

Chapter 1

The Parts of Speech

The Work That Words Do

When you speak or write, you express your thoughts in words. Sometimes you may use only one word, such as *Quiet!* or *Hello*. Usually, however, you use groups of words that make statements, ask questions, or give instructions or directions. Every word you speak or write has a definite use in expressing a thought or idea. The way the word is used determines what *part of speech* that word is. There are eight parts of speech

As you study this chapter, learn to recognize the parts of speech, the eight ways that words work for you as you communicate your thoughts and ideas to others.

THE NOUN

Perhaps the words most frequently used are those by which we identify someone or something. These labels, or name words, are called *nouns*.

1a. A *noun* is a word used to name a person, place, thing, or idea.

Persons	Celia, Mr. Tompkins, hair stylist, firefighter, women, Americans
Places	Chicago, Alaska, Europe, Bryant Park, kitchen, suburbs
Things	money, poem, pencils, airplanes, merry-go-round
Ideas	perfection, strength, happiness, obedience, liberty

EXERCISE 1. Copy each of the following words on your paper. After each, tell whether it names a person, a place, a thing, or an idea. If the word does not name, write not a noun.

- | | | |
|--------------|----------------|----------------|
| 1. novelist | 8. silly | 15. midwest |
| 2. biscuits | 9. plumber | 16. advertise |
| 3. sharpen | 10. patriotism | 17. supposedly |
| 4. sharpener | 11. believe | 18. faith |
| 5. gratitude | 12. belief | 19. file clerk |
| 6. gratify | 13. across | 20. joy |
| 7. loses | 14. for | |

Common and Proper Nouns

There are two classes of nouns, *proper nouns* and *common nouns*. A proper noun names a particular person, place, or thing, and is always capitalized. A common noun names anyone of a group of persons, places, or things, and is

not capitalized.

**COMMON
NOUNS**

**PROPER
NOUNS**

inventor	Thomas A. Edison, Sarah Boone
woman	Pearl Bailey, Hannah Arendt, Dr. Alvarez, Maria Tallchief
city	Boston, Des Moines, Salt Lake City
school	Lincoln High School, Harvard University
state	Georgia, Tennessee, Utah, Pennsylvania
river	Mississippi River, Colorado River
month	January, April, August, November

EXERCISE 2. There are fifty nouns in the following paragraph. As you list the nouns on your paper, circle all the proper nouns. A name is counted as one noun, even if it has more than one part.

1. In our living language, proper nouns occasionally change to common nouns. 2. Losing their value as names of particular people, these words become names for a general class of things. 3. For example, during the nineteenth century, Samuel A. Maverick was unique among ranchers in Texas. 4. Maverick did not regularly brand his calves. 5. Therefore, neighbors on other ranches began to call any unbranded, stray yearling a "Maverick." 6. For these ranchers, a maverick soon became a common name for a certain kind of calf, and now maverick is standard English for any unbranded animal or motherless calf. 7. Many other words have similar origins. 8. The term pasteurization is named after Louis Pasteur, and mesmerism comes from F. A. Mesmer. 9. From John L. McAdam, a Scottish engineer, comes the word macadam, referring to a pavement made of crushed stones. 10. Although they were once names of particular people, silhouette, macintosh, and watt have undergone similar changes and no longer begin with capital letters.

EXERCISE 3. Study the nouns listed below. In class, be prepared to (1) identify each noun as a common or a proper noun, and (2) if the noun is a common noun, name a corresponding proper noun; if the noun is proper, name a corresponding common noun. Remember that capitalization is one of the signals of a proper noun.

- | | | | |
|-----------|-----------|-------------|--------------|
| 1. woman | 6. city | 11. college | 16. holiday |
| 2. month | 7. lake | 12. Dallas | 17. teacher |
| 3. Peru | 8. actor | 13. Kansas | 18. Mt. Fuji |
| 4. singer | 9. Ohio | 14. street | 19. river |
| 5. Athena | 10. ocean | 15. Aunt Jo | 20. team |

Compound Nouns

By now, you have probably noticed that two or more words may be used together as a single noun. In the examples below rule 1a on page 4, you find hair stylist and Mr. Tompkins in the list of persons, Bryant Park in the list of places, and merry-go-round in the list of things. These word groups are called compound nouns.

As you see, the parts of a compound noun may be written as one word, as two or more words, or may be hyphenated. Here are some other commonly used compound nouns.

EXAMPLES prizefighter, volleyball, newsstand, news room, commander in chief, beach ball, home economics, sister-in-law, babysitter, Stratford-on-Avon

If you are in doubt as to how to write a compound noun, you should consult your dictionary. Some dictionaries may give two correct forms for a word; for example, you may find vice-president written both with and without the hyphen. As a rule, it is wise to use the form the dictionary lists first.

THE PRONOUN

1b. A *pronoun* is a word used in place of one or of more than one noun.

One way to refer to something is to use the noun that names it. We usually have to do this to make clear what we mean. However, once we have made clear the identity of the person or thing we are talking about, we can make other references without having to give the name each time.

EXAMPLES Gloria stepped back from the picture and looked at it.

