

## Parts of Speech

### Nouns

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

#### Examples of nouns:

##### Persons

mother  
politician  
brother  
doctor  
uncle  
king  
president

##### Places

city  
beach  
state  
country  
store  
mall  
restaurant

##### Things

book  
pencil  
sneakers  
jacket  
cell phone  
computer  
car

##### Ideas

memory  
beauty  
fear  
thought  
dream  
happiness  
success

Notice that persons, places, and things are physical and visible whereas ideas are not. Ideas are abstract concepts that exist in the mind or are a product of mental activity.

### Practice

Classify the following nouns as persons, places, things, or ideas, by writing them in the appropriate columns below.

freeway	hunger	truth	landscaper
umbrella	kitchen	calendar	table
astronaut	niece	park	violence
wealth	theater	DVD	cemetery
canoe	anger	love	watch
father	iPad	queen	joy
airport	lawyer	island	senator

##### Persons

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##### Places

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##### Things

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##### Ideas

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## Common Nouns and Proper Nouns

Nouns are divided into two classes: common nouns and proper nouns.

A **common noun** names a **class** of things.

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

Examples:

<u>Common Nouns</u>	<u>Corresponding Proper Nouns</u>
city	Boston
building	World Trade Center
country	England
mountain	Mt. Washington
book	Harry Potter and the Goblet of Fire

**(Proper nouns always begin with a capital letter.)**

## Practice

Choose from the list of words on the right to supply the missing common noun or proper noun that is the best match in the pairs below.

<u>Common Noun</u>	<u>Corresponding Proper Noun</u>	<u>Word List</u>
1. automobile	_____	God Bless America
2. _____	Atlantic	Tuesday
3. _____	Chicago White Sox	actor
4. song	_____	ocean
5. university	_____	president
6. day	_____	Titanic
7. _____	Thoroughbred	team
8. _____	Tom Cruise	Harvard
9. movie	_____	Toyota
10. _____	Abraham Lincoln	horse

## Compound Nouns

**Compound nouns** are two or more words that are joined together to form a single noun.

**Examples:**

car pool                      blood pressure                      middle class

Some compound nouns are written as one word.

**Examples:**

football                      keyboard                      notebook

Some compound nouns are written with hyphens.

**Examples:**

sister-in-law                      cooking-oil                      six-pack

## Practice

There is **one** compound noun in each of the following sentences. **Underline** each one.

1. An ice-axe is necessary when climbing some mountains.
2. The post office is closed on Sunday.
3. My grandmother will be ninety on Saturday.
4. His clothes were always secondhand.
5. The Air Force is in need of recruits.
6. I will search the database for his record.
7. Paul's half sister will visit next week.
8. On long hikes, you should take a water-bottle.
9. The evening was lit up by hundreds of fireflies.
10. Paper-clips are necessary in every office.

## Articles

**Articles** are the words **the**, **a**, and **an**. These words are commonly found in sentences.

### The difference between "the" and "a" or "an."

**The** is a **definite article**. It is used to refer to a particular noun, such as **the** book, meaning a specific one.

"Get me **the book**," means get me a specific book.

**A** and **an** are **indefinite articles** as they refer to only one of a general group, such as **a** book, meaning one of many.

"Get me **a book**," means "Get me any book. I don't care which one it is."

Whether to use "a" or "an" **depends on the sound** that begins the next word.

### Rules:

1. **An** is used before words beginning with a vowel **sound**. The **vowels** are a, e, i, o, and u.

**Examples:** an apple, an elephant, an inch, an ox, an uncle.

2. **A** is used before words beginning with a consonant **sound**. A **consonant** is any letter that is not a vowel: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

**Examples:** a basketball, a carrot, a dog, a fly, a goat, a horse, a joke, a kite, a lemon, a monkey, a nurse, a pie, a quarter, a rat, a squirrel, a toad, a vine, a wagon, a xylophone, a yo-yo, a zoo.

## Practice

Determine which indefinite article, **a** or **an**, goes before each of the words written below.

- |                    |                      |                     |
|--------------------|----------------------|---------------------|
| 1. _____ ant       | 14. _____ only child | 27. _____ mouse     |
| 2. _____ fence     | 15. _____ zipper     | 28. _____ school    |
| 3. _____ balloon   | 16. _____ egg        | 29. _____ newspaper |
| 4. _____ orange    | 17. _____ pig        | 30. _____ enemy     |
| 5. _____ tractor   | 18. _____ umbrella   | 31. _____ vase      |
| 6. _____ eraser    | 19. _____ question   | 32. _____ orchard   |
| 7. _____ job       | 20. _____ hotel      | 33. _____ kitten    |
| 8. _____ insect    | 21. _____ reward     | 34. _____ garage    |
| 9. _____ debt      | 22. _____ igloo      | 35. _____ upgrade   |
| 10. _____ umpire   | 23. _____ car        | 36. _____ mile      |
| 11. _____ airplane | 24. _____ halo       | 37. _____ axe       |
| 12. _____ iPad     | 25. _____ wheel      | 38. _____ yard      |
| 13. _____ hammer   | 26. _____ author     | 39. _____ letter    |

## Exceptions to the previous rules for "a" and "an."

Whether to use "a" or "an" **depends on the sound** that begins the next word.

