1. **parts of speech**

**A. Identifying Parts of Speech**

For each of the following sentences, identify each word that is the part of speech indicated in parentheses.

**1.** Whenever Anna started a new sculpture, she was usually not thinking of the time it would take to finish. (adverb)

**2.** Ms. Garcia decided to buy or lease a new computer because the speed and memory capacity of her old one were no longer satisfactory. (conjunction)

**3.** The book might be available at the library, at the bookstore, or online. (noun)

**4.** My mother’s book of short stories, written when she was in college, was titled *New Yorkers* because of the stories’ similarity in subject matter to James Joyce’s stories in *Dubliners*. (preposition)

**5.** Only recently has my youngest sister, Jorena, been riding her bicycle outside the yard. (verb)

**6.** In modern times, poets have usually used the term *elegy* to mean “a poem of lamentation for the dead.” (noun)

**7.** This is just the book I wanted. (pronoun)

**8.** The word *atom* was first used by the ancient Greeks. (adverb)

**9.** In literature, a novel is not distinguished from other genres by its subject matter but is distinguished by its form and length. (conjunction)

**10.** Some Irish songs are comic songs, but others are patriotic songs, love songs, or laments. (adjective)

**11.** The mountain climber plants his flag in the snowbank on top of the mountain. (verb)

**12.** Will the plants in your garden survive the frost tonight? (noun)

**13.** As Anita walked along the river, a light rain was falling steadily. (preposition)

**14.** The dog trotted along with us as we jogged toward the light. (adverb)

**15.** After every issue had gone to press, the editor of the school paper gave a weekly party. (conjunction)

**16.** The coach and the football team reviewed the game videotapes weekly, on the day after each game. (adverb)

**17.** “Well!” exclaimed Ollie. “This is another fine mess!” (interjection)

**18.** Do you think this old pump will draw any water from the well? (noun)

**19.** Before he answered the question, he tried to remember just how high a falcon could fly. (conjunction)

**20.** Take the oregano from the high shelf above the stove, and sprinkle some in the stew before adding the thyme. (adjective)

**B. Identifying Parts of Speech**

Identify each italicized word in the following paragraphs as a *noun,* a *pronoun,* an *adjective,* a *verb,* an *adverb,* a *conjunction,* a *preposition,* or an *interjection.*

For less **[21]** *than* what you might pay to see a movie, **[22]** *you* can get to know yourself better. Simply purchase a **[23]** *blank* notebook and begin to keep a personal journal. You’ll be amazed to see what you **[24]** *learn* **[25]** *about* yourself in just a short time. Keeping a journal is **[26]** *easy,* **[27]** *for* there’s only one rule: Date all of the entries.Writing four or five entries a week is a realistic goal; **[28]** *usually* your mood will determine the length of each entry. One type of entry is the **[29]** *daily* log, in which you record **[30]** *what* you did and how you felt on a particular day. Another is a **[31]** *list* of your favorite songs, movies, and poetry. **[32]** *Most* **[33]** *important* are **[34]** *those* entries that have nothing to do with your exterior life and, instead, **[35]** *reveal* your inner life: your dreams, your thoughts, your questions, your goals, and your feelings. **[36]** *Because* the journal is a personal book, which **[37]** *no one* else reads, it becomes a place where you’re free to say **[38]** *anything* you want. Re-reading your entries **[39]** *later* will show you how you’ve changed. If you’re wondering **[40]** *whether* keeping a journal is worth the effort, **[41]** *yes,* it certainly is. According to one girl in **[42]** *Connecticut,* her journal is “the closest I’ve ever come to knowing **[43]** *myself.*” The journal is an adventure **[44]** *in* self-awareness. **[45]** *Try* keeping one yourself. **32**

1. **Parts of the sentence**

**A. Identifying Sentences and Sentence Fragments**

Identify each of the following word groups as a *sentence* or a *sentence fragment.*

**1.** Aren’t the first ten amendments to the Constitution called the Bill of Rights?

**2.** Guaranteeing the people four basic freedoms.

**3.** Besides freedom of religion and freedom of the press, freedom of speech and of public assembly.

**4.** Most of the other amendments in the Bill of Rights are less sweeping than the First Amendment.

**5.** If the Third Amendment pertains specifically to the quartering of soldiers in private homes.

**B. Identifying the Simple Subject and the Simple Predicate**

Identify each simple subject and each simple predicate in the following sentences. Be sure to include all parts of a verb phrase and all parts of a compound subject or verb.

