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703

Date: \_\_\_\_\_

Name: \_\_\_\_\_

# ENGLISH 703

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“When you go through your day expressing kindness and courtesy to all you meet, you leave behind a feeling of warmth and good cheer, and you help alleviate the burdens everyone is struggling with.”

*Brian Tracy*

# English 703

## OBJECTIVES

1. To Understand the Meaning and Importance of Being **Considerate**
2. To Apply Spelling Concepts:
  - a. Latin Roots: manu, anim, arbitr, art, cap, capt
  - b. Forming the Plural of Nouns
3. To Understand and Use Nouns
4. To Understand and Use Pronouns

In this unit, you will learn about the character quality of being **considerate**. Being considerate means being observant of the feelings of others. It means being less concerned with yourself and more concerned with others and their needs.

**Directions:** Look up the origin of the word *considerate*. List some other words that come from the same origin.

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### Section 1: Spelling List

The following words will be your spelling words for this unit. These words illustrate the spelling concepts covered in this chapter. You will be reminded to study your words in Chapters 2 and 3 to prepare you for the test at the end of the unit.

- |                |                |               |
|----------------|----------------|---------------|
| 1. manual      | 10. capture    | 19. quizzes   |
| 2. manufacture | 11. captive    | 20. buoys     |
| 3. animal      | 12. captor     | 21. journeys  |
| 4. animated    | 13. computers  | 22. mysteries |
| 5. arbiter     | 14. continents | 23. countries |
| 6. arbitration | 15. judges     | 24. knives    |
| 7. arbitrary   | 16. concepts   | 25. shelves   |
| 8. artisan     | 17. ditches    |               |
| 9. artistic    | 18. foxes      |               |



## Section 2: Spelling Concepts

1. The following roots of words come from Latin. You need to learn the meaning of the root because it at least partly determines the meaning of the whole word.

- a. manu – make
- b. anim – life, mind
- c. arbitr – to judge, consider
- d. art – craft, skill
- e. cap, capt – to take

**Directions:** Write each word under the correct heading.

manu	anim	arbitr
1. _____	3. _____	5. _____
2. _____	4. _____	6. _____
		7. _____

  

art	cap, capt
8. _____	10. _____
9. _____	11. _____
	12. _____

Little deeds of kindness, little words of love,  
help to make earth happy, like the Heaven  
above.

*Julia Fletcher Carney*

2. **Forming the Plurals of Nouns**

- a. **Most nouns form the plural by adding –s to the end of the word.**

**Directions:** *List the words that form the plural by adding –s.*

1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

- b. **If a word ends in –s, –z, –x, –ch, or –sh, the plural is formed by adding –es.**

**Directions:** *List the words that form the plural by adding –es.*

5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_

- c. **If a word ends in –y preceded by a vowel, the plural is formed by adding –s.**

**Directions:** *List the words that end in –y preceded by a vowel.*

8. \_\_\_\_\_  
9. \_\_\_\_\_

d. If a word ends in **-y** preceded by a consonant, the plural is formed by changing the **y** to **I** and adding **-es**.

**Directions:** List the words that end in **-y** preceded by a consonant.

10. \_\_\_\_\_

11. \_\_\_\_\_

e. If a word ends in **-f** or **-fe**, the plural is often formed by changing the **-f** or **-fe** to **-ves**.

**Directions:** List the words that end in **-f** or **-fe** and form plural by changing the **-f** or **-fe** to **-ves**.

12. \_\_\_\_\_

13. \_\_\_\_\_



**Score Sections 1 and 2 now. Teacher's initials:** \_\_\_\_\_

**“Seek always to do some good, somewhere. Every man has to seek in his own way to realize his true worth. You must give some time to your fellow man. Even if it's a little thing, do something for those who need help, something for which you get no pay but the privilege of doing it. For remember, you don't live in a world all your own.**

**Your brothers are here too.”**

**Albert Schweitzer**

### **Section 3: Searching for Meaning**

**Directions:** Look up each spelling word. Remember to put the definition in your own words, and be sure you understand the definition. Notice how the meaning of the roots influences the meanings of the words.

1. manual \_\_\_\_\_
2. manufacture \_\_\_\_\_
3. animal \_\_\_\_\_
4. animated \_\_\_\_\_
5. arbiter \_\_\_\_\_
6. arbitration \_\_\_\_\_
7. arbitrary \_\_\_\_\_
8. artisan \_\_\_\_\_
9. artistic \_\_\_\_\_
10. capture \_\_\_\_\_
11. captor \_\_\_\_\_
12. captive \_\_\_\_\_
13. computers \_\_\_\_\_
14. continents \_\_\_\_\_
15. judges \_\_\_\_\_
16. concepts \_\_\_\_\_
17. ditches \_\_\_\_\_
18. foxes \_\_\_\_\_
19. quizzes \_\_\_\_\_
20. buoys \_\_\_\_\_

21. journeys \_\_\_\_\_

22. mysteries \_\_\_\_\_

23. countries \_\_\_\_\_

24. knives \_\_\_\_\_

25. shelves \_\_\_\_\_

**Directions:** Look up and record the dictionary meaning of the word **considerate**.

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**Score Section 3 now. Teacher's initials:** \_\_\_\_\_