It would be awkward and unnecessary to repeat *the picture* in the last part of this sentence. The pronoun *it* does the job better by simply taking the place of the noun *picture*.

In the following sentences a number of different pronouns are used. Notice that they all take the place of a noun the way it does in the example above.

EXAMPLES Where is Lois? She said she would be here on time. [The pronoun *she*, used twice, takes the place of *Lois* in the second sentence.]

Our teacher and Mrs. Barnes said they would go to the meeting. [The pronoun *they* takes the place of two nouns: *teacher* and *Mrs. Barnes*.]

As these examples show, pronouns almost always refer to a word mentioned

earlier. This noun on which the pronoun depends for its meaning is called the *antecedent*, which simply means “something going before.” In the following examples, the arrows point from the pronouns to their antecedents.

EXAMPLES

Jill opened her **book** and read from **it**.

The coach showed the **players** how **they** should throw the ball.

Janet took **her** dog to the veterinarian.

Personal Pronouns

The pronouns that have appeared in the examples so far are called *personal* pronouns. In this use, *personal* does not have its common meaning of “private or having to do with a person.” Instead it refers to one of the three possible ways of making statements: The persons speaking can talk about themselves (first person: *I, we*) or they can talk about the persons spoken to (second person: *you*) or they can talk about anyone or anything else (third person: *he, she, it, they*). The few pronouns in English that have different forms to show person are called personal pronouns.

	SINGULAR	PLURAL
<i>First person</i> (the person speaking)	I, my ¹ , mine, me	we, our, ours, us
<i>Second person</i> (the person spoken to)	you, your, yours	you, your, yours
<i>Third person</i> (some other person or thing)	he, his, him she, her, hers it, its	they, their, theirs, them

¹The possessive forms *my, your, her, etc.*, are called pronouns in this book. Some call them *pronominal adjectives*.

Other Commonly Used Pronouns

Here are some other kinds of pronouns that you will encounter as you study this textbook:

REFLEXIVE PRONOUNS (the -self, -selves forms of the personal pronouns)

- | | |
|----------|------------|
| myself | ourselves |
| yourself | yourselves |

himself, herself, itself

themselves

• **NOTE** Never write or say *hissself* or *theirselves*.

RELATIVE PRONOUNS (used to introduce adjective clauses; see pages 109-10)

who whom whose which that

INTERROGATIVE PRONOUNS (used in questions)

Who ...? Whose ...? What ...? Whom ...? Which ...?

DEMONSTRATIVE PRONOUNS (used to point out a specific person or thing)

this that these those

INDEFINITE PRONOUNS (not referring to a definite person or thing; frequently used without antecedents)

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

EXERCISE 4. Number 1-20 on your paper. List in order the twenty pronouns in the following sentences.

1. Angela has an interesting hobby. She writes down the first and last lines of her favorite works of literature.
2. “Everyone knows the opening sentence of *Moby Dick*,” she said to me, “but few can recall the last sentence.”
3. “The book opens,” she continued, “with ‘Call me Ishmael.’ It ends with ‘Now small fowls flew screaming over the yet yawning gulf; a sullen white surf beat against its steep sides; then all collapsed, and the great shroud of the sea rolled on as it rolled five thousand years ago.’ ”
4. I replied, “That is the ending of the story but not of the epilogue, which reads, ‘On the second day, a sail drew near, nearer, and picked me up at last. It was the devious-cruising Rachel, that in her retracing search after her missing children, only found another orphan.’ ”

EXERCISE 5. Copy the following paragraph and fill in the twenty blanks with appropriate pronouns.

___ main objection to mystery stories is the effect that ___ have on ___ peace of mind. When reading ___ of ___, ___ imagine that ___ is in the closet or just outside the window. Whether the author chooses to have a victim poisoned or to have ___ strangled, ___ always has ___ murdered. In a story that ___ read recently, a murderer overpowers a millionaire, twisting and bruising ___ body and casting ___ into the cage of a gorilla. Unlike ___, Helen, ___ likes mystery stories as a means for escape, particularly enjoys reading ___ just before ___ goes to sleep. ___ favorite stories include ___ ___ cause terrible nightmares.

THE ADJECTIVE

Sometimes we wish to describe, or make more definite, a noun or pronoun we use. We then modify the word by using an adjective.

1c. An **adjective** modifies a noun or a pronoun.

To *modify* a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or a pronoun by answering one of these questions: *What kind? Which one? How many?* Notice how the bold-faced adjectives which follow answer these questions about the nouns modified.

WHAT KIND?

white car
nylon rope
wise person
big desk

WHICH ONE?

this road
last week
the **first** day
the **other** man

HOW MANY?

one minute
three girls
few people
several days

Pronoun or Adjective?

Notice that in the phrases above, *one, this, other, few, and several* – words which may also be used as pronouns – are adjectives, because they modify the nouns in the phrases rather than take the place of the nouns.

The words *my, your, his, her, its, our, and their* are called pronouns throughout this book; they are the possessive forms of personal pronouns, showing ownership or relationship. Some teachers, however, prefer to think of these words as adjectives because they tell *Which one?* about nouns: *my* sister, *your* book, *our* team, *their* tents. Often they are called *pronominal adjectives*.