**6.** Garrett had become fluent in several languages.

**7.** Will you lend me some change for the telephone, please?

**8.** Leilani was unquestionably the best player on the team.

**9.** Down into the cave went the guide and the tourists.

**10.** The restaurant manager and his staff have never refused service to anyone.

**11.** Every student must complete his or her immunization card and return it to the office.

**12.** Is the elderly lady with the green hat Mrs. Daly?

**13.** This tiny room would be extremely uncomfortable to most people.

**14.** The National League playoff between the Philadelphia team and the Houston team was very exciting.

**15.** Mimi has picked a kitten from the litter and will call him Mr. Alp.

**C. Identifying Complements**

Identify each complement in the following sentences as a *direct object,* an *indirect object,* a *predicate nominative,* or a *predicate adjective.*

**16.** They will send you an application if you write for one.

**17.** Is your dog male or female?

**18.** The doctor brought each of the nurses a cup of tea.

**19.** Roald Amundsen was the first man to reach the South Pole.

**20.** Does this photograph look old to you?

**21.** Many fugitive slaves found shelter with the Seminoles of Florida.

**22.** The water in the bay feels quite cold.

**23.** Cheryl gave me her paper to read.

**24.** The Great Wall of China is one of that nation’s oldest structures.

**25.** Mr. Nickles divided the class into smaller sections.

**26.** The coach tossed Yolanda the soccer ball.

**27.** Please rinse your dishes and put them into the dishwasher.

**28.** Yesterday the mail carrier left me this letter from a bookstore.

**29.** Is Sarah a better tap dancer than Barbara?

**30.** The carrot bread smelled wonderful just after it came out of the oven.

**D. Identifying Subjects, Verbs, and Complements**

Identify the subject and verb in each sentence in the following paragraph. If a sentence has any complements, identify them as well, and indicate whether each is a *direct object,* an *indirect object,* an *objective complement,* a *predicate nominative,* or a *predicate adjective.*

**[31]** Along the coast of the Atlantic Ocean in Brooklyn, New York, lies Coney Island, a world-famous amusement park. **[32]** Until 1654, the island (now a peninsula) was the summer campground of the Canarsie and the Nyack peoples. **[33]** In that year, the Canarsie and the Nyack sold a group of Dutch settlers the island. **[34]** The Dutch named the island Konynen Eyland (Dutch for “rabbit island”) because of the abundance of wild rabbits in the area. **[35]** In the 1820s, the island became popular as an ocean resort and throughout the nineteenth and early twentieth centuries grew increasingly lavish. **[36]** Among its many attractions were the mechanical horses and the 250-foot Parachute Jump of Steeplechase Park and the onion domes, minarets, and Japanese tea gardens of Luna Park. **[37]** Today, after years of neglect and a series of fires, the amusement area of this once-grand resort is only a five-block strip between Surf Avenue and the eighty-foot-wide boardwalk along the ocean. **[38]** However, ten million people still visit Coney Island each year. **[39]** The founder of a restaurant chain bought the park. **[40]** In 2000 he sold the rights to the park to the city.