Therefore, there are a few exceptions to the previous rules for using "a" and "an:"

- (a) In the previous rules, you were told to use "an" before a word beginning with a vowel sound, such as an **apple**, an **elephant**, an **inch**, an **ox**, an **uncle**.

Sometimes, the letter h, a consonant, sounds more like a vowel when it is pronounced because the **h is silent**. **An** should be used in this case.

**Examples:**

**an hour**

**an honorable discharge**

### Sounds Like

an our

an onorable discharge

- (b) In the previous rules, you were told to use "a" before a word beginning with a consonant sound, such as a **basketball**, a **carrot**, a **dog**, a **fly**, a **goat**, a **horse**, a **joke**, a **kite**, a **lemon**, a **monkey**, a **nurse**, a **pie**, a **quarter**, a **rat**, a **squirrel**, a **toad**, a **vine**, a **wagon**, a **xylophone**, a **yo-yo**, a **zoo**.

Sometimes, a word that begins with a vowel actually has a consonant sound.

**A** should be used in this case.

**Examples:**

**a unicorn**

**a European country**

### Sounds Like

a yoo-nicorn

a yer-ocean country

## Practice

Determine which indefinite article, **a** or **an**, goes before each of the words written below.

1. \_\_\_\_\_ utility

2. \_\_\_\_\_ honest mistake

3. \_\_\_\_\_ used car

4. \_\_\_\_\_ university

5. \_\_\_\_\_ x-ray

6. \_\_\_\_\_ utensil

### Sounds Like

yoo-tility

onest mistake

yooosed car

yoo-niversity

ex-ray

yoo-tensil

## Pronouns

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

**Example:** The teacher showed the students how to solve the problem.

**She** showed **them** how to do **it**.

**She** is used in place of teacher, **them** in place of students, and **it** in place of problem.

There are many kinds of pronouns.

**Personal pronouns**, such as those shown below, are commonly used in sentences.

### Singular

**I, me, my, mine**  
**you, your, yours**  
**he, his, him**  
**she, her, hers**  
**it, its**

### Plural

**we, us, our, ours**  
**you, your, yours**  
**they, them, their, theirs**

**Reflexive pronouns** are:

### Singular

**myself**  
**yourself**  
**himself, herself, itself**

### Plural

**ourselves**  
**yourselves**  
**themselves**

**Indefinite pronouns** are:

<b>all</b>	<b>each</b>	<b>more</b>	<b>one</b>
<b>anybody</b>	<b>either</b>	<b>most</b>	<b>other</b>
<b>another</b>	<b>everybody</b>	<b>much</b>	<b>several</b>
<b>any</b>	<b>everyone</b>	<b>neither</b>	<b>some</b>
<b>anyone</b>	<b>everything</b>	<b>nobody</b>	<b>somebody</b>
<b>anything</b>	<b>few</b>	<b>none</b>	<b>someone</b>
<b>both</b>	<b>many</b>	<b>no one</b>	<b>such</b>

Try to recognize pronouns when you see them. It is not necessary to remember what kind they are.

## Practice

There is one pronoun in each of the following sentences. **Underline** each one.  
(All of the answers are listed as pronouns on the previous page. Look back if you aren't sure or if you need a little help.)

1. I am going home.
2. We will meet in the morning.
3. The blue jacket belongs to me.
4. Take us to the airport.
5. The small dog is mine.
6. Our house is on the corner.
7. My phone is on the table.
8. The large pizza is ours.
9. You need to go home.
10. Is the basketball yours?
11. He is six feet tall.
12. Write down your phone number.
13. They belong to a rock band.
14. The blue car is his.
15. Show him how to use the calculator.
16. The fault is theirs.
17. She is on the honor roll.
18. Their lunch is on the counter.
19. Paul can see them swimming.
20. The future is known by no one.
21. The bicycle is hers.
22. It doesn't matter.
23. Its owner is inside the house.
24. Sam can teach anyone to play the piano.
25. Treat yourselves to ice cream.
26. Jane did the job herself.
27. Everyone is welcome to come.
28. Several of the boys got into the row boat.
29. Is anybody home?
30. Someone lost a wallet.
31. Nobody knew the answer.
32. Alex and Alan will both be home.
33. Few of my friends like country music.
34. Somebody is at the door.

In addition to the previous pronouns, there are more.

**Relative pronouns** are:

**who, whom, whose, which, and that.**

**Interrogative pronouns** are:

**who, whom, whose, which, and what.**

**Demonstrative pronouns** are:

**this, that, these, and those.**

## Practice

There is one pronoun in each of the following sentences. **Underline** each one.  
(All of the answers come from the above list of pronouns.)

1. That is correct.
2. To whom is Alan speaking?
3. Those are expensive sneakers.
4. What is Wayne's favorite song?
5. Who is on the phone?
6. This is the time to begin dreaming.
7. These are hard times.
8. Which is the best painting?
9. Whose flashlight is on the ground?

## Verbs

Some **verbs** are words that show **action**.

