Choices: Exploring Parts of Speech

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

SCIENCE

Sedimentary, Metamorphic, Volcanic
Could science be scientific without adjectives? Probably not. Science uses adjectives to categorize qualities of just about everything from rocks to clouds. What are some of these adjectival categories? Look through a science textbook to find some of these groupings, and organize a list. Make handouts of your list for your class.

TECHNOLOGY

Bugs and Viruses
Computer bugs don’t have six legs or even eight! Computer viruses don’t make you sick, but they can be a real headache! *Bugs* and *viruses* are two old nouns that computer technology has given new meanings. Brainstorm a list of other old nouns that have new meanings. Try to find a few that no one in the class has heard yet! You may want to flip through a computer magazine to get yourself going. In fact, you could cut out pictures from the magazine to illustrate a poster of the list that you make. With your teacher’s permission, hang your poster in the classroom.

DEBATE

Looking Out for Number One
Choose performers to play each part of speech. Then, have a debate among the parts of speech. Each one claims to be the most important. Don’t be shy! Tell why you are number one!

SURVEY

Flavor of the Month
There’s not much that advertising people like more than adjectives. Cut out a few ads from magazines and newspapers. Then, highlight the adjectives. After you’re done, make a list of all these adjectives. What seems to be the favorite this month? Since you’ve already got a bunch of ads cut out, make them into a collage and paste your list of adjectives in the middle of it.

LINGUISTICS

Like, Cool, Man
Adjectives rule slang. Haven’t you noticed? Brainstorm a list of slang adjectives! Don’t limit yourself to the twenty-first century! Interview people born in the early and middle twentieth century, and find out what adjectives they used way back when. Check out a slang dictionary, and find out what the cool adjectives of 1850 were. Then, give your fellow explorers of English the lowdown.

INDEPENDENT PROJECTS

Suit Yourself
If you don’t like to be told what to do, tell yourself! Create a project of your own that would answer some question you have about the parts of speech or be of use or interest to your classmates. For instance, does sign language use parts of speech? When did grammar get started? Make a one-page list of every definition in this chapter. Write a poem using only nouns. Be sure to get your teacher’s approval before you start the project you decide on.

ANALYSIS

Dangerous Intersection
Sometimes, deciding whether a noun is concrete or abstract can tie a person’s brain in a knot. Use Venn diagrams to show how some nouns are clearly abstract or concrete and how other nouns could be categorized as either. Provide at least five examples for each of the three parts of your diagram. Then, present your diagram to the class. Be ready for arguments!
The Noun

11a. A noun is a word or word group that is used to name a person, place, thing, or idea.

EXAMPLES  Charles Drew, officer, Perkins Middle School, town, pencil, holiday, democracy, guilt

EXERCISE A  Underline all the nouns in the following sentences.

Example 1. Sumatra is a large island in Indonesia.

1. Unusual plants and animals live in this part of the world.
2. Orangutans live in Sumatra and Borneo.
3. This area of Asia contains many jungles.
4. The rafflesia is the largest flower in the world.
5. The blossom may be as wide as a yard.
6. The plants have huge flowers but no leaves or stems.
7. This giant plant needs the hot climate of Indonesia.
8. Aunt Pearl took a picture of a rafflesia.
9. Each flower has five wide lobes.
10. Most people think the rafflesia has a terrible smell.

EXERCISE B  Supply nouns to fill in the blanks in the following sentences.

Example 1. Did the ______ cat ______ and the ______ dog ______ make this ______ mess ______?

11. ______ is the strongest ______ in our ______.

12. He tries always to tell the ______.

13. Are they visiting ______ or ______?

14. ______ and ______ are both ______.

15. Will you bring your ______ to the ______?

EXERCISE C  The paragraph below contains twenty nouns. Underline each noun.

Example  Delaware is a small state in the eastern United States.

During the summer, Mike visited his grandparents at Coin Beach in Delaware. The boy wondered about the name of the beach. A lifeguard provided an explanation: Apparently, coins often wash up on the shore of the Atlantic Ocean. People think the money comes from a sunken ship, the Faithful Steward, which is a ship that sank off the coast in the eighteenth century.
Proper and Common Nouns A

A proper noun names a particular person, place, thing, or idea and begins with a capital letter. A common noun names any one of a group of persons, places, things, or ideas. A common noun is not capitalized unless it begins a sentence or is part of a title.

**PROPER NOUNS**
- Branford Marsalis
- Peru
- Washington Monument
- the Industrial Revolution

**COMMON NOUNS**
- musician
- country
- monument
- industry

**EXERCISE A**
For each of the following sentences, decide whether the underlined noun is common or proper. Above each underlined noun, write C for common or P for proper.

**Example 1.** James Madison was president of the United States.

1. Thomas Jefferson was one of his **friends**.
2. In 1787, Madison took part in the **Constitutional Convention**.
3. He helped create the system of checks and balances in the United States government.
4. His wife was Dolley Madison.
5. Dolley Madison was younger than her husband.
6. The people of Washington loved her parties.
7. She liked to surprise her **guests** with unusual dishes.
8. Mrs. Madison welcomed many important leaders to the **White House**.
9. During the **War of 1812**, the White House was burned.
10. The Madisons moved to a different house.

**EXERCISE B**
Fill in the blanks in the following sentences with the type of noun indicated in parentheses.

**Example 1.** **Sheila** (proper) wants a **bicycle** (common) for her birthday.

11. **______** (common) make good pets.
12. **______** (common) and **______** (common) are ingredients in my favorite dish.
13. Have you ever visited **______** (proper)?
14. **______** (proper) and **______** (proper) are planets in our solar system.
15. All of the **______** (common) downtown are decorated for the holidays.
Proper and Common Nouns B

A **proper noun** names a particular person, place, thing, or idea and begins with a capital letter. A **common noun** names any one of a group of persons, places, things, or ideas. A common noun is not capitalized unless it begins a sentence or is part of a title.