*To be considerate, you have to go against much of what the world teaches, such as "Look out for Number One." To be considerate, you have to be willing to look out for other people instead of yourself.*

# Practice Being Considerate



## CHAPTER 1 REVIEW

**Directions:** *Underline the correct spelling of each word.*

1. manuel            manual
2. manufacture    manuefacture
3. animel            animal
4. animatted        animated
5. arbitter          arbiter
6. arbitration      arbitration
7. arbitrary         arbitrary
8. artisen            artisan
9. artistick         artistic
10. capture          capshur
11. captive          kaptive
12. captor            captar
13. computers        computeres
14. continentes     continents
15. judges            juges
16. consepts         concepts
17. ditchs            ditches
18. foxez             foxes
19. quizzes          quizzes
20. buoyies          buoys

**Directions: Use each spelling word in a sentence.**

21. journeys \_\_\_\_\_

22. mysteries \_\_\_\_\_

23. countries \_\_\_\_\_

24. knives \_\_\_\_\_

25. shelves \_\_\_\_\_

**Directions: Define the roots learned in this chapter.**

26. manu \_\_\_\_\_

27. anim \_\_\_\_\_

28. arbitr \_\_\_\_\_

29. art \_\_\_\_\_

30. cap, capt \_\_\_\_\_

**Directions: Read the following situation, and write a considerate response.**

*You are planning to read a book this rainy Saturday morning. Your younger brother is doing a difficult project in science, which happens to be one of your best subjects. He is having trouble and needs help.*

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Keep up the good work!

Score Chapter 1 Review now. Teacher's initials: \_\_\_\_\_

Keep up the good work!

## **Chapter 2: Nouns**

### **Section 1: Types of Nouns**

- 1. A noun is a word that names a person, place, thing, or idea.**

Examples of nouns:

Person: Sharon, chef, mother, coach, student

Place: yard, Chicago, home, China

Thing: lawnmower, paper, note, cup

Idea: devotion, loyalty, love, infatuation

- 2. A collective noun is a singular noun that names a group.**

Examples of collective nouns: team, group, covey, herd, orchestra

- 3. A compound noun is two or more words that are used as a single noun.**

Examples of compound nouns: Mt. Zion, birdhouse, mother-in-law

- 4. A common noun does not name a particular person, place, thing, or idea.**

Examples of common nouns: avenue, county, uncle

- 5. A proper noun names a particular person, place, thing, or idea.**

Examples of proper nouns: Boone Avenue, Clark County, Uncle Joe

**Directions: Name a common noun for each category.**

1. person \_\_\_\_\_
2. place \_\_\_\_\_
3. thing \_\_\_\_\_
4. idea \_\_\_\_\_

**Directions: Now replace each common noun with a proper noun.**

1. person \_\_\_\_\_
2. place \_\_\_\_\_
3. thing \_\_\_\_\_
4. idea \_\_\_\_\_

**Directions: Write sentences as directed.**

1. with a collective noun as the subject

\_\_\_\_\_

2. with a compound noun as the subject

\_\_\_\_\_

3. with a proper noun as the subject

\_\_\_\_\_

**Score Section 1 now. Teacher's initials: \_\_\_\_\_**

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## **Section 2: Nouns as Subjects**

The subject of a sentence will be a noun or a pronoun. (More on pronouns later.) You have learned that to find the subject of a sentence, first find the verb. Then, ask who or what performed the action of the verb.

Paul drove the truck.

The **verb** in this sentence is drove. Ask “Who drove?” and you will discover that **Paul** is the subject of this sentence. Now you need to learn some specific rules about subjects.

- ❑ **The subject and verb must have agreement in number.** That is, a singular subject must have a singular verb, and a plural subject must have a plural verb.

The cat is on the roof. (Singular subject and verb)  
The cats are on the roof. (Plural subject and verb)

- ❑ **Cities, countries, organizations, works of art, and literary works are considered singular even if they appear to be plural.**

*The Encyclopedia Britannica* is my favorite reference book.  
*Sioux Falls* was a great place to visit.  
*Tea Leaves* is a wonderful shop.

- ❑ **Collective nouns can be singular if the group is thought of as a unit and can be plural if the group is thought of separately.**

The orchestra has finished its performance. (Singular)  
The children were taking turns on the swings. (Plural)

- ❑ **Nouns that name amounts can also be singular if thought of as a unit and plural if thought of separately.**

Three-fourths of the students were finished. (Plural)  
Three-fourths of my money is gone. (Singular)

- **If the subject and verb are separated by a phrase, or if the sentence asks a question, you must be careful to locate the subject and make sure the verb agrees with it.**

The last of the cups has been broken. (Singular)  
The names of the band were announced. (Plural)  
Here is the list of names. (Singular)  
Where are the dogs? (Plural)

- **Compound subjects joined by the word *and* usually require a plural verb unless the compound noun is considered as a unit or is only one person.**

My mom and dad are going to a party. (Plural)  
Our teacher and coach is Mrs. Freitag. (Singular)  
Macaroni and cheese is Alyssa's favorite food. (Singular)

- **When compound subjects are joined by *or*, *nor*, *either . . . or*, or *neither . . . nor*, the verb agrees with the subject nearer the verb.**

Neither Al nor his brothers were at home. (Plural)  
Neither Al nor his brother was at home. (Singular)

**"Our job is not to straighten  
each other out, But to help  
each other up."**

**Neva Cole**

**Directions: Underline the correct verb in each sentence.**

1. Don and Jean (like, likes) to get up early.
2. One-half of the cake (has been eaten, have been eaten).
3. Neither you nor I (knows, know) the answer to that problem.
4. Either Kendra or her aunts (cook, cooks) at Christmas.
5. The leaves from the oak tree (have fallen, has fallen).
6. Forty dollars (was needed, were needed) for the teacher's gift.
7. Ham and eggs (are, is) my favorite breakfast.
8. No news (are, is) good news.
9. Cumberland Falls (is visited, are visited) by many tourists in the summer.
10. The band (have finished, has finished) practice.

