

Choices: Exploring Parts of Speech

The following activities challenge you to find a connection between the 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.

TIME LINE

A First Time for Everything

What is the history of each part of speech? Make a time line showing when the terms *noun*, *pronoun*, *adjective*, *verb*, *adverb*, *preposition*, *conjunction*, and *interjection* were first used in English. (HINT: Look in the *Oxford English Dictionary*.) Then, with your teacher’s approval, post your time line in the classroom.

RESEARCH

Deep Roots

Look up the etymologies of the parts of speech—*noun*, *pronoun*, *adjective*, *verb*, *adverb*, *preposition*, *conjunction*, and *interjection*. Name the root words of each term, and give your classmates a brief explanation of each.

VISUAL PRESENTATION

The Ins and Outs

Create a Venn diagram showing the relationships between transitive and intransitive verbs and action and linking verbs. Include example sentences for each section of the diagram. Explain the diagram so that everyone understands. Write several additional examples of verbs in sentences on the chalkboard, and help your classmates place them correctly in your diagram.

CREATIVE WRITING

Metamorphosing Metaphors

Write a poem composed mostly of words that can function as different parts of speech. Use each of these words as at least two parts of speech or even more, if you can!

ETYMOLOGY

Star Quality

Is grammar glamorous? Don’t answer yet. First, look up the definition of the word *glamour*, and then decide. Next, write a short report detailing your findings and give copies to your classmates.

DRAMA

Shorthand

Compose a dialogue between two or more people. Here’s the catch: Use only two parts of speech—any two you like. Tell your classmates to sit back and enjoy the show.

CREATIVE WRITING

A Household Word

Wouldn’t it be great to have a word based on you or your name enter the English language? If there were a word based on your name, what would it be? What would its part of speech be? Write a story about how this word came into being.

CONTEST

Chameleon Conjunctions

Have a contest: Who can find a word that can function as the most parts of speech? The winner must present complete sentences appropriately using his or her word as each part of speech.

WORLD LANGUAGES

When in Rome

In today’s world, many people speak more than one language. Ask around and find a few multilingual speakers. Ask them, “Do other languages use different parts of speech than English uses? If so, what are they?” Report your findings to the class.

ORIGINAL PROJECTS

None of the Above

If none of the projects above grab you, make up your own. Convert the parts of speech into colors, and color-code a paragraph. Translate the parts of speech into musical notes, code a paragraph, and play it. Identify some nouns, verbs, and adjectives that science has created in the last fifty years. Invent a new part of speech. Write a personality profile of a verb. Whatever you decide to do, get your teacher’s approval first.

The Noun

1a. A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS governor, children, Mr. Garcia, African Americans

PLACES college, islands, rain forest, Kentucky

THINGS computer, clouds, Ferris wheel, Lincoln Memorial

IDEAS creativity, imagination, self-respect, Christianity

EXERCISE Underline each noun in the following sentences.

Example 1. The state of New Mexico is in the southwestern part of the United States.

1. New Mexico achieved statehood in the early twentieth century.
2. Santa Fe is the capital of this southwestern state.
3. It is the oldest and highest United States capital.
4. The city lies near the Sangre de Cristo Mountains, a range of the Rocky Mountains.
5. The first European explorers here were Spanish.
6. Before Spanish colonists arrived, the Pueblo lived there peacefully.
7. The western end of the famous Santa Fe Trail was there.
8. The trail extended from Missouri to New Mexico.
9. It was a popular trade route for much of the nineteenth century.
10. Tourism is important to the economy of the state.
11. Santa Fe has many interesting attractions.
12. One popular attraction is the Palace of the Governors.
13. It is recognized as the oldest public building in the nation.
14. The palace is now a part of the Museum of New Mexico.
15. Santa Fe honors its Spanish and American Indian heritage at its many historical sites.
16. The city has one of the oldest churches in the United States.
17. Mission of San Miguel of Santa Fe is its name.
18. The Wheelwright Museum houses artwork created by Navajos.
19. In the center of the city are many shops and restaurants.
20. This bustling, historic area is named the Plaza.

Proper, Common, Concrete, and Abstract Nouns

A **proper noun** names a particular person, place, thing, or idea and is capitalized. A **common noun** names any one of a group of persons, places, things, or ideas and is generally not capitalized.

PROPER NOUNS Sandra Cisneros, Houston, Statue of Liberty, Islam

COMMON NOUNS author, city, monument, religion

A **concrete noun** names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, and smell). An **abstract noun** names an idea, a feeling, a quality, or a characteristic.

CONCRETE NOUNS violin, onions, word processor, Eiffel Tower

ABSTRACT NOUNS peace, honor, self-control, Confucianism

EXERCISE A For each of the following sentences, draw one line under each common noun and two lines under each proper noun.

Example 1. Makenna, my friend, is a gifted violinist.

- One of the fastest-growing sports in the United States is soccer.
- Moonrise, Hernandez, New Mexico* is one of the best-known photographs by Ansel Adams.
- Climbers often speak of the mystical attraction they feel for Mount Everest.
- Has Megan already invited you to her wedding?
- His sister-in-law lives in Cedar Rapids.
- Another name for Yom Kippur, which is a Jewish holiday, is Day of Atonement.
- Bull sharks have been caught in the Mississippi River.
- Enrico can play the trumpet, I believe.
- Mount McKinley is also known as Denali.
- The recipe calls for chopped jalapeños, doesn't it?

EXERCISE B On the line provided, identify each of the following nouns by writing C for *concrete noun* or A for *abstract noun*.

Example A 1. beauty

- | | |
|----------------------|--------------------------|
| _____ 11. peanuts | _____ 16. truth |
| _____ 12. patriotism | _____ 17. dragonfly |
| _____ 13. totem pole | _____ 18. heritage |
| _____ 14. mountain | _____ 19. loyalty |
| _____ 15. enthusiasm | _____ 20. Atlantic Ocean |

Compound and Collective Nouns

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

ONE WORD baseball, caregiver, willpower, Greenland

SEPARATE WORDS guest of honor, school bus, North Forest High School

HYPHENATED WORD self-confidence, president-elect, Stratford-on-Avon

A **collective noun** is a word that names a group.

EXAMPLES band, jury, class, swarm, group, herd

EXERCISE A Underline the compound nouns in the following sentences.

Example 1. We are planning a visit to our grandparents and other relatives in San Francisco.

- This California city has perhaps the largest Chinese community in the United States.
- Thousands of Chinese Americans live in Chinatown.
- After the second new moon in winter, the Chinese New Year is celebrated by these and other Chinese people throughout the world.
- My sister and brother-in-law sent me snapshots of last year's celebration.
- The people say farewell to one year and welcome the next with great festivities.
- Exploding firecrackers are part of the tradition.
- Each year, my grandmother and I put up a new paper image of Tsao Shen, the Kitchen God.
- Traditionally, many people eat seaweed for prosperity.
- The celebration concludes with the Festival of Lanterns.
- In 2000, the Chinese celebrated the Year of the Dragon.

EXERCISE B Underline the collective noun in each of the following pairs of nouns.

Example 1. herd animals

- | | | | |
|---------------|-------------|----------------|--------------|
| 11. children | family | 16. Pep Club | cheerleaders |
| 12. faculty | teachers | 17. neighbors | community |
| 13. committee | chairperson | 18. orchestra | concert |
| 14. Congress | Capitol | 19. spectators | audience |
| 15. football | team | 20. flock | birds |

Pronouns and Antecedents

1b. A **pronoun** is a word that is used in place of one or more nouns or pronouns.

The word that a pronoun stands for or refers to is called the **antecedent** of the pronoun. The pronoun may appear in the same sentence as its antecedent or in a nearby sentence.

EXAMPLES The **children** gave **themselves** a big hand. [The antecedent of the pronoun *themselves* is *children*.]

Don and **Carla** finally solved the algebra **problem**. **They** had worked on **it** a long time. [The antecedents of the pronoun *They* are *Don* and *Carla*; the antecedent of the pronoun *it* is *problem*.]

EXERCISE A Underline the pronouns in the following sentences. Then, draw an arrow from each pronoun to its antecedent.

Example 1. Kendra searched for her ring, but she never found it.

1. Cesar invited his friends to go camping with him.
2. Erica said she had prepared the whole meal herself.
3. Why are the baseball players wearing their caps backward?
4. Jody and Michelle gathered things for a time capsule and buried it in their backyard.
5. Loni wore her suede boots in the snow. Now they are probably stained.
6. Juanita lent Dominic her calculator. He had left his in his locker.
7. Brian and Marla play golf whenever they can. It is their favorite sport.
8. Ahmal hopes to compete in the next Olympic games. Where will they be held?
9. Did Carolyn sprain her ankle while she was skating?
10. Carlos and Ann decided they could not stay indoors on such a beautiful day.

EXERCISE B Above the underlined words and word groups in the following sentences, write the pronouns that can correctly replace the underlined words and word groups.

Example 1. To many people, Jim Abbott is a hero. ^{They} Many people have found ^{his} Jim Abbott's courage and determination inspiring.

11. Baseball requires various talents and skills; the sport also demands great strength and stamina.
12. Jim Abbott played professional baseball despite the fact that Jim Abbott has only a thumb and no fingers on Jim Abbott's right hand.
13. Jim Abbott's disability did not stop Jim Abbott from succeeding as a major league pitcher.
14. Ed thought Ed had a baseball card showing Jim Abbott in Jim Abbott's New York Yankees uniform.
15. Perhaps the baseball card is in one of these other boxes. Let's look through these other boxes.

Personal, Reflexive, and Intensive Pronouns

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

FIRST PERSON I, me, my, mine, we, us, our, ours

SECOND PERSON you, your, yours

THIRD PERSON he, him, his, she, her, hers, it, its, they, them, their, theirs

A **reflexive pronoun** refers to the subject of a sentence and functions as a complement or as an object of a preposition. An **intensive pronoun** emphasizes its antecedent and has no grammatical function.

REFLEXIVE AND INTENSIVE PRONOUNS myself, ourselves, yourself, yourselves, himself, herself, itself, themselves

EXAMPLES I [personal] consider **myself** [reflexive] fortunate to have such good friends.
They [personal] made the costumes **themselves** [intensive].

EXERCISE A Underline the personal pronouns in the following sentences.

Example 1. She and I will meet you at the theater.

1. My teacher gave me another chance to answer the question correctly.
2. Did you see the painting that I did for the art fair at our school?
3. My mother reminded us that we had not fed the bird all day.
4. Cynthia and Julia took our books by mistake, and we picked up theirs.
5. Her father asked her to help him carry in the groceries from his car.

EXERCISE B On the line in each of the following sentences, write a reflexive or an intensive pronoun that will correctly complete the sentence. Above the pronoun, write *REF* for *reflexive* or *INT* for *intensive*.