<table>
<thead>
<tr>
<th>PROPER NOUNS</th>
<th>COMMON NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Frost</td>
<td>poet</td>
</tr>
<tr>
<td>Trigger</td>
<td>horse</td>
</tr>
<tr>
<td>Taoism</td>
<td>religion</td>
</tr>
</tbody>
</table>

**EXERCISE A** For each of the following sentences, decide whether the underlined noun is common or proper. Above each underlined noun, write C for common or P for proper.

**Example 1.** *The Grizzwells* is still my favorite comic strip.

1. Mr. Garza and Ms. Francis will be chaperones at the dance.
2. Are books or tapes on sale this week?
3. Thursday is the busiest day of the week for our family.
4. Is Russia one of the world’s largest countries?
5. The backhoe rumbled into the construction site.

**EXERCISE B** In the following sentences, fill in the blanks with the type of noun indicated in parentheses.

**Example 1.** *Mrs. Davis* (proper) assigns *nicknames* (common) to her students every year.

6. __________ (common) and __________ (common) live in the sea.
7. I always enjoy having __________ (common) and __________ (common) for dinner.
8. __________ (proper) and I are working on a __________ (common) for our social studies class.
9. The __________ (common) scampered across the yard and disappeared into the __________ (common).
10. Diane lived in __________ (proper) before she moved here.
11. My older brother is trying to learn __________ (proper) before he visits __________ (proper).
12. Did you turn in your __________ (common) on time?
13. The radio station just played the latest song by __________ (proper)!
14. __________ (proper) plays __________ (common) in the school orchestra.
15. When is __________ (common) supposed to arrive?
Pronouns and Antecedents

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

The word or word group that a pronoun stands for is called its antecedent. Sometimes the antecedent is not stated.

**EXAMPLES**

After **he** hit the home run, **Joe Thundercloud** trotted around the bases and waved to the crowd. [*Joe Thundercloud* is the antecedent of the pronoun *he*.]

The doctor said **your** test results were all normal. [*The pronoun *your* has no antecedent in this sentence.*]

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**EXERCISE A**
Underline each of the pronouns in the following sentences.

**Example 1.** My paper blew away just before I could catch it.

1. When you finish your part of the project, proofread it carefully.
2. After she finished her homework, Jane read two chapters of a novel.
3. Did Manuel paint the set by himself?
4. The three of us always sit at the same table for lunch.
5. Replace the tape in its case when you finish listening to it.

**EXERCISE B**
Each of the following sentences contains an underlined pronoun. Circle the antecedent of each underlined pronoun.

**Example 1.** Ms. Griffith offers help when we need it.

6. Salmon are born in freshwater streams, but most salmon spend part of their lives in the ocean.
7. Mother called to the twins and told them dinner was on the table.
8. The ball flew by Mr. LaPorte and just missed him.
9. Kara tapped on the door, but nobody heard her.
10. Whales can’t breathe underwater, so they must come to the surface for air.
11. How long has Angela been saving her money?
12. The sea horse wrapped its tail around a piece of seaweed.
13. The players were tired, but they had won the game.
14. Cora found a new lightbulb and installed it.
15. Rachel, please show me your painting.
Personal, Reflexive, and Intensive Pronouns

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

**Example**  I can give you the telephone number she left.

A reflexive pronoun refers to the subject and is necessary to the basic meaning of the sentence. An intensive pronoun emphasizes its antecedent and is unnecessary to the basic meaning of the sentence.

**Reflexive Pronoun** Mavis reminded herself to speak slowly and clearly.

**Intensive Pronoun** Mr. Hogan himself supplied the decorations.

**Exercise A** Underline each of the pronouns in the following sentences.

**Example** 1. Jessica wrote a reminder to herself about the due date.

1. If you give it a cracker, the parrot might speak for you.
2. The cat washed itself carefully after it finished eating.
3. The principal herself will be speaking to us today.
4. Justin thanked me for returning the book to him.
5. After she left the astronaut program, Sally Ride became a professor of physics.
6. The director himself said the book was better than the movie.
7. Kevin said he thought the cloud looked like a rocking horse, but I thought it looked like an old oak tree.
8. The sparrow has just finished building a nest for itself.
9. Would you give the message to Marie when you see her?
10. Sharon wanted tamales, but by the time she reached the front of the line, they were gone.

**Exercise B** For each of the following sentences, decide whether the underlined pronoun is a personal pronoun, a reflexive pronoun, or an intensive pronoun. Above the word, write **PER** for personal, **REF** for reflexive, or **INT** for intensive.

**Example** 1. Toni Morrison herself will be the speaker.

11. Cesar said he liked that kind of music.
12. Two weeks later, Sarah found herself in Nigeria.
13. Mike’s cat likes to give itself dust baths.
14. Kim Chun recopied the paper and handed it in.
15. The banquet will be attended by the gold medalists themselves.
Demonstrative Pronouns and Relative Pronouns

A **demonstrative pronoun** points out a specific person, place, thing, or idea.

**EXAMPLE** That is the best idea I’ve heard!

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

**EXAMPLE** Mr. Chang, who coaches volleyball, is admired by his players.

**Exercise A**  Underline each of the demonstrative and relative pronouns in the following sentences.

**Example 1.** Are you going to wear these shoes or those?

1. These are wonderful, ripe, juicy grapes.
2. Mrs. Deets is the person to whom you must give the permission slip.
3. The experiment that we conducted in chemistry class was fascinating.
4. Did you hear that?
5. This has been an interesting conversation, but I have to leave now.
6. My aunt Mikki, who is a substitute teacher, worked at my school Monday.
7. The rain, which had been falling all morning, began to let up.
8. That was definitely the best book of the series.
9. The guide, whose eyesight and hearing were very sharp, motioned for the group to halt.
10. The noise that had started so suddenly ended just as quickly.

