

Choices: Exploring Parts of Speech

The following activities challenge you to find a connection between parts of speech and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class.

BUILDING BACKGROUND KNOWLEDGE

Pen, Jot, and Scribble

What are the synonyms for the verb *write*? Use a thesaurus to get started on a list. Include slang words, jargon, and any other type of synonym that you can. Then, write a sentence or two identifying the connotations of each word. For instance, *jot* refers to short, quick, informal notes. You could create a handout for your classmates, or you could draw illustrations of a group of synonyms and hang your pictures in the classroom.

LINGUISTICS

What's New?

In the last hundred years, many words have been added to English. Words from science, psychology, art, and technology have become common knowledge. Choose a field and investigate ten new words. Find out when they were first used. (Check the *Oxford English Dictionary*.) Then, create a time line. The class may be using your time line throughout the year, so use large paper and leave room for additions. Post your words, along with their meanings and illustrations, on the time line.

HISTORY

Who's Who

The study of grammar started a long time ago. How long ago? Find out. While you're at it, find out some of the all-time great names in grammar. Start with Dionysus Thrax. What did he do that is so important? When you've completed your research, write up some short notes and post them on a time line. You might want to label each name as a compound noun.

STATISTICS

The Bottom Line

Statistically speaking, which part of speech appears most often in advertisements, stories, poems, legal contracts, instructions, cookbooks, and other types of writing? Do a survey of several representative passages. Identify and tabulate each part of speech in each passage. Then, compare the passages. A computer spreadsheet could make creating a graphic presentation of your results short work. Be sure to print out copies for all your classmates. Lead a discussion to determine why certain parts of speech may or may not figure more predominantly in certain types of writings.

COMPUTER PRESENTATION

To Learn Something, Teach It.

Help younger students understand the parts of speech. Create an electronic slide show introducing the parts of speech. You could include illustrations, voice-over, sound effects, and anything else that you think would engage younger students. Take your presentation to an elementary or middle school classroom and see what they think! Oh, you might also want to write a short test to check your effectiveness.

CREATIVE WRITING

What, That, and Who, Too

If Abbott and Costello can make comedy history by making jokes like their famous "Who's on First?" comedy routine based on the parts of speech, why can't you? Give it a try. Write a comedy dialogue or monologue that is based on pronouns. With your teacher's permission, present your routine to the class.

Common, Proper, Concrete, and Abstract Nouns

1a. A **noun** names a person, a place, a thing, or an idea.

COMMON NOUNS scientist, artist

PROPER NOUNS Albert Einstein, Jackson Pollock

CONCRETE NOUNS moon, calendar, broccoli, Vietnam

ABSTRACT NOUNS gentility, meekness, Buddhism, hope

EXERCISE In the following sentences, underline the common nouns once and the proper nouns twice. Above each noun write *C* if the noun is *concrete* or *A* if the noun is *abstract*.

Example 1. ^C Beth worked up the ^A courage to eat some of the unfamiliar ^C dish.

1. My father believes sunshine can make you smart.
2. The cowboys took the horses to the creek just past Razzleberry Hill.
3. Jon did not have the strength to close the window.
4. I learned to speak Portuguese from my teacher, Dr. Tihonen.
5. That's a good thought, Jacob, but I don't have any plastic bags.
6. From the house, you can see both the waterfall and the stream.
7. It's not about how you hit the baseball; it's about your mental attitude.
8. The province finally won its independence.
9. It takes patience to learn the guitar.
10. Farley, Jack, and I paddled our canoes down the Colorado River.
11. Moving to Pittsburgh caused me a lot of heartache.
12. Why don't you take off your shoes and rest your feet, Lucy?
13. That student has great ambition.
14. Our homework is due tomorrow.
15. My brother is a surgeon in Houston.
16. Robby is an excellent saxophone player.
17. I wish everyone could enjoy the love of a loyal pet.
18. Paul thought the play was about forgiveness.
19. The hippopotamus rested in the cool water.
20. Let's not listen to that CD right now.

Collective and Compound Nouns

The singular form of a **collective noun** names a group. A **compound noun** consists of two or more words used together as one noun. The parts of a compound noun may be written as one word, as separate words, or as a hyphenated word.

COLLECTIVE NOUNS organization, herd, choir, team

COMPOUND NOUNS highway, high school, son-in-law

EXERCISE In the following sentences, underline the collective nouns once and the compound nouns twice.

Example 1. Our class took a field trip last week.

1. On our way to the Museum of Fine Arts, the bus began to overheat.
2. Our bus driver, Mr. Peterson, said we had to pull over to the wayside.
3. One group of students wandered down to see the pond.
4. There was a mother duck with a brood of ducklings.
5. "Look," I said, "a fleet of ducks!"
6. "Silly!" said Lynn. "It's called a flock of ducks."
7. "But they float around like ships," I said. "Maybe we should call them a crew."
8. A few people from the class fed the flock with bread from our lunchboxes.
9. Lynn got too close to the waterside and almost fell in.
10. Some of our classmates walked to the other side of the lake.
11. A group of boys began throwing a football.
12. Some students in the choir decided to practice a song.
13. I'm not in the choir; I'm in the band.
14. The teacher used a cell phone to call the school.
15. After the radiator was fixed, the crowd got back on the bus.
16. When I bent down to retie my shoelace, I noticed a baby duck under the seat.
17. We coaxed the bird back to the duck pond, where its family was waiting.
18. As we drove off, the entire class waved goodbye to the flock through the rear window.
19. I was happy that our group was finally on its way to the museum.
20. However, when we got there, there was a sign on the museum door: "Museum closed due to floodwater."

Pronouns and Antecedents

1b. A **pronoun** takes the place of one or more nouns or pronouns.

The word that a pronoun stands for is the **antecedent** of the pronoun.

EXAMPLES Ruth decorated the room **herself**. [The noun *Ruth* is the antecedent of *herself*.]

The teacher wrote **his** name on the board. [The noun *teacher* is the antecedent of *his*.]

EXERCISE In the following sentences, underline each pronoun once and its antecedent twice.

Example 1. Phillip and Laura live in the town where they both grew up.

- Uncle Andrew is in this picture; he is on the far left.
- When Clara was a little girl, she wanted to be an artist.
- The dishes are in the dishwasher because they are dirty.
- Mary drove here herself.
- Clifford will have to hurry; he is late.
- Where is the screwdriver? It was here a minute ago.
- Tell George the blue umbrella is for him.
- Tori is leaving. Will Ed go with her?
- Andrea had something in her eye.
- The sign was so small it could not be seen from the road.
- Dad went with him when Sven took the driving test.
- Tom built the shed himself.
- Seth said, "I intend to be president of the class."
- The students painted the mural themselves.
- The clock needs to be wound because it has stopped.
- As they entered the pep rally, Carl and Christopher announced loudly, "The wrestling team has arrived!"
- Louie and Rachel are tired of their toys.
- Ms. Young told Jamie, "You were the student voted most likely to succeed."
- Is Sergio at his job?
- The factory workers and the managers are happy they get along so well.

Personal, Reflexive, and Intensive Pronouns

A **personal pronoun** refers to the one(s) speaking (*first person*), the one(s) spoken to (*second person*), or the one(s) spoken about (*third person*).

A **reflexive pronoun** refers to the subject of a verb and functions as a complement or as the object of a preposition.

An **intensive pronoun** emphasizes its antecedent—a noun or another pronoun.

EXERCISE In the following sentences, underline each pronoun. Then, identify each pronoun by writing above it *P* for *personal*, *I* for *intensive*, or *R* for *reflexive*.

Example 1. He ^{*P*} said himself ^{*I*} that we ^{*P*} should be kind to ourselves ^{*R*}.

