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At the Heart of the Matter:
Lesson Components Overview

Good sentence skills lessons are comprised of five components, briefly described here:

- **Warm-Up**: Since writing instruction is both skills-based and cumulative, each session should begin with a warm-up of previously learned concepts. Wherever possible, keep this fast-paced, interactive, and engaging. Students should review learned parts of speech and sentence parts. Typically a brief portion of the lesson, the warm-up usually involves definition and generation of examples of the reviewed concept or concepts. Where appropriate, this portion of the lesson may also include identification of examples from pre-written text.

- **Review of Previously Learned Concept**: Often, the instructor will follow the warm-up with review of a specific skill, usually one that the students have covered recently. Of particular interest might be a skill that has a strong and obvious connection to the new concept the instructor will introduce in the day's lesson. For example, the instructor might review adverbs in anticipation of a new lesson about adverbial phrases, nouns and verbs before beginning a study of gerunds, or subjects and predicates in preparation for a study of independent and dependent clauses.

- **Introduction of New Concept**: Where grammar is the area of study, mastery comes not when the terminology is memorized but rather when the concept is internalized and used automatically and unconsciously in applied writing. Not every lesson involves the introduction of a new concept. If students struggled with the previous concept or have difficulty recalling it during Review, this is a clear indicator that the instructor should delay introducing a new concept. Sometimes, "new" concepts are actually just spins on previously learned concepts. For example, one lesson might be devoted to adverbs while

a follow-up lesson might cover those adverbs that do not end in -ly. Both the Review and Introduction of New Concept portions of the lesson follow the five-point strategy outlined at the end of this section.

- **Activities**: Where they will contribute to, rather than detract from, the lesson, activities can be built directly into the Review or New Concept portions of the lesson. As time permits, however, there are certain activities that genuinely enhance students' understanding of sentence structure in general though they may not apply directly to the concept of the day. In such a case, activities can accent the written expression lesson in an energizing, interactive, and yet productive way.

- **Wind-Down**: In the few minutes remaining, ask students rapid-fire questions concerning the day's lesson. This practice has three goals. It allows students to spiral back and recall the concepts of the day, furthers the chances they will remember those concepts for tomorrow's lesson, and helps them recognize the ground that has been covered in the session.

Recognize that the steps outlined above are for a full lesson of forty-five to sixty minutes. Some periods for writing instruction are shorter; portions of the recommended lesson will need to be shortened or eliminated altogether when this is the case. For instance, it may make sense not to cover a Review Concept during class sessions where a New Concept will be introduced. Alternatively, students may not have the chance to identify or create as many examples of the concept. If the sessions are shorter than a standard period of instruction, students will need more sessions to learn the material.

While this text concerns itself with sentence composition, a language arts period may include other aspects of language study, such as handwriting, spelling, decoding, oral reading, comprehension, and vocabulary. If this approach is included in an English curriculum, students will also be studying literature and working on expository and narrative writing. Clearly, priorities and time constraints will dictate commitment to the material as well as the rate at which the instructor and students can cover it.

Five-Point Instructional Strategy

New Concept

a. **Teacher introduces concept and then asks students to explain it, proving understanding**. In most instances, introducing a part of speech or sentence part to your students should take just a few minutes. Students should create (or you should provide) a vocabulary card with term on front, definition and examples on back; explain the term and its definition; and have them explain it back to you or, in the case of large group instruction, to each other. Students can illustrate their cards as well.