**Exercise B**  For each of the following sentences, decide whether the underlined pronoun is a demonstrative pronoun or a relative pronoun. Above the word, write **DEM** for demonstrative or **REL** for relative.

**Example 1.** Are those Julio’s tennis shoes?

11. This is a wonderful book with clear illustrations.
12. Cynthia, who plays center on the basketball team, is over five feet tall.
13. Isn’t that a great song?
14. The snow that fell last night has already melted.
15. Orchids, which come in a variety of colors, can be speckled or streaked.
16. When the governor said this, the secretary laughed.
17. These are beautiful Zuni earrings.
18. The boy whose dog is chasing Sam has gone to get a leash.
19. Leave those on the table for now.
20. Ms. Jackson is a teacher whom the students admire.
Indefinite Pronouns and Interrogative Pronouns

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

**Examples**
- *Nobody* noticed the sign.
- *Does anyone* here speak Mandarin?

An *interrogative pronoun* introduces a question.

**Examples**
- *What* are your plans?
- *Who* will design the flyers?

**Exercise A**
Underline the indefinite pronouns and interrogative pronouns in the following sentences. Then, identify the pronouns by writing **IND** for indefinite or **ITR** for interrogative above them.

**Example 1.** Neither of the glasses had spilled.

1. Someone has been sitting in my chair!
2. Couldn’t you find anybody?
3. Whose are those shoes?
4. Anyone can whistle.
5. Many of the contestants have finished.
6. No one in the class selected that subject for a research report.
7. Which of your cousins haven’t you talked to yet?
8. I think either of the girls could do the job.
9. What is the title of the next school play?
10. To whom did you address the letter?

**Exercise B**
For each blank in the following sentences, write an appropriate indefinite pronoun or interrogative pronoun. Use a different pronoun for each sentence.

**Example 1.** Which of the frogs jumped the farthest?

11. Give one copy to ________________ of your classmates.
12. Can ________________ tell me how to get to Madison Street?
13. ________________ of the leaves have already fallen off the tree.
14. ________________ did you find under the desk?
15. ________________ was that new student’s name?
EXERCISE  Each of the following sentences has an underlined pronoun. Decide what kind of pronoun the underlined word is. Above it, write PER for personal, REF for reflexive, ITN for intensive, DEM for demonstrative, IND for indefinite, ITR for interrogative, or REL for relative.

Example 1. Tom Sawyer was always getting himself into trouble.

1. In the book by Mark Twain, Tom is like almost every boy you have met.
2. Who hasn’t woken up on a Monday morning and dreaded going to school?
3. Tom decides that he can stay home if he makes himself sick.
4. First, he imagines a pain in his stomach, but that goes away.
5. One of his teeth is loose, but Tom knows Aunt Polly would just pull it out.
6. Next, Tom remembers that he heard a doctor talking about something that takes two weeks to heal.
7. Tom wakes up his half brother, Sid, and convinces him that Tom’s sore toe will lead to death.
8. Sid, who should know about Tom’s tricks by now, believes him anyway.
9. Sid runs downstairs calling Aunt Polly and tells her that Tom is dying.
10. Aunt Polly herself is worried about Tom until she finds out that he is dying from a sore toe.
11. Aunt Polly laughs and cries, and Tom is embarrassed about all of the noise he has made over a sore toe.
12. Tom then tells Aunt Polly about his tooth, which she decides to pull.
13. Tom tells her that he would rather go to school than have his tooth pulled.
14. Anyone who has had a tooth pulled knows why Tom said so.
15. What do you think Aunt Polly did?
16. She tied a thread around Tom’s tooth and then scared him so that he pulled the tooth out himself.
17. Tom couldn’t think of anything to help him stall further and ended up going to school.
18. Most of the boys at school thought that the gap in Tom’s teeth was cool.
19. Another boy, whose cut finger had been the center of attention, said a missing tooth wasn’t such a big deal.
20. Tom and the others knew that the boy was just jealous.
EXERCISE A  Underline all the adjectives in the following sentences. Do not include a, an, or the.

Example 1. The climate of surrounding areas is affected by the huge body of water.
1. Lake Baikal is in southeast Siberia.
2. It is the deepest lake in the entire world.
3. It is also one of the oldest lakes on earth.
4. The lake freezes for five months of every year.
5. Many scientists study the unique plants and animals that live nearby.
6. Hundreds of animals are found only in Lake Baikal or the nearby area.
7. The lake is so large that the nearby area stays cool in the summer and warm in the winter.
8. Also in Russia is the Caspian Sea, which is the largest inland body of water in the world.
9. The Caspian Sea is a saltwater lake.
10. There are many lakes in Russia.

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

Example 1. The house was old but sturdy.
11. The flowers in the front yard are purple and yellow.
12. Twelve clowns squeezed into the tiny car.
13. Many fires are caused by careless campers.
14. Do not feed any bear in the park.
15. Several children played on the grassy slope.
16. The stinger on the scorpion is poisonous.
17. The puppy loved to chew leather shoes.
18. Bright lightning lit up the dark sky.
19. Weird noises filled the old house.
20. Fruits and vegetables contain many important vitamins.
Proper Adjectives

A proper adjective is formed from a proper noun and begins with a capital letter.

**PROPER NOUNS** Vietnam, Arab, January  
**PROPER ADJECTIVES** Vietnamese food, Arabian horses, January weather

**Exercise A** Underline the adjectives in each sentence below. Then, underline the proper adjectives a second time. Do not underline *a*, *an*, or *the*.

