

## Common, Proper, Concrete, and Abstract Nouns

**14a.** A **noun** names a person, a place, a thing, or an idea.

A **common noun** names any one of a group of persons, places, things, or ideas. A **proper noun** names a particular person, place, thing, or idea.

**COMMON NOUNS** actor, language, attorney general

**PROPER NOUNS** Audrey Hepburn, English, Janet Reno

A **concrete noun** names an object that can be perceived by one or more of the senses. An **abstract noun** names an idea, a feeling, a quality, or a characteristic.

**CONCRETE NOUNS** petunia, computer, artichoke, cloud, Joe Schilling

**ABSTRACT NOUNS** enthusiasm, health, spirituality, tolerance

**EXERCISE A** In the sentences below, underline the common nouns once and the proper nouns twice.

**Example 1.** The new course he is taking will be taught by Juanita Martinez.

1. Have you ever read *The Crucible* or any other plays by Arthur Miller?
2. Call Miss Sacks if you are on her committee.
3. The Louvre, a famous museum in Paris, was once a palace.
4. Dr. Athelstein will visit Civics I tomorrow to discuss the history behind Memorial Day.
5. The beach was littered with driftwood that had been blown there by Hurricane Hugo.
6. Al's Garage and Towing Service employs the best team of mechanics in town.
7. Address all suggestions to the Human Resources Department in Building Two.
8. How much of these vitamins does a person need every day?
9. We enjoyed our vacation at the coast but want to see the Smoky Mountains this year.
10. Are you going to the classes at Glenwood Hospital?

**EXERCISE B** In the sentences below, classify the underlined noun as concrete or abstract. Above the noun, write *C* for *concrete* or *A* for *abstract*.

**Example 1.** August Wilson won a Pulitzer Prize for the <sup>C</sup>play *The Piano Lesson*.

11. In this play, a brother and sister engage in a conflict over a piano.
12. The piano becomes a symbol for ambivalence toward African American history.
13. Wilson's discouragement with the treatment of African Americans has spurred him to use theater to raise consciousness.
14. Wilson has written a series of plays, each set in a different decade.
15. One of Wilson's influences was the blues, especially the blues singer Bessie Smith.

## Choices: Investigating 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.

### INVENTION

#### What's a Neologism, Anyway?

Every day, your world is changing, and new groups are forming. What are some of these new groups? Make up names—collective nouns—for these new groups. For instance, what would you call a pile of old electronic devices that no longer work? What would be a good name for a group of people who visit the same chat room? Brainstorm a list; then, create a collective noun naming each group.

### COMPUTER SCIENCE

#### Bits and Bytes

Nowadays, you can talk to computers, and they will understand! How did computer programmers accomplish this feat? Investigate speech-recognition software. Find out what parts of speech these programs use. Also, try to find out what the limitations of such programs are. When you've answered these questions, let your classmates in on how this new technology works.

### REPRESENTING

#### Separating Sheep from Goats

Are you a pro at telling an adjective from an adverb? Do your classmates a favor by showing them how you do it. Compose a flowchart detailing the steps you follow when you identify one of these modifiers. Be sure to include a step for identifying the word modified (figuring out which word is modified is what confounds some people). Copy your chart onto poster board and post it in the classroom so that everyone can refer to it.

### BUILDING DEXTERITY

#### Chameleon Conjunctions

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

### ART

#### Cut and Dried

Make a collage of words that have been derived from people's names, such as *watt* and *pasteurize*. You could cut these words from newspapers and magazines, draw them, or print them out in different fonts. Be sure to capitalize them if necessary! Add illustrations wherever possible. Post your work where the class can see it.

### VOCABULARY/PERFORMANCE

#### Talk On

Have you ever heard the words *gab* and *yak*? They are both synonyms for *talk*. Use a thesaurus to look up the word *talk*. Make a list of all the synonyms. If you don't know the exact meaning of some of the entries, look them up in a dictionary. Then, show your classmates that adverbs aren't the only words that show "how"; verbs can, too! Demonstrate how to "talk" in a number of these different ways. Be ready for applause.

### RESEARCH

#### Deep Roots

Get together with a group of friends, and divide up this project. Look up the etymologies of the parts of speech—*noun*, *pronoun*, *adjective*, *adverb*, *verb*, *preposition*, *conjunction*, and *interjection*. Where and when did these words originate? Check out a good dictionary, such as *The Oxford English Dictionary*. Why were these names chosen? Present your research to your classmates, and post each etymology (including the first use of each word) in the appropriate place on a time line.



## Collective Nouns and Compound Nouns

The singular form of a *collective noun* names a group.

**EXAMPLES** herd      squad      fleet

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

**EXAMPLES** courthouse      Vietnam Memorial      sister-in-law

**EXERCISE A** In the following sentences, classify each underlined noun as collective or compound. Above each, write *COLL* for *collective* or *COMP* for *compound*.

**Example 1.** What does a <sup>COMP</sup>chief executive of a professional sports team do?

- In 1988, Susan O'Malley became one of the few women in North America who ran a major sports team.
- The National Basketball Association (NBA) is a major professional sports league.
- O'Malley was hired as the president of the Washington Bullets, an NBA franchise, now known as the Washington Wizards.
- The owner of the team, Abe Pollin, said that he offered O'Malley the job because of her outstanding work and her brainpower.
- As a college student, O'Malley ran a group that delivered balloons.

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

**Example 1.** My father-in-law helped the brigade fight the fire at the feed mill.

- The vice-president introduced her family to the committee.
- Edith, who is my partner on the debate team, uses push buttons to control her wheelchair.
- A gaggle of Canada geese landed in the courtyard in front of city hall.
- Congress is considering a bill to lower income taxes.
- That crowd of people has lined up to buy season tickets.
- My stepbrother is a systems engineer.
- Mom asked how much the bushel of corn cost.
- The reporter announced that the secretary of state had just arrived at the press conference.
- The pack of wolves descended from the rocky hill.
- Jim and Peter have just built a barn in the backyard.

