

Choices: Exploring Parts of Speech

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

BUILDING BACKGROUND KNOWLEDGE

Pen, Jot, and Scribble

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

LINGUISTICS

What's New?

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

HISTORY

Who's Who

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

STATISTICS

The Bottom Line

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

COMPUTER PRESENTATION

To Learn Something, Teach It.

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

CREATIVE WRITING

What, That, and Who, Too

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

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Common, Proper, Concrete, and Abstract Nouns

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

COMMON NOUNS scientist, artist

PROPER NOUNS Albert Einstein, Jackson Pollock

CONCRETE NOUNS moon, calendar, broccoli, Vietnam

ABSTRACT NOUNS gentility, meekness, Buddhism, hope

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

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

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

Collective and Compound Nouns

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

COLLECTIVE NOUNS organization, herd, choir, team

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

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

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

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

Pronouns and Antecedents

14b. A *pronoun* takes the place of one or more nouns or pronouns.

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

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

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

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

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

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

Personal, Reflexive, and Intensive Pronouns

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

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

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

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

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

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

Demonstrative, Interrogative, and Relative Pronouns

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

An *interrogative pronoun* introduces a question.

A *relative pronoun* introduces a subordinate clause.

DEMONSTRATIVE PRONOUNS this, that, these, those

INTERROGATIVE PRONOUNS who, whom, which, what, whose

RELATIVE PRONOUNS that, which, who, whom, whose

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

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

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

Indefinite Pronouns

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

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

EXERCISE A Underline the indefinite pronouns in the following sentences.

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

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

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

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

11. Some have been found in Asia, while others have been discovered in Egyptian tombs.
12. Few know that the knife is much older than either the spoon or the fork.
13. No one knows for sure, but it is believed that the knife has been used for 1.5 million years.
14. People used early knives for everything from eating to fighting one another.
15. While each —the fork, the spoon and the knife—has a different history, they combine to make eating more efficient.

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Adjectives and the Words They Modify

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

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

WHAT KIND green eyes, French perfume

WHICH ONE these pencils, last page

HOW MANY six erasers, few pennies

HOW MUCH some sand, enough sauce

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

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

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

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

Adjective or Pronoun?

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

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

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

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

Example 1. We should study both chapters because both will be on the test.

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

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

Example 1. Each student was nervous about the test results.

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

Adjective or Noun?

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

NOUNS table dog United States

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

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

Example 1. The ^Atiger ^Nhabitat at this zoo is beautiful.

1. The ^Nrestaurant guide says this place is terrible.
2. The ^Ncat ran out through the ^Acat door.
3. I love to make ^Afudge brownies.
4. A group of lions is called a ^Npride.
5. The ^Abedroom closet is too small.
6. The ^Nbulldozer made a lot of noise that morning.
7. This ^Nmountain is part of a range that stretches for hundreds of miles.
8. Would you like to be a ^Atravel writer someday?
9. Camping is my favorite ^Avacation activity.
10. Our ^Ntown has a ^Aharvest festival every year.
11. William is the nicest ^Nboy in school.
12. Have you ever heard a really good ^Amandolin player?
13. ^NApricots look like small ^Npeaches to me.
14. May I borrow your ^Atoenail clippers?
15. Our ^Nneighbor, the ^Nbeekeeper, collects ^Ayard art.
16. Does that ^Nstore sell ^Aplant fertilizer?
17. This huge ^Ncomputer is obsolete now.
18. ^ABirthday decorations covered the entire ^Ntable.
19. At the ^Npicnic, we ate ^Aegg salad off ^Apaper plates with ^Aplastic forks.
20. Let's look for him in the ^Ngarden.

Main Verbs and Helping Verbs

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

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

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

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

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

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

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

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

Action Verbs

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

PHYSICAL ACTIVITY run, draw, push

MENTAL ACTIVITY think, remember

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

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

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

Linking Verbs

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

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

EXERCISE Underline the linking verbs in the following sentences.

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

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

Transitive and Intransitive Verbs

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

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

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

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

EXERCISE In the following sentences, underline each intransitive verb once and underline each transitive verb twice. *I also circled the object.*

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

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

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 much, how often, or how long)*.

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

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

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

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

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

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

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

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

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

Noun or Adverb?

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

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

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

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

Example 1. ^NYesterday was exciting.

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

The Preposition

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

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

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

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

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

Adverb or Preposition?

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

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

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

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

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

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

The Conjunction

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

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

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

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

EXERCISE Underline every conjunction in the following sentences.

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

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

The Interjection

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 one or more commas. Exclamation points indicate strong emotion. Commas indicate mild emotion.

EXAMPLES **Whoa!** Don't try to carry so much at one time.

I thought that, **well**, you might like to see a movie this weekend.

EXERCISE Underline the interjections in the following sentences.

Example 1. Hey! You stepped on my toe!

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

Determining Parts of Speech

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

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

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

Example [1] Oops! I think I blinked.

[1] "^IWow! Wait until you see your picture! It's great!" [2] ^{Adj.}Every year at high schools throughout the United States, excitement is the overwhelming response of students as they get their [3] ^{Adj.}first glimpse of the yearbook. Also known as the annual, the yearbook is published in either May or June [4] ^{Con.}and is regarded [5] ^{Prep.}by seniors as a [6] ^{Adj.}sure sign that graduation is no longer a dream but a reality.
 [7] ^{Con.}Although the yearbook may seem to appear [8] ^{Adv.}rather magically, it [9] ^{V.}represents the combined efforts of [10] ^{Pro.}several in our class.

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

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

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

Review A: Parts of Speech

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

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

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

Review B: Parts of Speech

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

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

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

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

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

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

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

Review C: Parts of Speech

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

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

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

Literary Model: Poetry

1. Do they above love to be loved, and yet
2. Those lovers scorn whom that love doth possess?
from Sonnet 31 by Sir Philip Sidney
3. With shield of proof shield me from out the prease [crowd]
4. Of those fierce darts Despair at me doth throw
from Sonnet 39 by Sir Philip Sidney
When to the sessions of sweet silent thought
I summon up remembrance of things past, . . .
5. Then can I grieve at grievances foregone
from Sonnet 30 by Shakespeare
6. . . . Love is not love
7. Which alters when it alteration finds . . .
from Sonnet 116 by Shakespeare

EXERCISE A

1. Examine the various forms of the root word *love* in lines 1 and 2 of the Elizabethan lines above.
Which word, because of its ending and use, is clearly a noun? lovers
In which line is *love* a noun? 2 In which line is the same form a verb?
1
2. Identify as either *noun* or *verb* the following words as they are used in the lines indicated:
line 3: shield noun, shield verb
line 5: grieve verb, grievances noun
line 6: love noun, love noun
line 7: alters verb, alteration noun
3. From nouns you identified above, list three suffixes that may have helped you identify the word as a noun: -ers, -ces, -tion.

Literary Model (continued)

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

Poets often work in complex meanings. Speaking about emotion—which is inherently difficult to comprehend—in double entendre adds further depth to the subject.

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

The music is my invitation, twinkling lights
 Minor the twinkle in my eyes.

I invite her to dance, palming her palm in mine.

We waltz—1, 2, 3. 1, 2, 3—the music guides our steps.

The rhythm assures me—I'm a confident dancer.

Through our dance, in each other we confide—

the twinkle in her eye growing to match mine, the stars.

The musicians change—I must hand her to another
 and wait.

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

There are two dances—one physical and one emotional. The speaker is a bit coy about his feelings.