

## Choices: Exploring Nouns, Pronouns, and Adjectives

Here's your chance to step out of the grammar book and into the real world. You may not always notice parts of speech, but you and the people around you use them every day. The following activities challenge you to find a connection between nouns, pronouns, and adjectives and the world around you. Do the activity below that suits your personality best, and then share your discoveries with your class. Have fun!

### MATHEMATICS

#### Tools of the Trade

What are the tools that a mathematician uses? Make a list of these nouns, and draw an illustration of each tool. Start with a compass, and, if you like, include computer programs. Then, create an illustrated poster of these terms. Remember to check a dictionary for the proper spelling and hyphenation of compound nouns.

### GEOGRAPHY

#### National or International

Lots of countries, states, and towns have compound nouns for names. Get a map of your state, the United States, or the world. Then, make a copy of the map. On your copy, write twenty compound nouns in the correct locations. Show your map to the class, and point out each compound noun. Be sure to capitalize each one correctly.

### BUILDING BACKGROUND KNOWLEDGE

#### Chicks and Ducks and Geese

Do you know what a group of several geese is called? There are dozens of specific names for different groups of animals (and people!). What are they? Find out. Then, give your classmates an alphabetized list of these collective nouns and their definitions. Create a visual display of the collective nouns you discover. With your teacher's permission, post your display in class.

### ORGANIZING INFORMATION

#### Expert Testimony

There certainly are a lot of different types of pronouns, aren't there? On a piece of poster board, create a chart of all the pronouns, each grouped by category. Then, make copies of the chart for your classmates. Look out! You may become the class expert.

### USING RESOURCES

#### Opt for Options

You'll be needing lots of nouns, verbs, and adjectives for your writing assignments. A thesaurus is an excellent resource for expanding your vocabulary. Did you know that there is more than one type of thesaurus? There's more than one way to use a thesaurus, too. Ask the librarian to show you at least three different thesauruses. Learn how to use them. Then, show them to your classmates and explain how to find words in each one.

### WRITING

#### With One Exception

Write a page about what you did after school last week. You can use any parts of speech you like with one exception: Don't use any nouns. That's right—no nouns. You can use every other part of speech except nouns. When you're done, read your paragraph to the class. If you want to have some fun, hand out copies of your page and let your classmates replace your pronouns with their own nouns.

### ETYMOLOGY

#### The Family Tree

Look in a dictionary to find out the root words for *noun*, *pronoun*, and *adjective*. Brainstorm a list of other words that come from these roots. On poster board, draw a tree with a branch for each word. On each branch, write the word and its meaning. Get your teacher's permission to display your poster in the classroom. If you do this project with friends, you'll have a forest. If you are working alone, you'll have one spectacular tree.

# Nouns

**2a.** A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

**PERSONS** Maya Angelou, Mr. Johnson, firefighters, audience

**PLACES** hospital, library, classroom, New Zealand

**THINGS** dolphin, burritos, 1776, Big Dipper

**IDEAS** joy, faith, freedom, destiny

**EXERCISE A** Underline the nouns in each of the following sentences. Hint: The number in parentheses indicates the number of nouns in each sentence.

**Example 1.** (3) Thomas Hooker has been called the father of American democracy.

- (4) Thomas Hooker immigrated to the Massachusetts Bay Colony in 1633 to find religious freedom.
- (3) Disagreements with the religious leaders of the colony soon developed.
- (5) Hooker and several followers carved out a new, independent settlement nearby, which eventually became Hartford, Connecticut.
- (5) He supported the right of the people—not just the members of the church—to vote for their judges.
- (3) He explained his beliefs in a book published in 1648.

**EXERCISE B** Underline the nouns in the following sentences.

**Example 1.** This past summer, Joey and his sister Dawn took a photography class.

- On the first day, Mr. Armstrong went around and demonstrated how to use the various cameras.
- Each camera had at least one mysterious button that had to be explained.
- After this first lesson, the class learned about composition.
- Mr. Armstrong displayed his best photos, and Dawn was impressed and inspired.
- The next class was a field trip to the San Diego Zoo.
- Joey got a great shot of a howler monkey showing its teeth.
- Dawn, who adores koala bears, was determined to get a picture to put on her wall.
- Waiting patiently, Dawn finally caught a koala bear that was looking in her direction.
- Joey wanted to see the photos right away, so his dad dropped off the film at the drugstore.
- Dawn bought a shiny silver frame for the koala picture that now hangs over her desk.

# Compound Nouns

**2b.** A **compound noun** is made up of two or more words used together as a single noun.

**EXAMPLES** backpack, Haleakala National Park, brother-in-law

**EXERCISE** Underline the compound nouns in the following sentences. There may be more than one compound noun in a sentence.

