

# **Lessons and Activities**

## 1.1 Nouns

A **noun** is the name of a person, place, thing, or idea:

|               |  |
|---------------|--|
| <i>People</i> | farmer, mechanic, father, Professor Haskins, editors, Marcia       |
| <i>Places</i> | ocean, Canada, porch, Spain, classroom                             |
| <i>Things</i> | scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill |
| <i>Ideas</i>  | love, inspiration, courage, anxiety, eagerness, happiness          |

All nouns are either common or proper nouns:

A **common noun** names any person, place, or thing. Examples are *basketball*, *video*, *wizard*, *coin*, *woman*, and *coach*.

A **proper noun** names a particular person, place, or thing and begins with a capital letter. Examples are *Winston Churchill*, *Babe Ruth*, *Mr. Richard Turner*, and *Chicago*.


Know the difference between a common and a proper noun:

| <b><i>Common Nouns</i></b> | <b><i>Proper Nouns</i></b> |
|----------------------------|----------------------------|
| hospital                   | Mercy General Hospital     |
| woman                      | Martha Washington          |
| school                     | Sayville Middle School     |
| newspaper                  | <i>The New York Times</i>  |

Here are some specific types of nouns:

A **collective noun** names a group of people or things. Examples of collective nouns are *jury*, *herd*, *flock*, *family*, *fleet*, *club*, *class*, and *group*.

A **compound noun** is a noun consisting of more than a single word. It could be separate words such as *social studies*, *physical education*, and *dining room*. It could be two words joined by a hyphen such as *merry-go-round*, *thirty-three*, *sister-in-law*, and *great-grandmother*. It could be a combined word such as *schoolteacher*, *bookkeeper*, *landlord*, and *headmaster*.

 **WRITING TIP** Use a dictionary or a thesaurus for help in choosing the most precise noun for your purpose.

**1.1A****Plus a Quotation (Nouns)**

Underline each noun in the following sentences. Then write the first letter of each noun on the line next to the sentence. If your answers are correct, you will spell out the words of a quotation and the name of the famous American who said the quotation. Write the quotation and its author's name on the lines below sentence 15.

1. \_\_\_\_\_ Wendy located her housekeeper.
2. \_\_\_\_\_ Some answers on this test are about electricity.
3. \_\_\_\_\_ Her violin and easel were missing.
4. \_\_\_\_\_ Their rabbit that left the yard was returned by the officer.
5. \_\_\_\_\_ He used this umbrella in Alabama.
6. \_\_\_\_\_ After the rain, the electrician checked the box.
7. \_\_\_\_\_ The end of the afternoon arrived quickly.
8. \_\_\_\_\_ This group is funny.
9. \_\_\_\_\_ The ostrich and the orangutan are interesting.
10. \_\_\_\_\_ My doctor and my orthodontist are neighbors.
11. \_\_\_\_\_ In the evening, Archie likes to go boating.
12. \_\_\_\_\_ Unfortunately, he had a rash and an allergy.
13. \_\_\_\_\_ Her height and agility helped her win the match.
14. \_\_\_\_\_ Linda cared for the infant throughout the night.
15. \_\_\_\_\_ The garbage carton near the oven had licorice and noodles in it.

**The quotation and its author:**

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# 1.1B Nouns Abound in the Classroom

Twenty common nouns of people and things found in a classroom are hidden in this puzzle. Words are placed backward, forward, diagonally, up, and down. Circle the hidden nouns, and write those nouns on the lines below.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| w | h | g | f | c | b | b | v | l | j | y | y | w | s | b | f | t | b | j | x |
| n | d | f | s | h | b | t | l | j | w | v | v | k | h | o | f | x | r | y | d |
| s | j | m | p | f | z | l | g | v | y | l | c | j | a | o | j | v | x | q | l |
| d | x | s | m | b | y | s | g | n | m | a | s | b | r | k | p | h | y | g | v |
| p | j | r | y | t | k | f | r | q | p | q | f | x | p | s | e | k | n | v | v |
| a | r | u | m | k | n | e | j | k | y | d | f | c | e | h | n | j | v | m | c |
| p | o | l | y | e | h | l | c | z | b | n | h | c | n | e | c | n | n | g | k |
| e | o | e | e | c | f | a | d | r | z | a | k | k | e | l | i | j | j | w | y |
| r | d | r | a | o | b | k | c | a | l | b | s | t | r | f | l | r | n | w | s |
| t | c | e | k | f | p | o | n | k | x | e | e | t | l | k | e | e | o | k | r |
| s | t | l | p | c | c | j | o | f | d | s | h | a | u | l | p | d | g | h | c |
| e | r | a | s | e | r | w | c | k | o | k | g | x | p | d | n | t | m | t | w |
| s | m | x | l | d | f | k | t | l | n | h | y | a | m | i | e | f | y | r | j |
| l | r | h | k | l | v | y | c | f | q | d | t | s | w | p | b | n | r | d | s |
| k | y | l | m | d | v | n | b | h | g | s | n | b | d | t | q | r | t | z | q |