1. They rode the train west for as far as it would carry them.
2. We thought this house was hers.
3. He convinced himself to finish the chores.
4. They themselves made the waffles.
5. I found her house all by myself.
6. Our greatest challenge is ahead of us.
7. His sister went with him to find your dog.
8. I wrote myself a note about their party.
9. You could paint the room yourself.
10. She is my favorite designer.
11. The puppy chased its tail until it tired itself out.
12. Her grandparents live next door to you, don't they?
13. You may help yourself to the buffet.
14. It was so cold that we could see our breath.
15. She fixed the leaking faucet herself.
16. The scientists themselves could not figure out the problem.
17. You and your friends should join us.
18. We are not planning to see the movie ourselves.
19. If she said we would not finish the race, then she does not know us well.
20. Monica herself was there to meet us when we dragged ourselves off the plane after the longest flight of our lives.

Demonstrative, Interrogative, and Relative Pronouns

A *demonstrative pronoun* points out a noun or another pronoun.

An *interrogative pronoun* introduces a question.

A *relative pronoun* introduces a subordinate clause.

DEMONSTRATIVE PRONOUNS this, that, these, those

INTERROGATIVE PRONOUNS who, whom, which, what, whose

RELATIVE PRONOUNS that, which, who, whom, whose

EXERCISE In the following sentences, underline demonstrative, interrogative, and relative pronouns. Then, above each underlined pronoun, write *D* for *demonstrative*, *I* for *interrogative*, or *R* for *relative*.

Example 1. ^IWho stole the diamond-covered shoehorn?" asked the great detective.

- "We must discover the culprit who is guilty of this crime."
- "The shoehorn was last seen near a window, which has been broken."
- "Which is the window that was broken?" asked Ann, the housekeeper.
- "This must be the one," said Harold, the butler.
- Harold pointed to a window, which had been shattered.
- "What are the marks on the ground outside the window?" asked Ann.
- "Those are footprints," replied the great detective.
- "They belong to someone whose boots are very large."
- "Who has boots as big as the footprints?" asked Ann, looking at the butler's feet.
- "What are you implying?" demanded the butler.
- "The thief must have large feet. That's all," said Ann, looking down at her small shoes.
- "These are certainly the footprints of the thief," said the great detective.
- "However, those were not necessarily the boots of the thief."
- "What do you mean?" they both asked.
- "There is one thing that you are forgetting," said the great detective. "Small feet can fit into large boots, too."
- "That is silly," said Ann.
- "Why would someone who had small feet wear large boots?"
- "What could be a better way of disguising your footprints than using someone else's shoes?"
- "That is right," said the butler. "A pair of my boots is missing."
- "This is the thief!" cried the great detective, pointing at Ann, the small-footed housekeeper.

Indefinite Pronouns

An *indefinite pronoun* refers to a person, a place, a thing, or an idea that may or may not be specifically named.

INDEFINITE PRONOUNS all, another, anyone, both, each, everyone, everybody, everything, few, many, neither, nothing, several, such

EXERCISE A Underline the indefinite pronouns in the following sentences.

Example 1. Today, most of us use flatware to eat.

1. However, in the not-too-distant past, eating with one's fingers was nothing unusual.
2. Etiquette dictated that anyone considered "high-class" should use only three fingers to pick up a morsel, leaving out the pinky and ring finger.
3. Someone might, in fact, be mocked for using a utensil rather than just his or her hands.
4. Few know that the fork is a rather recent invention; it was first used for eating in eleventh-century Tuscany, which today is part of Italy.
5. The new utensil spread to other parts of Europe, though it was considered by most to be more a curiosity than a useful tool.
6. Many at the time considered the use of the fork to be strange and even ungodly.
7. It was not until the eighteenth century that the French nobility began to believe it was impolite for one to use fingers at the table.
8. Consequently, most started using forks.
9. The spoon and knife predate the fork, as anyone who studies culinary history could explain.
10. Of the early spoons that have been found, most were made of thin, concave pieces of wood.

EXERCISE B Write appropriate indefinite pronouns to complete the following sentences.

Example 1. Could anyone imagine eating dinner in a fine restaurant without at least one spoon by the plate?

11. _____ have been found in Asia, while others have been discovered in Egyptian tombs.
12. _____ know that the knife is much older than either the spoon or the fork.
13. _____ knows for sure, but it is believed that the knife has been used for 1.5 million years.
14. People used early knives for _____ from eating to fighting one another.
15. While _____—the fork, the spoon, and the knife—has a different history, they combine to make eating more efficient.

Adjectives and the Words They Modify

1c. An **adjective** modifies a noun or a pronoun.

An adjective tells *what kind, which one, how many, or how much*.

WHAT KIND **green** eyes, **French** perfume

WHICH ONE **these** pencils, **last** page

HOW MANY **six** erasers, **few** pennies

HOW MUCH **some** sand, **enough** sauce

A, an, and the are the most frequently used adjectives. They are called **articles**.

EXERCISE Underline each adjective in the following sentences once. Then, draw an arrow from the adjective to the word it modifies. Do not underline articles.

Example 1. Lumpy oatmeal is the only kind I will eat.

1. Larry brought four suitcases on vacation.
2. I enjoyed the scary movie we saw yesterday.
3. Will we have enough soup for everyone?
4. The dry leaves crunched underfoot.
5. The first time I saw snow, I was in New Mexico.
6. The young skater was surrounded by many admirers.
7. There is less need for caution now.
8. All students must go to the new auditorium.
9. Sunny weather makes me smile.
10. I don't need those notes anymore.
11. We will need some fennel for this recipe.
12. The red wagon is rusting in the rain.
13. The second door on the left is the bathroom.
14. Several children in the group are afraid of clowns.
15. Chloe had three tests on the same day.
16. After the storm, we found the hungry dogs hiding in an old shed.
17. You must have more courage than I do.
18. They made a lemon glaze for the shortbread cookies.
19. This song has twelve verses.
20. The club has little money, so I don't think we can afford an end-of-the-year trip.

Adjective or Pronoun?

Many of the words that can be used as pronouns can also be used as adjectives.

PRONOUNS **This** is the longest novel I have ever read.
Which of the parking lots is being repaved?

ADJECTIVES **This** novel has really made me think about life.
Which parking lot do you usually use?

EXERCISE A In the following sentences, the same word is used twice, once as an adjective and once as a pronoun. Identify each underlined word by writing above it *A* for *adjective* or *P* for *pronoun*.

Example 1. We should study ^Aboth chapters because ^Pboth will be on the test.

- Few would spend so few hours studying.
- Which review sheet is which?
- These notes are better, so we should study these.
- Any way of remembering these dates would help; can you think of any?
- This is how I remember this fact.

EXERCISE B In the following sentences, identify each underlined word by writing above it *A* for *adjective* or *P* for *pronoun*.

Example 1. ^AEach student was nervous about the test results.

- Few had finished the test in the time allowed.
- Even those students who finished the test had many questions.
- Several students arrived early for class on Monday.
- Some even waited in the hall for the teacher to arrive.
- The students were confused about a statement that had to be identified as either true or false.
- Either answer could be correct, depending on how one looked at it.
- However, many thought it was neither.
- The teacher told them such things occasionally happen on tests.
- The question, which had been poorly worded, was unclear.
- Since either was acceptable, students got credit for either answer.

Adjective or Noun?

Most words that are used as nouns can also be used as adjectives.

NOUNS table dog United States

ADJECTIVES table lamp dog food **United States** government

EXERCISE Identify each underlined word by writing above it *A* for *adjective* or *N* for *noun*.

Example 1. The ^Atiger habitat at this ^Nzoo is beautiful.