Review Concept

a. **Students explain concept, proving understanding**. The emphasis here is on information your students have learned and can share. With most concepts this will take only a few minutes. Students should begin by verbalizing what they know from memory and then use the concept vocabulary card to elaborate on their understanding.

b. **Students identify examples of the concept in context**. Have students sort words, sentence parts, or sentences to help them recognize the concept you are teaching. Have them identify examples of the studied element in a larger context. Professionally written sentences, from both textbooks and good literature, sometimes serve this purpose well and also offer material for further discussion.

c. **Students create their own examples in isolation**. Students must focus primary attention on creating examples of the concept, in isolation and in applied context. Keep the emphasis on student-generated work.

d. **Students share their examples with the instructor and their classmates**. When the students complete independent practice of a concept at their desks, always allow time to share results. This (a) validates the students' writing, (b) encourages them to write at a more sophisticated level since they anticipate an audience, (c) allows the instructor to check for competence, and (d) provides student-generated examples (whether correct or not) for further discussion and analysis.

e. **Teacher uses examples, both correct and incorrect, for clarification and further instruction**. As the students share, the teacher writes any incorrect examples as well as any examples that show a new or interesting development that warrants discussion. Since the examples come from the students' own writing on the day in question, the teacher is able to target student difficulties immediately and strengthen class understanding. Using student examples rather than prefabricated, professionally written sentences connects students to the assignment, provides immediacy and relevance, and gives the teacher valuable information about where the students are and what they need next in order to further their writing.

Nouns

Overview:
A noun *names* a person, place, thing or idea. In other words, <u>table</u> is the name in English for "an article of furniture consisting of a flat, slablike top supported on one or more legs or other supports" (www.dictionary.com). The Spanish word for this same object, <u>mesa</u>, is different from our word for it. Students can discuss the fact that different languages usually have different names for the same person, place, thing, or idea. In other words, the object is the same, but the *name* is different.

Latin Origin
nomen = name
derivatives:
nominate
nominal
nomenclature

Often, sentences contain more nouns than any other individual part of speech. Typically, they are taught first though some have argued convincingly in favor of teaching verbs first instead as it is sometimes easier to locate the action and then locate its actor.

Nouns can serve as subjects or objects in a clause or sentence.

See page 284 for a page of useful nouns.

Kinds & Categories:
Discussions of some of these more specific categories of nouns may prove useful as the study unfolds. Maintain your primary focus, though. Students need to be generating nouns, and lots of them. The act of *writing* produces better writers. The act of labeling or identifying does not.

1. common: names generally (e.g., boy, gym, pillow, rage)

   proper: names particular people, places, things (e.g., Abe Lincoln, Rome, I-Pod)

2. singular: one (e.g., grandmother, park, table)

   plural: more than one (e.g., brothers, zoos, lamps)

3. concrete: names nouns you can experience with your senses (e.g., Bob, chair, flame)

   abstract: names ideas or feelings (e.g., love, curiosity, patience)

Verbals are verbs used as other parts of speech. These are discussed in the Sentence Parts section of this text, but the two verbals that can serve as nouns are mentioned below. Even students with more basic skills will use these structures in their writing:

1. gerund: -ing verb used as a noun:

    <u>Skiing</u> is enjoyable. I love <u>walking</u> in the afternoon.

2. infinitive: to + a verb used as a noun (also can be adjective or adverb):

    I love <u>to swim</u> after a long day. <u>To eat</u> is what I want most right now.

Common Core: The Common Core State Standards provide the following

grade-level guidelines regarding nouns:

- Use singular/plural nouns. (K)

- Use singular/plural nouns with matching verbs. (1)

- Use collective nouns. (2)

- Form and use frequently occurring irregular plural nouns. (2)

- Form and use regular/irregular plural nouns. (3)

- Use abstract nouns. (3)

- Ensure subject-verb and pronoun-antecedent agreement. (3)

- Explain the function of nouns in general and their functions in particular sentences. (3)

noun

names a person, place, thing, or idea

examples: Logan, school, table, anger

noun

names a person, place, thing, or idea

Jane, city, table, hunger

advanced: *kinds of nouns*
common: names generally turkey, tree, house
proper: names particular people, places, things
    Sam, Porsche, Chicago
concrete: names nouns you can experience with
    your senses Bob, chair, flame
abstract: names ideas or feelings anger, curiosity

Introduction:

- Define the term, writing it on the board. Include several examples.
- Hand students concept cards or have them create their own.
- List examples from their everyday lives.

