

WEEK 1

Introduction to Nouns and Adjectives

— LESSON 1 —

Introduction to Nouns Concrete and Abstract Nouns

Exercise 1A: Abstract and Concrete Nouns

Decide whether the underlined nouns are abstract or concrete. Above each noun, write *A* for abstract or *C* for concrete. If you have difficulty, ask yourself: Can this noun be touched or seen, or experienced with another one of the senses? If so, it is a concrete noun. If not, it is abstract.

Note to Instructor: There may be some difference of opinion over these. If the student makes a strong argument for a different answer, you may accept it.

Our ^Aadventure began with a tattered ^Cmap.

Seeing the ^Cchocolates, the little girl's ^Cface lit up with ^Adelight.

The ^Corchestra will be performing my favorite ^Csymphony.

My ^Acuriosity led me to peek at the ^Cgift before my ^Cbirthday.

Note to Instructor: We have labeled *birthday* as a concrete noun because it refers to one specific day that can be identified by the speaker. "Birthdays are fun" would refer to the idea of a birthday and could be defined as abstract. If the student disagrees and can articulate his reasoning, you may accept the answer abstract.

Charlotte's favorite ^Cbook is a ^Amystery about a lost ^Cprincess.

Distracted by the loud ^Cnoise, ^CBradley forgot to finish combing his ^Chair.

Mrs. ^CKim was filled with ^Apride as her ^Cdaughter sang her ^Csolo.

A ^Cshadow passed by the ^Cwindow and gave us all a ^Afright.

The ^Cbaby let out what was clearly a ^Ccry of ^Aexhaustion.

Exercise 1B: Abstract Nouns

Each row contains two abstract nouns and one concrete noun. Find the concrete noun and cross it out.

amazement	wonder	fireworks
notebook	neatness	ideas
discovery	interest	gold
danger	cliff	peril
conceit	mirror	arrogance
stomach	appetite	satiety

— LESSON 2 —**Introduction to Adjectives****Descriptive Adjectives, Abstract Nouns****Formation of Abstract Nouns from Descriptive Adjectives****Exercise 2A: Descriptive Adjectives, Concrete Nouns, and Abstract Nouns**

Decide whether the underlined words are concrete nouns, abstract nouns, or descriptive adjectives. Above each, write *DA* for descriptive adjective, *CN* for concrete noun, or *AN* for abstract noun.

The sentences below were taken from *Alice's Adventures in Wonderland*, by Lewis Carroll. Some have been slightly adapted.

By this ^{AN}time she had found her ^{AN}way into a ^{DA}tidy ^{DA}little ^{CN}room with a ^{CN}table in the ^{CN}window.

Luckily for ^{CN}Alice, the ^{DA}little ^{DA}magic ^{CN}bottle had now had its ^{DA}full ^{AN}effect.

^{CN}Alice noticed that the ^{CN}pebbles were all turning into ^{DA}little ^{CN}cakes as they lay on the ^{CN}floor, and a ^{DA}bright ^{AN}idea came into her ^{CN}head.

An ^{DA}enormous ^{CN}puppy was looking down at her with ^{DA}large ^{DA}round ^{CN}eyes.

She had just succeeded in curving her ^{CN}neck down into a ^{DA}graceful ^{CN}zigzag, when a ^{DA}sharp ^{CN}hiss made her draw back in a ^{AN}hurry.

The ^{CN}Fish-Footman began by producing from under his ^{CN}arm a ^{DA}great ^{CN}letter, nearly as large as himself.

Exercise 2B: Turning Descriptive Adjectives into Abstract Nouns

Change each descriptive adjective to an abstract noun by adding the suffix *-ness*. Write the abstract noun in the blank beside the descriptive adjective. Remember this rule: When you add the suffix *-ness* to a word ending in *-y*, the *-y* changes to *-i*. (For example, *grumpy* becomes *grumpiness*.)

smart	<u>smartness</u>
fretful	<u>fretfulness</u>
friendly	<u>friendliness</u>
marvelous	<u>marvelousness</u>
vicious	<u>viciousness</u>
merry	<u>merriness</u>
rich	<u>richness</u>
decisive	<u>decisiveness</u>

Exercise 2C: Color Names

Underline all the color words in the following paragraph. Then write *A* for adjective or *N* for noun above each underlined color word. If you are not sure, ask yourself, “[Color name] what?” If you can answer that question, you have found a noun that the color describes. That means the color is an adjective.

Keiko closed her eyes and considered different shades of green^N. She wanted the green^A grass in her painting to look like the golden^A sunlight was shining down on it through the trees. She chose two green^A paints to mix together and began to paint. Green^N was her favorite color, she thought—or was it red^N? Then again, she loved the purple^A flowers she’d painted below one of the trees. And the blue^A sky had been fun to do as well. She even liked brown^N or gray^N when one of those was the right color for the job. “Actually,” she said to herself, “there isn’t a single color I don’t like!”

— LESSON 3 —

Common and Proper Nouns Capitalization and Punctuation of Proper Nouns

Exercise 3A: Capitalizing Proper Nouns

Write a proper noun for each of the following common nouns. Don't forget to capitalize all of the important words of the proper noun. Underline the name of the magazine you choose, to show that it should be in italics if it were typed. Use quotation marks around the title of the song you choose.

Note to Instructor: Answers will vary! Sample answers are given below.

