

Language Frontier

A Modern Learners' Ally towards Eloquence

A Learning Module in English 101

Grammar Review I

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I. Introduction

Eloquence is every one's dream. In every undertaking, we, humans desire to be articulate in expressing our thoughts and aspirations so as to be understood. The fluency of our expression tells how far we have been and how much we have known, sometimes, even, it is the gauge other people use to evaluate our brilliance and radiance. It tells what and who we are in this race of rational individuals.

Language is an essential tool in human expression. Man uses language to satisfy himself, achieve his goals and live with others peacefully and harmoniously. Language is basic to success in whatever field of interest you are in. Your ability to express effectively what you feel and what you think and believe makes you prolific and effective. Language is everyone's best weapon in this stiff global competition of survival.

Learning the language is full of fun and excitement. It doesn't need to be burdensome and tiresome, nor does to be expensive and sophisticated, but it simply need determination and diligence and a positive outlook in life. It is as exciting as discovering the world and all its wonders surround.

This learning module is brought into being to facilitate you active learners in your quest for effective communication. This is designed to help you learn by yourselves the usefulness of language in every day life even without the supervision of your instructor. Here, you will value your individual strengths as well as assessing your own personal needs and weaknesses without any pressure

and tension. This is learner-friendly and outcome-centered; one-hundred percent effort-back guarantee.

This module is the first of the ten components that complete the learning devices for your Grammar Review I. This covers the first topic and is to be completed within the first week of classes. The topics are strategically arranged to avoid you from complications and confusions. There are also a complete set of activities and exercises to make your learning more interactive and experiential.

Here's for a productive and enjoyable quest towards language learning; be an eloquent communicator...

II. Topic: Nouns, Its Classes and Properties

III. Objectives:

After going through the (12) pages of this module, you are expected to:

1. identify and nouns, its classes and properties;
2. explain the uses of nouns in English grammar;
3. use nouns correctly in sentences and paragraphs.

IV. Activities

Brainstormer #1

Give the words describe in each item by supplying the missing letter.

1. ____AR the state of conflict and chaos
2. ____AR a sailor
3. ____AR anything that impedes or obstructs
4. ____AR an earthenware pot or vessel
5. ____AR a blemish or disfigurement
6. ____AR a light pole with a broad blade for rowing a boat
7. ____AR state or equality
8. ____AR a vehicle with wheels
9. ____AR an organ for audio
10. ____AR in a distance

Look at your answers carefully. Check what does each word name; person, animal, idea, thing? All these are name words except for one, can you identify which?

What do you call these words? Yes. These are samples of nouns-words that name persons, places, things, animals, and ideas.

Now, you have successfully motivated yourselves to a learning situation. How do you feel? Let us now proceed.

Our topic is the first of the eight parts of speech-**NOUNS**.

Brainstormer #2

Here are nouns in a list below. Classify them according to how you perceived them to be classified. The next page is for your creative classification. Make your classification an expression of your self. Use your aesthetic prowess.

Here are the words:

boy	computer	children	mango tree
mother	professor	news	farm
Dr. Smith	University of California	student	devices
Miss Universe	basketball	peace	jewelry
rooster	police officer	prosperity	ambition
chicken	guy	plan	course
scholar	bridegroom	machine	attorney-at-law
monarch	duke	duchess	drake
committee	congress	kindness	team

Now, analyze your classification. Label your classification with the following categories: masculine, feminine, neuter, proper, common, abstract, and collective. Do it now.

I am sure that after you have seen the labels, you feel like changing your list, no, don't make any changes, you will discover more when you go further.

Kinds of Nouns

Read the sentences given below:

I am a girl.

My name is Mary.

Both girl and Mary are nouns. When we say girl, it can be any girl. However when we say Mary, we say about one particular girl. So girl is a Common noun. Mary is a Proper noun.

Remember:- A proper noun always begins with a capital. John, Nine, France.

A common noun begins with a capital only if it is the first word of a sentence.

1. Proper nouns and Common Nouns

There are two main classes of nouns, proper and common nouns.

A proper noun names a particular person, place, or thing.

A common noun names any one of a class of persons, places, or things.

Exercise #1.

Make a list of the nouns in the following sentences. Encircle each noun and write

P under each proper noun and C under each common noun.

