

Choices: Exploring Parts of Speech

Here's your chance to step out of the grammar book and into the real world. You may not 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 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. Have fun!

GAMES

Anyone for POS?

Invent a game that involves identifying the parts of speech. For instance, you could design a maze made of words. Only by following the path of a specific part of speech could a player escape the maze. Use your imagination! Just be sure to write down all the rules, and give your classmates copies.

MATHEMATICS

By the Numbers

Now that you know all the parts of speech, choose a page or two that you have already written. Then, count the number of each part of speech that you use. If you can't identify a word's part of speech, ask your teacher or a classmate for help. Transfer your tallies to a chart. Then, compare your chart with your classmates'. What parts of speech do you favor? Which do you seem to avoid? How does your usage compare with your classmates'? with your textbook's? with your favorite writer's?

TECHNOLOGY

Brave New World

The last few decades have seen amazing technological advances. With these advances have come new verbs and new ways of using old verbs. Brainstorm a list of these new verbs and new meanings. Start with *e-mail*. Looking through a computer magazine will give you lots of ideas. Cut out pictures from the magazine to illustrate a poster of your list. Then, with your teacher's permission, hang your poster in the classroom. Be ready to answer questions about these new verbs.

ETYMOLOGY

Plant Trees

Make family tree posters for *verb*, *adverb*, *preposition*, *conjunction*, and *interjection*. Look up the root word of each of these words for the parts of speech. Then, make a list of other words that use this same root. Pay particular attention to *verb* because it has some very interesting relatives, such as *verbalize*. With your teacher's permission, hang your completed posters where the rest of the class can read them.

TEACHING

The Buddy System

Do you remember when you were first learning about adverbs and adjectives? You'd think you knew the difference, and then you'd see a word that totally confused you. There are a lot of younger kids in that same fix today. Be a buddy and help them out. Design an activity that helps younger kids learn about the parts of speech. Then, put your idea to the test! Find a class of younger students, and present your activity.

REPRESENTING

4-D, 3-D, or 2-D

Words have many dimensions. They have a history. They have multiple meanings. They may function as different parts of speech. They may have emotional, historical, or legal connotations. Use your artistic abilities to express these many dimensions of a single word. You might consider using a computer program to create a three-dimensional representation of a word, or you could do a cutaway drawing or some other type of representation. Whatever you do, choose your word carefully. Page through a dictionary, and look for a long, but not too long, entry. Be sure to share your artwork with the class.

The Verb

3a. A **verb** is a word used to express action or a state of being.

EXAMPLES We **looked** through the telescope and **observed** the comet.
The night sky **was** cloudy, so we **were** unable to see the comet clearly.

EXERCISE A Underline the verb in each of the following sentences.

Example 1. The ducks swam in the lake.

1. A lady threw bread to the ducks.
2. Several birds flew by.
3. The sky was bright blue.
4. We saw a beautiful sea gull.
5. One of the ducks made a strange noise.
6. She called her ducklings to her.
7. We took a photograph of the ducks and birds.
8. My sister identified the duck.
9. This one is a Muscovy.
10. We learned the names of all the ducks.

EXERCISE B Underline the verb in each of the following sentences.

Example 1. Mary Ellen has three cats.

11. My father traveled to Easter Island last year.
12. She sliced an onion for the stew.
13. Bring your beach towel with you on the picnic.
14. Is that a sandhill crane?
15. Lyle and Hector walked across the village.
16. Michele is a very good singer.
17. The fox watched the chickens from the other side of the fence.
18. Michael spread the blanket over the bed.
19. These horses are the prettiest in the herd.
20. Orange juice dripped all over the floor.

Helping Verbs and Main Verbs

A *helping verb* helps the *main verb* express action or a state of being. Together, a main verb and at least one helping verb (also called an *auxiliary verb*) make up a *verb phrase*.

EXAMPLES I **have read** many of Ernesto Galarza's poems.

Have you read any of his poems?

EXERCISE In each of the following sentences, draw one line under the helping verb(s) and two lines under the main verb.

Example 1. Ernesto Galarza was born in Mexico.