Common Noun	Proper Noun
singer	Taylor Swift
restaurant	Cracker Barrel
country	The Republic of Ireland
park	Millennium Park
magazine	Highlights
song	"A Hazy Shade of Winter"

Exercise 3B: Proper Names and Titles

On your own paper, rewrite the following sentences properly. Capitalize and punctuate all names and titles correctly. If you are using a word processing program, italicize where needed; if you are writing by hand, underline in order to show italics.

The song "The Star-Spangled Banner" is the national anthem for the United States.

"Himno Nacional Mexicano" is thought by many to be one of the most beautiful national anthems.

Germany sank the Lusitania in May 1915.

Michael and Phyllis recited William Makepeace Thackeray's poem "A Tragic Story."

In the book Charlotte's Web, Wilbur is a pig who was born in the spring.

Keith's favorite show was Star Trek; he especially loved the episode "The Trouble with Tribbles."

Exercise 3C: Proofreading for Proper Nouns

In the following sentences, indicate which proper nouns should be capitalized by underlining the first letter of the noun three times. This is the proper proofreading mark for *capitalize*. The first noun is done for you.

justinian was an emperor in byzantium, and his wife, theodora, was politically helpful to him.

The cathedral in constantinople known as the hagia sophia was built while justinian ruled.

justinian's general, belisarius, successfully conquered the barbarians living in the northern part of africa and proceeded into italy to retake rome from the ostrogoths.

The court historian, procopius, wrote a book called the secret history, which portrayed justinian in a very negative light.

— LESSON 4 —

Proper Adjectives

Compound Adjectives (Adjective-Noun Combinations)

Exercise 4A: Forming Proper Adjectives from Proper Nouns

Form adjectives from the following proper nouns. (Some will change form and others will not.) Write each adjective into the correct blank below. If you are not familiar with the proper nouns, you may look them up online at Encyclopaedia Britannica, Wikipedia, or some other source (this will help you complete the sentences as well). This exercise might challenge your general knowledge! (But you can always ask your instructor for help.)

Newton	Kentucky	Korea	China	Boston
June	America	Georgia	Germany	Monday
Gregory	Easter	Sherlock Holmes		

My favorite German dish is sauerbraten, though nothing beats streuselkuchen when it comes to desserts!

The Chinese New Year begins sometime in January or February of the Gregorian calendar year.

Thoroughbred horses race each May in Louisville at the Kentucky Derby.

The largest aquarium in the Western Hemisphere is the Georgia Aquarium, located near the World of Coca-Cola in Atlanta.

Nina will go far as a detective, with her Sherlock Holmesian deductive and observational skills.

Korean calligraphy had long used characters from China's writing system, but in the twentieth century calligraphers began using the *hangul* alphabet in response to nationalist feelings among the people.

Computer programmers will sometimes hide special features or messages in their work; these little Easter eggs can be fun to find.

They say that June brides are the most common, but my wedding was in December.

It's nice to have a long weekend, but a Monday holiday always throws me off for the rest of the week—I can't remember which day it is!

Non-Newtonian fluids have many interesting properties; for example, it's possible to run on top of oobleck!

The Boston Massacre, in which five colonists were killed by the British, was a key event leading to the American Revolution.

Exercise 4B: Capitalization of Proper Adjectives

In the following sentences:

- Correct each lowercase letter that should be capitalized by underlining it three times.
- Then, circle each proper adjective.
- Finally, put a check mark above each proper adjective that has not changed its form from the proper noun.

rube goldberg machines, which involve complicated ways of completing simple tasks, were named for an american cartoonist and inventor.

An associated press article by edward van winkle jones in 1950 marked the first mention of mysterious disappearances in the bermuda triangle.

Note to Instructor: *Van* is sometimes left uncapitalized in names of Dutch origin, so you may accept *Edward van Winkle Jones* as an answer.

The pythagorean theorem is only true for euclidean geometry.

thomas jefferson, who was a philosopher, a musician, and an architect in addition to being a united states president, is an example of a renaissance man.

Note to Instructor: *President* would be capitalized if it preceded a name as part of a title (President Jefferson), but in this sentence, a *president* (not one particular president) is a common noun.

The first olympic games in modern times were held in 1896 in the greek city of athens.

Note to Instructor: The noun form of *Olympic* is *Olympics*.

In the southeastern asian kingdom of ayutthaya, the king trailokanat died; his two sons, ramathibodi II and boromarachathirat III, inherited his crown and divided the siamese territories between them.

Exercise 4C: Hyphenating Attributive Compound Adjectives

Hyphens prevent misunderstanding! Explain to your instructor the differences between each pair of phrases. The first is done for you. If you're confused, ask your instructor for help.

Note to Instructor: These are intended to be fun, not frustrating. Use the suggestions below to help the student, and give the answers if the student is stumped.

the ten-gallon containers of soap *are multiple containers that each hold ten gallons*

the ten gallon containers of soap *are ten containers that each hold one gallon*

(both ten containers and gallon containers)

a private-eye company *is a company where private detectives work*

a private eye company *is an eye company that is nonpublic*

(both a private company and an eye company)

an assisted-living facility *is a facility where people are given help to live*

an assisted living facility *is a facility that is alive and receives help*

(both an assisted facility and a living facility)

the well-trained mind *is a mind that has been trained well*

the well trained mind *is a mind that is trained and not sick*

(both a well mind and a trained mind)

the second-place runner *is the runner who placed second*

the second place runner *is the second of two or more people who run places*

(both a second runner and a place runner)

(and if the student asks, we don't know what a place runner is either, but that's what the grammar tells us . . .)