Nouns Used as Adjectives

Sometimes you will find nouns used as adjectives.

NOUNS

NOUNS USED AS ADJECTIVES

large table
expensive dinner
next Sunday

table leg
dinner table
Sunday dinner

Notice in the last example above that a proper noun, *Sunday*, is used as an adjective. Here are some other proper nouns used as adjectives:

Florida coast
Norway pine

Navaho tradition
Joplin song

When you find a noun used as an adjective, your teacher may prefer that you call it an adjective. If so, proper nouns used as adjectives will be called *proper adjectives*. In any exercises you do, follow your teacher's directions in labeling nouns used as adjectives.

Articles

The most frequently used adjectives are *a*, *an*, and *the*. These little words are usually called *articles*. *A* and *an* are indefinite articles; they refer to one of a general group.

EXAMPLES A woman arrived.
 An automobile went by.
 She waited an hour.

A is used before words beginning with a consonant sound; *an* is used before words beginning with a vowel sound. Notice in the third example above that *an* is used before a noun beginning with the consonant *h*, because the *h* in *hour* is not pronounced. *Hour* is pronounced as if it began with a vowel (like *our*). Remember that the sound of the noun, not the spelling, determines which indefinite article will be used.

The is a definite article. It indicates that the noun refers to someone or something in particular.

EXAMPLES The woman arrived.
 The automobile went by.
 The hour passed quickly.

Adjectives in Sentences

In all the examples you have seen so far, the adjective comes before the noun modified. This is its usual position.

Mrs. Russell gave each boy here hot tea and apple pie.

The ancient, battered manuscript was found in her desk. Sometimes, however, adjectives follow the word they modify.

Magazines, old and dusty, cluttered her desk.

Other words may separate an adjective from the noun or pronoun modified.

Anna seemed unhappy. She was not optimistic.

Courageous in battle, he deserved his medals.

EXERCISE 6. Copy the following sentences onto your paper, and fill in the blanks with adjectives. (Do not use articles.) Answer the questions *What kind? Which one? How many?* Draw an arrow from each adjective to the noun or pronoun modified.

1. My family visited the ___ zoo on Sunday.
2. ___ monkeys were chattering in their ___ cages.
3. My sister heard the ___ lion roaring and immediately became ___ .
4. She laughed, though, when she saw the ___ birds with ___ feathers on their heads.
5. The ___ birds made ___ squawks.
6. The seals, ___ and ___ , performed stunts.
7. The ___ elephants appeared ___ for our peanuts.
8. The bears were begging for food on their ___ feet.
9. By ___ afternoon the sky was becoming ___ .
10. After a ___ day, we finally arrived home, ___ and ___ .

EXERCISE 7. Except for articles, the sentences below contain no adjectives. Using a separate sheet of paper, revise the sentences by supplying interesting adjectives to modify the nouns or pronouns. Underline the adjectives.

1. Winds uprooted trees, leveled houses, and swept cars off the streets.
2. All during the night in the forest, the campers heard noises, cries of birds and beasts.
3. Without money, I strolled down the midway at the fair and watched the crowds at the booths and on the rides.
4. At Linda's party, the guests were served sandwiches, meatballs, salad, and later, fruit, cake, and ice cream.
5. Everybody at the party received a gift, such as stationery, jewelry, soap, or a book.

EXERCISE 8. Look for adjectives as you read a newspaper or a magazine. Find a section containing at least twenty adjectives, not counting articles. Clip it out and paste it onto your paper. Underline the adjectives.

REVIEW EXERCISE A. List on your paper the italicized words in the following sentences. Before each word, write the number of its sentence, and after the word, write whether it is a *noun*, a *pronoun*, or an *adjective*.

EXAMPLE 1. *This* article tells about Shakespeare's *life*.

1. *This*, *adjective*

1. *life*, *noun*

1. Most high school *students* read at least one *play* by William Shakespeare.
2. *Shakespeare*, the most *famous* playwright of *all* time, was born in Stratford-on-Avon in 1564.
3. He was baptized in the *small* church at Stratford shortly after *his* birth.
4. *He* was buried in the *same* church.
5. On the stone above his grave, *you* can find an inscription which places a *curse* upon *anyone* who moves his bones.
6. Out of *respect* for his wish or because of fear of his curse, *nobody* has disturbed the grave.
7. *This* explains why his body was never moved to Westminster Abbey, where many *other English* writers are buried.
8. Besides seeing the church, the visitor in *Stratford* can see the house in *which* Shakespeare was born.
9. *One* can walk through the home of the *parents* of Anne Hathaway, the *woman* whom Shakespeare married.
10. Inside the thatch-roofed cottage a person can see a very *uncomfortable* bench on which William and *Anne* may have sat when he called on *her*.
11. At *one* time visitors could also see the *large* house which Shakespeare bought for *himself* and his *family*.
12. When he retired from the *theater* he lived there, and there he also died.
13. Unfortunately, the house was destroyed by a *later* owner *who* did not want to pay taxes on *it*.

THE VERB

A noun or a pronoun, no matter how many modifiers it may have, cannot make a sentence. The noun or pronoun must act in some way, or something must be said about it. The part of speech that performs this function is the *verb*.