1. When did the Galarza family move to Sacramento, California?
2. Other Mexican families had also immigrated to the United States.
3. Many of them had come to the United States for economic reasons.
4. In what year did Galarza publish his first book?
5. Many people have been enjoying his works for years.
6. Many are reading his works in the original Spanish.
7. Galarza has written about the struggles of farmworkers.
8. You have probably read some of his poetry.
9. Did you read the poetry in Spanish or in English?
10. You may like his poem about Mother Nature.
11. It is translated as "Copy from an Old Master."
12. Most young readers do enjoy his poem about the traffic light.
13. Will we be reading any of his poems in class this year?
14. Your teacher may recommend his book *Short Poems for Youngsters*.
15. This collection was published in 1971.
16. You will learn valuable lessons from these poems.
17. Galarza has been called the Father Goose of Mexican children.
18. Which poem should we read first?
19. Galarza's autobiographical work is titled *Barrio Boy*.
20. Does your literature book contain excerpts from *Barrio Boy*?

Action Verbs

An **action verb** is a verb that expresses either physical or mental activity.

EXAMPLES Carlos **Painted** this picture from a snapshot he **had taken**. [physical activities]
His friends **think** that he **should consider** a career in art. [mental activities]

EXERCISE A In each of the following sentences, underline the action verb.

Example 1. The tourists visited the large wildlife preserve.

1. Dmitri liked the cougar exhibit at the wildlife preserve.
2. A rescue team found two young cougars in the mountains.
3. The team treated the cougars for injuries.
4. They brought the young cougars to the wildlife preserve.
5. The wildlife preserve staff members raised the cougars to adulthood.
6. They named the cougars Wolfgang and Julianna.
7. Next year the wildlife preserve will provide mates for the brother and sister pair.
8. The cougars enjoy healthy lives with good care.
9. Dmitri took a few photographs of the magnificent cats.
10. Months later, Dmitri often remembered the cougar pair.

EXERCISE B On the line provided, write an appropriate action verb to complete each sentence.

Example 1. Kim _____ *mowed* _____ the lawn to earn her allowance.

11. Steve _____ the new song on the radio.
12. A runner from Nigeria _____ the marathon this weekend.
13. Neither of the boys _____ the answer to the question.
14. The secretary _____ a bag lunch to work.
15. Another meteor _____ across the sky.

Linking Verbs

A **linking verb** connects the subject to a word or word group that identifies or describes the subject. The noun, pronoun, or adjective that is connected to the subject by a linking verb completes the meaning of the verb.

EXAMPLES Judy Blume **is** a writer. [Judy Blume 5 writer]

Her books **remain** popular among young readers. [popular books]

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

LINKING The room **smelled** smoky.

ACTION We **smelled** smoke in the room.

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

Example 1. The pilot remained calm.

1. Beryl Markham was a famous pilot.
2. She stayed alert on many difficult and long flights.
3. Her accomplishments seem remarkable to many people.
4. Markham became the first woman to fly nonstop from England to America.
5. The task was difficult because of strong opposing winds.
6. A new club in 1929 was the Ninety-Nines.
7. Ninety-nine was the number of its original members.
8. Members were female pilots only.
9. The club remains active today.
10. Female pilots are more common now than many years ago.

EXERCISE B In each of the following sentences, identify the underlined verb by writing above it *LV* for *linking verb* or *AV* for *action verb*.

Examples 1. Mr. Singh ^{AV} looked in the cabinet for a serving dish.

2. The vegetable curry ^{LV} looked tasty.

11. Mr. Singh tasted the vegetable curry.
12. The stew tasted deliciously spicy.
13. Mr. Singh grew many of the vegetables in his backyard.
14. He grew fond of curry dishes when he lived in India.
15. Mr. Singh's recipe for vegetable curry remains his secret.

Transitive and Intransitive Verbs

A **transitive verb** is a verb that expresses an action directed toward a person, place, thing, or idea. Words that receive the action of transitive verbs are called **objects**. An **intransitive verb** expresses action (or tells something about the subject) without the action passing to a receiver.

TRANSITIVE She **began** her speech. [The object of the transitive verb *began* is *speech*.]

INTRANSITIVE The train **arrived** on time.

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

TRANSITIVE Marcia **sings** two solos in the play. [The object is *solos*.]

INTRANSITIVE Marcia **sings** in the school's chorus. [no object]

EXERCISE In each of the following sentences, identify the underlined verb by writing above it *TR* for *transitive* or *IN* for *intransitive*. Then, for each transitive verb, circle its object.

Example 1. No one in the accident ^{*TR*} suffered any injuries.

