky

`Twas brillig, and the <u>slithy</u> toves

Did gyre and <u>gimble</u> in the <u>wabe</u>:

All <u>mimsy</u> were the <u>borogoves</u>,

<u>And</u> the mome raths <u>outgrabe</u>.

"Beware the <u>Jabberwock</u>, <u>my</u> son!

The <u>jaws</u> that bite, the claws that <u>catch</u>!

<u>Beware</u> the Jubjub bird, and <u>shun</u>

The <u>frumious</u> <u>Bandersnatch</u>!"

He took his <u>vorpal</u> sword <u>in</u> hand:

Long <u>time</u> the <u>manxome</u> foe he sought --

<u>So</u> rested he <u>by</u> the Tumtum tree,

And <u>stood</u> awhile <u>in</u> thought.

And, as in <u>uffish</u> <u>thought</u> he stood,

The Jabberwock, <u>with</u> eyes <u>of</u> flame,

Came whiffling <u>through</u> the <u>tulgey</u> wood,

And <u>burbled</u> as <u>it</u> came!

<u>One, two!</u> One, two! And through and <u>through</u>

The <u>vorpal</u> blade <u>went</u> snicker-snack!

<u>He</u> left it dead, and with <u>its</u> head

He went <u>galumphing</u> <u>back</u>.

"And, hast <u>thou</u> slain the <u>Jabberwock</u>?

Come to <u>my</u> arms, my <u>beamish</u> boy!

O <u>frabjous</u> day! Callooh! <u>Callay</u>!'

He <u>chortled</u> in <u>his</u> joy.

`Twas <u>brillig</u>, and the slithy <u>toves</u>

<u>Did</u> gyre <u>and</u> gimble in the wabe:

<u>All</u> mimsy <u>were</u> the borogoves,

And <u>the</u> mome <u>raths</u> outgrabe.

by Lewis Carroll

Punctuation Rules

(These are the ones we'll use when we play Grammar Punk™.*)*

<u>Commas</u>

1. Use a comma between two independent clauses (complete thoughts) that are joined by a conjunction. (See *Punctuation Pattern #3.*)

    Example: I went to the swimming pool, and I swam twenty laps.

2. Use a comma to separate adjectives that modify the same word. (See *Other Punctuation Rules.*)

    Example: The cool, blue water in the pool is inviting.

    Example: The water in the pool is cool, blue, and inviting.

3. Use commas to separate non-essential interrupting elements in a sentence.
    (See *Other Punctuation Rules.*)

    Example: The pool, usually crystal clear, was murky this morning.

4. Use commas to separate items in a series. (See *Other Punctuation Rules.*)

    Example: I take a <u>swimsuit</u>, <u>goggles</u>, and a <u>towel</u> to the pool.

    Example: I swim twenty laps on Tuesday, thirty laps on Thursday,
        and forty laps on Saturday.

5. Use a comma after an introductory word, phrase, or clause. (See *Punctuation Pattern #6.*)

    Introductory word: Generally, I swim twenty laps every morning.

    Introductory phrase: Hoping to stay in shape, I swim twenty laps every morning.

    Introductory (dependent) clause: Because I hope to stay in shape, I swim twenty
        laps every morning.

6. Use commas (and quotation marks) to set off a speaker's exact words (direct quotation) from the rest of a sentence.

    Example: "I like to swim," said the bald man.

    Example: The bald man said, "I like to swim."

    Example: "I like," said the bald man, "to swim."

7. Use a comma to set off a phrase at the end of a sentence that refers back to the beginning or middle of the sentence *or* that indicates a distinct pause or shift.
    (See *Punctuation Pattern #7.*)

    Example: I swim twenty laps every morning, hoping to stay in shape.

    Example: The bald man hung on the edge of the pool, panting heavily.

    Example: He looks like he is going to pass out, doesn't he?

    Example: He is pale and motionless, not actually unconscious.

<u>Semicolons</u>

1. Use a semicolon to join independent clauses. (See *Punctuation Pattern #4.*)

    Example: I went to the swimming pool; I swam twenty laps.

2. Use a semicolon before an independent marker that connects independent clauses.
    (See *Punctuation Pattern #5.*)

    Example: I went to the swimming pool; however, I did not swim very far.

3. Use a semicolon to separate items in a series that already contain commas.

    Example: I have been swimming in Layton, Utah; San Diego, California; and Greeley, Colorado.

<u>Colons</u>

1. Use a colon at the end of sentence to emphasize another word, phrase, clause, or list.*
    (See *Punctuation Pattern #8.*)

    Example: There is one main benefit of swimming: health.