**Directions: Write sentences as directed. Make sure the subject and verb agree.**

1. with a collective noun as the subject

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2. with a compound subject

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3. with a place as the subject

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4. with an amount as the subject

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**Score Section 2 now. Teacher's initials: \_\_\_\_\_**

### Section 3: Nouns as Direct Objects

As you learned in the chapter about sentences, some sentences need words to complete them. Another way to use a noun is as a direct object. A **direct object** is a noun or pronoun that comes after an action verb and receives the action of the verb. It answers the question *whom* or *what* after the verb.

Karen bought a **van**. (Van answers the question *what* did she buy.)  
I see **Tony**. (Tony answers the question *whom* did I see.)

- Direct objects can be singular or compound.

I fixed **breakfast**. (singular)  
I fixed **pancakes** and **syrup**. (compound)

- Direct objects will not be in prepositional phrases.

**We ate at the restaurant**. (The noun in the predicate is restaurant, which is the object of the preposition **at** and does not answer the question *whom* or *what* after the verb.)

**We ate dinner at the restaurant**. ('Dinner' answers the question *what* after the verb and is the direct object.)

- Remember that there must be an action verb in order for there to be a direct object. If there is no action verb, there will be no direct object.

**Charles is the captain**. (Captain is a noun but is not used as a direct object because the verb *is* is not an action verb.)

**We like the captain**. (Captain is the direct object answering the question *whom*.)

- Questions can have direct objects, even though the order of the sentence is different. Follow the same procedure to locate the direct object.

Have you taken the test? ('Test' is the direct object answering the question *what*.)



**Directions: Underline the verb(s) in each sentence. Circle the direct object(s). Watch for compound objects. Not every sentence will have a direct object. Do not be confused by objects of prepositions.**

1. Terry has a (dog) a (cat) and ten (fish).
2. Oliver sat at the table and wrote the story.
3. I am not angry with you.
4. We have three rooms to clean today.
5. They are planning three field trips and a class party.
6. Ross introduced the new assistant to the principal.
7. We all want tacos for lunch.
8. Have you seen the new movie?
9. Jerry was at the movies last night.
10. I rented that movie last week.

**Directions: Write sentences as directed.**

1. with a singular direct object

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2. a question with a direct object

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3. with a compound direct object

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**Score Section 3 now. Teacher's initials: \_\_\_\_\_**

## Section 4: Nouns as Predicate Nominatives

Another use for a noun is as a predicate nominative. **A predicate nominative is a noun or pronoun that follows a linking verb and renames the subject.** It looks suspiciously like a direct object, but the differences are: it follows a linking verb instead of an action verb, and instead of receiving the action of the verb, it renames the subject. To locate a predicate nominative, first look for a linking verb. Then, look for a noun in the predicate that describes or renames the subject.

**Jane was the teacher.** (The linking verb is **was**. The word *teacher* renames the subject Jane.)

**Jane likes the teacher.** (**Likes** is an action verb, and *teacher* is a direct object answering the question whom.)

- Predicate nominatives, like direct objects, will not be in prepositional phrases.

**The statue was at the wall.** (The word *wall* is the object of the preposition. It does not describe or rename statue and is not a predicate nominative.)

**The statue was Moses.** (The word *Moses* is a predicate nominative because it follows the linking verb *was* and renames the subject.)

- Predicate nominatives can be singular or compound.

**Dan is a father.** (singular)

**Dan is a father and a policeman.** (plural)

- Questions and imperative sentences can also have predicate nominatives.

**Is Jane the teacher?** (*Teacher* is still the predicate nominative.)

**Please be the hero in the play.** (*Hero* is the predicate nominative, even though the subject, *you*, is understood.)

**Directions: Underline each linking verb, and circle each predicate nominative.**

1. Joan is the librarian for the school.
2. Is the computer a laptop?
3. Lindy is a nurse and a mother.
4. Was the book a novel?
5. You are my friend and role model.
6. Tom and Dan are boy scouts.
7. Please be my friend.
8. Steve should have been a doctor.
9. Francis will be a missionary.
10. The dessert on the table is cobbler.



Score Section 4 now. Teacher's initials: \_\_\_\_\_

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*"The only true source of  
politeness is  
consideration."*

**William Gilmore Simms**  
1806-1870, American Author

## Section 5: Indirect Objects

Still another use for a noun is as an indirect object. **An indirect object is a noun or pronoun that comes before the direct object and tells *for whom* or *for what*, or *to whom* or *to what* the action of the verb is done.**

- To find the indirect object, first find the verb. Then, find the direct object and look for a noun or pronoun that tells *for whom* or *for what*, or *to whom* or *to what* the action of the verb is done. An indirect object must have a direct object. If there is no direct object, there will be no indirect object.