1. My watch stopped at 8:22.
2. Marguerite called a meeting on Wednesday.
3. The trainer slowly walked toward the tiger.
4. The trainer slowly approached the tiger.
5. Bradley and Chloe successfully flew the box kite.
6. During winter break we traveled to Orlando, Florida.
7. By the time we arrived, the concert had already begun.
8. By the time we arrived, the band had already begun the concert.
9. After a few minutes, the teakettle whistled.
10. Yolanda whistled a tune from the early 1990s.
11. The family gave its fair share to the charity.
12. The family gave generously to the charity.
13. For a long while the tree did not grow.
14. Did Marvin grow a mustache?
15. Some of the guests left early.
16. Some of the guests left the party early.
17. The nation's economy has improved in recent years.
18. What has improved the nation's economy?
19. Franklin Roosevelt served as President of the United States for more than twelve years.
20. President Franklin Roosevelt served more terms than any other President.

Identifying Kinds of Verbs/Verb Phrases A

3a. A **verb** is a word used to express action or a state of being.

Verbs may be classified as (1) helping or main verbs, (2) action or linking verbs, and (3) transitive or intransitive verbs.

EXAMPLES The USS *Nautilus*, the first nuclear-powered submarine, **had been cruising** the seas for many years. [*Had* and *been* are helping verbs, and *cruising* is the main verb. *Had been cruising* is both an action verb and a transitive verb.]

Before its retirement, it **had traveled** around the world. [*Had* is a helping verb, and *traveled* is the main verb. *Had traveled* is both an action verb and an intransitive verb.]

For how long **had** the submarine **been** operational? [*Had* is a helping verb, and *been* is the main verb. *Had been* is both a linking verb and an intransitive verb.]

EXERCISE A In each of the following sentences, draw one line under the helping verb(s) and two lines under the main verb. Then, on the line to the left of each sentence, write *TR* if the verb is *transitive* or *IN* if the verb is *intransitive*.

Example TR 1. A band will perform German music at the cafe tonight.

- _____ 1. The couple had visited the German cafe several times.
- _____ 2. Katerina had heard a few bands there.
- _____ 3. Tonight a new band will perform.
- _____ 4. Boris will be listening carefully.
- _____ 5. Boris might sing with the band.
- _____ 6. The band will be playing popular German songs.
- _____ 7. All last week, Boris had been practicing the songs.
- _____ 8. Boris will be learning new German music.
- _____ 9. He has been studying the German language for two years.
- _____ 10. Katerina will play accordion with the band.

EXERCISE B For each of the following sentences, underline the verb. Then, on the line before each sentence, write *AV* if the verb is an *action verb* or *LV* if the verb is a *linking verb*.

Example LV 1. We grew tired after several hours.

- _____ 11. The soup tasted salty.
- _____ 12. The chef tasted the soup.
- _____ 13. Martin grew roses in his garden.
- _____ 14. She became a police officer.
- _____ 15. The daisy smelled sweet.

Identifying Kinds of Verbs/Verb Phrases B

3a. A **verb** is a word used to express action or a state of being.

EXAMPLES We **have been making** piñatas for the fiesta. [*Have* and *been* are helping verbs, and *making* is the main verb. *Have been making* is both an action verb and a transitive verb.]

You certainly **have been** busy! [*Have* is a helping verb, and *been* is the main verb. *Have been* is both a linking verb and an intransitive verb.]

EXERCISE In each of the following sentences, draw one line under any helping verb(s) and two lines under the main verb. Then, on the line to the left of each sentence, write *AV* if the verb is an *action verb* or *LV* if the verb is a *linking verb*. Also, on the line, write *TR* if the verb is *transitive* or *IN* if the verb is *intransitive*.

Example AV, IN 1. Will you will dance at the talent show?

- _____ 1. I will dance a reel.
- _____ 2. Our costumes look beautiful.
- _____ 3. How will they look?
- _____ 4. We have sewn them ourselves.
- _____ 5. Mine is purple and black.
- _____ 6. Hillary will wear blue.
- _____ 7. Both of us will be leaping.
- _____ 8. Have you thought about tomorrow's performance?
- _____ 9. You gave a good show last year.
- _____ 10. Have you learned improvisational dance?
- _____ 11. Improvisation requires creativity.
- _____ 12. The dancer remains very aware.
- _____ 13. Each movement flows into the next.
- _____ 14. Duets are especially difficult.
- _____ 15. Partners turn somersaults together.
- _____ 16. This has turned too difficult for me.
- _____ 17. Actually, everyone can dance.
- _____ 18. Many have grown more self-confident.
- _____ 19. Dance class has made me more agile.
- _____ 20. Will you come to the class next week?

The Adverb

3b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

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

EXAMPLES The popularity of television grew **slowly**. [*Slowly* modifies the verb *grew*, telling *how*.]
 Some people were **rather** pessimistic about the future of television. [*Rather* modifies the adjective *pessimistic*, telling *to what extent*.]
 Others had believed **quite strongly** in its potential. [*Quite* modifies the adverb *strongly*, telling *to what extent*. *Strongly* modifies the verb *had believed*, telling *how*.]