WEEK 2

Introduction to Personal Pronouns and Verbs

— LESSON 5 —

Noun Gender

Introduction to Personal Pronouns

Exercise 5A: Introduction to Noun Gender

How well do you know your animals? Fill in the blanks with the correct name (and don't worry too much if you don't know the answers . . . this is mostly for fun).

Animal	Male	Female	Baby	Group of Animals
leopard	<u>leopard</u>	<u>leopardess</u>	<u>cub</u>	leap OR prowl of leopards
kangaroo	buck/boomer/jack	<u>jill/doe/flyer/roo</u>	<u>joey</u>	<u>mob OR troop</u> <u>of kangaroos</u>
donkey	jack	<u>jenny</u>	<u>foal</u>	herd OR drove of donkeys
alligator	bull	<u>cow</u>	<u>hatchling</u>	<u>congregation of alligators</u>
hamster	<u>buck</u>	doe	<u>pup</u>	<u>horde of hamsters</u>
hedgehog	boar	<u>sow</u>	<u>hoglet</u>	<u>array of hedgehogs</u>
turkey	<u>tom</u>	<u>hen</u>	<u>poult</u>	rafter of turkeys
jellyfish	<u>boar</u>	<u>sow</u>	planula	<u>bloom OR fluther</u> <u>of jellyfish</u>
squid	<u>cock</u>	<u>hen</u>	chick	<u>audience of squid</u>

Exercise 5B: Nouns and Pronouns

Write the correct pronoun above the underlined word(s). The first one is done for you.

James Watson and Francis Crick discovered the structure of DNA in 1953. James Watson
^{They} and Francis Crick built on the work of Rosalind Franklin.

Rosalind Franklin had done work on X-ray images of DNA. Rosalind Franklin might have
^{She} received Nobel Prizes for her work later on, but Rosalind Franklin
^{she} died at the age of 37.

Scientists all over the world worked on the Human Genome Project. The Human Genome Project^{it} was an effort to determine what every single gene in the human body does.

When scientists mapped all the genes in the human body, scientists^{they} declared the Human Genome Project complete in 2003.

Omar told his mother, “Mother^{You} can get the ingredients ready, and Omar^I can help mix them together!”

As soon as Ezra arrived home, Ezra called out with excitement, “Ezra and his family^{We} won the competition!”

The teacher pulled Roxanne and Anita aside after class. “Roxanne and Anita^{You} are going to represent our class at the assembly,” the teacher^{he/she} told them.

Exercise 5C: Replacing Nouns with Pronouns

Does the passage below sound awkward? It should, because it’s not what the author Heather Vogel Frederick wrote in her novel *The Voyage of Patience Goodspeed*. Cross out the proper nouns (and any accompanying adjectives or modifying words such as *the*) that can be replaced by pronouns, and write the appropriate pronoun from the list at the beginning of this lesson over each crossed-out noun.

The narrator is Patience Goodspeed. The story is told from her viewpoint, in the first person—which means she refers to herself with the pronoun *I* when she’s acting alone, and *we* when she’s in a group with others.

Note to Instructor: The passage below has been corrected to match the original. Answers that replace other nouns by pronouns are acceptable as long as the pronouns are the correct gender and the passage reads well. It is not necessary for the student to replace every noun below, as long as the sentences no longer sound awkward.

Finally, the day came when ~~Patience Goodspeed and Papa and Tad~~^{we} were packed and ready. ~~Patience Goodspeed and Papa and Tad~~^{We} made the rounds of friends and neighbors to say our farewells, ~~Papa~~^{he} accepting their wishes of “greasy luck” — our Nantucket way of bidding whalemen a profitable voyage, with many barrels of oil — with all the dignity of a departing monarch. Which in a sense ~~Papa~~^{he} was, as were all whaling captains on the tiny kingdom that was our island...

On the evening prior to our departure, Papa took his leave in order to make the final arrangements aboard the *Morning Star*. After ~~Papa~~^{he} left, ~~Patience Goodspeed~~^I tossed and turned all night, my thoughts a jumble. Oh, why didn’t ~~Patience Goodspeed~~^I have the courage to defy Papa!

But what was the use? Even if ^IPatience Goodspeed were to run away and hide, Papa would find me. And besides, my little brother needed me. It was ^{he}me ~~my little brother~~ had looked to since Mama's death, not Papa, who was still a stranger to him. ^IPatience Goodspeed couldn't desert Tad now.

Martha awoke us at dawn, and ~~Tad and Patience Goodspeed~~ ^{we}tumbled groggily out of bed.

"Come along now, Tad," ^{she}Martha said, wrestling my sleepy and protesting brother into the small ell off the kitchen. "Won't do for the captain's son to step aboard looking like an orphan." ^{He}Tad emerged a few minutes later, unnaturally clean.

Note to Instructor: Students who have already progressed once through this course may recognize that "It was me" is incorrect; "It was I" is correct, since *I* acts as a predicate nominative. However, in first person narratives, an author may choose to use the more colloquial "It is me" in order to preserve the feel of a conversation.

Exercise 5D: Pronouns and Antecedents

Circle the personal pronouns in the following sentences, and draw an arrow from each pronoun to its antecedent. If the noun and pronoun are masculine, write *m* in the margin. If they are feminine, write *f*; if neuter, write *n*. Look carefully: Some sentences may have more than one personal pronoun, and some personal pronouns may share an antecedent!

The sentences below were taken from C. S. Lewis's *The Voyage of the Dawn Treader*. Some have been adapted or condensed. The first one is done for you.