**Gina gave me a party.** (The verb is *gave*. *Party* is the direct object. *Me* is the indirect object.)

- An indirect object will not be in a prepositional phrase.

**Stanley showed me the cat.** (The verb is *showed*. The direct object is *cat*. The indirect object is *me*.)

**Stanley showed the cat to me.** (The word *cat* is still the direct object, but the word *me* is an object of the preposition *to*.)

- An indirect object can be compound.

**Stanley showed Don and me the cat.** (The words *Don* and *me* are both indirect objects, joined by the conjunction *and*.)



**"Great opportunities to help others seldom come, but small ones surround us every day."**

**Directions: Underline the verb in each sentence. Identify the italicized word as a direct object, predicate nominative, indirect object, or object of a preposition.**

1. \_\_\_\_\_ Mother gave *Tom* the last of the cake.
2. \_\_\_\_\_ Mother gave Tom the *last* of the cake.
3. \_\_\_\_\_ Mother gave Tom the last of the *cake*.
4. \_\_\_\_\_ Steve came to the *party*.
5. \_\_\_\_\_ I have three *coins* in my pocket.
6. \_\_\_\_\_ I have three coins in my *pocket*.
7. \_\_\_\_\_ Please take Marla her *assignments*.
8. \_\_\_\_\_ Please take *Marla* her assignments.
9. \_\_\_\_\_ Ken is the *president* of the club,
10. \_\_\_\_\_ Ken is the president of the *club*.
11. \_\_\_\_\_ Will you be the *leader* this time?
12. \_\_\_\_\_ Paul took *Chemistry* and *Math* at the college.
13. \_\_\_\_\_ Paul took Chemistry and Math at the *college*.
14. \_\_\_\_\_ Please be the *example* of good manners for the other students.
15. \_\_\_\_\_ Please be the example of good *manners* for the other students.



**Score Section 5 now. Teacher's initials: \_\_\_\_\_**

## Section 6: Appositives, Gerunds, and Infinitives

- An **appositive** is a noun that follows and explains another noun. An appositive is usually nonessential to the sentence and is set off by commas.

Jan's mother, **a nurse**, helped at the scene of the accident. (The word *nurse* is an appositive and explains the noun *mother*.)

- An **appositive phrase** consists of the appositive and its modifiers.

Steve, **the nicest man I know**, is retiring. (The appositive is *man*, and the appositive phrase consists of *man* and the modifiers—*the nicest man I know*.)

- As you learned in the last unit, a **gerund** is a verb form used as a noun. A gerund ends in *-ing* and can be used as a subject, direct object, predicate nominative, object of a preposition, or appositive.

**Swimming** is her favorite sport. (subject)  
Her favorite sport is **swimming**. (predicate nominative)  
Her favorite sport, **swimming**, is excellent exercise. (appositive)  
She likes **swimming**. (direct object)  
I am not fond of **swimming**. (object of a preposition)

- An **infinitive** is a verb form, used as a noun, where the verb is preceded by the word **to**. This form can be used as a subject, direct object, predicate nominative, or appositive.

**To win** the race was his dream. (subject)  
His dream was **to win** the race. (predicate nominative)  
His dream, **to win** the race, came true. (appositive)  
He wanted **to win** the race. (direct object)

**Directions: Circle each appositive phrase and underline each appositive.**

1. Our teacher, the graduate student, has finished grading the tests.
2. Mr. Perkins, the author, had a book signing.
3. I like *Little Italy*, the new restaurant.
4. Jeremy, the family's first child, will graduate in May.
5. We moved into the new house, the third one on the right.

**Directions: Identify the italicized word as gerund or infinitive.**

1. \_\_\_\_\_ They love *to camp*.
2. \_\_\_\_\_ They love *camping*.
3. \_\_\_\_\_ *Bicycling* is an excellent form of exercise.
4. \_\_\_\_\_ We are extremely tired of *walking*.
5. \_\_\_\_\_ Her first thought, *to buy* all new clothes, was not practical.
6. \_\_\_\_\_ *To arrive* at school on time is a worthy goal.
7. \_\_\_\_\_ She wants *to go* to college.
8. \_\_\_\_\_ *Working* on my paper is all I am going to do today.
9. \_\_\_\_\_ We encourage *sharing* in our family.
10. \_\_\_\_\_ Your job, *folding* the clothes, will not take long.



**Score Section 6 now. Teacher's initials: \_\_\_\_\_**

## CHAPTER 2 REVIEW

**Directions:** Write or type your spelling words. Study the meanings and the meanings of the roots.

**Directions:** Give examples as directed.

1. A common noun \_\_\_\_\_
2. A proper noun \_\_\_\_\_
3. A collective noun \_\_\_\_\_
4. A compound noun \_\_\_\_\_

**Directions:** Identify how each italicized noun is used in the sentence (subject, direct object, indirect object, predicate nominative, appositive.)