    Example: I have a simple motto: "Born to swim."

    Example: I swim for many reasons: health, endurance, strength, and fun.

    Example: I took these items to the pool: towel, swimsuit, goggles, and flippers.
        *A complete sentence (independent clause) must come before the colon!

2. Use a colon before an announcement, instruction, or directive.

    Caution: No running!   Warning: Do not drink the water!

Punctuation Patterns
Another Way of Looking at the Punctuation Rules

1. **Sentence.**
   Example: I went to the swimming pool.
2. **Sentence. Sentence.**
   Example: I went to the swimming pool. I swam twenty laps.
3. **Sentence,** coordinating conjunction **sentence.** (Comma Rule #1)
   Example: I went to the swimming pool, and I swam twenty laps.
4. **Sentence; sentence.** (Semicolon Rule #1)
   Example: I went to the swimming pool; I swam twenty laps.
5. **Sentence; independent marker, sentence.** (Semicolon Rule #2)
   Example: I went to the swimming pool; however, I did not swim very far.
6. **Introductory material, sentence.** (Comma Rule #5)
   Introductory word: Generally, I swim twenty laps every morning.
   Introductory phrase: Hoping to stay in shape, I swim twenty laps every morning.
   Introductory (dependent) clause: Because I hope to stay in shape, I swim twenty laps every morning.
7. **Sentence, phrase.** (Comma Rule #7)
   Example: I swim twenty laps every morning, hoping to stay in shape.
8. **Sentence*: word or phrase or list or sentence.** (Colon Rule #1)
   There is one main benefit of swimming: health.
   I have a simple motto: "Born to swim."
   I swim for many reasons: health, endurance, strength, and fun.
   *A complete sentence must come before the colon!

Other Punctuation Rules

Non-essential interrupters are enclosed in commas. (Comma Rule #3)
   I swim, as do both my children, for exercise.
   Elizabeth, my daughter, is trying to get a swimming scholarship.
   The pool, which was closed on Labor Day, is where I swim.
   (Non-essential interrupters can be removed without changing the meaning or clarity of the sentence. If you can remove an interrupter and the sentence is still clear, you need the commas around it...both of them!)

Three or more items in a series are separated by commas. (Comma Rule #4) Have one fewer commas than there are items. (Yes, put a comma before the *and*.)
   Example: I take a swimsuit, goggles, and a towel to the pool.
   Example: I swim twenty laps on Tuesday, thirty laps on Thursday,
   and forty laps on Saturday.

Commas separate two or more adjectives that describe the same word. (Comma Rule #2) If they are *not* joined by a conjunction, two or more adjectives that describe the same noun or pronoun need commas between them.
   Example: The cool, blue water in the pool is inviting.
   Example: The water in the pool is cool, blue, and inviting.
   Example: Look at that bald guy's desperate, thrashing backstroke.
   Example: It's almost as bad as his ponderous, uncoordinated, gasping freestyle.

Common Punctuation Problems

Run-on Sentence (Fused Sentence): A run-on sentence is created when you punctuate two complete thoughts (independent clauses) as though they are only one sentence.

Incorrect Example: The pool was closed for Labor Day I could not swim.
Corrected: The pool was closed for Labor Day. I could not swim. (Punctuation Pattern #2)
Corrected: The pool was closed for Labor Day, so I could not swim. (Comma Rule #1)
Corrected: The pool was closed for Labor Day; I could not swim. (Semicolon Rule #1)
Corrected: Because the pool was closed for Labor Day, I could not swim. (Comma Rule #5)
Corrected: I could not swim because the pool was closed for Labor Day.
(With so many ways to do it right, there is no excuse for doing it wrong!)

Comma Splice: A comma splice is created when you connect two complete thoughts (independent clauses) with only a comma. Some fools believe that if they have a run-on sentence, they can correct it with a comma. WRONG! VERY BAD! DO NOT DO IT!

Incorrect Example: The pool was closed for Labor Day, I could not swim.
Corrected: The pool was closed for Labor Day. I could not swim. (Punctuation Pattern #2)
Corrected: The pool was closed for Labor Day, so I could not swim. (Comma Rule #1)
Corrected: The pool was closed for Labor Day; I could not swim. (Semicolon Rule #1)
Corrected: Because the pool was closed for Labor Day, I could not swim. (Comma Rule #5)
Corrected: I could not swim because the pool was closed for Labor Day.
(With so many ways to do it right, there is no excuse for doing it wrong!)