The nouns:

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

## 1.2

**Pronouns**

A **pronoun** is a word used in place of one or more nouns.

We use pronouns to:

- ▶ Refer to a noun (called its antecedent) that usually comes before the pronoun
- ▶ Make our writing clearer, smoother, and less awkward

In the sentence, “Roberto feels that he can win the race,” *he* is the pronoun, and *Roberto* is the antecedent.

In the sentence, “Terry and Jim know that they are best friends,” *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

There are several types of pronouns.

**Personal pronouns** refer to people and things. They are divided into three categories called *first person* (referring to the person who is speaking: *I* went to the mall), *second person* (referring to the person spoken to: Joey, can *you* see the bus?), and *third person* (referring to anyone or anything else: Bob saw *us* do this assignment). The pronouns in the two example sentences above are personal pronouns.

The following list shows these three categories of personal pronouns:

|   | <b>Singular</b>                          | <b>Plural</b>             |
|---|--|---------------------------|
| First person<br>(the person speaking)           | I, my, mine, me                          | we, our, ours, us         |
| Second person<br>(the person spoken to)         | you, your, yours                         | you, your, yours          |
| Third person<br>(some other person<br>or thing) | he, his, him, she, her,<br>hers, it, its | they, their, theirs, them |

## 1.2

**Pronouns (Continued)**

In addition to personal pronouns, there are several other types of pronouns: *reflexive pronouns*, *relative pronouns*, *interrogative pronouns*, *demonstrative pronouns*, and *indefinite pronouns*.

A **reflexive pronoun** is formed by adding *-self* or *-selves* to certain personal pronouns. Examples of reflexive pronouns are *myself*, *himself*, *herself*, *itself*, *ourselves*, *themselves*, *yourself*, and *yourselves*. The sentence, “I found it myself,” contains the personal pronoun *I* and the reflexive pronoun *myself*.

*Hissself* and *theirselves* are NOT real words.


An **interrogative pronoun** is used to ask a question. These pronouns are *which*, *who*, *whom*, and *whose*.

A **demonstrative pronoun** is used to point out a specific person or thing. These pronouns include *this*, *that*, *these*, and *those*. In the sentence, “Theresa, is this yours?” *this* is the demonstrative pronoun, and *yours* is the personal pronoun.

An **indefinite pronoun** often does not refer to a specific or definite person or thing. It usually does not have a definite or specific antecedent as a personal pronoun does. In the sentence, “*Everybody* will select *another* to help with *everything*,” the three italicized words are all indefinite pronouns since they take the place of a noun and do not refer to a specific or definite person or thing.

These are all indefinite pronouns:

|          |            |         |          |
|----------|------------|---------|----------|
| all      | each       | more    | one      |
| another  | either     | most    | other    |
| any      | everybody  | much    | several  |
| anybody  | everyone   | neither | some     |
| anyone   | everything | nobody  | somebody |
| anything | few        | none    | someone  |
| both     | many       | no one  |          |

 **WRITING TIP** Make sure that your pronouns are clear so that readers will not be confused. In the sentence, “John told Fred that he had been invited to Lucy’s party,” do we know who he is? Not really! Set up the situation preceding that sentence so that it is clear who he is.

**1.2A****Two at a Time (Pronouns)**

Underline the two pronouns found in each sentence. Above each pronoun label its type using these abbreviations: personal (PER), reflexive (REF), demonstrative (DEM), interrogative (INT), or indefinite (IND) pronoun.