1. \_\_\_\_\_ The *cups* are still in the dishwasher.
2. \_\_\_\_\_ The cups, the blue *ones*, are still in the dishwasher.
3. \_\_\_\_\_ Our parents are the *sponsors* of the event.
4. \_\_\_\_\_ Jason, my older *brother*, will be home tomorrow.
5. \_\_\_\_\_ Daniel took *Grandmother* a dog.
6. \_\_\_\_\_ Daniel took Grandmother a *box* of cookies.
7. \_\_\_\_\_ We will expect Tom, our *uncle*, tonight.

**Directions:** Define the following.

1. appositive \_\_\_\_\_
2. indirect object \_\_\_\_\_  
\_\_\_\_\_
3. gerund \_\_\_\_\_
4. infinitive \_\_\_\_\_



**Directions: Underline the correct verb in each sentence.**

1. One-half of the students (was, were) ready for the exam.
  2. The last of the meat loaf (is, are) in the refrigerator.
  3. Neither Tamara nor her cousins (have, has) brown hair.
  4. The dance team (leave, leaves) tomorrow for the competition.
  5. Ham and eggs (is, are) my favorite breakfast.
- moral

**Directions: Explain this idea in a paragraph.**

“You do not have to agree with a person or even like him to be considerate of him.”

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**Score Chapter 2 Review now. Teacher's initials: \_\_\_\_\_**

## Chapter 3: Pronouns

### Section 1: Pronouns Defined

- A **pronoun** is a word that takes the place of a noun. The **antecedent** is the noun replaced by the pronoun.

**Brian** was sick last week. **He** had to go to the doctor. (The pronoun **he** takes the place of the noun **Brian**, which is the antecedent.)

- **Types of Pronouns**

- **Personal Pronouns** refer to people.

I me we they he she it us them my mine you  
him her his hers their theirs our ours its yours

- **Demonstrative pronouns** point out the person or thing referred to.

that this those these

- **Interrogative pronouns** are used in questions.

which what who whose whom

- **Indefinite pronouns** do not name a particular person or thing.

someone somebody something everyone everybody  
no one nobody anyone anybody some both several  
many few each either none all most neither one

- **Relative pronouns** introduce dependent clauses.

whose which that who whom

- **Compound pronouns** are pronouns combined with –self or –selves.

myself yourself itself himself herself  
ourselves yourselves themselves

**Directions: Underline each pronoun and identify its type. (personal, demonstrative, interrogative, indefinite, relative, and compound)**

1. \_\_\_\_\_ Joan and I have a test tomorrow.
2. \_\_\_\_\_ Stan can finish the job himself.
3. \_\_\_\_\_ Which building is the shoe store?
4. \_\_\_\_\_ We returned to the hotel at 5:00.
5. \_\_\_\_\_ John located the papers that were lost.
6. \_\_\_\_\_ Somebody ought to put the cat out.
7. \_\_\_\_\_ The book on the table is mine.
8. \_\_\_\_\_ The teacher knows us.
9. \_\_\_\_\_ Does Frances have the book that was in the library?
10. \_\_\_\_\_ Tabitha wants those people to come to the party.
11. \_\_\_\_\_ Who took the last of the spaghetti?
12. \_\_\_\_\_ The team is afraid of no one.

**Some synonyms for considerate are: helpful, attentive, philanthropic, courteous, careful, mindful, heedful, amiable, humane, and benevolent.**



**Score Section 1 now. Teacher's initials: \_\_\_\_\_**

## **Section 2: Pronouns Must Agree**

Not understanding pronoun agreement causes people to make many errors in writing and speaking. You need to learn these basic rules of pronoun agreement.

- **A pronoun subject must agree in number (that is, be singular or plural) with the verb of the sentence.**

- **The following pronouns are singular and take a singular verb.**

one everyone everybody somebody someone anyone  
anybody no one nobody each either neither

**One** of the books was returned. (One is singular and must have a singular verb.)

- **The following pronouns are plural and take a plural verb.**

both few several many

**Both** of the books **are** in the bookcase. (Both is plural and must have a plural verb.)

- **The following pronouns can take a singular or plural verb depending on the sentence.**

most all some any none

**All** of the mud **was** cleaned off the shoes. (Singular)

**All** of the children **were** asleep. (Plural)

- **A pronoun must agree in number with its antecedent.**

**Gerome** took **his** bicycle to the race. (Singular pronoun agreeing with singular subject)

**The girls** took **their** bicycles to the race. (Plural pronoun agreeing with plural subject)

- If the antecedent is compound joined by the word **and**, the pronoun is usually plural.

Sarah **and** Ann put **their** clothes in the hamper. (*Their* is a plural pronoun.)

- If the antecedent is plural and joined by **or** or **nor**, the pronoun agrees with the antecedent nearer the verb.

Mom or her sisters are putting away **their** groceries. (*Their* is plural and agrees with sisters.)

- If two pronouns are used in the same sentence, they must agree in number. Singular pronouns are used to refer to the singular indefinite pronouns, and plural pronouns are used to refer to the plural indefinite pronouns. The agreement of some pronouns is determined by the context of the sentence.

**Either** of the girls can wash **her** own clothes. (Either and her are both singular.)

**Both** brought **their** clothes to the washer. (Both and their are plural.)

**Some** of the girls brought **their** music. (Plural)

**Some** of the shirt lost **its** color. (Singular)

□ **A pronoun must agree in gender with the antecedent.**

- If the antecedent is masculine, the pronoun must be masculine, and if the antecedent is feminine, the pronoun must be feminine.