### Action verbs

Examples of action verbs are:

<b>run</b>	<b>fight</b>	<b>swim</b>
<b>shout</b>	<b>laugh</b>	<b>hit</b>

Some action verbs express actions that cannot be seen because they are taking place mentally. However, even though the action is invisible, an action is still taking place.

Examples of such verbs are:

<b>trust</b>	<b>ponder</b>	<b>consider</b>
<b>evaluate</b>	<b>review</b>	<b>worry</b>

### Every sentence must have a subject.

The subject of sentence is the person or thing that the sentence is about.

The **subject** is usually a **noun or pronoun**.

### Every sentence must have a verb.

An action verb tells what the subject of the sentence is doing, has done, or will do.

### Examples:

	<u>Subject</u>	<u>Action Verb</u>
1. The dog <b>chases</b> the cat.	The dog	<b>chases</b>
2. Tim <b>pondered</b> the test question.	Tim	<b>pondered</b>
3. Shelly <b>dances</b> for a living.	Shelly	<b>dances</b>
4. Alan <b>appears</b> to be happy	Alan	<b>appears</b>
5. Paul <b>shouts</b> when he gets angry.	Paul	<b>shouts</b>
6. It <b>takes</b> four years to graduate.	It	<b>takes</b>
7. She <b>fights</b> for her life due to illness	She	<b>fights</b>
8. Babe Ruth <b>hit</b> the ball out of the park.	Babe Ruth	<b>hit</b>
9. We <b>laughed</b> a lot during the movie.	We	<b>laughed</b>
10. I <b>will drive</b> you to the store.	I	<b>will drive</b>

What part of speech a word is depends on how the word is used in a sentence.

**Example:** The **light** is still on in the other room.

Light is used as a **noun (a thing)**.

Please **light** the fire so it won't be cold.

Light is used as a **verb (an action)**.

**Practice**

There is one subject and one action verb in each of the following sentences. Write the subject and the verb in the spaces provided.

	<u>Subject</u>	<u>Action Verb</u>
1. The deer sometimes run across the field.	_____	_____
2. Nancy danced in a recital last night.	_____	_____
3. The birds chirp all day long.	_____	_____
4. The baby cried all night long.	_____	_____
5. Everyone sings before the baseball game.	_____	_____
6. I love video games.	_____	_____
7. The boy fell out of the tree.	_____	_____
8. Dad built a deck onto the house.	_____	_____
9. My son plays basketball at the high school.	_____	_____
10. Mom cooked a roast beef dinner.	_____	_____
11. The shark swam too close to the beach.	_____	_____
12. The horse jumped over a four foot fence.	_____	_____
13. Jane felt the soft fabric.	_____	_____
14. I sent a text message to my friend.	_____	_____
15. The woman stumbled over the rocky shore.	_____	_____
16. Laura doubts the weather report.	_____	_____
17. She studies hard for good grades.	_____	_____
18. I ate lunch quickly.	_____	_____

## Linking verbs or being verbs

Some **verbs** are words that show **being or existence**.

Examples of these linking verbs or being verbs are:

<b>be</b>	<b>were</b>	<b>shall have been</b>	<b>should have been</b>
<b>being</b>	<b>shall be</b>	<b>will have been</b>	<b>would have been</b>
<b>am</b>	<b>will be</b>	<b>should be</b>	
<b>is</b>	<b>has been</b>	<b>would be</b>	
<b>are</b>	<b>have been</b>	<b>can be</b>	
<b>was</b>	<b>had been</b>	<b>could be</b>	

The above verbs are all forms of the verb "**be**." Any verb that ends with "be" or "been" is a form of the verb "be."

Linking verbs link a noun or pronoun (the subject of a sentence) to words that describe or rename it. Linking verbs serve as a link or connection between words on the left of the verb and words on the right.

### Examples:

1. I **should be** hungry.  
The verb **should be** links I to hungry.  
Hungry describes the pronoun I.
2. The world **is** a beautiful place.  
The verb **is** links the world to a beautiful place.  
A beautiful place describes the noun world.
3. The party **was** awesome.  
The verb **was** links party to awesome.  
Awesome describes the party.
4. Dinosaurs **are** extinct.  
The verb **are** links dinosaurs to extinct.  
Extinct describes dinosaurs.

The following verbs are also sometimes used as linking verbs:

<b>appear</b>	<b>become</b>	<b>feel</b>	<b>grow</b>	<b>look</b>
<b>seem</b>	<b>smell</b>	<b>sound</b>	<b>stay</b>	<b>taste</b>

### Examples:

1. She **seems** tired.  
Tired describes she.
2. I **feel** good.  
Good describes I.
3. Stephen King **became** famous.  
Famous describes Stephen King.
4. The strawberries **taste** delicious.  
Delicious describes strawberries.

## Practice

There is one linking verb in each of the following sentences. **Underline** each one.

1. I am so tired today.
2. The boys can be ready in five minutes.
3. The hot air balloon stays high in the sky.
4. School was closed today because of bad weather.
5. Pete could be a great athlete.
6. The corn grows high in August.
7. The children have been ill today.
8. The flowers smell wonderful.
9. Janice will be three this September.
10. Susan looked frightened during the movie.
11. Laura should have been careful with her money.
12. The surprise party was a success.
13. The football team appears worn out from the heat.
14. The politicians were desperate for votes.
15. Students will be happy on graduation day.
16. The storm had been violent for days.
17. My boss is being unreasonable today.
18. Today has been a lucky day.