1. The restaurant guide says this place is terrible.
2. The cat ran out through the cat door.
3. I love to make fudge brownies.
4. A group of lions is called a pride.
5. The bedroom closet is too small.
6. The bulldozer made a lot of noise that morning.
7. This mountain is part of a range that stretches for hundreds of miles.
8. Would you like to be a travel writer someday?
9. Camping is my favorite vacation activity.
10. Our town has a harvest festival every year.
11. William is the nicest boy in school.
12. Have you ever heard a really good mandolin player?
13. Apricots look like small peaches to me.
14. May I borrow your toenail clippers?
15. Our neighbor, the beekeeper, collects yard art.
16. Does that store sell plant fertilizer?
17. This huge computer is obsolete now.
18. Birthday decorations covered the entire table.
19. At the picnic, we ate egg salad off paper plates with plastic forks.
20. Let's look for him in the garden.

Main Verbs and Helping Verbs

1d. A **verb** expresses action or a state of being.

A **main verb** and one or more **helping verbs** (also called **auxiliary verbs**) make up a **verb phrase**. A **modal** is a helping verb that is joined with a main verb to express an attitude such as necessity or possibility.

VERBS A pair of robins **landed** in the tree and **began** to build a nest.

VERB PHRASES The concert **has been canceled**, but it **will** soon **be rescheduled**.

MODALS If you **must** go outside in this weather, you **should** wear a good hat.

EXERCISE Underline each verb phrase in the following sentences and underline each main verb twice.

Example 1. In 1914, when the *Endurance* was sailing to the Antarctic, its crew could not have known what lay ahead of them.

- Sir Ernest Shackleton, who was the leader of the expedition, was a seasoned explorer who had been on two expeditions to Antarctica.
- Shackleton and his team were planning a trip across the continent on foot.
- The trip was delayed first at South Georgia Island, which is near Antarctica.
- None of the whalers on the island could remember a time when the ice conditions had been as bad.
- The whalers advised Shackleton that he should wait at least a month and perhaps should even wait another season.
- After a month's delay, the *Endurance* was continuing south when the ship ran into ice about 80 miles from its destination.
- The men could not free their ship from the ice.
- They were slowly being carried farther and farther from land, as the ice pack was drifting with the current.
- Since they could not sail again until the spring, Shackleton and his men settled in for the winter.
- It was boring for the men that winter, but at least they had good shelter and enough food.

Action Verbs

An *action verb* expresses either physical or mental activity.

PHYSICAL ACTIVITY run, draw, push

MENTAL ACTIVITY think, remember

EXERCISE Underline all of the action verbs in the following sentences. Identify each verb by writing above it *P* if it expresses *physical activity* or *M* if it expresses *mental activity*.

Example 1. Please ^Mremember that we ^Pmust wash the car today.

1. I know about every book in that series.
2. I doubt the accuracy of that statement.
3. Herman rides the bus every day.
4. I think I understand this assignment.
5. You will find your keys on the hall table.
6. We should drive to the beach.
7. He thought we were arriving at noon.
8. They have solved the problem.
9. We baked gingerbread cookies.
10. Consider the risks before you start your own business.
11. Who will open this jar for me?
12. The pie cooled on the windowsill.
13. She runs like the wind.
14. I wonder if it will rain.
15. Think of the possibilities!
16. Elizabeth told us about it.
17. Harry will go first today.
18. I usually exercise for an hour.
19. He says he can estimate the number of people who will vote.
20. I suppose the meeting will begin on time.

Linking Verbs

A *linking verb* connects the subject to a word or word group that identifies or describes the subject. Such a word or word group is called a *subject complement*.

EXAMPLES This meal **smells** delicious!
Who **is** the new class president?
That **must be** one of the oldest buildings in the city.

EXERCISE Underline the linking verbs in the following sentences.

Example 1. I may be the shortest one here, but I am also the best basketball player.

1. He is the office manager.
2. At first, the problem appeared unsolvable.
3. Hermina seems sad.
4. You are very brave to volunteer for that job.
5. We have been cold all morning.
6. That looks wonderful!
7. She could be president.
8. They felt encouraged after the meeting with the coach.
9. We were the first ones in line today.
10. What would be best?
11. The film became more and more difficult to follow.
12. That movie was an immediate success.
13. Where is the broom that usually sits in the closet?
14. What could be more interesting?
15. Is he really a circus acrobat?
16. The honeysuckle smelled sweet.
17. You grow more beautiful every time I see you.
18. Who is your counselor?
19. This tastes too salty.
20. Your plan sounds as though it will work.

Transitive and Intransitive Verbs

A **transitive verb** has an **object**—a word that tells who or what receives the action. An **intransitive verb** does not have an object.

TRANSITIVE Becky **gave** her speech first. [The object *speech* receives the action of the verb *gave*.]

Frank **has thrown** more touchdown passes than anyone else in the division. [The object *passes* receives the action of the verb *has thrown*.]

INTRANSITIVE Rain **has been falling** for the last three hours.
The detective **is** very perceptive.

EXERCISE In the following sentences, underline each intransitive verb once and underline each transitive verb twice.

Example 1. I can hardly wait for opening night of our production of *King Lear*.

1. I play the character of Regan in our school's production of Shakespeare's tragedy.
2. We rehearse every weeknight.
3. Fortunately, I can memorize lines fairly quickly.
4. My friend Robert plays the character Kent.
5. He always arrives early for rehearsal.
6. The last school play was *Waiting for Godot* by Samuel Beckett.
7. I was not in that play, but I helped the set designers on the weekends.
8. One day I would like to act in a big Broadway musical.
9. I can sing enthusiastically.
10. My mother sings beautifully.
11. She has perfect pitch.
12. She sang in jazz clubs.
13. It was at a performance that she met my father, a piano player.
14. He can really tickle the ivories!
15. They help with tips about show business.
16. Sometimes my mother and I sing a duet while my father plays the piano.
17. "Music comes from the heart, not the head," my dad says.
18. Of course, there is no music in *King Lear*, but I enjoy my part a lot.
19. The next production will be *Romeo and Juliet*.
20. I'll be auditioning for the part of Juliet.

Adverbs and the Words They Modify

1e. An **adverb** modifies a verb, an adjective, or another adverb.

An adverb tells *how*, *when*, *where*, or *to what extent* (*how much*, *how often*, or *how long*).

EXAMPLES He spoke **loudly** and **slowly**. [The adverbs *loudly* and *slowly* modify the verb *spoke*, telling *how*.]

They sat in the **extremely** uncomfortable chairs. [The adverb *extremely* modifies the adjective *uncomfortable*, telling *to what extent*.]

She wrote the answers **very neatly**. [The adverb *very* modifies the adverb *neatly*, telling *to what extent*. The adverb *neatly* modifies the verb *wrote*, telling *how*.]

EXERCISE A Underline each of the adverbs in the following sentences and draw an arrow from the adverb to the word(s) it modifies. Hint: A sentence may have more than one adverb.

Example 1. The original version of this game ran unbelievably slowly.

1. Considering that this video game is fairly old, it has surprisingly good graphics.
2. Is that the surpassingly lovely princess I have to rescue?
3. That was an unusually friendly gnome.
4. My character in the game is an exceptionally skilled archer.
5. At the archery tournament, I shot my arrow almost exactly in the center of the target.
6. I think a goblin is lurking nearby.
7. The castle's towers loom ominously over the treacherously swampy landscape.
8. Rather reluctantly, the gatekeeper let me into the city.
9. My sister mastered this game quickly.
10. The continually elusive high score escaped me again.

EXERCISE B On the line provided, add an adverb to complete each sentence below.

Example 1. After the lecture Jesse and his friends quietly walked to a nearby cafe.