1. Fresh fruits are shipped to Europe from the Canary Islands.
2. The early settlers of New England lived in town and villages.
3. "The Pillar of the Cloud" was written by Cardinal Newman.
4. The frequent reading of the Bible should be encouraged in our Catholic families.
5. Indian summer comes late in the fall.
6. The Canon of the Mass follows the Preface.
7. Helen wrote a story about Saint Anthony.
8. Were the Spaniards friendly to the Indians?
9. The first school in the United States was opened by Catholics.
10. The principal money of the Indians was wampum.

2. Collective Nouns

A collective noun denotes a group of persons, animals, or things considered as one.

*When a bill was introduced in one of the houses of **Congress**, it is referred to a special **committee**. This **group** carefully examines the bill and weighs its good and its bad points so as to determine whether or not it will be of benefit to the **nation**.*

Note that the words Congress, committee, group and nation name groups of persons as if they were one. These words, therefore, are collective nouns.

Exercise #2.

Encircle the collective nouns in the following sentences:

1. The crew showed great heroism.
2. Our class is going on a picnic next week.

3. Timidly Barbara faced the assembly.
4. The organist played softly as the choir assembled.
5. Joseph Green was appointed chairman of the committee.
6. The flock of sheep was grazing on the hillside.
7. A troop of happy children passed the house.
8. The swarm of bees hovered around the rosebush.
9. The audience appreciated the concert.
10. We saw the jury enter the courtroom.

3. Abstract Nouns

An abstract noun expresses a quality, a condition, or an action apart from any object or thing.

*Good books are the gateway to the world of culture. They are guides that help to develop **knowledge, appreciation, and love of beauty.***

The words culture, knowledge, appreciation, love, and beauty do not name person, places, or things. They name qualities and are, therefore, abstract nouns.

Collective and abstract nouns are usually included among common nouns.

Exercise #3.

Many abstract nouns may be formed from other words by adding suffixes as –ty, –ness, –hood, –ship, –ment, –ion, –ure, – and –ity. Make an abstract noun from each of the following by adding the proper suffix. These nouns are also considered derivational nouns.

1. loyal-

11. convict-

2. familiar-

12. assert-

3. good-

13. fail-

4. wicked-

14. child-

5. human-

15. express-

6. timid-

16. priest-

7. agree-

17. leader-

8. edit-

18. fellow-

9. arrange-

19. certain-

10. knight-

20. friend-

Keep it up! You are ready for level 2 of our learning of nouns- the application of nouns in sentences. You try this.

Exercise #4.

Fill out each blank with the appropriate word to make the sense of the sentence complete. Make use of the word inside each parenthesis.

e.g.

(engineer) The engineer is awarded as the best project leader. He is indeed a master in engineering skills.

(plan) 1. The _____ was implemented after the _____ department has gone through the documents.

(China) 2. The _____ are very popular for their utensils and other household wares. The best quality of these products are said to be from _____.

(decide) 3. Martin has to _____ on whether or not he would join the basketball varsity team despite being a graduating student. His _____ is very critical.

(citizen) 4. The Philippines needs good and patriotic _____ who have concerns for the country. As it is said, the future of the country depends on its _____.

(human) 5. Technology is making the _____ lives easy. _____ owes their luxuries to modernization.

(humble) 6. _____ is according to St. Catherine of Sienna the most important virtue.

(poor) 7. The government has been trying its best to augment people's lifestyle, but until now, _____ is still the masses' battle cry.

(commune) 8. Good _____ is achieved when every one respects each other's rights.

(person) 9. A pleasing _____ is always the ultimate requirement of every company these days.

(happy) 10. True _____ is only attained when one has totally surrendered his/her life to the Almighty.

Abstract nouns can also be derived from verbs or action words. Take the following sentences

John F. Kennedy **abbreviated** his middle name. The **abbreviation** "ASAP" means "as soon as possible".

King Edward **abdicated** his throne. His **abdication** of the throne surprised the world.

In the above sentences, the words abbreviated and abdicated are a verbs,(both show action) while abbreviation and abdication are abstract nouns which are also considered as derivational nouns.

Would you like to have some more exercises? Try this.

Exercise # 5.

Like the preceding exercise, complete the sentences by giving the appropriate word from the given word inside the parenthesis. Make sure to make each word agree with the sense of the sentence.

(acclaim) 1. The critics _____ the new musical play. The judges of the singing contest chose the winner by listening to the _____ of the audience.

(admire) 2. I really _____ Oprah Winfrey. _____ should be earned.

(adore) 3. Her husband _____ her. Her husband's _____ is total and complete.