**Example 1.** The Marx Brothers were a family of comedians.

1. They were born in New York City and began working as children.
2. Originally, five of the brothers were in show business.
3. Their given names were Leonard, Adolph, Julius, Milton, and Herbert.
4. Thousands of theatergoers, however, knew them as Chico, Harpo, Groucho, Gummo, and Zeppo.
5. Their first successful play on Broadway was *I'll Say She Is* in 1924.
6. One of their films was a version of their stage play *The Cocoanuts*, which was written by George S. Kaufman.
7. This film was followed by *Animal Crackers*, *Monkey Business*, and *Duck Soup*.
8. Every film was a whirlwind of hilarity, with nonstop jokes and physical comedy.
9. The three best-known Marx Brothers were Groucho, Chico, and Harpo.
10. Groucho was known for his eyebrows, his moustache, and his constant wisecracks.
11. He often played characters with funny names, such as Rufus T. Firefly in *Duck Soup*.
12. Chico Marx spoke with an accent, mispronounced words, and excelled as a pianist.
13. Harpo never spoke, so he specialized in sight gags and slapstick.
14. His harp playing was a highlight of every film.
15. The actress Margaret Dumont was often the target of Groucho's jokes.
16. One of the brothers' later films was *A Night in Casablanca*.
17. Warner Brothers, a rival studio, threatened to sue the Marx Brothers because of the film.
18. They felt its name was too similar to a film starring Humphrey Bogart and Ingrid Bergman.
19. Groucho Marx sent the studio a humorous letter.
20. "I'll sue you," wrote Groucho Marx, "for using the word 'Brothers.'"

# Common and Proper Nouns

**2c.** A **common noun** names any one of a group of persons, places, things, or ideas.

**2d.** A **proper noun** names a particular person, place, thing, or idea.

**COMMON NOUNS** doctor, planet, contest, religion

**PROPER NOUNS** Dr. Hopkins, Neptune, Special Olympics, Shinto

**EXERCISE** Identify the nouns in the following sentences. Underline the common nouns once and the proper nouns twice.

**Example 1.** Mark Twain is my favorite author.

1. The fish in the tank are a variety of colors.
2. Mr. Townsend has the *Detroit Free Press* delivered daily to his house.
3. Of all the people in my class, Amy is probably the funniest person.
4. The calendar over my desk has a picture of a lighthouse in Maine.
5. The first day that the doctor is available is Thursday.
6. The two ships just docked at the port.
7. My brother showed me an article about archaeology in *The New Yorker*.
8. Two of the most memorable characters in the novel *Moby-Dick* by Herman Melville are Ahab, a one-legged whaling captain, and the whale itself.
9. The facial expressions of the actor caused a great deal of laughter.
10. A picture of the actor Sidney Poitier was pinned to the bulletin board by thumbtacks.
11. Can Uncle Tim take us to the beach?
12. Guadalupe Street runs along the west side of the University of Texas in Austin.
13. My father and my uncle grew up near the Muskegon River in Big Rapids, Michigan.
14. My grandfather taught for many years at Ferris State University.
15. There are several types of hammers, including the claw hammer, the ball-peen hammer, and the sledgehammer.
16. Please take this copy of the book back to the library.
17. In the backyard of our house, I can still find old arrowheads occasionally.
18. The photography in that film is superb.
19. Will Professor Ondaatje be lecturing later?
20. The Reverend Jane Wilcox will be coming to dinner soon.

## Concrete, Abstract, and Collective Nouns

**2e.** A **concrete noun** names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, and smell).

**2f.** An **abstract noun** names an idea, a feeling, a quality, or a characteristic.

**CONCRETE NOUNS** friend, restaurant, garlic, *The Sound of Music*

**ABSTRACT NOUNS** friendship, danger, loyalty, Judaism

**2g.** A **collective noun** is a word that names a group.

**EXAMPLES** orchestra, herd, bunch, Ecology Club

**EXERCISE A** In the following sentences, underline the concrete nouns once and the abstract nouns twice.

**Example 1.** Victor is an expert on Zen Buddhism.

- Christa read a book about increasing her self-confidence.
- Please bring me a box of pencils from the closet.
- Time moves slowly for people caught in a traffic jam.
- An editorial is an essay, usually in a newspaper, in which the writer expresses his or her opinion.
- Tito, do you believe his story is the truth?
- Professor Said is writing a book about art history.
- Jennifer learned to overcome her fear of dogs.
- Dr. Melfi is a specialist in the treatment of certain illnesses.
- My brother, the playwright, is working on a new play.
- He likes to talk about what he calls the principles of comedy.