Eustace made the following diary entry: "*September 3*. The first day for ages when ^II have been able to write." m

If Caspian had been as experienced then as ^{he}he became later on in this voyage ^{he}he would not have made this suggestion; but at the moment ^{it}it seemed an excellent one. m
n

Eustace was surprised at the size of his own tears as ^{they}they splashed on to the treasure in front of him. m

Note to Instructor: "His" and "him" are also personal pronouns, but only subject pronouns are emphasized in this lesson. If the student circles either or both of those, the arrow(s) should point to Eustace as the antecedent.

"Please, Aslan," said Lucy, "what do ^{you}you call *soon*?" ^II call all times *soon*," said Aslan; and instantly ^{he}he was vanished away and Lucy was alone with the Magician. m,m
m

The Duffers are visible now. But they are probably all asleep still; they always take a rest in the middle of the day. n

Note to Instructor: *They* is neuter in this sentence because it is unclear whether the Duffers are masculine, feminine, or both.

Eustace now did the first brave thing he had ever done. m

“How beautifully clear the water is!” said Lucy, as she leaned over the port side early in the afternoon of the second day. And it was. f
n

— LESSON 6 —

Review Definitions

Introduction to Verbs

Action Verbs, State-of-Being Verbs

Parts of Speech

Exercise 6A: Identifying Verbs

Mark each underlined verb *A* for action verb or *B* for state-of-being verb.

The submarine, having accomplished her work, backs^A off to a safe distance, explodes^A these torpedoes by means of a galvanic battery, and up goes^A the enemy, in more pieces than one can well count^A. If a vessel under sail or steam is to be assaulted, the submarine dives^A down and lies^A hidden right under the track of her foe; then at the exact moment loosens^A a torpedo furnished with a percussion apparatus; the enemy strikes^A this, explodes^A it, and up she goes^A past all hope of redemption.

“We had^A quite a sad accident yesterday,” he wrote^A in a letter home. “A ‘machine’ we had here and which carried^A eight or ten men, by some mismanagement filled^A with water and sank^A, drowning five men, one belonging to our vessel, and the others to the *Chicora*. They were^B all volunteers for the expedition and fine men too, the best we had^A.”

“I am^B part owner of the torpedo boat the *Hunley*,” he began^A, and “have been interested in building this description of boat since the beginning of the war, and furnished^A the means entirely of building the predecessor of this boat, which was lost in an attempt to blow^A up a Federal vessel off Fort Morgan in Mobile Harbor. I feel^A therefore a deep interest in its success.”

The incoming rounds ^A brought with them a new sense of urgency. With the city now under the very guns of the Union Army, something had to be done to ^A drive the invaders away. The city's forts and batteries, while plentiful and powerful, were necessarily restricted to defensive action. Charleston's small flotilla of ironclads and warships ^B was not the answer either, for they were unable to effectively ^A take the offensive against the Federal warships steaming outside the bar. The situation facing Charleston was growing increasingly more desperate, and Battery Wagner on Morris Island ^B was under daily threat of collapse. Thus the hopes of many now ^A rested on the submarine *Hunley*.

Many in the Victorian Age ^A considered inventions such as submarine boats and underwater mines to ^B be "infernal machines," inhuman in their method of attack. If they were ^A treated as war criminals or on the order of spies, they could be ^A hung for their service. In an attempt to legitimize their endeavor—at least in the eyes of the Federals—Hunley ^A placed an order with Charleston's quartermaster on August 21 for "nine grey jackets, three to be trimmed in gold braid." Feeling the need to justify his request, he ^A added that "the men for whom they are ordered ^B are on special secret service and that it is necessary that they be clothed in the Confederate Army uniform."

—From Mark K. Ragan, *Submarine Warfare in the Civil War*

Exercise 6B: Choosing Verbs

Provide an appropriate action and state-of-being verb for each of the following nouns or pronouns. The first one is done for you.

Note to Instructor: The student's answers should be exactly the same as those listed in the State-of-Being column. The verbs in the Action column are samples; answers may vary and may be in any tense.

	State-of-Being	Action
Example: The camel	<u>was (or is)</u>	<u>drank</u>
A printer	<u>was/is</u>	<u>prints</u>
The professors	<u>were/are</u>	<u>teach</u>
Puppies	<u>were/are</u>	<u>drool</u>
We	<u>were/are</u>	<u>enjoy</u>
The flight	<u>was/is</u>	<u>lands</u>
The grass	<u>was/is</u>	<u>sways</u>
Friends	<u>were/are</u>	<u>encourage</u>
They	<u>were/are</u>	<u>sing</u>
Robert Louis Stevenson	<u>was/is</u>	<u>wrote</u>

Exercise 6C: Using Vivid Verbs

Good writers use descriptive and vivid verbs. First underline the action verbs in the following sentences. Then rewrite a different, vivid verb in the space provided. The first one is done for you. You may use a thesaurus if necessary.

Note to Instructor: Sample action verbs are provided, but answers may vary.