11. Once seated, they all _____ began discussing the topic of the lecture.
12. Jesse argued _____ that the speaker's comments were well supported.
13. Cynthia disagreed _____ and offered her own views on the subject.
14. Rafael suggested that the lecture would have been _____ interesting if there had been more time for questions at the end.
15. _____, they all agreed that they had learned a lot and hoped to attend another lecture soon.

Noun or Adverb?

Some words that are often used as nouns may also be used as adverbs.

NOUN **Friday** is the day I start my racquetball lessons.

ADVERB I'll be having another lesson every **Friday** for the next two months. [The noun *Friday* is used as an adverb telling *when*.]

EXERCISE In the following sentences, identify the underlined word by writing above it *N* if it is a noun or *ADV* if it is an adverb.

Example 1. ^{*N*} Yesterday was exciting.

1. My parents and I arrived in New York City yesterday.
2. First, we went uptown to the Metropolitan Museum of Art.
3. That was wonderful, so I thought that uptown would be my favorite part of New York.
4. Then, we went downtown.
5. Downtown is definitely my favorite, but not because of any of its tourist attractions.
6. It is my favorite because it is my best friend Miriam's home.
7. After only a few days, I certainly was not ready to go home.
8. Miriam and I went to Chinatown and Little Italy today.
9. I think today has been the most fun so far.
10. My family has to leave tomorrow.
11. Tomorrow is the first day of spring.
12. We get to go upstate to see the countryside.
13. My aunt says that upstate is very beautiful.
14. First we will spend two nights in a cabin.
15. I will probably be the first to cook dinner at the cabin.
16. I'm really looking forward to Sunday.
17. Sunday, Miriam and I will visit her aunt who lives on Lake Ontario.
18. If we have time, we'll then drive into Canada.
19. Since we haven't yet spoken to Miriam's aunt about it, we can't really make plans until then.
20. Finally, on Wednesday we'll return to New York City to take an airplane home.

The Preposition

1f. A **preposition** shows the relationship of a noun or pronoun, called the **object of the preposition**, to another word.

EXAMPLES The water flowed **over** the rocks.
The water flowed **around** the rocks.
The tree stood **next to** the water.

EXERCISE Underline the preposition(s) in the following sentences.

Example 1. Is this phone call about the book you lent me before the holidays?

1. I think it's underneath my bed.
2. If it's not there, then I'm sure it's behind the couch.
3. It might be in my backpack.
4. Wait—I remember leaving it at the bus stop.
5. I got on the bus without your book.
6. It must have slipped out of my backpack onto the ground.
7. Your CD is beside the table.
8. It could be on the porch.
9. I can't believe I left your CD out there!
10. At the time, it seemed like a good idea.
11. It's a shame about the rain.
12. I'm sure your favorite CD is as good as new.
13. There may be a few scratches on the surface.
14. That album fell off the charts anyway.
15. I washed your T-shirt in the sink.
16. Now the ketchup stain is gone without a trace!
17. Unfortunately, it fell into a bucket of paint.
18. Also, I lent your binoculars to my neighbor.
19. Please accept an apology from the bottom of my heart.
20. Can I borrow your guitar for a few days?

Adverb or Preposition?

Some of the words that are commonly used as prepositions may also be used as adverbs. Keep in mind that an adverb is a modifier and that it does not have an object. Prepositions always have objects.

ADVERB Did you leave those muddy boots **outside**? [*Outside* modifies the verb *did leave*.]

PREPOSITION Take those boots off while you're **outside** the house. [*Outside* introduces a prepositional phrase and has an object, *house*.]

EXERCISE In each of the following sentences, the underlined word is used once as an adverb and once as a preposition. Identify each underlined word by writing above it *ADV* for *adverb* or *PREP* for *preposition*.

Example 1. Your family is waiting ^{*PREP*} in the living room, so you should go ^{*ADV*} in.

- After going inside, I realized there was no more room for food inside the refrigerator.
- By ourselves, we watched the cars go by.
- The game is over, over there.
- Get off the court, but don't run off.
- We must surround that building because the fugitive is within, still within our reach.
- Before you go out the door, tell me if we are going out tonight.
- If the show is going to go on, we have to be on time.
- You can't go across this mountain range in your car, because there is no good road to take you across.
- After he climbed down the telephone pole, he sat down on the ground.
- When you go outside, see if there are any snowdrifts outside our fence.
- We left Ted behind when we went behind the curtain.
- I cooked the roast throughout the afternoon, until it was well-done throughout.
- They walked around the park because they like to walk around.
- Carry on without fear, and don't worry that you will have to go without.
- Above all, we noticed the helicopter hovering above.
- Let's climb up, because the best view is from up this hill.
- Along the side of the road, a dog was ambling along.
- In 1997, my grandmother moved in.
- After reading a book about exotic locations, we decided to travel about.
- Past ninety, and still charming, the man lifted his hat whenever a lady walked past.

The Conjunction

1g. A **conjunction** joins words or word groups.

A **coordinating conjunction** joins words or word groups that are used in the same way.

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way.

A **subordinating conjunction** begins a subordinate clause and connects it to an independent clause.

EXERCISE Underline every conjunction in the following sentences.

Example 1. My sister has finished her holiday shopping, but I have hardly started mine.

1. Not only am I late getting started, but I also haven't decided what to buy for everyone.
2. I look forward to buying presents for my mother and my father.
3. While I was studying for finals, I didn't have time to think about shopping.
4. Since finals are over, I have to hurry to get caught up.
5. Not only do I typically buy presents for them, but I also get a gift for my sister.
6. Since the emphasis is on giving, no one in my family expects expensive presents.
7. Gifts are a holiday tradition, and everyone in my family enjoys the custom.
8. If I could knit, I would make them each a scarf.
9. While I'm shopping, I should buy a gift for my girlfriend, too.
10. Well, she's not really my girlfriend, though I think she's smart and pretty.
11. I'm planning to buy her either flowers or a book of poems by Yeats.
12. I could write a few poems myself and give her those instead of the book.
13. I think I'll get my dad a new hat or some golf balls.
14. He needs the hat because he usually works outside.
15. Although I want to get my mother a new stereo, I only have enough money to buy her a CD.
16. While my sister probably wants ski boots, I'm going to buy her some earmuffs.
17. Last year I gave my mother an oven mitt and my father a pair of socks.
18. I had even less money then than I do now.
19. Whether I buy them expensive gifts or not, my parents always like what I give them.
20. After I buy everything I want for them, I'm getting a basketball for myself.

The Interjection

1h. An **interjection** expresses emotion and has no grammatical relation to the rest of the sentence.

An interjection is often set off from the rest of the sentence by an exclamation point or one or more commas. Exclamation points indicate strong emotion. Commas indicate mild emotion.

EXAMPLES **Whoa!** Don't try to carry so much at one time.
I thought that, **well**, you might like to see a movie this weekend.

EXERCISE Underline the interjections in the following sentences.

Example 1. Hey! You stepped on my toe!

1. Oh, do you want to get started?
2. I'll just grab this teakettle—ouch!
3. Uh-oh, where are my keys?
4. Well, that's the best I can do.
5. My! That was a close one!
6. Oh, I'm going to be okay when the bone heals.
7. Oops! That's too much ketchup!
8. Just look at that airplane! Wow!
9. If you don't get it the first time, well, don't give up.
10. Aha! Now I know where I put my lampshade!
11. Yes! That's right!
12. No! You lose!
13. Sure, I believe crocodiles can eat cars.
14. Hey! The garage is on fire!
15. Yippee! We're moving to Texas!
16. That's how I would do it, but, hey, do whatever you think is best.
17. Well, I guess we're stuck with it then.
18. Aha! Now I understand how to finish my science project!
19. I'll just gently move this crystal goblet over to the shelf—oops!
20. I'm glad that's over. Phew!

Determining Parts of Speech

1i. The way a word is used in a sentence determines what part of speech the word is.