1d. A **verb** is a word that expresses action or otherwise helps to make a statement.

Action Verbs

Words such as *do*, *come*, *go*, and *write* are action verbs. Sometimes action verbs express an action that cannot be seen: *believe*, *remember*, *know*, *think*, and *understand*.

EXERCISE 9. Make a list of twenty action verbs not including those listed above. Include and underline at least five verbs that express an action that cannot be seen.

There are two large classes of action verbs – transitive and intransitive. A verb is *transitive* when the action it expresses is directed toward a person or thing named in the sentence.

EXAMPLES Neil sliced the pie. [The action of the verb sliced is directed toward pie. The verb is transitive.]
Tina mailed the package.

In these examples the action passes from the doer – the subject – to the receiver of the action. Words that receive the action of a transitive verb are called *objects*.

A verb is *intransitive* when it expresses action (or helps to make a statement) without reference to an object.¹ The following sentences contain intransitive verbs.

EXAMPLES Last Saturday we stayed inside.
The children laughed.
The train arrived on time.

¹ Linking verbs (*be*, *seem*, *appear*, etc.) are usually considered to be *intransitive* verbs.

The same verb may be transitive in one sentence and intransitive in another. A verb that can take an object is often used intransitively when the emphasis is on the action rather than on the person or thing affected by it.

EXAMPLES Daisy speaks French. [transitive]
Daisy speaks fluently. [intransitive]
The speaker answered many questions. [transitive]
The speaker answered angrily. [intransitive]

EXERCISE 10. Some of the action verbs in the following sentences are transitive and some are intransitive. Write the verb of each sentence after the

proper number and label it as a dictionary would – *v.t.* for transitive, *v.i.* for intransitive.

1. The festival judges selected Robert Hayden.
2. Architects like I. M. Pei sometimes charge high fees for their designs.
3. The army retreated to a stronger position.
4. The club finally voted funds for the picnic.
5. Even good friends sometimes disagree.
6. At the last moment, Miguel remembered his friend's warning.
7. The rain lasted all afternoon.
8. June practices in the afternoon for an hour.
9. On the opening night of the class play, Carlos got a standing ovation.
10. During vacation, time passes rapidly.

Linking Verbs

Some verbs help to make a statement, not by expressing an action but by serving as a link between two words. These verbs are called *linking verbs* or *state-of-being verbs*.

The most commonly used linking verbs are forms of the verb *be*. You should become thoroughly familiar with the verbs in the following list.

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

Any verb ending in *be* or *been* is a form of the verb *be*. Here are some other frequently used linking verbs:

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

Notice in the following sentences how each verb is a link between the words on either side of it. The word that follows the linking verb fills out or completes the meaning of the verb and refers to the word preceding the verb.

The sum of two and four is six. [sum = six]

Sue could have been a carpenter. [Sue = carpenter]

That roast beef smells good. [good roast beef]

The light **remained** red. [red light]

• **NOTE** Many of the linking verbs listed can be used as action (non-linking) verbs as well.

The movie star **appeared** nervous. [linking verb – nervous movie star]

The movie star **appeared** in a play. [action verb]

The soup **tasted** good. [linking verb – good soup]

The cook **tasted** the soup. [action verb]

Even *be* is not always a linking verb. It may be followed by only an adverb: I was there.¹ To be a linking verb, the verb must be followed by a word that names or describes the subject.

EXERCISE 11. Copy the following sentences, supplying a linking verb for each blank. Use a different verb for each blank.

1. My dog's name ___ Jim Dandy.
2. I ___ tired.
3. Pine trees ___ tall.
4. She ___ a good Samaritan.
5. Did she eventually ___ a physician or a researcher?
6. My face ___ red.
7. All morning the baby ___ quiet.
8. This soup ___ good.
9. Paul ___ lucky..
10. She always ___ happy.

EXERCISE 12. Using the linking verb given in italics, change each word group below to a sentence. Write the sentence on your paper and underline the linked words.

EXAMPLES

1. *became* one impatient clerk
1. One *clerk* became *impatient*.
2. *is* Dr. Alford, our family doctor
2. *Dr. Alford* is our family *doctor*.

1. *was* the lukewarm coffee
2. *had been* Billie Holiday, a singer of blues
3. *looks* the frightened animal
4. *grew* the restless audience
5. *tastes* that bitter medicine
6. *is* Arthur Ashe, a tennis player
7. *remained* the calm lake
8. *seems* their odd behavior
9. *may* become one daughter, a famous pianist
10. *looks* that expensive watch

EXERCISE 13. For each noun in the list below, write a sentence in which the noun is followed by an action verb. Then write another sentence using the same noun with a linking verb.

EXAMPLE

1. sister

1. *My sister helped me with my math homework.* [action verb]

My sister is an avid football fan. [linking verb]

1. brother

4. fanner

2. Dolores

5. actress

3. meteors

Verb Phrases

Parts of the verb *be* may serve another function besides that of linking verb. They may be used as *helping verbs* (sometimes called *auxiliary verbs*) in verb phrases. A *phrase* is a group of related words. A verb phrase consists of a main verb preceded by one or more helping verbs. Besides all forms of the verb *be*, helping verbs include the following:

has

can

might

have

may

must

had

should

do

shall

would

did

will

could

does

These helping verbs work together with main verbs as a unit. The helping verbs are in bold-faced, underlined type in the following examples.

is leaving

may become

might have remained

had seemed

should move

must have thought

shall be going

could jump

does sing

Sometimes the parts of a verb phrase are interrupted by other parts of speech.

