

# 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, seen, or experienced with another one of the senses? If so, it is a concrete noun. If not, it is abstract.

All that glitters is not <sup>C</sup>gold. (English and Spanish)

Forget injuries; never forget <sup>A</sup>kindness. (Chinese)

Study the <sup>A</sup>past if you would define the <sup>A</sup>future. (Chinese)

We learn little from <sup>A</sup>victory, much from <sup>A</sup>defeat. (Japanese)

The <sup>C</sup>shrimp that falls asleep gets carried away by the <sup>C</sup>current. (Spanish)

He who conquers his <sup>A</sup>anger has conquered an enemy. (German)

The oldest <sup>C</sup>trees often bear the sweetest <sup>C</sup>fruit. (German)

<sup>A</sup>Pride is no substitute for a <sup>C</sup>dinner. (Ethiopian)

A leaky <sup>C</sup>house can fool the <sup>C</sup>sun, but it can't fool the <sup>C</sup>rain. (Haitian)

##### Exercise 1B: Abstract Nouns

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

hunger	thirst	<del>bread</del>
delight	<del>frosting</del>	pleasure
confusion	victory	<del>torch</del>
shock	fear	<del>monster</del>
<del>guard</del>	sadness	tranquility
self-control	boredom	<del>mob</del>

## — 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 <sup>DA</sup> cowardly <sup>CN</sup> lion wished for <sup>AN</sup> courage.

The <sup>DA</sup> shy <sup>CN</sup> tinman wished for <sup>AN</sup> love.

The <sup>DA</sup> silly <sup>CN</sup> scarecrow wished for <sup>AN</sup> intelligence.

The <sup>DA</sup> lost <sup>DA</sup> little <sup>CN</sup> girl wished for the <sup>AN</sup> power to go home.

The <sup>DA</sup> Yellow <sup>DA</sup> Brick <sup>CN</sup> Road led through a <sup>CN</sup> field of <sup>DA</sup> crimson <sup>CN</sup> poppies.

**Note to Instructor:** You may need to explain that *brick* can be a noun when it refers to a concrete object (“a brick”) but that in this sentence, *brick* acts as an adjective because it describes what kind of road the Yellow Brick Road is. If the student is already familiar with compound proper nouns, he or she may identify *Yellow Brick Road* as one noun. This is also an acceptable answer.

The <sup>CN</sup> travelers were overcome with <sup>AN</sup> sleepiness when they smelled the <sup>CN</sup> flowers.

##### 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*.)

sad                      sadness

truthful                truthfulness

effective              effectiveness

ugly                     ugliness

silly                     silliness

sluggish               sluggishness

eager                   eagerness

bulky                   bulkiness

**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.

Rachel held her sister Dana’s hand as they walked up the turquoise<sup>A</sup> path into the yellow<sup>A</sup> candy store. Candy of every imaginable flavor covered the walls. Dana immediately headed to the magenta<sup>A</sup> jellybeans. Rachel laughed; Dana’s favorite color was magenta<sup>N</sup>, and she always wanted magenta<sup>A</sup> clothes and notebooks for school. Rachel raced over to the bright red<sup>A</sup> strawberries covered in white<sup>A</sup> chocolate. Right next to the strawberries were green<sup>A</sup> bonbons. She usually liked green<sup>N</sup>, but this trip was not about color. It was about taste!

**— 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 names of the book and movie you choose, to show that those names should be in italics if they were typed.

Answers will vary.

**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.

I just finished reading The Secret Garden.

My uncle subscribes to the magazine Time.

My favorite campfire song is “Bingo.”

The sinking of the Titanic was a terrible disaster.

Lewis Carroll’s poem “Jabberwocky” has many made-up words.

**Exercise 3C: Proofreading for Proper Nouns**

In the following sentences from *The Story of the World, Volume 3*, by Susan Wise Bauer, indicate which proper nouns should be capitalized by underlining the first letter of the noun three times. This is the proper proofreader mark for *capitalize*. The first word in the first sentence is done for you.

But not very many europeans traveled to russia, and those who settled in russia lived apart from the russians, in special colonies for foreigners.

peter's only port city, archangel, was so far north that it was frozen solid for half the year.

The sea of azov led right into the black sea, which led to the mediterranean. azov belonged to the ottoman turks.

The turks waved their turbans in surrender. azov had fallen!

**— 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 on 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.)

Great Wall

Ireland

January

Victoria

Italy

Los Angeles

Shinkansen

Canada

Goth

Friday

Double Ninth Festival

Christmas

Traditionally, Double Ninth Festival cakes are made by layering lard, rice flour paste, and a bean paste diluted with white sugar, but each area of China has its own variation on the recipe.