Sentence Fragment: A sentence fragment is created when you punctuate something that is not a complete thought (independent clause) like it is a sentence.

Incorrect Example: Closed for Labor Day. *(What was closed?)*
Incorrect Example: Diving off the edge of the pool. *(Who was diving?)*

Do not separate the subject of a sentence from the verb with a comma…or any other punctuation mark.
(Subjects are underlined and *verbs* are italicized in these examples.)
Incorrect Example: <u>The bald man</u> in the pool, *swam* twenty laps.
Corrected Example: <u>The bald man </u>in the pool *swam* twenty laps.

Commas and *because**
If a *because* clause (dependent clause) begins a sentence, put a comma after it. (This applies to any dependent marker, but most errors are with *because*.)
Example: Because the pool was closed, the bald man could not swim.
If a *because* clause (dependent clause) ends a sentence, do not put a comma before it.
Example: The bald man could not swim because the pool was closed.
* There is almost never a comma immediately before or after the word *because*.

Commas and *and*
Just because a sentence contains the word *and* doesn't mean it always needs a comma. Don't use commas to separate compound subjects or compound verbs.
Example: The old man swimming in the pool and the kid standing there laughing at him are related. (No comma!)
Example: I put on my goggles and flippers and began to swim. (No comma!)

Grammar Punk: What's all this about?

Grammar Punk™ is a dice game that helps students master many common grammar and punctuation rules. The game will be used frequently in class. No wagering!

The Dice

There are six dice: *consonants, vowels, numbers, parts of speech, punctuation marks, and topics*.

The Game

While there are many variations on how we will use the game in class and exactly how competitive it becomes, the basic idea is as follows:
1) Roll the dice.
2) Write sentences that meet the requirements of the dice roll. **Sentences must be grammatically correct, but they do not have to make any logical sense.**
    a. Who can finish an acceptable sentence first?
    b. Who can write the shortest sentence that still meets all the requirements?
    c. Who can use words no one else thinks of?
    d. Who can write a sentence that is actually true or logical as well as grammatically correct?
3) Share the most engaging and entertaining sentences.

Example: Roll the Bones!

Vowel: **A**   Punctuation: **comma** (,)   Consonant: **T**
Topic: **Sports**   Number: **4**   Part of Speech: **Adjective**

This dice roll requires a <u>sentence about sports</u> with <u>four (4) AT words</u> (words that contain both an *A* and a *T*), a <u>correctly used comma</u>, and an <u>adjective</u>. The sentence can contain as many words as the writer wants, but four of them have to contain both an *A* and a *T*. The *A* and the *T* do not have to be right next to each other in the word, nor does the word have to start with *A* or *T*. The sentence must correctly illustrate at least one comma rule. It may illustrate other punctuation rules as well, but in order to meet the requirements of this dice roll, it must use a comma correctly. (Sometimes the specific punctuation rule will be named when the dice are rolled; other times it will be up to the student.) Somewhere in the sentence, there needs to be an adjective – doesn't matter where. The topic of the sentence should be sports, but the mere mention of a sporting term will work. Here are some sentences that would meet this requirement:
1) Carl's baseball <u>bat</u> <u>wasn't</u> very *strong*, so it <u>shattered</u> and the <u>team</u> lost.
2) I usually <u>eat</u> <u>at</u> the <u>table</u>, but <u>today</u> I'm dining with a *little* <u>rat</u> named Winston on the soccer field.
3) Sheila likes <u>athletes</u> who play <u>football</u>, and they usually find her <u>anatomy</u> *attractive*.

Strategies to Start: Make a word pool; look for words in the pool that you can relate to the topic; identify words in the pool that are the required part of speech; look for creative or humorous combinations; write your sentence; check to see that you have met all the requirements of the dice; revise if necessary; share. Try some!