Example: The sudden noise <u>scared</u> the little girl.	<u>startled</u>
I <u>looked</u> at the man across the restaurant, trying to determine whether I knew him.	<u>stared</u>
When presented with the evidence, Lars finally <u>said</u> that he was the one who had stolen the money.	<u>confessed</u>
The thunder <u>sounded</u> from across the lake.	<u>boomed</u>
As she awaited the announcement of her scores, the figure skater <u>shook</u> with nervous energy.	<u>trembled</u>
Alexis <u>saw</u> a flaw in the plan.	<u>perceived</u>
The old woman <u>walked</u> down the street, carrying several heavy bags.	<u>trudged</u>
Marcus <u>made</u> a new system to increase the group's efficiency.	<u>invented</u>
After running the race, Oscar <u>wanted</u> some water.	<u>craved</u>
I <u>ran</u> to the finish line.	<u>sprinted</u>

— LESSON 7 —

Helping Verbs

Exercise 7A: Introduction to Helping Verbs

In each sentence below, underline the action verb once. Seven of the sentences also include helping verbs; underline each helping verb twice.

These sentences are from O. Henry's short story "After Twenty Years." Some have been slightly adapted or condensed.

The policeman on the beat moved up the avenue impressively.

Chilly gusts of wind with a taste of rain in them had well nigh depeopled the streets.

Now and then you might see the lights of a cigar store or of an all-night lunch counter.

The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow.

Twenty years ago to-night, I dined here at “Big Joe” Brady’s with Jimmy Wells, my best chum, and the finest chap in the world.

He and I were raised here in New York, just like two brothers, together.

The policeman twirled his club and took a step or two.

Are you going to call time on him sharp?

I will give him half an hour at least.

The wind had risen from its uncertain puffs into a steady blow.

You may read it here at the window.

Exercise 7B: Providing Missing Helping Verbs

Fill in each blank with a helping verb. Sometimes, more than one helping verb might be appropriate.

This excerpt is adapted from Washington Irving’s “Rip Van Winkle.”

Note to Instructor: The original helping verbs are found below. You may accept any grammatical alternatives.

Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height and lording it over the surrounding country. Every change of season, every change of weather, indeed, every hour of the day produces some change in the magical hues and shapes of these mountains, and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but, sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

At the foot of these fairy mountains, the voyager may have described the light smoke curling up from a village, whose shingle roofs gleam among the trees, just where the blue tints of the upland melt away into the fresh green of the nearer landscape. It is a little village of great antiquity, having been founded by some of the Dutch colonists in the early times of the province.

Certain it is that Rip Van Winkle was a great favorite among all the good wives of the village. The children of the village, too, would shout with joy whenever he approached. Not a dog would bark at him throughout the neighborhood.

The great error in Rip’s composition was an insuperable aversion to all kinds of profitable labor. It could not be from the want of assiduity or perseverance, for he would sit on a wet rock, with a rod as long and heavy as a Tartar’s lance, and fish all day without a murmur, even though he should not be encouraged by a single nibble. He would never refuse to assist a neighbor even in the roughest toil. But as to doing family duty and keeping his farm in order, he found it impossible.

In fact, he declared it was of no use to work on his farm; it was the most pestilent little piece of ground in the whole country; everything about it went wrong, and would go wrong, in spite of him. His fences were continually falling to pieces; his cow would either go astray or get among the cabbages; weeds were sure to grow quicker in his fields than anywhere else. Though his patrimonial estate had dwindled away under his management, acre by acre, until there was little more left than a mere patch of Indian corn and potatoes, yet it was the worst-conditioned farm in the neighborhood.

— LESSON 8 —

Personal Pronouns

First, Second, and Third Person

Capitalizing the Pronoun /

Exercise 8A: Capitalization and Punctuation Practice

Correct the following sentences. Mark through any incorrect small letters and write the correct capitals above them. Insert quotation marks if needed. Use underlining to indicate any italics.

Note: The name of a radio program should be treated like that of a television program.

Note to Instructor: The correct sentences are found below.

The first month of the year is January. January was named after the Roman god Janus, who is the god of transitions, because this month marks the transition to a new year. Numa Pompilius added this month to the Roman calendar around the year 700 BC.

When The Mercury Theatre on the Air broadcast an adaptation of H. G. Wells's novel The War of the Worlds on October 30, 1938, many people thought an alien invasion was actually happening. The radio program became a sudden huge hit, and Campbell Soup decided to sponsor it. The program was renamed The Campbell Playhouse.

In 1862, a Dutch ophthalmologist named Herman Snellen developed the Snellen Chart, which has a large E at the top and several more rows of letters, to measure visual acuity.

The first published crossword puzzle appeared in the Sunday edition of the New York World on December 21, 1913. The puzzle was written by Arthur Wynne, who was born in Liverpool, England, and its original title was "Word-Cross Puzzle."

The Summy Company, which was later acquired by Warner/Chappell Music, claimed for years that it owned the copyright to the song "Happy Birthday to You." On September 22, 2015, Judge George H. King ruled that this claim was invalid, and the song is now considered to be in the public domain.

After much debate over Prime Minister Lester B. Pearson's proposal for a new flag, Canada adopted its current flag with the image of a maple leaf on February 15, 1965. In 1996, February 15 became known in that country as National Flag of Canada Day.

In 1948, Eleanor Abbott made a game for children called Candy Land. The game was published by Milton Bradley beginning the next year, and it quickly became a bestseller. Children have enjoyed playing Candy Land for decades, and it was inducted into the National Toy Hall of Fame in 2005.

According to Guinness World Records (a reference book previously known as The Guinness Book of World Records), Robert Wadlow was the tallest man in medical history. Wadlow was born in Alton, Illinois, on February 22, 1918. When he was measured on June 27, 1940, he was found to be 8 feet, 11.1 inches tall.

Exercise 8B: Person, Number, and Gender

Label each personal pronoun in the following selection with its person (1, 2, or 3) and number (*s* or *pl*). For third person singular pronouns only, indicate gender (*m*, *f*, or *n*).