1. This is the way to do it.
2. He hurt himself during gym class.
3. Can you and they finish the cleaning by three o'clock?
4. Who is the person with her?
5. I held the door for them.
6. Please tell him that we said hello.
7. Ours is older than theirs.
8. Neither of them is the clear winner of the race as of now.
9. Will she watch someone while Sarah goes shopping?
10. Those are the best ones to buy.
11. Please bring yours to us.
12. After Jerry spotted the giraffe, he photographed it.
13. Everything has gone well for us.
14. Will they be able to move the belongings by themselves?
15. All of the students know both.

## 1.2B Naming the Pronouns

1. Name four three-letter pronouns:

\_\_\_\_\_

2. Name four pronouns that start with the letter *t*:

\_\_\_\_\_

3. Name six indefinite pronouns:

\_\_\_\_\_

\_\_\_\_\_

4. Name three pronouns that end with *-elves*:

\_\_\_\_\_

5. Name four pronouns that end with *-self*:

\_\_\_\_\_

\_\_\_\_\_

6. Name four interrogative pronouns:

\_\_\_\_\_

7. Circle ten different pronouns in this paragraph. For the total of ten pronouns, if a pronoun appears more than once within the paragraph, count it only once.

I could not fall asleep last night. It felt as if somebody kept knocking on the window keeping me up most of the night. This is pretty unusual. So I tried to calm myself down and think about other things besides being unable to sleep. All of my work paid off when I finally fell asleep.



## 1.3

**Adjectives**

An **adjective** modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers the questions, *What kind? Which one(s)? How many? How much?*

Carrie read an **interesting** story. (*What kind of story?*)

The **recent** article has that information. (*Which article?*)

Kent owns **those** surfboards. (*Which surfboards?*)

Wendy paid **fifty** dollars for the jacket. (*How many dollars?*)

**Much** space was devoted to her artwork. (*How much space?*)

The words *a*, *an*, and *the* are the most frequently used adjectives. Although they are sometimes referred to as articles or noun markers, they are really adjectives, plain and simple. Use *a* before words that start with a consonant sound (*a* joking man or *a* lucky lottery player) and *an* before words that start with a vowel sound (*an* hour's wait or *an* interesting story).

An adjective can come before or after the noun or pronoun it describes:

**Older** cards are found on the table. (*Which cards?*)

**Tall** players and **intelligent** coaches were interviewed by the **interested** reporter. (*Which players? Which coaches? Which reporter?*)

**Tired** and **hungry**, the campers reached the lodge. (*What kind of campers?*)

The campers, **tired** and **hungry**, reached the lodge. (*What kind of campers?*)

There are several types of adjectives:

A **proper adjective** is formed from a proper noun.

Italian bread

Herculean strength

Midas touch

Canadian sunset

A **compound adjective** is a word composed of two or more words. Sometimes these words are hyphenated.

landmark decision

black-and-blue mark

hometown hero

Do not use a hyphen after an adverb ending in *-ly*.

newly painted mural

sickly sweet odor

recently purchased

## 1.3

**Adjectives (*Continued*)**

People sometimes confuse adjectives with nouns or with pronouns. Here are some points to remember.

**QUESTION 1:** *When is a word a noun? When is a word an adjective?*

The **magazine** article applauded the students' efforts in the charity drive. (*Magazine* is an adjective that describes *which* article.)

The article about the students' efforts in the charity drive was in the **magazine**. (Here *magazine* is a noun since it is the name of a thing and does not describe anything.)

Our **Thanksgiving** celebration was fun. (*Thanksgiving* is an adjective describing *which* celebration.)

We celebrated **Thanksgiving**. (*Thanksgiving* is the name of the holiday that was celebrated.)

**QUESTION 2:** *When is a word a pronoun? When is a word an adjective?*

These **demonstrative pronouns** can be used as adjectives: *that, these, this, and those*.

These **interrogative pronouns** can be used as adjectives: *what* and *which*.


These **indefinite pronouns** can be used as adjectives: *all, another, any, both, each, either, few, many, more, most, neither, other, several, and some*.