**EXERCISE B** Underline the collective nouns in the following sentences.

**Example 1.** We picked Sam from a litter of black and white kittens.

- My sister Sandra received a set of drums and a collection of stamps for her tenth birthday.
- The fleet left the harbor under full steam, followed by a flock of seagulls.
- The faculty voted to change the requirements for graduation.
- As the magazine photographer came over the ridge, he saw a herd of water buffalo that stretched to the horizon.
- The audience applauded so fervently that the band and the chorus returned to the stage for an encore.

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# Kinds of Nouns

**2c.** A **common noun** names any one of a group of persons, places, things, or ideas.

**2d.** A **proper noun** names a particular person, place, thing, or idea.

**COMMON** books      **PROPER** Library of Congress

**2e.** A **concrete noun** names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, and smell).

**2f.** An **abstract noun** names an idea, a feeling, a quality, or a characteristic.

**CONCRETE** money      **ABSTRACT** generosity

**2g.** A **collective noun** is a word that names a group.

**2b.** A **compound noun** is made up of two or more words used together as a single noun.

**COLLECTIVE** flock, crew, Congress      **COMPOUND** baseball, World Series

**EXERCISE A** Identify each of the following nouns. On the line provided, write *COM* for *common noun* or *PRO* for *proper noun*. Then, write *CON* for *concrete noun* or *ABS* for *abstract noun*.

**Example** COM, ABS 1. honesty

- |                        |                                     |
|------------------------|-------------------------------------|
| _____ 1. Philadelphia  | _____ 6. Thomas Jefferson           |
| _____ 2. wisdom        | _____ 7. federalism                 |
| _____ 3. Potomac River | _____ 8. eagle                      |
| _____ 4. freedom       | _____ 9. First Continental Congress |
| _____ 5. airport       | _____ 10. independence              |

**EXERCISE B** Identify each of the following nouns. On the line provided, write *COLL* for *collective noun* or *COMP* for *compound noun*. Hint: One noun is both collective and compound.

**Example** COMP 1. space shuttle

- |                         |                                 |
|-------------------------|---------------------------------|
| _____ 11. sister-in-law | _____ 16. Super Bowl            |
| _____ 12. family        | _____ 17. Gulf of Mexico        |
| _____ 13. Lake Ontario  | _____ 18. self-respect          |
| _____ 14. houseboat     | _____ 19. audience              |
| _____ 15. team          | _____ 20. Boston Pops Orchestra |

## Pronouns and Antecedents

**2h.** A **pronoun** is a word used in place of one or more nouns or pronouns.

The word that a pronoun stands for is called its **antecedent**.

**EXAMPLE** **Arlon** wanted snapshots, but **he** did not have **his** camera handy. [The pronouns *he* and *his* refer to the antecedent *Arlon*.]

Sometimes a pronoun's antecedent is not stated.

**EXAMPLE** The teacher asked **everyone** to bring in art supplies for the project. [The pronoun *everyone* has no stated antecedent.]

**EXERCISE** For each of the following sentences, identify each pronoun and its antecedent. Underline every pronoun once and its antecedent twice. Some of the pronouns do not have stated antecedents. If a pronoun has no stated antecedent, write *NSA* above the pronoun.

**Example 1.** Parker brought her tap shoes to the party, but she did not dance.

1. The gazelles came down to the stream, but they did not drink.
2. Dean and Jim decided to pool their resources and buy a video camera.
3. Debra set up an easel and a palette, and then she began to paint.
4. Don't play the piano; it needs tuning.
5. Are you going to the library?
6. After seeing three more movies, Paula decided that she liked that actor after all.
7. The crowd lifted their voices in song as the team took the field.
8. Somebody answer the phone, please.
9. Mariella posted a Stephen Crane poem on her Web site.
10. George told Mary that he would love to see the film.
11. On his trip to India, Steve Decker was attacked by a cow.
12. Sandrine signed her name inside the book's front cover.
13. No one knew who brought the banana bread to the potluck dinner.
14. Carla called out, "The red bass guitar is mine!"
15. The day Dave didn't use his sunblock, he got badly sunburned.
16. "See that painting on the far wall? Jane knows the woman who painted it."
17. As the cattle came through the gate, some headed for the barn, but most stayed in the yard.
18. If Randy wants the pen, why doesn't Brad buy it?
19. Steve invited us to his house to watch his favorite show on television.
20. I bought fresh flowers yesterday; aren't they beautiful?



## Personal, Reflexive, and Intensive Pronouns

**2i.** A **personal pronoun** refers to the one speaking (*first person*), the one spoken to (*second person*), or the one spoken about (*third person*).

**EXAMPLES** They asked **me** to give **you** this message and to wait for **your** reply. [*They* is third person, *me* is first person, and *you* and *your* are second person.]