**Example 1.** The costumes of the African dancers were colorful.

1. The meal began with a clear French soup.
2. Do you enjoy spicy Chinese food?
3. Margaret Atwood is a Canadian novelist and poet.
4. Seoul is the largest South Korean city.
5. We ate tiny Greek cookies for dessert.
6. Emma speaks with a lovely British accent.
7. Did you enjoy the Southern hospitality?
8. The graduation gift was a Mexican blanket.
9. The local museum showcased American Indian pottery.
10. That’s an Irish lullaby.

**Exercise B** Underline the proper adjectives in each sentence below. Then, draw an arrow to the word each proper adjective modifies.

**Example 1.** I saw a beautiful painting by a Japanese artist.

11. They will be traveling along the Irish coast.
12. Can you imagine what it would have been like to ride in a Roman chariot?
13. The speaker was a Buddhist priest.
14. The float was almost ready for the Independence Day parade.
15. The review said the author used Dickensian language.
16. On what date is the February meeting?
17. Sean listens to Celtic music.
18. The Martian soil was stored in isolation.
19. He sent a postcard showing the Egyptian pyramids.
20. The Aztec empire rose in Mexico during the 1400s.
Demonstrative Adjectives

The words this, that, these, and those can be used as adjectives or as pronouns. When they modify nouns or pronouns, they are called *demonstrative adjectives.* When they are used alone, they are called *demonstrative pronouns.*

**DEMONSTRATIVE ADJECTIVE**  I will buy these tapes.

**DEMONSTRATIVE PRONOUN**  I will buy these.

**EXERCISE A**  For each of the following sentences, decide whether the underlined word is a demonstrative adjective or a demonstrative pronoun. Above the word, write DA for *demonstrative adjective* or DP for *demonstrative pronoun.*

**Example 1.** How long have those sweaters been at the cleaners?  

1. Then the cook served this Mediterranean dish.
2. Most people love these tiny Japanese paintings.
3. Is that the Winstons’ cat?
4. These Japanese woodcuts were made during the eighteenth century.
5. This little picture was painted by an unknown artist.
6. That is a brilliant idea!
7. Will those candles burn for more than five hours?
8. This is a mixture of fresh fish and several vegetables.
9. Please take these to the post office.
10. Nathan bought those puzzles for his little sister.

**EXERCISE B**  Underline the demonstrative adjectives in the following sentences. If a sentence does not contain a demonstrative adjective, write none after the sentence.

**Example 1.** This tree is over one hundred years old.

11. Please hand me those tapes.
12. These clouds are called cumulonimbus.
13. Does this bus stop at Pine Street?
14. That was one of the funniest books I’ve read.
15. This Sunday, we are having a family picnic.
Noun, Pronoun, or Adjective? A

The way a word is used in a sentence determines what part of speech it is. The same word may be used as different parts of speech.

**NOUN**  We get our water from a **well** in the backyard.

**ADJECTIVE**  Aren’t you feeling **well**?

**PRONOUN**  This is the next book I want to read.

**ADJECTIVE**  This book has received terrific reviews.

**EXERCISE**  Identify the underlined word in each of the following sentences by writing above it *N* for noun, *PRO* for pronoun, or *ADJ* for adjective.

**Example 1.** That must be the **tallest** building in the city!

1. Three tall **trees** shaded the backyard.
2. When are **you** going to visit your grandmother?
3. The last step is to trim **those** edges.
4. **This** is the best root beer I’ve tasted in a long time.
5. The crowd was quiet as the **Australian** flag was raised.
6. Another reason to do it that way is to save money.
7. Jason didn’t see **anyone** that he knew.
8. That species is commonly found in **Asia**.
9. **Both** of the squirrels disappeared behind a tree.
10. The stars were bright and clear in the **Nebraska** sky.
11. He was hungry, so he asked for **more**.
12. Have you read *Oliver Twist* by Charles Dickens?
13. Those **goats** are very curious.
14. The flowers could use **more** rain.
15. The **chicken** coop is at the back of the garden.
16. Samantha had studied **Buddhism**.
17. Each wanted something different.
18. It drizzled all day, but my cousins and I managed to find **something** to do.
19. Roosters make great alarm clocks.
20. Chinese **food** is my favorite.
They spent the entire afternoon throwing a baseball to each other.

Baseball season starts in two weeks.

Noun, Pronoun, or Adjective? B

The way a word is used in a sentence determines what part of speech the word is. The same word may be used as different parts of speech.

**NOUN** The French are very proud of their foods.

**ADJECTIVE** Have you ever eaten at a French restaurant?

**PRONOUN** Which will be the last team to perform?

**ADJECTIVE** Which play will they be performing?

**EXERCISE** Write ten original sentences according to the instructions below.

**Example 1.** Use baseball as a noun. **They spent the entire afternoon throwing a baseball to each other.**

2. Use baseball as an adjective. **Baseball season starts in two weeks.**

1. Use those as an adjective. __________________________

2. Use those as a pronoun. __________________________

3. Use each as an adjective. __________________________

4. Use each as a pronoun. __________________________

5. Use chicken as a noun. __________________________

6. Use chicken as an adjective. ______________________

7. Use which as an adjective. ________________________

8. Use which as a pronoun. _________________________

9. Use Easter as an adjective. _______________________

10. Use Easter as a noun. ___________________________
Review A: Nouns

**Exercise A**  Underline all the nouns in each of the following sentences.

**Example 1.** Mother looks forward to the Sunday paper.

1. People in North America are usually eager for news.
2. Newspapers often cover the news in more detail than television does.
3. An early Chinese paper was printed from carved wooden blocks.
4. Some of the first newspapers were published in Germany.
5. One early paper was called the *Boston News-Letter*.
6. It was the first paper published regularly in the American colonies.
7. It was first published by John Campbell, the postmaster of Boston.
8. Today, large daily newspapers cover politics, sports, business, and many other topics.
9. They include editorial pages and regular columns.
10. Comics, puzzles, and humorous columns entertain readers.