Initial Application:

- Have students generate their own examples, using items in the classroom, pictures, trips around the school, or even an outing to a nearby supermarket or zoo. Older students may be stimulated by a good list topic, such as historical figures (people), vacation spots (places), or sports equipment (things).
- Have students identify nouns from written sentences (if they are readers).
- Have students categorize nouns.
- If they have the ability, have students generate their own sentences and locate their own nouns. (Steer students away from pronoun usage at this point.)

Model Dialogue: Noun Introduction

The teacher begins the lesson by placing the term and its definition in front of the students. Where appropriate, the teacher can elicit the definition from students, particularly when the concept has probably already been introduced at some point in their schooling.

Teacher: Does anyone know the definition of a noun?

Eliza: A person, place, or thing?

Teacher: Well, Eliza, yes, a noun **names** a person, place, or thing. Martha, can you come up with an example of a noun? [Already, the teacher is moving the discussion from the simple definition to an application activity.]

Martha: <u>Chicken</u>?

Teacher: Yes, Martha, <u>chicken</u> is a perfectly good noun. [Teacher writes the definition on the board and, underneath it, Martha's example, <u>chicken</u>.] Will, do you have another noun?

Will: <u>Horse</u>?

Teacher: Yes, Will. And what do <u>horse</u> and <u>chicken</u> have in common?

Will: They're both animals. Barn animals.

Teacher: Good, Will. Look at the definition of a noun. Which of the three things that nouns can name fits best for <u>horse</u> and <u>chicken</u>?

Will: They're things.

Teacher: Good. Who has a noun that is not a thing?

Luke: What about <u>Luke</u>?

Teacher: [Smiling.] Yes, Luke, your name is definitely a noun because it names a person.

Luke: Yes, me!

Teacher: That's right. [Adds <u>Luke</u> to the list of examples on the board.] We don't have a place noun yet.

Charlie: I'm going to Chicago for Spring Break. What about <u>Chicago</u>?

Teacher: Yes, Charlie, that's an excellent choice. [Adds <u>Chicago</u> to the list of examples.] Are there some places that are a bit smaller than cities?

Rob: *What about school? Or the police station?*

Eliza: *Or even this classroom?*

Teacher: *Excellent. [Adds these to the list.] These are all good examples of nouns. Okay, there is another kind of noun -- not a person, place, or thing. Does anybody know what else nouns can name?*

Chris: *Ideas. They name ideas.*

Teacher: *Yep, that's right. Some of those ideas are feelings or emotions. Who can think of one?*

Jeb: <u>*Anger*</u>*.*

Teacher: *Good. Who has another?*

Logan: <u>*Sad*</u>*.*

Teacher: *Well, Logan, that is certainly an emotion. But that one is an adjective. It isn't a thing. You can say, "Anger can tire you out." Can you say, "Sad can tire you out?"*

Logan: *No.*

Teacher: *Also, you can say, "the sad girl," which means <u>sad</u> is describing <u>girl</u>. Do nouns describe?*

Logan: *No.*

Teacher: *What's the ending I'd need to put on <u>sad</u> to make it fit that sentence?*

Logan: <u>*-ness*</u>*. Sad**ness** can tire you out.*

Teacher: *Good. You've changed the adjective, <u>sad</u>, into the noun, <u>sadness</u>. Are there some idea nouns that are not feelings? (Silence.) Okay, what about <u>war</u> and <u>peace</u>? <u>Democracy</u>? <u>Activity</u>? [Adds these to the list on the board.]*

At this point, the teacher hands concept cards to the students. Each student creates a card like the model. If the cards are pre-made, each student is asked to read the contents silently, and then a volunteer is asked to read his aloud to the class. Whether the students make their own cards or the teacher provides them, each student is asked to read her concept card to a classmate. Then, the classmate reciprocates. In either case, the cards can be illustrated with pictures of appropriate example nouns.