**Kendra** saved **her** snack from yesterday. (feminine)

**Jack** saved **his** dessert for tomorrow. (masculine)

- If the antecedent is neutral in gender, that is, is neither masculine nor feminine, it is referred to by **it** and **its**.

The table lost **its** leg.

- If the gender of the antecedent is not known, the masculine form or both forms together can be used.

The doctor must bring **his** own supplies. OR  
The doctor must bring **his** or **her** own supplies.

**Directions: Underline the correct verb in each sentence.**

1. One of my gloves (is, are) missing.
2. Each of the pilots (are, is) training for three years.
3. Most of the students (are, is) finished with the assignment.
4. Some of the trees (have, has) already turned yellow.
5. Both of the restaurants (are, is) closed.
6. Most of the pieces (has, have) been lost.
7. All of the drivers (was, were) late.
8. All of the work (has, have) been done.

**Directions: Underline the correct pronoun in each sentence.**

1. Each of the players has (their, his) own shoes.
2. Most of the hotels have (their, its) own pools.
3. All of the girls brought (her, their) own snacks.
4. Some of the band members bring (their, his) own music.
5. Stephanie lost (hers, her) trumpet.
6. The dollhouse needs (their, its) roof fixed.
7. The teacher saved (her, its) notes for the next lecture.

8. Larry needs (its, his) shoe tied.
9. Most of the cake still has (its, their) frosting.
10. The parents all had (her, their) assignments.

**Look around you, outside of the circle of your own needs and wants. You will find there are many people who need a little consideration today- a lot of people you can minister to, even at your young age. You may even feel better about yourself and forget your own problems as you focus on the needs of others.**



**Score Section 2 now. Teacher's initials: \_\_\_\_\_**

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### ***Section 3: The Case of Pronouns***

**You will now focus on using personal pronouns. Personal pronouns can be classified according to case: nominative case, objective case, and possessive case.**

#### **□ Nominative Case Pronouns**

- The nominative case pronouns are:

I you he she it we they whoever who

- If the **subject** of a sentence, **singular or compound**, contains a pronoun, the pronoun must be in the nominative case.

**He** is my father.

Greg and **he** will do all the work.

- If a sentence has a pronoun used as a predicate nominative, it must be a nominative case pronoun. This rule makes sense because a predicate nominative renames the subject and so should be the same case as the subject.

The contestants are **he** and **she**.  
It is **I**.

#### □ Objective Case Pronouns

- The objective case pronouns are:

me you him her it us them whom whomever

- If a sentence has a pronoun used as a direct or indirect object, it must be in the objective case.

Shannon will finish **it**.  
Bring **me** the cat.  
Ellen saw Drew and **me**.

- If a sentence has a pronoun used as an object of a preposition, the pronoun must be in the objective case.

Bring the paper to **him**.  
We received an invitation from Gary and **her**.  
The table has a cloth on **it**.

Be careful not to use a nominative case pronoun in the predicate as a direct or indirect object or as the object of a preposition.

This is good for him and **I**. (incorrect use of **I**)

This is good for him and **me**. (correct)

#### □ Possessive Case Pronouns

- Possessive pronouns indicate ownership. The possessive case pronouns are:

my mine your yours his her hers its

our ours their theirs



- My, your, his, her, its, our, and their come before nouns and are used as adjectives. They are called *possessive adjectives*.

**My** dad is the owner of the print shop.  
Shana followed **her** cousin to the park.

- Mine, yours, his, hers, its, ours, and theirs function as pronouns and can be used as subjects, predicate nominatives, and objects.

**Mine** is the smallest house in the neighborhood.  
The biggest yard is **hers**.  
I like this house, and I am fond of **yours**.

Do not confuse it's with its. *It's* is a contraction meaning it is. *Its* is a possessive pronoun indicating ownership.

**Directions: Underline the correct pronoun in each sentence.**

1. That tent is (yours, our).
2. Dorian brought a bucket for (I, me).
3. Mr. Gennings took (she, her) to school.
4. The leaders will be (her, she) and (I, me).
5. The letter for Allison and (he, him) arrived yesterday.
6. (Mine, My) is the old car.
7. Lily and (we, us) will attend the concert.
8. Drew saw (its, it) first.

**Directions: Write sentences as directed.**

1. Using a possessive case pronoun

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2. Using an objective case pronoun

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3. Using a nominative case pronoun

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When you are trying to decide which case of pronoun to use, remember:

Look at how the pronoun is being used in a sentence. The function of the pronoun will tell you which case to use.

If a pronoun is compound with another pronoun or a noun, try saying the pronoun alone in the sentence. Saying it alone makes it easier to figure out which pronoun is the right one.

**Score Section 3 now. Teacher's initials:** \_\_\_\_\_

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### CHAPTER 3 REVIEW

**Directions:** *On your own paper, write a sentence with each spelling word. Study the meanings of the roots.*

**Directions:** *Give an example of each type of pronoun.*

1. Personal \_\_\_\_\_
2. Demonstrative \_\_\_\_\_
3. Interrogative \_\_\_\_\_
4. Indefinite \_\_\_\_\_
5. Relative \_\_\_\_\_
6. Compound \_\_\_\_\_

**Directions:** *Underline the correct verb in each sentence.*

1. All of the buns (is, are) in the refrigerator.
2. All of the cakes (is, are) in the refrigerator.
3. He (goes, go) to that church.
4. Most of the keys (was, were) lost in the pool.
5. Neither of the teams (has, have) the schedule yet.