EXAMPLES Have you finished band **practice** yet? [noun]
 If you don't **practice** your oboe, you won't get any better. [verb]
 Did you leave your oboe in the **practice** hall? [adjective]

EXERCISE A Identify the part of speech of each underlined word in the following paragraphs by writing above it *N* for *noun*, *PRO* for *pronoun*, *ADJ* for *adjective*, *V* for *verb*, *ADV* for *adverb*, *PREP* for *preposition*, *CON* for *conjunction*, or *INT* for *interjection*.

Example [1] Oops! I think I blinked.

[1] "Wow! Wait until you see your picture! It's great!" [2] Every year at high schools throughout the United States, excitement is the overwhelming response of students as they get their [3] first glimpse of the yearbook. Also known as the annual, the yearbook is published in either May or June [4] and is regarded [5] by seniors as a [6] sure sign that graduation is no longer a dream but a reality.

[7] Although the yearbook may seem to appear [8] rather magically, it [9] represents the combined efforts of [10] several in our class.

EXERCISE B In each of the following sentences, underline every word that is used as the part of speech given in parentheses after the sentence.

Example 1. Planning for the yearbook begins in the spring: Editors are chosen, themes are decided, and budgets are set. (*preposition*)

11. When high school opens for the fall semester, the staff moves at top speed. (*verb*)
12. A flurry of activity marks September and October: organizing the senior section, covering sports and clubs, shooting candid photos of students and faculty, and running the advertising campaign. (*adjective*)
13. Frazzled but wiser, the staff members meet their first deadline, with the knowledge that it is only the first of many yet to come. (*pronoun*)
14. Then, during the winter months, when deadlines come faster and meetings last longer, deep friendships are often formed. (*adverb*)
15. Finally, by mid-March, the work is finished. (*noun*)

Review A: Parts of Speech

EXERCISE Identify the part of speech of each underlined word in the following sentences by writing above it *N* for *noun*, *PRO* for *pronoun*, *ADJ* for *adjective*, *V* for *verb*, *ADV* for *adverb*, *PREP* for *preposition*, *CON* for *conjunction*, or *INT* for *interjection*.

Example 1. ^{*PRO*} That is the reason I don't want ^{*ADJ*} that one.

- As we drew near the light at the end of the road, a light rain was falling.
- The bird-watcher saw the woodpecker hop off the wooden fence and fly off.
- After the play had become a success, the director made dinner for the cast and crew after a performance.
- The gardener plants seeds in the spring and harvests the plants in the fall.
- According to the school's monthly newsletter, an open meeting of the debate club is held monthly.
- When the fire alarms sound, you cannot hear the sound of anything else.
- This indicates that you do not understand this grammatical concept very well.
- The kite flew high until its string got caught in the high branches of a cottonwood tree.
- Before the arena's gates opened, you were standing before us in the waiting line.
- Telephone me when your telephone is repaired.
- Aretha walked along with us as we enjoyed our hike along the river.
- If you won't climb up the ladder, then I will have to climb up.
- This is the first time I have read this book.
- After I left the room, I remembered my promise to stay after class.
- I will sled down the hill, and then you can use my sled.
- Scientists must fully understand the effect before they can effect a correction.
- Well, I believe my watch just fell down the well.
- Those are the costumes worn by those actors.
- The new assistant reports directly to the assistant principal.
- Put that down; it's an antique down pillow, and you could damage it.

Review B: Parts of Speech

EXERCISE A Each of the following sentences contains either one word or two words of the kind specified before the sentence. Find each of these words and underline it.

Examples 1. (*verb*) Computers serve many purposes.

2. (*pronoun*) Without them our society would be considerably different.

1. (*conjunction*) As computers have become increasingly common, they have changed our lives and our society.
2. (*pronoun*) Anyone who has played a video game has seen how fascinating a computer program can be.
3. (*adjective*) Of course, providing fun at the arcade is only one purpose that computers serve.
4. (*verb*) The incredible operating speed of computers accounts in large part for their seemingly uncanny capabilities.
5. (*preposition*) A powerful computer can instantly perform herculean tasks that require days or weeks of a person's time.
6. (*noun*) Someone who has used even a simple pocket calculator is likely to appreciate computer capabilities.
7. (*preposition*) With the appropriate software and the touch of a key, business executives can generate complicated schedules and budgets.
8. (*adverb*) Mechanical engineers can create remarkably detailed drawings of machines.
9. (*pronoun*) Everyone from preschool tots to college professors is using computers.
10. (*adverb*) You may already be able to program computers, or perhaps you would like to learn.

EXERCISE B Identify the part of speech of each underlined word in the following sentences by writing above it *N* for *noun*, *PRO* for *pronoun*, *ADJ* for *adjective*, *V* for *verb*, *ADV* for *adverb*, *PREP* for *preposition*, *CON* for *conjunction*, or *INT* for *interjection*.

Example [1] Daniel is an ^{ADJ}enthusiastic computer hobbyist.

Daniel loves his [11] computer. He [12] works [13] tirelessly to perfect the programs he has designed. [14] In his room, Daniel has every kind of [15] computer accessory you can imagine. [16] He hopes to combine his interests in computers [17] and monster movies by working for a special effects company [18] someday. [19] Wow, [20] that sounds like fun!

Review C: Parts of Speech

EXERCISE Identify the part of speech of each underlined word in the following paragraph by writing above it *N* for *noun*, *PRO* for *pronoun*, *ADJ* for *adjective*, *V* for *verb*, *ADV* for *adverb*, *PREP* for *preposition*, *CON* for *conjunction*, or *INT* for *interjection*.

Example Read the passage [1] ^{ADV}carefully.

From 1853 to 1857, Nathaniel Hawthorne was a United States [1] consul [2] in England. [3] He traveled extensively and kept a series of journals in which he commented [4] shrewdly on the English landscape and [5] English character. After his return to the United States, he gathered together a number of excerpts from these journals and [6] published them as a [7] book. [8] One excerpt recounts an experience he had [9] while he was journeying in the Lake District of England. He was traveling [10] between the villages of Grasmere and Windermere in a stagecoach that was greatly overloaded; there were fifteen [11] outside passengers, [12] besides the four inside passengers. The road was rough and [13] hilly, and [14] Hawthorne expected that the coach would topple any minute since [15] it was creaking and swaying [16] dangerously. He [17] became convinced that he was going to be thrown headlong from the coach against the high stone fence that [18] bordered the road. [19] Ouch! He determined that at the moment of catastrophe he would fling his heavy shawl [20] about his head to give himself some protection. With this decision, he settled back to await his fate.

Literary Model: Poetry

1. Do they above love to be loved, and yet
2. Those lovers scorn whom that love doth possess?
from Sonnet 31 by Sir Philip Sidney
3. With shield of proof shield me from out the prease [crowd]
4. Of those fierce darts Despair at me doth throw
from Sonnet 39 by Sir Philip Sidney

When to the sessions of sweet silent thought
I summon up remembrance of things past, . . .
5. Then can I grieve at grievances foregone
from Sonnet 30 by Shakespeare
6. . . . Love is not love
7. Which alters when it alteration finds . . .
from Sonnet 116 by Shakespeare

EXERCISE A

1. Examine the various forms of the root word *love* in lines 1 and 2 of the Elizabethan lines above. Which word, because of its ending and use, is clearly a noun? _____
In which line is *love* a noun? _____ In which line is the same form a verb?

2. Identify as either *noun* or *verb* the following words as they are used in the lines indicated:
line 3: shield _____, shield _____
line 5: grieve _____, grievances _____
line 6: love _____, love _____
line 7: alters _____, alteration _____
3. From nouns you identified above, list two suffixes that may have helped you identify the word as a noun: _____, _____.