**Exercise B**  In each of the following sentences, underline each common noun and circle each proper noun.

**Example 1.** According to this article, Georgia is sometimes called the Peach State.

11. Peaches are tasty fruits.
12. Currently, the United States produces more peaches than any other country.
13. Actually, China was their original home.
14. It is still one of the leading producers of peaches, along with Italy, France, and Spain.
15. Some painters made portraits of the fruit.
16. The people in ancient Rome spread the trees throughout Europe.
17. Peaches could be found in Mexico as early as the seventeenth century.
18. Spanish explorers brought them to America.
19. Large orchards are generally located in areas with few late frosts.
20. Insects, diseases, and severe cold can damage the trees.
EXERCISE A  In each of the following sentences, underline the pronoun and draw an arrow to its antecedent.

Example 1. Many visitors make a small donation as they enter the museum.

1. Most band members rent their instruments.
2. Mayor Martinez gave his speech before the Women’s Club.
3. People filed into the hall, and soon most were seated.
4. The armadillo curled itself into a tiny ball.
5. That silly dog has hidden its bones under the couch!
6. Eating well is one way Lono keeps himself healthy.
7. A redbird built its nest in the maple tree.
8. Carmen said she was ready to begin.
9. People in the audience can help themselves to some popcorn.
10. Carrie and Jack asked if they could start a school newspaper.

EXERCISE B  Underline all the pronouns in the following sentences.

Example 1. Would someone help me clean up this mess?

11. Everyone finished the test before the end of class.
12. These plants will not thrive if they are watered too often.
13. Can you imagine yourself as an astronaut?
14. Alma bought the red boots and returned those.
15. The president herself presented the award to me.
16. Who will play the lead in this year’s play?
17. The announcer asked the question, but no one answered.
18. The batteries in my tape player are dead.
19. “Put these on next,” said the costume designer.
20. She read the list of books and recognized several immediately.
EXERCISE A  Underline the adjectives in each of the following sentences. Do not include a, an, or the. Then, draw an arrow from each underlined adjective to the word it modifies.

Example 1. These vegetarian burritos are delicious.

1. The old car may not make the long trip.
2. On the coldest day in winter, Grandmother built a fire.
3. This winter is supposed to be cold and damp.
4. That beautiful vase is made from Venetian glass.
5. The late movie was about Martian invaders.
6. We took an early train to avoid large crowds.
7. The hikers made it to the top of the mountain in two hours.
8. This movie should be funny.
9. The early settlers caught many terrible diseases.
10. Notice the beautiful collar made from delicate Belgian lace.

EXERCISE B  For each of the following sentences, decide what part of speech the underlined word is. Above the word, write N for noun, PRO for pronoun, or ADJ for adjective.

Example 1. Several explorers visited the Indonesian islands.

11. They returned with many interesting stories.
12. Some explorers told about huge monsters they had seen.
13. What could these creatures be?
14. They were Komodo dragons.
15. These enormous reptiles are found on certain Indonesian islands.
16. These animals are giant lizards.
17. Each one can weigh more than three hundred pounds!
18. Komodo dragons are the largest lizards in the world.
19. These dangerous animals have long, sharp claws.
20. These unusual creatures are an endangered species.
EXERCISE A  Underline the adjectives that appear in the above excerpt. Then, circle the noun each adjective modifies. (Do not include articles. Hints: Paved is used as an adjective. Home town is a compound noun.)

EXERCISE B

1. In this excerpt, the author is describing (1) her memories of the town where she lived, (2) the same town as it “surely” must have been, and (3) flowers called marigolds. On the lines below, write the adjectives you underlined in Exercise A. (Hint: Not every adjective in the passage will fit in one of these three categories.)

**Author’s Memories of Town**

**Town as It Must Have Been**

**Marigolds**
2. Compare the adjectives used to describe the marigolds with those used to describe the author’s memories of her town and then with those used to describe the town as it must have been. Use the lists of adjectives to answer the following: Why do you think the author calls the marigolds an “incongruency [something that is not appropriate or fitting] of memory”?

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Writing Application: Using Adjectives in a Poem

Writers can use adjectives as powerful tools to describe the writers’ experiences, thoughts, and the world around them. Not all adjectives are equally descriptive, however. Writers must choose adjectives that show readers the world through words.

LESS INTERESTING The little toddler stared at the big dog.

MORE INTERESTING The pint-sized, wobbly toddler stared at the pony-sized, panting dog.

Both sentences use adjectives to describe the toddler and the dog, but which scene can you imagine more clearly? Help your readers see the scene by describing it to them.

WRITING ACTIVITY

Writers don’t just describe the world around them; they also describe themselves. For your home room class, students are writing name poems to display on the bulletin board. Each student will write the letters of his or her name down the left side of the page. Then students will choose descriptive adjectives to go with each letter and write a sentence using these adjectives beside the letter. Look at the brief example below.

T I’m terrific at soccer but terrible at cleaning up my room.

I I’m interested in everything about the oceans, and I’m never irritating!

M I’m a magnificent and marvelous friend to have around.

PREWRITING List the letters of your name on paper. Then, for each letter, brainstorm a list of adjectives that describe you. List as many as you can for each letter so that you can choose the most interesting.

WRITING After you have chosen one or two adjectives for each letter of your name, write a sentence about yourself that uses the adjectives you’ve chosen. You may have to write several sentences for each letter before you produce one you really like. That’s fine—play with the sentences until you are pleased with how they sound and what they say.

