

1 THE PARTS OF SPEECH

PART OF SPEECH	DEFINITION	EXAMPLES
NOUN	Names person, place, thing, or idea	poet, Sylvia Plath, city, Chicago, awards, Nobel Prize, <i>Of Mice and Men</i> , books, crew, herd, Harlem Renaissance, realism
PRONOUN	Takes place of one or more nouns or pronouns	
Personal	Refers to one(s) speaking (first person), spoken to (second person), spoken about (third person)	I, me, my, mine, we, us, our, ours you, your, yours he, him, his, she, her, hers, it, its, they, them, their, theirs
Reflexive	Refers to subject and directs action of verb back to subject	myself, ourselves, yourself, yourselves, himself, herself, itself, themselves
Intensive	Refers to and emphasizes noun or another pronoun	(same as examples for Reflexive)
Demonstrative	Refers to specific one(s) of group	this, that, these, those
Interrogative	Introduces question	what, which, who, whom, whose
Relative	Introduces subordinate clause	that, which, who, whom, whose
Indefinite	Refers to one(s) not specifically named	all, any, anyone, both, each, either, everybody, many, none, nothing, someone
ADJECTIVE	Modifies noun or pronoun by telling <i>what kind, which one, how many, or how much</i>	a large black box, an able-bodied worker, that one, the five Iroquois nations, enough time, less money, many choices
VERB	Shows action or state of being	
Action	Expresses physical or mental activity	write, receive, run, think, imagine, understand
Linking	Connects subject with word identifying or describing it	appear, be, seem, become, feel, look, smell, sound, taste
Helping (Auxiliary)	Assists another verb to express time, voice, or mood	be, have, may, can, shall, will, would
ADVERB	Modifies verb, adjective, or adverb by telling <i>how, when, where, or to what extent</i>	speaks clearly, quite interesting, rather calmly, arrived there late
PREPOSITION	Relates noun or pronoun to another word	about, at, by, for, of, in, on, through, according to, in front of, out of

PART OF SPEECH	DEFINITION	EXAMPLES
CONJUNCTION	Joins words or word groups	
Coordinating	Joins words or word groups used in same way	and, but, for, nor, or, so, yet
Correlative	A pair of conjunctions that joins parallel words or word groups	both . . . and, not only . . . but (also), either . . . or, neither . . . nor
Subordinating	Begins subordinate clause and connects it to independent clause	although, as if, because, since, so that, unless, when, where, while
INTERJECTION	Expresses emotion	hey, oh, ouch, wow, well, hooray

WORKSHEET 1

Identifying Nouns

EXERCISE A Underline all of the nouns in the following paragraph. If a noun appears more than once, underline it each time it appears.

EXAMPLE [1] Craters formed by meteorites have shallow floors and uplifted centers.

[1] Mercury is the planet nearest the sun. [2] Recently, data from spacecraft have shown astronomers that Mercury, like our Moon, is covered with craters. [3] The surface of Venus may also be cratered, but thick clouds of gas hide the landscape from telescopes. [4] Craters are formed when large meteorites, which are fragments of comets or asteroids, collide with a planet or a planet's satellite. [5] Some of the craters on the Moon are 320 miles wide.

EXERCISE B Underline all of the nouns in the following paragraphs. If a noun appears more than once, underline it each time it appears.

EXAMPLE [1] The islands of Hawaii consist of lava and ash built up from the floor of the ocean.

[1] The formation of a volcanic island is a remarkable process. [2] This process often occurs over millions of years. [3] Erupting volcanoes build mountains on the floor of the sea. [4] Each eruption adds more lava to the pile of volcanic rock until, after many years, the volcanic mountain comes within reach of the waves. [5] The submerged island sometimes becomes a coral reef. [6] Other islands rise high above the surface of the ocean, forming rugged mountains with ridges, canyons, and cliffs.

[7] Plants and animals come to the island, either blown in on the wind or washed in with the current. [8] Some forms of life travel to the new island on natural rafts of tree limbs and matted vegetation. [9] Other organisms are carried by the birds that come to the island from other lands. [10] On the Galápagos Islands some forms of life, such as tortoises and sunflowers, grow much larger than they do on the mainland.

WORKSHEET 2

Identifying and Using Pronouns

EXERCISE A Each of the following sentences contains two pronouns. Circle each pronoun, and draw an arrow to the noun for which it stands.

EXAMPLE 1. Mr. Platero owns two dogs, which he adopted from the animal shelter.