Example 1. The club members _____ ^{INT} *themselves* _____ prepared all of the food for their banquet.

6. What happened was an accident; you shouldn't blame _____.
7. Aunt Ling _____ made all of the decorations for the anniversary party.
8. Didn't Reginald paint a portrait of _____?
9. We could either buy the piñatas or make them _____.
10. I cut _____ when I was fixing the bicycle chain.
11. I am just not _____ today.
12. She raised the funds for the new equipment _____.
13. Tony is outside harvesting okra by _____.
14. Suzanne gave _____ a moment to catch her breath.
15. Did you two create that Web page _____?

Demonstrative, Interrogative, and Relative Pronouns

A **demonstrative pronoun** (*this, that, these, those*) is used to point out a specific person, place, thing, or idea.

EXAMPLE This is a snapshot of my pen pal from Quebec.

An **interrogative pronoun** (*who, whom, whose, which, what*) introduces a question.

EXAMPLE What is the capital of Canada?

A **relative pronoun** (*who, whom, whose, which, that*) introduces a subordinate clause.

EXAMPLE My brother works at the animal shelter **that** is located on Sycamore Street.

EXERCISE In each of the following sentences, identify the underlined pronoun by writing above it *DEM* for demonstrative pronoun, *INTER* for interrogative pronoun, or *REL* for relative pronoun.

Example 1. I applied for the job ^{*REL*} that I saw advertised in the school paper.

- Who is your karate instructor?
- Is that a picture of Charles Lindbergh's famous airplane?
- The family that bought the house next door is moving in next week.
- This is the song we sang in the talent show at school.
- What will we do if it rains on the day of our picnic?
- Who went to the movie with you yesterday?
- Both actors who had lead roles in the play were somewhat nervous.
- Those are the fans who sat near the back of the auditorium.
- Of the planets Mars and Venus, which is closer to Earth?
- Did you say that the girl who won the golf match is in the ninth grade?
- Whom did Enrique invite to his Cinco de Mayo celebration?
- This was the night for which the school orchestra had been preparing.
- Which of the science exhibits is yours?
- I enjoyed reading the short stories, especially those.
- Who is the current secretary-general of the United Nations?
- Oh, these are the tastiest empanadas I have ever eaten!
- Marguerite, whose parents are doctors, knows a great deal about first aid.
- Who is responsible for this?
- Which of the puppies would you like to adopt?
- Is that a direct quotation?

Indefinite Pronouns

An *indefinite pronoun* refers to one or more persons, places, things, or ideas that may or may not be specifically named. Some common indefinite pronouns are *all, another, anybody, both, each, either, everyone, many, nothing, several, and some*.

EXAMPLES A **few** of the students had already read **most** of the books on the list.

EXERCISE Underline the indefinite pronouns in the following sentences.

Example 1. She knew the answers to all of the questions except one.

1. Everyone who went to the space camp had a wonderful experience.
2. Will you tell the others that the meeting has been canceled?
3. None of these keys will unlock either of those doors.
4. This peach is sweet. May I have another?
5. She can run faster than anyone on the school's track team.
6. I have read many of her short stories.
7. Is anything wrong? You act as if something is troubling you.
8. Ken and I spent much of July, August, September, and October working on a Kentucky horse farm.
9. Someone told me that the bald eagle is no longer on the list of endangered species.
10. The teacher asked, "Can anybody in the class name the capital of each of the states?"
11. A few of these baseball cards are extremely valuable.
12. Are you able to save any of your weekly allowance?
13. The performances by both of the comedians were hilarious!
14. Most of us have already seen that movie.
15. All but one of the club members voted to increase the membership dues.
16. Do we have everything we need for the picnic?
17. Neither of these flashlights works.
18. No one was absent from school today.
19. The principal requested that several of the art students paint a colorful mural on a wall of the school's lobby.
20. In their search for gold, some of the early prospectors found nothing but "fool's gold," or iron pyrite, which looks like gold.

Identifying Pronouns

1b. A **pronoun** is a word that is used in place of one or more nouns or pronouns.

EXAMPLES **She** bought **herself** a pair of skates like **those**. [*She* is a personal pronoun, *herself* is a reflexive pronoun, and *those* is a demonstrative pronoun.]

Who made **all** of the costumes **that** were on display? [*Who* is an interrogative pronoun, *all* is an indefinite pronoun, and *that* is a relative pronoun.]

Juanita finished the installation **herself**. [*Herself* is an intensive pronoun.]

EXERCISE In each of the following sentences, identify the underlined pronouns by writing above each one *PER* for *personal*, *REF* for *reflexive*, *INTEN* for *intensive*, *DEM* for *demonstrative*, *INTER* for *interrogative*, *REL* for *relative*, or *IND* for *indefinite*.

Example 1. Couldn't ^{*PER*} we develop the film ^{*INTEN*} ourselves in Dad's darkroom?

- Those are the pilots whom the general himself chose for the mission.
- She amused herself by reading a book by Erma Bombeck.
- Oh, this is some of that delicious tuna salad.
- What is the name of the senator who is speaking?
- The cyclists took their water bottles with them on the trail.
- We ourselves must decide the number of hours to study.
- Shelley adopted two turtles, which she named Snapper and Swifty.
- Whom did she invite to go to the movies with her?
- In the woods, we spotted a doe that had a fawn.
- Each of us had a good time on our trip to the aquarium.
- Which of these are endangered species?
- Someone told me that Erica had built the treehouse herself.
- How badly did they hurt themselves when they fell?
- This is one of the best computer games I have ever played!
- Everyone tried to solve the riddle, but only a few were successful.
- Who is the student who painted this beautiful seascape?
- Have you ever read any of Nina Otero's works?
- Unlike the others, Maria can read something once and recall almost every detail.
- Is that the baseball that Mark McGwire autographed for your brother?
- Saul likes to keep to himself whenever he studies for an exam.

The Adjective

1c. An **adjective** is a word that is used to modify a noun or a pronoun.

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

EXAMPLES **narrow** road, **helpful** teacher, **one-act** play
that person, **African American** holiday, **one-hundredth** anniversary
several chores, **fewer** errors, **twenty-five** minutes

The most frequently used adjectives are *a, an, and the*. These words are usually called **articles**.

EXERCISE Underline the adjectives in the following sentences. Then, circle the articles.

Example 1. Seven club members stayed for the entire meeting.

- After the hot, humid summer, we welcomed the cool, crisp autumn days.
- The driving test requires a thorough understanding of the various traffic signs.
- The mayor surprised everyone at the winter carnival by arriving in a horse-drawn sleigh.
- Completing these math projects took many hours.
- The most important contest in professional football is the annual Super Bowl game.
- Helena placed a bouquet of fresh flowers in a vase on the oak table.
- The curious sightseers looked forward to exploring the mysterious cavern.
- A young eagle soared swiftly beyond the billowy, snow-white clouds.
- The new karate instructor is a skillful teacher.
- In the nest were three tiny newborn robins.
- I heard that they are remodeling this old barn to convert it into a spacious and comfortable home.
- Diana, a talented musician, plays cello in the local symphony.
- Which of the species is the largest member of the vulture family?
- Doesn't that movie contain vivid scenes of gratuitous violence?
- Atop the snowcapped mountain peak were four weary but joyful climbers.
- The swirling river wildly tossed the smaller empty boats.
- Jane Eyre*, a classic novel about enduring love, has been made into a movie several times.
- The Mexican artist Rufino Tamayo created bold, colorful paintings.
- One of the birthday gifts was a new remote-controlled car.
- My best friend, Alicia, is an avid mystery reader.

Pronoun or Adjective?

1b. A **pronoun** is a word that is used in place of one or more nouns or pronouns.

1c. An **adjective** is a word that is used to modify a noun or a pronoun.

Some words may be used as either pronouns or adjectives. For example, *this*, *that*, *these*, and *those* are called **demonstrative pronouns** when they take the place of nouns or other pronouns and are called **demonstrative adjectives** when they modify nouns or pronouns.

PRONOUN **That** is my sister's guitar.

ADJECTIVE **That** guitar belongs to my sister.

EXERCISE In each of the following sentences, identify the part of speech of the underlined word by writing above the word *PRO* for *pronoun* or *ADJ* for *adjective*.

Example 1. Danielle has ^{ADJ}many pets.

1. These fajitas certainly are spicy!
2. These are the spiciest fajitas I have ever tasted!
3. Most of the ninth-graders participated in the readathon.
4. Most ninth-graders participated in the readathon.
5. Which ice sculpture did you create?
6. Which of the ice sculptures did you create?
7. This is one of my favorite songs.
8. Do you like this song?
9. Aren't those wildflowers beautiful?
10. Yes, those are more colorful than the ones we saw earlier.
11. What are some languages you speak?
12. What other languages do you speak?
13. That skyscraper is the tallest one in the world.
14. That is the tallest skyscraper in the world.
15. Either answer is acceptable.
16. Either of the answers is acceptable.
17. Some animals hibernate during the winter.
18. Toads, turtles, and bats are some of the animals that hibernate during the winter.
19. Whose are these?
20. Whose skates are these?

Noun or Adjective?

1a. A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

1c. An **adjective** is a word that is used to modify a noun or a pronoun.

Many words can be used as nouns or as adjectives.

NOUN Who was the first **American** to travel in space?

ADJECTIVE Who made the first **American** flag?

EXERCISE In each of the following sentences, identify the part of speech of the underlined word or word group by writing above it *N* for *noun* or *ADJ* for *adjective*.

Example 1. For dinner, Dad prepared a ^{*ADJ*} chicken casserole.

1. Geraldo is the sports reporter for the school newspaper.
2. Geraldo plays two sports at school: baseball and field hockey.
3. The students are busily working on their science projects.
4. Which course in science are you taking this year?
5. I took this snapshot of the New York City skyline.
6. Albany, not New York City, is the capital of New York.
7. For most of the summer, I worked at a local farmers' market.
8. Did you have a summer job?
9. The library stays open until 8:00 P.M.
10. I need to return these library books today.
11. That ocean liner is famous for its winter cruises.
12. Not every bird flies south for the winter.
13. According to the bus schedule, we should arrive by 3:15 P.M.
14. Do you want to travel by bus?
15. Mr. Morris served as principal of the school for twenty-three years.
16. I believe the principal crops of the Philippines include rice, corn, coconuts, bananas, and pineapples.
17. Our class read Joseph Bruchac's retelling of the Seneca tale titled "Sky Woman."
18. Long ago, the Seneca told this story to explain the creation of the earth.
19. Do you practice soccer after school every day?
20. Do you have soccer practice after school every day?

Adjectives in Sentences

1c. An **adjective** is a word that is used to modify a noun or a pronoun.

An adjective usually comes before the noun or pronoun it modifies.

EXAMPLE *Dances with Wolves* portrays **Lakota Sioux** culture.