(administer) 4. A president must _____ to the wishes of the people in the country. Unfortunately, some presidential _____ are dishonest.

(accumulate) 5. Too much water _____ in the mountainside. The _____ of water caused landslide.

(assassinate) 6. John Wilkes Boothe _____ Abraham Lincoln. Lincoln's _____ stunned the American people and the whole world.

(associate) 7. Do you think bill Clinton still _____ with Monica Lewinsky? Their _____ was quite scandalous to the office of the Presidency.

(authenticate) 8. The painting I found needs to be _____. I hope it's real Picasso! The _____ failed. My Aunt Edna painted the picture-not Picasso!

(assimilate) 9. America has _____ people from many countries. The _____ began with the Pilgrims in the 1700s.

(allege) 10. The principal _____ that the students had been cheating. Unfortunately, the _____ were true.

You have been performing pretty well. You are almost done with the first phase. Now, let's check what have you retained so far.

Test you skill:

Let us put into practice what you have learned. This is now the gauge of your learning.

Exercise # 5.

Write a 10-sentence-paragraph explaining what is noun, its classes and uses. Give an attractive title for your paragraph.

[illegible]

CONGRATULATIONS!!!

You have successfully surmounted the first phase of your language learning. Since you have actively participated, I will give you chance to review your answers. Do it now. The next module is ready for you...

Module II.

After the initial lessons on nouns, we are now going to proceed further to its modifications.

A. Topic: Adjectives



B. Objectives:



Basic Rules

1. Adjectives modify nouns; adverbs modify verbs, adjectives, and other adverbs.

You can recognize adverbs easily because many of them are formed by adding *-ly* to an adjective.

Here are some sentences that demonstrate some of the differences between an adjective and an adverb by showing what is being modified in each sentence. In each sentence, light blue arrows point to adjectives and green arrows point to adverbs.

 Richard is <i>careless</i> .	Here <i>careless</i> is an adjective that modifies the proper noun <i>Richard</i> .
 Richard talks <i>carelessly</i> .	Here <i>carelessly</i> is an adverb that modifies the verb <i>talks</i> .

 Priya was extremely <i>happy</i> .	Here <i>happy</i> is an adjective that modifies the proper noun <i>Priya</i> and <i>extremely</i> is an adverb that modifies the adjective <i>happy</i> .
 Brendan finished his work <i>unusually quickly</i> .	Here <i>quickly</i> is an adverb that modifies the verb <i>finished</i> and <i>unusually</i> is an adverb that modifies the

	adverb <i>quickly</i> .
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Adverbs can't modify nouns, as you can see from the following incorrect sentences.


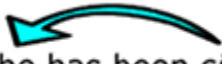

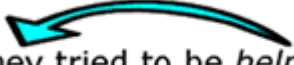
He is a <i>quietly</i> man.	The correct sentence should say <i>He is a quiet man.</i>
I have a <i>happily</i> dog.	The correct sentence should say <i>I have a happy dog.</i>

On the other hand, it's sometimes easy to make the mistake of using an adjective to modify a verb, as the incorrect sentences below show.

He talks <i>careless</i> about your wife.	The correct sentence should say <i>He talks carelessly about your wife.</i>
He is breathing <i>normal</i> again.	The correct sentence should say <i>He is breathing normally again.</i>





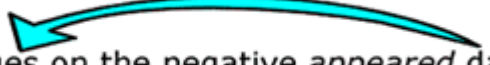
2. An adjective always follows a form of the verb *to be* when it modifies the noun before the verb.

Here are some examples that show this rule. Light blue arrows point from the adjective to the noun that it modifies.

 I was <i>nervous</i> .
 She has been <i>sick</i> all week.
 Be <i>careful</i> . (<i>You</i> is implied as the subject before <i>be</i> .)
 They tried to be <i>helpful</i> .



3. Likewise, an adjective always follows a sense verb or a verb of appearance -- *feel, taste, smell, sound, look, appear,* and *seem* -- when it modifies the noun before the verb.

Here are some examples that show this rule. Light blue arrows point from the adjective to the noun it modifies.