**Note to Instructor:** The student may answer “Double Ninth Festival cakes.” Technically this is not incorrect, but point out that “Double Ninth” is the more common adjective form of the proper noun.

The January festival known as Plough Monday marked the return to work after Twelfth Night.

Gothic cathedrals were built by medieval journeymen—guilds of craftsmen who were expert woodcarvers, blacksmiths, stonemasons, plasterers, ironworkers, and glaziers.

During the Victorian period in England, many farmers left their land to live in cities and work in factories.

By Los Angelean standards, Hollywood Hills and Culver City are just a stone's throw from each other.

The diagonal section of the Huangyaguan section of the Ming Wall is called Heartbreak Hill by many runners in the Great Wall Marathon.

My favorite Christmas cookies are gingerbread men and spritz.

The Shinkansen train carries over 143 million passengers from Tokyo to Shin-Osaka every year, sometimes at speeds as high as 200 miles per hour.

I found the recipe for *gelato di fragola* in my Italian cookbook.

On Bloody Sunday (21 November 1920), fourteen British military operatives and fourteen Irish civilians were killed in Dublin.

Er Shun, a giant panda on loan to the Canadian zoo in Toronto, gave birth to twin cubs in October of 2015; each one was the size of a stick of butter.

It was such a difficult week that we were all more than ready for the Friday holiday and the long weekend.

#### Exercise 4B: Capitalization of Proper Adjectives

In the following sentences, correct each lowercase letter that should be capitalized by using the proofreader's mark (three underlines beneath each). Circle each proper adjective. Finally, write an *S* (for "same") above the proper adjectives that have not changed form from the proper noun.

the portuguese explorers were the first european travelers to reach the australian region, but spanish navigators were not far behind.

thomas abercrombie was a legendary national geographic photographer who worked in the arabian desert, the antarctic continent, the entire middle eastern region, and the south pole. he photographed jacques cousteau, the first indian white tiger brought to the north american continent, and the islamic pilgrimage to mecca.

the october farmers' market was a panorama of colorful leaves, halloween costumes, pumpkins, and heirloom squash. the blue hubbard and golden hubbard varieties were my favorite.

**Note to Instructor:** While some sources do not capitalize the proper adjectives *Blue Hubbard* and *Golden Hubbard*, these squashes are specific proprietary varieties and so should be capitalized.

the laws of the elizabethan age allowed french and dutch protestants to have their own london churches, although english citizens were not supposed to enter them. diplomats from catholic countries were allowed to celebrate mass, but only in their own homes, and english subjects were banned from those services as well.

### 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.

a small-town boy

a small town boy

*a small-town boy is a boy from a small town*

*a small town boy is a town boy of diminished size; a small boy who is also a town boy*

(both a small boy and a town boy)

a violent-crime conference

a violent crime conference

*a violent-crime conference is a conference about violent crime*

*a violent crime conference is a crime conference that turns ugly*

(both a violent conference and a crime conference)

a high-chair cover

a high chair cover

*a high-chair cover is a cover for a baby's seat*

*a high chair cover is a chair cover that's too far off the ground*

(both a high cover and a chair cover)

a cross-country runner

a cross country runner

*a cross-country runner is a runner who goes across country*

*a cross country runner is a rural runner in a bad mood*

(both a country runner and a cross runner)

an ill-fated actress

an ill fated actress

*an ill-fated actress is an actress who's doomed to suffer very bad luck*

*an ill fated actress is an actress facing a particular fate with an upset stomach*

(both an ill actress and a fated actress)



## 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
cattle	bull	<u>cow</u>	<u>calf</u>	drove of cattle
chicken	rooster	<u>hen</u>	chick	<u>brood of chickens</u>
deer	<u>buck</u>	<u>doe</u>	fawn	herd of deer
owl	<u>owl</u>	owl	<u>chick</u>	<u>parliament of owls</u>
horse	<u>stallion</u>	<u>mare</u>	foal	<u>herd of horses</u>
rabbit	<u>buck</u>	<u>doe</u>	bunny	<u>nest of rabbits</u>
mouse	<u>buck</u>	doe	<u>pup</u>	mischief of mice
swan	<u>cob</u>	pen	OR <u>pinkie</u> <u>cygnet</u>	<u>flock OR wedge of swans</u>

#### Exercise 5B: Nouns and Pronouns

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

<sup>They</sup>  
Astronomers predicted that the comet would crash into Jupiter on or about July 25, 1994.

—Theo Koupelis, *In Quest of the Universe*

This particular slab of black basalt was different from anything that had ever been discovered.

<sup>It</sup>  
The slab carried three inscriptions.