REVISING If you get stuck on a letter and have trouble coming up with good adjectives, ask a good friend to suggest something positive about you that starts with that letter. You can help that friend in return. Finally, read your sentences out loud and listen to them. Do they make sense? Is each a complete sentence?

PUBLISHING Check your poem for mistakes in spelling and punctuation. On colored paper, copy the poem in your best handwriting. With your teacher’s permission, display your poem with the other students’ poems in the room. Read your classmates’ poems, and enjoy getting to know each other better.

EXTENDING YOUR WRITING

This exercise could lead to a more extended writing project. You could write name poems as gifts for important people in your life—family, friends, teachers. Accompany your gift with a brief letter that tells the person what he or she means to you.
Chapter 11: Parts of Speech Overview (Noun, Pronoun, Adjective), pp. 24–43

Choices: Exploring Parts of Speech, p. 24
Choices activities are designed to extend and enrich students’ understanding of grammar, usage, and mechanics and to take learners beyond traditional classroom instruction. To use the Choices worksheet, have each student pick an activity that interests him or her. In some cases, you may wish to assign an activity to a particular student or group of students. You may also want to request that students get your approval for the activities they choose. Establish guidelines for what constitutes successful completion of an activity. Then, help students plan how they will share their work with the rest of the class.

Choices activities can be scored with a pass-fail grade or treated as bonus-point projects. Those activities that require students to research or create a certain number of items might be graded in a traditional manner.

The Noun, p. 25

EXERCISE A
1. Unusual plants and animals live in this part of the world.
2. Orangutans live in Sumatra and Borneo.
3. This area of Asia contains many jungles.
4. The rafflesia is the largest flower in the world.
5. The blossom may be as wide as a yard.
6. The plants have huge flowers but no leaves or stems.
7. This giant plant needs the hot climate of Indonesia.
8. Aunt Pearl took a picture of a rafflesia.
9. Each flower has five wide lobes.
10. Most people think the rafflesia has a terrible smell.

EXERCISE B
Answers will vary. Sample responses are given.
11. Mr. Washington is the strongest man in our neighborhood.
12. He tries always to tell the truth.
13. Are they visiting Atlanta or Pensacola?
14. Hilda and Harry are both musicians.
15. Will you bring your harmonica to the picnic?

EXERCISE C
During the summer, Mike visited his grandparents at Coin Beach in Delaware. The boy wondered about the name of the beach. A lifeguard provided an explanation. Apparently, coins often wash up on the shore of the Atlantic Ocean. People think the money comes from a sunken ship, the Faithful Steward, which is a ship that sank off the coast in the eighteenth century.

Proper and Common Nouns A, p. 26

EXERCISE A
1. Thomas Jefferson was one of his friends.
2. In 1787, Madison took part in the Constitutional Convention.
3. He helped create the system of checks and balances in the United States government.
4. His wife was Dolley Madison.
5. Dolley Madison was younger than her husband.
6. The people of Washington loved her parties.
7. She liked to surprise her guests with unusual dishes.
8. Mrs. Madison welcomed many important leaders to the White House.
9. During the War of 1812, the White House was burned.
10. The Madisons moved to a different house.
EXERCISE B  
Answers will vary. Sample responses are given.

11. Hamsters make good pets.
12. Saffron and rice are ingredients in my favorite dish.
13. Have you ever visited Los Angeles?
14. Mars and Jupiter are planets in our solar system.
15. All of the streets downtown are decorated for the holidays.

Proper and Common Nouns B, p. 27

EXERCISE A
1. Mr. Garza and Ms. Francis will be chaperones at the dance.
2. Are books or tapes on sale this week?
3. Thursday is the busiest day of the week for our family.
4. Is Russia one of the world’s largest countries?
5. The backhoe rumbled into the construction site.

EXERCISE B  
Answers will vary. Sample responses are given.

6. Sharks, whales
7. chicken, rice
8. Karen, presentation
9. fox, hedge
10. Idaho
11. Spanish, Mexico
12. report
13. Wynonna
14. Travis, trombone
15. lunch

Pronouns and Antecedents, p. 28

EXERCISE A
Possessive pronouns in items 1, 2, and 5 may be identified as adjectives.

1. When you finish your part of the project, proofread it carefully.
2. After she finished her homework, Jane read two chapters of a novel.
3. Did Manuel paint the set by himself?
4. The three of us always sit at the same table for lunch.
5. Replace the tape in its case when you finish listening to it.

EXERCISE B
6. Salmon are born in freshwater streams, but most salmon spend part of their lives in the ocean.
7. Mother called to the twins and told them dinner was on the table.
8. The ball flew by Mr. LaPorte and just missed him.
9. Kara tapped on the door, but nobody heard her.
10. Whales can’t breathe underwater, so they must come to the surface for air.
11. How long has Angela been saving her money?
12. The sea horse wrapped its tail around a piece of seaweed.
13. The players were tired, but they had won the game.
14. Cora found a new lightbulb and installed it.
15. Rachel, please show me your painting.

Personal, Reflexive, and Intensive Pronouns, p. 29

EXERCISE A
1. If you give it a cracker, the parrot might speak for you.
2. The cat washed itself carefully after it finished eating.
3. The principal herself will be speaking to us today.
4. Justin thanked me for returning the book to him.