1. **The Phrase**

**A. Identifying Phrases**

Identify the italicized phrase in each of the following sentences as a *prepositional phrase,* a *participial phrase,* a *gerund phrase,* an *infinitive* *phrase,* or an *appositive phrase.*

**1.** *Rolling up his shirt sleeves,* Tam prepared to chop wood for his fireplace.

**2.** Before we called in the others, we had decided *to discuss the matter thoroughly.*

**3.** *Seeing that opera* was an unforgettable experience.

**4.** The sentence *for the crime* was suspended.

**5.** Laura thought about *going away to college.*

**6.** The problem, *considered from this angle,* seems simple.

**7.** My suggestion was *to leave the baby with us.*

**8.** Her endurance was of great help to her in the marathon, *a twenty-six mile footrace.*

**9.** *In spite of its forbidding expression,* the bulldog is gentle with children.

**10.** I thought I saw a friend *in the audience.*

**B. Identifying Phrases in a Paragraph**

Identify each italicized phrase in the following paragraph as a *prepositional phrase,* a *participial phrase,* a *gerund phrase,* an *infinitive phrase,* or an *appositive phrase.*

**[11]** *Until the early years* of the twentieth century, the blacksmith’s shop, or smithy, was a familiar part of the American scene. **[12]** The blacksmith’s work included not only shoeing horses but also *making iron parts for wagons and carriages.* **[13]** A blacksmith was often expected *to repair a broken plow* or mend a broken frying pan. **[14]** Many blacksmiths provided a bench outside the front door of the smithy *for the convenience of the customers.* **[15]** A person waiting *to have a horse shod or a wagon fixed* could relax on the bench and chat with passersby. **[16]** In some communities, the blacksmith’s bench came to serve as a center for the exchange of news, *a kind of substitute for a local newspaper.* **[17]** The reason that most smithies went out of business in the early years of the twentieth century was not that the work *done by blacksmiths* had ceased to be important. **[18]** On the contrary, work with iron and steel became so important and so technical that a job often had to be given *to a specialist within the field.* **[19]***Manufacturing a car* was a far more complicated task than making new metal parts for a wooden wagon. **[20]** Many men *trained in blacksmithing* decided to concentrate on the specialized aspect of the business that appealed to them most, some by opening hardware stores, others by going into the auto service industry.

**C. Identifying Participial, Gerund, and Infinitive Phrases**

Identify the participial, gerund, and infinitive phrases in the following sentences. For each participial phrase, give the word it modifies. F or each gerund phrase, tell whether it is the *subject,* the *direct object,* or the *object of a preposition.* For each infinitive phrase, indicate whether it functions as a *noun,* an *adjective,* or an *adverb.*

**21.** My friend Alecca considered sending me a postcard from Rome.

**22.** My cousin, who is deaf, gives his full attention to ensuring that more television programs are close-captioned.

**23.** To learn about car repair, Herb is taking vocational courses.

**24.** To hurry home was my immediate goal.

**25.** Moving to the right, all of the drivers let the ambulance pass.

**D. Identifying Phrases in a Paragraph**

For each sentence in the following paragraph, identify the italicized phrase as an *adjective phrase,* an *adverb phrase,* a *participial phrase,* a *gerund phrase,* an *infinitive phrase,* or an *appositive phrase.* **[26]** After a lively discussion in home economics class, Marcie wanted *to learn more about the history of fabrics, clothes, and clothing parts.* **[27]** One material *of special interest* to the entire class was Velcro. **[28]** In her research,Marcie discovered that the idea for Velcro is attributed to Georges de Mestral, *a Swiss hiker and engineer.* **[29]** *During an outing in the 1940s,* de Mestral started thinking about the burrs that stuck to his socks. **[30]** *Adapting the idea from nature,* de Mestral developed a pair of nylon tapes that fastened together. **[31]** The new material was called “Velcro,” *a name that combines the French words for* velvet (velours) *and* hook (crochet). **[32]** *Patented in 1955,* Velcro is widely used today instead of other fasteners, such as zippers. **[33]** However, zippers were once considered high-tech in the fashion industry, and *learning about these devices* was Marcie’s next goal. **[34]** The zipper, she found out, was patented in 1893 *by Whitcomb Judson* of Chicago. **[35]** The public was reluctant to try the new fasteners until the United States military decided *to use zippers on some uniforms during World War I.*

1. **clauses**

**A. Identifying Independent and Subordinate Clauses**

Identify the underlined word group in each of the following sentences as an *independent clause* or a *subordinate clause.*

**1.** Most film critics agree that the most important member of a film crew is the director.

**2.** One director who is known for his distinctive style is the Japanese filmmaker Akira Kurosawa.

**3.** Although he made contemporary dramas and gangster stories, Kurosawa.is perhaps best known for his epic action films about medieval Japan.

