

# Nouns

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

**PERSONS** **Mark J. Ritson** and his **mother** are meeting that **writer**.

**PLACES** Is **Madrid** in **Spain**?

**THINGS** The chess **pieces** spilled down the **stairs**.

**IDEAS** Should **freedom** be valued over **duty**?

## Compound Nouns

A *compound noun* consists of two or more words that together name a person, a place, a thing, or an idea. The parts of a compound noun may be written as one word, as separate words, or as a hyphenated word.

**ONE WORD** There are **grasshoppers** in the **greenhouse**.

**SEPARATE WORDS** **Rain clouds** shaded the **sun deck**.

**HYPHENATED WORDS** That **spot-check** was a real **eye-opener**.

**EXERCISE A** Underline each noun in the following sentences.

**Examples** 1. Freedom and responsibility go together. [The words *freedom* and *responsibility* are nouns because they name ideas.]

2. In the nursery, several newborns cried inside clear boxes on wheels. [The noun *nursery* names a place, the noun *newborns* names people, and the nouns *boxes* and *wheels* name things.]

1. My sister-in-law and my mother once studied with the professor. [Which three words name people?]
2. Happiness often results from hard work. [Which word names an idea? Which word names a thing?]
3. A familiar voice broke through the darkness and called to Mr. Clark.
4. Beams of light danced on the water.
5. The results surprised even the scientist on the project.
6. Behind the gates of the castle stood the well-dressed king and queen.
7. Actually, good ideas cost more than a dime.
8. The park was outside of the city near a creek.
9. The difficulty of the task did not stop the programmers.
10. Put on your life jacket, and then the boat can leave the dock.

## Common and Proper Nouns

A **common noun** names any one of a group of persons, places, things, or ideas. A **proper noun** names a particular person, place, thing, or idea. Generally, common nouns are not capitalized; proper nouns are capitalized.

**COMMON NOUNS** My **sister** is meeting the **governor in town**. [*Sister* and *governor* could refer to any one of a group of people. *Town* could refer to any town. Each noun in this sentence is a common noun.]

**PROPER NOUNS** **Paula** is meeting **Governor Davis** in **Los Angeles**. [*Paula* and *Governor Davis* name specific people, and *Los Angeles* names a specific place. Each noun in this sentence is a proper noun.]

**EXERCISE B** Underline each noun in the following sentences. Draw a second line under each proper noun.

**Examples 1.** Has Julie read the book called The Phantom Tollbooth yet? [*Julie* is a proper noun because it names a specific person. *Book* is a noun because it names a thing, and it is a common noun because the word *book* could refer to any book. The compound noun *The Phantom Tollbooth* names a specific book, so it is a proper noun.]

**2.** My home is in the Napa Valley of California. [*Home* is a common noun because it names an unspecified place. *Napa Valley* and *California* are proper nouns because they name specific places.]

11. What are the first few words of “The Star-Spangled Banner”? [Which word names a type of thing? Which compound noun names a specific thing?]
12. Meet the team at Cornerstone Grill on Saturday. [Which word names a thing? Which word names a specific place? Which word names a specific time?]
13. China exports large quantities of goods to the United States.
14. The invention of the automobile made possible a new way of life.
15. The reporter from KZZZ held the microphone close to the man.
16. Jesse enjoys reading books about chemistry and physics.
17. Did Mayor Turner give a reason for her decision?
18. Dr. Hans Parker will speak at the conference in the morning.
19. Was Mrs. Malone really at the White House last winter, Mary?
20. My mom and Carla have become good friends.

# Pronouns A

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

**EXAMPLE** Sam and **she** were invited, but **he** couldn't attend. [*She* takes the place of a specific female, and *he* takes the place of *Sam*.]

The word or word group that a pronoun stands for is called the **antecedent** of the pronoun. The antecedent of a pronoun is not always known or stated.

**EXAMPLES** **Sam** and she were invited, but **he** couldn't attend. [The pronoun *he* takes the place of *Sam*, so *Sam* is the antecedent.]

Sam and **she** were invited, but he couldn't attend. [The female that the pronoun *she* takes the place of hasn't been named in this sentence, so the antecedent is unknown.]

## Personal Pronouns

A **personal pronoun** refers to the one speaking, the one spoken to, or the one spoken about.

	SINGULAR	PLURAL
<b>FIRST PERSON</b>	I, me, my, mine	we, us, our, ours
<b>SECOND PERSON</b>	you, your, yours	you, your, yours
<b>THIRD PERSON</b>	he, him, his, she, her, hers, it, its	they, them, their, theirs

**EXERCISE A** Underline each personal pronoun in the following sentences. A sentence may have more than one pronoun.

**Examples** 1. Yes, take it to the librarian. [The personal pronoun *it* replaces an object that has not been named.]

2. Did the customers lose their receipts? [The personal pronoun *their* refers to the noun *customers*.]

1. After Mr. Reed graduated from college, he entered the Peace Corps. [Which word replaces *Mr. Reed*?]
2. An umbrella was found in the hallway, and it was mine. [Which word replaces an object? Which word refers to a person not named?]
3. I hadn't thought about the problem from his point of view.
4. The tools needed to build the bookshelf are they.
5. Teresa asked her dad about them.
6. Did Eric and you get the ice for my cooler?

7. Give me a chance at bat.
8. It is a kind of wildlife that is common at this park.
9. For us, physics class is interesting.
10. Will she be the new manager on your shift?

## Reflexive and Intensive Pronouns

Reflexive and intensive pronouns take the same forms.

### REFLEXIVE AND INTENSIVE PRONOUNS

<b>FIRST PERSON</b>	myself, ourselves
<b>SECOND PERSON</b>	yourself, yourselves
<b>THIRD PERSON</b>	himself, herself, itself, themselves

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

**EXAMPLES** I made a sandwich for **myself**. [*Myself* is the object of the preposition *for*.]  
I made **myself** a sandwich. [*Myself* is a complement—the indirect object of the verb *made*.]

An *intensive pronoun* emphasizes its antecedent and has no grammatical function in the sentence. In other words, an intensive pronoun is not a complement or an object. Intensive pronouns can be removed from a sentence without changing the meaning of the sentence.

**EXAMPLE** I, **myself**, made the sandwich. [*Myself* could be removed without changing the meaning of the sentence. The pronoun *myself* is intensive because it merely emphasizes *I*.]

**EXERCISE B** Complete the following sentences by filling each blank with a reflexive or intensive pronoun that makes sense.

**Example 1.** Unfortunately, the VCR **itself** must be repaired. [*Itself* is the intensive pronoun used to emphasize an object.]

11. They \_\_\_\_\_ must make that decision. [Which intensive pronoun can emphasize *They*?]
12. Yes, Dylan wrote the play all by \_\_\_\_\_.
13. The students \_\_\_\_\_ will design their costumes for the play.
14. I prefer another type of career for \_\_\_\_\_.
15. The composer \_\_\_\_\_ conducted the symphony.

# Pronouns B

## Demonstrative Pronouns

A *demonstrative pronoun* points out a person, a place, a thing, or an idea. The demonstrative pronouns are *this*, *that*, *these*, and *those*.

**EXAMPLES** **Those** are two students from Eva's school. [*Those* is a demonstrative pronoun because it points out the students.]

However, **this** is a better spot for our picnic blanket. [*This* is a demonstrative pronoun because it points out the spot.]

Are the shirts that are hanging on **these** on sale? [*These* is a demonstrative pronoun because it points out the objects the shirts are hanging on.]

Ricardo, **that** is a great plan! [*That* is a demonstrative pronoun because it points out the plan.]