—Hendrik van Loon, *The Story of Mankind*

<sup>We</sup>  
Jenny and I read a book about inventors.

Benjamin Franklin not only invented objects such as the lightning rod, but <sup>he</sup> Benjamin Franklin also invented the expression “pay it forward” to teach people to repay kindness by being kind to others.

Wilbur and Orville Wright had always loved construction. <sup>They</sup> Wilbur and Orville Wright began as bicycle mechanics and eventually constructed the first successful airplane!

The wheel is one of the most important inventions of all time. <sup>It</sup> The wheel was probably invented for chariots in ancient Mesopotamia, which is now part of Iraq.

“Why,” said Effie, “I know what it is. It is a dragon like the one St. George killed.” And <sup>she</sup> Effie was right.

—E. Nesbit, *The Book of Dragons*

### Exercise 5C: Substituting Pronouns

Does the passage below sound awkward? It should, because it’s not what the Brothers Grimm actually wrote. Choose the nouns that can be replaced by pronouns, cross them (and any accompanying words, such as *the*) out, and write the appropriate pronouns above them.

**Note to Instructor:** 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.

Then Dullhead fell to at once to hew down the tree, and when <sup>it</sup> ~~the tree~~ fell <sup>he</sup> ~~Dullhead~~ found amongst the roots a goose, whose feathers were all of pure gold. <sup>He</sup> ~~Dullhead~~ <sup>her</sup> ~~the~~ <sup>her</sup> ~~goose~~ out, carried the <sup>her</sup> ~~goose~~ off, and took <sup>her</sup> ~~the~~ <sup>he</sup> ~~goose~~ to an inn where <sup>he</sup> ~~Dullhead~~ meant to spend the night.

Now the landlord of the inn had a beautiful daughter, and when <sup>she</sup> ~~the daughter~~ saw the goose, the daughter<sup>1</sup> was filled with curiosity as to what this wonderful bird could be and <sup>she</sup> ~~the daughter~~ longed for one of the golden feathers.

**Note to Instructor:** This noun is not replaced by *she* because the pronoun could be construed to refer to the goose, the nearest previous feminine noun.



**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*. Some sentences have two personal pronouns. The first is done for you.

Although Helen Keller was blind and deaf, she became a famous author and speaker. F

The man selected a cake covered with violet icing and bit into it. It appeared to be filled with jam. N

Sylvia was not much comforted. She moved along to the middle of the seat and huddled there. F  
 —Joan Aiken, *The Wolves of Willoughby Chase*

Andreas Vesalius showed immense curiosity about the functioning of living things. He often caught and dissected small animals and insects. M  
 —Kendall Haven, *100 Greatest Science Discoveries of All Time*

The Wart copied Archimedes in zooming up toward the branch which they had chosen. M  
 —T. H. White, *The Once and Future King*

Mother Teresa was born in Albania; she worked for 45 years caring for the poor people of India. F

He led peaceful protests against the persecution of poor people and women in India. He disobeyed unfair laws but quietly suffered the punishment. M

Even though he spent 27 years in prison, Nelson Mandela, a follower of Gandhi, helped to bring democracy for all races to South Africa. M

Being the scientist that he was, Carver decided that he would take the peanut apart. M  
 —Robert C. Haven, *Seven African-American Scientists*

“Why,” said Effie, I know what it is. It is a dragon like the one St. George killed.” And she was right. F,N  
 —E. Nesbit, *The Book of Dragons*

## — 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. Condensed slightly from W.S.B. Mathews, *A Popular History of the Art of Music*.

We here enter<sup>A</sup> upon one of the most interesting and important chapters in the history of music.

The art of polyphony originated<sup>A</sup> at the same period as the pointed arch and the great cathedrals of Europe. In music, polyphony represents<sup>A</sup> the same bounding movement of mind, filled with high ideals. In the same country arose<sup>A</sup> the Gothic arch, the beauties of Notre Dame in Paris, and the involved and massive polyphony of music.

Polyphonic is<sup>B</sup> a term which relates<sup>A</sup> itself to two others. They are<sup>B</sup> Monodic and Homophonic. The musical art of the ancients was<sup>B</sup> an art in which a single melodic formula doubled<sup>A</sup> in a lower or higher octave, but where no harmony was<sup>B</sup>; variety came<sup>A</sup> through rhythm alone. Monodic art was<sup>B</sup> an art of melody only. Our modern art of homophony is<sup>B</sup> like that, in having but a single melody at each moment of the piece; but it differs<sup>A</sup> from the ancient in the addition of a harmonic support for the melody tones. This harmonic accompaniment rules<sup>A</sup> everything in modern music. It is<sup>B</sup> within the power of the composer to support<sup>A</sup> the melody tone with the chord which would most readily suggest<sup>A</sup> itself, within the limitations of the key. Instances of this use of harmonic accompaniment are<sup>B</sup> numerous in Wagner's works, and form<sup>A</sup> the most obvious peculiarity of his style.