NAME _____

CLASS _____

DATE _____

for CHAPTER 1: THE PARTS OF SPEECH **pages 4–29**

Literary Model (continued)

EXERCISE B What, in your opinion, could be the poets' purposes in using variations of a single word in the same line of poetry? Be sure to include any understanding you might have of favorite poetic devices of the era.

EXERCISE C Compose several poetic lines of your own in which you use both the noun and the verb form of the same root word. You may wish to use some of the following word pairs: assure/assurance, invite/invitation, dance/dancer, conquer/conqueror, succeed/success, please/pleasure, claim/claim, answer/answer.

EXERCISE D Look back over your lines of poetry, and explain how using these related words reinforces your meaning or creates emphasis. Be specific.

Writing Application: Description

Writers can transform dull writing into lively writing with well-chosen, descriptive adjectives.

LESS INTERESTING The dog jumped at the visitor.

MORE INTERESTING Growling and bristling, the fierce dog jumped at the frightened visitor.

MORE INTERESTING Ecstatic, the tail-wagging dog jumped at the laughing visitor.

The modifiers allow readers to visualize the situation and to understand what is happening.

WRITING ACTIVITY

Holidays throughout the year are celebrated by observing various traditions. Some, such as sending valentines, are common to many people. Others are unique to a person or family. Choose an unusual holiday tradition in your own life, and describe it to your classmates in a few paragraphs. Carefully choose adjectives that convey the tradition in a lively manner.

PREWRITING You may know right away which holiday tradition you want to write about, or you may need to review the year's holidays. Once you have chosen, relive the tradition in your mind. What do you do? How do you prepare for the day? Who is involved? How did the tradition arise? What sensory details do readers need?

WRITING Whether you will organize your paragraphs spatially or chronologically depends on the tradition you have chosen. Do you want readers to “see” a scene or “live” an experience? You might sketch out both organizational patterns and then choose the more effective.

REVISING Writers usually remember to describe visual details, but they sometimes forget to describe the sounds, textures, smells, and (when appropriate) tastes of an experience. If your paragraphs neglect these senses, brainstorm each sense separately and add details.

PUBLISHING Check your writing for errors in spelling and punctuation. Then compile your paragraphs, perhaps with a photograph of you participating in the tradition, with those of your classmates, either as a bulletin board display or in a notebook.

EXTENDING YOUR WRITING

You may wish to develop this exercise into a longer essay. For a history class, you could research the history of your favorite holiday tradition. For a psychology class, you could explore the function of tradition in our lives. Why do we repeat the same behaviors every year, rather than finding new ways to celebrate holidays?

Chapter 1: The Parts of Speech, pp. 1–27

Choices: Exploring Parts of Speech, p. 1

Choices activities are designed to extend and enrich students' understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

Common, Proper, Concrete, and Abstract Nouns, p. 2

EXERCISE

1. My father believes sunshine can make you smart.
2. The cowboys took the horses to the creek just past Razzleberry Hill.
3. Jon did not have the strength to close the window.
4. I learned to speak Portuguese from my teacher, Dr. Tihonen.
5. That's a good thought, Jacob, but I don't have any plastic bags.
6. From the house, you can see both the waterfall and the stream.
7. It's not about how you hit the baseball; it's about your mental attitude.
8. The province finally won its independence.
9. It takes patience to learn the guitar.

10. Farley, Jack, and I paddled our canoes down the Colorado River.
11. Moving to Pittsburgh caused me a lot of heartache.
12. Why don't you take off your shoes and rest your feet, Lucy?
13. That student has great ambition.
14. Our homework is due tomorrow.
15. My brother is a surgeon in Houston.
16. Robby is an excellent saxophone player.
17. I wish everyone could enjoy the love of a loyal pet.
18. Paul thought the play was about forgiveness.
19. The hippopotamus rested in the cool water.
20. Let's not listen to that CD right now.

Collective and Compound Nouns, p. 3

EXERCISE

Compound nouns may vary depending on dictionary used.

1. On our way to the Museum of Fine Arts, the bus began to overheat.
2. Our bus driver, Mr. Peterson, said we had to pull over to the wayside.
3. One group of students wandered down to see the pond.
4. There was a mother duck with a brood of ducklings.
5. "Look," I said, "a fleet of ducks!"
6. "Silly!" said Lynn. "It's called a flock of ducks."
7. "But they float around like ships," I said. "Maybe we should call them a crew."
8. A few people from the class fed the flock with bread from our lunchboxes.

9. Lynn got too close to the waterside and almost fell in.
10. Some of our classmates walked to the other side of the lake.
11. A group of boys began throwing a football.
12. Some students in the choir decided to practice a song.
13. I'm not in the choir; I'm in the band.
14. The teacher used a cell phone to call the school.
15. After the radiator was fixed, the crowd got back on the bus.
16. When I bent down to retie my shoelace, I noticed a baby duck under the seat.
17. We coaxed the bird back to the duck pond, where its family was waiting.
18. As we drove off, the entire class waved goodbye to the flock through the rear window.
19. I was happy that our group was finally on its way to the museum.
20. However, when we got there, there was a sign on the museum door: "Museum closed due to floodwater."

Pronouns and Antecedents, p. 4

EXERCISE Possessive pronouns in items 9, 17, and 19 may be identified as adjectives.

1. Uncle Andrew is in this picture; he is on the far left.
2. When Clara was a little girl, she wanted to be an artist.
3. The dishes are in the dishwasher because they are dirty.
4. Mary drove here herself.

5. Clifford will have to hurry; he is late.
6. Where is the screwdriver? It was here a minute ago.
7. Tell George the blue umbrella is for him.
8. Tori is leaving. Will Ed go with her?
9. Andrea had something in her eye.
10. The sign was so small it could not be seen from the road.
11. Dad went with him when Sven took the driving test.
12. Tom built the shed himself.
13. Seth said, "I intend to be president of the class."
14. The students painted the mural themselves.
15. The clock needs to be wound because it has stopped.
16. As they entered the pep rally, Carl and Christopher announced loudly, "The wrestling team has arrived!"
17. Louie and Rachel are tired of their toys.
18. Ms. Young told Jamie, "You were the student voted most likely to succeed."
19. Is Sergio at his job?
20. The factory workers and the managers are happy they get along so well.

Personal, Reflexive, and Intensive Pronouns, p. 5

EXERCISE Possessive pronouns in items 5, 6, 7, 8, 10, 11, 12, 14, 17, and 20 may be identified as adjectives.

1. ^PThey rode the train west for as far as ^Pit would carry them.
2. ^PWe thought this house was ^Phers.
3. ^PHe convinced ^Rhimself to finish the chores.
4. ^PThey ^Ithemselves made the waffles.

5. I found her house all by myself.
6. Our greatest challenge is ahead of us.
7. His sister went with him to find your dog.
8. I wrote myself a note about their party.
9. You could paint the room yourself.
10. She is my favorite designer.
11. The puppy chased its tail until it tired itself out.
12. Her grandparents live next door to you, don't they?
13. You may help yourself to the buffet.
14. It was so cold that we could see our breath.
15. She fixed the leaking faucet herself.
16. The scientists themselves could not figure out the problem.
17. You and your friends should join us.
18. We are not planning to see the movie ourselves.
19. If she said we would not finish the race, then she does not know us well.
20. Monica herself was there to meet us when we dragged ourselves off the plane after the longest flight of our lives.