Sometimes, adjectives follow the words they modify.

EXAMPLES The protagonist, **alone** and **bored**, tries to befriend a wolf.

This movie is **spectacular!**

EXERCISE Underline the adjectives in the following sentences. Do not include *a*, *an*, and *the*. Then, draw an arrow from each underlined adjective to the word it modifies.

Example 1. For many reasons, I think that movie is great.

1. The movie is set in the West during the latter part of the nineteenth century.
2. John J. Dunbar, the main character, is a Civil War veteran.
3. Dunbar had been an army lieutenant.
4. The Lakota Sioux, cautious and apprehensive, eventually befriend Dunbar.
5. The friendly lieutenant maintains a peaceful relationship with the Lakota Sioux.
6. In the beginning some minor problems do arise.
7. A greater conflict occurs when other soldiers arrive.
8. Kevin Costner both starred in and directed this powerful film.
9. Costner is not only a talented actor but also a skilled director.
10. Costner was especially careful about presenting an accurate picture of the Lakota Sioux.
11. He hired a woman to teach the Lakota Sioux language to many actors in the film.
12. He also dispatched designers to find authentic clothing and jewelry.
13. Tending to so many details must have taken Costner and the film crew a long time.
14. Graham Greene and Floyd Red Crow Westerman were two of many American Indians selected for important parts in the movie.
15. The performances by these actors are certainly praiseworthy.
16. This movie was a box-office success.
17. Some Hollywood critics predicted that the three-hour movie would fail.
18. Numerous other movie critics, however, praised the film.
19. Did Costner receive any Oscar nominations for acting and directing?
20. This wonderful film received a number of nominations and won several awards.

The Verb

1d. A **verb** is a word that is used to express action or a state of being.

EXAMPLES Both Mom and Dad **work** full time. [action]

My sister Amy and I **are** responsible for the care of the lawn. [state of being]

EXERCISE Underline the verbs in the following sentences.

Examples 1. Every Saturday morning, Amy and I mow the yard and tend the flower garden.

2. I think the grass is taller.

1. Soon after breakfast, Amy and I go outside and begin our chores.
2. We start early because by noon the weather is usually too hot.
3. The minute the dew dries, Amy says to me, "Grab the lawn mower!"
4. While I cut the grass, Amy edges the lawn.
5. After we neatly clip the grass, we weed the flower garden.
6. I loosen the dirt around the flowers, and my sister pulls the weeds.
7. By noon both the lawn and the garden look decidedly better than they did earlier.
8. Tired and thirsty, we go inside, wash our hands, and eat lunch.
9. Nature, however, stands still for no one.
10. Almost at once, new weeds appear in the garden.
11. Within a few days the grass again creeps over the edges of the driveway.
12. Amy and I do the job all over again the next Saturday.
13. Fortunately, both of us like outdoor work and enjoy our jobs as "yardeners."
14. Every Saturday afternoon, we have another chore.
15. My sister and I clean our rooms.
16. Amy, who is neat, usually finishes before I do.
17. Consequently, she often helps me.
18. I certainly appreciate her assistance.
19. My sister and I work very well together.
20. We are not only sisters but also best friends.

Transitive and Intransitive Verbs

A **transitive verb** is a verb that expresses an action directed toward a person, place, or thing. The action expressed by a transitive verb passes from the doer (the **subject**) to the receiver (the **object**) of the action.

EXAMPLE Suddenly, we **spotted** a solitary eagle overhead. [The action of the verb *spotted* is directed toward the eagle.]

An **intransitive verb** expresses an action (or tells something about the subject) without the action passing to a receiver, or object.

EXAMPLE The eagle **soared** above. [The action of the verb *soared* does not pass to an object.]

EXERCISE Underline the verb in each of the following sentences. Then, above each verb, write *T* if the verb is transitive or *I* if the verb is intransitive.

Example 1. Colonial America ^{*T*} offered freedom to a variety of people.

1. In the 1600s, English taxes supported the Church of England.
2. Some people considered the taxes unfair.
3. For others, the Americas provided an opportunity for religious freedom.
4. Many people immigrated to the Colonies.
5. Victims of religious intolerance sought an escape from persecution.
6. The Puritans, for example, disagreed with many Church of England policies.
7. As a result, some Puritans left England.
8. This religious group founded settlements in Virginia and New England.
9. Indentured servants also traveled to American shores.
10. The poor of England desired economic opportunity.
11. They worked in America as payment for their passage.
12. Many remained in America after settlement of their debts.
13. Some indentured themselves for seven years.
14. Tenant farmers came, too.
15. They brought their dreams of prosperity with them.
16. These Colonial settlers arrived with hope.
17. From the American Indians, the immigrants learned a great deal.
18. New England colonists celebrated their first Thanksgiving Day in America in 1621.
19. They held the celebration after the harvest.
20. Many of their American Indian neighbors shared in the celebration.

Action Verbs

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

PHYSICAL ACTION climb, sneeze, write, reply, pull

MENTAL ACTION suppose, expect, consider, remember, ponder

Some verbs do not express action.

EXAMPLES am, be, been, become, seem

EXERCISE A On the line before each of the following verbs, write *P* if the verb expresses physical action, *M* if it expresses mental action, or *N* if it expresses no action.

Example *M* 1. imagine

- | | |
|------------------|-------------------|
| _____ 1. seem | _____ 11. speak |
| _____ 2. dream | _____ 12. know |
| _____ 3. type | _____ 13. skid |
| _____ 4. stomp | _____ 14. are |
| _____ 5. is | _____ 15. cherish |
| _____ 6. regret | _____ 16. yearn |
| _____ 7. ski | _____ 17. travel |
| _____ 8. fly | _____ 18. were |
| _____ 9. was | _____ 19. resent |
| _____ 10. forget | _____ 20. push |

EXERCISE B Underline only the action verbs in the following sentences.

Example 1. Although my mother very much enjoys her hobby, she sometimes thinks that it is too time-consuming.

21. In her spare time my mother designs and pieces quilts.
22. The first quilt she made is extremely special to me.
23. She used pieces of clothing that I wore when I was an infant.
24. Everyone we know admires her quilts and says they are incredibly beautiful.
25. My mother gets much joy and satisfaction from her hobby; in fact, she often calls her hobby a labor of love.

Linking Verbs

A **linking verb** connects the subject to a word or word group that identifies or describes the subject. The most commonly used linking verbs are the forms of the verb *be*. Other frequently used linking verbs are *appear, become, remain, seem, turn, smell, taste, feel, look, and sound*.

EXAMPLES Tyler **is** my best friend. [The verb *is* connects the subject *Tyler* to the noun *friend*, which identifies Tyler.]

The ice-covered branches **seem** fragile and glasslike. [The verb *seem* connects the subject *branches* to the adjectives *fragile* and *glasslike*, which describe the branches.]

EXERCISE In each of the following sentences, draw one line under the linking verb and two lines under the words that the verb connects.

Example 1. This yogurt smells sour.

1. Mother felt ill this morning.
2. Shirley is the secretary and the treasurer of the class.
3. The bread on the counter smelled delicious.
4. Connie grew bored and restless toward the end of the movie.
5. Affie seemed confused by the directions that you gave him.
6. Are we still friends?
7. The new student looks familiar to me.
8. Are all deserts hot and dry?
9. The scout leader was proud of her troop.
10. What is the problem?
11. During this time of year, the weather often becomes stormy in the late afternoon.
12. My voice sounds hoarse from all that cheering at the game.
13. The salesperson seemed annoyed by the shoppers who crowded the store.
14. The captain of the ship remained calm and optimistic.
15. This fabric turned white from exposure to the sun.
16. Do you know whether the library is open on Saturdays?
17. The lights grew dimmer in the theater.
18. The tourists were curious about the mysterious cave.
19. A few of the tomatoes on the vines are already ripe.
20. I absolutely have to say that I think the costume for my character in the play looks ridiculous!

Verb Phrases

A **verb phrase** consists of at least one main verb and one or more helping verbs. A **helping verb** (or **auxiliary verb**) helps the main verb express action or a state of being. Besides forms of the verb *be*, common helping verbs include forms of the verbs *can*, *do*, *have*, *may*, *should*, and *will*.

EXAMPLE I **have been researching** the Seven Wonders of the World.

EXERCISE Identify the verb phrases in the following sentences by drawing one line under each helping verb and two lines under each main verb.

Example 1. Our class has been studying the Seven Wonders of the Ancient World.

- Can you name the Seven Wonders of the Ancient World?
- Some people may ask why these structures are called wonders.
- Could it be that people have “wondered” how these monumental structures could have been built without the kinds of construction equipment that builders are using today?
- The pyramids of Egypt were constructed around 2600 B.C.
- The three pyramids are considered the oldest of the seven wonders.
- The largest of the pyramids was commissioned by Khufu, an Egyptian king.
- Of the seven wonders, this group of pyramids has survived in the best condition.
- Are any of the pyramids being restored today?
- The Hanging Gardens of Babylon were built by Nebuchadnezzar around 600 B.C.
- These gardens were set on terraces high above a vaulted building.
- Some historians have estimated the terraces’ height at 75 feet to 300 feet.
- The statue of Zeus at Olympia was made of ivory and gold.
- The statue has not survived, but pictures of it do appear on coins.
- Did Goths destroy the Temple of Artemis at Ephesus in the third century A.D.?
- Some remains of the Mausoleum at Halicarnassus are housed in the British Museum.
- The other two wonders—the Colossus of Rhodes and the Lighthouse of Alexandria—were completed in the third century B.C.
- Did earthquakes destroy both of these wonders?
- You should always look in several sources for information about the seven wonders.
- You will find that some historians do not agree with this list of wonders.
- For example, some historians have identified the Walls of Babylon, instead of the Hanging Gardens, as a wonder.

The Adverb

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

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

Where? Please set the package **here**.

When? **Yesterday** we went on a picnic.

How? The audience responded **enthusiastically**.

To what extent? Your advice was **quite** helpful.

EXERCISE Underline each adverb in the following sentences. Above each adverb, write whether it tells *where, when, how, or to what extent*.

Example 1. May we go ^{*where*} there ^{*when*} tomorrow?

1. During summer vacations I usually go to camp.
2. The swirling river tossed the boat wildly.
3. We will meet you later at the library.
4. Dangerously strong winds threatened the coastal villages.
5. Hurry! Our bus is already here!
6. Where do you go to school?
7. I try to avoid horror movies, for they frighten me badly.
8. The actor would not wear the silly costume chosen by the director.
9. "If you want a chance to win the tickets, call now!" cried the announcer.
10. The concert artist Yo-Yo Ma's performance was exceedingly polished.
11. Although I practice daily, I am a clumsy piano player.
12. The children held hands and crossed the street cautiously.
13. The weather in April was unusually warm.
14. Ricardo and I arrived earlier than the other guests.
15. The audience waited restlessly for the concert to begin.
16. Is this garden soil too sandy, Manuel?
17. Skateboarding is still a very popular form of recreation.
18. An elderly woman walked over and offered to help us.
19. The young street artist drew a caricature that was quite good.
20. On the first day at camp, we arose early and went fishing.