Halfway between these two types of musical art stands<sup>A</sup> polyphony, which means<sup>A</sup> etymologically "many sounds," but which in musical technique is<sup>B</sup> "multiplicity of melodies." In a true polyphony, every tone of the leading voice possesses<sup>A</sup> melodic character, but all the tones are<sup>B</sup> themselves elements of other, independently moving melodies. The essence of polyphony is<sup>B</sup> canonic imitation. The simplest form of this is<sup>A</sup> the "round," in which one voice leads<sup>A</sup> off with a phrase, and immediately a second voice begins<sup>A</sup> with the same melody at the same pitch, and follows<sup>A</sup> after. At the proper interval a third voice enters<sup>A</sup>. Thus, when there is<sup>B</sup> only one voice, we have<sup>A</sup> monody; when the second voice enters<sup>A</sup> we have<sup>A</sup> combined sounds of two elements; and when the third enters<sup>A</sup> we have<sup>A</sup> chords of three tones.

A round <sup>A</sup>goes on in an endless sequence until the performers <sup>A</sup>stop arbitrarily. There <sup>B</sup>is no innate reason why it might not <sup>A</sup>continue indefinitely!

**Exercise 6B: Action Verbs and State-of-Being Verbs**

Provide an appropriate action and state-of-being verb for each of the following nouns. The first 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.

	State-of-Being	Action
The rabbit	<u>was (or is)</u>	<u>hopped</u>
Dinosaurs	<u>are/were</u>	<u>fought</u>
The sun	<u>is/was</u>	<u>shines</u>
Trains	<u>are/were</u>	<u>speed</u>
I	<u>am/was</u>	<u>sing</u>
The student	<u>is/was</u>	<u>reads</u>
Molecules	<u>are/were</u>	<u>move</u>
The wind	<u>is/was</u>	<u>blows</u>
Wolves	<u>are/were</u>	<u>howl</u>
You	<u>are/were</u>	<u>study</u>

**Exercise 6C: Strong Action 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 is done for you. You may use a thesaurus if necessary.

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

Ellen <u>spoke</u> to her friend after their fight.	<u>apologized</u>
Edgar <u>moved</u> away from the angry tiger.	<u>scurried, scrambled, hurtled</u>
The starving man <u>ate</u> his dinner.	<u>gobbled, devoured, inhaled</u>
The delicate lamp <u>broke</u> on the floor.	<u>shattered, splintered</u>
The frightened little girl <u>asked</u> for her mother.	<u>begged, sobbed</u>
After the snowstorm, Carrie <u>came</u> down the hill in her sled.	<u>barrelled, hurtled</u>
Alexander the Great <u>beat</u> his enemies.	<u>vanquished</u>
The Blackfoot <u>moved</u> across the land.	<u>crept</u>

## — LESSON 7 —

### Helping Verbs

#### Exercise 7A: Action and Helping Verbs

Underline the action verbs in both columns of sentences once. The sentences in the second column each contain at least one helping verb. Underline these helping verbs twice. The first is done for you.

These sentences are adapted from *A Complete Geography* by Ralph Tarr and Frank McMurry.

COLUMN 1	COLUMN 2
Waves <u>form</u> in the ocean.	Waves <u>are</u> <u>formed</u> by winds which <u>blow</u> over the water.
Waves <u>endanger</u> small ships.	Waves <u>are</u> constantly <u>endangering</u> small ships.
Waves <u>damage</u> the coast.	The constant beating of the waves <u>is</u> slowly <u>eating</u> the coast away.
Tides <u>rise</u> and <u>fall</u> .	Tides <u>are</u> <u>caused</u> by the moon and the sun.
The sun <u>pulls</u> on the earth.	The ocean <u>is</u> <u>drawn</u> slightly out of shape when the sun's pull <u>affects</u> it.
Spring tides <u>rise</u> high.	The high tides at full and new moon <u>are</u> <u>called</u> spring tides.

#### Exercise 7B: Helping Verbs

Fill in each blank in the story with a helping verb. Sometimes, more than one helping verb might be appropriate. This excerpt is adapted from *King Arthur: Tales of the Round Table*, by Andrew Lang.

Long, long ago, after Uther Pendragon died, there was no king in Britain, and every knight hoped for the crown himself. Laws were broken on every side, and the corn grown by the poor was trodden underfoot, and there was no king to bring evildoers to justice.