EXAMPLES

She had always been thinking of her future.

Her book may not have been stolen after all.

They should certainly be arriving any minute.

Parts of verb phrases are often separated in questions.

EXAMPLES

Did you see the last Avengers film?

Can her sister help us?

Has the girl next door been playing video games?

EXERCISE 14. List on your paper the verbs and verb phrases in the following sentences. Be sure to include all helping verbs, especially when the parts of a verb phrase are separated by other words. Some sentences contain two verbs. There are twenty-five verbs and verb phrases.

EXAMPLE 1. We will go to the concert if we can get tickets.

1. *will go, can get*

1. Mr. Jensen always sweeps the floor first.
2. Then he washes the chalkboards.
3. He works slowly but steadily.
4. Thieves had broken into the office.
5. They did not find anything of value.
6. The intruders were probably looking for cash.
7. The weather report had confidently predicted rain.
8. All morning the barometer was dropping rapidly.
9. The storm was slowly moving in.
10. Although the food tasted good, it was not very good for you.
11. Your dog will become fat if you feed it too much.
12. Dogs will usually eat everything you give them.
13. Cats will stop when they have had enough.
14. You should have told us where you were going.
15. After the team has had more practice, they will surely play better.
16. Because we had always lived in the South, we had never seen snow.
17. We liked the snow, but we hated the cold.

THE ADVERB

You know that nouns and pronouns are modified by adjectives. Verbs and adjectives may have modifiers, too, and their modifiers are called adverbs. Adverbs may also modify other adverbs.

1e. An **adverb** is a word used to modify a verb, an adjective, or another adverb.

Adverbs Modifying Verbs

Sometimes an adverb modifies (makes more definite the meaning of) a verb. Study the adverbs in boldfaced type below. Notice that they modify verbs by answering one of these questions: *Where? When? How? To what extent (how long or how much)?*

WHERE?

I moved **forward**.

WHEN?

I moved **immediately**.

Sleep here.

Did you go there?

HOW?

I gladly moved.

Sleep well.

Did you go quietly?

Sleep later.

Did you go daily?

TO WHAT EXTENT?

I barely moved.

She scarcely sleeps.

Did you go far?

Adverbs may precede or may follow the verbs they modify, and they sometimes interrupt the parts of a verb phrase. Adverbs may also introduce questions.

EXAMPLE How on earth will we ever finish our work on time? [The adverb *how* modifies the verb phrase *will finish*. Notice, too, the adverb *ever*, which interrupts the verb phrase and also modifies it.]

EXERCISE 15. Number your paper 1-10. After the appropriate number, write an adverb to fill each blank in the sentence. Following each adverb, write what the adverb tells: *where* the action was done, *when* the action was done, *how* it was done, or *to what extent* it was done.

1. Play ____ .
2. I can swim ____ .
3. Mr. Thomas ____ changes his opinions.
4. Does your sister practice ____ ?
5. Around the campfire we ____ told spooky stories.
6. They won ____ .
7. I ____ want to send letters, but I ____ like to get them.
8. Could she listen ____ ?
9. The girl rowed ____ and yelled ____ .
10. He sighed ____ as he ____ waited for the telephone to ring.

EXERCISE 16. Write ten sentences describing an incident at a ball game, in the classroom, or at a party. Use at least ten adverbs modifying verbs. Underline the adverbs, and draw arrows from them to the verbs they modify.

Adverbs Modifying Adjectives

Sometimes an adverb modifies an adjective.

EXAMPLES Ruth is an unusually good goalie. [The adjective *good* modifies the noun *goalie*. The adverb *unusually* modifies the adjective *good*, telling “how good.”]

During the burglary our dog stayed **strangely** silent. [The adverb *strangely* modifies the adjective *silent*, which in turn modifies the noun *dog*.]

Probably the most frequently used adverbs are *too* and *very*. In fact, these words are overworked. Try to avoid overusing them in speaking and particularly in writing; find more precise adverbs to take their place.

The following adverbs frequently modify adjectives:

extremely	entirely	completely
dangerously	unusually	surprisingly
definitely	rather	terribly
quite	especially	dreadfully

EXERCISE 17. Give one adverb modifier for each of the italicized adjectives below. Use a different adverb in each item; do not use *too* or *very*.

1. a *clever* remark
2. *beautiful* sunsets
3. an *easy* question
4. *dangerous* waters
5. a *sharp* blade
6. Toni seemed *happy*.
7. My allowance is *small*.
8. Robert became *sick*.
9. Had Clara been *safe*?
10. The test was *difficult*.

EXERCISE 18. Find and list the ten adverbs that modify adjectives in the following sentences. After each adverb, give the adjective modified.