**Directions: Underline the correct pronoun in each sentence.**

1. Each child must complete (his, their) assignment.
2. Some of the boys studied (his, their) assignments.
3. All of the parents took (their, his) children out of the game.
4. Jane and Sam visited (her, their) uncle for Christmas.
5. Jake or his brothers have finished (his, their) book reports.

**Directions: Give an example of each type of personal pronoun.**

1. Nominative case \_\_\_\_\_
2. Objective case \_\_\_\_\_
3. Possessive case \_\_\_\_\_

**Directions: Underline the correct pronoun in each sentence.**

1. (We, Us) will travel on Saturday.
2. The book report was written by (us, we).
3. Henry will show (they, them) how to do the problem.
4. Mrs. James will bring Harold and (I, me) to school tomorrow.
5. The report was done by (he, him).

**What's in it for me? Write a paragraph in which you explore what you have to gain by being considerate of others in your daily life.**

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**Score Chapter 3 Review now. Teacher's initials: \_\_\_\_\_**



## 703 UNIT REVIEW

**Directions:** Use each spelling word in a sentence. (1 point each)

1. manual \_\_\_\_\_
2. animal \_\_\_\_\_
3. artisan \_\_\_\_\_
4. artistic \_\_\_\_\_
5. captor \_\_\_\_\_
6. judges \_\_\_\_\_
7. foxes \_\_\_\_\_
8. quizzes \_\_\_\_\_
9. buoys \_\_\_\_\_
10. knives \_\_\_\_\_

**Directions:** Write a synonym for each word. (1 point each)

11. ditches \_\_\_\_\_
12. arbiter \_\_\_\_\_
13. capture \_\_\_\_\_
14. journeys \_\_\_\_\_
15. captive \_\_\_\_\_

**Directions:** Underline the correct spelling of each word. (1 point each)

- |                  |             |
|------------------|-------------|
| 16. manuphacture | manufacture |
| 17. animated     | animatted   |
| 18. arbitrashon  | arbitration |
| 19. arbitrarrry  | arbitrary   |
| 20. computers    | computeres  |
| 21. continentes  | continents  |
| 22. consepts     | concepts    |
| 23. misteries    | mysterries  |
| 24. countries    | countrys    |
| 25. shelfs       | shelves     |

**Directions: Define the roots learned in this unit. (2 point each)**

26. manu \_\_\_\_\_

27. anim \_\_\_\_\_

28. arbitr \_\_\_\_\_

29. art \_\_\_\_\_

30. cap, capt \_\_\_\_\_

**Directions: Give examples as directed. (2 points each)**

31. A common noun \_\_\_\_\_

32. A proper noun \_\_\_\_\_

33. A collective noun \_\_\_\_\_

34. A compound noun \_\_\_\_\_

**Directions: Identify how each italicized noun is used in the sentence (subject, direct object, indirect object, predicate nominative, appositive.) (2 points each)**

35. \_\_\_\_\_ *Jan* took the toy home.

36. \_\_\_\_\_ Jan took the *toy* home.

37. \_\_\_\_\_ Jan took *Mason* the toy.

38. \_\_\_\_\_ The toy was a *truck*.

39. \_\_\_\_\_ *Uncle Jeffrey* has a new apartment.

40. \_\_\_\_\_ My *uncle* has a new job.

41. \_\_\_\_\_ My Uncle Jeffrey has a new *job*.

**Directions: Identify the word in bold as a gerund or infinitive. (1 point each)**

42. \_\_\_\_\_ Don enjoys **hiking**.
43. \_\_\_\_\_ **To attend** college is a worthy goal.
44. \_\_\_\_\_ We like **to travel**.
45. \_\_\_\_\_ I am excited **to start** work at the office.

**Directions: Give an example of each type of pronoun. (1 point each)**

46. Personal \_\_\_\_\_
47. Demonstrative \_\_\_\_\_
48. Interrogative \_\_\_\_\_
49. Indefinite \_\_\_\_\_
50. Relative \_\_\_\_\_
51. Compound \_\_\_\_\_

**Directions: Fill in the blanks. (2 points each word)**

52. The \_\_\_\_\_ is the word replaced by the pronoun.
53. A pronoun subject must agree in number with the \_\_\_\_\_.
54. A pronoun must agree in \_\_\_\_\_ and \_\_\_\_\_ with its antecedent.

**Directions: Underline the correct verb in each sentence. (1 point each)**

55. Neither they nor we (have, has) any homework.
56. All of the cars (are, is) new.
57. Some of the cake (is, are) left.
58. Some of the cakes (are, is) left.
59. Both he and I (has, have) three dollars.
60. Either Tom or I (eats, eat) lunch at 11:00.