**2j.** A **reflexive pronoun** refers to the subject and functions as a complement or an object of a preposition.

**2k.** An **intensive pronoun** emphasizes a noun or another pronoun.

All reflexive and intensive pronouns end in *–self* or *–selves*.

**REFLEXIVE** The explorers had promised **themselves** that one day they would scale Mount McKinley. [*Themselves*, an indirect object, refers to the subject *explorers*.]

**INTENSIVE** Mark had prepared the entire dinner **himself**. [*Himself* emphasizes the noun *Mark*.]

**EXERCISE** In each of the following sentences, underline the pronoun or pronouns. Above each pronoun, write *P* for *personal*, *R* for *reflexive*, or *I* for *intensive*.

**Example 1.** Mimi finally gave up looking, and <sup>*P*</sup> she told <sup>*R*</sup> herself that the missing book would turn up eventually.

- Hari bought the bicycle himself, with his own money.
- As soon as the students decided to write and perform a play, they created an outline of the story.
- After waiting an hour for Jesse to stop talking on the phone, the kids filled the wading pool themselves.
- Did you leave the cup on the counter?
- When Mr. and Mrs. Britt sold their house, it was on the market for only a week.
- I bought the sandwich for you, Al, and the salad for myself.
- “We should not be too hard on ourselves,” the coach told the team. “We worked hard and did the best we could.”
- Gwen, you need to ask yourself some tough questions about the future.
- The Wahrmans painted their new house themselves.
- Dr. Connolly himself cooked the main course for us.



## Demonstrative and Relative Pronouns

**2l.** A **demonstrative pronoun** points out a person, a place, a thing, or an idea.

**EXAMPLE** **That** is a photograph of the space shuttle *Atlantis*. [*That* points out *photograph*.]

**2n.** A **relative pronoun** introduces a subordinate clause.

**EXAMPLE** Is this the book **that** describes the Hopi Snake Dance? [*That* introduces the subordinate clause *that describes the Hopi Snake Dance*.]

**EXERCISE** Identify the demonstrative and the relative pronouns in the following sentences. Underline each demonstrative pronoun once and each relative pronoun twice.

**Example 1.** This is the best banana bread that I have ever tasted!

1. Last night we watched *The Searchers*, which is my father's favorite movie.
2. That is the book assigned for class for next week.
3. This is not the sweater that I want to wear.
4. Ms. Garson offered a ride to Dr. Conrad, whose car was being repaired.
5. Dinesh, who is in the chess club, showed me how the pieces on a chessboard move.
6. The sonata, which is usually played on the harpsichord, can also be played on the piano.
7. This is the roll-top desk that my mother refinished.
8. Please tell me the names of those who are willing to work on Saturday.
9. Mr. Cotten, whose book we are reading in English class, is coming to speak to us.
10. That is the ugliest painting that I have ever seen, but this is quite lovely.
11. The apple on the plate was picked yesterday, but those that are on the counter were picked two days ago.
12. My older sister, whose dog is named Padgett, is very fond of all animals.
13. Why don't we ask Mimi, to whom the package was addressed?
14. This is the best time to speak to Professor Kinbote, who might know the answer to the question.
15. If you follow the directions that Alice gave you, you will find the house with no problem.
16. This is the best-looking pecan pie in the competition, but that tastes better.
17. Are these the kittens that you found under the bridge?
18. These seem to be the shoes that I left in the locker room yesterday.
19. The book, which has two authors, should be filed under the first author's name.
20. The artist who did the mural in the library probably did this as well.

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# Indefinite Pronouns and Interrogative Pronouns

**2m.** An **interrogative pronoun** introduces a question.

**2o.** An **indefinite pronoun** refers to a person, a place, a thing, or an idea that may or may not be specifically named.

**EXERCISE A** In the following sentences, underline each indefinite pronoun once and each interrogative pronoun twice.

**Example 1.** Who told everyone to meet at my house?

- Which is the restaurant you would like to try?
- I found a red jacket! Whose is it?
- Most of the job was finished by the time Allan arrived.
- Several of the buildings were damaged by the tornado.
- Which of the films at the festival did you see?
- To whom did the broken coffee cup belong?
- Neither of the dogs was willing to try two types of dog food.
- What did they think of the last movement of the symphony?
- Nobody answered the phone when I called.
- Each car comes with everything a driver could need.

**EXERCISE B** Write an indefinite pronoun in the blank in each of the following sentences. Use a different pronoun for each sentence.

