Fundamentals of Writing 2
Lesson 1

The format of this and future lessons will be very similar. In each lesson, we will go over writing, punctuation, and grammar. Additionally, in this lesson, you will learn a method to use that will help you increase your vocabulary skills. You will also find a “Now you try it” section after most individual sections. You will complete the “Now you try it” sections before class and be ready to share your answers with your fellow classmates and me during the online portion of the class.

Here is what you will learn in this lesson:

I. Writing: The Sentence
   - Identifying a complete sentence and finding the two main parts of a sentence: the subject and the predicate
   - The four types of sentences: interrogative, imperative, declarative, and exclamatory
   - Phrases & Clauses

II. Punctuation: Capitalization

III. Grammar: Parts of speech – Nouns & pronouns

IV. Vocabulary: A method to use to increase your vocabulary

**Part 1: Writing:**

The Sentence:
*What is a complete sentence?*
A complete sentence is a group of words that are put together to **describe a complete thought**. A sentence is made up of two parts: the **subject** and the **predicate**.

*The subject and predicate:*

**Subject:**
The **complete subject** of a sentence is who or what the sentence is about. It is the main noun or pronoun and any other words or word groups that modify the subject.

Example: **The hungry eagle** hunted for his next prey.
The **simple subject** is the main noun or pronoun in the complete subject. In the example above, the simple subject is *eagle*.

To help you find the **complete subject** ask, “Who? Or What?” Then insert the verb and finish the question. The answer will be the complete subject. Let’s try it.

*What or who hunted for his next prey? the hungry eagle.*

**Predicate:**

The **complete predicate** of a sentence says something about the subject; it tells what the subject does or did or was or is. It is the main verb and any other words or word groups that modify the verb and complete its meaning.

Example: The terrified dog *ran from the angry man.*

The **simple predicate** is the main verb or verb phrase (verb plus helping verb) in the complete predicate. In the example above, the simple predicate is *ran*.

To help you find the **predicate** ask, “What does or did the subject do?” The answer will be the complete predicate. Let’s try it.

*What did the terrified dog do? ran from the angry man.*

**Phrases and Clauses:**

A sentence is a group of words that expresses a complete thought. The individual words that we use when writing a sentence can be classified by their parts of speech. Groups of words can also function as a single part of speech in a sentence. These groups of words can function as verbs, nouns, adjectives, and adverbs in a sentence. Since you will be learning more about how to recognize and use phrases and clauses in this class, let me define what a phrase and clause is now. Please keep this information handy, as you may need to refer to it in a later lesson.

**Phrase:** A phrase is a group of words that is used to express a single idea more completely; however, a phrase does not have a subject and a predicate and does not express a complete thought. Phrases are commonly used as verbs, adverbs, nouns, and adjectives in a sentence. In future lessons, you will learn more about how to recognize and use these in your writing.

*Example: I stood in the dark.* [The phrase “in the dark” does not have a subject or a predicate and it does not express a complete
thought. What it does do is act as an adverb in the sentence by describing more about where I stood.]

**Clause**: A clause is a group of words that has both a subject and a predicate. There are two types of clauses: independent and dependent.

- **Independent**: An independent clause is a group of words that has a subject and a predicate (verb) and expresses a complete thought. An independent clause can stand on its own as a complete sentence.
  - Example: *We watched a movie.* [“*We*” is the subject and “*watched*” is the predicate (verb), and the sentence expresses a complete thought.]

- **Dependent**: A dependent clause is a group of words that also has a subject and a predicate (verb) but **does not** express a complete thought. A dependent clause cannot stand on its own as a complete sentence; it **depends** on the independent clause to help it make sense. Dependent clauses can function as adjectives and adverbs in a sentence.
  - Example: *While Mom cooked dinner.* [“*Mom*” is the subject and “*cooked*” is the predicate (verb), but this idea **does not** express a complete thought. It needs an independent clause to help it make sense. *Example: We watched a movie while Mom cooked dinner.* Now it is a complete idea!]

**The four types of sentences**: **interrogative, imperative, declarative, and exclamatory**:

Sentences can be classified by their purpose.

- **Interrogative**: An interrogative sentence asks a question.
  - Example: *What is the name of your favorite author?*

- **Imperative**: An imperative sentence gives a command or makes a request.
  - Example: *Please tell me the name of your favorite author.*

- **Declarative**: A declarative sentence makes a statement.
  - Example: *Bruce Coville is my favorite author.*

- **Exclamatory**: An exclamatory sentence expresses strong feeling.
Example: I can’t believe I met Bruce Coville!

**Now you try it:**

1. Find the complete subject and complete predicate in the following sentence. Find the simple subject and simple predicate.
   
   The young girl waited for her turn on the ride.

2. Classify the following sentences by their type, i.e. imperative, declarative, interrogative, or exclamatory.
   a. Where would you like to go for dinner?
   b. I love chocolate cake!
   c. Please take me to Pizza Hut.
   d. The old house down the street belongs to that young couple.