**This** problem is difficult. (*This* is an **adjective** since it answers the question, *Which problem?*)

**This** is difficult. (*This* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

**Some** people are very funny. (*Some* is an **adjective** since it answers the question, *Which people?*)

**Some** are funny. (*Some* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

 **WRITING TIP** *Adjectives tell more and help your reader know more about people, places, and things. Select the precise word to describe people, places, and things. Which is the most accurate adjective to describe the student: smart, brilliant, insightful, clever, brainy, or bright? Decide. Use a dictionary to find the subtle difference in adjectives that are closely related in meaning.*

**1.3A****And a Trip to the Zoo (Adjectives)**

Sixteen of the words in this activity are not adjectives. Twenty-four are adjectives. On the line after each question number, write the first letter of the twenty-four adjectives in this list below. Then write these twenty-four letters (consecutively) on the lines below Zoo Animals. These twenty-four consecutive letters spell out the names of five animals found in a zoo.

- |                     |                       |
|---------------------|-----------------------|
| 1. _____ nothing    | 21. _____ plumber     |
| 2. _____ pretty     | 22. _____ brave       |
| 3. _____ crust      | 23. _____ interesting |
| 4. _____ faith      | 24. _____ marry       |
| 5. _____ attractive | 25. _____ smart       |
| 6. _____ grabbed    | 26. _____ old         |
| 7. _____ nice       | 27. _____ solitude    |
| 8. _____ America    | 28. _____ nasty       |
| 9. _____ dainty     | 29. _____ beautifully |
| 10. _____ agile     | 30. _____ proud       |
| 11. _____ mechanic  | 31. _____ infantile   |
| 12. _____ mean      | 32. _____ earn        |
| 13. _____ they      | 33. _____ great       |
| 14. _____ odd       | 34. _____ forget      |
| 15. _____ noisy     | 35. _____ zany        |
| 16. _____ nor       | 36. _____ elegant     |
| 17. _____ kind      | 37. _____ boastful    |
| 18. _____ neither   | 38. _____ rigid       |
| 19. _____ easy      | 39. _____ decide      |
| 20. _____ young     | 40. _____ average     |

**Zoo Animals:**

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## **1.3B** Listing Three Adjectives

1. Name three complimentary adjectives that describe one of your friends:

\_\_\_\_\_

2. Name three adjectives that describe the beach on a summer's day:

\_\_\_\_\_

3. Name three adjectives that describe a Super Bowl crowd:

\_\_\_\_\_

4. Name three adjectives that describe one of your Halloween costumes:

\_\_\_\_\_

5. Name three adjectives that describe a famous actor or actress:

\_\_\_\_\_

6. Name three adjectives that describe a book or magazine article that you recently read:

\_\_\_\_\_

7. Name three adjectives that describe a typical spring day where you live:

\_\_\_\_\_

8. Name three adjectives that describe your favorite song:

\_\_\_\_\_

9. Name three adjectives that describe one of your recent math tests:

\_\_\_\_\_

10. Name three adjectives that describe one of your most difficult experiences:

\_\_\_\_\_

## 1.4

## Verbs

There are several types of **verbs** to be studied: the action verb, the linking verb, and the helping verb.

**✕ Action Verbs**

An **action verb** tells what action (often a physical action) a subject is performing, has performed, or will perform.

My father *delivers* packages to department stores each day.

Louie *bowled* a perfect game last night.

Suzanne *skated* across the rink in Central Park.

*Turn* at the next corner, Noel.

Oscar will *help* Petra with the project.

**✕ Linking Verbs**

A **linking verb** connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*.

**My sister is a doctor.** (The linking verb, *is*, connects the subject, *sister*, with the predicate nominative, *doctor*.)

**My sister is studying to become a doctor.** (In this sentence the word *is* is a helping verb for the main verb, *studying*. *Is* does not function as a linking verb.)

**He appeared tired.** (The linking verb, *appeared*, links the subject, *He*, with the predicate adjective, *tired*.)

**He appeared at the game.** (In this sentence the verb, *appeared*, is an action verb, not a linking verb.)

In the following group of sentences, the odd-numbered sentences exemplify the linking verb and the even-numbered sentences show the same verb used as either an action verb or a helping verb. Discuss why each verb functions as it does.

1. Reggie *looked* confused.
2. Reggie *looked* for his missing wallet.
3. Tammy *grew* tired during the long concert.
4. Tammy *grew* tomatoes in her garden this year.
5. I *feel* confused in math class.
6. I *feel* the penny at the bottom of this pool.

## 1.4 Verbs (*Continued*)

### ✎ Helping Verbs

A **helping verb** assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*.

The *italicized* word in each sentence below is the helping verb. The underlined word is the main verb.

The members *are* going to the city tomorrow evening.

*Are* the members going to the city tomorrow evening?