**Example 1.** Each of the brothers decided on his own to enter the science fair.

- Could \_\_\_\_\_ please give me a hand with this table?
- Jamal and Karen gave \_\_\_\_\_ the same present for Christmas.
- \_\_\_\_\_ of the delicate plants outside survived the first frost of the season.
- We used \_\_\_\_\_ of the flour baking bread for the reunion banquet.
- Do you know \_\_\_\_\_ about the Civil War?
- \_\_\_\_\_ have ever claimed to have seen that bird in the wild.
- Brenda told \_\_\_\_\_ at school about her new job at the pharmacy.
- \_\_\_\_\_ of the guests at the wedding enjoyed the music, but \_\_\_\_\_ did not.
- Please don't tell \_\_\_\_\_ about the surprise party.
- \_\_\_\_\_ of the band members can read music.

# Kinds of Pronouns

**2h.** A **pronoun** is a word used in place of one or more nouns or pronouns.

**EXAMPLES** By studying **this**, **you** can teach **yourself** how to make origami figures. [*This* is a demonstrative pronoun, *you* is a personal pronoun, and *yourself* is a reflexive pronoun.]

**Who** composed the music **that** Jacob played at the recital? [*Who* is an interrogative pronoun, and *that* is a relative pronoun.]

The students did **all** of the research **themselves**. [*All* is an indefinite pronoun, and *themselves* is an intensive pronoun.]

**EXERCISE** Underline the pronoun in each of the following sentences. Then, identify the pronoun by writing above it one of these abbreviations: *PER* for *personal*, *REF* for *reflexive*, *INTEN* for *intensive*, *DEM* for *demonstrative*, *INTER* for *interrogative*, *IND* for *indefinite*, or *REL* for *relative*.

**Example 1.** The managers of the company gave themselves raises. <sup>REF</sup>

1. My uncle does not like snow-skiing, but he loves water-skiing.
2. Is that the World Trade Center?
3. Everyone here has read the book.
4. Who discovered DNA?
5. "We are not amused," said the queen to the ambassador.
6. The new student, who is from Iran, is named Darob.
7. Mr. Kilkerney retired in April, and the school gave him a going-away party.
8. Are these the oldest rocks on earth?
9. Whom did the filmmakers cast in the role of King Arthur?
10. The film, which contains extraordinary special effects, will become a blockbuster.
11. The governor herself spoke to the graduating class.
12. Is something burning?
13. The band members worked hard to buy themselves new uniforms.
14. Did Paul write the short story himself?
15. The teacher assigned each of the students a poem to read aloud in class.
16. Which of the planets is farthest from the sun?
17. Mr. Wu and she left nearly an hour ago.
18. Are the gloves on the desk yours?
19. The only U.S. president who served more than two terms is Franklin D. Roosevelt.
20. Dad went to the mall by himself to shop for holiday gifts.

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# Adjectives and Articles

**2p.** An **adjective** is a word used to modify a noun or a pronoun.

An adjective modifies a word by telling *what kind, which one, how much, or how many*.

- EXAMPLES** Mr. Cruz collects **Egyptian** art. [What kind of art?]  
 Sara won **first** prize. [Which prize?]  
 Do you have **enough** money for the tickets? [How much money?]  
 Our computer club has **fifty-seven** members. [How many members?]

An adjective may come before or after the word it modifies.

- EXAMPLES** The **soccer** players, **confident** and **enthusiastic**, were **ready** to begin the game.

The most frequently used adjectives are the **articles** *a, an, and the*.

**EXERCISE A** In each sentence below, underline all of the adjectives, including the articles *a, an, and the*.

**Example 1.** Jenny Lind was a popular Swedish singer with a beautiful voice.

- Jenny Lind starred in several operas and gained great renown in European cities.
- At the absolute height of a brilliant career, she stopped performing in operas.
- In 1849, the talented diva gave up an operatic career and began planning a concert tour.
- From 1850 to 1851, Lind gave ninety-three concerts for the American public.
- This extraordinary performer delighted audiences for fifty-three years.

**EXERCISE B** In each of the following sentences, underline all the adjectives except the articles *a, an, and the*. Then, draw an arrow from each adjective to the word it modifies.

**Example 1.** President Thomas Jefferson gave two American explorers a difficult assignment.

- These bold explorers were Meriwether Lewis and William Clark.
- They were to explore the uncharted, western lands.
- The long and arduous expedition began in St. Louis, Missouri, in 1804.
- They made their winter camp in what is now North Dakota.
- During that winter a Shoshone woman, Sacagawea, joined the expedition.
- Her name translates into the English language as “Bird Woman.”
- Sacagawea and her husband, a French-Canadian trader, accompanied the explorers through a large portion of the West.
- As an interpreter of native languages, Sacagawea was helpful to the expedition.
- The group, daring and resourceful, surmounted many obstacles.
- The two-year journey was successful.

## Demonstrative Adjectives

*This, that, these, and those* can be used both as adjectives and as pronouns. When they modify nouns or pronouns, they are called **demonstrative adjectives**. When they take the place of nouns or pronouns, they are called **demonstrative pronouns**.