EXERCISE For each of the following sentences, underline the adverb(s).

Example 1. The contestants arrived surprisingly early.

1. Each skater practiced nearby.
2. The fans waited impatiently.
3. The skaters moved quite gracefully.
4. One skater seemed very nervous.
5. She stopped practicing rather early.
6. She sat silently and waited.
7. Her coach came quickly to see her.
8. He calmly encouraged her.
9. She began to skate quite skillfully.
10. Another skater moved somewhat reluctantly.
11. He timidly approached his coach.
12. His coach whispered softly to him.
13. The skater nodded enthusiastically.
14. He began to feel surprisingly confident.
15. He performed exceedingly well.
16. Then several other skaters danced.
17. Other skaters spun extremely well.
18. The fans applauded approvingly.
19. The judges decided the scores quickly.
20. The competition was unusually successful.

Adverbs and the Words They Modify

3b. An **adverb** is a word that modifies a verb, an adjective, or another adverb.

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

EXAMPLES **Soon** many birds will be flying **south** for the winter. [The adverb *soon*, telling *when*, and the adverb *south*, telling *where*, modify the verb *will be flying*.]

Amelia appears **thoroughly** confident on the stage. [The adverb *thoroughly*, telling *to what extent*, modifies the adjective *confident*.]

Luis left the room **quite suddenly**. [The adverb *quite*, telling *to what extent*, modifies the adverb *suddenly*. *Suddenly*, telling *how*, modifies the verb *left*.]

EXERCISE Circle the adverbs in the following sentences. Then, draw an arrow from each adverb to the word it modifies.

Example 1. In the Arctic Circle, the cold winds can cut very quickly to the bone.



1. Only lichens and a few other hardy plants can actually grow in the Arctic Circle.
2. Lichens can be easily seen in a light dusting of snow.
3. Sometimes caribou feed on the lichens.
4. Would wolves be closely following the caribou?
5. Most people never experience the harsh environment of the tundra.
6. Is the blimp somewhat risky for passenger travel?
7. Thuan really liked the airships.
8. Airships are an extremely effective means of advertising.
9. They float magically among the clouds.
10. Current designs seem much safer than those of the past.
11. The submarine descended rather slowly.
12. No bird flies more swiftly than the peregrine falcon.
13. Janine's unusual invention works quite effectively.
14. For a beginner, Eugene plays chess extraordinarily well.
15. The team is playing much better.
16. The qualifying exam for a pilot's license is extremely difficult.
17. The song ended rather abruptly, I thought.
18. Turn left at the stop sign and proceed slowly.
19. If you come early to the concert, you can easily find a seat.
20. Amin took the news calmly.

Adverb or Adjective?

Many adverbs end in *-ly*. However, some words ending in *-ly* can be used as adjectives. Remember: An **adverb** modifies a verb, an adjective, or another adverb by telling *where*, *when*, *how*, or *to what extent* (*how much* or *how long*). An **adjective** modifies a noun or a pronoun by telling *what kind*, *which one*, *how many*, or *how much*.

EXAMPLES Melissa writes **daily** in her journal. [The adverb *daily* modifies the verb *writes*, telling *when*.]

Her journal is a **daily** record of events in her life. [The adjective *daily* modifies the noun *record*, telling *what kind*.]

EXERCISE A Above each underlined word in the following sentences, write *ADJ* if the underlined word is an *adjective* or write *ADV* if the underlined word is an *adverb*.

Example 1. Comets ^{ADV} sometimes produce meteors.

- Comets often contain large rocks.
- The rocks inside comets are held together by icy material.
- A comet that passes by the sun enough times steadily loses its icy material.
- Rocky material and grains of dust remain near the head of the comet and in its orbit.
- These rocks and dust grains sometimes enter the earth's atmosphere.
- These particles in the earth's atmosphere can cause a spectacular shower.
- Meteors don't come only from comets.
- In fact, meteors resulting from other sources in space are quite common.
- The only meteor I've ever seen was an awe-inspiring sight.
- If you gaze into the night sky, it is likely that you will see one.

EXERCISE B Above each underlined word in the following sentences, write *ADJ* if the underlined word is an *adjective* or write *ADV* if the underlined word is an *adverb*.

Example 1. A new moon occurs ^{ADV} monthly.