Subsequent Lessons:

For students in grades one and two or those who are developing their sense of grammar for the first time, limit the Initial Lesson to "person, place, or thing." Instruction of noun as "idea" should wait until students are in at least 3rd grade. These students with more basic skills might benefit from subsequent, individual lessons distinguishing between common and proper as well as singular and plural nouns. Also, the collective noun is a sophisticated element that might warrant individual attention. For older students who have covered nouns before and are in the remedial setting, most of the noun categories can be explored together in the same lesson.

Identification: Before students begin generating their own nouns, some brief

identification exercises are useful.

One format looks like this:

• Which word can function as a noun: of not bank

A slightly more sophisticated activity is this one:

• Underline the words that can function as nouns from the list below:

ugly now tree shirt printer eat

When they are ready, students should do several activities like these:

• Underline the noun in the phrase: on the boardwalk

• Underline the noun in the clause: if Mary finds the shop with the handbags in it

• Underline the nouns in the sentence: The robber stored his loot in the back of a closet.

Sorting: Categorizing is not only a higher level thinking skill but also a preliminary step

to writing essays of more than one paragraph. These tasks, then, serve a dual purpose -- to
extend knowledge of nouns and to encourage higher level thinking:

• Person/Place/Thing/Idea:

peace   truck   doctor   wallet   curiosity   tree
pilot   Georgia   shopper   democracy   playground   zoo

person	place	thing	idea
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

- Animate/Inanimate:

  lion   table   shirt   falcon

  mother   eel   book   chalkboard

  inanimate   animate

  _____   _____

  _____   _____

  _____   _____

  _____   _____

- Common/Proper:

  chicken   Farmer Joe   Kentucky   Nike

  ice   lamp   Lizzie   suitcase

  common   proper

  _____   _____

  _____   _____

  _____   _____

  _____   _____

- Singular/Plural:

  men   book   geese   bicycle

  wall   beds   pens   sidewalk

  singular   plural

  _____   _____

  _____   _____

  _____   _____

  _____   _____

Matching:
Matching nouns with other words encourages students to participate in the higher-level thinking involved in context. Activities such as these encourage students to think about the relationships nouns have with other words. Students can be asked to match nouns in a variety of contexts:

- match concrete noun to action verb:

lion	whispered		ball	flew
librarian	fired		airplane	rolled
gunfighter	roared		radio	blared

- match adjective to concrete noun:

enormous	sun		wooden	package
red	apple		glowing	cabinet
bright	lion		heavy	embers

- match pronoun to noun:

he	Chris and Bob		it	my family and I
us	Jake		we	Cindy
they	Jane and I		her	table

- match noun to prepositional phrase:

eagle	in the north pasture		antique	at the restaurant
cow	on the moon		dinner	in France
man	with a huge wingspan		chicken	with broccoli

Fill In The Blanks:
Like the matching exercises above, these fill-in-the-blanks activities encourage students to think about nouns in a broader context, but with one subtle difference. For the first time here, students are asked to generate their own nouns for each blank. (Items in parentheses are optional.)

- adjective - noun:

ugly _____	challenging _____
red _____	considerate _____

- preposition - (adjectives) - noun:

  on the   _____   under the old _____

  beside her _____   through the _____

- (article) - noun - verb:

  _____ slept   _____ fell

  _____ shines   _____ will eat

- noun - conjunction - noun

  _____ and _____

  _____ and _____

  _____ but _____

- sentences:

  _____ and _____ went bowling this afternoon.

  The farm had _____ and _____.

  The doctor, who was also a _____, flew planes on the weekends.

Adding & Changing Endings: Endings often represent a word's part of

speech. Adding or changing the ending of a word will usually shift its part of speech or its

application. Activities like these can be followed by asking students to use the newly formed

words in sentences.