**EXAMPLES** Look at **that** pumpkin! [demonstrative adjective]

**That** is the biggest pumpkin I have ever seen! [demonstrative pronoun]

**EXERCISE** In the following sentences, underline the demonstrative adjectives once and the demonstrative pronouns twice.

**Example 1.** That building is much taller than this.

1. These stories are the best I've ever read.
2. Do you want this CD or that one?
3. That was the song Rashid has been humming all afternoon.
4. Those cats have been resting on the windowsill for two hours.
5. These are the funniest jokes I've ever heard!
6. This is the moment all those fans of the singer have been anticipating.
7. Joseph will be recycling those tomorrow, so he put them in the garage.
8. These parts will need to be cleaned before we can use them.
9. Wasn't that the worst movie you've ever seen?
10. Those grapes were tastier than these are.
11. I'll purchase this, and you can keep that one.
12. That is not what I meant to say.
13. Those comments of yours were right on target.
14. If you'll put away those toys, I'll take care of these.
15. Is that all you have to say?
16. That Norman Rockwell painting has always been Tera's favorite.
17. After reading descriptions of both books, Malcolm has decided to buy this.
18. Would you mind explaining how to solve this equation?
19. I have been needing a new pair of glasses, so I am happy to have these.
20. This photograph of Yvonne's fifth birthday party makes me laugh.

## Proper Adjectives

Unlike a common adjective, a *proper adjective* is formed from a proper noun and begins with a capital letter.

- EXAMPLES** Does **every** play by William Shakespeare have **five** acts? [common adjectives]  
Does every **Shakespearean** play have five acts? [proper adjective]

**EXERCISE** In the following sentences, underline each proper adjective once and underline twice the word it modifies.

**Example 1.** Mark Twain is one of the most popular American authors.

- I have a CD of the singer Frank Sinatra performing Cole Porter songs.
- The French novelist Jules Verne predicted such inventions as the submarine and the television.
- A Norwegian expedition reached the South Pole a month before a British expedition arrived.
- Akira Kurosawa, the Japanese filmmaker, directed many entertaining films.
- Today, the prime minister issued a statement about the Northern Ireland peace talks.
- I really enjoy the Spanish dish paella; my sister prefers the North African dish couscous.
- I enjoy Georgia peaches almost as much as I like Michigan cherries.
- Giuseppe Verdi, the composer of *Rigoletto*, was one of the leading figures of Italian opera.
- Did you know that Mordecai Richler, who is a novelist, is Canadian?
- The most famous British rock-and-roll songwriters may be John Lennon and Paul McCartney.
- Candy skulls are a tradition during the Mexican holiday called the Day of the Dead.
- My father, who likes spicy food, enjoys eating Indian curry and Thai green curry.
- Ms. Henderson prefers Chinese food over Vietnamese cuisine.
- Grandmother Adams was born during the Roosevelt administration.
- The Inca ruins at Machu Picchu are located high in the Peruvian Andes.
- Cassie will study Italian architecture at the University of Washington next semester.
- Nicola's favorite restaurant in New Orleans often has Cajun music.
- Uncle Shawn is bringing his specialty, chicken Caesar salad, to the picnic.
- Joel's mother told us that the college years pass by in a New York minute.
- What is Reverend Bowman's opinion of this Biblical passage?

## Noun, Pronoun, or Adjective?

The way that a word is used in a sentence determines what part of speech the word is. Some words may be used as nouns or as adjectives. Other words may be used as pronouns or as adjectives.

**NOUN** May I have an **apple**?

**ADJECTIVE** May I have some **apple** juice?

**PRONOUN** **This** is a painting by Mary Cassatt.

**ADJECTIVE** **This** painting is by Mary Cassatt.

**EXERCISE** In each sentence below, identify the part of speech of the underlined word. Above each, write *N* for *noun*, *P* for *pronoun*, or *A* for *adjective*.

**Examples** 1. J. R. R. Tolkien is my favorite fantasy writer. <sup>A</sup>

2. John Crowley's novel *Little, Big* is an intriguing fantasy. <sup>N</sup>

1. Some people like their salsa hot.
2. Some prefer salsa that is mild.
3. The rookie hit the baseball over the outfield fence.
4. Did you see the baseball game on television last night?
5. Which way did the dog go?
6. Which of the cats is the oldest?
7. In astronomy class we learned which stars are likely to become supernovas.
8. Antonio plans to study astronomy in college.
9. The lighthouse remained in operation until 1983.
10. The morning after the storm, the lighthouse keeper slept in late.
11. That telephone is not working properly.
12. Is that a real duck or a decoy?
13. We heard the tornado warning on the radio.
14. Audra got a job as an intern at the local radio station.
15. Do you have any apples this morning?
16. Ted claimed he had not received any of my messages.
17. Are you happy with your Internet provider?
18. Let's see if we can find the information we need on the Internet.
19. Nicci saw a very enjoyable movie at the film festival.
20. The action film was three weeks behind its schedule.