## Sentences

### What is a Sentence?

A **sentence** is a group of words that:

- a. expresses a **complete thought**.
- b. has a **subject**.
- c. has a **predicate**.

### What is a Fragment?

A **fragment** is what results when one of the above parts (complete thought, subject, or predicate) is missing. Fragments are a common writing error that students need to understand and avoid.

### A Complete Thought

In order to be a complete thought, a sentence must have two parts:

1. A sentence must be about someone or something.  
This part is called the **subject**, which is **usually a noun or a pronoun**.
2. A sentence must tell something about the subject.  
This part is called the **predicate**, and it must contain a **verb**.

The following groups of words **do not** express a complete thought. They are all **fragments**. Each of them should make you feel that something is missing or unfinished.

	<u>Subject</u>	<u>Predicate</u>	<u>The Problem</u>
1. The cat.	The cat	None	What about the cat?
2. Warms my heart.	None	Warms my heart.	Who or what warms my heart?
3. In the garden	None	None	Who or what is in the garden? There is no subject. There also is no verb, and therefore, no predicate.

Even if a group of words contains a noun or pronoun and a verb, this does not mean it is a sentence. A complete thought may still be missing.

	<u>Noun or Pronoun</u>	<u>Verb</u>	<u>The Problem</u>
4. If it rains.	it	rains	Not a complete thought. If it rains, then what?
5. When the train arrives.	train	arrives	Not a complete thought. What will happen when the train arrives?

## Practice

Do the following groups of words express a complete thought? Write **s for sentence** if they do and **f for fragment** if they do not.

1. Over the rainbow. 1. \_\_\_\_\_
2. Somewhere over the rainbow. 2. \_\_\_\_\_
3. Somewhere over the rainbow, skies are blue. 3. \_\_\_\_\_
4. Once in a while. 4. \_\_\_\_\_
5. The cabin in the mountains is isolated. 5. \_\_\_\_\_
6. It is true. 6. \_\_\_\_\_
7. Not true. 7. \_\_\_\_\_
8. The lighthouse on the rocks near York, Maine. 8. \_\_\_\_\_
9. Places to go and so much to do. 9. \_\_\_\_\_
10. The dog barked. 10. \_\_\_\_\_
11. Red, white, and blue. 11. \_\_\_\_\_
12. The American flag. 12. \_\_\_\_\_
13. The American flag is red, white, and blue. 13. \_\_\_\_\_
14. To be or not to be. 14. \_\_\_\_\_
15. I'm ready for whatever comes. 15. \_\_\_\_\_
16. A threatening storm is predicted for tonight. 16. \_\_\_\_\_
17. After high school, when I get a job. 17. \_\_\_\_\_
18. My brother and I share the computer. 18. \_\_\_\_\_
19. Not a cloud in the sky. 19. \_\_\_\_\_

It is not length and number of words that make a sentence.

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### A VERY SHORT SENTENCE

It may surprise you to learn that the following **is** a complete (although short) **sentence**:

**"T'is."** is a complete sentence.

**T'is** is a shortcut way of saying, **"It is."**

The subject is "It." The verb is "is." The predicate is "is."

**"It is."** expresses a complete thought.

An example of how this sentence might show up in a paragraph is as follows:

"Is it likely that our dog Rover stole the hamburgers off the grill when we weren't looking?"

"T'is."

"T'is." or "It is." answers the question by implying, "Yes, it is likely that Rover stole the hamburgers."

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### A VERY LONG FRAGMENT

On the other hand, a lot of words do not necessarily make a sentence.

As an example, the following group of words, although many, represent a long **fragment**.

**Under the shade of the apple tree down in the meadow by the meandering stream.**

There are plenty of nouns in the above fragment: shade, tree, meadow, stream.

However, there is no subject and no action or linking verb.

The above fragment merely names a place, "under the shade of the apple tree" and then goes on to describe where this apple tree is located: "down in the meadow by the meandering stream." This is not a complete thought because the words fail to convey what happened or is going to happen under the apple tree. Why is this **place** being described? For what reason? Something is missing.

The above fragment could be made into a sentence by adding a subject and verb.

**I will meet you** under the shade of the apple tree down in the meadow by the meandering stream. Now there is a pronoun, **I**, which is the subject of the sentence, and a verb, **will meet**. Now there is a **complete thought**.

**Please note:** Noun and subject are **not** the same thing. A noun names a person, place, thing, or idea. A subject is a name for a part of a sentence.

## The Subject

Every sentence must have a **subject** because a sentence must be about **someone or something**.  
The subject is **usually a noun or a pronoun**

### The Complete Subject and the Simple Subject

The **complete subject** is **all the words** taken together that describe the subject.  
The **simple subject** is the **main word** (or group of words) that describes the subject.