**TIP** You can remember demonstrative pronouns by remembering what the word *demonstration* means. A demonstration shows how to do something, so a demonstrative pronoun shows or points out a person, a place, a thing, or an idea.

**EXAMPLE** **These** are very old trees. [The speaker is probably pointing to some trees, just as someone would do in a demonstration. The pronoun *These* is demonstrative.]

**EXERCISE A** Underline each demonstrative pronoun in the following sentences. Some sentences have more than one demonstrative pronoun.

**Examples** 1. The finest items in the auction are those. [*Those* is the word that points out which items are meant, so it is a demonstrative pronoun.]

2. Dinner was just a little of this and a bit of that. [*This* and *that* are words that point out which food was meant, so they are demonstrative pronouns.]

1. Please give these a catalog number. [Which ones need a catalog number?]
2. What a day this was! [Which day was meant?]
3. Would you pay fifteen dollars for these?
4. This is just one example of her brilliant use of symbolism.
5. That is an expression I've never heard before.
6. As soon as the second relay runner hands you that, run!
7. Deliver both these and those to Mr. Stephen's office.
8. Will our assignments be these on the list?
9. We must make that our top priority.
10. The only cups left are those in the storeroom, and the only napkins are these.

## Interrogative Pronouns

An *interrogative pronoun* introduces a question. The interrogative pronouns are *who*, *whom*, *which*, *what*, and *whose*.

**EXAMPLES** **Who** owns these books? [*Who* introduces a question, so it is an interrogative pronoun.]

By **whom** was this book written? [*Whom* introduces a question.]

**Which** of these books is yours? [*Which* introduces a question.]

**What** is the book about? [*What* introduces a question.]

**Whose** are these books on my desk? [*Whose* introduces a question.]

**TIP** ▶ To spot an interrogative pronoun, look for a question mark. If a sentence ends in a question mark and begins with *who*, *whom*, *which*, *what*, or *whose*, then that pronoun is probably an interrogative pronoun. If a sentence does not end in a question mark, then the sentence probably does not have an interrogative pronoun.

**EXAMPLES** **Who** won the art contest? [This sentence ends in a question mark. *Who* is an interrogative pronoun because it introduces the question.]

She is the girl **who** won the art contest. [This sentence ends in a period. Since no question is asked, the word *who* is not used as an interrogative pronoun.]

**EXERCISE B** Underline each interrogative pronoun in the following sentences.

**Example 1.** Which of these rivers is located in South America? [*Which* introduces a question about rivers, so *Which* is an interrogative pronoun.]

11. By whom were you contacted about the petition? [Which word introduces a question about a person?]
12. Who was the author of the book *Roots*?
13. What did Mr. Dolan say about the new schedule?
14. With whom are you staying on your trip to Utah?
15. What is the capital of Saudi Arabia?

# Pronouns C

## Relative Pronouns

A *relative pronoun* introduces a subordinate clause. The relative pronouns are *that*, *which*, *who*, *whom*, and *whose*.

**EXAMPLES** The clerk who is waiting on us was smiling. [*Who* introduces the clause *who is waiting on us*, so *who* is a relative pronoun.]

Look! There is the dog that our neighbors lost last week. [*That* introduces the clause *that our neighbors lost last week*, so *that* is a relative pronoun.]

**REMINDER** A subordinate clause has a subject and a verb but does not express a complete thought. A subordinate clause cannot stand alone, so it must be attached to a sentence.

**BY ITSELF** though we were seeing the movie for the first time [This word group has a subject, *we*, and a verb, *were seeing*. The word group is incomplete by itself, so it is a subordinate clause.]

**IN A SENTENCE** **Though we were seeing the movie for the first time**, we thought it would become a favorite. [The subordinate clause *Though we were seeing the movie for the first time* has been attached to the sentence *We thought it would become a favorite*.]

**EXERCISE A** Circle the relative pronoun in each of the following sentences. Hint: Each subordinate clause has been underlined for you.

**Examples** 1. Is your neighbor the one who attended high school in Madrid? [The word *who* introduces the subordinate clause *who attended high school in Madrid*, so *who* is a relative pronoun.]

2. The front yard, which had been bare, was lined with flowers. [The word *which* introduces the subordinate clause *which had been bare*, so *which* is a relative pronoun.]

1. The guitar strings that you wanted are here. [Which word introduces the subordinate clause *that you wanted*?]
2. Is that your friend whom you met at summer camp? [Which word begins a subordinate clause?]
3. Pistachios, which originated in Asia, are now grown in California.
4. The Cheyenne, who fought at Little Bighorn, once lived near there.
5. Anyone who signed up for drama class will be transferred to Room 215.
6. Plants that require a great deal of water are not advisable in this area.
7. Lawrence Douglas Wilder, who became the first African American governor in 1990, also ran for president.
8. Did S. I. Hayakawa, who is an author, also serve as a senator?

9. Salmon, which live in salt water but spawn in fresh water, flourished in the Northwest.
10. The address will be given by Art Walker, whom the class has elected as their spokesperson.

To find a relative pronoun, look for the words *that*, *which*, *who*, *whom*, and *whose*. If you find one of these words in a sentence, ask yourself, “Does this pronoun connect one part of the sentence to another?” If the answer is yes, then the word *that*, *which*, *who*, *whom*, or *whose* is probably a relative pronoun.

**EXAMPLES** The solution **that** we created has worked well. [The word *that* connects one part of the sentence, *that we created*, to another, *The solution has worked well*. Therefore, *that* is a relative pronoun.]

That was the best spaghetti ever! [The word *That* does not connect one part of a sentence to another, so *That* is not a relative pronoun.]

**EXERCISE B** Circle the relative pronoun in each of the following sentences.

**Examples** 1. The apples that Sandy bought were grown in Washington State. [*That* introduces the subordinate clause *that Sandy bought*, so *that* is a relative pronoun.]

2. Our favorite cousin, who overslept this morning, will join us on the hike later.  
[*Who* introduces the subordinate clause *who overslept this morning*, so *who* is a relative pronoun.]

11. Megan enjoys the lessons that she studies in geography class. [Which word introduces a subordinate clause?]
12. People who like flowers often study each state’s official flower. [Which word introduces a subordinate clause?]
13. My uncle, whom I visit often, lives near California’s Redwood National Park.
14. At the party, please put the food on the table that has sturdy legs.
15. New Mexico, which we call the Land of Enchantment, has some good ski hills.
16. Some of the students who went to the museum missed the dinosaur exhibit.
17. Birds covered the walkway that had been sprinkled with birdseed.
18. Leaves that koalas eat come from the eucalyptus tree.
19. All contestants whom we call up to the stage will receive a prize.
20. One scientist who studies chimpanzees is Jane Goodall.



# Pronouns D

## Indefinite Pronouns

Most pronouns refer to certain persons, places, things, or ideas. An *indefinite pronoun* refers to one or more persons, places, things, or ideas that may or may not be specifically named in a sentence. An indefinite pronoun does not refer to a definite person, place, thing, or idea.

### COMMON INDEFINITE PRONOUNS

all	another	any	anybody	anyone
anything	both	each	each other	either
everybody	everyone	everything	few	many
more	most	much	neither	nobody
none	no one	nothing	one	one another
other	several	some	somebody	someone
something	such			

- EXAMPLES** The invitation says we can wear **any** of the costumes we want to the party. [*Any* refers to a nonspecific kind of costume, so *any* is an indefinite pronoun.]
- Did **someone** drink the last of the milk already? [*Someone* does not name a specific person, so *someone* is an indefinite pronoun.]
- A **few** of the trails had paw prints in the dirt. [*Few* refers to the number of trails, but since *few* does not name a specific number of trails, it is an indefinite pronoun.]