**Part 2: Capitalization**

We will now go over some guidelines for capitalization. This list may not cover every situation. Therefore, if you are unsure, refer to your dictionary to see if the word is capitalized there.

- Capitalize the **first word of a sentence**.
  
  Example: Getting up on a cold morning is very difficult.

- Capitalize **proper nouns** (particular persons, places, and things).
  
  Examples: President Bush, Aunt Eileen, New Mexico, and Tupperware (This is a brand name so you would capitalize it.)

- Capitalize the pronoun “I”
  
  Example: If I could have anything for dinner, it would be pizza.

- Capitalize the **names of groups, organizations, and specific languages**
  
  Example: The Denver Broncos, Republicans, and Asian Americans

- Capitalize the **major words in the titles of books, articles, magazines, songs, etc.**
  
  Example: The Edge on the Sword

- Capitalize the **days of the week, months of the year, and holidays**.
  
  Example: Friday, March, Easter
Capitalize compass points (East, West, South, and/or North) **only** if they are used to refer to a specific location, but not if they are used in directions.

- **Example 1:** Mary’s family is moving to the Pacific Northwest.
- **Example 2:** Mary’s home was 2 miles north of Olympia.

**Part 3: Grammar**

**Parts of Speech: More about Nouns and Pronouns**

In this class we will continue to discuss the parts of speech. In Elementary 1, you learned that a *noun* is a word used to *name* a person, place, thing, or idea. Nouns can be classified in two ways – common and proper.

- **Common nouns** do not name a particular person or place. Common nouns are not capitalized.
- **Proper nouns** name a particular person, place, or thing. A proper noun always starts with a capital letter.

**The “idea” part of nouns:** A noun does not always name a concrete object, which is something that you can see with your eyes, touch with your hands, smell with your nose, taste with your tongue, or hear with your ears. In fact, quite often a noun names something that is abstract, such as an idea, a quality, or an emotion.

- **Example:** Courage is a quality that most firefighters have. In this example, *courage* and *quality* are abstract nouns. Courage is the name of a quality, and quality is the name of a characteristic.

- **Example 2:** Our excitement got the better of us when we saw the president. In this example, *excitement* is an abstract noun. It names a feeling.

**Pronouns:**

**Pronoun Review:** A *pronoun* is a word used instead of a noun.

- Example (no pronouns): Betty had a stomachache from eating grass.
- Example (pronouns): She had a stomachache from eating it. She is used instead of Betty and *it* is used instead of grass.

The following are some common pronouns: he, she, we, they, it, them, you, me, I, this, that, who.
The Antecedent (an-tuh-see-dent) of a Pronoun: In a sentence, the word that a pronoun replaces or refers to is called its antecedent.

Example: The boy clutched the book with his hands. In this example, the pronoun his refers to the noun boy; therefore, boy is the antecedent of the pronoun his.

Note: When you write a sentence, you must always make sure that the pronoun you use agrees with its antecedent.

Incorrect: The girl left his sweater on the bus. Girl is the antecedent of the pronoun her not his. The pronoun does not agree with its antecedent in this sentence.
Correct: The girl left her sweater on the bus. In this sentence, the pronoun her does agree with its antecedent - girl.

Types of Pronouns:
Pronouns can be classified by how they are used in a sentence. Two common types of pronouns are personal pronouns and relative pronouns. Let’s go over both types now.

Personal Pronouns: A personal pronoun is used in a sentence to show when someone is speaking about himself or herself, when someone is being spoken to, or when someone or something is being spoken about.

- First person personal pronouns refer to the person speaking. Some common personal pronouns are I, me, my, mine, myself, we, us, our, ours, and ourselves.
- Second person personal pronouns refer to the person spoken to. Some common second personal pronouns are you, your, yours, yourself, and yourselves.
- Third person personal pronouns refer to persons or things spoken about. Some common third person personal pronouns are he, him, his, himself, she, her, hers, herself, it, its, itself, they, them, their, theirs, and themselves.

Relative Pronouns: A relative pronoun is a pronoun that introduces a group of words that describe a noun or pronoun. The words who, whom, whose, that, and which are commonly used as relative pronouns.
Example: The dress [that I wore last night] got soaked in the rain. The relative pronoun “that” introduces the group of words that tell us which dress got soaked in the rain.

**Now you try it:**

1. Identify the abstract noun in the following sentence.
   - Although the actress was rude, her generosity was appreciated.

2. Identify the pronoun and its antecedent in the following sentence.
   - The children left their lunch money at home.

3. Identify the personal pronouns in the following sentences.
   - a. I thought Pirates of the Caribbean was entertaining.
   - b. You had better get your tire fixed!
   - c. They really like to go skating at the park.

4. Find the relative pronoun. Circle the noun that comes before the relative pronoun, and then underline the group of words that describe the noun you circled.
   - The car that my dad owns broke down on the bridge.