#### Examples:

- |                   |  |
|-------------------|--|
| 1. Sentence:      | The large red apple fell from the tree to the ground.    |
| Complete Subject: | The large red apple                                      |
| Simple Subject:   | apple  |
| 2. Sentence:      | The Grand Canyon in Arizona is a wonderful sight to see. |
| Complete Subject: | The Grand Canyon in Arizona                              |
| Simple Subject:   | Grand Canyon   |

Locating the **simple subject** can help to determine whether a group of words is a sentence or a fragment.

## Practice

For each of the following sentences, **underline the complete subject**. Then write the simple subject on the line provided.

- |   | <u>Simple Subject</u> |
|---|-----------------------|
| 1. Larry's leather jacket is still his favorite.      | 1. _____              |
| 2. The John Deere tractor does a great job.           | 2. _____              |
| 3. Bob's trailer truck overturned on the highway.     | 3. _____              |
| 4. The young pilot flew his helicopter over the city. | 4. _____              |
| 5. Mr. Johnson's class went on a field trip.          | 5. _____              |
| 6. Sixty-two people entered the bicycle race.         | 6. _____              |
| 7. Two young girls sold lemonade on the corner.       | 7. _____              |
| 8. Three wild turkeys walked down a country road.     | 8. _____              |

## The Predicate

Every sentence must have a **predicate** because a sentence must tell something about the subject. The predicate must contain a **verb**.

### The Complete Predicate and the Simple Predicate

The **complete predicate** is **all the words** that say something about the subject. The **simple predicate** is the **verb**. The verb is the essential part of the predicate.

#### Examples:

- |                     |  |
|---------------------|--|
| 1. Sentence:        | The large red apple fell from the tree to the ground.    |
| Complete Predicate: | fell from the tree to the ground                         |
| Simple Predicate:   | fell   |
| 2. Sentence:        | The Grand Canyon in Arizona is a wonderful sight to see. |
| Complete Predicate: | is a wonderful sight to see                              |
| Simple Predicate:   | is   |

Locating the **simple predicate, the verb**, can help to determine whether a group of words is a sentence or a fragment.

## Practice

For each of the following sentences, **underline the complete predicate**. Then write the simple predicate on the line provided.

- |   | <u>Simple Predicate</u> |
|---|-------------------------|
| 1. Larry's leather jacket is still his favorite.      | 1. _____                |
| 2. The John Deere tractor does a great job.           | 2. _____                |
| 3. Bob's trailer truck overturned on the highway.     | 3. _____                |
| 4. The young pilot flew his helicopter over the city. | 4. _____                |
| 5. Mr. Johnson's class went on a field trip.          | 5. _____                |
| 6. Sixty-two people entered the bicycle race.         | 6. _____                |
| 7. Two young girls sold lemonade on the corner.       | 7. _____                |
| 8. Three wild turkeys walked down a country road.     | 8. _____                |

## Types of Sentences

There are four types of sentences:

1. declarative
  2. imperative
  3. interrogative
  4. exclamatory
- 

A **declarative sentence** makes a **statement** and ends with a **period**. Most sentences are of this type.

**Examples:**

1. Niagara Falls is the name given to three waterfalls that are on the border between Canada and New York state.
  2. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America.
- 

An **imperative sentence** gives a **command** or makes a **request**. This type of sentence also ends with a **period**.

**Examples:**

1. Please pass the potatoes.
2. Be home by midnight at the latest.

**IMPORTANT:** The above sentences appear to have no subject. **There is a subject**, even though it is not written. The subject of both sentences is "**you**." "You" is understood to be the subject of every imperative sentence. The word "you," although not written, is implied. The above sentences could be interpreted as:

1. **You**, please pass the potatoes.
2. **You** be home by midnight at the latest.

You is the subject of the sentences because "you" is the person being spoken to.

**Go!** is a sentence. It is an imperative sentence with a subject (you) and a verb (go). This one word meets the requirements of a sentence because there is a subject, a predicate, and a complete thought.

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An **interrogative sentence** asks a **question** and ends with a **question mark**.

**Examples:**

1. Where are you going?
2. What time will you be home?
3. Who else is going?
4. When are you leaving?
5. Why are you looking at me like that?

Many questions begin with the words who, what, when, where, or why. Others do not:

6. Can I come too?
7. Would you like me to bring pizza?

Every question expects or waits for an answer.

An **exclamatory sentence** expresses **strong emotion** and ends with an **exclamation point**. Exclamation points should be used sparingly in your writing.

**Examples:**

1. The house is on fire!
2. Don't pat that stray dog!

**Be careful!**

If a declarative, imperative, or interrogative sentence shows strong emotion, it should be considered an exclamatory sentence and should end with an exclamation point.

**Examples:**

1. Hornets are everywhere!  
A **statement** showing strong emotion should end with an exclamation point.
2. Get out now!  
A **request or command** showing strong emotion should end with an exclamation point.
3. Did that dog bite you!  
A **question** showing strong emotion should end with an exclamation point.

---

**Practice**

For each sentence below, supply the ending punctuation mark by writing either a period, a question mark, or an exclamation point. Then state whether the sentence is declarative, imperative, interrogative, or exclamatory.