**TIP** You can recognize an indefinite pronoun more easily if you remember what the word *indefinite* means. *Indefinite* means “not definite, undefined, not specific.” Whenever you see a pronoun that does not refer to anything or anyone in particular, that pronoun is probably an indefinite pronoun.

**EXERCISE A** Underline the indefinite pronoun in each of the following sentences.

**Example 1.** Nearly everything the actors said made the students laugh. [*Everything* is an indefinite pronoun because it refers to a thing that is unspecified.]

- On the table were several of the latest magazines. [Which word refers to an amount that isn't specified?]
- Believe me, not just anyone can make deliveries! [Which word refers to a person that isn't specified?]
- Neither of those rivers is as long as the Nile.
- Please show both of these gentlemen the way to the office.
- Of all of our applicants, only you can speak Spanish and English.

**NOTE** Even though indefinite pronouns may not refer to specified persons, places, things, or ideas, they are still used in the same ways as other pronouns. In a sentence, indefinite pronouns can appear as subjects, direct objects, indirect objects, predicate nominatives, or objects of prepositions.

- EXAMPLES** **No one** at the dinner table had change for a ten-dollar bill. [*No one* is an indefinite pronoun used as the subject of the sentence.]  
Please find **someone** to be your partner for the class activity. [The indefinite pronoun *someone* is used as the direct object of the verb *find*.]  
The woman on the parade's float gave **many** of us key chains. [The indefinite pronoun *many* is used as an indirect object explaining to whom the key chains were given.]  
Was that **all**? [The indefinite pronoun *all* is used as a predicate nominative of the verb *Was*.]  
Krista, you may deliver this note to **either** of the sisters. [The indefinite pronoun *either* is used as an object of the preposition *to*.]

**EXERCISE B** Underline each indefinite pronoun in the following sentences. Hint: Some sentences have more than one indefinite pronoun.

- Example 1.** That island has birds living near each of its coves. [The word *each* refers to an unspecified number of coves, so it is an indefinite pronoun.]
- Rick can make friends with just about anyone. [Which word refers to an unspecified person?]
  - The solution must be something that involves everyone in the group.
  - The meteorologist says this will be another of our rainiest weekends.
  - We can do nothing about the problem, or we can pull together and accomplish something.
  - The Ruiz twins decided to donate clothes to somebody who would need them.

**EXERCISE C** Fill in each blank with an indefinite pronoun that makes sense. Hint: Some items have more than one correct answer.

- Example 1.** Many of the light bulbs were burned out, so I changed them. [*Many* is an indefinite pronoun that tells, in a nonspecific way, how many light bulbs were burned out.]
- \_\_\_\_\_ of the performers forgot a line during the show, and the director was proud of them. [What is an indefinite pronoun that makes sense as the subject of this sentence?]
  - Did Deb find \_\_\_\_\_ to take her place in the softball game she'll miss next week?
  - \_\_\_\_\_ who attends Jackson High School is allowed to try out for the soccer team.
  - Take a bagel or a muffin, but please do not take \_\_\_\_\_.
  - Of the national parks on this list, \_\_\_\_\_ have guided tours available.

# Adjectives

**1c.** An **adjective** modifies (or describes) a noun or a pronoun.

**ADJECTIVES** The **first** act will be a comedian. [The word *first* is an adjective because it describes the noun *act*.]

The **first** one will be a comedian. [The word *first* is an adjective because it describes the pronoun *one*.]

Adjectives tell *what kind, which one, how many, or how much*.

**WHAT KIND** **interesting** class [The adjective *interesting* tells what kind of class.]

**WHICH ONE** **this** class [The adjective *this* tells which class.]

**HOW MANY** **several** classes [The adjective *several* tells how many classes.]

**HOW MUCH** **entire** class [The adjective *entire* tells how much of a class.]

An adjective may appear before or after the word it describes.

**BEFORE** The **careful** technician checked the circuits. [The adjective *careful* appears before *technician*, the word it describes.]

**AFTER** The technician was **careful** and checked the circuits. [The adjective *careful* appears after *technician*, the word it describes.]

**NOTE** The words *a*, *an*, and *the* are adjectives. These words are a special type of adjectives called *articles*.

**EXAMPLE** **The** class did not have **a** textbook. [*The* tells which class, and *a* tells which textbook. *The* and *a* are articles.]

**EXERCISE A** Underline each adjective in the following sentences. Do not underline the articles *a*, *an*, or *the*. Hint: Most sentences contain more than one adjective.

**Examples** 1. Strange and mysterious were the ancient symbols on the wall. [The words *strange*, *mysterious*, and *ancient* all describe the noun *symbols*, so these descriptive words are adjectives.]

2. Can you stay optimistic in the face of difficulty? [The word *optimistic* describes the pronoun *you*, so *optimistic* is an adjective.]

1. Brilliant beams of bright sunlight dotted the trail. [Which word describes *beams*? Which word describes *sunlight*?]

2. Over the years, the house had grown old and seemingly lonely. [Which two words describe the house?]

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3. One of the fuses must be bad.
4. Don't worry; our dog is friendly.
5. Soft lights illuminated the small stage.
6. According to the newspaper, the movie was tedious, dull, and meaningless.
7. The nubby bark of the hollow log was becoming uncomfortable.
8. In the dusty trunk, we found photographs from the 1920s.
9. Warm and clear were the waters of the Bahamas.
10. An unfamiliar melody caught the attention of the walkers.

**REMINDER** ▶ A word's part of speech depends on how it is used in a sentence. Many words that can be used as adjectives can also function as other parts of speech.

**ADJECTIVE** **This** CD-ROM contains an encyclopedia. [*This* is an adjective because it tells which CD-ROM.]

**PRONOUN** **This** is the CD-ROM that contains an encyclopedia. [*This* is a pronoun because it stands for a specific thing and does not describe another word.]

**ADJECTIVE** **Computer** programs can help teach languages. [The word *Computer* is an adjective because it tells what kind of programs.]

**NOUN** **Computers** can help teach languages. [The word *Computers* is a noun because it names a thing.]

**EXERCISE B** Underline each adjective in the following sentences. Do not underline the articles *a*, *an*, or *the*. Most sentences have more than one adjective. Hint: Remember that some words that can be used as pronouns can also be used as adjectives.

**Example 1.** Few students in these schools are strangers to computers. [*Few* is an adjective because it tells how many students, and *these* is an adjective because it tells which schools.]

11. Little sisters can be troublesome but also can be enjoyable. [Which three words describe *sisters*?]
12. Vegetarian cafes were experiencing a boom at that time.
13. A wooden Kenyan statue sat on a small table in the hall.
14. With a lurch, the door opened and revealed a huge space with bare walls.
15. A Cuban dancer won the competition.

# Verbs A

## Main Verbs

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

**ACTION** Tera **bakes** the family bread on Saturday. [*Bakes* is the action happening in the sentence, so *bakes* is a verb.]

**STATE OF BEING** Her bread **tastes** delicious. [*Tastes* shows the bread's state of being, so *tastes* is a verb.]

Tera **is** the baker of the family. [*Is* shows Tera's state of being, so *is* is a verb.]

A sentence may have more than one verb.

**EXAMPLES** I **bake** bread on Saturday and **rest** on Sunday. [*Bake* and *rest* are verbs because they express action.]

I **think it's** ready! [*Think* is a verb because it expresses action. The contraction *It's* stands for *It is*, so the verb *is* is part of the contraction. *Is* is a verb because it expresses a state of being.]

**EXERCISE A** Underline each verb in the following sentences. Some sentences contain more than one verb. Hint: Remember that a verb can appear in a contraction.