Adverbs and the Words They Modify

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

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

EXAMPLES Mia, who is **incredibly** athletic, plays basketball **exceptionally well**. [*Incredibly* modifies the adjective *athletic*, telling to *what extent*; *exceptionally* modifies the adverb *well*, telling to *what extent*; *well* modifies the verb *plays*, telling *how*.]

EXERCISE Underline the adverbs in the following sentences. Draw an arrow from each adverb to the word or words it modifies. On the line provided, identify the part of speech of the word or words that each adverb modifies by writing *V* for *verb*, *ADJ* for *adjective*, or *ADV* for *adverb*.

Example ✓ ✓ 1. Usually, I do not have any fear of flying in airplanes.

- _____ 1. Yesterday, my family and I boarded a small plane.
- _____ 2. I quickly claimed the window seat.
- _____ 3. Earlier the weather service had predicted unseasonably stormy conditions.
- _____ 4. The flight attendants insisted most politely that we fasten our seat belts.
- _____ 5. We neared our destination, and the airplane suddenly plunged.
- _____ 6. Almost immediately, I checked my seat belt.
- _____ 7. Soon, the pilot skillfully leveled the airplane.
- _____ 8. Seeing the runway, we relaxed, and the airplane landed safely.
- _____ 9. I was extremely happy to touch the ground.
- _____ 10. We rented a car and drove away slowly.
- _____ 11. We greatly enjoyed our road trip, for our route was very scenic.
- _____ 12. We reached our hotel fairly late.
- _____ 13. We eventually went to Venice, which sits on small Adriatic islands.
- _____ 14. Cars are not used for transportation.
- _____ 15. Today, motorboats are more common than gondolas.
- _____ 16. The main water route is appropriately named the Grand Canal.
- _____ 17. Numerous bridges span the canals, connecting somewhat narrow streets.
- _____ 18. Saint Mark's Square is often quite crowded.
- _____ 19. Many remarkably beautiful buildings, including the Doges' Palace, rest nearby.
- _____ 20. The tall bell tower of Saint Mark is the most conspicuous structure in the square.

Noun or Adverb?

1a. A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

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

An adverb tells *where, when, how, or to what extent (how long or how much)*. Some words that can be used as adverbs can also be used as nouns.

EXAMPLES **Tomorrow** my sister begins her part-time job at the animal hospital. [*Tomorrow*, telling *when*, is an adverb that modifies the verb *begins*.]

Tomorrow will be a special day. [*Tomorrow* is a noun that names the day.]

EXERCISE For the following sentences, identify each underlined word by writing above it *N* for *noun* or *ADV* for *adverb*.

Example 1. Do you have a club meeting ^{ADV} tonight?

1. Shouldn't we transplant these seedlings now?
2. Yes, now is a good time to transplant these seedlings.
3. Here is the place where you should stand.
4. Please stand here.
5. Ernesto crossed the finish line first.
6. The first to cross the finish line was Ernesto.
7. Are the essays for the writing contest due Friday?
8. Yes, the deadline for the essays is Friday.
9. Have you seen Emily today?
10. Isn't today the first day of winter?
11. Who used this computer last?
12. I think Sara was the last to use this computer.
13. Please be home by 9:00 P.M.
14. Her home is about a mile from here.
15. We painted the outside of the shed.
16. The children are playing outside.
17. I am looking forward to then.
18. I will be fifteen years old then.
19. Are you leaving tonight or early in the morning?
20. Tonight is opening night for our school play.

The Preposition

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

The noun or pronoun that a preposition relates another word to is called the **object of the preposition**.

EXAMPLES I went **to** the new card shop **in** the mall. [The preposition *to* relates its object, *shop*, to the verb *went*. The preposition *in* relates its object, *mall*, to the noun *shop*.]

The card shop is located **next to** the bookstore. [The compound preposition *next to* shows the relationship of its object, *bookstore*, to the verb phrase *is located*.]

EXERCISE In the following sentences, underline each preposition and draw an arrow from the preposition to its object.

Example 1. I recently read about the origin of greeting cards.

1. In 1840, the British issued the first postage stamps.
2. Prior to this innovation, the recipient usually was responsible for the postage.
3. Thus, mail service was used mainly by the wealthy.
4. However, the new “penny post” made mail delivery affordable for most people.
5. Soon, people throughout Britain were sending each other greeting cards.
6. Greeting cards became popular in the United States also.
7. People bought Christmas cards and valentines from individual designers.
8. Joyce Hall, who earned a living with his picture postcards, founded a card company.
9. Over the years, Hall’s company has grown into a successful business.
10. Today, in addition to Hall’s company, many other card companies sell greeting cards.
11. Seemingly, there is a card for every occasion.
12. As I look through card racks, I am usually drawn to the humor section.
13. When I read the cover of a humorous card, I enjoy guessing what the funny verse inside the card will say.
14. During this past summer, my family got a computer.
15. Along with the computer came software that enables me to create greeting cards.
16. I sent the first birthday card I created to my pen pal in the Philippines.
17. Across the card’s cover, I wrote *HAPPY BIRTHDAY!*
18. I replaced the *I* in *BIRTHDAY* with a picture of a candle.
19. Then I placed streamers around the words, which made the card look festive.
20. Inside the card was a funny verse amid small pictures of wrapped gifts.

The Conjunction

1g. A **conjunction** is a word that joins words or word groups.

COORDINATING CONJUNCTIONS vitamins **and** minerals
 in the oven **or** on the grill
 Sara was born in Chicago, **but** she grew up in Dallas.

CORRELATIVE CONJUNCTIONS **Both** Enrique **and** Saul
not only in the morning **but also** at night
Either my brother will drive me there **or** I will ride the bus.

EXERCISE A Identify the conjunctions in the following sentences. Draw one line under the coordinating conjunctions and two lines under the correlative conjunctions.

Example 1. Both Tessa and I are taking dance lessons.

- Neither Tessa nor I have ever seen a professional dance company perform live.
- Today I bought tickets to an Alvin Ailey production, so I am quite excited.
- Alvin Ailey was born in Texas in 1931, but he eventually moved to New York.
- As a young man he danced in many shows, and in 1958, he formed the Alvin Ailey American Dance Theater.
- Not only as a dancer but also as the choreographer of the dance company, Ailey was very much admired.

EXERCISE B Use coordinating or correlative conjunctions to join each of the following pairs of words or word groups in a complete sentence. Write your sentences on the lines provided.

Example 1. I win/he wins *Whether I win or he wins, we will remain friends.*

- winter/summer _____

- Chico/Matt _____

- under the bed/behind the desk _____

- Jolene worked/she rested _____

- swiftly/quietly _____

The Interjection

1h. An **interjection** is a word that expresses emotion. An interjection has no grammatical relation to the rest of the sentence.

EXAMPLES **Wow!** What an incredible storm that was!
I would like to go, but, **yikes,** I have too much work to do.

EXERCISE A Underline the interjections in the following sentences.

Example 1. Uh-oh, has anyone seen my pet snake?

1. Yikes! There's a snake under the table!
2. Oops! I must have forgotten to cover the terrarium.
3. I like snakes, but, whoa, not when I'm eating dinner.
4. I tend to scream when snakes crawl over my feet, ugh!
5. Goodness! I've never seen such a long snake.
6. Oh, it's really harmless.
7. Wow! That's a relief!
8. Do you think that, well, you might want to put the snake back in its terrarium?
9. The snake, alas, seems to have disappeared.
10. Aha! There it is, hanging from the chandelier.

EXERCISE B Rewrite each sentence, adding an interjection and appropriate punctuation.

Example 1. The island of Tobago has a variety of snakes. *Boy-oh-boy! What a variety of snakes the island of Tobago has!*

11. Mom told us that not all of the snakes are dangerous, of course. _____

12. A man named Snakeman was their guide in Trinidad. _____

13. Snakeman held the world record for capturing bushmasters. _____

14. Isn't the bushmaster a large, poisonous snake? _____

15. The Asa Wright Nature Center in Trinidad encompasses close to five hundred acres. _____

Determining Parts of Speech

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

NOUN Are these soft pillows filled with **down**?

ADVERB If you write things **down**, you may recall them more easily.

PREPOSITION The two squirrels scurried up and **down** the tree.

EXERCISE In the following sentences, identify the part of speech of each underlined word by writing above it one of these abbreviations:

N for *noun*

PRO for *pronoun*

ADJ for *adjective*

V for *verb*

ADV for *adverb*

PREP for *preposition*

CONJ for *conjunction*

INTER for *interjection*

Examples 1. Would you like to have another enchilada?

2. Is that ^{*ADJ*} enchilada sauce hot or mild?

1. Marianne exhibited her model spacecraft at the science fair.
2. How long did it take Marianne to build the model?
3. We stopped by your house, but you weren't home.
4. At what time did you stop by?
5. These are extremely tasty pears.
6. Substitute these new art supplies for your old ones.
7. Doesn't Ms. Napoli coach the girls' basketball team?
8. She is also the coach of the school's swim team.
9. Everyone but Bethany was at the meeting.
10. Actually, Bethany came to the meeting but left early.
11. Are you a member of the student council?
12. The council members meet twice a month.
13. All of the volunteers at the fund-raiser were a big help.
14. Selena always volunteers to help.
15. I left my books inside on the table.
16. I left my books inside my locker.
17. That painting must be extremely valuable.
18. That must be an extremely valuable painting.
19. Well, that seems like a good idea.
20. Don't you think that everyone on the team played well?

Review A: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for *noun*

PRO for *pronoun*

ADJ for *adjective*

V for *verb*

ADV for *adverb*

PREP for *preposition*

CONJ for *conjunction*

INTER for *interjection*

Example 1. Every night, my family and I have what we call “talk time.”

1. This is an important time for all of us.
2. We discuss what we have done during the day.
3. It is usually hard for my little brother to recall what he has done.
4. Then Mom or Dad asks him some questions.
5. “Oh, I remember now,” my brother eventually says.
6. Then he begins telling about his morning adventures.
7. He often becomes quite lively when he talks about them.
8. Some of my brother’s stories sound silly to me.
9. I sometimes become impatient because I want to talk about my day at school.
10. I start with tales about the ride on the school bus in the morning.
11. Then I tell about all of the classes I have.
12. My best friend, Cheryl, and I have every class together.
13. My favorite subjects are history and science, so I usually tell my family a great deal about those classes.
14. I especially have a lot to say when my history class has gone on a field trip or my science class has performed an experiment.
15. My brother generally shouts, “No more stories about fossils and explosions!”
16. My mother often has said to my brother, “Let your sister finish her story.”
17. In addition to telling about my classes and extracurricular activities, I tell about what my friends and I do at lunch.
18. Frequently, one story leads to the next one and then to the next and the next.
19. As I keep going from one story to another, big grins appear on my parents’ faces.
20. When I ask why they are grinning, they reply, “Well, wouldn’t you like to hear a little about our day?”