1. Have you seen my car keys \_\_\_\_\_
2. I would like to be a great artist someday \_\_\_\_\_
3. What time is it \_\_\_\_\_
4. Call 911 \_\_\_\_\_
5. Help me set the table for dinner \_\_\_\_\_
6. Hybrid cars are powered by gasoline and electricity \_\_\_\_\_
7. Take an umbrella with you \_\_\_\_\_
8. Do you think she'll return my call \_\_\_\_\_
9. Watch out for that snake \_\_\_\_\_
10. When are you going to Bermuda \_\_\_\_\_

## More Parts of Speech

### Adjectives

An **adjective** is a word that **describes** (or modifies) a noun or a pronoun.

An adjective may indicate:

a. **what kind** of a thing something is:

**old** car

**heavy** package

**long** rope

b. **which one** something is:

**this** jacket

**that** building

**those** papers

c. **how many** there are of something:

**few** words

**some** people

**sixty-two** feet

The above adjectives all describe nouns.

---

An adjective does not always come before the noun or pronoun it describes.

#### Examples:

The grass is **green**.

Green describes grass.

The boy was **hungry**.

Hungry describes boy.

She is **excited**.

Excited describes "she."

They seem **disappointed**.

Disappointed describes "they."

An adjective is almost always separated from a pronoun, such as "she" or "they."

---

The words **the**, **a**, and **an** are also **adjectives**, but since they are the most frequently used adjectives, they are given the special name of **articles**.

#### Examples:

**The** dog barked.

She waited for **an** hour.

Dan got on **a** boat at the dock.

---

### Pronouns or adjectives?

What about sentences like "This is **my** book" or "That is **her** phone."

Since **my** describes book and **her** describes phone, are these words adjectives or are they still pronouns?

Answer: **Pronouns**

Pronouns that describe nouns are considered **possessive pronouns** and not adjectives.

## Practice

There is one adjective in each of the following sentences. **Underline** each one.

1. The big hill is good for skiing.
2. The dark sky predicts trouble.
3. Several cows live in the barn.
4. The popcorn was tasty.
5. I saw two accidents this morning on my way to work.
6. Many students have trouble with algebra.
7. Look at that beautiful car.
8. Alice does not like black olives.
9. Few people come to this place.
10. There are fifty states in the U.S.
11. The great Titanic hit an iceberg.
12. The boys love pepperoni pizza.
13. They are happy to be here.
14. A small box arrived in the mail.
15. The doctor wore a white jacket.
16. The students were glad when school ended.
17. My throat is sore this morning.
18. The water in the lake was cold.

**What part of speech a word is depends on how the word is used in a sentence:**

I am wearing a **silver** bracelet.  
I love gold and **silver**.

Silver is an **adjective** because it describes bracelet.  
Silver is a **noun** because it names a thing.

**Those** are my books.  
**Those** books are mine.

Those is a **pronoun** because it **takes the place of** books.  
Those is an **adjective** because it describes books.

[When deciding if a word is a pronoun or adjective, the word is an adjective if it comes immediately before the noun, such as in those books.]

The **light** is on in the kitchen.  
Let's **light** the candles tonight.  
Give me the **light** package to carry.

Light is a **noun** because it names a thing.  
Light is a **verb** because it indicates an action.  
Light is an **adjective** because it describes the package.

[Sometimes nouns are used as adjectives, as in **college** campus. College describes campus.]

---

**Practice**

Name the part of speech that is shown in bold in the sentences below. The answer will be either a noun, a pronoun, a verb, or an adjective.

	<u>Part of Speech</u>
1. The tall ship <b>sailed</b> into the harbor.	1. _____
2. The <b>tall</b> ship sailed into the harbor.	2. _____
3. <b>Cook</b> the hotdogs on the grill.	3. _____
4. The <b>cook</b> prepared a feast for us.	4. _____
5. Let the pie <b>cool</b> on the counter.	5. _____
6. That is such a <b>cool</b> idea.	6. _____
7. <b>They</b> watched the game on T.V.	7. _____
8. There is no <b>excuse</b> for what you did.	8. _____
9. Please <b>excuse</b> me.	9. _____
10. The <b>wool</b> blanket kept me warm.	10. _____

## Adverbs

An **adverb** describes a **verb** by telling **how, when, where, or to what extent**.

An adverb often comes right after the verb it describes.

### Examples:

1. Alan swims. The verb in this sentence is swims.
2. Alan swims **quickly**. Quickly is an adverb that describes **how** Alan swims.
3. Alan swims **nightly**. Nightly is an adverb that describes **when** Alan swims.
4. Alan swims **here**. Here is an adverb that describes **where** Alan swims.
5. Alan swims **frequently**. Frequently is an adverb that describes **to what extent** Alan swims.

---

Sometimes an **adverb** describes an **adjective**.

### Examples:

1. The performance was **remarkably** good.  
Good is an adjective that describes performance.  
Remarkably is an adverb that describes good. How good? Remarkably good.
2. Dan is an **extremely** nice man.  
Nice is an adjective that describes man.  
Extremely is an adverb that describes nice. How nice? Extremely nice.
3. I am **very** tired tonight.  
Tired is an adjective that describes the word I.  
Very is an adverb that describes tired. How tired? Very tired.