 <p>Sharon's cough sounds <i>bad</i>.</p>	Here <i>bad</i> is an adjective that modifies the noun <i>cough</i> . Using the adverb <i>badly</i> here would not make sense, because it would mean her cough isn't very good at sounding.
 <p>Castor oil tastes <i>awful</i>.</p>	Here <i>awful</i> is an adjective that modifies the noun <i>oil</i> . Using the adverb <i>awfully</i> here would not make sense, because it would mean that castor oil isn't very good at tasting.
 <p>The ocean air smells <i>fresh</i>.</p>	Here <i>fresh</i> is an adjective that modifies the noun <i>air</i> . Using the adverb <i>freshly</i> here would not make sense, because it would mean that the air has a sense of smell that it uses in a fresh manner.
 <p>She seems <i>unhappy</i> today.</p>	Here <i>unhappy</i> is an adjective that modifies the pronoun <i>she</i> . Using the adverb <i>unhappily</i> here would not make sense, because it would mean that she isn't very good at seeming.
 <p>The images on the negative <i>appeared</i> <i>dark</i>.</p>	Here <i>dark</i> is an adjective that modifies the noun <i>images</i> . Using the adverb <i>darkly</i> here would not make sense, because it would mean that the images were suddenly popping into

	view in a dark manner.
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Be careful to notice whether the word modifies the subject or the verb in the sentence. If the word modifies the subject, you should use an adjective. If the word modifies the verb, you should use an adverb. The difference is shown in the following pair of sentences.

 <p>This apple smells <i>sweet</i>.</p>	<p>Here <i>sweet</i> is an adjective that modifies the noun <i>apple</i>. Using the adverb <i>sweetly</i> here would not make sense, because it would mean that the apple can smell things in a sweet manner.</p>
 <p>Your dog smells <i>carefully</i>.</p>	<p>Here <i>carefully</i> is an adverb that modifies the verb <i>smells</i>. Using the adjective <i>careful</i> here would not make sense, because it would mean that the dog gives off an odor of carefulness.</p>

Avoiding Common Errors

Bad or Badly?

When you want to describe how you feel, you should use an adjective (Why? Feel is a sense verb; see rule #3 above). So you'd say, "I feel *bad*." Saying *you feel badly* would be like saying *you play football badly*. It would mean that you are unable to feel, as though your hands were partially numb.

Good or Well?

Good is an adjective, so you do not *do good* or *live good*, but you *do well* and *live well*. Remember, though, that an adjective follows sense-verbs and be-verbs, so you also *feel good*, *look good*, *smell good*, *are*

good, have been good, etc. (Refer to rule #3 above for more information about sense verbs and verbs of appearance.)

Confusion can occur because *well* can function either as an adverb or an adjective. When *well* is used as an adjective, it means "not sick" or "in good health." For this specific sense of *well*, it's OK to say you *feel well* or *are well* -- for example, after recovering from an illness. When not used in this health-related sense, however, *well* functions as an adverb; for example, "I did *well* on my exam."




Double-negatives


Scarcely and *hardly* are already negative adverbs. To add another negative term is redundant, because in English only one negative is ever used at a time

They found *scarcely any* animals on the island. (not *scarcely no...*)
Hardly anyone came to the party. (not *hardly no one...*)

Sure or Surely?

Sure is an adjective, and *surely* is an adverb. *Sure* is also used in the idiomatic expression *sure to be*. *Surely* can be used as a sentence-adverb. Here are some examples that show different uses of *sure* and *surely*. Light blue arrows indicate adjectives and green arrows indicate adverbs.

 I am <i>sure</i> that you were there.	Here <i>sure</i> is an adjective that modifies the pronoun <i>I</i> .
 He is <i>surely</i> ready to take on this project.	Here <i>surely</i> is an adverb that modifies the adjective <i>ready</i> .
 She is <i>sure to be</i> a great leader.	Here <i>sure to be</i> is an idiomatic phrase that functions as an adjective that modifies the pronoun <i>she</i> .

 Surely, environmental devastation has been one of the worst catastrophes brought about by industrial production.

Here *surely* is an adverb that modifies the verb *has been*.

Real or Really?

Real is an adjective, and *really* is an adverb. Here are some examples that demonstrate the difference between *real* and *really*. Light blue arrows indicate adjectives and green arrows indicate adverbs.

She did  *really* well on that test.

Here *really* is an adverb that modifies the adverb *well*.

Is she  *really* going out with him?







Here *really* is an adverb that modifies the verb phrase *going out*.

Popular culture proposes imaginary solutions to  *real* problems.

Here *real* is an adjective that modifies the noun *problems*.

Near or Nearly?

Near can function as a verb, adverb, adjective, or preposition. *Nearly* is used as an adverb to mean "in a close manner" or "almost but not quite." Here are some examples that demonstrate the differences between various uses of *near* and *nearly*. Light blue arrows indicate adjectives and green arrows indicate adverbs. Subjects and verbs are marked in purple.