**Examples** 1. Pull down the menu, and select format. [*Pull* and *select* are the actions of the sentence, so they are the verbs.]

2. I'm the only Spanish speaker in my family. [*I'm* stands for *I am*. The word *am* is a verb because it shows a person's state of being.]

1. Close the door, please. [What is the action that is happening in the sentence?]
2. Is your mother home? [Which word shows the mother's state of being?]
3. We're so happy about your good fortune.
4. How wonderful your new home seems!
5. Puffy, white clouds appeared in the sky above us.
6. Never talk or laugh with your mouth full.
7. Hand me those needle-nose pliers, Lucy.
8. This calculator requires AA batteries.
9. Crocodiles lounge on the muddy riverbank and watch for prey.
10. Nancy considered her alternatives and chose a course of action.

## Helping Verbs

One or more *helping verbs* work with a *main verb* to create a *verb phrase*. A main verb is the word that shows action or a state of being.

**VERB PHRASES** The bread **must have been baking** long enough. [The main verb is *baking*. The helping verbs are *must have been*. Together, these words make up the verb phrase *must have been baking*.]

**Will** you **bake** bread with me? [Even though *you* separates the helping verb *Will* and the main verb *bake*, *Will bake* is a verb phrase..]

**I'll** **bake** bread for the family on Saturday. [The contraction *I'll* stands for *I will*, and the helping verb *will* is part of the verb phrase *will bake*.]

**NOTE** The words *not*, *never*, and *ever* and the contraction *-n't* are not part of verb phrases. They are adverbs.

**ADVERB** Please **don't** open the oven right now. [*Not*, which is part of the contraction for *do not*, is an adverb that describes the verb phrase *do open*.]

**EXERCISE B** Underline the verb phrase in each of the following sentences. Do not underline the adverbs *not* and *never* or the contraction *-n't*. Hint: The parts of a verb phrase may be separated by other words.

**Examples 1.** Shouldn't that five have been a two, Roger? [*Should have been* is a verb phrase. *Been* is the main verb, and *should* and *have* are the helping verbs. The contraction *Shouldn't* stands for *Should not*, and *not* is an adverb.]

**2.** Researchers have been examining that possibility for some time. [*Have been examining* is a verb phrase. *Examining* is the main verb, and *have* and *been* are the helping verbs.]

**11.** Do not cross the solid white line on the road. [Which two words tell the action of this sentence?

Hint: Remember that *not* is an adverb and not part of a verb phrase.]

**12.** Will these green apples turn red? [Which two words show the state of being of the apples?]

**13.** Yes, sir, your order is being processed.

**14.** Actually, the message must have never even been sent.

**15.** Luke would have traveled to New York last summer.

**16.** Oh, I must have been thinking of Istanbul.

**17.** The young girl has placed all the horse figurines up on the windowsill.

**18.** Hasn't the teacher approved of your science project?

**19.** Will you be the lead singer next year?

**20.** Did anything about the book surprise you?

# Verbs B

## Action Verbs

Some verbs are called action verbs. An *action verb* expresses either physical or mental activity. Physical activity is something that a person, animal, or object can do. Mental activity is something that people or animals can do with their minds. In other words, an action verb is a word that tells what the subject of a sentence did, does, or will do.

**PHYSICAL** Players **run, jump, and shoot** hoops. [*Run, jump, and shoot* are used as action verbs. All three of these verbs express physical activity.]

**MENTAL** Students **study, read, or research** in study hall. [*Study, read, and research* are used as action verbs. All three of these verbs express mental activity.]

**REMINDER** When you identify action verbs, remember to include any helping verbs. Helping verbs are added to the main verb to help the main verb express action or a state of being.

**EXAMPLES** **Did you think** of a solution to our problem? [*Did think* expresses action. *Did* is a helping verb, and *think* is the main verb.]

That same bird **has been returning** to Lake Edward for years. [*Has been returning* expresses action. *Has* and *been* are the helping verbs, and *returning* is the main verb.]

**EXERCISE A** Underline the action verb in each of the following sentences. Hint: Remember to underline any helping verbs.

**Examples** 1. Can you imagine such a sight? [*Can imagine* expresses a mental action, so it is an action verb.]

2. With her dog on its leash, Keisha walked down the street. [*Walked* expresses a physical action, so it is an action verb.]

1. All the bread had been baked by Friday afternoon. [Which word expresses physical action?]
2. She had dreamed of snow on the dunes. [Which word expresses mental action?]
3. Tall oak pillars supported the ceiling.
4. The mother bird fed a worm to her babies.
5. Name the principal port in Japan.
6. In a tight tuck, the Olympic gymnast flipped backward on the beam.
7. Will you call about the exhibit at the science museum?
8. A swirl of mosquitoes buzzed near Christopher's ankles.
9. In Mrs. Burke's neighborhood, airplanes fly overhead during the day.
10. The school principal considered our idea very seriously.

## for CHAPTER 1: PARTS OF SPEECH OVERVIEW pages 16–19 continued

To find action verbs in a sentence, look for words that show what is happening in the sentence. Look at each word you've identified, and then ask yourself, "Does the verb show physical or mental action?" If the answer is yes, then the verb is probably an action verb.

**ACTION VERBS** I **looked** through the telescope. [*Looked* is an action verb because it shows a physical action.]

He **has tasted** the soup. [*Has tasted* is an action verb because it shows physical action.]

Our shortstop **thought** quickly and **threw** the ball to the catcher. [*Thought* is an action verb because it shows mental action. *Threw* is an action verb because it shows physical action.]

**EXERCISE B** Underline each action verb in the following sentences. Hint: Remember to underline any helping verbs.

**Example 1.** Our dog Shadow will stand perfectly still while he looks at a chipmunk. [*Will stand* and *looks* express physical activity, so they are action verbs.]

11. Sound the alarm, Bobby! [Which word shows an action?]
12. With a deep breath, she smelled the salt water from the ocean.
13. A sailor on the deck had already sighted the mist of an island.
14. The divers felt their way along the cave wall.
15. Just taste this orange right from the tree in our own yard.

**EXERCISE C** Complete each of the following sentences by filling the blank with an action verb that makes sense. Hint: Each item has more than one answer that could be appropriate.

**Example 1.** The track star amazed the crowd when he broke the world record. [*Broke* expresses a physical activity, so it is an action verb.]

16. Darla, please \_\_\_\_\_ the door before a bug flies in here. [What is a physical action that makes sense in the blank?]
17. After thinking about it for three days, Thomas \_\_\_\_\_ that he would try out for the play.
18. Did the wind \_\_\_\_\_ loudly throughout the thunderstorm?
19. Several of the passengers cheered when the airplane \_\_\_\_\_ safely after the long flight.
20. During the festival, hundreds of hot-air balloons \_\_\_\_\_ through the sky.



# Verbs C

## Linking Verbs

Some verbs are called linking verbs. A *linking verb* connects the subject to a word or word group that identifies or describes the subject.

As you may remember, an action verb is a word that tells what the subject of a sentence did, does, or will do. Some verbs are linking verbs. Instead of telling what the subject does, linking verbs are followed by a word or words that rename or describe the subject.

### COMMONLY USED LINKING VERBS

appear	become	feel	grow
seem	smell	sound	stay
look	remain	taste	turn

**EXAMPLES** Players **must be** students at this school. [*Must be* is a linking verb. It is called a linking verb because it links the word *students* to the subject *Players*. *Students* identifies the subject *Players*.]

Players **stay** enthusiastic. [*Stay* is a linking verb. It is called a linking verb because it links the word *enthusiastic* to the subject *Players*. *Enthusiastic* describes the subject *Players*.]