When things were at their worst, Merlin the magician appeared and rode fast to the place where the Archbishop of Canterbury lived. They took counsel together, and agreed that all the lords and gentlemen of Britain would/should ride to London and meet on Christmas Day in the Great Church. So this was done.

On Christmas morning, as they left the church, they saw in the churchyard a large stone, and on it a bar of steel, and in the steel a naked sword was held, and about it was written in letters of gold, "Whoever pulls out this sword is by right of birth King of England."

The knights were anxious to be King, and they tugged at the sword with all their might; but it never stirred. The Archbishop watched them in silence. When they had exhausted themselves from pulling, he spoke: “The man is not here who can/will/shall/should/may/might/must/could lift out that sword, nor do I know where to find him. But this is my counsel—that two knights are/be chosen, good and true men, to keep guard over the sword.”

This was done. But the gentlemen-at-arms cried out that every man had a right to try to win the sword, and they decided that, on New Year’s Day, a tournament would/should/might/must be held and any knight who wished could/would/might enter the lists.

Among them was a brave knight called Sir Ector, who brought with him Sir Kay, his son, and Arthur, Kay’s foster-brother. Now Kay had unbuckled his sword the evening before, and in his haste to be at the tournament had forgotten to put it on again, and he begged Arthur to ride back and fetch it for him. But when Arthur reached the house the door was locked, for the women had gone out to see the tournament, and though Arthur tried his best to get in, he could not. Then he rode away in great anger, and said to himself, “Kay will/shall/must/can not be without a sword this day. I shall/will/should/must/can/could take that sword in the churchyard and give it to him.” He galloped fast till he reached the gate of the churchyard. Here he jumped down and tied his horse tightly to a tree; then, running up to the stone, he seized the handle of the sword, and drew it easily out.

## — LESSON 8 —

### Personal Pronouns

#### First, Second, and Third Person Capitalizing the Pronoun I

#### 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 to Instructor:** Inserted caps are bolded. This exercise assumes that students know to capitalize the first word in a sentence (if not, remind them).

On the night of **May** 6, 1915, as his ship approached the coast of Ireland, Captain **William Thomas Turner** left the bridge and made his way to the first-class lounge, where passengers were taking part in a concert and talent show, a customary feature of **Cunard** crossings.

**Note to Instructor:** The title *Captain* is capitalized because it has become part of the full proper name of the *Lusitania*’s captain: Captain William Thomas Turner. The word *captain* occurring on its own would not be capitalized.

On the morning of the ship's departure from New York, a notice had appeared on the shipping pages of New York's newspapers. Placed by the German embassy in Washington, it reminded readers of the existence of the war zone and cautioned that "vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction" and that travelers sailing on such ships "do so at their own risk." Though the warning did not name a particular vessel, it was widely interpreted as being aimed at Turner's ship, the Lusitania, and indeed in at least one prominent newspaper, the New York World, it was positioned adjacent to Cunard's own advertisement for the ship.

Rev. Henry Wood Simpson, of Rossland, British Columbia, put himself in God's hands, and from time to time repeated one of his favorite phrases, "Holy Ghost, our souls inspire." He said later he knew he would survive.

His life jacket held him in a position of comfort, "and I was lying on my back smiling up at the blue sky and the white clouds, and I had not swallowed much sea water either."

But, strangely, there was also singing. First "Tipperary," then "Rule, Britannia!" Next came "Abide With Me."

**Note to Instructor:** If the student asks, the quotation mark goes outside the punctuation mark after each song, but since this rule has not been covered, count any placement as correct.

Wilson believed that if he went then to Congress to ask for a declaration of war, he would likely get it.

—Erik Larson, *Dead Wake*

The supposedly snobbish French leave all personal pronouns in the unassuming lowercase, and Germans respectfully capitalize the formal form of "you" and even, occasionally, the informal form of "you," but would never capitalize "I."

The growing "I" became prevalent in the 13th and 14th centuries, with a Geoffrey Chaucer manuscript of The Canterbury Tales among the first evidence of this grammatical shift.

—Caroline Winter, "Me, Myself and I," in *The Times Magazine* 8/3/2008

### 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 two are done for you.

1S I was standing with Mr. and Mrs. Elbert Hubbard when the torpedo struck the ship. 3SN It was a heavy, rather muffled sound; a second explosion quickly followed, but I do not think it was a second torpedo, for the sound was quite different. 1S I turned to the Hubbards and suggested, 3SN "You should go down to get life jackets." 2PL They had ample time to go there and get back to the deck, but 3PL both seemed unable to act.

<sup>1S</sup>  
 I went straight down to find a life belt, took a small leather case containing business papers,  
 and went back up on deck to the spot where <sup>1S</sup> I had left the Hubbards. <sup>3PL</sup> They had gone; <sup>1S</sup> I never saw  
 the Hubbards again.