## Pronouns and Antecedents

**14b.** A **pronoun** is a word used in place of one or more nouns or pronouns.

The noun or pronoun that a pronoun stands for is called the **antecedent** of the pronoun. Sometimes the antecedent is understood or unknown.

**EXAMPLES** Have **you** seen the art of Carla Markwart and Betsy Youngquist? **Each** has **her** own style, **which** I like, but **one** is quite different from the **other**. [The pronoun *you* is understood to refer to the reader. *Each* and *her* replace the nouns *Carla Markwart* and *Betsy Youngquist*. *I* is understood to refer to the writer. *Which*, *one*, and *other* refer to the noun *style*.]

**EXERCISE A** Underline the pronouns in the sentences below.

**Example 1.** Leona herself has been to Hong Kong, but most of us never have.

1. On July 1, 1997, Great Britain relinquished its control of Hong Kong to China.
2. The people of Hong Kong probably found themselves wondering about their future.
3. I. M. Pei, who himself is an Asian American, designed the Bank of China building there.
4. Which of the Boston Museum of Fine Arts wings did he design?
5. Often, many who shop in Hong Kong have found the prices of certain items to be much lower than those of identical items at home.
6. I can't imagine that!
7. This is the postcard that I got from my friend Leona when she was in Hong Kong.
8. "We were astounded by the smells, sounds, and colors of Hong Kong," she wrote.
9. Leona and her parents treated themselves to dim sum, a meal that anyone might enjoy.
10. What would you choose to eat from a Chinese menu?

**EXERCISE B** In the following sentences, underline the pronouns once and their antecedents twice.

**Example 1.** Marco and Alex, who are aspiring musicians, enjoyed the concert immensely.

11. Mrs. Carter decided to take her children to see the holiday decorations downtown.
12. Did Sonia know she was going to receive the award?
13. After she caught the flu, María took good care of herself and recovered quickly.
14. Tim bought the oranges at the market because they were very sweet.
15. Katerina finally found the perfect outfit for the dance and exclaimed, "That's the dress!"



## Personal, Reflexive, and Intensive Pronouns

**14b.** A **pronoun** is a word used in place of one or more nouns or pronouns.

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

**PERSONAL** I will let **you** see **my** notes. Did **you** give **him** **yours**?

**REFLEXIVE** My little sister can get dressed by **herself**.

**INTENSIVE** Dr. Minton **himself** will perform the operation.

**EXERCISE** In the sentences below, identify each underlined pronoun by writing above the pronoun *P* for *personal*, *R* for *reflexive*, or *I* for *intensive*.

**Example 1.** The Service Dogs Charity Walk was a success for the dog-training center; a side benefit was how much <sup>*P*</sup> we enjoyed <sup>*R*</sup> ourselves.

1. Have you ever participated in one of these benefits yourself?
2. This year our club helped the trainers raise money for their work.
3. Some city officials and business owners donated their time to help us with publicity.
4. The dogs and owners representing the center are themselves the stars at any of its events.
5. One trainer told me that the dogs in her program are often strays from a local shelter—they may even have been recommended by its staff.
6. Her dogs learn to open doors by themselves and to respond to sounds.
7. In addition, she makes sure that they learn to retrieve objects as part of their skills training.
8. She and her staff try to teach the dogs basic skills within the first year, and later they teach specific jobs when dogs are matched with owners.
9. The training itself is expensive, which is why fund-raisers like ours are so important.
10. My friends and I will continue to commit ourselves to helping this organization.

## Demonstrative, Interrogative, and Relative Pronouns

**14b.** A **pronoun** is a word used in place of one or more nouns or pronouns.

A **demonstrative pronoun** points out a specific person, place, thing, or idea. An **interrogative pronoun** introduces a question. A **relative pronoun** introduces a subordinate clause.

**DEMONSTRATIVE** **That** is my sister's notebook.

**INTERROGATIVE** **Who** is coming to the party?

**RELATIVE** The girl **whom** they nominated for class president is Gloria.

**EXERCISE A** In the sentences below, identify each underlined pronoun by writing above the pronoun *D* for *demonstrative*, *I* for *interrogative*, or *R* for *relative*.

**Example 1.** <sup>I</sup> What did Maria learn <sup>R</sup> that helped her to solve the equation?

1. Of those colleagues, whom will you take to the session that begins at noon?
2. This is an outline that explains how to study properly.
3. Of the cat's newborn kittens, these are the two that I will adopt.
4. Aunt Phyllis saw my book and asked, "Whose is this?"
5. Inez is among those who are trying out for roles in the spring musical.
6. Which of those does Angelo think is the better design for the new student center?
7. These are the problems for both teams: the weather, which doesn't seem to be improving, and transportation to the stadium.
8. Jackson said, "Many people have told me that. Why should I not believe the story that I have heard?"
9. He read aloud Browning's sonnet, which was the most touching poem that I had ever heard.
10. Lomasi told Henry, whom she trusted, something that she wanted him to keep secret.

**EXERCISE B** In each of the sentences below, underline the type of pronoun given in parentheses at the end of the sentence.