Review B: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for *noun*

PRO for *pronoun*

ADJ for *adjective*

V for *verb*

ADV for *adverb*

PREP for *preposition*

CONJ for *conjunction*

INTER for *interjection*

Example 1. We ^{ADV} always have a good time when we ^V visit our grandparents in Texas.

1. My grandfather, a Texas rancher, loves dogs.
2. The porch of his ranch house ordinarily is full of dogs of all shapes and sizes.
3. My grandmother, who is fond of cats, has several big Persian cats.
4. They generally feel happiest inside the house because, outside, the dogs will chase them up the nearest tree.
5. Some of the smaller cats cannot climb back down, and a ranch hand must rescue them with a ladder.
6. “Whew, those dogs can be such a bother!” my grandmother exclaims.
7. Needless to say, the quiet cats and the playful dogs do not mix well.
8. Grandfather keeps the mischievous dogs away from the cattle.
9. Many of the steers angrily charge all dogs.
10. Grandfather’s dogs usually stay inside the wooden fence, but occasionally they leave this safe place.
11. If they do wander near the cattle, the dogs are soon forced to retreat.
12. The dogs then return to their comparatively dull life inside the yard.
13. Frequent visits from us always delight them.
14. When the dogs see us, they wag their tails enthusiastically.
15. Generally, the excited dogs crowd around us.
16. My little brother’s favorite dogs, naturally, are the puppies.
17. The roly-poly puppies frequently stumble and fall.
18. The puppies ordinarily stay near the kennels throughout their first year of life.
19. The oldest dog that lives at the ranch is a German shepherd named Rascal.
20. Rascal seems to act as protector of all of the other dogs on the ranch.

Review C: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for *noun*

PRO for *pronoun*

ADJ for *adjective*

V for *verb*

ADV for *adverb*

PREP for *preposition*

CONJ for *conjunction*

INTER for *interjection*

Example 1. Australia is home to many unique species of plants and animals.

1. Thousands of wildflowers are native to Australia.
2. Among those species is a red-and-green wildflower called the kangaroo paw.
3. Its shape resembles that of a kangaroo's hind foot.
4. Other plants found in Australia include the especially fragrant honeysuckle and the beautiful fuchsia.
5. With bright red blooms the spear lily commonly grows twelve feet tall.
6. Many different varieties of orchid thrive on the continent.
7. Oh, how delicate the lovely orchids are!
8. Across the continent grows the acacia, which is often called the wattle tree.
9. Early European settlers in Australia discovered that they could build walls and roofs by intertwining, or wattling, the flexible branches of the acacia.
10. Also growing throughout Australia is the eucalyptus, or the gum tree.
11. Eucalyptus leaves are the principal source of food for the koala.
12. The koala is a marsupial, an animal that has an external abdominal pouch for carrying and nursing its young.
13. In addition to the koala, more than forty kinds of kangaroo live in Australia.
14. One of the tallest species is the red kangaroo; much smaller are the wallaby and the rat kangaroo.
15. Among other Australian marsupials are the wombat, which resembles a small bear, and the bandicoot, which looks like a rat.
16. One of the most unusual mammals on the continent is the platypus.
17. The platypus is unlike most other mammals in that it lays eggs.
18. Australia also has many special birds, including the emu and the black swan.
19. Unlike most other birds, the emu cannot fly, but it can run very swiftly.
20. Wow! The black swan certainly looks powerful in flight!

Literary Model: Using Nouns to Create Setting

Pressing herself flat against the rear wall of Señor Aguilar's hotel near the Avenida Ruiz, Lupita Torres bided her time. When she heard the doors of the big green *yanqui* car shut and the tourist start the engine, she slid forward, scraping her back on the rough white stucco.

—from *Lupita Mañana* by Patricia Beatty

EXERCISE A

1. On the lines below, write each noun that appears in the above paragraph. Then, circle the proper nouns. (Note: One noun is in the possessive case; it ends with an apostrophe and an *s*.)

2. The nouns work together to create the sense of a particular cultural setting. What specific information do they give about the setting?

- EXERCISE B** Rewrite the paragraph, replacing most of the nouns with nouns of your own choosing. Use nouns that create a different cultural setting. You may also change an adjective or two.

Writing Application: Description

A word of advice that all writers learn is “Show—don’t tell.” Using well-chosen adjectives and adverbs, writers bring their subjects into sharp focus, giving concrete edges to their ideas and adding interest to their writing, just as a painter uses detail to create a lifelike portrait.

LESS INTERESTING The batter ran the bases after hitting the home run.

MORE INTERESTING The sweat-soaked batter triumphantly ran the bases after hitting the home run.

Think of other adjectives and adverbs that you could use to help readers “see” the action described in the sentence above.

WRITING ACTIVITY

You’ve probably heard of Leonardo da Vinci’s famous *Mona Lisa*, which he finished painting in 1506. Find a picture of this painting, and write a paragraph describing the painting. *Mona Lisa*’s smile has been called mysterious and playful—how will you describe it? Finish your description with your thoughts on what Leonardo’s subject might have been thinking as she smiled. Include in your writing at least three carefully chosen adjectives and at least three interesting adverbs.

PREWRITING Observe the painting carefully, jotting down whatever descriptive words come to mind as you look at it. You might even hold an imaginary conversation with *Mona Lisa*, asking her what she is thinking and writing what she might reply.

WRITING Decide how you will arrange your descriptive details. Will you describe the whole painting and then focus on details, or start in the center of the painting and work outward? Focus on helping readers “see” the painting through your eyes.

REVISING Share your description with a friend, and read someone else’s. Discuss which details are most vivid and why. Can you replace any unclear words with specific words that clarify your view of the *Mona Lisa*? You may wish to consult a thesaurus to look for new ways to express an idea, but be sure to use a dictionary to check any word you want to use—you need to understand its meaning fully!

PUBLISHING Check your paragraph for errors in grammar, usage, spelling, and punctuation. If you have used any proper adjectives, be sure that you have capitalized them. Then, create an advertisement for the *Mona Lisa*, using your description as the text. Design a brochure or poster that would sell this painting to a museum or art collector.

EXTENDING YOUR WRITING

You may wish to develop this writing exercise into a longer essay. You could write a review of the *Mona Lisa* (or of another work of art) for a school or community newspaper, or an evaluation of the painting for a class in art or history. As you develop your thoughts, you may want to use the library or the Internet to learn more about Leonardo da Vinci’s creation of the painting.

Chapter 1: The Parts of Speech, pp. 1–31

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.

The Noun, p. 2

EXERCISE

1. New Mexico achieved statehood in the early twentieth century.
2. Santa Fe is the capital of this southwestern state.
3. It is the oldest and highest United States capital.
4. The city lies near the Sangre de Cristo Mountains, a range of the Rocky Mountains.
5. The first European explorers here were Spanish.
6. Before Spanish colonists arrived, the Pueblo lived there peacefully.
7. The western end of the famous Santa Fe Trail was there.
8. The trail extended from Missouri to New Mexico.
9. It was a popular trade route for much of the nineteenth century.
10. Tourism is important to the economy of the state.
11. Santa Fe has many interesting attractions.
12. One popular attraction is the Palace of the Governors.
13. It is recognized as the oldest public building in the nation.
14. The palace is now a part of the Museum of New Mexico.
15. Santa Fe honors its Spanish and American Indian heritage at its many historical sites.
16. The city has one of the oldest churches in the United States.
17. Mission of San Miguel of Santa Fe is its name.
18. The Wheelwright Museum houses artwork created by Navajos.
19. In the center of the city are many shops and restaurants.
20. This bustling, historic area is named the Plaza.

Proper, Common, Concrete, and Abstract Nouns, p. 3

EXERCISE A

1. One of the fastest-growing sports in the United States is soccer.
2. Moonrise, Hernandez, New Mexico is one of the best-known photographs by Ansel Adams.
3. Climbers often speak of the mystical attraction they feel for Mount Everest.
4. Has Megan already invited you to her wedding?
5. His sister-in-law lives in Cedar Rapids.

- Another name for Yom Kippur, which is a Jewish holiday, is Day of Atonement.
- Bull sharks have been caught in the Mississippi River.
- Enrico can play the trumpet, I believe.
- Mount McKinley is also known as Denali.
- The recipe calls for chopped jalapeños, doesn't it?

EXERCISE B

- | | |
|-------|-------|
| 11. C | 16. A |
| 12. A | 17. C |
| 13. C | 18. A |
| 14. C | 19. A |
| 15. A | 20. C |

Compound and Collective Nouns, p. 4

EXERCISE A

- This California city has perhaps the largest Chinese community in the United States.
- Thousands of Chinese Americans live in Chinatown.
- After the second new moon in winter, the Chinese New Year is celebrated by these and other Chinese people throughout the world.
- My sister and brother-in-law sent me snapshots of last year's celebration.
- The people say farewell to one year and welcome the next with great festivities.
- Exploding firecrackers are part of the tradition.
- Each year, my grandmother and I put up a new paper image of Tsao Shen, the Kitchen God.
- Traditionally, many people eat seaweed for prosperity.
- The celebration concludes with the Festival of Lanterns.

- In 2000, the Chinese celebrated the Year of the Dragon.

EXERCISE B

- | | |
|----------------------|------------------|
| 11. children | <u>family</u> |
| 12. <u>faculty</u> | teachers |
| 13. <u>committee</u> | chairperson |
| 14. <u>Congress</u> | Capitol |
| 15. football | <u>team</u> |
| 16. <u>Pep Club</u> | cheerleaders |
| 17. neighbors | <u>community</u> |
| 18. <u>orchestra</u> | concert |
| 19. spectators | <u>audience</u> |
| 20. <u>flock</u> | birds |

Pronouns and Antecedents, p. 5

EXERCISE A Possessive pronouns in items 1, 3, 4, 5, 6, 7, and 9 may be classified as adjectives.

- Cesar invited his friends to go camping with him.
- Erica said she had prepared the whole meal herself.
- Why are the baseball players wearing their caps backward?
- Jody and Michelle gathered things for a time capsule and buried it in their backyard.
- Loni wore her suede boots in the snow. Now they are probably stained.
- Juanita lent Dominic her calculator. He had left his in his locker.
- Brian and Marla play golf whenever they can. It is their favorite sport.
- Ahmal hopes to compete in the next Olympic games. Where will they be held?
- Did Carolyn sprain her ankle while she was skating?
- Carlos and Ann decided they could not stay indoors on such a beautiful day.