- Roberto passed the ball to Elena, who caught it easily.
- Otis called his sister, but she didn't answer.
- When asked about the game, Mike said, "I didn't see it."
- Since Gabriella found the money, the cash belongs to her unless it is claimed.
- The children said they like the new bus driver who wears the blue hat.
- Although Elliot studied French in school, he didn't feel comfortable speaking it.
- Denise brought sandwiches with her on the hike and carried them in a knapsack.
- "I," Jerry said, "surprised myself."
- Because Sheila enjoyed musical comedies, she tried to see them as often as possible.
- Keiko enjoyed volleyball so much she played it every day after school.

EXERCISE B In the following paragraph, fill in the blanks with pronouns that refer to the italicized nouns.

EXAMPLES Any *nurse* [1] who served in a Red Cross hospital during World War I risked [2] her life.

Edith Cavell was a British *nurse* [1] _____ served in Belgium during World War I. In 1907, *Dr. Antoine Depage* had asked Miss Cavell to come to Brussels. [2] _____ wanted [3] _____ *hospital* modernized according to the principles of Florence Nightingale. After the outbreak of the war in 1914, [4] _____ became a Red Cross hospital. The Germans marched into *Belgium*, although [5] _____ was a neutral country. The hospital was filled with many casualties of the war. Edith Cavell joined an underground *group* [6] _____ gave aid to Belgians of military age and to escaped Allied prisoners. The *Germans* discovered the group, and in 1915 [7] _____ arrested Edith Cavell and thirty-four other members. *Edith Cavell*, because of [8] _____ religious convictions, refused to lie, even in order to protect [9] _____. [10] _____ lost her life to a firing squad on October 12, 1915.

WORKSHEET 4 Identifying and Using Verbs

EXERCISE A Underline each verb in the following paragraph. There are twenty-five of them, and all are action verbs. There may be several verbs in a sentence.

EXAMPLE [1] The art group carefully planned and built a small clubhouse.

[1] Mark, Louisa, and Djuana formed an art group. [2] Since they needed a clubhouse, they planned the construction of a small geodesic dome. [3] The group financed the structure through the sale of some of their work. [4] Louisa sold a portrait and an abstract painting. [5] Mark constructed a Tiffany-style lamp, and the Posnicks quickly bought it and placed it in their brownstone apartment across the street. [6] Djuana sketched several local scenes, carved the sketches into linoleum blocks, made greeting cards with the blocks, and sold the cards through a local novelty store. [7] The group carefully studied *The Whole Earth Catalog* for instructions. [8] Louisa, Mark, and Djuana decided on a 10 1/2- × 8-foot building. [9] Louisa, the math whiz, performed the necessary mathematical calculations. [10] Mark, an expert bargain finder, shopped for the materials. [11] With the group's earnings, he purchased wood struts, spoke hubs, and plastic covering. [12] The group asked Mark's parents for the use of part of their back yard. [13] They started the construction work on Monday. [14] Louisa cut the wood to the necessary dimensions. [15] Mark formed the cut wood into triangles, and Djuana fastened the triangles together in the shape of a dome. [16] They finished the skeletal structure on Friday. [17] On Saturday they attached the plastic covering. [18] That evening the group celebrated its success in the new clubhouse.

EXERCISE B The following items contain nouns modified by adjectives. Construct a sentence with each group of words by supplying verbs to link the nouns and adjectives, and write the new sentences on the lines provided. Use five different linking verbs.

EXAMPLE 1. the stormy weather The weather looks stormy.

1. the dull knife _____
2. the haunted house _____
3. the shy child _____
4. the calm lake _____
5. the bitter medicine _____

WORKSHEET 5 Using and Identifying Helping Verbs

EXERCISE A Complete the following sentences by writing suitable helping verbs on the lines provided. Then, circle the entire verb phrase.

EXAMPLE 1. Did the teacher explain?

1. _____ you ever seen a Kabuki play?
2. His car _____ going too fast for safety.
3. I _____ waiting for Helen.
4. _____ you met my mother?
5. It _____ be later than you think.
6. Edena _____ becoming an excellent soccer player.
7. If he _____ read better, he _____ learn more.
8. There _____ been serious consequences.
9. Mr. Prinz _____ not _____ persuaded to change.
10. _____ you read "For My People" by Margaret Walker?

EXERCISE B Each sentence in the following passage contains at least one verb phrase. For each verb phrase, underline the helping verb(s) once and the main verb twice.

EXAMPLE [1] How many elements does air contain?