**Directions: Underline the correct pronoun in each sentence. (1 point each)**

61. Each of the boys brought (their, his) own ball.
62. Either of the teams has (his, their) uniforms.
63. The old house is (yours, our).
64. Some of the animals have had (his, their) shots.
65. The tree has lost (their, its) leaves.
66. (Our, Ours) is the blue car with the dent in the fender.
67. We will be glad to show them (their, they're) way to the store.
68. The dinner will be fixed by Angela and (him, she).
69. The last one in the recital is (she, her).
70. The postman has a package for you and (me, we).
71. It is (I, me).
72. (My, Mine) sister has three loose teeth.
73. The teacher is (she, her).
74. Do we have time to finish (hour, our) dinner before we leave?
75. The players need (their, her) helmets by game time.

**Directions: Name two people who could use some consideration from you, and give a short description of what you can do for them. (2 points each)**

76. \_\_\_\_\_

77. \_\_\_\_\_



**Score Unit 703 Review now. Teacher's initials: \_\_\_\_\_**







Name \_\_\_\_\_

Date \_\_\_\_\_

Score \_\_\_\_\_

## ENGLISH 703 TEST

**Directions: Write each word as it is dictated to you. (1 point each)**

1. \_\_\_\_\_

9. \_\_\_\_\_

2. \_\_\_\_\_

10. \_\_\_\_\_

3. \_\_\_\_\_

11. \_\_\_\_\_

4. \_\_\_\_\_

12. \_\_\_\_\_

5. \_\_\_\_\_

13. \_\_\_\_\_

6. \_\_\_\_\_

14. \_\_\_\_\_

7. \_\_\_\_\_

15. \_\_\_\_\_

8. \_\_\_\_\_

**Directions: Write a synonym for each word. (1 point each)**

16. quizzes \_\_\_\_\_

17. journeys \_\_\_\_\_

18. concepts \_\_\_\_\_

19. manufacture \_\_\_\_\_

20. capture \_\_\_\_\_

**Directions: Use each word in a sentence. (1 point each)**

21. animated \_\_\_\_\_
22. arbitrary \_\_\_\_\_
23. captor \_\_\_\_\_
24. judges \_\_\_\_\_
25. knives \_\_\_\_\_

**Directions: Define the roots learned in this unit. (1 point each)**

26. manu \_\_\_\_\_
27. anim \_\_\_\_\_
28. arbitr \_\_\_\_\_
29. art \_\_\_\_\_
30. cap, capt \_\_\_\_\_

**Directions: Give examples as directed. (2 points each)**

31. A common noun \_\_\_\_\_
32. A proper noun \_\_\_\_\_
33. A collective noun \_\_\_\_\_
34. A compound noun \_\_\_\_\_

**Directions: Identify how each italicized noun is used in the sentence (subject, direct object, indirect object, predicate nominative, appositive.) (2 points each)**

35. \_\_\_\_\_ I have a new *movie*.
36. \_\_\_\_\_ The teacher will be *Mrs. Wallace*.
37. \_\_\_\_\_ The *teacher* will be Mrs. Wallace.
38. \_\_\_\_\_ The teacher brought *Ian* his grades.
39. \_\_\_\_\_ The teacher, *Mrs. Wallace*, brought Ian his grades.
40. \_\_\_\_\_ The *teacher* brought Ian his grades.
41. \_\_\_\_\_ The teacher brought Ian his *grades*.

**Directions: Identify the word in bold as a gerund or infinitive. (1 point each)**

42. \_\_\_\_\_ I am afraid of **diving**.
43. \_\_\_\_\_ **To perform** is her wish.
44. \_\_\_\_\_ We like **traveling** with our children .
45. \_\_\_\_\_ We do not like **to fly**.

**Directions: Give an example of each type of pronoun. (1 point each)**

46. Personal \_\_\_\_\_
47. Demonstrative \_\_\_\_\_
48. Interrogative \_\_\_\_\_
49. Indefinite \_\_\_\_\_
50. Relative \_\_\_\_\_
51. Compound \_\_\_\_\_

**Directions: Fill in the blanks. (2 points each word)**

52. The \_\_\_\_\_ is the word replaced by the pronoun.

53. A pronoun subject must agree in number with the \_\_\_\_\_.
54. A pronoun must agree in \_\_\_\_\_ and \_\_\_\_\_ with its antecedent.

**Directions: Underline the correct verb in each sentence. (1 point each)**

55. Neither they nor we (have, has) any idea where the hotel could be.
56. All of the trucks (are, is) blue.
57. Some of the meat loaf (is, are) left.
58. Some of the meat loaves (are, is) left.
59. Both Tom and they (has, have) tents.
60. Either Donna or she (eats, eat) lunch at 11:00.

**Directions: Underline the correct pronoun in each sentence. (1 point each)**

61. Some of the animals have had (his, their) shots.
62. The dinner will be fixed by Angela and (him, she).
63. The old house is (yours, our).
64. The new house is (hers, her).
65. The plant has lost (their, its) flowers.
66. (His, Her) is the blue car with the dent in the fender.
67. We will be glad to show them (their, they're) way to the church
68. (Your, Yours) should be the last coat on the rack.
69. The last one in the recital is (she, her).
70. The grocer has a treat for you and (I, her).
71. It is (I, me).
72. (My, Mine) brother has to come home right now.

73. The artist is (she, her).

74. Do we have time to finish (hour, our) dinner before we leave?

75. The players need (their, her) helmets by game time.

**Directions: Remember the two people you thought of who could use some considerate treatment? What will you commit to doing for them this week? Make a plan in the space below how you will do this. (10 points)**

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**Congratulations on finishing another unit!**