- The monthly appearance of the full moon is always welcome.
- Padgett is a very friendly dog.
- Our cat always seems lonely.
- Mom gave me a timely reminder to visit the dentist.
- The newspaper arrives daily at 8 A.M.

The Preposition

3c. A **preposition** is a word that shows the relationship of a noun or pronoun, called the **object of the preposition**, to another word.

A preposition that consists of more than one word is called a **compound preposition**.

EXAMPLES The leader **of** the scout troop led the scouts **out of** the woods. [*Troop* is the object of the preposition *of*, and *woods* is the object of the compound preposition *out of*.]

EXERCISE A Underline the prepositions in the following sentences.

Example 1. Before the hike, the scouts checked the supplies in their backpacks.

1. The scout troop went on a hike.
2. They climbed to the top of Mount Milligan.
3. The climb up the mountain was long and difficult.
4. They crossed over a stream and under fallen trees.
5. During the hike a few scouts went off the trail.
6. Boulders had fallen on the trail from a cliff.
7. They went either around the fallen rocks or between them.
8. There is a great deal of wildlife on the ground and under the brush.
9. On account of snakes, hikers should stay on the trail at all times.
10. The climb down the mountain took them in front of the lodge.

EXERCISE B Underline the compound preposition in each of the following sentences. Then, circle the object of the preposition.

Example 1. Lars and I decided to go to the library instead of the bookstore.

11. We found the biographies next to the mysteries.
12. The seasonal books were in front of them.
13. According to Mr. Wu, some books were not seasonal.
14. They were there because of a space problem.
15. I borrowed the Sue Grafton mystery in spite of its torn cover.
16. A bird book was the only book I liked aside from that.
17. I did not check out the World Series history on account of Lars.
18. Lars checked out that sports book along with a poetry collection.
19. As of last Friday, I had read ten books this month alone.
20. I read Richard Peck's latest novel in addition to Barbara Kingsolver's first book.

Prepositional Phrases

3c. A **preposition** is a word that shows the relationship of a noun or pronoun, called the **object of the preposition**, to another word.

All together, the preposition, its object, and any modifiers of the object are called a **prepositional phrase**.

EXAMPLE Which flowers grow best **in this sandy soil**? [The prepositional phrase consists of the preposition *in*, the object *soil*, and the adjectives *this* and *sandy*.]

Do not confuse a prepositional phrase that begins with *to* (*to the game*, *to me*) with an infinitive that begins with *to* (*to read*, *to be heard*).

EXERCISE A For each of the following sentences, underline the prepositional phrase.

Example 1. Maya Angelou was born in St. Louis, Missouri.

1. Maya Angelou grew up in rural Arkansas.
2. Her career began with dance and drama.
3. Dr. Angelou is fluent in several languages.
4. Audiences throughout the United States have enjoyed Dr. Angelou's lectures.
5. Maya Angelou has also lectured in several foreign countries.
6. Dr. Angelou lived in Cairo, Egypt.
7. Dr. Angelou has also lived and taught in Ghana.
8. In 1969, Maya Angelou wrote an autobiographical novel.
9. She has made several appearances on television.
10. Dr. Maya Angelou's great works are respected around the world.

EXERCISE B For each of the following sentences, circle the preposition and underline the object of the preposition.

Example 1. Please don't run in the hallway.

11. This film takes place during the Depression.
12. I found my baseball glove underneath the bed.
13. In spite of the rain the band continued playing.
14. Everybody ran five laps around the track.
15. Is Santa Monica near the beach?

Preposition or Adverb?

Some words may be used as both prepositions and adverbs. To tell a preposition from an adverb, remember that a preposition always has a noun or pronoun as an object.

PREPOSITION We walked **around** the new civic center for several hours. [*Center* is the object of *around*.]

ADVERB As we walked **around**, we saw many unique exhibits. [*Around* modifies the verb *walked*, telling *where*.]

EXERCISE Above the underlined word in each sentence, write *PREP* if the underlined word is a *preposition* or write *ADV* if the underlined word is an *adverb*.

Example 1. Would you like to come ^{ADV} inside?

- From atop the mountain, we looked below and saw the green fields.
- The cat was sleeping under the blanket.
- She crawled inside the box.
- When they heard the noise, they began to look about.
- Will the children be playing outside today?
- The family lives near the lake.
- The squirrel was frightened and ran off.
- He wants to travel around the world.
- We will wait until the prices go down.
- Did you see the robin perched on the branch?
- Come along, children.
- Tobias ran down the stairs.
- I fed the ducks that were crowded along the shore.
- As soon as we reached the boat, we climbed aboard.
- I had never traveled aboard a spaceship before.
- Besides the time I went to New Delhi, I hadn't ever flown.
- The airplane made a humming sound as it zoomed off the runway.
- During the flight, I was served fruit.
- A cluster of restless creatures murmured nearby.
- Below, my classmates were probably doing grammar exercises.