[1] Since no one can see the air, some people in the past did not consider it real.
[2] The ancient Greek philosopher Anaximenes, however, did not agree with these people. [3] He believed that air must be one of the foundations of all matter.

[4] One evening Anaximenes was walking in the moonlight. [5] While looking up at the sky, he must have seen a rainbow made by the moon. [6] Unlike other Greeks, he did not believe that the rainbow was a goddess. [7] He was not surprised to see the rainbow because he believed that it was made by the effect of light on compressed air.

[8] Like Anaximenes, we must admit that the air does contain something real.
[9] Scientists have found nitrogen, oxygen, and other elements in the air. [10] We may discover new facts about air now that we are investigating other planets.

WORKSHEET 3 Identifying Adjectives

EXERCISE A Underline each adjective in the following paragraph. Do not include the articles *a*, *an*, and *the*.

EXAMPLE [1] Bonsai is the art of growing tiny trees.

[1] In Japan, some people grow miniature trees that have a famous history and an important place in horticultural art. [2] Through pruning and fertilization, the trees are trained to keep the shape and proportion of larger trees. [3] The trees often have small leaves and small fruit. [4] The trees have an old and wind-swept appearance, as though they had grown in the outdoors. [5] With bonsai, gardeners can create realistic landscapes in pots and carry scenes of mountain crags or vast plains into their homes.

EXERCISE B Underline each of the twenty-five adjectives in the following story, and draw an arrow from the adjective to the word or words it modifies. Treat hyphenated compound words like *spine-tingling* as one word. Do not include the articles *a*, *an*, and *the*.

EXAMPLE Scary stories can make the imagination run wild.

On hot summer nights, Julio and the other boys sleep out in the yard. They put up a tent in a dark corner, where the trees and bushes are thick. That way the boys can easily imagine they are in wild, uninhabited country.

One evening Mike suggested that they tell ghost stories or tales of bear hunts. After a particularly spine-tingling story, Mike couldn't sleep; he was too nervous.

About midnight he saw something move in the shadows. "Yeow!" he cried out. "There is a big bear! It is really huge!"

In the sudden confusion, the small tent collapsed on top of the boys; each one seemed eager to go in a different direction. Anxious parents ran out of the nearby house. They found a coal-black dog. Like a bear, this animal was very curious. It was sniffing at the tangle of arms, legs, and bodies under the tent.

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WORKSHEET 6 Identifying and Using Adverbs

EXERCISE A Circle the adverb in each item. Then, draw an arrow to the verb it modifies. On the line provided, state whether the adverb tells *how*, *when*, *where*, or *to what extent*.

EXAMPLE when 1. The big drawing always attracts a crowd at the county fair.

- _____ 1. For weeks merchants cheerfully gave numbered tickets with purchases.
- _____ 2. My cousin Lorraine and I finally collected forty tickets.
- _____ 3. "If we're lucky," I often told Lorraine, "we will win that camping equipment."
- _____ 4. Saturday came, and we eagerly waded through the crowd at the fair.
- _____ 5. The rules stated that the holders of winning tickets must be there.
- _____ 6. Promptly at midnight, they started the drawing.
- _____ 7. "The winner of the camping gear is 608-1313!" shouted the announcer. "Will the holder of number 608-1313 come here?"
- _____ 8. Lorraine's success completely surprised everybody.
- _____ 9. She walked to the platform slowly for her prize.
- _____ 10. She exclaimed, "This is the first prize I have ever won!"

EXERCISE B Modify each verb in the following paragraph by filling in each blank with an appropriate adverb. Choose varied, interesting adverbs.

EXAMPLE [1] Several of the drama students rehearsed together to prepare for the auditions.

Rena [1] _____ wanted to get a part in her school's production of *The Diary of Anne Frank*. She was [2] _____ nervous about auditioning, and she [3] _____ awaited the day for tryouts. To prepare herself, she [4] _____ scanned the play over the weekend. [5] _____ she went back and [6] _____ studied the role of Anne. [7] _____ she began to understand how it must have felt to live in hiding for so long. She wondered if she could [8] _____ portray the girl who had [9] _____ written the diary.

Continued 

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Rena arrived in the auditorium [10] _____. [11] _____ she looked, she saw other students [12] _____ thumbing through scripts. She [13] _____ watched the first group of students read a scene. [14] _____ her turn came. She [15] _____ hoped that her understanding of the character would come through in her reading. As she began to read the part, she relaxed [16] _____. She [17] _____ enjoyed bringing the play to life.