**Note:** The most frequently used adverb is **very**. You should avoid it whenever possible in your writing and try to find another word to take its place, such as extremely, awfully, especially, vastly, enormously.

---

An **adverb** can also describe another **adverb**.

### Example:

The horse moved **too** quickly.  
Quickly is an adverb that describes how the horse moved.  
Too is an adverb that describes quickly. How quickly? Too quickly.

---

Most adverbs end in - **ly**, but some that do not are **always, never, very, soon, not, too**.

### Example:

Rene did **not** win a spot on the team.  
Not is an adverb that comes between the parts of the verb did and win.  
How did Rene win? She did not win.

## Practice

There is one adverb in each of the following sentences. Find the adverb by identifying the word that describes how, when, where, or to what extent. Then **underline** the adverb.

1. Laura sings beautifully.
2. John ran swiftly toward the finish line.
3. We yelled excitedly when our team won.
4. It is too hot to work.
5. I am very happy you came.
6. They carefully planned their vacation.
7. The rabbit cleverly avoided the fox.
8. The kids adjusted easily to their new school.
9. An unusually large package arrived in the mail.
10. Some people are always late.
11. The car was slightly damaged in the accident.
12. Diane did remarkably well on her calculus test.
13. She ran angrily out of the room.
14. Lost in a blizzard, the men were terribly cold.
15. I left your car keys there.
16. It was quite warm in the sun.
17. It is extremely cold outside.
18. I seriously believe you are making a big mistake.

## Conjunctions

**Conjunctions** are used to join words or groups of words or sentences.

**Note: When two complete sentences are combined with a conjunction, a comma comes before the conjunction.**

Below is a list of commonly used conjunctions and when they are used. Each of the examples shows two complete sentences being joined by a conjunction. Therefore, notice that there is a comma before the conjunction.

	<u>Used to</u>	<u>Example</u>
1. <b>and</b>	add information	The car hit a tree, <b>and</b> the driver was injured.
2. <b>but</b>	show a contrast	It was raining, <b>but</b> I went for a swim.
3. <b>yet</b>	show a contrast	Sam is sixty years old, <b>yet</b> he still runs every day.
4. <b>so</b>	show a cause and then the effect	The dog got sick, <b>so</b> she took him to the vet.
5. <b>for</b>	show an effect and then the cause	She shut the windows, <b>for</b> a storm was coming.
6. <b>or</b>	show two alternatives	I'll sit in the sun, <b>or</b> I'll go in the water.
7. <b>nor</b>	show two negatives	Jan will not study, <b>nor</b> will she practice the piano.

In the examples shown above, there is a complete sentence to the left of the conjunction and a complete sentence to the right of the conjunction:

<u>Two Complete Sentences</u>	<u>The Two Sentences Combined</u>
1. The car hit a tree. The driver was injured.	The car hit a tree, <b>and</b> the driver was injured.
2. It was raining. I went for a swim anyways.	It was raining, <b>but</b> I went for a swim anyways.
3. Sam is sixty years old. He still runs every day.	Sam is sixty years old, <b>yet</b> he still runs every day.
4. The dog got sick. She took him to the vet.	The dog got sick, <b>so</b> she took him to the vet.
5. She shut the windows. A storm was coming.	She shut the windows, <b>for</b> a storm was coming.
6. I'll sit in the sun. I'll go in the water.	I'll sit in the sun, <b>or</b> I'll go in the water.
7. Jan <b>will not</b> study She <b>will not</b> practice the piano. (Nor is used to combine these two negatives. Jan will not study, <b>nor</b> will she practice the piano has the same meaning as Jan <b>will not</b> study, and she <b>will not</b> practice the piano.	Jan will not study, <b>nor</b> will she practice the piano.

## Practice

Combine the two sentences below by using the conjunction shown in parenthesis. Remember to put a comma before the conjunction.

1. It's a beautiful summer day. We're off to the beach. (and)

---

2. The meeting starts at 7:00 p.m. You need to be on time. (and)

---

3. I would like to go to school today. I'm feeling too sick. (but)

---

4. Alice would love to buy a new car. She can't afford the payments. (but)

---

5. This jacket is so old and worn out. It remains my favorite. (yet)

---

6. I'll have to study. I can pass algebra. (so)

---

7. Bob yelled at the dog. It was digging holes in the yard. (for)

---

8. Do your homework. You can't watch T.V. (or)

---

9. Emily does not want to go shopping. Emily does not want to see a movie. (nor)

---

Some conjunctions are used in **pairs**:

**Either . . . or**

An **either** must have an **or**

**Neither . . . nor**

A **neither** must have a **nor**

**Both . . . and**

A **both** needs an **and**

**Not only . . . but also**

A **not only** needs a **but also**

**Examples:**

1. **Either** you **or** your sister will have to help me bring groceries in from the car.
2. **Neither** bad weather **nor** the cold I feel coming on will keep me from seeing that new movie.
3. **Both** my teacher **and** the students in my class enjoyed my book report.
4. The fire destroyed **not only** the house **but also** the barn.