**Example 1.** Who is coordinating the planning for this year's event? (*interrogative*)

11. Those involved with music are preparing for the annual music festival. (*demonstrative*)
12. The crowd, which was very large last year, is expected to double. (*relative*)
13. The bands that will draw the largest crowds should begin at noon. (*relative*)
14. Several of these, whose music many have heard, have won competitions. (*demonstrative*)
15. Who could ask them whether they will play rock or blues or both? (*interrogative*)



## Indefinite Pronouns

**14b.** A **pronoun** is a word used in place of one or more nouns or pronouns.

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

**EXAMPLES** They spent **most** of the weekend planning their trip.  
Did **someone** call my name?

**EXERCISE** Underline all the indefinite pronouns in the following paragraphs.

**Example** [1] Are any of the native insects, plants, and animals losing their habitat, and thus their lives, to ones arriving from other countries?

[1] Around the globe, species alien to a given area are changing the environment and the economy for anyone or anything already established in that area. [2] Some of these unwelcome guests have traveled to their new homes via humans, animals, or insects; others have arrived in ships, suitcases, clothing, and even old tires.

[3] The intrusion of a few of these creatures and the changes that many of them have brought have not always been accidental. [4] Much of the fish habitat in U.S. inland waters has been changed forever because too many of the nonnative species were knowingly mixed in with the native ones. [5] Nutria, animals that were previously one of the popular substitutes for mink, have been released into swamps and marshes; by consuming root systems, each has contributed to habitat and species loss and to erosion.

[6] However, the case has usually been that someone or something unknowingly introduced the pests that annoy and destroy. [7] Zebra mussels and plants such as leafy spurge, hydrilla, and floating fern clog many of our U.S. waterways and irrigation systems. [8] In the Black Sea area of Europe, several of the fisheries already in trouble because of polluted waters closed when a good many were infiltrated by the Atlantic jellyfish.

[9] Present in the U.S. since the 1980s, both of the mites that infect honeybees have destroyed much of keepers' colonies and ninety percent of all of the nation's wild honeybees. [10] Finally, nobody wants to contract one of the seventeen diseases carried by the Asian tiger mosquito or to experience the painful sting of the imported red fire ant.

## Adjectives and the Words They Modify

**14c.** An **adjective** modifies a noun or a pronoun.

Adjectives modify nouns or pronouns by telling *what kind, which one, how many, or how much*. The most frequently used adjectives—*a, an,* and *the*—are called **articles**.

**EXAMPLES** A **bright orange** zinnia danced in **the** wind.

We will be **happy** to buy tickets to your **new** play.

**EXERCISE** In the sentences below, underline each adjective. Then, draw an arrow to the word it modifies. Do not include articles.

**Example 1.** Miss Oseola McCarty will be remembered for her scholarship fund set up for deserving students at the University of Southern Mississippi.

1. This gracious African American woman, whose ninety-one years were filled with hard work and many dreams, was Miss Ola to family and friends.
2. Lucy, her hardworking mother, inspired her money-saving habits.
3. Once Oseola began attending elementary school in Hattiesburg, Mississippi, her lifelong home, she would come home each day and help with laundry bundles to earn even the least bit of money, saving these small amounts until she had enough to open a savings account.
4. Even then, her every thought was to provide whatever care she could for her grandmother and other members of her family who had no one.
5. The life of this young girl changed forever when she left sixth grade to care for a sick aunt and never returned to follow her own dream of becoming a nurse.
6. In the following years, Miss Ola continued to keep long hours in her laundry business and to deposit her savings in various local bank accounts.
7. Because her formal education was incomplete, she wanted to set up a scholarship to give other black students the education she had missed.
8. Two bank employees, longtime friends, had been helping her make conservative investments so her savings would grow.
9. Those two women, the trust officer of the bank and an attorney, helped her establish a scholarship for African American students at the University of Southern Mississippi.
10. The amazing story behind a scholarship fund of such significance as hers has been told often in print and on national television.



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## Adjective or Pronoun?

**14b.** A **pronoun** is a word used in place of one or more nouns or pronouns.

**14c.** An **adjective** modifies a noun or a pronoun.

Some words may be used either as adjectives or as pronouns. A word may be used as one part of speech in one context and as a different part of speech in another context. Remember that an adjective *modifies* a noun and that a pronoun *takes the place of* a noun or pronoun.

**ADJECTIVE** I have **another** shoe just like **this** one somewhere in my room. [*Another* modifies the noun *shoe*. *This* modifies the pronoun *one*.]

**PRONOUN** I have **another** just like **this** somewhere in my room. [The pronoun *another* takes the place of *shoe*. *This* takes the place of the pronoun *one*.]

**EXERCISE A** Identify each underlined word by writing above it *ADJ* for adjective or *PRON* for pronoun.

**Example 1.** Will <sup>*ADJ*</sup> these ballots be distributed to <sup>*PRON*</sup> all of us?

- Several of those subjects are easy for me: Algebra II, Spanish III, and American history.
- Hakim, please explain why both of these formulas are correct.
- I didn't know whether one topic would be more fun to research than the other.
- Whose were those gym clothes left lying in heaps on all of the benches?
- For much of our vacation, Dad had found another route for us to follow.
- May we have a little more time to finish both parts of the application for admissions?
- Neither of us knows which is the more difficult job, gardening or baby-sitting.
- Each runner may pick up a sweatband and a water bottle in either color.
- What did Salma do with each item?
- The nature of this chemical is such that neither combination will be successful.

**EXERCISE B** In the sentences below, identify the italicized words by underlining the adjectives and circling the pronouns. Then, draw an arrow from each underlined adjective to the word it modifies.

**Example 1.** Was that the largest pumpkin entered in the fair this year?

- Few* people appreciated how long it took *most* of us to get into costume.
- Renee hoped *some* guests would arrive early, so she could enjoy visiting with each *one*.
- The bricklayers finished *most* of the new wall before *many* businesses were open.
- Once you have decided *which* era you will explore, *whose* is the story you will tell?
- Both* golfers played an outstanding round, *each* scoring in the low 70s.