After her turn, she [18] _____ returned to her seat. She sat [19] _____ waiting to hear the drama teacher's decision. She smiled [20] _____ when she heard the teacher say, "The role of Anne Frank—Rena Ross."

EXERCISE C On the lines provided, revise each of the following sentences by adding at least one appropriate adverb. Try not to use the adverbs *too*, *so*, and *very*.

EXAMPLE 1. Computer science degrees are popular because job opportunities in that field are good. Computer science degrees are quite popular because job opportunities in that field are exceedingly good.

1. First, Antonio took the screen door off its hinges; then, he removed the torn screen and replaced it with new material. _____

2. Kyle returned the reference book to Tonya, but she had planned her report without it. _____

3. The sun rose, hot and bright, but as the day progressed, dark clouds began to appear. _____

4. Ruth typed her research report on the computer, but she didn't remember to save the document. _____

5. When Yusef was picking out new glasses, he told the salesperson that he wanted wire frames. _____

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LANGUAGE HANDBOOK **1** **THE PARTS OF SPEECH**

WORKSHEET 7 **Identifying Adverbs**

EXERCISE A Each of the following sentences contains an adverb in italics. Draw an arrow from the adverb to the word it modifies. On the line provided, tell whether the modified word is a verb, an adjective, or an adverb.

EXAMPLES adjective 1. We saw a *very* uplifting movie.
verb 2. Luis *usually* plays right field.

- _____ 1. Ms. Katz plays tennis *well*.
- _____ 2. Henry Louis Gates, Jr., is an *exceptionally* talented writer.
- _____ 3. Melba *seldom* loses her head.
- _____ 4. Herbert seemed *unusually* happy.
- _____ 5. Should I slice the ancho chilies *now*?
- _____ 6. Tranh cried out, "Don't run *so* fast!"
- _____ 7. I *always* enjoy Gary Soto's poetry.
- _____ 8. A *rather* funny clown was juggling oranges.
- _____ 9. "I'm *too* drowsy for words," Annette yawned.
- _____ 10. Sue works *unusually* hard on Saturdays.
- _____ 11. Fran answered *somewhat* enthusiastically.
- _____ 12. Does hay *actually* cause hay fever?
- _____ 13. They play an *extremely* fast game.
- _____ 14. We will play a double-header *tomorrow*.
- _____ 15. At formal occasions, Jake speaks *properly*.
- _____ 16. The *dangerously* narrow bridge scared me.
- _____ 17. Can you *really* capture chiggers alive?
- _____ 18. The second speech was *less* interesting.
- _____ 19. He was *fully* aware of his plight.
- _____ 20. Florence *occasionally* eats sushi.

Continued 

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EXERCISE B Underline each adverb in the following sentences. Then, circle the word or words the adverb modifies. On the line provided, write whether the adverb tells *how, when, where, or to what extent*.

EXAMPLE _____ when 1. (Shall)we (leave) now?

- _____ 1. Akio arrived early.
- _____ 2. I can run faster than you.
- _____ 3. Lim Sing seems very sure of herself.
- _____ 4. Later I believed him.
- _____ 5. Our soccer team was too slow.
- _____ 6. Is he always early?
- _____ 7. Did you know that your new books are here?
- _____ 8. Did you work hard?
- _____ 9. Marina has been there.
- _____ 10. This math problem is especially hard.
- _____ 11. The boys work slowly.
- _____ 12. Well, what shall we do now?
- _____ 13. This Incan pottery was expertly made.
- _____ 14. She will never believe you.
- _____ 15. If you need any help, I will be there.
- _____ 16. Emilia danced gracefully.
- _____ 17. After saying goodbye to his mother, Joshua left yesterday for school.
- _____ 18. She learned to make tamales easily.
- _____ 19. Carla often goes to jazz concerts.
- _____ 20. The fandango dance troupe rehearsed diligently.
- _____ 21. The rain pounded heavily on the skylights and ran over the tops of the gutters.
- _____ 22. Merrilee had soon finished washing the windows, so she polished the mirrors.
- _____ 23. Will you please get the dog, which is digging in the back yard, and bring it here?
- _____ 24. Kirk next diced onions and green peppers and put them into the pot to simmer.
- _____ 25. The bowl and the beaters used for beating egg whites must be completely free of grease.

WORKSHEET 8

Identifying and Using Prepositions, Adverbs,
Conjunctions, and Interjections

EXERCISE A Each of the following sentences contains two prepositions. Draw a line under each preposition.