1. Plato, a Greek philosopher, wrote a book called the *Republic* nearly three thousand years ago.
2. In the *Republic*, Plato describes the organization of a perfectly just government.
3. Plato's government was for a very small state, such as the city-states which were common in Greece in his time.
4. But his ideas are quite universal and could also apply to larger governments.
5. Each citizen of Plato's government belongs in one of three completely distinct classes: workers, military, or rulers.
6. All citizens study music and athletics, but the most promising students receive additional education.
7. Guardians who protect the laws of Plato's ideal state are trained to be always fair in their decisions.
8. A definitely important concept in the *Republic* is that women and men are equal.
9. Women receive an education exactly equal to men and fight alongside men

in wars with neighboring states.

10. Does this extremely brief description of Plato's state persuade you to accept or reject his ideas of government?

Adverbs Modifying Other Adverbs

Sometimes an adverb modifies another adverb. Notice in the first column below that each italicized adverb modifies a verb or an adjective. In the second column each added word in bold-faced type is an adverb that modifies the italicized adverb.

EXAMPLES

Roy is *always* hungry.

Roy is **almost** *always* hungry.

They had met *before*.

They had met long *before*.

She saw it *recently*.

She saw it rather *recently*.

EXERCISE 19. Find and list the ten adverbs that modify other adverbs in the following sentences. After each adverb, give the adverb modified.

1. Changes in our economy have occurred somewhat rapidly.
2. Cancer research has advanced rather dramatically in the last few years.
3. Pam reached the meeting too late to hear the complete discussion.
4. If you handle this material very carefully, you will be in no danger.
5. To our surprise, Father took the news quite calmly.
6. She' always completely rewrites the first draft of her novels.
7. We all finally agreed that Earl Campbell had done extremely well.
8. Usually it seems that each month goes more rapidly than the month before.
9. Arguments on both sides were most cleverly presented.
10. Although they are extremely young, these students measure up surprisingly well.

Forms of Adverbs

You have probably noticed that many adverbs end in *-ly*. You should remember, however, that many adjectives also end in *-ly*: the *daily* newspaper, an *early* train, an *only* child, her *untimely* death, a *friendly* person. Moreover, words like *now*, *then*, *far*, *wide*, *fast*, *high*, *already*, *somewhat*, *not*, and *right*, which are often used as adverbs, do not end in *-ly*. In order to identify a word as an adverb, do not depend entirely upon the ending. Instead, ask yourself:

Does this word modify a verb, an adjective, or another adverb? Does it tell *when, where, how, or to what extent?*

EXERCISE 20. Number your paper 1-20, and list after the proper number the adverbs in each sentence. After each adverb, write the word or expression it modifies. Be able to tell whether the word or expression modified is a verb, an adjective, or another adverb.

1. People who travel abroad usually visit the Tower of London.
2. The Tower, which was first built by William the Conqueror, is one of the most famous landmarks in London.
3. The Tower formerly served as a fortress, and troops are still stationed in it today.
4. A special ceremony called “The Ceremony of the Keys” is performed nightly.
5. The three gates of the Tower are securely locked by the Chief Warder, and an escort is especially assigned for the ceremony.
6. The Chief Warder and the escort promptly report to the front of the Tower.
7. The sentry immediately challenges them: “Halt! Who comes there?”
8. The Chief Warder quickly responds, “The Keys.”
9. The sentry then asks, “Whose keys?” and the Warder replies distinctly, “Queen Elizabeth’s Keys.”
10. The Chief Warder then calls solemnly, “God preserve Queen Elizabeth.”
11. And all the guards respond together, “Amen.”
12. Finally the Chief Warder carries the keys to the Queen’s House, and they remain there for the night.
13. The Ceremony of the Keys is not the only pageantry associated with the Tower.
14. Royal salutes are often fired from the Tower in recognition of particularly important occasions.
15. At the coronation of a king or queen, a sixty-two-gun salute is traditionally fired.
16. A royal birth is appropriately proclaimed by a forty-one-gun salute.
17. The oldest residents of the Tower of London are ravens; they have probably always been at the Tower.
18. Legend claims that the Tower will fall if the ravens ever leave.
19. So that ravens are always there in the Tower, the guards clip their wings.
20. The ravens are not unhappy; their needs are well supplied by the weekly

rations that they receive from the state.

EXERCISE 21. Rewrite each of the following sentences by adding at least one adverb. Avoid using the adverbs *too* or *very*.

1. Angelo promised me that he would try to meet the train.
2. My coat was torn during the long hike, and Barbara lent me her poncho.
3. Engineering degrees are popular with students because job opportunities are good.
4. The Wallaces are settled into a new house, which they built by themselves.
5. When the baseball season begins, I will be attending games every day.
6. Ronald dribbled to his left and threw the ball into a crowded defensive - zone.
7. Visits to national monuments and parks remind us that our country has an exciting history.
8. We returned the book to Marcella, but she had planned her report without it.
9. Georgia O’Keeffe displayed her paintings and received the admiration of a large audience.
10. The recipe calls for two or three eggs, but I did not have time to buy any at the store.

THE PREPOSITION

Certain words function in a sentence as relaters. They relate nouns and pronouns to other nouns and pronouns, to verbs, or to modifiers. These words are called prepositions.