That joke *has been* heard around the office.

*Has* that joke *been* heard around the office?

Her brothers *are* leaving for the train.

*Are* her brothers leaving for the train?

Think you know your verbs? On the lines below, write a verb that starts with the letter *a*, and then one that starts with the letter *b*, and so forth until you have written a verb for each of the twenty-six letters of the alphabet. These verbs can be action, linking, or helping verbs.

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 **WRITING TIP** Use the precise verb for each situation. Walk might not suit the situation as well as stroll, pace, totter, or saunter. Use a dictionary or a thesaurus to help you along.

**1.4A****Where the Boys Are (Verbs)**

Underline the verb in each of the following sentences. Then on the line before each sentence, write the first letter of the verb found in that sentence. Finally, write the twenty consecutive letters on the lines below the last numbered item to identify the names of five boys.

1. \_\_\_\_\_ Will he remember the name of the boys?
2. \_\_\_\_\_ Yes, she understands your explanation.
3. \_\_\_\_\_ Please shuffle the cards now.
4. \_\_\_\_\_ Send the messenger to the principal's office.
5. \_\_\_\_\_ Juan jokes around most of the time.
6. \_\_\_\_\_ You omitted several names of tonight's program.
7. \_\_\_\_\_ The scientists simulated the rocket's path.
8. \_\_\_\_\_ Mrs. Simmons, our teacher, erased the board quickly.
9. \_\_\_\_\_ The plant withered last week.
10. \_\_\_\_\_ Coach Albers inspired us before the big football game last week.
11. \_\_\_\_\_ The runner leaped with enthusiasm after her record-breaking performance.
12. \_\_\_\_\_ They loved last night's dance recital.
13. \_\_\_\_\_ The cyclists pedaled through the mountains during the grueling segment of the Tour de France.
14. \_\_\_\_\_ He envies the other players.
15. \_\_\_\_\_ I told you that earlier.
16. \_\_\_\_\_ The artist etched the rough outline.
17. \_\_\_\_\_ I forgot my jacket in the music room.
18. \_\_\_\_\_ They easily recalled the unforgettable incident.
19. \_\_\_\_\_ That game ended his hopes for a professional career.
20. \_\_\_\_\_ Her parents decided that long ago.

The names of the five boys are \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## 1.4B Connecting Verbs and Vocabulary

Thirty verbs are listed alphabetically in the box below. Show your vocabulary knowledge by placing each specific verb in its proper space underneath one of the five less specific general verbs that follow. Each less specific general verb should have six specific verbs below it. Use each specific verb only once.

|            |         |           |           |             |
|------------|---------|-----------|-----------|-------------|
| accomplish | achieve | apprehend | chatter   | chuckle     |
| claw       | collar  | confess   | conquer   | corral      |
| giggle     | gossip  | guffaw    | howl      | meander     |
| overcome   | parade  | plod      | pronounce | roar        |
| score      | shuffle | snare     | snicker   | soliloquize |
| stride     | trap    | trek      | triumph   | verbalize   |

**Walk:**

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**Talk:**

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**Laugh:**

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**Succeed:**

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**Catch:**

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## 1.4C You Will Not Need Help Here (Verbs)

Fill in the blanks in each sentence with a helping verb or a main verb.

1. We should \_\_\_\_\_ by tomorrow afternoon.
2. Joey would \_\_\_\_\_ your phone number anyway.
3. None of us \_\_\_\_\_ that you remembered his locker combination.
4. The president \_\_\_\_\_ many television appearances.
5. They had \_\_\_\_\_ in the fifty-mile run.
6. Our friends have \_\_\_\_\_ several wild animals.
7. She is \_\_\_\_\_ a great time at the dance.
8. You \_\_\_\_\_ the election by many votes, Teresa.
9. I am \_\_\_\_\_ to the rodeo with Todd and Frank tomorrow.
10. Roberto and Herm are \_\_\_\_\_ the float for the homecoming parade.
11. All of us can \_\_\_\_\_ to your interesting story.
12. He will probably \_\_\_\_\_ your help installing the air-conditioner.
13. I \_\_\_\_\_ be \_\_\_\_\_ with you if I need a ride tonight.
14. Most of the actors were certainly \_\_\_\_\_ to the Academy Awards that evening.
15. The passengers \_\_\_\_\_ being \_\_\_\_\_ at the airport gate.