**Notice** that there are no commas in the above sentences.

---

More will be said about conjunctions later on in this book.

---

## Interjections

An **interjection** is a word that expresses emotion and is not grammatically related to other words in the sentence.

Interjections that show sudden or strong emotion can stand alone and are usually followed by an exclamation point.

**Examples:**

Aha! Gee! Ha-ha! Huh? Ouch! Shh! Uh-oh! Oops! Whoa! Oh! Yuck! Wow! Ugh! Hooray!

Interjections that show only mild emotion at the beginning of sentence should be followed by a comma.

**Examples:**

**Hey**, get off that bike. It's mine!

**Wow**, look at that old Model T Ford.

## Prepositions

Below is list of commonly used prepositions:

about	because	by	including	outside	until
above	before	concerning	inside	over	up
across	behind	down	into	past	upon
after	below	during	like	since	with
against	beneath	except	near	through	within
along	beside	following	of	throughout	without
among	besides	for	off	to	
around	between	from	on	toward	
as	beyond	given	into	under	
at	but	in	onto	underneath	

## Prepositional Phrase

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun: **at** the table, **beside** her.

### More examples:

**Above** the horizon, **across** the street, **after** the storm, **along** the road, **against** the wind, **among** the crowd, **around** the corner, **before** dinner, **behind** the barn, **below** the deck, **beneath** the beach umbrella, **beyond** belief, **during** the night, **following** the parade, **from** the beginning, **including** her, **inside** the shelter, **near** the lake, **into** the forest, **outside** the gymnasium, **since** many days ago, **throughout** the night, **under** the overpass, **until** tomorrow, **up** the mountain, **upon** hearing about it, **without** a clue.

## How to Find the Subject of a Sentence with Prepositional Phrases

Every sentence must have a subject. The subject of a sentence is **NEVER** in a prepositional phrase.

It can sometimes be difficult to find the subject of a sentence. It helps to first locate the verb and go from there.

### Examples:

1. The flowers in the garden are growing rapidly.

The verb is "**are growing**." What are growing? The flowers are growing.

Flowers is the subject. "In the garden" is a prepositional phrase. To find the subject of a sentence, it often helps to cross out any prepositional phrases:

The flowers ~~in the garden~~ are growing rapidly.

**Examples (continued):**

2. Into the forest ran the black bear.

The verb is "**ran**." What ran? The bear ran. Bear is the subject.

~~Into the forest~~ ran the black bear.

This could also be written or interpreted as "The black bear ran ~~into the forest~~."

3. One of my friends likes to talk a lot.

The verb is "likes." Who likes to talk? You may be tempted to say friends, but this is not the subject. The subject is One. "Of my friends" is a prepositional phrase.

One ~~of my friends~~ likes to talk a lot.

### Sentences Beginning with There or Here

When a sentence begins with the words "There" or "Here," you may think that "there" or "here" is the subject of the sentence, but this is not the case. Once again, use the verb to help you find the subject.

4. There is an eagle flying above the lake. What is flying? An eagle is flying.

The subject is eagle. Above the lake is a prepositional phrase.

There is an eagle flying ~~above the lake~~.

### Sentences That Ask Questions

Questions usually begin with *When*, *Where*, *How*, *Why*, *What*, or a verb.

A good way to find the subject is to turn the question into a statement, then find the verb and go from there.

5. Question: Is **Susan** going to San Francisco?

Statement: **Susan** is going to San Francisco.

Who is going? Susan. Susan is the subject.

6. Question: Why is the horse limping?

Statement: The horse is limping.

What is limping? The horse. Horse is the subject.

(When a verb is separated into two parts, such as in this example, *Why is the horse limping?*, the subject always comes in the middle of the two parts of the verb.)

A **compound preposition** is composed of more than one word.

**Examples:**

according to	by reason of	in order to	on account of
along with	due to	in place of	out of
as of	except for	in spite of	prior to
because of	in addition to	instead of	together with
by means of	in front of	next to	with regard to

**Practice**

For each sentence below, determine the simple subject. Cross out any prepositional phrases if they exist.

**Simple Subject**

1. The boys in the back of the room were texting. \_\_\_\_\_
2. Behind the parade strolled clowns holding red balloons. \_\_\_\_\_
3. Two of the New England Patriots are being traded this year. \_\_\_\_\_
4. There are storm clouds on the horizon. \_\_\_\_\_
5. What are the consequences of getting a speeding ticket? \_\_\_\_\_
6. When will you come to visit me again? \_\_\_\_\_
7. Is the store on the corner open until 11:00 p.m.? \_\_\_\_\_
8. Why is that airplane flying so low? \_\_\_\_\_
9. According to the weather forecast, a hurricane is coming. \_\_\_\_\_
10. Instead of going skiing, we could go ice skating. \_\_\_\_\_
11. Due to a bad economy, many people are unemployed. \_\_\_\_\_
12. Because of reduced rates, many joined the health club. \_\_\_\_\_
13. Down in the meadow the birds chirped. \_\_\_\_\_
14. In order to succeed, one needs to work hard. \_\_\_\_\_
15. Over the river and through the woods to Grandmother's house we go. \_\_\_\_\_