The Conjunction A

3d. A **conjunction** is a word used to join words or groups of words.

Coordinating conjunctions—*and, but, for, nor, or, so, and yet*—join words or groups of words that are used in the same way.

EXAMPLE Would you rather have shrimp **or** salmon for dinner?

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also*, and *whether . . . or*.

EXAMPLE **Both** Zina **and** Jada can play the mandolin.

EXERCISE A Underline the coordinating conjunction in each of the following sentences.

Example 1. The river flows through several states and empties into the Gulf of Mexico.

1. She didn't stay up too late, nor did she watch too much television.
2. The sun had risen, yet it was still too foggy to drive.
3. Arguments soon broke out, for the players had not agreed upon the rules beforehand.
4. The baby cried, so her mother comforted her.
5. Will you be taking the bus or riding your bike?
6. Terri picked the basketball, and Nikki picked the football.
7. I wanted to see the previews, but the movie had already started.
8. Rocco didn't think the joke was funny, yet he pretended to laugh.
9. He lifted the vase carefully, for he didn't want to break it.
10. Karin ordered a salad and a baked potato.

EXERCISE B For each of the following sentences, underline the correlative conjunctions.

Example 1. The child wanted neither food nor water.

11. They took vacations not only in July, but also in December.
12. She will neither take a cab nor ride the bus.
13. The team couldn't decide whether to practice more or take a break.
14. Both the team captain and the coach thought that the competition went well.
15. We will see either the new French film or the popular German film.

The Conjunction B

3d. A **conjunction** is a word used to join words or groups of words.

Coordinating conjunctions—*and, but, for, nor, or, so, and yet*—join words or groups of words that are used in the same way.

EXAMPLE Birthdays **and** wedding anniversaries are among the events we celebrate.

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way. The correlative conjunctions are *both . . . and, either . . . or, neither . . . nor, not only . . . but also*, and *whether . . . or*.

EXAMPLE Their family celebrates **not only** birthdays **but also** name days.

EXERCISE A Circle the coordinating conjunction in each of the following sentences. Then, underline the words or word groups that the conjunction joins.

Example 1. All around the world people hold parties, and they have festive celebrations.

- Many African American families celebrate Juneteenth and Kwanzaa.
- At an African coming-of-age party, there are music and dancing.
- At a Jewish bar mitzvah or bat mitzvah, there is prayer.
- At a Polish or Mexican wedding, the bride collects money during a special dance.
- For some, weddings are held in houses of worship, for they are religious ceremonies.
- Some wedding ceremonies are not religious, so they are held at home.
- Nearly all people welcome the new year, yet not everyone celebrates it on January 1.
- New Year's Day is the same date each year in Sweden, but it falls on different dates in Vietnam.
- The Chinese celebrate January 1 and their lunar new year.
- Name a holiday or festival that is important to your family.

EXERCISE B Circle the correlative conjunctions in each of the following sentences. Then, underline the words or word groups that the conjunctions join.

Example 1. Unique species of both plants and animals exist in rain forests.

- Not only parrots but also hornbills can be seen in some rain forests.
- Both eagles and monkeys live in rain forests, too.
- Either people take steps to save the rain forests now, or these habitats will be lost.
- The question is not whether the rich nations or the poor ones are at fault.
- Neither one group nor another is solely to blame for the destruction of the rain forests.

The Interjection

3e. An **interjection** is a word used to express emotion.

An interjection has no grammatical relation to other words in the sentence. Usually an interjection is followed by an exclamation point. Sometimes an interjection is set off by a comma or commas.

EXAMPLES **Hey!** Did you see those deer?
Well, we played hard and did our best.
 We could, **oh,** have a picnic.

EXERCISE A Underline the interjection in each of the following sentences.

Example 1. Wow! That movie was outstanding!

- Ah, now I understand what to do.
- Ouch! Another mosquito bit me.
- Oh! What beautiful flowers those are!
- Hey, we need to get ready, or we will be late.
- Excellent! Let's go right away.
- I like playing this computer game, but, gee, it is complicated.
- Ugh! I should have caught that ball.
- The team finally won a game. Hooray!
- Well, Guido, what did you learn from the field trip to the aquarium?
- What a spectacular fireworks display that was! Wow!

EXERCISE B In the blank provided in each of the following sentences, write an appropriate interjection and mark(s) of punctuation.