<p>subject verb</p> <p>The moment of truth <i>neared</i>.</p>	<p>Here <i>neared</i> is a verb in the past tense.</p>
<p></p> <p>We are <i>nearly</i> finished with this project.</p>	<p>Here <i>nearly</i> is an adverb that modifies the verb <i>finished</i>.</p>
<p></p> <p>I'll be seeing you in the <i>near</i> future.</p>	<p>Here <i>near</i> is an adjective that modifies the noun <i>future</i>.</p>
<p></p> <p>The cat crept <i>near</i>.</p>	<p>Here <i>near</i> is an adverb of place that modifies the verb <i>crept</i>.</p>
<p></p> <p>First cousins are more <i>nearly</i> related than second cousins.</p>	<p>Here <i>nearly</i> is an adverb that modifies the verb <i>related</i>.</p>
<p>preposition  The detective solves the mystery in a scene <i>near</i> the end of the movie.  prepositional phrase</p>	<p>Here <i>near</i> is a preposition. The prepositional phrase <i>near the end of the movie</i> modifies the noun <i>scene</i>.</p>

After reviewing this handout, try the following interactive exercises:

Adjective or Adverb Exercise #1

Brought to you by the Purdue University Online Writing Lab.

Choose the correct item from the choices in the parentheses:

1. He (correct, correctly) defined the terms. The answer sounded (correctly, correct).
2. She (quickly, quick) adjusted the fees. She adapted (quick, quickly) to any situation.
3. He measured the floor (exact, exactly). They proved to be (perfectly, perfect) (exact, exactly) measurements.
4. The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still.
5. It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously, dangerous).
6. She performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance.
7. Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect).
8. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
9. Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly).
10. Talk (softly, soft) or don't talk at all. The music played (softly, soft).
11. Andrea knows the material very (good, well). She always treats us (good, well).
12. You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.
13. The mechanic's tools were (well, good). The foreman said that his work was (good, well) done.
14. She worked (careful, carefully) with the sick child. She was a very (careful, carefully) worker.

15. He did not pass the course as (easy, easily) as he thought he would.

16. I find this novel very (interesting, interestingly). It was (interesting, interestingly) written.

Adjective or Adverb Exercise #2

Brought to you by the Purdue University Online Writing Lab.

In the following sentences, cross out the incorrect words and write in the correct form in the blanks. If the sentence is correct as it is, write "correct" in the blank.

1. Terrence plays quarterback as well as Brian. _____

2. The game hadn't hardly begun before it started to rain. _____

3. This was sure a mild winter. _____

4. Jane behaves more pleasant than Joan. _____

5. When you are a parent, you will think different about children. _____

6. I felt badly about not having done good on my final exams. _____

7. Whether you win is not near as important as how you play. _____

8. Asian music often sounds oddly to Western listeners. _____

9. Does your car run well enough to enter the race?

10. I felt safely enough to go out at night on my own. _____

11. You can see the distant mountains clear with these binoculars._____

12. Our team was real sharp last Saturday afternoon during the game._____

Adjectives with Countable and Uncountable Nouns

Brought to you by the [Purdue University Online Writing Lab](#)

Some/Any:

Both modify countable and uncountable nouns.

There is some water on the floor.
There are some Mexicans here.

Do you have any food?
Do you have any apples?

Much/Many:

MUCH modifies only uncountable nouns.

They have much money in the bank.

MANY modifies only countable nouns.

Many Americans travel to Europe.

A lot of/lots of:

These are informal substitutes for MUCH and MANY. They are used with uncountable nouns when they mean MUCH and with countable nouns when they mean MANY.

They have lots of money in the bank.
A lot of Americans travel to Europe.

Little/Few:

LITTLE modifies only uncountable nouns.

He had little food in the house.

FEW modifies only countable nouns.

There are a few doctors in town.

A little bit of:

This phrase is informal and always precedes an uncountable noun.

There is a little bit of pepper in the soup.

Enough:

ENOUGH modifies both countable and uncountable nouns.

There is enough money to buy a car.

I have enough books to read.

Plenty of:

This phrase modifies both countable and uncountable nouns.

They have plenty of money in the bank.

There are plenty of millionaires in Switzerland.

No:

NO modifies both countable and uncountable nouns.

There is no time to finish now.

There are no squirrels in the park.