EXERCISE B

11. Baseball requires various talents and skills; the sport also demands great strength and stamina.
12. Jim Abbott played professional baseball despite the fact that Jim Abbott has only a thumb and no fingers on Jim Abbott's right hand.
13. Jim Abbott's disability did not stop Jim Abbott from succeeding as a major league pitcher.
14. Ed thought Ed had a baseball card showing Jim Abbott in Jim Abbott's New York Yankees uniform.
15. Perhaps the baseball card is in one of these other boxes. Let's look through these other boxes.

Personal, Reflexive, and Intensive Pronouns, p. 6

EXERCISE A Possessive pronouns in items 1–5 may be classified as adjectives.

1. My teacher gave me another chance to answer the question correctly.
2. Did you see the painting that I did for the art fair at our school?
3. My mother reminded us that we had not fed the bird all day.
4. Cynthia and Julia took our books by mistake, and we picked up theirs.
5. Her father asked her to help him carry in the groceries from his car.

EXERCISE B

6. What happened was an accident; you shouldn't blame yourself.
7. Aunt Ling herself made all of the decorations for the anniversary party.
8. Didn't Reginald paint a portrait of himself?

9. We could either buy the piñatas or make them ourselves.
10. I cut myself when I was fixing the bicycle chain.
11. I am just not myself today.
12. She raised the funds for the new equipment herself.
13. Tony is outside harvesting okra by himself.
14. Suzanne gave herself a moment to catch her breath.
15. Did you two create that Web page yourselves?

Demonstrative, Interrogative, and Relative Pronouns, p. 7**EXERCISE**

1. Who is your karate instructor?
2. Is that a picture of Charles Lindbergh's famous airplane?
3. The family that bought the house next door is moving in next week.
4. This is the song we sang in the talent show at school.
5. What will we do if it rains on the day of our picnic?
6. Who went to the movie with you yesterday?
7. Both actors who had lead roles in the play were somewhat nervous.
8. Those are the fans who sat near the back of the auditorium.
9. Of the planets Mars and Venus, which is closer to Earth?
10. Did you say that the girl who won the golf match is in the ninth grade?

11. ^{INTER} Whom did Enrique invite to his Cinco de Mayo celebration?
12. This was the night for ^{REL} which the school orchestra had been preparing.
13. ^{INTER} Which of the science exhibits is yours?
14. I enjoyed reading the short stories, especially ^{DEM} those.
15. ^{INTER} Who is the current secretary-general of the United Nations?
16. Oh, ^{DEM} these are the tastiest empanadas I have ever eaten!
17. Marguerite, ^{REL} whose parents are doctors, knows a great deal about first aid.
18. Who is responsible for ^{DEM} this?
19. ^{INTER} Which of the puppies would you like to adopt?
20. Is ^{DEM} that a direct quotation?

Indefinite Pronouns, p. 8

EXERCISE

1. Everyone who went to the space camp had a wonderful experience.
2. Will you tell the others that the meeting has been canceled?
3. None of these keys will unlock either of those doors.
4. This peach is sweet. May I have another?
5. She can run faster than anyone on the school's track team.
6. I have read many of her short stories.
7. Is anything wrong? You act as if something is troubling you.
8. Ken and I spent much of July, August, September, and October working on a Kentucky horse farm.

9. Someone told me that the bald eagle is no longer on the list of endangered species.
10. The teacher asked, "Can anybody in the class name the capital of each of the states?"
11. A few of these baseball cards are extremely valuable.
12. Are you able to save any of your weekly allowance?
13. The performances by both of the comedians were hilarious!
14. Most of us have already seen that movie.
15. All but one of the club members voted to increase the membership dues.
16. Do we have everything we need for the picnic?
17. Neither of these flashlights works.
18. No one was absent from school today.
19. The principal requested that several of the art students paint a colorful mural on a wall of the school's lobby.
20. In their search for gold, some of the early prospectors found nothing but "fool's gold," or iron pyrite, which looks like gold.

Identifying Pronouns, p. 9

EXERCISE

1. ^{DEM} Those are the pilots whom the general ^{INTEN} himself chose for the mission.
2. ^{PER} She amused ^{REF} herself by reading a book by Erma Bombeck.
3. Oh, ^{DEM} this is ^{IND} some of that delicious tuna salad.
4. ^{INTER} What is the name of the senator ^{REL} who is speaking?
5. The cyclists took ^{PER} their water bottles with ^{PER} them on the trail.

- PER INTEN*
6. We ourselves must decide the number of hours to study.
7. Shelley adopted two turtles, which she named Snapper and Swiftly. *REL PER*
8. Whom did she invite to go to the movies with her? *INTER PER*
9. In the woods, we spotted a doe that had a fawn. *PER REL*
10. Each of us had a good time on our trip to the aquarium. *IND PER*
11. Which of these are endangered species? *INTER DEM*
12. Someone told me that Erica had built the treehouse herself. *IND INTEN*
13. How badly did they hurt themselves when they fell? *PER REF*
14. This is one of the best computer games I have ever played! *DEM IND*
15. Everyone tried to solve the riddle, but only a few were successful. *IND IND*
16. Who is the student who painted this beautiful seascape? *INTER REL*
17. Have you ever read any of Nina Otero's works? *PER IND*
18. Unlike the others, Maria can read something once and recall almost every detail. *IND IND*
19. Is that the baseball that Mark McGwire autographed for your brother? *DEM REL*
20. Saul likes to keep to himself whenever he studies for an exam. *REF PER*
1. After the hot, humid summer, we welcomed the cool, crisp autumn days.
2. The driving test requires a thorough understanding of the various traffic signs.
3. The mayor surprised everyone at the winter carnival by arriving in a horse-drawn sleigh.
4. Completing these math projects took many hours.
5. The most important contest in professional football is the annual Super Bowl game.
6. Helena placed a bouquet of fresh flowers in a vase on the oak table.
7. The curious sightseers looked forward to exploring the mysterious cavern.
8. A young eagle soared swiftly beyond the billowy, snow-white clouds.
9. The new karate instructor is a skillful teacher.
10. In the nest were three tiny newborn robins.
11. I heard that they are remodeling this old barn to convert it into a spacious and comfortable home.
12. Diana, a talented musician, plays cello in the local symphony.
13. Which of the species is the largest member of the vulture family?
14. Doesn't that movie contain vivid scenes of gratuitous violence?
15. Atop the snowcapped mountain peak were four weary but joyful climbers.
16. The swirling river wildly tossed the smaller empty boats.
17. Jane Eyre, a classic novel about enduring love, has been made into a movie several times.

The Adjective, p. 10

EXERCISE

In this book the words *my, your, his, her, its, our, and their* are called possessive pronouns. If you prefer to call these words adjectives, you will want to refer to the answer in brackets for item 20.

18. The Mexican artist Rufino Tamayo created bold, colorful paintings.
19. One of the birthday gifts was a new remote-controlled car.
20. My [or My] best friend, Alicia, is an avid mystery reader.

Pronoun or Adjective? p. 11

EXERCISE

1. ^{ADJ} These fajitas certainly are spicy!
2. ^{PRO} These are the spiciest fajitas I have ever tasted!
3. ^{PRO} Most of the ninth graders participated in the readathon.
4. ^{ADJ} Most ninth graders participated in the readathon.
5. ^{ADJ} Which ice sculpture did you create?
6. ^{PRO} Which of the ice sculptures did you create?
7. ^{PRO} This is one of my favorite songs.
8. Do you like ^{ADJ} this song?
9. Aren't those ^{ADJ} wildflowers beautiful?
10. Yes, ^{PRO} those are more colorful than the ones we saw earlier.
11. ^{PRO} What are some languages you speak?
12. ^{ADJ} What other languages do you speak?
13. ^{ADJ} That skyscraper is the tallest one in the world.
14. ^{PRO} That is the tallest skyscraper in the world.
15. ^{ADJ} Either answer is acceptable.
16. ^{PRO} Either of the answers is acceptable.
17. ^{ADJ} Some animals hibernate during the winter.
18. Toads, turtles, and bats are ^{PRO} some of the animals that hibernate during the winter.
19. ^{PRO} Whose are these?
20. ^{ADJ} Whose skates are these?

Noun or Adjective? p. 12

EXERCISE

1. Geraldo is the ^{ADJ} sports reporter for the school newspaper.
2. Geraldo plays two ^N sports at school: baseball and field hockey.
3. The students are busily working on their ^{ADJ} science projects.
4. Which course in ^N science are you taking this year?
5. I took this snapshot of the ^{ADJ} New York City skyline.
6. Albany, not ^N New York City, is the capital of New York.
7. For most of the ^N summer, I worked at a local farmers' market.
8. Did you have a ^{ADJ} summer job?
9. The ^N library stays open until 8:00 P.M.
10. I need to return these ^{ADJ} library books today.
11. That ocean liner is famous for its ^{ADJ} winter cruises.
12. Not every bird flies south for the ^N winter.
13. According to the ^{ADJ} bus schedule, we should arrive by 3:15 P.M.
14. Do you want to travel by ^N bus?
15. Mr. Morris served as ^N principal of the school for twenty-three years.
16. I believe the ^{ADJ} principal crops of the Philippines include rice, corn, coconuts, bananas, and pineapples.
17. Our class read Joseph Bruchac's retelling of the ^{ADJ} Seneca tale titled "Sky Woman."
18. Long ago, the ^N Seneca told this story to explain the creation of the earth.

19. Do you practice ^N soccer after school every day?
20. Do you have ^{ADJ} soccer practice after school every day?

Adjectives in Sentences, p. 13

EXERCISE

- The movie is set in the West during the latter part of the nineteenth century.
- John J. Dunbar, the main character, is a Civil War veteran.
- Dunbar had been an army lieutenant.
- The Lakota Sioux, cautious and apprehensive, eventually befriend Dunbar.
- The friendly lieutenant maintains a peaceful relationship with the Lakota Sioux.
- In the beginning some minor problems do arise.
- A greater conflict occurs when other soldiers arrive.
- Kevin Costner both starred in and directed this powerful film.
- Costner is not only a talented actor but also a skilled director.
- Costner was especially careful about presenting an accurate picture of the Lakota Sioux.
- He hired a woman to teach the Lakota Sioux language to many actors in the film.
- He also dispatched designers to find authentic clothing and jewelry.
- Tending to so many details must have taken Costner and the film crew a long time.
- Graham Greene and Floyd Red Crow Westerman were two of many American Indians selected for important parts in the movie.

- The performances by these actors are certainly praiseworthy.
- This movie was a box-office success.
- Some Hollywood critics predicted that the three-hour movie would fail.
- Numerous other movie critics, however, praised the film.
- Did Costner receive any Oscar nominations for acting and directing?
- This wonderful film received a number of nominations and won several awards.