Example 1. Whew! I am tired.

- _____ Let's go to the park.
- _____ That is an excellent idea!
- I should practice _____ for at least another hour.
- _____ I forgot to return those library books.
- What a cold day it is! _____

Determining Parts of Speech

3f. The way a word is used in a sentence determines what part of speech it is.

The same word may be used as different parts of speech.

PRONOUN **Some** of these baseball cards are quite valuable.

ADJECTIVE **Some** baseball cards are quite valuable.

ADVERB Let's go **outside** and pass the football.

PREPOSITION We will meet you **outside** the main entrance to the stadium.

NOUN Please turn off the **light**.

VERB Alex, will you **light** the candles?

INTERJECTION **Good!** I'm glad you agree.

ADJECTIVE Everyone agreed the plan was a **good** one.

EXERCISE In each of the following sentences, identify the part of speech of the underlined word by writing above it *NOUN* for *noun*, *PRO* for *pronoun*, *VERB* for *verb*, *PREP* for *preposition*, *ADJ* for *adjective*, *ADV* for *adverb*, or *INT* for *interjection*.

Example 1. ^{*PRO*} All of the students were in the classroom.

- The worried young man wandered about.
- The article is about the ancient rain forests.
- The dark night felt quiet and empty.
- She strolled around in the dark.
- The startled deer ran fast.
- She worked at an astonishingly fast rate.
- I run every morning.
- The sprinter had an excellent run in this morning's competition.
- You got tickets to the show? Great!
- It should be a great show.

Review A: Parts of Speech

EXERCISE A Underline the verb or verb phrase in each of the following sentences. Then, circle any helping verbs. On the line provided, write *AV* for *action verb* or *LV* for *linking verb*. Then, write *TR* for *transitive verb* or *IN* for *intransitive verb*.

Example *LV, IN* 1. The car will appear unlike any other car on the road.

- _____ 1. The car of the future might use batteries as its main source of power.
- _____ 2. Computers in the car monitor everything.
- _____ 3. The car will not operate by itself, however.
- _____ 4. A driver must program his or her destination.
- _____ 5. To me the car looks extremely small.
- _____ 6. Today's cars seem huge by comparison.
- _____ 7. The exterior appears sleek and shiny.
- _____ 8. The design, though, is practical and efficient.
- _____ 9. Today's designers have been very creative.
- _____ 10. Their imaginations have soared!

EXERCISE B Identify the underlined word(s) in each of the following sentences by writing above them *ADV* for *adverb*, *PREP* for *preposition*, *CONJ* for *conjunction*, or *INT* for *interjection*.

Example 1. At first, we thought we would go ^{*CONJ*} either to the Everglades in Florida ^{*CONJ*} or to the Rocky Mountains in Colorado.

11. Before we took the trip, we read extensively about each place.
12. We decided to go to both the Everglades and the Rockies.
13. The climate of the Everglades is exceptionally hot and humid.
14. Wow! Did you see any alligators while you were there?
15. Yes, we did, and we also saw some rather unusual birds.
16. We took an ambitious hike in the Rockies.
17. For several hours we climbed steadily upward.
18. Not only the wildflowers but also the alpine vegetation fascinated us.
19. On the hike around the mountains, we saw several mountain goats.
20. In addition to mountain goats, we saw two species of deer running around.

Review B: Parts of Speech

EXERCISE A In each of the following sentences, identify the part of speech of the underlined word by writing above it *NOUN* for *noun*, *PRO* for *pronoun*, *VERB* for *verb*, *PREP* for *preposition*, *ADJ* for *adjective*, *ADV* for *adverb*, *CONJ* for *conjunction*, or *INT* for *interjection*.

Example 1. Connie and Aunt Jessica learned to row in a nearby lake. *PREP*

- Jessica was quite interested in sweep rowing.
- In sweep rowing, each rower uses only one oar.
- In sculling, however, each uses two oars simultaneously.
- Recreational boats are usually wider than racing boats.
- A narrow, lightweight boat can glide faster through the water.
- Jessica and Connie are rowing through.
- Wow! Their arms, legs, and backs generate amazing power.
- The seats slide on a track to allow them to push with their legs.
- This boat seats several.
- They will train hard and begin racing next season.

EXERCISE B Underline the verb or verb phrase in each of the following sentences. Circle any helping verbs. Then, identify each on the line provided by writing *AV* for *action verb* or *LV* for *linking verb* and *TR* for *transitive verb* or *IN* for *intransitive verb*.

