Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Due: 11/20 Points: \_\_\_\_\_/

**English I: 11/16-11/20**

**Essential Questions:**

* Why do more people help others around Christmas and Thanksgiving than other time of the year? Are people any less needy at other times?
* Who in our society needs help?
* Who is ultimately responsible for the caring for those people?
* **What is the best way to help people?**

**Week Goals**

* Grammar:
  + Difference between common and proper nouns
  + Difference between pronouns and nouns
* Finish *A Christmas Carol*

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|  | Agenda | Tentative Homework |
| **Monday 11/9:** | * Go over homework, “Ideas for Helping,” from last week’s packet * Begin reading Stave III * Begin Stave III questions | * Read and annotate Stave III * Answer Stave III questions |
| **Tuesday 11/10:** | * Do Now: Grammar—go over noun notes, complete Exercise #1 * Watch Stave III * Discuss Stave III questions (in last week’s packet) * Read and annotate Stave IV | * Read and annotate Stave IV * Answer Stave IV questions |
| **Wednesday 11/11:** | * Advisory Olympics | * See Tuesday’s homework |
| **Thursday 11/12:** | * Do Now: Grammar---go over pronoun notes, complete Exercises #2, #3, #4 * Watch Stave IV * Discuss Stave IV questions | * Study for quiz |
| **Friday 11/13:** | * Quiz (first hour):   + Grammar:     - Define and identify nouns     - Define and identify pronouns     - Define and identify the pronouns’ antecedents   + Comprehension over Stave III and Stave IV * Read Stave V (second hour) | * Finish reading and annotating A Christmas Carol * Answer Stave V questions |

**Stave IV Questions**

How does the Ghost of Christmas Yet to Come communicate with Scrooge?

What is Scrooge's attitude toward this third ghost right from the beginning?

The first scene shown to Scrooge is a knot of businessmen. What happens, and why is this important?

A second scene is to an obscure part of town where Old Joe buys used things. What happens and why is this significant?

A third scene is to a death room. What happens, and why is it important?

What request does Scrooge make of the Spirit at the end of this scene?

What is the response to Scrooge's request?

Next, Scrooge asks to be shown "some tenderness connected with a death." What scene does he witness in response to this request?

What's the last place the Spirit takes Scrooge and what do they find there?

Describe Scrooge’s reaction to his experiences after the last Spirit has departed.

**Stave V Questions**

1. Why was Scrooge so surprised to find his bed curtains still on his bed?  Why did Scrooge think his bed curtains had been torn down?
2. After asking the boy outside what day it is and talking about his adventures with the spirits and telling the boy to go buy the prize turkey, the boy looks at Scrooge and says, “Walker!”  What does “walker” mean in London in the 1840’s?
3. Why is Scrooge so interested in/in love with the doorknocker?
4. Why did Bob Cratchit consider putting Scrooge in a straightjacket?
5. What happened to Scrooge in the years after his experience?
6. One reason Dickens wrote this story was to convince people to be kinder to others.  Do you think this story helps achieve that goal?  Cite specific evidence to explain your reasoning.
7. Why was Scrooge visited by Christmas spirits from the past, present, AND future?  Why not just one? Explain how you arrived at this conclusion.

**Parts of Speech: The Work that Words Do**

* Every word you speak or write has a definite use in expressing a thought or idea. Your understanding of these **parts of speech** will allow you to arrange words more effectively, therefore making you a better writer and reader.
  + *The way the word is used determines what part of speech that word is.*
* There are 8 parts of speech:

1. nouns
2. pronouns
3. adjectives
4. verbs
5. adverbs
6. prepositions
7. conjunctions
8. interjection

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**#1: The Noun**

Notes:

* A noun is used in a sentence to name a person, place, thing, or idea.
  + *Persons:* Celia, Mr. Tompkins, hair stylist, firefighter, women, Americans
  + *Places:* Chicago, Alaska, Europe, Bryant Park, kitchen, suburbs
  + *Things:* money, poem, pencils, airplanes, merry-go-round
  + *Ideas:* perfection, strength, happiness, obedience, liberty

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| **Exercise #1**: After each word, write whether it names a person, a place, a thing, or an idea. If the word does not name, write *not a noun*. | |
| 1. novelist \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. biscuits \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. sharpen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. sharpener \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. gratitude \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. gratify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. loses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. silly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9. plumber \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10. patriotism \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. belief \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. across \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Midwest \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. advertise \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. supposedly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. faith \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9. file clerk \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10. joy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Common and Proper Nouns**

Notes:

* There are two classes of nouns, proper nouns and common nouns.
  + A proper noun names a particular person, place, or thing, and is always capitalized.
  + A common noun names any one of the group of persons, places, or things, and is not capitalized.