## Adjective or Noun?

**14a.** A **noun** names a person, a place, a thing, or an idea.

**14c.** An **adjective** modifies a noun or a pronoun.

Some words can be used as nouns or adjectives.

### NOUNS

spaghetti  
high school  
American Indian

### ADJECTIVES

**spaghetti** sauce  
**high school** teacher  
**American Indian** business

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

**Example 1.** The <sup>*ADJ*</sup> Blackfeet Indians consisted of three tribes living on the <sup>*N*</sup> Great Plains of the United States and Canada.

- The Blackfeet hunted buffalo on foot until they acquired horses from European American settlers.
- These Plains people lived in tepees made of buffalo hide.
- In the early part of the nineteenth century, beaver trappers entered the Blackfoot hunting ground.
- After an initial conflict, the European Americans began to trade goods such as tools, metal knives, and glass beads with the Blackfeet in exchange for beavers.
- Some Blackfeet refused to trade because they considered the beaver a sacred animal.

**EXERCISE B** In the sentences below, identify the italicized words by underlining the adjectives and circling the nouns. Then, draw an arrow from each underlined adjective to the word it modifies.

**Example 1.** Have you ever seen the wool used for Angora sweaters?

- This year, Mother has cooked our *holiday* turkey in her *earthenware* oven.
- Conrad did not stir the contents of his *chemistry* beaker enough to complete his *test*.
- Doesn't the *green* in this shirt clash with that *purple* jacket?
- Melina, please explain how much *electricity* this *light* bulb will generate.
- Plain *cheese* sandwiches were my favorite until I tried one with broiled *tomato*.
- What happens when you put *Iowa* corn into an iron pot, put on the lid, and apply *heat*?
- Ms. Ramirez calls the *pop* quizzes that she gives each week *practice* tests.
- Every *fall*, we helped to collect sap from the *maple* trees.
- Kitchi asked the *mail* carrier to slide the *mail* under the door.
- That is the kind of *service* every *tow truck* driver should provide a motorist in trouble!



# Proper Adjectives

**14c.** An *adjective* modifies a noun or a pronoun.

An adjective that is formed from a proper noun is called a *proper adjective*.

**NOUNS****ADJECTIVES**

China	<b>Chinese</b> tea
Easter	<b>Easter</b> Sunday
America	<b>American</b> car
Buddhist	<b>Buddhist</b> shrine
Hong Kong	<b>Hong Kong</b> harbor

**EXERCISE A** On the lines provided, write the proper adjectives for the proper nouns given. You may consult a dictionary.

**Example 1.** California California

- |                   |                        |
|-------------------|------------------------|
| 1. Sweden _____   | 6. San Francisco _____ |
| 2. New York _____ | 7. Labor Day _____     |
| 3. Socrates _____ | 8. Iraq _____          |
| 4. Homer _____    | 9. Java _____          |
| 5. Italy _____    | 10. Mars _____         |

**EXERCISE B** In the following sentences, underline all common adjectives once. Do not include articles. Underline all proper adjectives twice.

**Example 1.** Examples of Etruscan art, greatly influenced by the Greeks, can still be found in ancient tombs.

- The Bensons just installed Mexican tiles throughout their new home.
- Explain five differences between the Turkish and Ottoman empires.
- Do you think the Japanese culture encourages a stoic attitude toward difficult situations?
- Next Thursday will mark the last annual meeting of Spanish-American War veterans.
- After twenty laps, Jacy threw himself with a Herculean effort into the finish-line tape.

## Action Verbs

**14d.** A *verb* expresses action or a state of being.

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

**PHYSICAL ACTIVITY** paint jog write

**MENTAL ACTIVITY** think anticipate hope

**EXAMPLES** The carpenter's team **finished** the repairs before noon. [physical]  
They **did not forget** about the rain gutters. [mental]

**EXERCISE A** For each sentence below, identify the type of action that the underlined verb shows by writing above the verb *P* for *physical* or *M* for *mental*.

**Example 1.** Since last year, my sister Nadie <sup>M</sup> has wanted a bicycle to ride to school.

1. With his excellent school record, Hiromi was accepted to the medical school.
2. Pilar wondered why the air often smelled smoky during autumn.
3. Simon feels more energetic when he exercises in the morning.
4. Maggie quickly thought of the correct answer after Mr. Howard called on her.
5. In the winter, trees that lose their leaves look bare and lifeless.
6. I cradled the puppy, which was asleep in my arms.
7. Teddy stopped by here earlier, before he left for the train station.
8. Lee believed that his motorcycle was working well, but Jay did not agree.
9. While Emilio will eat cold cereal all year, Della dreams of oatmeal on cold mornings.
10. The ship's captain sounded the alarm, and the crew scrambled on deck.

**EXERCISE B** Underline each action verb in the sentences below.

**Example 1.** Kristi Yamaguchi, the figure-skating champion, helps others who dream of success.

11. Her Always Dream Foundation (ADF) works with groups in California, Nevada, and Hawaii.
12. These groups encourage and support economically and socially disadvantaged children.
13. Yamaguchi hopes ADF will expand into a nationwide network of groups.
14. Many of the children never thought they would have enough clothing or school supplies.
15. Others learn new skills when they work on computers that ADF provides.



# Linking Verbs

**14d.** A **verb** expresses action or a state of being.

A **linking verb** connects the subject to a word or word group that is in the predicate and that identifies or describes the subject. Such a word or word group is called a **subject complement**. All linking verbs are intransitive, since they do not have objects.

The most commonly used linking verbs are forms of the verb *be* and other verbs such as *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*.

**EXAMPLES** DeAnn **became** a famous artist and sculptor. [The compound subject complement *artist and sculptor* identifies the subject *DeAnn*.]