The Verb, p. 14

EXERCISE

- Soon after breakfast, Amy and I go outside and begin our chores.
- We start early because by noon the weather is usually too hot.
- The minute the dew dries, Amy says to me, "Grab the lawn mower!"
- While I cut the grass, Amy edges the lawn.
- After we neatly clip the grass, we weed the flower garden.
- I loosen the dirt around the flowers, and my sister pulls the weeds.
- By noon both the lawn and the garden look decidedly better than they did earlier.
- Tired and thirsty, we go inside, wash our hands, and eat lunch.
- Nature, however, stands still for no one.
- Almost at once, new weeds appear in the garden.
- Within a few days the grass again creeps over the edges of the driveway.
- Amy and I do the job all over again the next Saturday.

13. Fortunately, both of us like outdoor work and enjoy our jobs as “yardeners.”
14. Every Saturday afternoon, we have another chore.
15. My sister and I clean our rooms.
16. Amy, who is neat, usually finishes before I do.
17. Consequently, she often helps me.
18. I certainly appreciate her assistance.
19. My sister and I work very well together.
20. We are not only sisters but also best friends.

Transitive and Intransitive Verbs, p. 15

EXERCISE

1. In the 1600s, English taxes supported the Church of England.
2. Some people considered the taxes unfair.
3. For others, the Americas provided an opportunity for religious freedom.
4. Many people immigrated to the colonies.
5. Victims of religious intolerance sought an escape from persecution.
6. The Puritans, for example, disagreed with many Church of England policies.
7. As a result, some Puritans left England.
8. This religious group founded settlements in Virginia and New England.
9. Indentured servants also traveled to American shores.
10. The poor of England desired economic opportunity.
11. They worked in America as payment for their passage.
12. Many remained in America after settlement of their debts.

13. Some indentured themselves for seven years.
14. Tenant farmers came, too.
15. They brought their dreams of prosperity with them.
16. These colonial settlers arrived with hope.
17. From the American Indians, the immigrants learned a great deal.
18. New England colonists celebrated their first Thanksgiving Day in America in 1621.
19. They held the celebration after the harvest.
20. Many of their American Indian neighbors shared in the celebration.

Action Verbs, p. 16

EXERCISE A

- | | | |
|------|-------|-------|
| 1. N | 8. P | 15. M |
| 2. M | 9. N | 16. M |
| 3. P | 10. M | 17. P |
| 4. P | 11. P | 18. N |
| 5. N | 12. M | 19. M |
| 6. M | 13. P | 20. P |
| 7. P | 14. N | |

EXERCISE B

21. In her spare time my mother designs and pieces quilts.
22. The first quilt she made is extremely special to me.
23. She used pieces of clothing that I wore when I was an infant.
24. Everyone we know admires her quilts and says they are incredibly beautiful.
25. My mother gets much joy and satisfaction from her hobby; in fact, she often calls her hobby a labor of love.

Linking Verbs, p. 17

EXERCISE

1. Mother felt ill this morning.
2. Shirley is the secretary and the treasurer of the class.
3. The bread on the counter smelled delicious.
4. Connie grew bored and restless toward the end of the movie.
5. Affie seemed confused by the directions that you gave him.
6. Are we still friends?
7. The new student looks familiar to me.
8. Are all deserts hot and dry?
9. The scout leader was proud of her troop.
10. What is the problem?
11. During this time of year, the weather often becomes stormy in the late afternoon.
12. My voice sounds hoarse from all that cheering at the game.
13. The salesperson seemed annoyed by the shoppers who crowded the store.
14. The captain of the ship remained calm and optimistic.
15. This fabric turned white from exposure to the sun.
16. Do you know whether the library is open on Saturdays?
17. The lights grew dimmer in the theater.
18. The tourists were curious about the mysterious cave.
19. A few of the tomatoes on the vines are already ripe.
20. I absolutely have to say that I think the costume for my character in the play looks ridiculous!

Verb Phrases, p. 18

EXERCISE

1. Can you name the Seven Wonders of the Ancient World?
2. Some people may ask why these structures are called wonders.
3. Could it be that people have “wondered” how these monumental structures could have been built without the kinds of construction equipment that builders are using today?
4. The pyramids of Egypt were constructed around 2600 B.C.
5. The three pyramids are considered the oldest of the seven wonders.
6. The largest of the pyramids was commissioned by Khufu, an Egyptian king.
7. Of the seven wonders, this group of pyramids has survived in the best condition.
8. Are any of the pyramids being restored today?
9. The Hanging Gardens of Babylon were built by Nebuchadnezzar around 600 B.C.
10. These gardens were set on terraces high above a vaulted building.
11. Some historians have estimated the terraces’ height at 75 feet to 300 feet.
12. The Statue of Zeus at Olympia was made of ivory and gold.
13. The statue has not survived, but pictures of it do appear on coins.
14. Did Goths destroy the Temple of Artemis at Ephesus in the third century A.D.?
15. Some remains of the Mausoleum at Halicarnassus are housed in the British Museum.

16. The other two wonders—the Colossus at Rhodes and the Lighthouse of Alexandria—were completed in the third century B.C.
17. Did earthquakes destroy both of these wonders?
18. You should always look in several sources for information about the seven wonders.
19. You will find that some historians do not agree with this list of wonders.
20. For example, some historians have identified the Walls of Babylon, instead of the Hanging Gardens, as a wonder.

The Adverb, p. 19

Answers may vary slightly.

EXERCISE

1. During summer vacations I usually go to camp. *to what extent*
2. The swirling river tossed the boat wildly. *how*
3. We will meet you later at the library. *when*
4. Dangerously strong winds threatened the coastal villages. *to what extent*
5. Hurry! Our bus is already here! *when where*
6. Where do you go to school? *where*
7. I try to avoid horror movies, for they frighten me badly. *how*
8. The actor would not wear the silly costume chosen by the director. *to what extent*
9. "If you want a chance to win the tickets, call now!" cried the announcer. *when*
10. The concert artist Yo-Yo Ma's performance was exceedingly polished. *to what extent*
11. Although I practice daily, I am a clumsy piano player. *to what extent*
12. The children held hands and crossed the street cautiously. *how*

13. The weather in April was unusually warm. *to what extent*
14. Ricardo and I arrived earlier than the other guests. *when*
15. The audience waited restlessly for the concert to begin. *how*
16. Is this garden soil too sandy, Manuel? *to what extent*
17. Skateboarding is still a very popular form of recreation. *when to what extent*
18. An elderly woman walked over and offered to help us. *where*
19. The young street artist drew a caricature that was quite good. *to what extent*
20. On the first day at camp, we arose early and went fishing. *when*

Adverbs and the Words They Modify, p. 20

EXERCISE

- ✓ 1. Yesterday, my family and I boarded a small plane.
- ✓ 2. I quickly claimed the window seat.
- V, ADJ 3. Earlier the weather service had predicted unseasonably stormy conditions.
- ADU, V 4. The flight attendants insisted most politely that we fasten our seat belts.
- ✓ 5. We neared our destination, and the airplane suddenly plunged.
- ADU, V 6. Almost immediately, I checked my seat belt.
- V, V 7. Soon, the pilot skillfully leveled the airplane.
- ✓ 8. Seeing the runway, we relaxed, and the airplane landed safely.
- ADJ 9. I was extremely happy to touch the ground.

- V, V 10. We rented a car and drove away slowly.
- V, ADJ 11. We greatly enjoyed our road trip, for our route was very scenic.
- ADV, V 12. We reached our hotel fairly late.
- V 13. We eventually went to Venice, which sits on small Adriatic islands.
- V 14. Cars are not used for transportation.
- V, ADJ 15. Today, motorboats are more common than gondolas.
- V 16. The main water route is appropriately named the Grand Canal.
- ADJ 17. Numerous bridges span the canals, connecting somewhat narrow streets.
- V, ADJ 18. Saint Mark's Square is often quite crowded.
- ADJ, V 19. Many remarkably beautiful buildings, including the Doges' Palace, rest nearby.
- ADJ 20. The tall bell tower of Saint Mark is the most conspicuous structure in the square.

Noun or Adverb? p. 21

EXERCISE

- Shouldn't we transplant these seedlings now?
- Yes, now is a good time to transplant these seedlings.
- Here is the place where you should stand.
- Please stand here.
- Ernesto crossed the finish line first.

- The first to cross the finish line was Ernesto.
- Are the essays for the writing contest due Friday?
- Yes, the deadline for the essays is Friday.
- Have you seen Emily today?
- Isn't today the first day of winter?
- Who used this computer last?
- I think Sara was the last to use this computer.
- Please be home by 9:00 P.M.
- Her home is about a mile from here.
- We painted the outside of the shed.
- The children are playing outside.
- I am looking forward to then.
- I will be fifteen years old then.
- Are you leaving tonight or early in the morning?
- Tonight is opening night for our school play.

The Preposition, p. 22

EXERCISE

- In 1840, the British issued the first postage stamps.
- Prior to this innovation, the recipient usually was responsible for the postage.
- Thus, mail service was used mainly by the wealthy.
- However, the new "penny post" made mail delivery affordable for most people.
- Soon, people throughout Britain were sending each other greeting cards.
- Greeting cards became popular in the United States also.
- People bought Christmas cards and valentines from individual designers.

8. Joyce Hall, who earned a living with his picture postcards, founded a card company.
9. Over the years, Hall's company has grown into a successful business.
10. Today, in addition to Hall's company, many other card companies sell greeting cards.
11. Seemingly, there is a card for every occasion.
12. As I look through card racks, I am usually drawn to the humor section.
13. When I read the cover of a humorous card, I enjoy guessing what the funny verse inside the card will say.
14. During this past summer, my family got a computer.
15. Along with the computer came software that enables me to create greeting cards.
16. I sent the first birthday card I created to my pen pal in the Philippines.
17. Across the card's cover, I wrote *HAPPY BIRTHDAY!*
18. I replaced the *I* in *BIRTHDAY* with a picture of a candle.
19. Then I placed streamers around the words, which made the card look festive.
20. Inside the card was a funny verse amid small pictures of wrapped gifts.

The Conjunction, p. 23

EXERCISE A

1. Neither Tessa nor I have ever seen a professional dance company perform live.
2. Today I bought tickets to an Alvin Ailey production, so I am quite excited.
3. Alvin Ailey was born in Texas in 1931, but he eventually moved to New York.

4. As a young man he danced in many shows, and in 1958, he formed the Alvin Ailey American Dance Theater.
5. Not only as a dancer but also as the choreographer of the dance company, Ailey was very much admired.

EXERCISE B

Sentences will vary. Sample responses are given.

6. I enjoy winter and summer sports.
7. Neither Chico nor Matt was at the game.
8. I know that contact lens must be either under the bed or behind the desk.
9. Jolene worked all day, so in the evening she rested.
10. He carried out his order swiftly and quietly.