1f. A *preposition* is a word that shows the relationship of a noun or a pronoun to some other word in the sentence.

The relationship shown by the preposition is an important one. In the examples below, the prepositions in bold-faced, underlined type make a great difference in meaning as they relate *house* to *walked* and *Douglass* to *book*.

I walked **to the house.**

The book **by Douglass** is new.

I walked **around the house.**

The book **about Douglass** is new.

I walked **through the house.**

The book **for Douglass** is new.

The following words are commonly used as prepositions. You should study the list and learn to recognize the words.

Commonly Used Prepositions

aboard	behind	inside	off	toward
about	during	beyond	on	with
above	below	into	throughout	since
across	except	but (meaning	until	under
after	beneath	<i>except</i>)	out	within
against	for	like	till	through
along	beside	by	up	underneath
among	from	near	over	without
around	besides	concerning	to	
at	in	of	upon	
before	between	down	past	

• **NOTE** Many words in this list can also be adverbs. To distinguish between adverbs and prepositions, ask yourself whether the word relates a following noun or pronoun to a word that precedes. Compare the following:

Look around. [adverb]

Look around the comer. [preposition]

There are also compound prepositions, having more than one word. Here are some that are frequently used.

Compound Prepositions

according to	in front of	out of	by means of
in addition to	on account of	because of	instead of
next to	aside from	in spite of	prior to
as of	in place of	owing to	

The preposition and the noun or pronoun that follows combine to form a *prepositional phrase*.

EXERCISE 22. Number your paper 1-10. Write in order after the proper number appropriate prepositions or compound prepositions to fill the blanks.

1. Recently I have learned a great many facts ___ animals.
2. A whale cannot stay ___ the water long because it must breathe air.
3. Though a whale may live a hundred years, a horse is old ___ the age ___ thirty, and a dog usually dies before it reaches twenty.
4. The deafness ___ insects may surprise you.
5. ___ their blindness, bats depend greatly -their voices and ears.
6. Equipped ___ a type ___ radar, a blind bat squeaks ___ a high-pitched voice, listens ___ the echo, and detects and dodges obstacles.

7. The ears ___ both bats and dogs can detect sounds that cannot be heard ___ human ears.
8. Owls may see rays ___ light which are invisible ___ human eyes.
9. It is, ___ course, a tragedy when a person loses an arm or a leg ___ an automobile accident.
10. Yet, if ___ chance a starfish should lose arms, new arms would grow; if one type ___ flatworm should get its head chopped off, it would ___ time grow a new head.

THE CONJUNCTION

1g. A **conjunction** joins words or groups of words.

There are three kinds of conjunctions: *coordinating* conjunctions, *correlative* conjunctions, and *subordinating* conjunctions. Since you will study subordinating conjunctions in connection with subordinate clauses in Chapter 4, at present you need to concern yourself only with the first two kinds of conjunctions:

COORDINATING CONJUNCTIONS

and
but
or
nor
yet

CORRELATIVE CONJUNCTIONS

both ... and
not only ... but also
either ... or
neither ... nor for whether ... or

Coordinating conjunctions may join single words, or they may join groups of words. They always connect items of the same kind:

EXAMPLES baseball **and** tennis [two nouns]
 at home **or** in the library [two prepositional phrases]
 Kate has arrived, **for** I saw her in the garden. [two complete ideas]

Correlative conjunctions also connect items of the same kind. However, unlike coordinating conjunctions, correlatives are always used in pairs.

EXAMPLES **Both** Jim Thorpe **and** Roberto Clemente were athletes.
 The freshmen asked **not only** for a big celebration **but also**
 for a special holiday. [two prepositional phrases]
 Either you must wash the dishes, **or** you will have to clean
 the bedroom. [two complete ideas]

EXERCISE 23. Number your paper 1-10. Write all the correlative and

coordinating conjunctions from the same sentence after the corresponding number on your paper. (Separate the conjunctions by commas.) Be prepared to tell whether they are correlative or coordinating conjunctions.

EXAMPLE 1. Both her mother and she played tennis in high school and in college.

1. *both-and, and*

1. I have fished in the Colorado River many times, but I never caught any fish there.
2. Not only have I tried live bait, but I have also used artificial lures.
3. Whether I go early in the morning or late in the afternoon, the fish either are not hungry or will not eat.
4. Using both worms and minnows, I have fished for perch and bass, but I have usually caught turtles or eels.
5. The guide told me last winter that my poor luck was caused neither by my lack of skill nor by my choice of the wrong bait.
6. He advised me to fish at either Lake Travis or Marshall Creek, for there, he said, the fish are more plentiful.
7. He also suggested that I buy a spinning reel and a special kind of lure.
8. I saved my money and bought both the reel and the lure, for I was determined to make a big catch.
9. January 2 was very cold, but I decided to try my luck at Lake Travis; I caught nothing.
10. An old man and his companion told me that my new lure was made only for white bass and should be used only in early spring; the man started to tell me a different way to catch fish, but I didn't stay to listen.

THE INTERJECTION

Sometimes we use a word like *Ouch! Whew! Ahem!* or *Well!* to show anger, surprise, or some other sudden emotion. These words are called *interjections*.