**Part 4: Vocabulary**

**How to Increase Your Vocabulary:**

Using a variety of words when you speak and in your writing is not always easy. Most people tend to use words they know and are comfortable with. We may find ourselves at times wanting to try out a new word we have just learned, but are not “really” sure of its meaning and how to use it correctly. This part of the lesson will give you a method to use so that you will feel confident in trying out new words. It will also give you instructions on completing your weekly vocabulary assignments.

**Places to find “new” words:**

- Books! Reading is one of the best places to find new words.
- Listening is a great way to discover new words. Think of all the times you have been talking to someone and they used a word you never heard before.
- Use reference materials. Dictionaries, thesauruses, and encyclopedias are super places to find new words.

The key to increasing your vocabulary is to **USE** the new words as often as possible. Each week, as one of your assignments, you will be given 4 new vocabulary words to learn. Please complete your vocabulary assignment in the
same manner as you did in Elementary Writing 1. Here is an example of how your weekly vocabulary assignment will look and what information you should include in your vocabulary assignment.

symbolize [First vocabulary word]

sym-bol-ize [Word broken down into syllables.]

sym-buh-lize [Word spelled phonetically – this is optional]

Definition: Something that is used to stand for or represent something else. [Look up the word in the dictionary and write a definition in your own words.]

Synonyms: act for, stand for, represent [Synonyms can be found in a thesaurus.]

Part of Speech: Verb [The word’s part of speech can be found in the dictionary, usually right next to the word.]

Sentence: The Statue of Liberty symbolizes freedom. [Write a sentence that correctly uses the word.]

Next Vocabulary Word [Complete all the required information for your 3 remaining vocabulary words.]
Fundamentals of Writing 2 - Lesson 1 Assignments:

When typing your assignments in Word, please make sure to use the MLA format. When you e-mail me your assignments, please make sure that the Subject line on your e-mail includes the class name (Fundamentals2), your name and the assignment number or numbers.

Example: Subject: Fundamentals2- George-1A
Or (if sending more than one):
Subject: Fundamentals2-George-1B and 1C (and so on...)

1A. Each week you will learn 4 new vocabulary words using the method that you learned in this lesson (Part 1 – Vocabulary). Please follow example in the vocabulary section so that you can complete this week’s vocabulary assignment.

Here are your vocabulary words to learn this week: thrive, brood, evade, and allude. Name your assignment the same as your subject line shown above. For example: Fundamentals2-George-1A.doc. E-mail this assignment to me as an attachment. Don’t forget MLA format!

1B. This assignment will require that you review what you learned in this lesson on sentence writing, parts of speech, punctuation, and using reference materials. Please follow the directions below to complete this assignment. Please type your work in a Word document and name it the same as your subject line shown above. For example: Fundamentals2-George-1B.doc. E-mail this assignment to me as an attachment. Don’t forget MLA format!

Please complete all of the numbered items below for assignment 1B:

1: Choose a complete sentence from one of the books you are reading.
Sentence: _______________________________________________________

2: Identify the simple subject and complete subject of the sentence you chose in #1.
   a. Simple Subject: ________________________________________________
   b. Complete Subject: _____________________________________________

3. Identify the simple predicate and complete predicate of the sentence you chose in #1
   a. Simple Predicate: ____________________________________________
   b. Complete Predicate: __________________________________________

4: Sentence Types: Find an example of each of the following types of sentences.
   a. Imperative Sentence: __________________________________________
b. Declarative Sentence: ______________________________________________
c. Exclamatory Sentence:______________________________________________
d. Interrogative Sentence: _____________________________________________

5. Parts of Speech: Find an example of a sentence that uses an abstract noun. Write the sentence down and underline the abstract noun.
__________________________________________________________________

6. Pronouns:
a. Find a sentence that is written in first person and uses first person personal pronouns.
__________________________________________________________________
b. Find a sentence that is written in second person and uses second person personal pronouns.
__________________________________________________________________
c. Find a sentence that is written in third person and uses third person personal pronouns.
__________________________________________________________________
d. Find a sentence that uses a relative pronoun to introduce a group of words that describe a noun. Write the sentence down and underline the group of words.
__________________________________________________________________

1C. Since you have had this class before, you may not feel that you need to practice your typing skills. I believe that practicing makes you a faster, more efficient typist. Therefore, please continue to use your typing program at home or try out one of the typing programs linked below. For your assignment, please send me an e-mail letting me know how you practiced your typing this week. The subject line will read as explained above. Example: Fundamentals2-George-1C.

- http://library.thinkquest.org/18709/index.html - Computer Circus offers typing and other computer related instruction. You do not have to have a login or password.
- http://games.funschool.com/game.php?g=arcade/typememenu - On the opening page, you will choose your level (easy, medium, or hard), and then on the next screen you can choose other preferences, such as difficulty level and number of letters. When I went to this website I noticed that kid ads pop-up occasionally, just skip past them if they do.
- http://www.bbc.co.uk/schools/typing/ - This has twelve stages of typing games through which you can progress as you gain skills in typing