The Interjection, p. 24

EXERCISE A

1. Yikes! There's a snake under the table!
2. Oops! I must have forgotten to cover the terrarium.
3. I like snakes, but, whoa, not when I'm eating dinner.
4. I tend to scream when snakes crawl over my feet, ugh!
5. Goodness! I've never seen such a long snake.
6. Oh, it's really harmless.
7. Wow! That's a relief!
8. Do you think that, well, you might want to put the snake back in its terrarium?
9. The snake, alas, seems to have disappeared.
10. Aha! There it is, hanging from the chandelier.

EXERCISE B

Revisions will vary. Samples responses are given.

11. Well, Mom told us that not all of the snakes are dangerous, of course.
12. Hey! A man named Snakeman was their guide in Trinidad.
13. Wow! Snakeman held the world record for capturing bushmasters.
14. Yikes! Isn't the bushmaster a large, poisonous snake?
15. Oh, the Asa Wright Nature Center in Trinidad encompasses close to five hundred acres.

Determining Parts of Speech, p. 25**EXERCISE**

1. Marianne exhibited her model spacecraft at the science fair. ^{ADJ}
2. How long did it take Marianne to build the model? ^N
3. We stopped by your house, but you weren't home. ^{PREP}
4. At what time did you stop by? ^{ADV}
5. These are extremely tasty pears. ^{PRO}
6. Substitute these new art supplies for your old ones. ^{ADJ}
7. Doesn't Ms. Napoli coach the girls' basketball team? ^V
8. She is also the coach of the school's swim team. ^N
9. Everyone but Bethany was at the meeting. ^{PREP}
10. Actually, Bethany came to the meeting but left early. ^{CONJ}
11. Are you a member of the student council? ^N
12. The council members meet twice a month. ^{ADJ}
13. All of the volunteers at the fund-raiser were a big help. ^N
14. Selena always volunteers to help. ^V

15. I left my books inside on the table. ^{ADV}
16. I left my books inside my locker. ^{PREP}
17. That painting must be extremely valuable. ^{ADJ}
18. That must be an extremely valuable painting. ^{PRO}
19. Well, that seems like a good idea. ^{INTER}
20. Don't you think that everyone on the team played well? ^{ADV}

Review A: Parts of Speech, p. 26**EXERCISE**

In this book the words my, your, his, her, its, our, and their are called possessive pronouns. If you prefer to call these words adjectives, you will want to refer to the answers in brackets for items 3 and 16.

1. This is an important time for all of us. ^{PRO} ^{ADJ}
2. We discuss what we have done during the day. ^V ^{PREP}
3. It is usually hard for my little brother to recall what he has done. ^{ADV} ^{PRO [or ADJ]}
4. Then Mom or Dad asks him some questions. ^{CONJ}
5. "Oh, I remember now," my brother eventually says. ^{INTER} ^{ADV}
6. Then he begins telling about his morning adventures. ^{PREP} ^{ADJ}
7. He often becomes quite lively when he talks about them. ^{ADV} ^{ADJ}
8. Some of my brother's stories sound silly to me. ^{PRO} ^V
9. I sometimes become impatient because I want to talk about my day at school. ^{ADV} ^N
10. I start with tales about the ride on the school bus in the morning. ^N ^N
11. Then I tell about all of the classes I have. ^{PRO} ^V
12. My best friend, Cheryl, and I have every class together. ^N ^{ADJ}

13. My favorite subjects are history and science, ^{CONJ} so I usually tell my family a great deal ^{ADJ} about those classes.
14. I especially have a lot to say when my history class has gone on a ^N field trip or my science class ^V has performed an experiment.
15. My brother ^{ADV} generally shouts, “No more stories about fossils ^{CONJ} and explosions!”
16. My mother often has said to my brother, ^V “Let your sister finish ^{PRO (or ADJ)} her story.”
17. ^{PREP} In addition to telling about my classes and extracurricular activities, I tell ^{PREP} about what my friends and I do at lunch.
18. Frequently, ^{ADJ} one story leads to the next ^{PRO} one and then to the next and the next.
19. As I keep going from one story to ^{PRO} another, ^{PREP} on my parents’ faces.
20. When I ask why they are grinning, they reply, ^{INTER} “Well, wouldn’t you ^V like to hear a little about our day?”

Review B: Parts of Speech, p. 27

EXERCISE

In this book the words my, your, his, her, its, our, and their are called possessive pronouns. If you prefer to call these words adjectives, you will want to refer to the answer in brackets for item 16.

1. My ^N grandfather, a ^{ADJ} Texas rancher, loves dogs.
2. The porch of his ^N ranch house ordinarily ^V is full of dogs of all shapes and sizes.
3. My grandmother ^{PRO} who is fond of cats, has several big ^{ADJ} Persian cats.
4. They generally feel ^{ADJ} happiest inside the ^V house because, outside, the dogs will chase them up the nearest tree.
5. Some of the smaller cats cannot climb back ^{ADV} down, and a ranch hand must rescue them ^{PREP} with a ladder.

6. ^{INTER} “Whew, those dogs can be such a ^N bother!” my grandmother exclaims.
7. Needless to say, the quiet cats ^{CONJ} and the playful dogs do not mix ^{ADV} well.
8. Grandfather ^V keeps the mischievous dogs away from the ^N cattle.
9. ^{PRO} Many of the steers angrily charge ^{ADJ} all dogs.
10. Grandfather’s dogs usually stay inside the wooden fence, ^{CONJ} but occasionally they leave this safe ^N place.
11. If they do ^V wander near the cattle, the dogs are ^{ADV} soon forced to retreat.
12. The dogs then return to their ^{ADV} comparatively dull life ^{PREP} inside the yard.
13. ^{ADJ} Frequent visits from us always delight ^{PRO} them.
14. When the dogs see ^{PRO} us, they ^V wag their tails enthusiastically.
15. ^{ADV} Generally, the excited dogs crowd ^{PREP} around us.
16. ^{PRO (or ADJ)} My little brother’s favorite dogs, naturally, are the ^N puppies.
17. ^{ADJ} The roly-poly puppies frequently ^V stumble and fall.
18. The puppies ordinarily stay near the kennels ^{PREP} throughout their first year ^{PREP} of life.
19. The oldest dog ^N that lives at the ranch is a German shepherd named Rascal.
20. Rascal seems to act as protector of ^{PRO} all of the ^{ADJ} other dogs on the ranch.

Review C: Parts of Speech, p. 28

EXERCISE

In this book the words my, your, his, her, its, our, and their are called possessive pronouns. If you prefer to call these words adjectives, you will want to refer to the answer in brackets for item 3.

1. ^N Thousands of wildflowers are ^{ADJ} native to Australia.
2. Among ^{ADJ} those species is a red-and-green wildflower called the ^N kangaroo paw.
3. ^{PRO} Its shape resembles ^{PRO} that of a kangaroo's hind foot.
4. Other plants found in Australia include the ^{ADV} especially fragrant ^N honeyflower and the beautiful fuchsia.
5. ^{PREP} With bright red blooms the spear lily ^{ADV} commonly grows twelve feet tall.
6. Many different ^N varieties of orchid ^V thrive on the continent.
7. ^{INTER} Oh, how ^{ADJ} delicate the lovely orchids are!
8. ^{PREP} Across the continent grows the acacia, which is ^{ADV} often called the wattle tree.
9. Early European settlers in Australia discovered that they ^V could build walls and roofs by intertwining, ^{CONJ} or wattling, the flexible branches of the acacia.
10. Also growing ^{PREP} throughout Australia is the ^N eucalyptus, or the gum tree.
11. ^{ADJ} Eucalyptus leaves are the ^{ADJ} principal source of food for the koala.
12. The koala is a marsupial, an animal ^{PRO} that has an external abdominal pouch for carrying and nursing its ^N young.
13. ^{PREP} In addition to the koala, more than forty kinds of kangaroo ^V live in Australia.
14. One of the tallest species is the ^N red kangaroo; ^{ADV} much smaller are the wallaby and the rat kangaroo.

15. ^{PREP} Among other Australian marsupials are the wombat, ^{PRO} which resembles a small bear, and the bandicoot, which looks like a rat.
16. ^{PRO} One of the ^{ADV} most unusual mammals on the continent is the platypus.
17. The platypus is unlike most ^{ADJ} other mammals in that ^{PRO} it lays eggs.
18. Australia also has many special birds, including the ^{CONJ} emu and the black swan.
19. Unlike most other birds, the emu cannot fly, ^{CONJ} but it can run very swiftly.
20. ^{INTER} Wow! The black swan certainly looks ^{ADJ} powerful in flight!

Literary Model: Using Nouns to Create Setting, pp. 29–30

EXERCISE A

1. wall; Señor Aguilar's hotel; Avenida Ruiz Lupita Torres; time; doors; car; tourist; engine; back; stucco
2. Responses will vary. A sample response is given. The names and street names in Spanish suggest that the setting is a primarily Spanish-speaking area. The fact that the person in the *yanqui* car is a tourist suggests that the setting may be a Latin American or South American country. The fact that the hotel is on an *avenida* shows that the setting is in a town or urban area rather than in the country.

EXERCISE B

Responses will vary. A sample response is given. Pressing herself flat against the back door of the abandoned Johnson house near the end of the lane, Barbara Smith bided her time. When she heard the footsteps of the two big men recede and the men's voices grow faint, she slid forward, scraping her elbow on the rough door-jamb.

EXERCISE C

Responses will vary. A sample response is given.

An hour before sunset, I looked out my window and saw two people walking along the beach toward my house. They looked like Mark and Crystal, my friends who lived nearby. They threaded their way among shells and seaweed, occasionally stooping to pick up a stranded starfish and put it back in the water. I could hear their happy voices carried on the salty breeze from the Atlantic Ocean. I grabbed my surfboard from the rack by the door. We would have time for some surfing and swimming before dark!

EXERCISE D

Responses will vary. A sample response is given.

Yes, because the common nouns are specific enough to create a clear setting and tone. For example, “shells,” “seaweed,” and “starfish” create a beach setting, and the writer’s anticipation of her friends’ arrival and her excitement about surfing create a clear tone. The addition of the friends’ names and the fact that this beach is on the Atlantic Ocean don’t make the setting and tone particularly more specific.

Writing Application: Description, p. 31

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

Three or more carefully chosen adjectives are used in the paragraph.

1 2 3 4 5

Three or more interesting adverbs are used in the paragraph.

1 2 3 4 5

Both sections of the prompt are addressed: the description of the painting and the speculation on the subject’s thoughts.

1 2 3 4 5

The assignment is relatively free of errors in usage and mechanics.

1 2 4 4 5

Total Score _____

5 = highest; 1 = lowest