The first is done for you.

Note to Instructor: We have only addressed subject personal pronouns so far, but this passage contains personal pronouns that act as objects and possessives as well. The student may or may not mark these additional personal pronouns; the key below indicates these in parentheses. Answers NOT in parentheses are subject pronouns, which the student should be sure to mark.

Ermengarde began to laugh.

 3sf 2s 2s
 “Oh, Sara!” she said. “You *are* queer—but you are nice.”

1s 1s 1s 3sf (3sf)
 “I know I am queer,” admitted Sara, cheerfully; “and I *try* to be nice.” She rubbed her forehead

(1s) 3sf 1s (3sn) 3sm 1s 3sm (1s) 1s 1s
 with her little brown paw, and a puzzled, tender look came into her face. “Papa always laughed at me,” she said; “but I liked it. He thought I was queer, but he liked me to make up things. I—I can’t help making up things. If I didn’t, I don’t believe I could live.” She paused and glanced around the attic. “I’m sure I couldn’t live here,” she added in a low voice.

 3sf 2s 3sf 3pl
 Ermengarde was interested, as she always was. “When you talk about things,” she said, “they seem as if they grew real. You talk about Melchisedec as if he was a person.”

3sm 3sm 1pl 3sm
 “He *is* a person,” said Sara. “He gets hungry and frightened, just as we do; and he is married and has children. How do we know he doesn’t think things, just as we do? His eyes look as if he was a person. That was why I gave him a name.”

— From *A Little Princess*, by Frances Hodgson Burnett



WEEK 3

Introduction to the Sentence

— LESSON 9 —

The Sentence

Parts of Speech and Parts of Sentences Subjects and Predicates

Exercise 9A: Parts of Speech vs. Parts of the Sentence

Label each underlined word with the correct part of speech AND the correct part of the sentence.

part of speech

pronoun verb

We saw the huge tree.

part of the sentence

subject predicate

part of speech

noun verb

The leaves were red.

part of the sentence

subject predicate

part of speech

noun verb

A squirrel scampered up the trunk.

part of the sentence

subject predicate

part of speech

pronoun verb

It jumped to the next tree.

part of the sentence

subject predicate

Exercise 9B: Parts of Speech: Nouns, Adjectives, Pronouns, and Verbs

Label each underlined word with the correct part of speech. Use *N* for noun, *A* for adjective, *P* for pronoun, and *V* for verb.

The first night, then, I went to sleep on the sand, a thousand miles from any human habitation. I was more isolated than a shipwrecked sailor on a raft in the middle of the ocean. Thus you can imagine my amazement, at sunrise, when I was awakened by an odd little voice. It said:

“If you please—draw me a sheep!”

“What!”

“Draw me a sheep!”

I jumped to my feet, completely thunderstruck. I blinked my eyes hard. I looked carefully all around me. And I saw a most extraordinary small person, who stood there examining me with great seriousness.

— From *The Little Prince*, by Antoine de Saint-Exupéry

Exercise 9C: Parts of the Sentence: Subjects and Predicates

In each of the following sentences, underline the subject once and the predicate twice. Find the subject by asking, “Who or what is this sentence about?” Find the predicate by saying, “Subject what?”

Example: Flamingos make nests out of mud.

Who or what is this sentence about? Flamingos.

Flamingos what? Flamingos make.

Flamingos eat brine shrimp or algae.

Their food contains carotenoids.

The carotenoids turn the flamingos’ feathers pink.

Baby flamingos have white or gray feathers.

Lake Natron, in Tanzania, is the birthplace for over half the world’s lesser flamingos.

Caribbean flamingos are the only flamingo species native to North America.

Note to Instructor: Accept either “Caribbean flamingos” or simply “flamingos” as the subject of the preceding sentence.

South America is home to Chilean, Andean, James’s, and Caribbean flamingos.

Greater flamingos live in Europe, Africa, and Asia.

Note to Instructor: Accept either “Greater flamingos” or simply “flamingos” as the subject of the preceding sentence.

— LESSON 10 —

Subjects and Predicates Diagramming Subjects and Predicates Sentence Capitalization and Punctuation Sentence Fragments

Exercise 10A: Sentences and Fragments

If a group of words expresses a complete thought, write *S* for sentence in the blank. If not, write *F* for fragment.

while jumping up and down	<u> F </u>
the girl saw a train approaching	<u> S </u>
made of popsicle sticks	<u> F </u>
the delectable meal set before us	<u> F </u>
the window was slightly ajar	<u> S </u>
three tall men in brown suits approached	<u> S </u>
because the elevator was broken	<u> F </u>

Exercise 10B: Proofreading for Capitalization and Punctuation

Add the correct capitalization and punctuation to the following sentences. In this exercise you will use proofreader's marks. Indicate letters which should be capitalized by underlining three times. Indicate ending punctuation by using the proofreader's mark for inserting a period: ◉. Indicate words which should be italicized by underlining them and writing *ital* in the margin.