- Add -hood to the following individual person nouns to make them groups or general

  states:

  brother _____   adult _____

  neighbor _____   boy _____

- Add -ness to these adjectives to make them general nouns:

  dark _____   calm _____

  ill _____   wet _____

- Drop the silent-e and add -ion to make these -ate verbs into -ation nouns:

  duplicate _____   aggravate _____

  generate _____   locate _____

- Add -<u>ion</u> to these verbs to make them into nouns:

  erupt _____   instruct _____

  elect _____   inspect _____

- Make these words into -<u>sion</u> nouns. You will need to drop the silent-<u>e</u> for all of them; for some, the final <u>d</u> in the stem will need to change to an <u>s</u>:

  persuade _____   decide _____

  invade _____   conclude _____

  confuse _____   infuse _____

- Drop the final silent-<u>e</u>, and change these action or process verbs ending in -<u>ize</u> into nouns about these processes, ending in -<u>ism</u>:

  metabolize _____   optimize _____

  hypnotize _____   terrorize _____

- Drop the final silent-<u>e</u> and add -<u>ism</u> to these basewords to create general nouns:

  race _____   alcohol _____

  tour _____   skeptic _____

- Add -<u>ity</u> to these adjectives to make them into general nouns. Sometimes, you will need to drop a final silent-<u>e</u> before adding the -<u>ity</u>:

  real _____   hostile _____

  objective _____   original _____

- Add -<u>or</u> to these verbs to make them people nouns. Sometimes, you will need to drop a final silent-<u>e</u> before adding the -<u>or</u>:

  instruct _____   operate _____

  audit _____   visit _____

- Change the <u>y</u> to -<u>ist</u> or merely add the suffix -<u>ist</u> in these words to make them into people nouns.

  column _____   nutrition _____

  panel _____   biology _____

List Generation:

List Generation: Students often create a list before beginning to write a longer piece, such as a paragraph. The noun-centered lists below ask students to generate their own nouns, but within certain categories:

- places to visit   red things   furniture in your house

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

- good restaurants   equipment for football   worthwhile sports

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

- people I admire   good pet names   types of cars

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

  _____   _____   _____

Sentence Generation:

Ultimately, students must generate sentences containing every element they study. When they turn to sentence writing, you can engage them and develop their writing by providing parameters, including (a) minimum word count, (b) specific element required and/or located in particular position, and (c) specific content:

- Write a sentence with at least two nouns.   e.g., *Andrew* bought a dozen *eggs*.

- Write a sentence of at least ten words that contains at least three nouns.

  e.g., My *cousin* lives in *Chicago* near the *airport*, and we visit her each *Thanksgiving*.

- Write a sentence with a noun in the third position.

  e.g., The ugly *dog* barked ferociously at me whenever I came home from school.

- Write a sentence with a proper noun that is not a place.

  e.g., *Mark* saw his *Reeboks* behind the couch.

- Write a sentence of at least fifteen words with at least two nouns that are plural.

  e.g., The *trees* in the *woods* near my house are over one hundred *years* old, and we are worried that they may be chopped down to make way for new *stores* in the nearby mall.

- Write a sentence with at least three nouns about a favorite activity.

  e.g., *Taylor* and *Joseph* play *lacrosse* in *rain* or *shine* because they love the *sport*.

- Write a sentence with one proper and one common noun about Mark Twain.

  e.g., *Mark Twain*, who wrote *The Adventures of Huckleberry Finn*, is read in most *schools* around the *country*.

- Write a sentence with two proper nouns, one common noun, and at least twenty words about the Civil War.

  e.g., In the *war* between the *North* and the *South*, *brother* often fought *brother*, *governments* were created and destroyed, and a *country* was divided and then reunited.