5. After she left the astronaut program, Sally Ride became a professor of physics.

6. The director himself said the book was better than the movie.

7. Kevin said he thought the cloud looked like a rocking horse, but I thought it looked like an old oak tree.

8. The sparrow has just finished building a nest for itself.

9. Would you give the message to Marie when you see her?

10. Sharon wanted tamales, but by the time she reached the front of the line, they were gone.

**EXERCISE B**

11. Cesar said he liked that kind of music.

12. Two weeks later, Sarah found herself in Nigeria.

13. Mike’s cat likes to give itself dust baths.

14. Kim Chun recopied the paper and handed it in.

15. The banquet will be attended by the gold medalists themselves.

**Demonstrative Pronouns and Relative Pronouns, p. 30**

**EXERCISE A**

1. These are wonderful, ripe, juicy grapes.

2. Mrs. Deets is the person to whom you must give the permission slip.

3. The experiment that we conducted in chemistry class was fascinating.

4. Did you hear that?

5. This has been an interesting conversation, but I have to leave now.

6. My aunt Mikki, who is a substitute teacher, worked at my school Monday.

7. The rain, which had been falling all morning, began to let up.

8. That was definitely the best book of the series.

9. The guide, whose eyesight and hearing were very sharp, motioned for the group to halt.

10. The noise that had started so suddenly ended just as quickly.

**EXERCISE B**

11. This is a wonderful book with clear illustrations.

12. Cynthia, who plays center on the basketball team, is over five feet tall.

13. Isn’t that a great song?

14. The snow that fell last night has already melted.

15. Orchids, which come in a variety of colors, can be speckled or streaked.

16. When the governor said this, the secretary laughed.

17. These are beautiful Zuni earrings.

18. The boy whose dog is chasing Sam has gone to get a leash.

19. Leave those on the table for now.

20. Ms. Jackson is a teacher whom the students admire.

**Indefinite Pronouns and Interrogative Pronouns, p. 31**

**EXERCISE A**

1. Someone has been sitting in my chair!

2. Couldn’t you find anybody?

3. Whose are those shoes?

4. Anyone can whistle.
5. Many of the contestants have finished.

6. No one in the class selected that subject for a research report.

7. Which of your cousins haven’t you talked to yet?

8. I think either of the girls could do the job.

9. What is the title of the next school play?

10. To whom did you address the letter?

Exercise B

Answers will vary. Sample responses are given.

11. Give one copy to each of your classmates.

12. Can anyone tell me how to get to Madison Street?

13. Some of the leaves have already fallen off the tree.

14. Which did you find under the desk?

15. What was that new student’s name?

Identifying Kinds of Pronouns, p. 32

Exercise

1. In the book by Mark Twain, Tom is like almost every boy you have met.

2. Who hasn’t woken up on a Monday morning and dreaded going to school?

3. Tom decides that he can stay home if he makes himself sick.

4. First, he imagines a pain in his stomach, but that goes away.

5. One of his teeth is loose, but Tom knows Aunt Polly would just pull it out.

6. Next, Tom remembers that he heard a doctor talking about something that takes two weeks to heal.

7. Tom wakes up his half brother, Sid, and convinces him that Tom’s sore toe will lead to death.

8. Sid, who should know about Tom’s tricks by now, believes him anyway.

9. Sid runs downstairs calling Aunt Polly and tells her that Tom is dying.

10. Aunt Polly herself is worried about Tom until she finds out that he is dying from a sore toe.

11. Aunt Polly laughs and cries, and Tom is embarrassed about all of the noise he has made over a sore toe.

12. Tom then tells Aunt Polly about his tooth, which she decides to pull.

13. Tom tells her that he would rather go to school than have his tooth pulled.

14. Anyone who has had a tooth pulled knows why Tom said so.

15. What do you think Aunt Polly did?

16. She tied a thread around Tom’s tooth and then scared him so that he pulled the tooth out himself.

17. Tom couldn’t think of anything to help him stall further and ended up going to school.

18. Most of the boys at school thought that the gap in Tom’s teeth was cool.

19. Another boy, whose cut finger had been the center of attention, said a missing tooth wasn’t such a big deal.

20. Tom and the others knew that the boy was just jealous.
The Adjective, p. 33

EXERCISE A
1. Lake Baikal is in southeast Siberia.
2. It is the deepest lake in the entire world.
3. It is also one of the oldest lakes on earth.
4. The lake freezes for five months of every year.
5. Many scientists study the unique plants and animals that live nearby.
6. Hundreds of animals are found only in Lake Baikal or the nearby area.
7. The lake is so large that the nearby area stays cool in the summer and warm in the winter.
8. Also in Russia is the Caspian Sea, which is the largest inland body of water in the world.
9. The Caspian Sea is a saltwater lake.
10. There are many lakes in Russia.

EXERCISE B
11. The flowers in the front yard are purple and yellow.
12. Twelve clowns squeezed into the tiny car.
13. Many fires are caused by careless campers.
14. Do not feed any bear in the park.
15. Several children played on the grassy slope.
16. The stinger on the scorpion is poisonous.
17. The puppy loved to chew leather shoes.
18. Bright lightning lit up the dark sky.
19. Weird noises filled the old house.
20. Fruits and vegetables contain many important vitamins.

Proper Adjectives, p. 34

EXERCISE A
1. The meal began with a clear French soup.
2. Do you enjoy spicy Chinese food?
3. Margaret Atwood is a Canadian novelist and poet.
4. Seoul is the largest South Korean city.
5. We ate tiny Greek cookies for dessert.
6. Emma speaks with a lovely British accent.
7. Did you enjoy the Southern hospitality?
8. The graduation gift was a Mexican blanket.
9. The local museum showcased American Indian pottery.
10. That’s an Irish lullaby.