**4.** One such film is the action-packed *Seven Samurai,* which may very well be Kurosawa’s most popular film.

**5.** His other epics include *Throne of Blood* and *Ran,* which are based on Shakespeare’s plays *Macbeth* and *King Lear,* respectively.

**B. Identifying and Classifying Clauses**

Identify the italicized word group in each of the following sentences as an *independent clause* or a *subordinate clause.* Then classify each subordinate clause as an *adjective clause,* an *adverb clause,* or a *noun clause.*

**6.** The violinist *whom I most enjoy hearing* is Itzhak Perlman.

**7.** Patricia put a pet flap in her back door *so that her cat, Tiger, could come in and go out by himself.*

**8.** *The pitcher read the catcher’s signals,* and then she struck out the hitter with a fastball.

**9.** *Where the city will build the bridge* has still not been decided.

**10.** *When champion golfer Juan Rodríguez was a boy,* he worked on a sugar-cane plantation in Puerto Rico.

**11.** Here is the savings bond *that Dad gave me for graduation.*

**12.** *Because his artwork received wide recognition during his lifetime,* Pablo Picasso became famous and wealthy.

**13.** As we walked along the road, *we saw the wheat waving in the wind.*

**14.** The Kimbell Art Museum, *which was designed by architect Louis Kahn,* is one of the leading attractions in Fort Worth, Texas.

**15.** During the quiz bowl, *whoever rings the buzzer first* gets to answer the question.

**16.** After you put all the dishes in the dishwasher, *wipe off the kitchen counter with a clean sponge.*

**17.** *Ever since Jacob traveled to Chile,* he has been fascinated by the history of Latin America.

**18.** Tell me *if you see another raccoon in the backyard.*

**19.** *If you’re interested in computers,* you ought to take Mr. Stefano’s class.

**20.** Petra hopes *that the snow will be deep and solid enough for sledding.*

**21.** After we planted the tulip bulbs, *we had to wait through the winter for the tulips to appear.*

**22.** Mr. Chulski, *who served in the army many years ago,* can tell you what Vietnam was like in the 1960s.

**23.** This car is more fuel efficient *than the other ones.*

**24.** The playwright decided *that she preferred not to attend her play.*

**25.** Isn’t that the writer *whose books are so popular?*

1. **Sentence types**

**C. Classifying Sentences According to Structure and Purpose**

Classify each sentence of the following paragraph as *simple, compound, complex,* or *compound-complex* and then as *declarative, interrogative, imperative,* or *exclamatory.*

**[26]**What simple beginnings great men and women often have! **[27]** Consider the life of the famed animator Walt Disney, for example.  **[28]** Although he was born in Chicago in 1901, Disney grew up on a farm in Missouri. **[29]** Disney loved farm life, and he paid particular attention to the animals, which he sketched constantly. **[30]** Surely you’re not surprised that his early drawings were of farm animals! **[31]**Where do you think he got his ideas for Mickey Mouse, Donald Duck, and the other Disney-animated animals that are now household names? **[32]** During his school years, Disney and a friend enjoyed acting; indeed, they even performed a short-lived comedy routine together. **[33]**How fortunate it is that Disney’s main interest remained art! **[34]**He continued to doodle, and later he attended several art institutes where he learned not only about drawing anatomical figures but also about drawing cartoons. **[35]** Is it any wonder that one of Disney’s first jobs was to draw farm animals for an advertising company?