Appendix 1:
Word, Phrase, and Clause Lists

On the pages that follow are reproducible word, phrase, clause, and sentence lists that instructors can use to generate writing activities and worksheets. Students can use them to expand the vocabulary they use when they write, to vary their sentence structure, and as topics for sentence writing. The lists are described below in the order in which they appear.

Nouns (284): This list, grouped by person, place, thing, and idea is a small selection of nouns, the part of speech with the most word members.

Verbs (5 pages - 285-289): Too often, students use linking verbs, particularly forms of the verb "to be," as the main verbs of their sentences. Strong action verbs lead to improved sentences. Included are transparent regular verbs (more accessible verbs that conjugate regularly), more advanced regular verbs (more challenging verbs that conjugate regularly), irregular verbs (verbs that have irregular conjugations), and phrasal verbs (verbs comprised of a verb and additional word(s), most of which are prepositions in other contexts).

Conjunctions (bottom of Linking & Helping Verbs page - 288): This list includes coordinating and subordinating conjunctions useful in helping students expand their sentence writing to compound and complex sentences with interesting and varied transition words. A list of the more rare correlative conjunctions is also included.

Adjectives (2 pages - 290-1): Students often limit their adjective use to simplistic words, such as big/little or tall/short. There are many adjectives in English. While some are beyond a given student's vocabulary, many are just difficult for him to retrieve from memory. These lists are an invaluable resource to address this retrieval issue.

Pronouns (292): This page includes a comprehensive list of all pronouns as well as smaller lists, broken into categories. For some English speakers, pronoun usage comes naturally. For others, lists like these may prove beneficial for reference.

Adverbs (2 pages - 293-4): The main adverb list is broken into two categories: those with the suffix -ly and those without. These lists can be used to add flavor to dry or simplistic writing.

Prepositions (295): This page includes a comprehensive list of prepositions as well as two break-out lists, one with concrete prepositions that would apply to "anything a plane can do to a cloud" and another that contains common but more abstract prepositions.

Conjunctions, Relative Pronouns, Prepositions, & Conjunctive Adverbs for Sentence Construction (296): Middle and high school students will benefit from a copy of this for their ready reference. They should refer to it when generating different kinds of sentences, particularly when they begin to overuse particular conjunctions. *(This chart is available in gloss, cover-grade tag as a binder insert from wvced.com. Significant discounts for bulk orders are available; for younger students, a simpler version is also available.)*

Transition Words for Reading, Writing, & Note-Taking (297): The words in the left column signify a change in direction, the words in the middle signal a continuing thought, and those in the right column signal a conclusion or summation statement. Below are temporal words. This list is useful for students working on transitioning between sentences. *(This chart is available in gloss, cover-grade tag as a binder insert from wvced.com. Significant discounts for bulk orders are available; for younger students, a simpler version is also available.)*

Prepositional Phrases (298): This list is in two parts. One includes phrases with concrete prepositions, and the other includes those that are more abstract. Sometimes, a single preposition is not enough to stimulate a sentence from a student. These lists can help.

Clauses (299): On the left are dependent clauses, and on the right are their independent counterparts. These can be used for tandem writing, where the teacher provides one half, and the student generates the other half to complete the sentence, for subject/verb identification, for clause matching exercises, and more.

Barebones Sentences (300-4): There are four lists, including basic subject-verb, basic subject-verb-object, advanced subject-verb, and advanced subject-verb-object sentences. The basic sentences are concrete while the advanced ones are more abstract, particularly in terms of verbs. These sentences can be used for adding adjectives and adverbs as well as their phrase and clause counterparts. They are also excellent for the interrogative expander questions.

