



The Lantern English Co.
English Program
Level VII (12th Grade)

Week One: Vocabulary

LESSON & ASSIGNMENTS: WRITE DEFINITIONS SAMPLE LESSON

Assignment 1: Read the 20 words below. This is your vocabulary list for study over the next four weeks. Begin this week by looking up the definition for each of the words. Then write the definition *in your own words*.

1. alight
2. ameliorate
3. asylum
4. bestial
5. cacophony
6. centrifugal
7. convoluted
8. derelict
9. disinclination
10. exploitation
11. impetus
12. incriminate
13. perfunctory
14. perplexity
15. proclivity
16. repugnance
17. stolid
18. stratum
19. trajectory
20. variegated



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Week One: Grammar

LESSON & ASSIGNMENTS: NOUNS & PRONOUNS SAMPLE LESSON

The Noun

A noun names a person, place, thing, or idea.

We can separate nouns into two main groups: **concrete nouns** and **abstract nouns**.

Concrete nouns are nouns that we can touch with our hands, see with our eyes, smell with our nose, hear with our ears, or taste with our tongue. In other words, we use one or more of our five senses to experience the concrete noun. Concrete nouns name people, places, and things.

The other type of noun is an abstract noun. This is a noun that we cannot see, hear, feel, touch, or taste.

Happiness is an example of this. We cannot see, hear, smell, touch, or taste happiness. It is an idea or a concept. You cannot say what color happiness is or what it tastes like. If you tried to touch happiness, you would have a very hard time doing that because there is nothing to touch. Does happiness have a smell? No. *Happiness* is an abstract noun.

Freedom and *liberty* are two other examples of abstract nouns. Abstract nouns do not have color, sound, taste, etc. Abstract nouns name ideas.

We can also categorize nouns in another way: **common nouns and proper nouns**. **Let us look at common nouns first.**

Common Nouns

Person	Place	Thing	Idea
<ul style="list-style-type: none">• mother• brother• clerk• policeman• athlete	<ul style="list-style-type: none">• home• store• street• bedroom• warehouse	<ul style="list-style-type: none">• cup• bananas• table• book• computer	<ul style="list-style-type: none">• love• hope• happiness• fear• anger

Notice that the nouns in the table above do not start with a capital letter. That is because they are not naming a specific person, place, thing, or idea. We call these types of nouns common nouns or improper nouns. We use common nouns when we are not referring to someone, someplace, or something by a specific name.

Assignment 1A: Study this poem, “Stopping by Woods on a Snowy Evening” by Robert Frost. Underline all of the common nouns. Ask yourself for each word: “Does this name a person, place, thing, or idea?”

Stopping by Woods on a Snowy Evening

Robert Frost

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound is the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Proper Nouns

Person	Place	Thing
<ul style="list-style-type: none"> • Mom • Aunt Susan • Grandpa Chuck • President Anderson 	<ul style="list-style-type: none"> • Highland Park • Walgreens • King's Dominion • France 	<ul style="list-style-type: none"> • Empire Apples • Bible • Android • Nile River

Note that all of the nouns in this table begin with a capital letter. These nouns are naming a specific person, place, or thing (note that ideas – abstract nouns – can never be made proper.) ***We call these types of nouns specific or proper nouns. We use proper nouns when we are referring to something by a specific name.***

The following categories are always proper nouns.

1. Names of people and pets:

Mrs. Edwards David Snoopy Garfield

2. Names of places and buildings:

Madrid, Spain Main Street Washington Monument
Lake Ontario Alaska Pacific Ocean

3. Names of books, movies, newspapers, and magazines:

Charlotte's Web Toy Story The Orlando Times
Highlights Monsters, Inc.

4. Names of holidays, days of the week, and months:

Christmas Sunday April
Memorial Day Thanksgiving Friday

5. Names of languages:

Spanish English French Italian

6. Names of companies and brand names:

Google Pepsi Nike Apple

7. Titles of people when used in front of their names:

President Lincoln King George Captain Hook
Judge Peterson Prince William Doctor McNeish

8. Names of religions:

Baptist Protestant Jewish Catholic

Two groups of nouns that can be confusing when it comes to capitalizing them are the seasons (spring, summer, fall, and winter) and directions (north, south, east, west).

The general rule for seasons is that you do not capitalize them unless they start a sentence or are part of the name of an event such as the "Winter Olympics."

The rule for directions is also easy. If you are referring to a specific part or location of the country (such as *the South, the Northwest, the East*), then you should capitalize these nouns. But, if you are just referring to a general direction, then do not capitalize these nouns (such as *north of town, southeast of my house*).