Example *AV, TR* 1. People have long celebrated Valentine's Day.

- _____ 11. Opinions vary as to the origins of Valentine's Day.
- _____ 12. It might have begun as early as the 1400s.
- _____ 13. According to an old English belief, birds choose their mates on February 14.
- _____ 14. The exchange of romantic messages became customary in the 1700s.
- _____ 15. Have you sent anyone a valentine?

Review C: Parts of Speech

EXERCISE In each of the following sentences, identify the part of speech of each underlined word by writing above it *NOUN* for *noun*, *PRO* for *pronoun*, *VERB* for *verb*, *PREP* for *preposition*, *ADJ* for *adjective*, *ADV* for *adverb*, *CONJ* for *conjunction*, or *INT* for *interjection*.

Example 1. She left early, ^{CONJ}but didn't tell anyone.

1. Whew! We finally finished this chess game!
2. After lunch, we walked around.
3. I can't decide whether to write about the short story or the poem.
4. The injured patient made rapid progress in learning to walk again.
5. We thought that they would have arrived by now.
6. Whoops! I dropped the cup of juice.
7. The workers were tired, for they had worked hard all day.
8. I can hardly see the top of that building.
9. The team scored a safety toward the end of the game.
10. I enjoyed the movie, but I was disappointed with the ending.
11. I forgot to bring the book you wanted to borrow.
12. You will find the tools behind the lawn mower.
13. We looked above and saw the constellations.
14. Wow! I can't believe we're finally here!
15. The children were hungry, so they ate lunch.
16. The roses smell lovely.
17. The roses have a lovely smell.
18. I couldn't see beyond the trees.
19. We asked to see both the new painting and the sculptures.
20. The girl's mother sewed her a blue blouse.

Literary Model: Dialogue

The dogs sprang against the breastbands, strained hard for a few moments, then relaxed. They were unable to move the sled.

“The lazy brutes, I’ll show them,” he cried, preparing to lash out at them with the whip.

But Mercedes interfered, crying, “Oh, Hal, you mustn’t,” as she caught hold of the whip and wrenched it from him. “The poor dears! Now you must promise you won’t be harsh with them for the rest of the trip, or I won’t go a step.”

“Precious lot you know about dogs,” her brother sneered; “and I wish you’d leave me alone. . . .”

—from *The Call of the Wild*, by Jack London

EXERCISE A

1. Write the verbs the author uses instead of a form of *to say* in expressions, called dialogue tags, that identify the speaker.

2. Name at least three additional verbs that a writer could use instead of *to say* in expressions that identify the speaker.

EXERCISE B

1. Why do you think authors might use verbs other than forms of *to say* to identify speakers in dialogue?

2. How would the excerpt above be different if its author, Jack London, had used only *said* in the dialogue tags?

Writing Application: Travel Narrative

The right adverb can add helpful detail to a sentence and catch readers' interest by telling *where, when, how, or to what extent* an action takes place or a quality exists. On the other hand, overused adverbs like *very, really, and quite* can weaken a sentence.

STALE ADVERB The students **really** enjoyed the April Fools' Magic Show.

PRECISE ADVERB The students **noisily** enjoyed the April Fools' Magic Show.

WRITING ACTIVITY

From Marco Polo to Barry Lopez, people have written about their travels. Become a travel writer yourself by writing a brief account of a trip you have taken. You might write about a trip to a distant land or about a trip to a neighboring town. Either way, use at least five adverbs in your account to describe your journey.

PREWRITING After you have decided on a trip to describe, brainstorm as many details about the trip as possible. *Where* and *when* did you go? *How* did you get there? *What* was the place like? Brainstorm narrative details, or details that describe actions and events, as well as descriptive details, or details that describe people, places, and things.

WRITING Once you have brainstormed a wealth of details, arrange those details in a logical order. You might describe your journey chronologically (in the order that it happened), or you might use spatial order (the way things are arranged in space). Be sure to include plenty of adverbs to tell *where, when, how, and to what extent*.

REVISING In addition to revising your account for content and organization, revise it for style by making sure you haven't used any stale adverbs, such as *very* and *really*. Replace any such adverbs with fresh, precise adverbs.

PUBLISHING After you have corrected any errors in punctuation, spelling, grammar, or usage, publish your travel writing as widely as possible. You might collaborate with classmates to compile a booklet of travel accounts that people can read when choosing vacation spots. Such a booklet might also include photographs and drawings of travel destinations.

EXTENDING YOUR WRITING

If you enjoyed this exercise, you might develop it into a longer travel narrative and submit it to the travel section of your local newspaper.