## Review A: Nouns

**EXERCISE A** Identify the underlined noun in each of the following sentences. On the line provided, write *COM* for *common noun* or *PRO* for *proper noun*. Then, write *CON* for *concrete noun* or *ABS* for *abstract noun*.

**Example** COM, CON 1. Dorothy Parker was a famous critic and writer.

- \_\_\_\_\_ 1. Parker is especially remembered for her sharp humor.
- \_\_\_\_\_ 2. As a critic, she often used sarcasm in her evaluations.
- \_\_\_\_\_ 3. Once, Parker felt that an actress had given a very stiff performance.
- \_\_\_\_\_ 4. She wrote that the actress had shown a full range of emotion, from A to B.
- \_\_\_\_\_ 5. Parker regularly met with other writers at the Algonquin Hotel in New York City.

**EXERCISE B** Above the underlined noun in each of the following sentences, write *COMP* if the noun is compound or *COLL* if it is collective. Hint: One noun is both compound and collective.

**Example** 1. A large crowd gathered outside the theater.

6. Vermont is known as the Green Mountain State.
7. The tour group enjoyed visiting the Alamo in San Antonio, Texas.
8. Did you know that Abraham Lincoln was primarily self-educated?
9. The United States Senate contains two members from each state.
10. South Carolina produces many fruits and vegetables.

**EXERCISE C** Identify the part of speech of the underlined word in each of the following sentences. Above the word, write *N* for *noun* or *A* for *adjective*. Then, write *P* if the word is a proper noun or proper adjective.

**Example** 1. Who were the first European explorers in Australia?

11. Australia is an island continent.
12. In 1770, Captain James Cook sailed to the island.
13. Cook claimed it for the British.
14. British convicts were sent there from the beginning of colonization.
15. Much of the continent's animal life is unique.
16. One animal unique to Australia is the duck-billed platypus.
17. What is the capital city of Australia?
18. The capital of Australia is Canberra.
19. Do most of the people in Australia speak the English language?
20. Yes, English is the primary language spoken in Australia.

## Review B: Pronouns

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

**Example 1.** <sup>*PRO*</sup> This is the funniest part of the movie.

1. I have seen this movie three times.
2. Many of my friends helped me search for my missing kitten.
3. Many years passed before his grandparents visited their homeland.
4. Which book do you want to read next?
5. Which of the computer games do you want to play first?

**EXERCISE B** Underline the pronoun in each of the following sentences. Then, draw an arrow from the pronoun to its antecedent(s). If the pronoun has no antecedent, write *NA* above the pronoun.

**Example 1.**  Joan and Mary wanted to paint the room by themselves.

6. Carleen bought four tickets to the concert but then misplaced them.
7. Which of the English kings signed the Magna Carta?
8. Mother thanked Barbara and Tim for their thoughtful note.
9. Can anyone here play the piano?
10. Mark Twain, who was a great writer, once worked on a riverboat.

**EXERCISE C** Underline the pronoun in each of the following sentences. Then, identify the pronoun by writing above it one of these abbreviations: *PER* for *personal*, *REF* for *reflexive*, *INTEN* for *intensive*, *DEM* for *demonstrative*, *INTER* for *interrogative*, *IND* for *indefinite*, and *REL* for *relative*.

**Example 1.** <sup>*DEM*</sup> This is an excellent movie about South Africa.

11. Why did she miss the soccer banquet?
12. The record album was signed by Garth Brooks himself.
13. That is a beautiful cathedral!
14. For Hank's birthday, which is next Tuesday, Odessa will bake a cake.
15. Someone on the faculty wrote the school song.
16. Ms. Wang reminded herself to order tickets as soon as possible.
17. Most of Shika's neighbors were extremely friendly.
18. Whom did Selena invite to the dance?
19. Sean washed and dried the dishes and stacked them in the cabinet.
20. The sailors spotted a squid that was thirty feet long.

## Review C: Nouns and Adjectives

**EXERCISE A** In the following sentences, underline each adjective once. Then, draw an arrow from each adjective to the word it modifies. Do not include the articles *a*, *an*, and *the*.

**Example 1.** After he bought the old house, Mr. Blandings repaired the stone wall that surrounded the overgrown garden.

- The bright banner hung from the underside of the wooden bridge.
- Our old cat, once energetic, now sleeps all day.
- The red light on the video camera means that the camera is recording.
- Dora prefers Chinese soup that is extremely spicy.
- The quick brown fox jumped over the lazy dog.
- That book with the blue cover was written by a good friend of ours.
- Each member of the marching band brought something to sell at the bake sale.
- Eight boxes of adhesive tape arrived at the central office.
- The ambitious swimmer hoped to win a gold medal for an Olympic event.
- The little car is often overshadowed by giant trucks on the highway.