The first is done for you.

the name texas comes from a caddo word that means friends ◉

the state of pennsylvania gets its name from its founder, william penn, and the latin word for woods ◉

a spanish novel, las sergas de esplandián, described a fictional place called california; this is ital the likely source of the us state name ◉

the french king louis xiv was honored in the name louisiana ◉

florida's name, chosen by juan ponce de león, came from the spanish phrase "pascua florida," meaning "feast of flowers" and referring to the easter season ◉

michigan is the ojibwa word for "large lake" changed to a french form ◉

Note: Look carefully at the next part! There are three separate sentences here, so you will need to insert three periods.

during the civil war, the confederates took an old union ship, the merrimack, covered it with ital iron plates, and renamed it the virginia ◉ the virginia battled against another ironclad ship, ital the monitor ◉ this first battle between two ironclad ships ended in a draw ◉ ital

Exercise 10C: Diagramming

Find the subjects and predicates in the following sentences. Diagram each subject and predicate on your own paper. You should capitalize on the diagram any words that are capitalized in the sentence, but do not put punctuation marks on the diagram. If a proper name is the subject, all parts of the proper name go on the subject line of the diagram.

Example: Joseph jumped jubilantly.

Joseph | jumped

The enormous elephant entered the elevator.

elephant | entered

My big brother borrowed Ben's book.

brother | borrowed

Six sleeping snails sat on the sill.

snails | sat

We watched Waldo's walrus on Wednesday.

We | watched

Clara clandestinely climbed the cliff.

Clara | climbed

Isabella Ingalls itched in the igloo.

Isabella Ingalls | itched

The floral fabric from Finland flatters Fiona's face.

fabric | flatters

— LESSON 11 —

Types of Sentences

Exercise 11A: Types of Sentences: Statements, Exclamations, Commands, and Questions

Identify the following sentences as *S* for statement, *E* for exclamation, *C* for command, or *Q* for question. Add the appropriate punctuation to the end of each sentence.

Note to Instructor: For commands, periods and exclamation points are interchangeable.

Do you like to play basketball?

Please dust the furniture.

I want to change clothes before going to the party.

Will you give me some advice?

I love square dancing!

Don't get into any trouble!

What a huge volcano!

Daniel wanted a sandwich with strawberry jam.

Take off your hat.

How long would it take to hike to the top of that mountain?

Sentence Type

Q

C

S

Q

E

C

E

S

C

Q

Exercise 11B: Proofreading for Capitalization and Punctuation

Proofread the following sentences. If a small letter should be capitalized, draw three lines underneath it. Add any missing punctuation.

uwhat is your decision?

tell me the price of this game.

i want to start my own fashion design company.

the dog likes chasing his own tail.

pass me your plate.

that baby was cute as a button ! OR .

may we open the box now?

Exercise 11C: Diagramming Subjects and Predicates

On your own paper, diagram the subjects and predicates of the following sentences. Remember that the understood subject of a command is you, and that the predicate may come before the subject in a question.

We enjoyed lunch.

We | enjoyed

Were you happy?

you | Were

Eat your vegetables!

(you) | Eat

The tiger is beautiful.

tiger | is

Please get your toys.

(you) | get

Harriet ambled into the store.

Harriet | ambled

Are the geese by the lake?

geese | Are

I see a mouse!

I | see

— LESSON 12 —

Subjects and Predicates

Helping Verbs

Simple and Complete Subjects and Predicates

Exercise 12A: Complete Subjects and Complete Predicates

Match the complete subjects and complete predicates by drawing lines between them.

The three children	pulled into the driveway.
Grandfather	was growing crystals on a string in a glass.
Last year, he	waited excitedly for their grandfather's arrival.
All that summer, they	smiled and hugged each of them.
Their favorite experiment	wondered what Grandfather would bring this time.
As they waited, the children	showed the children their new gift: a gardening kit!
Finally, Grandfather's car	always brought gifts when he came to visit.
With cries of delight, the children	had come with a chemistry kit that they could all use.
The elderly man	performed experiments and made discoveries with the kit.
Reaching into the car, Grandfather	opened the door and ran out to greet him.

Note to Instructor: The original sentences are listed below, but accept any reasonable answers.

The three children	waited excitedly for their grandfather's arrival.
Grandfather	always brought gifts when he came to visit.
Last year, he	had come with a chemistry kit that they could all use.
All that summer, they	performed experiments and made discoveries with the kit.
Their favorite experiment	was growing crystals on a string in a glass.
As they waited, the children	wondered what Grandfather would bring this time.
Finally, Grandfather's car	pulled into the driveway.
With cries of delight, the children	opened the door and ran out to greet him.
The elderly man	smiled and hugged each of them.
Reaching into the car, Grandfather	showed the children their new gift: a gardening kit!

Exercise 12B: Simple and Complete Subjects and Predicates

In the following sentences, underline the simple subject once and the simple predicate twice. Then, draw a vertical line between the complete subject and the complete predicate. The first is done for you.

These sentences are adapted from the Zulu story “The Day Baboon Outwitted Leopard,” as told by Nick Greaves in *When Hippo Was Hairy: And Other Tales from Africa*.

Leopard | called her friend Baboon.

After a while, Baboon | dozed off.

Now an angry, hungry leopard | is not a very reassuring sight.

Despite their past friendship, she | opened her jaws for a bite.

Quick as a flash, Baboon | climbed up into the safety of the thickest thorns at the top.

Other animals | were gathering around.

Leopard’s pride | could not stand it.

To this day, the leopard | hunts the baboon in preference to all other food.

Exercise 12C: Diagramming Simple Subjects and Simple Predicates

On your own paper, diagram the simple subjects and simple predicates from Exercise 12B.

Leopard called her friend Baboon.

Leopard | called

After a while, Baboon dozed off.

Baboon | dozed

Now an angry, hungry leopard is not a very reassuring sight.

leopard | is

Despite their past friendship, she opened her jaws for a bite.

she | opened

Quick as a flash, Baboon climbed up into the safety of the thickest thorns at the top.