Demonstrative, Interrogative, and Relative Pronouns, p. 6

EXERCISE

1. "We must discover the culprit who is guilty of this crime."
2. "The shoehorn was last seen near a window, which has been broken."
3. "Which is the window that was broken?" asked Ann, the housekeeper.
4. "This must be the one," said Harold, the butler.
5. Harold pointed to a window, which had been shattered.
6. "What are the marks on the ground outside the window?" asked Ann.
7. "Those are footprints," replied the great detective.
8. "They belong to someone whose boots are very large."
9. "Who has boots as big as the footprints?" asked Ann, looking at the butler's feet.
10. "What are you implying?" demanded the butler.
11. "The thief must have large feet. That's all," said Ann, looking down at her small shoes.
12. "These are certainly the footprints of the thief," said the great detective.
13. "However, those were not necessarily the boots of the thief."
14. "What do you mean?" they both asked.
15. "There is one thing that you are forgetting," said the great detective. "Small feet can fit into large boots, too."
16. "That is silly," said Ann.
17. "Why would someone who had small feet wear large boots?"
18. "What could be a better way of disguising your footprints than using someone else's shoes?"
19. "That is right," said the butler. "A pair of my boots is missing."
20. "This is the thief!" cried the great detective, pointing at Ann, the small-footed housekeeper.

Indefinite Pronouns, p. 7

EXERCISE A

- one's; nothing
- anyone
- Someone
- Few
- most
- Many
- one
- most
- anyone
- most

EXERCISE B

Answers may vary.

- Some
- Many
- No one
- everything
- each

Adjectives and the Words They Modify, p. 8

EXERCISE

- Larry brought four suitcases on vacation.
- I enjoyed the scary movie we saw yesterday.
- Will we have enough soup for everyone?
- The dry leaves crunched underfoot.
- The first time I saw snow, I was in New Mexico.
- The young skater was surrounded by many admirers.
- There is less need for caution now.
- All students must go to the new auditorium.
- Sunny weather makes me smile.
- I don't need those notes anymore.
- We will need some fennel for this recipe.
- The red wagon is rusting in the rain.
- The second door on the left is the bathroom.
- Several children in the group are afraid of clowns.
- Chloe had three tests on the same day.
- After the storm, we found the hungry dogs hiding in an old shed.

- You must have more courage than I do.
- They made a lemon glaze for the short-bread cookies.
- This song has twelve verses.
- The club has little money, so I don't think we can afford an end-of-the-year trip.

Adjective or Pronoun? p. 9

EXERCISE A

- Few would spend so few hours studying.
- Which review sheet is which?
- These notes are better, so we should study these.
- Any way of remembering these dates would help; can you think of any?
- This is how I remember this fact.

EXERCISE B

- Few—P
- those—A
- Several—A
- Some—P
- that—P
- Either—A
- many—P
- such—A
- which—P
- either—P

Adjective or Noun? p. 10

EXERCISE

- restaurant—A
- cat ran—N; cat door—A
- fudge—A
- pride—N
- bedroom—A
- bulldozer—N
- mountain—N
- travel—A

9. vacation—A
10. town—N; harvest—A
11. boy—N
12. mandolin—A
13. Apricots—N; peaches—N
14. toenail—A
15. neighbor—N; beekeeper—N; yard—A
16. store—N; plant—A
17. computer—N
18. Birthday—A; table—N
19. picnic—N; egg—A; paper—A; plastic—A
20. garden—N

Main Verbs and Helping Verbs, p. 11

EXERCISE

1. Sir Ernest Shackleton, who was the leader of the expedition, was a seasoned explorer who had been on two expeditions to Antarctica.
2. Shackleton and his team were planning a trip across the continent on foot.
3. The trip was delayed first at South Georgia Island, which is near Antarctica.
4. None of the whalers on the island could remember a time when the ice conditions had been as bad.
5. The whalers advised Shackleton that he should wait at least a month and perhaps should even wait another season.
6. After a month's delay, the *Endurance* was continuing south when the ship ran into ice about 80 miles from its destination.
7. The men could not free their ship from the ice.
8. They were slowly being carried farther and farther from land, as the ice pack was drifting with the current.
9. Since they could not sail again until the spring, Shackleton and his men settled in for the winter.
10. It was boring for the men that winter, but at least they had good shelter and enough food.

Action Verbs, p. 12

EXERCISE

1. I ^Mknow about every book in that series.
2. I ^Mdoubt the accuracy of that statement.
3. Herman ^Prides the bus every day.
4. I ^Mthink I ^Munderstand this assignment.
5. You ^Pwill find your keys on the hall table.
6. We ^Pshould drive to the beach.
7. He ^Mthought we ^Pwere arriving at noon.
8. They ^Mhave solved the problem.
9. We ^Pbaked gingerbread cookies.
10. ^MConsider the risks before you ^Pstart your own business.
11. Who ^Pwill open this jar for me?
12. The pie ^Pcooled on the windowsill.
13. She ^Pruns like the wind.
14. I ^Mwonder if it ^Pwill rain.
15. ^MThink of the possibilities!
16. Elizabeth ^Ptold us about it.
17. Harry ^Pwill go first today.
18. I usually ^Pexercise for an hour.
19. He ^Psays he ^Mcan estimate the number of people who ^Pwill vote.

20. I ^Msuppose the meeting ^Pwill begin on time.

Linking Verbs, p. 13

EXERCISE

- | | |
|--------------|--------------|
| 1. is | 11. became |
| 2. appeared | 12. was |
| 3. seems | 13. is |
| 4. are | 14. could be |
| 5. have been | 15. Is |
| 6. looks | 16. smelled |
| 7. could be | 17. grow |
| 8. felt | 18. is |
| 9. were | 19. tastes |
| 10. would be | 20. sounds |

Transitive and Intransitive Verbs, p. 14

EXERCISE

1. I play the character of Regan in our school's production of Shakespeare's tragedy.
2. We rehearse every weeknight.
3. Fortunately, I can memorize lines fairly quickly.
4. My friend Robert plays the character Kent.
5. He always arrives early for rehearsal.
6. The last school play was *Waiting for Godot* by Samuel Beckett.
7. I was not in that play, but I helped the set designers on the weekends.
8. One day I would like to act in a big Broadway musical.
9. I can sing enthusiastically.
10. My mother sings beautifully.
11. She has perfect pitch.
12. She sang in jazz clubs.
13. It was at a performance that she met my father, a piano player.
14. He can really tickle the ivories!
15. They help with tips about show business.

16. Sometimes my mother and I sing a duet while my father plays the piano.

17. "Music comes from the heart, not the head," my dad says.
18. Of course, there is no music in *King Lear*, but I enjoy my part a lot.
19. The next production will be *Romeo and Juliet*.
20. I ll be auditioning for the part of Juliet.

Adverbs and the Words They Modify, p. 15

EXERCISE A

1. Considering that this video game is fairly old, it has surprisingly good graphics.
2. Is that the surpassingly lovely princess I have to rescue?
3. That was an unusually friendly gnome.
4. My character in the game is an exceptionally skilled archer.
5. At the archery tournament, I shot my arrow almost exactly in the center of the target.
6. I think a goblin is lurking nearby.
7. The castle's towers loom ominously over the treacherously swampy landscape.
8. Rather reluctantly, the gatekeeper let me into the city.
9. My sister mastered this game quickly.
10. The continually elusive high score escaped me again.

EXERCISE B

Answers will vary.