EXAMPLE 1. The books of poetry are on the top shelf.

1. Do your work in study hall or do it at home.
2. After the dance we went to Gerry's house.
3. Lorraine Hansberry's plays about racial and social issues were praised by critics.
4. Behind the fence I found my bicycle, with a flat tire.
5. Since September she has been the principal of our school.
6. As I walked from the building, I met the principal on the steps.
7. For social studies I read a book about Sacajawea.
8. Margaret lives in an apartment building on Sheridan Avenue.
9. Beyond the valley the mountains were black against the sky.
10. During vacation Derrick kept busy working around the house.

EXERCISE B On the line provided, classify the italicized word in each sentence as a preposition or as an adverb. Use the abbreviations *PREP* for preposition and *ADV* for adverb.

EXAMPLES PREP 1. Leroy jumped *across* the creek.
ADV 2. Can you make it *across*?

- _____ 1. Time passes *on* and waits for no one.
- _____ 2. Shawn put his trophy *on* the coffee table.
- _____ 3. "Have you seen Mr. Bluehouse *since*?" she asked.
- _____ 4. "I haven't seen him *since* the party," I replied.
- _____ 5. *Behind* me stood Coach Davis.
- _____ 6. There is a good restaurant *up* the road about three miles.
- _____ 7. Marshall went *back* for help.
- _____ 8. The rescue team quickly headed *under* the bridge.
- _____ 9. We were just sitting *down* when the phone rang.
- _____ 10. Please put the cat *out* before you go.

Continued 

EXERCISE C On the lines provided, write short sentences using the italicized words as directed.

EXAMPLE 1. *behind* as a preposition The bowls were behind the plates.

1. *up* as a preposition _____
2. *up* as an adverb _____
3. *down* as a preposition _____
4. *down* as an adverb _____
5. *over* as an adverb _____

EXERCISE D Underline the conjunction or conjunctions in each sentence.

EXAMPLES 1. I recognized you but not your brother.

2. Neither Sam nor Luisa has arrived yet.

1. Every day I have to feed both my dog and my cat.
2. The crowd roared when Antoan hit the home run.
3. Always try to do the job quietly and correctly.
4. The clown looked sad but made me laugh.
5. Let me know if you want to borrow that Rudolfo Anaya novel.
6. Since they gave me tickets, I plan to go.
7. I can ride my bicycle on the road or through the woods.
8. "Slow but sure" is my motto.
9. The defendant could either pay a fine or go to jail.
10. I enjoy the writings of both James Baldwin and Ralph Ellison.

EXERCISE E Underline the interjection in each sentence.

EXAMPLE 1. Oh, never mind.

1. Whew, I'm glad that test is over.
2. I wonder if this plate is hot—yikes!
3. I've seen that movie, oh, four or five times.
4. Look, I don't think I can make it to the party.
5. After reading *Romeo and Juliet*, Carla said, "Wow, what a great play!"

WORKSHEET 9 Reviewing the Parts of Speech

EXERCISE On the line provided, write the part of speech of each italicized word. In making your decision, ask yourself how the word functions in the sentence.

EXAMPLES verb 1. They often *study* math together.

noun 2. Ms. Shapiro has a large desk in her *study*.

- _____ 1. Kimiko took an express *train*.
- _____ 2. A *train* whistle sounded in the distance.
- _____ 3. I will *train* your dog.
- _____ 4. *Cross* the street on a green light.
- _____ 5. Turn right at the next *cross* street.
- _____ 6. She was wearing a gold *cross*.
- _____ 7. The boss will *fire* me.
- _____ 8. The *fire* department is always ready.
- _____ 9. We saw a large *fire* in the distance.
- _____ 10. He has a bald *head*.
- _____ 11. Who is the *head* usher?
- _____ 12. Isabel will *head* the freshman class.
- _____ 13. Botan can *field* a ball faster than any other player.
- _____ 14. The new athletic *field* is ready for use.
- _____ 15. A *field* mouse scampered by.
- _____ 16. Everyone *left* the building in a hurry.
- _____ 17. I sat on the *left* side of the room.
- _____ 18. Turn *left* at the next corner.
- _____ 19. Let's walk *around*.
- _____ 20. Diego and Brian walked *around* the block.
- _____ 21. What did she *say* to you?
- _____ 22. *Say*, watch out for that tree.
- _____ 23. We decided to go *inside* after we ate.
- _____ 24. One of the Russian dolls was hidden *inside* the other.
- _____ 25. *Hey*, where are you going?

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