A woman passenger nearby called out to Captain Turner, “Captain, what should we do?” <sup>3SM</sup> He  
 answered, “Ma’am, stay right where you are. <sup>2S</sup> The ship is strong and <sup>3SF</sup> she will be all right.” <sup>1PL</sup> So she  
<sup>1S</sup> and I turned and walked quietly aft and tried to reassure the passengers <sup>1PL</sup> we met. There was no  
 panic, but there was infinite confusion.

—Slightly condensed from Charles E. Lauriat, *The Lusitania's Last Voyage* (1931)



## 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

noun verb

The cat licks its paws.

part of the sentence

subject predicate

part of speech

pronoun verb

I actually prefer dogs.

part of the sentence

subject predicate

part of speech

noun verb

The dog runs down the road.

part of the sentence

subject predicate

part of speech

pronoun verb

He runs down the road.

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.

One <sup>N</sup> day, while <sup>P</sup> I was playing with my <sup>A</sup> new <sup>N</sup> doll, <sup>N</sup> Miss Sullivan <sup>V</sup> put my <sup>A</sup> big <sup>A</sup> rag doll into my lap also, <sup>V</sup> spelled “d-o-l-l” and <sup>V</sup> tried to make me understand that “d-o-l-l” applied to both.



Earlier in the day <sup>P</sup>we had had a tussle over the <sup>N</sup>words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is <sup>N</sup>mug and that “w-a-t-e-r” is <sup>N</sup>water, but I <sup>V</sup>persisted in confounding the two. In despair <sup>P</sup>she had dropped the <sup>N</sup>subject for the <sup>N</sup>time, only to renew <sup>P</sup>it at the <sup>A</sup>first opportunity. I <sup>V</sup>became impatient at her <sup>A</sup>repeated attempts and, seizing the new doll, I <sup>V</sup>dashed <sup>P</sup>it upon the <sup>N</sup>floor.

—From Helen Keller, *The Story of My Life*

**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 asking, “Subject what?” The first is done for you.

George ate the banana.

*Who or what is this sentence about? George.*

*George what? George ate.*

Owls are birds of prey.

Owls see in both the day and night.

Vultures eat carrion.

Hawks hunt live prey.

Ospreys catch fish.

Kites prefer insects.

Falcons steal the nests of other birds.

— **LESSON 10** —

Subjects and Predicates

Diagramming Subjects and Predicates

Sentence Capitalization and Punctuation

Sentence Fragments

**Exercise 10A: Sentences and Fragments**

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

birds can land on the ground

        
S

small birds flapping their wings

        
F

or landing on the water

        
F

large birds can only hover for a short time

        
S

hummingbirds can beat their wings 52 times per second  
 because their feet act like skids  
 some birds are flightless

S  
F  
S

### 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 each letter 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* after the sentence. If a word has to be both italicized AND capitalized, underline it once first, and then add triple underlining *beneath the* first underline. The first two are done for you.

once there was a very curious monkey named george Ⓞ

we booked a cruise on a ship called sea dreams Ⓞ ITAL

the titanic had a sister ship called the olympic Ⓞ ITAL

the titanic had a gym, a swimming pool, and a hospital with an operating room Ⓞ ITAL

the millionaire john jacob astor and his wife were on board Ⓞ

the titanic hit an iceberg on april 14 Ⓞ

when the ship began to sink, women and children were loaded into the lifeboats first Ⓞ

the survivors in the lifeboats heard the band playing until the end Ⓞ

the carpathia brought the survivors to new york Ⓞ ITAL

### Exercise 10C: Diagramming Subjects and Predicates

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 which 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 onto the subject line of the diagram. The first one is done for you.

**Note to Instructor:** If the student has difficulty finding the subjects and predicates, remind her to ask "Who or what is this sentence about?" to find the subject. Once the subject is located, the student should ask, "[Subject] what?"

**Example:** Many hurricanes form in the southwest North Pacific.

*Who or what is this sentence about?* Hurricanes.

*Hurricanes what?* Hurricanes form.

Joseph Duckworth earned an Air Medal. Many hurricanes form in the southwest North Pacific.

Joseph Duckworth | earned | hurricanes | form

Few hurricanes arise on the equator.

hurricanes | arise

Satellites photograph hurricanes.

Satellites | photograph

Meteorologists issue hurricane warnings.

Meteorologists | issue

Sometimes, hurricanes develop over land.

hurricanes | develop

Radar tracks hurricanes.