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| **Exercise #2**: There are fifty-one nouns in the following paragraph. As you list the nouns on your paper, circle all of the proper nouns. Underline all of the common nouns.  1. In our living language, proper nouns occasionally change to common nouns. 2. Losing their value as names of particular people, these words become names for a general class of things. 3. For example, during the nineteenth century, Samuel A. Maverick was unique among ranchers in Texas. 4. Maverick did not regularly brand his calves. 5. Therefore, neighbors on other ranches began to call any unbranded, stray yearling a “Maverick.” 6. For these ranchers, a maverick soon became a common name for a certain kind of calf, and now *maverick* is standard English for any unbranded animal, motherless calf, or independent-minded person. 7. Many other words have similar origins. 8. The term *pasteurization* is named after Louis Pasteur, and *mesmerism* comes from F. A . Mesmer. 9. From John L. McAdam, a Scottish engineer, comes the word *macadam*, referring to a pavement made of crushed stones. 10. Although they were once names of particular people, *silhouette*, *macintosh*, and *watt* have undergone similar changes and no longer begin with capital letters. |

**#2: The Pronoun**

Notes:

* A pronoun is a word used in place of one or more nouns.
* One way to refer to something is to use the noun that names it. We usually have to do this to make clear what we mean. However, once we have made clear the identity of the person, place, or thing we are talking about, we can make other references without having to give the name each time.
  + Example: Gloria stepped back from the picture and looked at **it**.
* It would be awkward and unnecessary to repeat *the picture* in the last part of this sentence. The pronoun, **it,** does the job better by simply taking the place of the noun, *picture*.
* Here are more examples of pronouns. Notice that they all take the place of a noun the way *it* does in the example above.
  + Examples:
    - Where is Lois? **She** said **she** would be here on time.
      * [The pronoun, **she**, used twice, takes the place of *Lois* in the second sentence.]
    - Our teacher and Mrs. Barnes said **they** would go to the meeting.
      * [The pronoun, **they***,* takes the place of two nouns: *teacher* and *Mrs. Barnes*.]
* Pronouns almost always refer to a word mentioned earlier. This noun on which the pronoun depends is called the *antecedent*, which simply means “something going before.” In the following examples, the arrows point from the pronouns to their antecedents.
  + Examples:
    - Jill opened **her** book and read from **it**.
    - The coach showed the players how **they** should throw the ball.
    - Janet took **her** dog to the veterinarian.

**Personal Pronouns**

The pronouns that have appeared in the examples so far are called “personal pronouns.” In this use, personal does not have its common meaning of “private or having to do with a person.” Instead it refers to one of the three possible ways of making statements:

1. The persons speaking can talk about themselves (first person: I, we).
2. They can talk about the persons spoken to (second person: you).
3. They can talk about anyone or anything else (third person: he, she, it, they).

The few pronouns in English that have different forms to show person are called “personal pronouns” and are listed below.

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

Here are some other kinds of personal pronouns that you will encounter:

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| **Reflexive Pronouns (the –self, -selves form of the personal pronouns)** | | |
|  | **Singular** | **Plural** |
| First person | *myself* | *ourselves* |
| Second person | *yourself* | *yourselves* |
| Third person | *himself, herself, itself* | *themselves* |

Here are other types of pronouns that are NOT personal pronouns:

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| **Other Pronouns** | | |
|  | **Purpose** | **Examples** |
| Relative Pronouns | Used to describe a noun | *who, whom, whose, which, that* |
| Interrogative Pronouns | Used in questions | *Who…? Whom…? Whose…? Which…? What…?* |
| Demonstrative Pronouns | Used to point out a specific person or thing | *this, that, these, those* |
| Indefinite Pronouns | These don’t refer to a specific person or thing | *all, another, any, anybody, anyone, anything, both, each either, everybody, everyone, everything, few, many, more, most, much, neither, nobody, none, no one, one, other, several, some, somebody, someone* |

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| **Exercise #3**: Circle the twenty pronouns in the following sentences. Draw an arrow to the noun or pronoun they replace.   1. Angela has an interesting hobby. She writes down the first and last lines of her favorite works of literature. 2. “Everyone knows the opening sentence of Moby dick,” she said to me, “but few can recall the last sentence.” 3. “The book opens,” she continued, “with ‘Call me Ishmael.’ It ends with ‘Now small fowls flew screaming over the yet yawning gulf; a sullen white surf beat against its steep sides; then all collapsed, and the great shroud of the sea rolled on as it rolled five thousand years ago.’” 4. I replied, “That is the ending of the story but not of the epilogue, which reads, ‘On the second day, a sail drew near, nearer, and picked me up at last. It was the devious-cruising *Rachel*, that in her retracing search after her missing children, only found another orphan.’” |

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| **Exercise #4:** Fill in the nineteen blanks with appropriate pronouns.  1.) \_\_\_\_\_\_\_ main objection to mystery stories is the effect that 2.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have on 3.)\_\_\_\_\_\_\_\_\_\_\_ piece of mind. When reading 4.)\_\_\_\_\_\_\_\_\_\_\_\_\_ of 5.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 6.)\_\_\_\_\_\_\_\_\_\_\_\_\_ imagine that 7.)\_\_\_\_\_\_\_\_\_\_\_ is in the closet or just outside the window. Whether the author chooses to have a victim poisoned or to have 8.)\_\_\_\_\_\_\_\_\_\_\_\_\_ strangled, 9.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ always has 10.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ murdered. In a story that 11.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ read recently, a murderer overpowers a millionaire, twisting and bruising 12.)\_\_\_\_\_\_\_\_\_\_\_\_\_ body and casting 13.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into the cage of a gorilla. Unlike 14.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Helen likes mystery stories as a means for escape, and particularly enjoys reading 15.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ just before 16.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_ goes to sleep. 17.)\_\_\_\_\_\_\_\_\_\_\_ favorite stories include 18.)\_\_\_\_\_\_\_\_\_\_\_\_ 19.)\_\_\_\_\_\_\_\_\_\_\_\_\_ cause terrible nightmares. |