**Don't** the new chimes in the bell tower **sound** wonderful! [The adjective *wonderful* describes the subject *chimes*.]

Some verbs may be used as linking verbs or as action verbs.

**EXAMPLES** The skirt **turned** scarlet from the dye Mina added to the water. [linking]  
Dwayne **turned** the car around in the driveway. [action]

**EXERCISE A** In the sentences below, underline linking verbs once and subject complements twice.

**Example 1.** These grapes taste sweeter than those.

1. When Roberto received the compliment, he turned red with embarrassment.
2. Did the bananas at the grocery store look good this morning?
3. Paula felt much calmer after talking to her grandmother.
4. The tree seemed taller today than it did yesterday.
5. The travelers grew tired after the long journey.

**EXERCISE B** In the space above each underlined verb below, identify the verb by writing *L* for *linking* or *A* for *action*.

**Example** April 4, 1974, [1] was a day that [2] will always be remembered in baseball history.

At 2:40 P.M. in Cincinnati, Hank (Henry) Aaron of the Atlanta Braves [6] tied what [7] had been Babe Ruth's unbroken record—714 home runs during a major league baseball career. He [8] turned a 3 ball, 1 strike pitch into a home run that [9] sailed over the wall.

Four days later, on April 8, Aaron [10] made history again. The stadium [11] looked packed, and millions [12] were watching the game in their homes. The weather [13] was cool and cloudy. The Dodgers [14] were leading 3 to 1, and the Braves [15] had one player on first base. The pitcher [16] threw a fastball, and Aaron [17] knocked it over the left field fence. The crowd [18] must have been wild with excitement! Aaron [19] had hit number 715 and [20] had broken Ruth's record.

## Main Verbs and Helping Verbs

**14d.** A **verb** expresses action or a state of being.

A **verb phrase** consists of at least one **main verb** and one or more **helping verbs** (also called **auxiliary verbs**).

**EXAMPLES** John **must be feeding** the cats now. [*Must* and *be* are helping verbs. *Feeding* is the main verb.]

**Do you have** a favorite artist? [*Do* is the helping verb. *Have* is the main verb.]

**EXERCISE A** In the sentences below, underline the main verbs once and the helping verbs twice.

**Example 1.** Have you ever seen any paintings by Mexican artist Rufino Tamayo?

- Rufino Tamayo was born in 1899.
- During Tamayo's childhood, his aunt would sell fruit in a market in Mexico City.
- His eye for color was probably influenced by this experience; red, green, and yellow are included in the dominant colors in his paintings.
- Some of his work was inspired by the paintings of Spanish artist Pablo Picasso.
- Our art teacher has shown us slides of Rufino Tamayo's paintings.
- Tamayo's art has been exhibited in museums throughout the United States and Mexico.
- In 1936, Tamayo was living in New York City, where he could pursue his goals as an artist.
- Tamayo's painting *Children Playing with Fire* may have been created in reaction to the Mexican Revolution.
- Tamayo may have worried that people would destroy themselves and the earth through war.
- Didn't several other artists of the 1930s and 1940s have that same concern?

**EXERCISE B** In the paragraph below, underline the verbs and verb phrases. Then, circle the main verbs.

**Example [1]** Have you ever seen the actor Mario Moreno?

[11] By the 1940s, this popular Mexican movie personality had become an international success. [12] He was more commonly known as Cantinflas. [13] Mexicans had fallen in love with his charming but clumsy character who was always dressed in baggy pants, a white T-shirt, and a hat. [14] You may have seen the 1956 movie *Around the World in 80 Days*, in which Cantinflas appeared as the character Passepartout. [15] Rufino Tamayo must have also appreciated the work of Cantinflas because he painted a portrait of the Mexican star in 1948.



## Transitive Verbs and Intransitive Verbs

**14d.** A **verb** expresses action or a state of being.

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

**TRANSITIVE** Arliss **will ask** a question. [The object *question* receives the action of *will ask*.]

**INTRANSITIVE** Mrs. Gelburg **had** quietly **walked** into the classroom. [No object receives the action of *had walked*.]

**INTRANSITIVE** Many of us **were** happy to see her. [No object receives the action of *were*. The adjective *happy* describes the subject *Many*.]

A verb can be transitive in one sentence and intransitive in another.

**EXAMPLES** Colleen **washed** her hands. [transitive]

We also **washed** before dinner. [intransitive]

**EXERCISE A** In the sentences below, underline transitive verbs and circle intransitive verbs.

**Example 1.** The president had spoken for ten minutes before he answered questions.

- Next year, Belinda will help us with the homecoming plans.
- Tama showed us her sketches of the scenery for the drama club's next play.
- Lightning flashed across the dark sky as the storm quickly approached.
- What will Sergio do for his part of our report on life in Plymouth Colony?
- The tire was flat, and the spare had barely enough air in it.
- We walked the entire distance in the 10K benefit for cancer research.
- Dimitri was eager for his grandparents' arrival so that they could see his new calf.
- Yesterday, Reggie worked until the garage was clean and the trash was in bags.
- Have Etta and Robbie arrived yet with the napkins and plastic plates, cups, and silverware?
- Pour the batter into a greased and floured baking pan.

**EXERCISE B** In the paragraph below, underline transitive verbs and circle intransitive verbs.

**Example [1]** I have heard of Senator John Chafee of Rhode Island.

[11] As a Marine, he faced the many challenges of Guadalcanal in the Pacific during World War II. [12] When the military recalled him to active duty during the Korean War, he served his country once again. [13] Later, he spent six years in the Rhode Island House of Representatives. [14] He became governor in 1962 and was reelected in 1964 and 1966. [15] He began his Senate career in 1976 and later led efforts toward the reduction of the federal budget deficit.