**EXERCISE A** Underline the linking verb in each of the following sentences. Hint: Remember to underline any helping verbs.

- Examples**
1. Uncle Joe remained a chief petty officer for thirty years. [*Remained* links *Uncle Joe* to a *chief petty officer*, so *remained* is a linking verb.]
  2. If the spaghetti tastes too mild, add some pepper flakes. [The linking verb *tastes* links *spaghetti* to the word that describes it, *mild*.]
1. Did those trigonometry problems look hard to you? [Which words link *problems* to a word that describes the problems?]
  2. Hey, that tune sounds familiar to me. [Which word links *tune* to a word that describes the tune?]
  3. Diego became curious about the design of those bridges.
  4. Somehow, the restaurant's enormous freezer did not seem cold enough.
  5. Wow! Some masks at the costume party looked rather festive.
  6. Yes, my dear, this sushi is raw fish, rice, and seaweed.
  7. Wow! That popcorn certainly smells good.
  8. To the sailors, the sight of land was a relief.
  9. Doesn't this Egyptian cotton feel soft?
  10. Grandmother's noodles always taste delicious.

## for CHAPTER 1: PARTS OF SPEECH OVERVIEW pages 16–19 continued

Some verbs can be used as action verbs or as linking verbs. To tell the difference between action verbs and linking verbs, look at the verb and ask yourself, “Does the verb express physical or mental action?” If the answer is yes, then the verb is an action verb.

**ACTION VERB** I **looked** through the telescope. [In this sentence, *looked* expresses a physical action that I did.]

**LINKING VERB** The moon **looked** rough. [In this sentence, *looked* connects the subject *moon* with the adjective *rough*. The moon is not looking at anything, so *looked* does not express physical action.]

**ACTION VERB** He **tasted** the soup. [In this sentence, *tasted* expresses physical action that he did.]

**LINKING VERB** The soup **tasted** good. [In this sentence, *tasted* links the words *soup* and *good*. The subject, *soup*, is not tasting anything, so *tasted* does not express physical action.]

**EXERCISE B** Underline the linking verb in each of the following sentences. Hint: Remember to underline any helping verbs.

**Examples** 1. Mrs. Rena remained a resident of Canada for thirty years. [*Remained* links *Mrs. Rena* to *resident*, so *remained* is a linking verb.]

2. Flood zones can be risky places for houses. [*Can be* links *Flood zones* to *places*, so *can be* is a linking verb.]

11. The tabletop still feels rough, even after Jenna sanded it. [Is the tabletop actually feeling something, or does *feels* link *tabletop* to *rough*? Did Jenna actually sand something, or does *sanded* link *Jenna* to *it*?]
12. After the storm, the lake finally looked calm. [Is the lake actually looking at something, or does *looked* link *lake* to *calm*?]
13. Does this van appear new to you?
14. Public discussions about plans for the new highway will be controversial.
15. Armadillos can sound loud when they move through brush.
16. A famous painting can seem more impressive when viewed from up close.
17. Most two-year-olds are happier after they've taken their daily nap.
18. Make sure the tennis racket feels right before you buy it.
19. Hey, the piano sounds out of tune.
20. What will you have become ten years from now?

# Verbs D

## Transitive Verbs and Intransitive Verbs

A *transitive verb* has an *object*—a word that tells who or what receives the action of the verb. An object may be a noun or a pronoun.

**EXAMPLES** **Bake** these potatoes at four hundred degrees. [The object of the transitive verb *Bake* is the noun *potatoes*.]

When the package arrived, Steven **opened** it eagerly. [The object of *opened* is the pronoun *it*.]

An *intransitive verb* does not have an object.

**EXAMPLES** Janet **walked** carefully across the rope bridge. [The verb *walked* does not have an object.]

This tree **seems** healthier. [The verb *seems* does not have an object.]

**NOTE** In order to identify transitive and intransitive verbs, you must be able to identify the objects of verbs—direct objects and indirect objects. The object of a verb will usually be a noun or a pronoun. To identify the object of a verb, ask *what?* or *whom?* after the verb.

**EXAMPLE** Follow **him**. [The pronoun *him* is the object. *Him* answers the question *Follow whom?* *Follow* has an object; therefore, *follow* is a transitive verb.]

**EXERCISE A** Underline the verb in each of the following sentences. Then, circle the object or objects of that verb. When you are underlining verbs, remember to underline any helping verbs. Hint: Some verbs do not have objects.

**Examples** 1. Surveyors measured the distance between the two points. [*Measured* what?

*Distance*. Therefore, *distance* is the object of the verb *measured*.]

2. A full moon shone down on the travelers. [*Shone* what? The sentence doesn't say that the moon shone something, so the verb *shone* has no object. *Down* is not a noun or a pronoun, so it couldn't possibly be an object.]

1. Did you remember the mustard and catsup? [Does something receive the action of the verb? Is there an answer to the question, "Did you remember what?"]
2. Wow! That trash can smelled awful! [*Awful* is an adjective. Can an adjective be an object?]
3. Zack saw snow for the first time that night.
4. A lone cello sounded sad and mysterious in the darkness.
5. Nick hardened the special clay in the oven.
6. At the sound of the electric can opener, three cats ran into the kitchen.

7. Mr. Zolas drives a van with a purple pinstripe.
8. That beagle can smell even the faintest scents.
9. Last Saturday, we made an overseas call to Bianca.
10. Would you please forward my mail?

**TIP** Think of the words that share the prefix *trans-*: *transportation*, *transit*, *transaction*, *transformation*. These words all refer to some kind of movement from one thing or place to another. Likewise, a transitive verb transmits action from a subject to an object. An intransitive verb may express action, but it does not *transmit* action. (Remember, the same verb may be transitive in one sentence and intransitive in another.)

**TRANSITIVE VERB** We **ate** potatoes. [This verb has an object—*potatoes*. It is transitive.]

**INTRANSITIVE VERB** We **ate** early. [This verb has no objects. It is intransitive.]

**EXERCISE B** Identify each underlined verb in the following sentences by writing *T* for *transitive* or *I* for *intransitive* on the lines provided. Hint: Transitive verbs have objects, and intransitive verbs do not.

**Examples**   T   1. Ask her the question on your mind. [*Her* and *question* are objects of the verb *ask*.]

  I   2. They were asking for donations for the new bleachers. [Only prepositional phrases follow this verb. *Were asking* has no object.]

\_\_\_\_\_ 11. A woman with a scarf over her head lit the candles. [*Lit* what? *Candles*. *Candles* is the object of the verb *lit*.]

\_\_\_\_\_ 12. What a wonderful surprise this is! [*Is* expresses a state of being. *Is* has no object.]

\_\_\_\_\_ 13. Have you ever seen a dolphin up close?

\_\_\_\_\_ 14. The turtle was moving very slowly.

\_\_\_\_\_ 15. Get the hose from the shed, please.

\_\_\_\_\_ 16. From a rooftop perch, a tabby cat presided over the market's activities.

\_\_\_\_\_ 17. What are the differences between fraternal and identical twins?

\_\_\_\_\_ 18. Sandpaper comes in several degrees of roughness.

\_\_\_\_\_ 19. Tell him about the change in plans.

\_\_\_\_\_ 20. In the last stall on the right was Mrs. Cho's favorite horse.