Assignment 1B: Write ten proper nouns for each. Remember to capitalize each proper noun:

Person	Place	Thing
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

Making Nouns Plural

Making nouns plural is something you should already be familiar with as a growing writer. Most of the time, it is something you learn just by speaking. You know to turn *eyelash* into *eyelashes* or *chair* into *chairs*. You know that there are various plural forms such as *tomato* turned into *tomatoes* or *sheep* into *sheep*.

Still, we will review the definition and rules in this lesson. So, what is a plural noun? If you are referring to **a single object or person, you would use the singular form**. If you are referring to **more than one person or more than one object, you would use the plural form**.

There are multiple rules to making nouns plural in English. The reason for this is that English is made up of words from many different languages. We are not going to learn every rule for plurals in this lesson because that would take a very long time. Instead, we are going to focus on the rules that cover most English words.

Rule #1 - Add the letter S

hand - hands

window - windows

chair - chairs

Rule #2 - If the noun ends in S, X, Z, CH, or SH, then add ES.

glass - glasses

box - boxes

waltz - waltzes

church - churches

wish - wishes

Rule #3 - If the noun is a standard English word (not foreign) and ends in a consonant followed by the letter O, add ES.

potato - potatoes

banjo - banjos

hero - heroes

Rule #4 - If the noun ends in O and is a foreign word, add just S.

piano - pianos

kimono - kimonos

photo - photos

Rule #5 - If the noun ends in Y, change the Y to I and add ES. (Do not do this with proper nouns.)

cherry - cherries

sky - skies

penny - pennies

Rule #6 - For most nouns that end in F, FF, or FE, add just S.

turf - turfs

cliff - cliffs

giraffe - giraffes

Rule #7 - Some nouns that end in F, FF, or FE change the F to a V and then add ES.

calf - calves

staff - staves

knife - knives

Rule #8 - Some nouns have the exact same form for singular and plural.

fish - fish

sheep - sheep

deer - deer

Rule #9 - Some nouns change to a completely different word to form the plural.

person - people

foot - feet

man - men

When forming plurals, rules #1 and #2 will cover about 99% of all English words. So, if you can just memorize those two rules, you will be right much of the time. But, do not ignore the other rules because they are also important.

Assignment 1C: Turn each of the following words into its plural form.

- | | |
|-----------|-----------|
| 1. dog | 6. plate |
| 2. patio | 7. fish |
| 3. knife | 8. baby |
| 4. tomato | 9. bus |
| 5. monkey | 10. piano |

Making Nouns Possessive

Although this also should be something you are familiar with, making nouns possessive trips a lot of students up. Let us review the basic rules:

Rule #1 - If the noun ends in any letter other than S, we use an apostrophe and then the letter S to show possession.

- the dog - the dog's bone
- the men - the men's team
- the quiz - the quiz's answers

Rule #2 - If a singular noun ends in the letter S, we can use EITHER an apostrophe and the letter S or we can use ONLY an apostrophe to show possession.

- Charles - Charles's book OR Charles' book
- the boss – the boss' paperwork OR the boss's paperwork
- Jesus - Jesus's mother OR Jesus' mother

Rule #3 – If a plural noun ends in the letter S, we use only an apostrophe to show possession.

- guys – guys' night out
- dogs – the dogs' bones

Rule #4 - Acronyms form the possessive with an apostrophe and the letter S.

- NASA - NASA's spaceship
- USA - the USA's flag
- ABC - ABC's documentary

Rule #5 - If you have two nouns and two objects that are individually owned, then each noun is made possessive.

- John and Mary - John's and Mary's hats (they each have their OWN hat)
- James and Ann - James' and Ann's dinners (they each have their OWN dinner)

Rule #6 - If you have two or more nouns and all nouns own the same object, then just the last noun is made possessive.

- John and Mary - John and Mary's children (they have the same children)
- James and Ann - James and Ann's car (they own the same car)
- Kara, Dave, and Julie – Kara, Dave, and Julie's father (they all have the same father)

Assignment 1D: Turn each of the following words into its possessive form.

- | | |
|-------------|------------------------------|
| 1. cars | 6. UVA |
| 2. window | 7. Hudson and Addie blankets |
| 3. Mike | 8. men |
| 4. Oscar | 9. Maria and James house |
| 5. teachers | 10. Lewis |

Nominative Pronouns

Next up is the pronoun. We can study the pronoun immediately following the noun because it performs the same job as the noun. **A pronoun is a word that takes the place of a noun.** Pronouns are very useful because otherwise we would be repeating the same noun over and over again. There are several kinds of pronouns in English. Each type of pronoun is used in a specific way. This lesson will teach you how to use **nominative** and **possessive pronouns (You will learn about the other kinds of pronouns in the next class).**

Nominative pronouns are sometimes called *subject pronouns*, because they usually take the place of a noun that is functioning as the subject in a sentence (more about that in Lesson 5).