Baboon | climbed

Other animals were gathering around.

animals | were gathering

Leopard’s pride could not stand it.

pride | could stand

To this day, the leopard hunts the baboon in preference to all other food.

leopard | hunts



— REVIEW 1 —

Weeks 1-3

Topics

Concrete/Abstract Nouns
 Descriptive Adjectives
 Common/Proper Nouns
 Capitalization of Proper Nouns and First Words in Sentences
 Noun Gender
 Pronouns and Antecedents
 Action Verbs/State-of-Being Verbs
 Helping Verbs
 Subjects and Predicates
 Complete Sentences
 Types of Sentences

Review 1A: Types of Nouns

Fill in the blanks with the correct description of each noun. The first is done for you.

	Concrete / Abstract	Common / Proper	Gender (M, F, N)
cherry	C	C	N
Times Square	C	P	N
decision	A	C	N
Johnny Cash	C	P	M
hour	A	C	N
Cleopatra	C	P	F
sister	C	C	F
zipper	C	C	N
ram	C	C	M
Suwannee River	C	P	N

Review 1B: Types of Verbs

Underline the complete verbs in the following sentences. Identify any helping verbs as *HV*. Identify the main verb as *AV* for action verb or *BV* for state-of-being verb. The first is done for you.

Bones ^{BV} are both flexible and strong.

Collagen, a type of protein, ^{AV} gives bones their flexibility.

The strength of bones ^{AV} comes from minerals like calcium.

^{HV} Have you ever ^{AV} broken a bone?

Bones ^{HV} may ^{AV} break with too much pressure.

A fracture ^{HV} can ^{BV} be open or closed.

With an open fracture, bone ^{HV} has come ^{AV} through the skin.

Closed fractures ^{HV} do not pierce ^{AV} the skin.

Doctors ^{HV} must consider ^{AV} many factors for treatment of broken bones.

The smallest bone in the human body ^{BV} is the stapes, a stirrup-shaped bone in the middle ear.

Review 1C: Subjects and Predicates

Draw one line under the simple subject and two lines under the simple predicate in the following sentences. Remember that the predicate may be a verb phrase with more than one verb in it.

Simon will visit the Rocky Mountains next month.

Natalie did not multiply the numbers correctly.

Throughout the show, the actors appreciated the audience's laughter.

The man with the untidy appearance was actually an undercover police officer.

Besides milk and stamps, I should add fruit to my shopping list.

The sad little girl wished for a friend.

An ominous knock sounded at the door.

Today may be the most exciting day of your life!

The storm had delayed our flight by three hours.

Review 1D: Parts of Speech

Identify the underlined words as *N* for noun, *P* for pronoun, *A* for adjective, *AV* for action verb, *HV* for helping verb, or *BV* for state-of-being verb.

The following excerpt is from Scott O'Dell's *Island of the Blue Dolphins*.

After Kimki ^N had been gone one moon, we ^P began ^{AV} to watch for his return ^N. Every day ^N someone went ^{AV} to the cliff ^N to scan ^{AV} the sea. Even on stormy ^A days ^N we ^P went ^{AV}, and on days when fog ^N shrouded ^{AV} the island. During the day there was ^{BV} always a watcher ^N on the cliff and each ^A night ^N as we sat ^{AV} around our fires we ^N wondered ^{AV} if the next sun ^N would ^{HV} bring ^{AV} him home.

But the spring ^N came ^{AV} and left ^{AV} and the sea was ^{BV} empty. Kimki ^N did ^{HV} not return ^{AV}!

There were few ^A storms ^N that winter and rain was light ^A and ended ^{AV} early. This meant ^{AV} that we would ^{HV} need ^{AV} to be careful of water ^N. In the old ^A days the springs ^N sometimes ran ^{AV} low and no one worried ^{AV}, but now everything seemed to cause alarm ^N. Many were ^{BV} afraid that we would ^{HV} die ^{AV} of thirst ^N.

Review 1E: Capitalization and Punctuation

Use proofreader's marks to indicate correct capitalization and punctuation in the following sentences. The first has been done for you.

did enough students sign up for the september trip to new york city ?

in the twentieth century, the year 1935 had more solar eclipses than any other year; they occurred on january 5, february 3, june 30, july 30, and december 25

the saturday evening post magazine featured artwork by norman rockwell for forty-seven years

what an amazing sunset !

have you ever seen george p. burdell at a georgia tech football game ?

a canadian newspaper editor, joseph coyle, invented egg cartons in 1911

when inflation is taken into account, the highest-grossing film of all time is gone with the wind, starring clark gable and vivien leigh

"annabel lee" was the last poem edgar allan poe wrote

fred and i loved the performance of the phantom of the opera !

Review 1F: Types of Sentences

Identify the following sentences as *S* for statement, *C* for command, *E* for exclamation, or *Q* for question. If the sentence is incomplete, write *I*.

The following sentences are from *The Adventures of Tom Sawyer*, by Mark Twain. Some have been slightly adapted.

	Sentence Type
"I can."	S
"Can't!"	I
"What's your name?"	Q
"You're a liar!"	E
"Take a walk!"	C
"Why don't you do it?"	Q
"It's because you're afraid."	S
"Get away from here!"	C
"I'll tell my big brother on you."	S
"I've got a brother that's bigger than he is."	S
Both brothers were imaginary.	S
"Don't you crowd me now."	C
"You said you'd do it!"	E
At last the enemy's mother appeared and ordered Tom away.	S