# Adverbs

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

**EXAMPLE** They talked **today**. [*Today* is an adverb because it describes the verb *talked*.]

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

**HOW** They talked **excitedly**. [*Excitedly* is an adverb that tells how they talked.]

**HOW LONG** They talked **briefly**. [*Briefly* is an adverb that tells how long they talked.]

**HOW OFTEN** They **frequently** talk. [*Frequently* is an adverb that tells how often they talk.]

**TIP** Many adverbs that tell *how* end in the letters *-ly*.

**EXAMPLE** In a hurry, the family **quickly** ate their soup. [*Quickly* is an adverb that tells *how* the family ate.]

**EXERCISE A** Underline the adverb in each of the following sentences. Hint: Each of the following sentences contains an adverb that describes a verb.

**Example 1.** The geese flew noisily over the lake. [*Noisily* is an adverb that tells how the geese flew. *Flew* is a verb.]

1. Proudly, he took the crown in his own hands. [Which word tells *how* something was done?]
2. The lawn mower stopped working yesterday.
3. Bald eagles are rarely sighted in this area.
4. Six people around the table were staring intently at some graphs.
5. You may begin the test now.

An adverb can describe an adjective.

**EXAMPLE** That blue jacket is **surprisingly** inexpensive. [*Surprisingly* is an adverb that describes the adjective *inexpensive*.]

**EXERCISE B** Underline the adverb in each of the following sentences. Hint: Each of the following sentences contains an adverb that describes an adjective.


**Example 1.** That was quite kind of you, ma'am. [The adverb *quite* describes the adjective *kind*.]

6. Everyone, please be especially quiet when we enter the museum. [Which word describes the adjective *quiet*?]

## for CHAPTER 1: PARTS OF SPEECH OVERVIEW pages 20–23 continued

7. Our proposal, sir, met with an exceptionally good response.
8. Extremely dangerous, this mountain range has claimed many lives.
9. The most organized applicant will get this job.
10. An especially colorful garden would improve our yard.

An adverb can describe another adverb.

**EXAMPLE**  **Quite** often, they talk. [*Often* is an adverb that describes the verb *talk*. *Quite* is an adverb that describes another adverb, *often*.]

**NOTE** A contraction can contain an adverb.



**EXAMPLE** They **don't** talk. [*Don't* stands for *do not*. Since *not* is an adverb describing the verb *do talk*, the contraction contains an adverb.]

**EXERCISE C** Underline each adverb in the following sentences. Each sentence contains more than one adverb. Hint: The following sentences contain adverbs that describe verbs and other adverbs.

**Example 1.** Yes, Stanton has always arrived rather promptly. [The adverbs *always* and *promptly* describe the verb *has arrived*. The adverb *rather* describes the adverb *promptly*.]

11. Can you believe we're almost there, kids? [Which word describes the verb *are* in the contraction *we're*? Which word describes the adverb *there*?]
12. Handle these slides more carefully in the future.
13. Miss Turner is frequently away on business.
14. The children danced rather merrily during the folk festival.
15. Must you play those drums consistently loudly?

**EXERCISE D** Underline each adverb in the following sentences. Then, draw an arrow to the word that each adverb describes.

**Example 1.** Yes, the Lakota Sioux once  camped  here. [The adverbs *once* and *here* describe the verb *camped*.]

16. The twins watched the stranger curiously. [Which word tells how something was done?]
17. Traffic is usually light at this time of day.
18. She takes her art very seriously.
19. Play with the dog outside.
20. Would you explain the math formula again?

# Prepositions

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

Memorizing several of the prepositions is a good way to help you know them when you see them.

## COMMONLY USED PREPOSITIONS

above	according to	at	before	below
by	for	from	in	in addition to
in spite of	of	on	to	until

Prepositions show relationships between words.

- EXAMPLES** She arrived **before** lunch. [The preposition *before* shows the relationship between *arrived* and *lunch*.]  
 She arrived **during** lunch. [The preposition *during* shows the relationship between *arrived* and *lunch*.]  
 Please get ready **for** dinner. [The preposition *for* shows the relationship between *ready* and *dinner*.]  
 Did you write a letter **to** her? [The preposition *to* shows the relationship between *write* and *her*.]  
 Everyone **except** her was there. [The preposition *except* shows the relationship between *everyone* and *her*.]

**EXERCISE A** Underline the preposition in each of the following sentences. Remember to underline all parts of a compound preposition.

- Examples** 1. Without goggles, the welder could damage his eyes. [The preposition *Without* shows a relationship between *goggles* and *could damage*.]  
 2. Their ball rolled in front of the house. [The compound preposition *in front of* shows the relationship between *rolled* and *house*.]
1. A bicycle with five speeds would be best. [What word relates *bicycle* to *speeds*?]
  2. Can that gecko jump over the stone, Richard? [What word shows what *can jump* has to do with *stone*?]
  3. The store across the street sells art supplies and hardware.
  4. The winner will be the person with the lowest score.
  5. During the performance, no one will be admitted.
  6. A moray eel was hiding among the rocks.
  7. Palm trees, in addition to native flowers, were planted.

8. Wait until dark.
9. In spite of countless obstacles, Wilma Rudolph triumphed.
10. Weren't some of the slides usable?

Changing the preposition can change the relationship between words.

**EXAMPLES** He was sitting **behind** the table. [The preposition *behind* shows the relationship between *table* and *sitting*.]

He was sitting **beside** the table. [The preposition *beside* changes the relationship between *table* and *sitting*.]

He was sitting **in front of** the table. [The preposition *in front of* changes the relationship between *table* and *sitting* again.]

**NOTE** A word's part of speech depends on how the word is used in a sentence. Words that can be used as prepositions can also be used as other parts of speech.

**PREPOSITION** I had never seen an ostrich **before** that day. [*Day* is the object of the preposition *before*.]

**ADVERB** I had never seen an ostrich **before**. [*Before* has no object. *Before* is an adverb.]

**EXERCISE B** Underline the preposition in each of the following sentences. Remember that a preposition must have an object. Adverbs do not have objects.

**Examples** 1. After that, Athens attained its real power. [Which word shows a relationship in time?]

2. The study of the past protects the future. [Which word expresses the relationship between *study* and *past*?]

11. Lisa just got a letter from Senator Lee. [Which word relates *Senator Lee* to *letter*?]
12. At that time, social changes affected Europe. [Which word specifies the relationship between *affected* and *that time*?]
13. Wow! Your little brother runs fast for a six-year-old.
14. The shirts that have white tags go on the bottom shelf.
15. Who is the girl standing between Barbara and Jean?
16. The knight would encounter many adventures in faraway lands.
17. According to Dad, we haven't finished our chores.
18. We were surprised because Dad sprinkled cinnamon on the carrots.
19. Mrs. Shepard took the first exit off the interstate and then turned right.
20. Just then, a red balloon floated by my window.



# Conjunctions and Interjections

## Conjunctions

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

*Coordinating conjunctions* join words or word groups that are used in the same way. The coordinating conjunctions are *and, but, for, nor, or, so,* and *yet*.

**EXAMPLES** Mike **and** Dave have pets. [Two words are joined.]

Mike walks his dog at the park **or** on Main Street. [Two phrases are joined.]

Mike has a pet, **but** Dave doesn't have one. [Two clauses are joined.]

**EXERCISE A** Underline each conjunction in the following sentences.

**Example 1.** The old brick road will be torn up and resurfaced with asphalt. [The conjunction *and* connects the words *torn* and *resurfaced*.]

1. The volume was off, so the VCR didn't pick up the audio track. [Which word connects the two clauses?]
2. Push the plus key but not the equals key.
3. Your role in the play is small yet important.
4. Why not put some special effects or voice-overs on your video?
5. An informal yet elegant restaurant opened at the airport.

*Correlative conjunctions* are pairs of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also,* and *whether . . . or*.