## Adverbs and the Words They Modify

**14e.** An **adverb** modifies a verb, an adjective, or another adverb.

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

**EXAMPLES** The professor arrived **early** for the debate. [*Early* modifies the verb *arrived*, telling *when*.]

Did that person seem **too** busy to help us? [*Too* modifies the adjective *busy*, telling *how much*.]

**EXERCISE A** In the sentences below, underline each adverb once and the word or words it modifies twice. Then, draw an arrow from each adverb to the word or words it modifies.

**Example 1.** I could have danced forever, but I was very tired.

- Small children certainly do need careful supervision.
- Hector proudly showed his parents his excellent report card.
- Josh worked on the project enthusiastically.
- Surely we are meeting at my house?
- I have never eaten in an outrageously expensive restaurant.
- Kuni carefully felt his way through the totally dark hall.
- The neighbors suddenly seemed too ready to leave for their summer vacation.
- The defendant responded quite sarcastically to the prosecuting attorney.
- You can eat inexpensively in this restaurant.
- Odessa ran rather quickly to get her purse and jacket.

**EXERCISE B** In the space above each of the following sentences, add at least one adverb. Use a caret (^) to mark where each adverb should be inserted.

**Example 1.** Would you <sup>someday</sup> like to follow the route of one of Marco Polo's trips?

- She called me from Houston with an urgent message.
- Tina was lucky to find her gold ring.
- The dog waited for its owner's return.
- Construction crews will begin work at 6:00 A.M.
- Would you mow the grass and wash the car for me?



## Noun or Adverb?

**14e.** An **adverb** modifies a verb, an adjective, or another adverb.

Some words may be used as nouns or as adverbs.

**EXAMPLES** Raz and Donna are studying **tonight** with Shari and Jim. [adverb telling *when*]

**Tonight** is their last chance to review their notes. [noun, subject of sentence]

Yuri gave Rosita a ride **home** from the party. [adverb telling *where*]

He found her street and her **home** with no problem. [noun, object of verb]

**EXERCISE A** In the sentences below, determine whether the underlined words are used as nouns or adverbs. Above each, write *N* if it is a noun and *A* if it is an adverb.

**Example 1.** Fran decided that she would go to the library today. <sup>A</sup>

- Yesterday, I chose my books carefully for my reports about events between 1890 and 1920.
- Yesterday was the first time I had ever seen book reviews on the school's Intranet.
- Trudy chose her book quickly, so she could go home to begin her book report.
- Will we ever be able to access books entirely with computers at home?
- He liked only one of the reviews he read tonight.
- Tonight is the night I will read those book reviews.
- Tomorrow, Cecile will read the review that rates a book three stars.
- Tomorrow will be the day they update the intranet book reviews.
- Please run forward until I say "stop."
- The forward on the team scored twice.

**EXERCISE B** In the space above each sentence below, add at least one adverb. Use a caret (^) to mark where the adverbs are inserted.

**Example 1.** I would <sup>certainly</sup> like to know why a cat would <sup>ever</sup> chase a squirrel.

- The caravan arrived at the oasis, and everyone helped to set up camp.
- Sailboats filled the harbor as people crowded into the town for the celebration.
- Is this the best day for the soccer playoffs, or will another day be better?
- When the dog needs to have a bath or to have its nails clipped, I take it to a groomer.
- "Mechanics Want You to Know . . ." was the name of the seminar that Mom attended.

## The Preposition

**14f.** A **preposition** shows the relationship of a noun or pronoun, called the **object of the preposition**, to another word.

A preposition, its object, and any modifiers of the object form a **prepositional phrase**.

**EXAMPLES** The spider is walking **across its web**. [*Across* is the preposition; *web* is the object of the preposition.]

**According to the weather report**, the snow should begin falling soon. [*According to* is the preposition; *weather report* is the object of the preposition.]

**EXERCISE A** In the following sentences, underline each preposition once and each object of the preposition twice. Some sentences have more than one prepositional phrase.

**Example 1.** In spite of the rough terrain, the Incas built an empire among the Andes Mountains.

- The Incas of South America offered gifts to their gods.
- The Incas worshiped the mountain gods along with the sun.
- If the gods viewed the Incas favorably, crops would be abundant during harvest.
- Beneath the rocky mountain soil, archaeologists discovered small silver statues.
- The figures were made of seashells and dressed in clothing like that worn by Inca women.
- Machu Picchu, a fortress city surrounded by terraced gardens, was not discovered until 1911.
- Cuzco, which is near Machu Picchu, was the capital of the ancient Incan civilization.
- On the slopes of Mount Ampato in 1995, anthropologist Johan Reinhard and his friend Miguel Zarate found the frozen mummy of a teenage girl.
- According to a textile expert, she wore a shawl that was the best-preserved example of Incan clothing ever found.
- Andean people today maintain a reverent attitude toward the Andes Mountains.

**EXERCISE B** In the space above each of the following sentences, add at least one prepositional phrase.

Use a caret (^) to mark where the phrases are inserted.

*In addition to new gloves, for winter*  
**Example 1.** ^ I would like a new coat, ^

- Someone sneezed loudly.
- I will read three books.
- Bring me the wrench and a hammer.
- Who will answer this question?
- We have fed and watered the livestock.



# The Conjunction

**14g.** A **conjunction** joins words or word groups.

**COORDINATING CONJUNCTION** It has not yet begun to rain, **so** I will go to the game.

**CORRELATIVE CONJUNCTION** **Either** Alice **or** Yoshiro will drive to the field.

**SUBORDINATING CONJUNCTION** **Because** it was beginning to rain, we left early.

**EXERCISE A** In the following sentences, underline the coordinating conjunctions once and the correlative conjunctions twice. Circle the subordinate conjunctions.