Radar | tracks

Red flags with black centers are warnings of approaching hurricanes.

flags | are

## — 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.

	<u>Sentence Type</u>
Aunt Karen is teaching me how to make strawberry pie.	<u>S</u>
Do we make the piecrust or the filling first?	<u>Q</u>
Don't touch that stove! <i>or</i> .	<u>C</u>
Roll the dough until it is very thin.	<u>C</u>
I stirred the filling, and Aunt Karen poured it into the pan.	<u>S</u>
How long do we bake the pie?	<u>Q</u>
This pie is delicious! <i>or</i> .	<u>E</u>
Eat this. <i>or</i> !	<u>C</u>
Do you mind if we sit down?	<u>Q</u>
I am getting tired.	<u>S</u>

**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.

uhat a beautiful morning!

please come with me on a bike ride . or !

my bicycle tires are flat .

will you help me with the air pump?

did you pack the water bottles and snacks?

don't forget to put on sunscreen . or !

let's go . or !

**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.

Learn quietly.

(you) | Learn

Are you hungry?

you | Are

Sometimes, students work hard.

students | work

Other times, students stare out of windows.

students | stare

The book is open.

book | is

Close the book.

(you) | Close

Did you?

you | Did

You did a good job today.

You | did

## — 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.

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

<p>The hard storm</p> <p>The chickens</p> <p>The horses</p> <p>Out in the meadow, the sheep</p> <p>The wind</p> <p>The loud thunder</p> <p>The clouds, too,</p> <p>At last the air</p> <p>Next, the stars</p>	<p>huddled close together under a low-branching tree.</p> <p>became cool and clear.</p> <p>appeared, first one, then six, then twenty.</p> <p>ran for the open door of the hen-house.</p> <p>were already in their comfortable stalls with hay.</p> <p>flew across the sky.</p> <p>swayed the branches.</p> <p>came in the night when the farmers were asleep.</p> <p>made the lambs jump.</p>
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#### Exercise 12B: Simple and Complete Subjects and Predicates

In the following sentences (adapted from Connie Willis's wonderful novel *Bellwether*), 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.

The little ewe | kicked out with four hooves in four different directions, flailing madly.

A deceptively scrawny ewe | had mashed me against the fence.

The flock | mee | followed the bellwether.

The sheep | were suddenly on the move again.

Out in the hall, they | wandered aimlessly around.

In the stats lab, a sheep | was munching thoughtfully on a disk.

A fat ewe | was already through the door.

**Exercise 12C: Diagramming Simple Subjects and Simple Predicates**

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

The little ewe kicked out with four hooves  
in four different directions, flailing madly.

ewe | kicked

A deceptively scrawny ewe had mashed  
me against the fence.

ewe | had mashed

The flock meekly followed the bellwether.

flock | followed

The sheep were suddenly on the move again.

sheep | were

Out in the hall, they wandered  
aimlessly around.

they | wandered

In the stats lab, a sheep was munching  
thoughtfully on a disk.

sheep | was munching

A fat ewe was already through the door.

ewe | was



# — 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)
teacher	<u>C</u>	<u>C</u>	<u>N</u>
Alki Beach	<u>C</u>	<u>P</u>	<u>N</u>
Miss Luzia	<u>C</u>	<u>P</u>	<u>F</u>
jellyfish	<u>C</u>	<u>C</u>	<u>N</u>
terror	<u>A</u>	<u>C</u>	<u>N</u>
Camp Greenside	<u>C</u>	<u>P</u>	<u>N</u>
determination	<u>A</u>	<u>C</u>	<u>N</u>
daughter-in-law	<u>C</u>	<u>C</u>	<u>F</u>
gentleman	<u>C</u>	<u>C</u>	<u>M</u>
vastness	<u>A</u>	<u>C</u>	<u>N</u>
President Jefferson	<u>C</u>	<u>P</u>	<u>M</u>

### Review 1B: Types of Verbs

Underline the complete verbs in the following sentences. Identify 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.

Erosion, rain, and winds <sup>HV</sup> have <sup>AV</sup> created the Grand Canyon over many years.

A massive flood <sup>HV</sup> could <sup>HV</sup> have <sup>AV</sup> contributed to the formation of the Grand Canyon.

Even experienced geologists <sup>HV</sup> are <sup>AV</sup> puzzled by this phenomenon.

Many rock layers <sup>AV</sup> compose the cavernous walls.

The Grand Canyon <sup>HV</sup> is <sup>AV</sup> considered one of the seven natural wonders of the world.

The Great Barrier Reef and Mount Everest <sup>BV</sup> are other natural wonders.

My grandparents and I <sup>HV</sup> might <sup>BV</sup> be at the Grand Canyon next September.

The Grand Canyon <sup>HV</sup> will <sup>BV</sup> be my first wonder of the world.