**EXAMPLES** **Neither** pet snakes **nor** pet tarantulas require much work. [Two nouns are joined.]

We can adopt a puppy **either** from our neighbor **or** from the pound. [Two phrases are joined.]

**Not only** does Mike have a cat, **but** he **also** has a dog. [Two clauses are joined.]

**EXERCISE B** Underline each pair of correlative conjunctions in the following sentences. Hint: Correlative conjunctions are pairs of words that work together to introduce two alternatives.

**Example 1.** Tell me whether we are going to the library or my house. [The words *whether* and *or* work together to introduce the two alternatives.]

6. Neither swamp buggies nor motorboats are allowed in this environmentally sensitive area.  
[Which two words work together to connect *swamp buggies* and *motorboats*?]

7. Both cars and speedboats will be on display at the convention center.
8. His walls were covered not only with posters but also with photographs, news clippings, and other mementos.
9. Decide whether you'll paint houses or plant trees; then sign the volunteer sheet.
10. She had been neither to Chicago nor out of the county.

## Interjections

**1h.** An **interjection** expresses emotion. An interjection has no grammatical relation to the rest of the sentence. In other words, an interjection is not a subject, verb, object, modifier, preposition, or conjunction. Without the interjection, the sentence still makes sense. Common interjections include *ah, ouch, ugh, wow, oops, hey, and oh*.

**STRONG EMOTION** **Yikes!** What a big spider! [*Yikes* is an interjection that expresses strong emotion.]

**MILD EMOTION** There's an, **oh my**, excessively large spider. [*Oh my* is an interjection that interrupts the rest of the sentence.]

**MILD EMOTION** **Hey**, your tarantula's loose again. [*Hey* is an interjection that expresses mild emotion.]

Notice that an interjection is usually set off from the rest of the sentence by an exclamation point or by a comma or commas. Interjections set off by commas can be easy to spot because they interrupt the rest of the sentence.

**EXERCISE C** Underline each interjection in the following sentences.

**Example 1.** Ugh, this milk is sour. [*Ugh* is an interjection that expresses emotion.]

11. It's, oh, about five hundred miles from here to Miami. [Which word interrupts the sentence but expresses no meaning other than an emotional one?]
12. Ow! That was my toe under your foot.
13. Whoa! The sun is brighter than usual today.
14. The solution, well, is not that simple.
15. My, the storm uprooted a tree at Valleyview Park.

## Chapter 1: Parts of Speech Overview, pp. 1–26

### Nouns, pp. 1–2

#### EXERCISE A

1. My sister-in-law and my mother once studied with the professor.
2. Happiness often results from hard work.
3. A familiar voice broke through the darkness and called to Mr. Clark.
4. Beams of light danced on the water.
5. The results surprised even the scientist on the project.
6. Behind the gates of the castle stood the well-dressed king and queen.
7. Actually, good ideas cost more than a dime.
8. The park was outside of the city near a creek.
9. The difficulty of the task did not stop the programmers.
10. Put on your life jacket, and then the boat can leave the dock.

#### EXERCISE B

11. What are the first few words of "The Star-Spangled Banner"?
12. Meet the team at Cornerstone Grill on Saturday.
13. China exports large quantities of goods to the United States.
14. The invention of the automobile made possible a new way of life.
15. The reporter from KZZZ held the microphone close to the man.
16. Jesse enjoys reading books about chemistry and physics.
17. Did Mayor Turner give a reason for her decision?

18. Dr. Hans Parker will speak at the conference in the morning.
19. Was Mrs. Malone really at the White House last winter, Mary?
20. My mom and Carla have become good friends.

### Pronouns A, pp. 3–4

#### EXERCISE A

1. After Mr. Reed graduated from college, he entered the Peace Corps.
2. An umbrella was found in the hallway, and it was mine.
3. I hadn't thought about the problem from his point of view.
4. The tools needed to build the bookshelf are they.
5. Teresa asked her dad about them.
6. Did Eric and you get the ice for my cooler?
7. Give me a chance at bat.
8. It is a kind of wildlife that is common at this park.
9. For us, physics class is interesting.
10. Will she be the new manager on your shift?

#### EXERCISE B

11. themselves
12. himself [or herself]
13. themselves
14. myself
15. himself or herself

### Pronouns B, pp. 5–6

#### EXERCISE A

1. Please give these a catalog number.
2. What a day this was!
3. Would you pay fifteen dollars for these?
4. This is just one example of her brilliant use of symbolism.

5. That is an expression I've never heard before.
6. As soon as the second relay runner hands you that, run!
7. Deliver both these and those to Mr. Stephen's office.
8. Will our assignments be these on the list?
9. We must make that our top priority.
10. The only cups left are those in the storeroom, and the only napkins are these.

#### EXERCISE B

11. By whom were you contacted about the petition?
12. Who was the author of the book *Roots*?
13. What did Mr. Dolan say about the new schedule?
14. With whom are you staying on your trip to Utah?
15. What is the capital of Saudi Arabia?

#### Pronouns C, pp. 7–8

##### EXERCISE A

1. The guitar strings that you wanted are here.
2. Is that your friend whom you met at summer camp?
3. Pistachios, which originated in Asia, are now grown in California.
4. The Cheyenne, who fought at Little Bighorn, once lived near there.
5. Anyone who signed up for drama class will be transferred to Room 215.
6. Plants that require a great deal of water are not advisable in this area.
7. Lawrence Douglas Wilder, who became the first African American governor in 1990, also ran for president.

8. Did S. I. Hayakawa, who is an author, also serve as a senator?
9. Salmon, which live in salt water but spawn in fresh water, flourished in the Northwest.
10. The address will be given by Art Walker, whom the class has elected as their spokesperson.

#### EXERCISE B

11. Megan enjoys the lessons that she studies in geography class.
12. People who like flowers often study each state's official flower.
13. My uncle, whom I visit often, lives near California's Redwood National Park.
14. At the party, please put the food on the table that has sturdy legs.
15. New Mexico, which we call the Land of Enchantment, has some good ski hills.
16. Some of the students who went to the museum missed the dinosaur exhibit.
17. Birds covered the walkway that had been sprinkled with birdseed.
18. Leaves that koalas eat come from the eucalyptus tree.
19. All contestants whom we call up to the stage will receive a prize.
20. One scientist who studies chimpanzees is Jane Goodall.

#### Pronouns D, pp. 9–10

##### EXERCISE A

1. On the table were several of the latest magazines.
2. Believe me, not just anyone can make deliveries!
3. Neither of those rivers is as long as the Nile.

- Please show both of these gentlemen the way to the office.
- Of all of our applicants, only you can speak Spanish and English.

#### EXERCISE B

- Rick can make friends with just about anyone.
- The solution must be something that involves everyone in the group.
- The meteorologist says this will be another of our rainiest weekends.
- We can do nothing about the problem, or we can pull together and accomplish something.
- The Ruiz twins decided to donate clothes to somebody who would need them.

#### EXERCISE C

*Answers may vary slightly. Sample responses are provided.*

- None of the performers forgot a line during the show, and the director was proud of them.
- Did Deb find someone to take her place in the softball game she'll miss next week?
- Everybody who attends Jackson High School is allowed to try out for the soccer team.
- Take a bagel or a muffin, but please do not take both.
- Of the national parks on this list, most have guided tours available.

### Adjectives, pp. 11–12

#### EXERCISE A

*Some students may also correctly underline possessive pronouns.*

- Brilliant beams of bright sunlight dotted the trail.
- Over the years, the house had grown old and seemingly lonely.
- One of the fuses must be bad.
- Don't worry; our dog is friendly.
- Soft lights illuminated the small stage.
- According to the newspaper, the movie was tedious, dull, and meaningless.
- The nubby bark of the hollow log was becoming uncomfortable.
- In the dusty trunk, we found photographs from the 1920s.
- Warm and clear were the waters of the Bahamas.
- An unfamiliar melody caught the attention of the walkers.