- | | |
|----------------------|-------------|
| 11. enthusiastically | 14. more |
| 12. fervently | 15. Finally |
| 13. quickly | |

Noun or Adverb? p. 16

EXERCISE

1. yesterday—ADV

2. uptown—ADV
3. uptown—N
4. downtown—ADV
5. Downtown—N
6. home—N
7. home—ADV
8. today—ADV
9. today—N
10. tomorrow—ADV
11. Tomorrow—N
12. upstate—ADV
13. upstate—N
14. First—ADV
15. first—N
16. Sunday—N
17. Sunday—ADV
18. then—ADV
19. then—N
20. Wednesday—N

The Preposition, p. 17

EXERCISE

- | | |
|----------------|--------------|
| 1. underneath | 11. about |
| 2. behind | 12. as; as |
| 3. in | 13. on |
| 4. at | 14. off |
| 5. on; without | 15. in |
| 6. of; onto | 16. without |
| 7. beside | 17. into; of |
| 8. on | 18. to |
| 9. out | 19. from; of |
| 10. At; like | 20. for |

Adverb or Preposition? p. 18

EXERCISE

1. After going ^{ADV} inside, I realized there was no more room for food ^{PREP} inside the refrigerator.
2. ^{PREP} By ourselves, we watched the cars go ^{ADV} by.
3. The game is ^{ADV PREP} over, over there.
4. Get ^{PREP} off the court, but don't run ^{ADV} off.

5. We must surround that building because the fugitive is ^{ADV} within, still ^{PREP} within our reach.
6. Before you go ^{PREP} out the door, tell me if we are going ^{ADV} out tonight.
7. If the show is going to go ^{ADV} on, we have to be ^{PREP} on time.
8. You can't go ^{PREP} across this mountain range in your car, because there is no good road to take you ^{ADV} across.
9. After he climbed ^{PREP} down the telephone pole, he sat ^{ADV} down on the ground.
10. When you go ^{ADV} outside, see if there are any snowdrifts ^{PREP} outside our fence.
11. We left Ted ^{ADV} behind when we went ^{PREP} behind the curtain.
12. I cooked the roast ^{PREP} throughout the afternoon, until it was well-done ^{ADV} throughout.
13. They walked ^{PREP} around the park because they like to walk ^{ADV} around.
14. Carry on ^{PREP} without fear, and don't worry that you will have to go ^{ADV} without.
15. ^{PREP} Above all, we noticed the helicopter hovering ^{ADV} above.
16. Let's climb ^{ADV} up, because the best view is from ^{PREP} up this hill.
17. ^{PREP} Along the side of the road, a dog was ^{ADV} ambling along.
18. ^{PREP} In 1997, my grandmother moved ^{ADV} in.
19. After reading a book ^{PREP} about exotic locations, we decided to travel ^{ADV} about.
20. ^{PREP} Past ninety, and still charming, the man lifted his hat whenever a lady walked ^{ADV} past.

The Conjunction, p. 19

EXERCISE

1. Not only; but also

2. and
3. While
4. Since
5. Not only; but also
6. Since
7. and
8. If
9. While
10. though; and
11. either; or
12. and
13. or
14. because
15. Although
16. While
17. and
18. than
19. Whether; or
20. After

The Interjection, p. 20

EXERCISE

- | | |
|----------|------------|
| 1. Oh | 11. Yes |
| 2. ouch | 12. No |
| 3. Uh-oh | 13. Sure |
| 4. Well | 14. Hey |
| 5. My | 15. Yippee |
| 6. Oh | 16. hey |
| 7. Oops | 17. Well |
| 8. Wow | 18. Aha |
| 9. well | 19. oops |
| 10. Aha | 20. Phew |

Determining Parts of Speech, p. 21

EXERCISE A

1. Wow—INT
2. Every—ADJ
3. first—ADJ
4. and—CON
5. by—PREP
6. sure—ADJ

7. Although—CON
8. rather—ADV
9. represents—V
10. several—PRO

EXERCISE B The possessive pronoun in item 13 may be identified as an adjective.

11. opens; moves (*verb*)
12. senior; advertising (*adjective*)
13. their; it; many (*pronoun*)
14. Then; faster; longer; often (*adverb*)
15. mid-March; work (*noun*)

Review A: Parts of Speech, p. 22

EXERCISE

1. As we drew near the light at the end of the road, a light rain was falling.
2. The bird-watcher saw the woodpecker hop off the wooden fence and fly off.
3. After the play had become a success, the director made dinner for the cast and crew after a performance.
4. The gardener plants seeds in the spring and harvests the plants in the fall.
5. According to the school's monthly newsletter, an open meeting of the debate club is held monthly.
6. When the fire alarms sound, you cannot hear the sound of anything else.
7. This indicates that you do not understand this grammatical concept very well.
8. The kite flew high until its string got caught in the high branches of a cottonwood tree.
9. Before the arena's gates opened, you were standing before us in the waiting line.
10. Telephone me when your telephone is repaired.
11. Aretha walked along with us as we enjoyed our hike along the river.

12. If you won't climb ^{PREP} up the ladder, then I will have to climb ^{ADV} up.
13. ^{PRO} This is the first time I have read ^{ADJ} this book.
14. ^{CON} After I left the room, I remembered my promise to stay ^{PREP} after class.
15. I will ^V sled down the hill, and then you can use my ^N sled.
16. Scientists must fully understand the ^N effect before they can ^V effect a correction.
17. ^{INT} Well, I believe my watch just fell down the ^N well.
18. ^{PRO} Those are the costumes worn by ^{ADJ} those actors.
19. The new ^N assistant reports directly to the ^{ADJ} assistant principal.
20. Put that ^{ADV} down; it's an antique ^{ADJ} down pillow, and you could damage it.

Review B: Parts of Speech, p. 23

EXERCISE A

- As; and (*conjunction*)
- Anyone; who (*pronoun*)
- one (*adjective*)
- accounts (*verb*)
- of (*preposition*)
- calculator; capabilities (*noun*)
- With; of (*preposition*)
- remarkably (*adverb*)
- Everyone (*pronoun*)
- already; perhaps (*adverb*)

EXERCISE B

- computer—N
- works—V
- tirelessly—ADV
- In—PREP
- computer—ADJ
- He—PRO
- and—CON
- someday—ADV

- Wow—INT
- that—PRO

Review C: Parts of Speech, p. 24

EXERCISE

- consul—N
- in—PREP
- He—PRO
- shrewdly—ADV
- English—ADJ
- published—V
- book—N
- One—ADJ
- while—CON
- between—PREP
- outside—ADJ
- besides—PREP
- hilly—ADJ
- Hawthorne—N
- it—PRO
- dangerously—ADV
- became—V
- bordered—V
- Ouch—INT
- about—PREP

Literary Model: Poetry, pp. 25–26

EXERCISE A

- lovers—used as noun in line 2
love—used as noun in line 2; used as verb in line 1
- line 3: shield—noun; shield—verb
line 5: grieve—verb; grievances—noun
line 6: love—noun; love—noun
line 7: alters—verb; alteration—noun
- ance(s); -tion

EXERCISE B

Answers will vary.

Audiences in Shakespeare's day enjoyed puns and other kinds of word play. Using varied forms of the same word within a line or a passage probably received the same kind of

appreciation as the use of a pun or a riddle. Both kinds of word play would have required wit on the part of the poet or writer and, on the part of readers or listeners, an interest in embracing the fun of such word play.

EXERCISE C

Answers will vary.

Take on life as a conqueror, and you may only conquer happiness;

In your search for success, search with grace;

Please yourself by enjoying the pleasure of others;

Assurance you give others will assure you of this:

You cannot claim contentment if cynicism has a claim on you.

If life is a dance, be a dancer divine.

EXERCISE D

Answers will vary.

You probably wouldn't see an extended series of word play lines like this, but one or two lines such as these might show up in a speech or possibly a commercial since repetition helps to reinforce ideas and causes them to stay in the memory more easily.

Writing Application: Description, p. 27

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Language and Sentence Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

Scoring Rubric

Well-chosen, sensory modifiers bring the description to life.

1 2 3 4 5

The paragraphs are organized either spatially or chronologically.

1 2 3 4 5

A single tradition is discussed.

1 2 3 4 5

The assignment is relatively free of errors in spelling and punctuation.

1 2 3 4 5

Total Score _____

5 = highest; 1 = lowest