1h. An *interjection* is an exclamatory word that expresses emotion. It has no grammatical relation to the rest of the sentence.

Interjections are not connectives or modifiers. Since they are unrelated to other words in the sentence, they are set off from the rest of the sentence. They are usually followed by an exclamation point. Sometimes, however, when the exclamation is mild, the interjection may be followed by a comma.

EXAMPLES Ugh! The milk tastes sour.

Terrific! We won!

Wow! It worked.

Well, forget it.

Oh, all right.

DETERMINING PARTS OF SPEECH

It is easy to identify a word like *oh* as an interjection. However, the part of speech of a word is not always so simply determined. You must see how the word is used in the sentence.

1i. What part of speech a word is depends upon how the word is used.

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

EXAMPLES

1. The quarterback made a first down. [noun]
2. She made a small down payment. [adjective]
3. You must down the spoonful of medicine. [verb]
4. She glanced down. [adverb]
5. She glanced down the hall. [preposition]

To determine what part of speech *down* is in each sentence, you must first read the entire sentence. What you are doing is studying the *context* of the word – how the word is used in the sentence. From the context, you can identify the part of speech that *down* is.

The following summary will help you identify parts of speech in context:

Rule	Part of Speech	Use	Examples
1a	noun	names	Martha likes fish.
1b	pronoun	takes the place of a noun	You and I must change this.
1c	adjective	modifies a noun or a pronoun	What a hot day!
1d	verb	shows action or helps to make a statement	They played and sang . She is a senior. We soon left.
1e	adverb	modifies a verb, an adjective, or another adverb	I am very sad It happened quite suddenly .
1f	preposition	relates a noun or a pronoun to another word	Two of the gifts under the Christmas tree had my name on them.
1g	conjunction	joins words	Jo or Sue won.
1h	interjection	expresses strong emotion	Wow! Ouch! Oh, I don't mind.

EXERCISE 24. Number 1-20 on your paper. Study the use of each italicized

word in the following sentences. Place beside the proper number the part of speech of the italicized word. Be able to justify your answer by giving the use of the word in the sentence. Use the following abbreviations:

<i>n.</i>	noun	<i>adv.</i>	adverb
<i>pron.</i>	pronoun	<i>prep.</i>	preposition
<i>v.</i>	verb	<i>conj.</i>	conjunction
<i>adj.</i>	adjective	<i>interj.</i>	interjection

- | | |
|------------------------------------|---------------------------------------|
| 1. <i>Light</i> the oven now. | 11. <i>Shoo!</i> Get out of there. |
| 2. A <i>light</i> rain fell. | 12. I <i>shooed</i> the hen away. |
| 3. A red <i>light</i> flashed. | 13. <i>That</i> looks beautiful. |
| 4. Cars whizzed <i>by</i> . | 14. <i>That</i> cat is smart. |
| 5. Pam went <i>by</i> air. | 15. He did it <i>for</i> you. |
| 6. Look <i>up</i> . | 16. I slept, <i>for</i> I was tired |
| 7. Sail <i>up</i> the river. | 17. We must soon <i>part</i> . |
| 8. Can you <i>top</i> that? | 18. One <i>part</i> is missing. |
| 9. Lock the <i>top</i> drawer. | 19. It may <i>snow</i> tonight. here! |
| 10. We climbed to the <i>top</i> . | 20. We saw <i>snow</i> there. |

EXERCISE 25. Write twenty short sentences using each of the following words as two different parts of speech. Underline the word, and give its part of speech in parentheses after the sentence.

EXAMPLE

1. on
 1. We drove on. (adverb)
 I sat on his hat. (preposition)

- | | | | | |
|--------|---------|---------|---------|-----------|
| 1. off | 3. over | 5. near | 7. out | 9. above |
| 2. run | 4. like | 6. ride | 8. love | 10. paint |

REVIEW EXERCISE B. Number 1-33. After each number, give the part of speech of the italicized word following that number in the paragraph below. Be able to explain its use in the sentence.

(1) *One* of the most (2) *popular* animal fables is a story (3) *about* an owl who (4) *becomes* a god (5) *to* its fellow creatures. Because the owl can see in the (6) *dark* (7) *and* can (8) *answer* questions with a few pat phrases, the (9) *other* animals decide (10) *it* is the wisest creature in the world. They (11) *follow* in the owl's footsteps and (12) *mimic* its (13) *every* action. When it bumps (14) *into* a tree, they (15) *do* the same. And when it staggers down the (16) *middle* of the highway, they follow the owl's (17) *lead*. They do (18) *not* realize that their (19) *idol* cannot see (20) *during* the daytime. Because the owl fails to see

a truck that (21) *is* approaching, it marches (22) *straight* ahead, and the other animals follow (23) *behind* it, thinking that it is (24) *very* (25) *brave* and that it will protect them from (26) *harm*. Naturally the owl is (27) *no* help to them when they are in the path of a fast-moving truck. The truck proves (28) *beyond* question that the owl (29) *is* (30) *not* a god, but (31) *this* lesson comes too (32) *late*. The (33) *foolish* animals are all killed by the truck. They followed their leader without question.