**Example 1.** Why does this acreage have fewer trees and shrubs than that one does?

- Not only did I feel foolish, but I also looked ridiculous.
- You may not believe me, yet I'm telling the truth!
- We plan to travel through Europe by train, for there is much we want to see.
- Would you like to join the computer club since you enjoy creating computer programs?
- I can't find my other shoe, and my bus is here!
- The coach had tried to guide the team so that they could succeed.
- Both Jules and Tess have passed the preliminary college entrance exams.
- Though the sky is filled with many constellations, my favorite is still the Big Dipper.
- Neither Ken nor Uni had seen the movie.
- I hopped on one foot while I pulled off the wet sock.

**EXERCISE B** In the paragraph below, fill in the blanks with appropriate conjunctions.

**Example [1]** Akira and I had planned to play soccer on Saturday; it was raining, though,

so we decided to try something new.

[11] \_\_\_\_\_ Akira \_\_\_\_\_ I had been to the new museum, \_\_\_\_\_ we had heard many good things about it. [12] \_\_\_\_\_ the Museum of Modern Art was crowded, we still saw many amazing paintings and sculptures. [13] We looked at some of the museum's permanent collection, \_\_\_\_\_ a traveling exhibit was what most people had come to see. [14] \_\_\_\_\_ we both like photography, our favorite part of that exhibit was a group of scenes by a local photographer. [15] Our first trip to the museum was an enriching experience, \_\_\_\_\_ we will definitely return.

# The Interjection

**14h.** An **interjection** expresses emotion and has no grammatical relation to the rest of the sentence.

An interjection is often set off from the rest of the sentence by an exclamation point or a comma. An exclamation point indicates strong emotion. A comma indicates mild emotion.

**EXAMPLES** **Wow!** We won!

**Oh my,** I'm sorry that I'm late.

**EXERCISE** Underline the interjections in the following sentences.

**Example 1.** Why, I'm amazed to see so many fans here today!

1. Hooray! Daria saw Halley's comet on the wrap-around screen at the science theater.
2. Hey, have you visited the memorial to the Japanese Americans of World War II?
3. Tomorrow we have an algebra test, and—yikes!—I still need to study!
4. Grace thinks that we will be, oh, only fifteen or twenty minutes late.
5. Yay! Construction has begun for the National Museum of the American Indian.
6. Wow! October 1, 1999, was the fiftieth anniversary of the People's Republic of China.
7. "After trimming trees and planting shrubs all day, am I tired! Whew!" Onita said.
8. Ouch! I stubbed my toe on the curb!
9. Say, I enjoyed visiting the birthplace of Margaret Mitchell, who wrote *Gone With the Wind*.
10. Ah! That swim in the pool was quite refreshing.
11. Oops! I didn't mean to type an *l* instead of an *I*.
12. Yikes! The lid on that antique ceramic jar is very delicate.
13. Sh. The baby is sleeping in the other room, and I don't want to wake her.
14. My, what a beautiful apartment you have!
15. Now, where do you think they keep the soup bowls?
16. Where in the world could my wallet be? Aha! I found it!
17. Psst. When do you think this movie will end?
18. Oh, what a wonderful way to spend a holiday!
19. Well, I believe I'll call Monica tonight.
20. Ahem. Can I have your attention, please?



## Determining Parts of Speech

**14i.** The way a word is used in a sentence determines what part of speech the word is.

- EXAMPLES** Will you please find another station on your **radio**? [noun]  
 The newest **radio** station in town plays country music. [adjective]  
 We gave a party for **those** of our friends who were leaving. [pronoun]  
**Those** friends of ours recently moved to the East Coast. [adjective]  
**Before** the pop quiz, we hardly knew what questions to expect. [preposition]  
 I sharpened the only pencil I had **before** the class began. [conjunction]

**EXERCISE A** In the following paragraphs, identify the part of speech of each underlined word by writing above it *N* for *noun*, *ADJ* for *adjective*, *PREP* for *preposition*, *PRON* for *pronoun*, *ADV* for *adverb*, *CONJ* for *conjunction*, *V* for *verb*, or *INTJ* for *interjection*.

**Example** June [1] has written an essay [2] about the rise of cities.

[1] From the sixteenth century on, the Industrial Revolution [2] caused many cities around the world to experience [3] tremendous growth and [4] change. Particularly in Europe [5] and North America, these cities [6] quickly became centers of [7] large-scale manufacturing. As a result, [8] many social problems developed in [9] them.

Early on, [10] skilled craftspeople had [11] difficulty finding work [12] because machines did their jobs [13] more quickly and inexpensively. Many [14] city people began working [15] in factories where conditions were poor. Improved [16] agricultural methods [17] reduced the need for farmworkers. Cities grew [18] as factories attracted more and more workers. [19] Unfortunately for many, living [20] conditions were unhealthy and [21] unsuitable. Many lived in crudely built houses, [22] apartment buildings, and even cellars. In early industrial cities, [23] alas, widespread disease and pollution caused the death [24] rate to rise dramatically. Over time, the quality of life in most industrial cities got [25] better.

**EXERCISE B** In each sentence below, underline all the words that function as the italicized part of speech given before the sentence.

**Example 1.** *conjunction* We lacked neither pen nor paper.

26. *pronoun* These are your books, and those are mine.  
 27. *verb* By the time the bus arrives, Nadine will have been waiting for an hour.  
 28. *adjective* When I was little, four hours seemed long.  
 29. *adverb* Always remember to accept gifts graciously and to send a thank-you note.  
 30. *preposition* In spite of the dry weather, the garden yielded ten bushels of snap beans.