Maybe next I <sup>HV</sup> will <sup>AV</sup> travel to Australia for the Great Barrier Reef.

By the time I am 50 I <sup>HV</sup> will <sup>HV</sup> have <sup>AV</sup> seen all seven wonders of the world!

### 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.

Hot air balloons were constructed long before the invention of airplanes.

French scientists invented hot air balloons in the late 1700s.

They originally were very dangerous.

These first contraptions utilized a cloth balloon and a live fire.

Later modifications improved the safety of hot air balloons.

Soon, even tourists could ride in hot air balloons.

However balloonists also attempted more impressive feats.

Many have died in their attempts to break new ballooning records.

Three bold adventurers in the 1970s flew in a balloon across the Atlantic Ocean.

### Review 1D: Parts of Speech

Identify the underlined words by writing the following abbreviations above them: *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 the novel *Out of My Mind* by Sharon Draper (Atheneum, 2010), pp. 3-4.

When <sup>N</sup> people <sup>AV</sup> look at me, <sup>P</sup> I <sup>AV</sup> guess <sup>P</sup> they see a girl with <sup>A</sup> short, <sup>A</sup> dark, <sup>A</sup> curly hair strapped into a pink <sup>N</sup> wheelchair. By the way, there <sup>BV</sup> is nothing cute about a <sup>A</sup> pink wheelchair. <sup>N</sup> Pink <sup>HV</sup> doesn't <sup>AV</sup> change a <sup>N</sup> thing.



They'd <sup>AV</sup> see a girl with dark <sup>A</sup> brown eyes that are full of <sup>N</sup> curiosity. But one of <sup>P</sup> them <sup>BV</sup> is slightly out of whack.

Her <sup>N</sup> head <sup>AV</sup> wobbles a little.

Sometimes <sup>P</sup> she <sup>AV</sup> drools.

She's really tiny for a girl who <sup>BV</sup> is age ten and three quarters.

... After <sup>N</sup> folks... <sup>AV</sup> finished making a list of my <sup>N</sup> problems, <sup>P</sup> they <sup>HV</sup> might <sup>AV</sup> take time to notice that I have a fairly <sup>A</sup> nice <sup>N</sup> smile and deep dimples—I <sup>AV</sup> think my dimples <sup>BV</sup> are cool.

I <sup>AV</sup> wear tiny <sup>A</sup> gold <sup>N</sup> earrings.

Sometimes <sup>N</sup> people never even ask my name, like it's not important or something. <sup>P</sup> It <sup>BV</sup> is.

My <sup>N</sup> name is <sup>N</sup> Melody.

### Review 1E: Capitalization and Punctuation

Use proofreading marks to indicate correct capitalization and punctuation in the following sentences. Be careful: Some of these may have more than one sentence, so ending punctuation will need to be inserted to split sentences correctly!

Small letter that should be capitalized: ≡ beneath the letter.

Italics: single underline

insert period: ●

insert exclamation point: ↑

insert question mark: ⤴

insert quotation marks: “ ”

insert comma: ↗

the first day of winter was tuesday, december 21 ●

mr. collins, my history teacher, taught us about osiris, an ancient egyptian god ●

francisca sat outside café gutenberg and read gulliver's travels ●

does thanksgiving always fall on a thursday ●

in canada, thanksgiving is celebrated on the second monday in october ●

the trans-siberian railway, the longest railway in the world, runs from moscow to vladivostok ●

the opera california youth choir, a korean american choir, performed mozart's requiem in los angeles ●

did geraldine bring a copy of today's washington post ⤴

do we need to finish the call of the wild by friday for ms. hannigan's class ⤴

### 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 *F* for fragment instead.

The following sentences were adapted from Pam Muñoz Ryan's *The Dreamer* (Scholastic, 2010), a fictional story about the poet Pablo Neruda (pp. 16-19).

	<b>Sentence Type</b>
The next day, Mamadre was far more watchful, and Neftalí could not escape from his bed.	<u>      S      </u>
“Tell me all that you can see.”	<u>      C      </u>
“I see rain.”	<u>      S      </u>
“Tell me about the stray dog.”	<u>      C      </u>
“What color is it?”	<u>      Q      </u>
“I cannot say.”	<u>      S      </u>
“Maybe brown.”	<u>      F      </u>
“Tell me about the boot that is missing.”	<u>      C      </u>
“It has no shoestrings.”	<u>      S      </u>
“I will rescue it and add it to my collections.”	<u>      S      </u>
“You do not know where it has been.”	<u>      S      </u>
“Or who has worn it.”	<u>      F      </u>
To what mystical land does an unfinished staircase lead?	<u>      Q      </u>