#### EXERCISE B

- Little sisters can be troublesome but also can be enjoyable.
- Vegetarian cafes were experiencing a boom at that time.
- A wooden Kenyan statue sat on a small table in the hall.
- With a lurch, the door opened and revealed a huge space with bare walls.
- A Cuban dancer won the competition.

## Verbs A, pp. 13–14

### EXERCISE A

1. Close the door, please.
2. Is your mother home?
3. We're so happy about your good fortune.
4. How wonderful your new home seems!
5. Puffy, white clouds appeared in the sky above us.
6. Never talk or laugh with your mouth full.
7. Hand me those needle-nose pliers, Lucy.
8. This calculator requires AA batteries.
9. Crocodiles lounges on the muddy riverbank and watch for prey.
10. Nancy considered her alternatives and chose a course of action.

### EXERCISE B

11. Do not cross the solid white line on the road.
12. Will these green apples turn red?
13. Yes, sir, your order is being processed.
14. Actually, the message must have never even been sent.
15. Luke would have traveled to New York last summer.
16. Oh, I must have been thinking of Istanbul.
17. The young girl has placed all the horse figurines up on the windowsill.
18. Hasn't the teacher approved of your science project?
19. Will you be the lead singer next year?
20. Did anything about the book surprise you?

## Verbs B, pp. 15–16

### EXERCISE A

1. All the bread had been baked by Friday afternoon.

2. She had dreamed of snow on the dunes.
3. Tall oak pillars supported the ceiling.
4. The mother bird fed a worm to her babies.
5. Name the principal port in Japan.
6. In a tight tuck, the Olympic gymnast flipped backward on the beam.
7. Will you call about the exhibit at the science museum?
8. A swirl of mosquitoes buzzed near Christopher's ankles.
9. In Mrs. Burke's neighborhood, airplanes fly overhead during the day.
10. The school principal considered our idea very seriously.

### EXERCISE B

11. Sound the alarm, Bobby!
12. With a deep breath, she smelled the salt water from the ocean.
13. A sailor on the deck had already sighted the mist of an island.
14. The divers felt their way along the cave wall.
15. Just taste this orange right from the tree in our own yard.

### EXERCISE C

*Answers will vary somewhat. Sample responses are provided.*

16. Darla, please close the door before a bug flies in here.
17. After thinking about it for three days, Thomas decided that he would try out for the play.
18. Did the wind howl loudly throughout the thunderstorm?
19. Several of the passengers cheered when the airplane landed safely after the long flight.

20. During the festival, hundreds of hot-air balloons floated through the sky.

### Verbs C, pp. 17–18

#### EXERCISE A

1. Did those trigonometry problems look hard to you?
2. Hey, that tune sounds familiar to me.
3. Diego became curious about the design of those bridges.
4. Somehow, the restaurant's enormous freezer did not seem cold enough.
5. Wow! Some masks at the costume party looked rather festive.
6. Yes, my dear, this sushi is raw fish, rice, and seaweed.
7. Wow! That popcorn certainly smells good.
8. To the sailors, the sight of land was a relief.
9. Doesn't this Egyptian cotton feel soft?
10. Grandmother's noodles always taste delicious.

#### EXERCISE B

11. The tabletop still feels rough, even after Jenna sanded it.
12. After the storm, the lake finally looked calm.
13. Does this van appear new to you?
14. Public discussions about plans for the new highway will be controversial.
15. Armadillos can sound loud when they move through brush.
16. A famous painting can seem more impressive when viewed from up close.
17. Most two-year-olds are happier after they've taken their daily nap.
18. Make sure the tennis racket feels right before you buy it.

19. Hey, the piano sounds out of tune.

20. What will you have become ten years from now?

### Verbs D, pp. 19–20

#### EXERCISE A

1. Did you remember the mustard and catsup?
2. Wow! That trash can smelled awful!
3. Zack saw snow for the first time that night.
4. A lone cello sounded sad and mysterious in the darkness.
5. Nick hardened the special clay in the oven.
6. At the sound of the electric can opener, three cats ran into the kitchen.
7. Mr. Zolas drives a van with a purple pinstripe.
8. That beagle can smell even the faintest scents.
9. Last Saturday, we made an overseas call to Bianca.
10. Would you please forward my mail?

#### EXERCISE B

- |       |       |
|-------|-------|
| 11. T | 16. I |
| 12. I | 17. I |
| 13. T | 18. I |
| 14. I | 19. T |
| 15. T | 20. I |

### Adverbs, pp. 21–22

#### EXERCISE A

1. Proudly, he took the crown in his own hands.
2. The lawn mower stopped working yesterday.
3. Bald eagles are rarely sighted in this area.
4. Six people around the table were staring intently at some graphs.
5. You may begin the test now.



### EXERCISE B

- Everyone, please be especially quiet when we enter the museum.
- Our proposal, sir, met with an exceptionally good response.
- Extremely dangerous, this mountain range has claimed many lives.
- The most organized applicant will get this job.
- An especially colorful garden would improve our yard.

### EXERCISE C

- Can you believe we're almost there, kids?
- Handle these slides more carefully in the future.
- Miss Turner is frequently away on business.
- The children danced rather merrily during the folk festival.
- Must you play those drums consistently loudly?

### EXERCISE D

- The twins watched the stranger curiously.
- Traffic is usually light at this time of day.
- She takes her art very seriously.
- Play with the dog outside.
- Would you explain the math formula again?

### Prepositions, pp. 23–24

#### EXERCISE A

- A bicycle with five speeds would be best.
- Can that gecko jump over the stone, Richard?
- The store across the street sells art supplies and hardware.
- The winner will be the person with the lowest score.

- During the performance, no one will be admitted.
- A moray eel was hiding among the rocks.
- Palm trees, in addition to native flowers, were planted.
- Wait until dark.
- In spite of countless obstacles, Wilma Rudolph triumphed.
- Weren't some of the slides usable?

#### EXERCISE B

- Lisa just got a letter from Senator Lee.
- At that time, social changes affected Europe.
- Wow! Your little brother runs fast for a six-year-old.
- The shirts that have white tags go on the bottom shelf.
- Who is the girl standing between Barbara and Jean?
- The knight would encounter many adventures in faraway lands.
- According to Dad, we haven't finished our chores.
- We were surprised because Dad sprinkled cinnamon on the carrots.
- Mrs. Shepard took the first exit off the interstate and then turned right.
- Just then, a red balloon floated by my window.

### Conjunctions and Interjections, pp. 25–26

#### EXERCISE A

- The volume was off, so the VCR didn't pick up the audio track.
- Push the plus key but not the equals key.
- Your role in the play is small yet important.



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4. Why not put some special effects or voice-overs on your video?
  5. An informal yet elegant restaurant opened at the airport.

**EXERCISE B**

6. Neither swamp buggies nor motorboats are allowed in this environmentally sensitive area.
7. Both cars and speedboats will be on display at the convention center.
8. His walls were covered not only with posters but also with photographs, news clippings, and other mementos.

9. Decide whether you'll paint houses or plant trees; then sign the volunteer sheet.
10. She had been neither to Chicago nor out of the county.

**EXERCISE C**

11. It's, oh, about five hundred miles from here to Miami.
12. Ow! That was my toe under your foot.
13. Whoa! The sun is brighter than usual today.
14. The solution, well, is not that simple.
15. My, the storm uprooted a tree at Valleyview Park.