Here are the **nominative** or **subject pronouns**. The singular is given with its plural in the next column.

<u>Singular</u>	<u>Plural</u>
I	we
you	you
he	they
she	they
it	they

Remember, these pronouns are used as the subjects of a sentence. Below are some examples using each of these pronouns.

<u>Singular</u>	<u>Plural</u>
I drive a car.	We drive a car.
You eat ice cream.	You (all) eat ice cream.

He speaks Russian.
She swims every day.
It keeps food cold.

They speak Russian.
They swim every day.
They keep the food cold.

Imagine that some friends are having a conversation. We will write some sentences that Hannah might say to her friend Ashley. The subjects are placed in parentheses to make it easier for you to see them.

(Hannah) went on a field trip.
(Ashley, being spoken to) went on a field trip.
(Caleb) enjoyed the field trip.
(Jane) arrived too late for the field trip.
(The car) was full.
(Jane and Caleb) bought some souvenirs.

Below are the same sentences with nominative pronouns in place of the nouns used above.

I went on a field trip.
You went on a field trip.
He enjoyed the field trip.
She arrived too late for the field trip.
It was full.
They bought some souvenirs.

Possessive Pronouns

Lastly, we will move on to **possessive pronouns**. As you learned above, we can make nouns possessive to show that someone or something owns something. Possessive pronouns show ownership as well but are used at the end of a sentence.

Here are the **possessive pronouns**. The singular is given with its plural in the next column.

<u>Singular</u>	<u>Plural</u>
mine	ours
yours	yours
his	theirs
hers	theirs
its	theirs

We use possessive pronouns as substitutes for possessive forms of nouns, when these nouns were used at the end of a sentence.

For example –

- “This dog is Andrew's.” (possessive form of noun)
- “This dog is his.” (replaced with possessive pronoun)

Remember, these pronouns are only used to show possession. Look at some examples using each of these possessive pronouns.

<u>Singular</u>	<u>Plural</u>
The car was <i>mine</i> .	The car was <i>ours</i> .
The ice cream is <i>yours</i> .	The ice cream is (all of) <i>yours</i> .
The book will be <i>his</i> .	The book will be <i>theirs</i> .

The swimming pool is *hers*.
The tires were *its*.

The swimming pool is *theirs*.
The tires were *theirs*.

Assignment 1E: Underline all of the nominative and possessive pronouns in the following sentences.

1. Is this train his?
2. The cup is hers.
3. They will show us the skill.
4. It is ours.
5. Which one is yours?
6. He will never tell me his secrets!
7. Do you think that's funny?
8. Will you get me some medicine?
9. We are not feeling very well.
10. I don't understand why she is not tired.
11. This coupon is for us.
12. They will call him tomorrow.
13. Which phone number will be mine?
14. The cars are theirs.



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Week One: Writing

LESSON & ASSIGNMENTS: PARAPHRASE OF AN ESSAY SAMPLE LESSON

So many advanced essays require you to respond to other works; therefore, you must be able to restate the information presented in paraphrase or summary – then critically evaluate or discuss it. These skills are invaluable when it comes to testing the SAT and ACT, writing for the university classroom, or writing for business.

While most students learn the art of paraphrasing and summarizing in grade school, applying those skills to longer works can still be a challenge. Admittedly, paraphrasing can be the greater challenge, because you must restate exactly what the original author wrote without plagiarizing or simplifying. You also must remain entirely objective throughout, as a paraphrase leaves no room for your opinions or argument.

You will use the skills of paraphrasing and summarizing throughout this class, so we will begin here on the first week.

A paraphrase is...

- *Your own version* of the most important information and main idea expressed in an original text.
- One way to borrow from a source without quoting it, though a citation is generally still required for a paraphrase. (Up to this point, you have used a lot of quotes, but now we will begin to apply your citation skills to using paraphrases as well.)
- *A detailed rewriting* of an original, in contrast to a summary which is a simplified rewriting of an original.

Paraphrasing is a valuable skill because...

- It helps you control the temptation to quote too much, but is still a useful means of evidence.
- “The mental process required for successful paraphrasing helps you to grasp the full meaning of the original.”¹
- It allows you to restate information or portions of a passage that may be difficult for the general audience to understand.