Practice

1) What do the dice say? _____

Word Pool: _____

_____

_____

Sentence: _____

_____

          Checklist: □ # of dice words   □ Punctuation   □Topic   □ Part of speech

2) What do the dice say? _____

Word Pool: _____

_____

_____

Sentence: _____

_____
             Checklist: □ # of dice words   □ Punctuation   □Topic   □ Part of speech

3) What do the dice say? _____

Word Pool: _____

_____

_____

Sentence: _____

_____
             Checklist: □ # of dice words   □ Punctuation   □Topic   □ Part of speech

4) What do the dice say? _____

Word Pool: _____

_____

_____

Sentence: _____

_____
             Checklist: □ # of dice words   □ Punctuation   □Topic   □ Part of speech

5) What do the dice say? _____

Word Pool: _____

_____

_____

Sentence: _____

_____
             Checklist: □ # of dice words   □ Punctuation   □Topic   □ Part of speech

Principle Parts of Regular Verbs

MAIN VERB (Regular)	(SIMPLE) PRESENT	(SIMPLE) PAST	PAST PARTICIPLE	PRESENT PARTICIPLE	INFINITIVE
talk	talk(s)	talked	auxiliary + talked	auxiliary + talking	to talk
divide	divide(s)	divided	auxiliary + divided	auxiliary + dividing	to divide
giggle	giggle(s)	giggled	auxiliary + giggled	auxiliary + giggling	to giggle
help	help(s)	helped	auxiliary + helped	auxiliary + helping	to help
EXAMPLES with Regular Verbs					
TALK	I talk to Alice in class. Alice talks back to me.	I talked to Alice yesterday. Alice talked back to me.	I have talked to Alice many times. Alice has talked back to me.	I am talking to Alice right now. Alice is talking to me.	To talk is the only thing I want to do. Alice is helping me (to) talk often.
GIGGLE	Michael giggles at Eileen in class. Then they giggle at the teacher.	Eileen giggled at Michael on the bus. We giggled at the two of them.	Michael has giggled at Eileen before. We have giggled at their antics.	Eileen is giggling at Michael. They are giggling at each other.	To giggle is all they want to do. They don't need a reason to giggle.

A **main verb** indicates the action or condition. **Auxiliary (helping) verbs** convey the other nuances that writers want to express. Auxiliary verbs include the forms of **BE** (**am, is, are, were, was, been, being**), the forms of **HAVE** (**has, have, had, having**), the forms of **DO** (**does, do, did**), and these modal auxiliary verbs: **can, could, may, might, must, ought to, shall, should, will, would**.

1) What is the rule for forming the past tense of a regular verb? _____

2) What is the past participle of the verb *finish*? _____

3) What is the present participle of the verb *stop*? _____

Principle Parts of IRREGULAR Verbs

*The simple past and past participle are the ones to watch carefully.

MAIN VERB (Irregular)	(SIMPLE) PRESENT	(SIMPLE) PAST*	PAST PARTICIPLE*	PRESENT PARTICIPLE	INFINITIVE
bring	bring(s)	**brought**	**auxiliary + brought**	auxiliary + bringing	to bring
catch	catch(es)	**caught**	**auxiliary + caught**	auxiliary + catching	to catch
swim	swim(s)	**swam**	**auxiliary + swum**	auxiliary + swimming	to swim
cut	cut(s)	**cut**	**auxiliary + cut**	auxiliary + cutting	to cut
keep	keep(s)	**kept**	**auxiliary + kept**	auxiliary + keeping	to keep
fed	feed(s)	**fed**	**auxiliary + fed**	auxiliary + feeding	to feed
bend	bend(s)	**bent**	**auxiliary + bent**	auxiliary + bending	to bend
tell	tell(s)	**told**	**auxiliary + told**	auxiliary + telling	to tell
lay (put/place)**	lay(s)	**laid**	**auxiliary + laid**	auxiliary + laying	to lay
lie (recline)**	lie(s)	**lay**	**auxiliary + lain**	**auxiliary + lying**	to lie
feel	feel(s)	**felt**	**auxiliary + felt**	auxiliary + feeling	to feel
hang	hang(s)	**hung**	**auxiliary + hung**	auxiliary + hanging	to hang
stand	stand(s)	**stood**	**auxiliary + stood**	auxiliary + standing	to stand
find	find(s)	**found**	**auxiliary + found**	auxiliary + finding	to find
come	come(s)	**came**	**auxiliary + come**	auxiliary + coming	to come
begin	begin(s)	**began**	**auxiliary + begun**	auxiliary + beginning	to begin
run	run(s)	**ran**	**auxiliary + run**	auxiliary + running	to run
know	know(s)	**knew**	**auxiliary + known**	auxiliary + knowing	to know
swear	swear(s)	**swore**	**auxiliary + sworn**	auxiliary + swearing	to swear

There are hundreds of irregular English verbs, and most native speakers recognize them intuitively. This website contains a comprehensive list:
http://www.englishirregularverbs.com/irregularverbs.html

1) I **ring** the bell today. Yesterday, I _____the bell. I have _____ the bell many times before.

2) I **write** in my notebook. Last week, I _____ a poem. I have _____ a letter to my teacher.

3) I **lie** in my bed. Yesterday, I _____ down for a nap. I have _____ in the sun for hours.