Common Punctuation (305): This reference chart provides straightforward guidelines for punctuation usage with simple, easy-to-understand examples. Use it for teaching and reference. *(This chart is available in gloss, cover-grade tag as a binder insert from wvced.com. Significant discounts for bulk orders are available.)*

Nouns Grouped By Category

person	place	thing	thing (continued)	idea
actor	airport	alligator	fur	adventure
advisor	apartment	animal	glove	anger
artist	attic	apple	grill	beauty
astronaut	backyard	arm	icicle	belief
aunt	bakery	ball	jar	bravery
baby	beach	balloon	jellyfish	chaos
baker	bedroom	banana	juice	confidence
boyfriend	bridge	bat	kite	courage
brother	cabin	bathtub	lamp	death
chef	camp	beast	lipstick	democracy
diver	castle	bed	lobster	despair
doctor	cathedral	belt	mask	education
driver	cemetery	blanket	needle	envy
explorer	church	book	nickel	evil
father	circus	boot	pail	faith
friend	city	brick	pancake	fear
girlfriend	coast	bucket	picture	freedom
golfer	condominium	bugle	pillow	friendship
grandparent	cottage	cactus	pizza	happiness
husband	country	cake	pumpkin	hatred
janitor	den	camera	puppy	honesty
lawyer	desert	canoe	quilt	imagination
magician	dungeon	cap	radio	intelligence
mother	farm	car	rifle	jealousy
neighbor	forest	chain	rock	justice
nephew	fortress	chair	roof	laughter
pediatrician	garden	chest	sack	liberty
pilot	gym	crate	seat	loyalty
professor	hospital	crib	ship	luck
queen	house	desk	snow	memory
sister	island	dock	soda	peace
soldier	kitchen	dollar	spider	poverty
supervisor	lake	eagle	tent	power
surgeon	library	ear	throne	skill
swimmer	office	eel	van	sorrow
teacher	palace	faucet	volcano	speed
technician	park	feast	wax	strength
tutor	porch	fish	weapon	success
uncle	store	flag	whale	sympathy
visitor	street	floor	window	talent
wife	synagogue	frame	word	wisdom
writer	zoo	fruit	yam	worry

Transparent Regular Verbs

add	complete	guide	melt	sail	taste
answer	copy	hammer	mend	save	tease
applaud	correct	harm	mess up	scrape	thank
argue	cough	hate	mix	scratch	tickle
ask	count	haunt	multiply	scream	tie
attach	cover	heat	murder	scrub	tip
attack	crack	help	nod	search	touch
arrive	crash	hook	obey	serve	tow
bake	crawl	hop	open	share	trace
bat	crush	hover	own	shave	trade
bathe	cry	hug	pack	shiver	train
battle	dance	hum	paddle	shock	trap
beg	deliver	hunt	paint	shop	tremble
behave	describe	hurry	park	shrug	trick
blink	destroy	inject	paste	sip	trip
blush	disagree	injure	phone	ski	trot
boast	dislike	instruct	pick	skip	trust
boil	divide	interrupt	pinch	slap	try
bomb	drag	introduce	plant	slip	tug
borrow	dress	invent	play	smash	tumble
breathe	drown	invite	point	smell	turn
bruise	enjoy	itch	poke	smile	twist
bump	enter	jam	pour	smoke	type
burn	escape	jog	press	sneeze	unlock
bury	explain	join	pretend	sniff	unpack
call	explode	joke	promise	snore	use
camp	fail	juggle	pull	snow	visit
carry	fit	jump	pump	spell	wait
carve	fix	kick	punch	spill	walk
chase	flip	kill	punish	spoil	wander
cheat	flow	kiss	push	spot	want
check	fool	kneel	reach	spray	warn
cheer	force	knock	refuse	squash	wash
chew	fold	laugh	relax	squeak	waste
choke	frighten	launch	remember	squeal	watch
chop	fry	learn	repair	stare	wave
clap	grab	lie	repeat	start	whine
clean	glue	like	report	stay	whip
close	greet	load	rescue	step	wink
coach	grin	lock	rinse	stir	wipe
comb	grip	look	rob	switch	wrap
compare	groan	love	rot	talk	wrestle
compete	guard	march	rub	tame	yawn
complain	guess	marry	rush	tap	yell