## Review A: Parts of Speech

**EXERCISE A** In the following paragraphs, identify the part of speech of each underlined word by writing above it *N* for *noun*, *ADJ* for *adjective*, *PREP* for *preposition*, *PRON* for *pronoun*, *ADV* for *adverb*, *CONJ* for *conjunction*, *V* for *verb*, or *INTJ* for *interjection*.

**Example** [1] Follow the instructions for [2] this grammar exercise.

In [1] America today, grammarians are [2] rarely heroes to students. Nevertheless, the opposite [3] should be true. Just ask any student [4] who has trouble with [5] high school English.

Probably the most famous American [6] grammarian is Noah Webster, who [7] died over a century ago. However, Webster is not usually remembered for his work [8] as a grammarian. [9] Because of the dictionaries [10] that have been named after him, he has become famous; however, he had nothing at all to do with most of them!

One of the [11] most interesting grammarians of the [12] twentieth century is the Harvard scholar George Lyman Kittredge. Working with a colleague, in 1913 he [13] published a book called *An Advanced English Grammar*. His book treats grammar with a [14] well-known firmness. [15] Oh, Kittredge's overpowering [16] personality inspired many legends [17] and stories [18] about his imperious and dramatic manner.

That Kittredge's book [19] happens to be available for the [20] rest of us is fortunate. [21] Well, what other grammarian today would write what Kittredge did on the very first page of his [22] grammar book? One sample sentence on that page [23] states categorically, "A man who respects [24] himself should never condescend to use [25] slovenly language."

**EXERCISE B** In each sentence below, underline all the words that function as the italicized part of speech given before the sentence.

**Example 1.** *noun* We drove past many fields of cotton.

26. *pronoun* Of all the fabrics used, cotton cloth is one of the oldest in the world.
27. *verb* Five thousand years ago the inhabitants of India grew and spun cotton.
28. *adverb* Cotton was also used frequently in ancient Egypt, China, and Pakistan.
29. *preposition* It was not until A.D. 700 that Europeans began to grow cotton in their fields.
30. *adjective* The weaving of cotton fabrics was one important factor in the English Industrial Revolution.



## Review B: Parts of Speech

**EXERCISE A** Each of the following sentences contains a word that is used twice. Above each underlined word, identify its part of speech by writing one of the abbreviations below.

N for noun

ADJ for adjective

ADV for adverb

CONJ for conjunction

PRON for pronoun

V for verb

PREP for preposition

INTJ for interjection

**Example 1.** In an obstacle race the contestants race over hurdles and climb walls.

- Two workers were trapped in the mine when the tunnel caved in.
- Carol's mother, a busy person herself, sometimes asked Carol, "Couldn't you please busy yourself with some work?"
- The Red Cross workers help in any emergency where their help is needed.
- The girl with the black hair was dressed entirely in black.
- That delivery truck has driven past our house several times in the past hour.

**EXERCISE B** In the following paragraphs, identify the part of speech of each underlined word by writing above it one of the abbreviations below.

N for noun

ADJ for adjective

ADV for adverb

CONJ for conjunction

PRON for pronoun

V for verb

PREP for preposition

INTJ for interjection

**Example** Nearly [1] every person knows [2] about gold rushes.

The famous [6] ones occurred in California and in the [7] Klondike [8] during the 1800s. Stories have been told and [9] retold about fortunes made and lost in the [10] gold fields, especially near [11] San Francisco and Dawson. However, on [12] all of the North American continent [13] these were not the first sites of gold fever. Several years [14] earlier, the discovery and lure of the gold drew a [15] swarm of prospectors [16] to Auraria in northern Georgia.

Auraria (Latin for "City of Gold") is in Cherokee County. Formerly [17] an unexplored region [18] between two obscure rivers, [19] this small town became [20] both a name on the map and a word on people's lips. [21] When they heard tales of [22] enormous gold nuggets in the late 1820s and early 1830s, people [23] flocked to the nearby hills of Auraria. [24] Its stores and law offices soon [25] were serving more than a thousand people.

[26] Well! The boom was exciting [27] while it lasted. However, by the 1850s Auraria, once so [28] full of promise, was merely a small town with a glittering [29] past. Today, all that [30] remains is a ghost town.

## Review C: Parts of Speech

**EXERCISE A** In each sentence below, underline all the words that function as the italicized part of speech given before the sentence.

**Example 1.** *verb* Just a short time ago the most popular definition of *hardware* was “articles that are made of metal.”

- noun* I am astonished by the incredible operating speed of modern computers.
- preposition* Data fed into a computer can be stored for future use and retrieved quickly.
- adjective* American companies increasingly depend on electronic parts.
- adverb* Companies might often use databanks to manage information efficiently.
- pronoun* Many people who once feared electronics are now ordering personal computers for themselves.

**EXERCISE B** Each of the following sentences contains a word that is used twice. Identify the part of speech of each underlined word by writing above it one of the abbreviations below.

*N* for noun

*ADJ* for adjective

*ADV* for adverb

*CONJ* for conjunction

*PRON* for pronoun

*V* for verb

*PREP* for preposition

*INTJ* for interjection

**Example 1.** She ground the eggshells into the ground with her shoe.

- The bright light shone through the light material.
- When the tennis ball went over the fence, Carmen’s partner wanted to start the game over.
- Color the letters on the poster with a color that is highly visible.
- Southside’s quarterback sped down the sideline to make the crucial first down.
- These socks belong to Diego, and these are Juanita’s, so those must be mine.
- Before you play computer games, you should sit before your desk and finish your homework.
- Gene cast about, searching for a helpful manual about car repair.
- We receive three daily newspapers, but we do not always have time to read all of them daily.
- At his uncle’s farm, Theo milks cows and processes the milk to make butter and cheese.
- Tomorrow, and especially our dress rehearsal tomorrow, will be here before we know it.