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

**Examples 1.** I'm looking forward to the <sup>A</sup> Fourth of July celebrations this year.

**2.** I'm looking forward to the <sup>N</sup> Fourth of July this year.

- Would you like to go to the movies Wednesday night?
- Wednesday is the least crowded night at the theater.
- Thelonius Monk performed playfully on the piano.
- Ask the piano player if he knows "As Time Goes By."
- Please tell the actor that we enjoyed his comedy performance.
- My brother is writing a comedy for his playwriting class.
- The chalk broke in two as the teacher wrote on the chalkboard.
- The children drew a chalk circle on the driveway.
- The space exhibit was the fair's most popular attraction.
- The satellite was lost in space and never heard from again.

## Literary Model: Description

Nonno Frankie and Nonno Mamie had made the best meal I had ever seen or eaten on earth. Mom, Betty, me, and the twins sat around the big kitchen table while Connie and her mother and father put a breathtaking Sicilian gourmet feast before us. After the eel appetizer came large hot plates of spaghetti with shimmering lakes of tomato sauce ladled out from a ten-gallon pot bubbling on top of the stove. Nonno Frankie ran around with a big slab of Parmesan cheese, rubbing it like crazy against a metal-toothed rack. I had never seen fresh-grated cheese before.

“Ho! Ho! Ho! What’s a ghost’s favorite food?” he quizzed.

None of us knew.

“Spookghetti!” he howled. “Spookghetti!”

—from *The Pigman and Me* by Paul Zindel

**EXERCISE A** On the appropriate lines below, write the adjectives that appear in the above passage. Do not write the same adjective more than once, and do not include articles. (Hint: Circling all the adjectives in the passage before filling in the chart may be helpful.)

Nouns used as adjectives \_\_\_\_\_

\_\_\_\_\_

Proper adjectives \_\_\_\_\_

Other adjectives \_\_\_\_\_

\_\_\_\_\_

### EXERCISE B

1. In this passage, the description of a meal includes several adjectives that relate to the senses of touch, hearing, and sight. Which adjectives relate to these senses?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How does the author make you, the reader, feel as if you were in the scene being described?

\_\_\_\_\_

\_\_\_\_\_



## Writing Application: Job Application

Writers and speakers use adjectives to make language more exact and interesting. Well-chosen adjectives help readers and listeners understand *what kind, how much, how many, and which one*. In doing so, they bring bland writing to life by providing sensory details.

**NEEDS DETAIL** The girl bought the book.

**HAS DETAIL** The stylishly dressed girl bought the old, leather-bound book.

In the second sentence, readers can “see” what kind of girl bought what sort of book.

### WRITING ACTIVITY

When students reach middle school, they often have the chance to spend part of their day working as an office aide or library assistant. They begin to learn about daily activities in an office setting. Write a brief letter of application for such a position at your school. Your letter should have four parts: a greeting, a paragraph explaining why you want the position, a paragraph stating what you hope to learn from the position, and a closing. In the body of the letter, use carefully chosen adjectives to describe yourself as the right person for the position.

**PREWRITING** Find out which office aide positions are available in your school. You can ask teachers or inquire at the main office or library. Then, decide on the position for which you would like to apply. You will want to address your letter to the right person, so find that information, too. Finally, list the skills and character traits that make you the best student for the position, and jot down your thoughts on what you might learn as an aide. If there are no positions available at your school, write a job description for a similar type of job that interests you.

**WRITING** Letters of application should be brief and to the point. Write each of the two body paragraphs several times, trying to express yourself briefly but clearly. Do not settle for “any old” adjective as you describe yourself. Use a dictionary to check meanings so that you select the very best adjectives.

**REVISING** Once you are satisfied with the content of your letter, turn your attention to its tone, which should be both polite and confident. Strike a balance between polite respect for the letter’s recipient and confidence that you can handle the job of aide. Read your letter to a trusted adult, and consider any suggestions for making the letter stronger.

**PUBLISHING** Check your letter for errors in spelling and punctuation. Follow the correct format for a business letter, and write neatly or type your letter. Then, get together with a partner and hold two mock interviews. Determine who will be the first interviewer. Have the interviewer look over the interviewee’s application letter and write three interview questions. Do the first mock interview, and then trade roles.

### EXTENDING YOUR WRITING

If you enjoyed this exercise, you could develop it into a longer writing project. Some people argue that all of a student’s day should be spent in the classroom, while others think that getting work experience during school also benefits students. For a speech class, choose one side of this argument and debate it with other students.