- It allows you to explain abstract or unfamiliar terms in a more concrete and common way.

There are two types of paraphrase:

- **Literal:** A literal paraphrase copies the exact structure of the original text and substitutes synonyms for each word. Although this form of paraphrase can be useful for beginning drafts, literal paraphrase is not appropriate for final drafts because it often leads to awkward sentence structure and phrasing, plagiarism, and missing the main point of the original.
- **Free:** A free paraphrase focuses on expressing the main ideas of the original text, while substituting synonyms and rearranging structure. Free paraphrase creates more natural and fluid writing and allows you to focus more on expressing the main ideas of the original text instead of just switching out words.

Unless a literal paraphrase is specifically requested as part of an assignment, assume that any instance of paraphrase calls for free paraphrase. Again, this means that your main focus as the writer should be on expressing the main idea, without attempting to copy the exact structure and swap out each individual word with a synonym.

HOW TO WRITE A SUCCESSFUL (FREE) PARAPHRASE

You may utilize a variety of methods to paraphrase a text; however, an effective paragraph utilizes more than one of these methods. If you find yourself using only one method, you are likely not paraphrasing well, sitting on the edge of plagiarism.

- Read the original text several times at first, to ensure that you have a well-rounded understanding of the purpose and main ideas of the text.
- If necessary, make an outline for each paragraph or section of the original, including notes for the main ideas.
- Once you understand the full meaning and have taken some notes, set the original aside so you are not tempted to plagiarize. Now try to write out the full meaning, *in your own words*. Write as if you were telling a friend about the original and what it says.
- If paraphrasing something said by another individual (i.e. not just a fact about the Solar System, etc.), do not write in a personal voice, as if *you* said it. Any good paraphrase, whether it be a simple statement or an essay, should give credit to the original article and speaker. (EXAMPLE: In his essay, “All About Cookies,” author Jordan James classifies these delicious confections into four key sections.”)
- Compare your paraphrase with the original to ensure that you have clearly and appropriately expressed all of the essential information. However, do NOT use the original as a guide for structure and organization. If you are having trouble writing your paraphrase without following along with the text, you need to read the original several more times until you can put it away and then paraphrase.
- Obviously, if you read a text a dozen times, you will likely remember some specific sentences and phrases and may be tempted to use these in your paraphrase. In addition, if you are referring back to the original occasionally for clarity or remembrance, you may be tempted to copy a sentence structure and just swap out a few words. To avoid this, try to think about variety.

1. Change the word order.
 2. Change word form: think “The girl danced beautifully” to “The girl performed a beautiful dance.”
 3. Change sentence structure. Turn a long sentence into two shorter ones, for example.
 4. Change the voice – active to passive or vice versa.
- When paraphrasing, you will need to use synonyms to avoid copying exact words. When looking for a synonym, choosing a word with the same meaning is necessary. A word with a close-enough meaning will not convey clearly the ideas of the original.
 - If you have used any unique terms or phrases exactly from the original, do place these in quotation marks. For words or phrases with no suitable replacement, quoting the original is acceptable.

Ultimately, your goal in a paraphrase is to write an entirely new version of the original, whilst retaining the meaning. The paraphrase is not about simplifying or cutting content; it is about expressing the main idea(s) *in your own words*.

EXAMPLES

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. *Writing Research Papers*. 2nd ed., 1976, pp. 46-47.

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A version considered plagiarized:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes. (Lester 46-47).

ASSIGNMENT NOTES

Before we begin with the assignment for this week, we would like to discuss expected rules in this writing course. Now that you have so much experience writing essays, we expect serious effort on each assignment. Every essay should include the following requirements:

Essay Requirements:

- standard font, size 12
- double spacing
- Include name and date at the top of assignment
- Include a title
- Citations (MLA Format) must be included in a works cited list following the paper

Assignment 1: Choose one of the following essays. Read it; then write a FREE (not literal) paraphrase. (There are no citations required for this assignment.)

Ensure that the essay is formatted properly. (name, date, title, properly formatted paragraphs with indent or full space between each, and left-align the text. Justified text is optional but not required. Content should be typed in one of the standard fonts, size 12.)

- “A Nice Cup of Tea,” by George Orwell
- “A History of the Past: Life Reeked with Joy,” by Anders Henrikson
- “A Clean, Well-Lighted Place,” by Ernest Hemingway
- “Why I Know There Is a God,” by B.R. Lakin



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Week One: Literature

**LESSON & ASSIGNMENTS: READING
SAMPLE LESSON**

Assignment 1: Read Sections I and II of *Fahrenheit 451*, by Ray Bradbury.