EXERCISE B
11. They will be traveling along the Irish coast.
12. Can you imagine what it would have been like to ride in a Roman chariot?
13. The speaker was a Buddhist priest.
14. The float was almost ready for the Independence Day parade.
15. The review said the author used Dickensian language.
16. On what date is the February meeting?
17. Sean listens to Celtic music.
18. The Martian soil was stored in isolation.
19. He sent a postcard showing the Egyptian pyramids.
20. The Aztec empire rose in Mexico during the 1400s.
Demonstrative Adjectives, p. 35

EXERCISE A
1. Then the cook served this Mediterranean dish.
2. Most people love these tiny Japanese paintings.
3. Is that the Winstons’ cat?
4. These Japanese woodcuts were made during the eighteenth century.
5. This little picture was painted by an unknown artist.
6. That is a brilliant idea!
7. Will those candles burn for more than five hours?
8. This is a mixture of fresh fish and several vegetables.
9. Please take these to the post office.
10. Nathan bought those puzzles for his little sister.

EXERCISE B
11. Please hand me those tapes.
12. These clouds are called cumulonimbus.
13. Does this bus stop at Pine Street?
14. None
15. This Sunday, we are having a family picnic.

Noun, Pronoun, or Adjective? A, p. 36

EXERCISE
1. Three tall trees shaded the backyard.
2. When are you going to visit your grandmother?
3. The last step is to trim those edges.
4. This is the best root beer I’ve tasted in a long time.
5. The crowd was quiet as the Australian flag was raised.
6. Another reason to do it that way is to save money.
7. Jason didn’t see anyone that he knew.
8. That species is commonly found in Asia.
9. Both of the squirrels disappeared behind a tree.
10. The stars were bright and clear in the Nebraska sky.
11. He was hungry, so he asked for more.
12. Have you read Oliver Twist, by Charles Dickens?
13. Those goats are very curious.
14. The flowers could use more rain.
15. The chicken coop is at the back of the garden.
16. Samantha had studied Buddhism.
17. Each wanted something different.
18. It drizzled all day, but my cousins and I managed to find something to do.
19. Roosters make great alarm clocks.
20. Chinese food is my favorite.

Noun, Pronoun, or Adjective? B, p. 37

EXERCISE
Answers will vary. Sample responses are given.
1. Those commercials are funny.
2. I want shoes like those.
3. Each person chooses his or her own destiny.
4. Each of the students made a comment.
5. Do you really have a chicken for a pet?
6. Please pass the chicken soup.
7. They don’t know which way is up.
8. Which of the topics interests you most?
9. In those days, women often purchased a special Easter bonnet.
10. What an Easter that day at Aunt Theresa’s was!
**Review A: Nouns, p. 38**

**EXERCISE A**

1. People in North America are usually eager for news.
2. Newspapers often cover the news in more detail than television does.
3. An early Chinese paper was printed from carved wooden blocks.
4. Some of the first newspapers were published in Germany.
5. One early paper was called the Boston News-Letter.
6. It was the first paper published regularly in the American colonies.
7. It was first published by John Campbell, the postmaster of Boston.
8. Today, large daily newspapers cover politics, sports, business, and many other topics.
9. They include editorial pages and regular columns.
10. Comics, puzzles, and humorous columns entertain readers.

**EXERCISE B**

11. Peaches are tasty fruits.
12. Currently, the United States produces more peaches than any other country.
13. Actually, China was their original home.
14. It is still one of the leading producers of peaches, along with Italy, France, and Spain.
15. Some painters made portraits of the fruit.
16. The people in ancient Rome spread the trees throughout Europe.
17. Peaches could be found in Mexico as early as the seventeenth century.
18. Spanish explorers brought them to America.
19. Large orchards are generally located in areas with few late frosts.
20. Insects, diseases, and severe cold can damage the trees.

**Review B: Pronouns, p. 39**

**EXERCISE A**

1. Most band members rent their instruments.
2. Mayor Martinez gave his speech before the Women’s Club.
3. People filed into the hall, and soon most were seated.
4. The armadillo curled itself into a tiny ball.
5. That silly dog has hidden its bones under the couch!
6. Eating well is one way Lono keeps himself healthy.
7. A redbird built its nest in the maple tree.
8. Carmen said she was ready to begin.
9. People in the audience can help themselves to some popcorn.
10. Carrie and Jack asked if they could start a school newspaper.

**EXERCISE B**

In item 18, my may be identified as an adjective.

11. Everyone finished the test before the end of class.
12. These plants will not thrive if they are watered too often.
13. Can you imagine yourself as an astronaut?
14. Alma bought the red boots and returned those.
15. The president herself presented the award to me.
16. Who will play the lead in this year’s play?
17. The announcer asked the question, but no one answered.
18. The batteries in my tape player are dead.
19. “Put these on next,” said the costume designer.
20. She read the list of books and recognized several immediately.

Review C: Nouns, Pronouns, and Adjectives, p. 40

EXERCISE A
1. The old car may not make the long trip.
2. On the coldest day in winter, Grandmother built a fire.
3. This winter is supposed to be cold and damp.
4. That beautiful vase is made from Venetian glass.
5. The late movie was about Martian invaders.
6. We took an early train to avoid large crowds.
7. The hikers made it to the top of the mountain in two hours.
8. This movie should be funny.
9. The early settlers caught many terrible diseases.
10. Notice the beautiful collar made from delicate Belgian lace.

EXERCISE B
11. They returned with many interesting stories.
12. Some explorers told about huge monsters they had seen.
13. What could these creatures be?
14. They were Komodo dragons.
15. These enormous reptiles are found on certain Indonesian islands.
16. These animals are giant lizards.
17. Each one can weigh more than three hundred pounds!
18. Komodo dragons are the largest lizards in the world.
19. These dangerous animals have long, sharp claws.
20. These unusual creatures are an endangered species.

Literary Model: The Adjective, pp. 41–42

EXERCISE A
Because the possessive forms my and Miss Lottie’s function as adjectives, some students may underline these words.

When I think of the home town of my youth, all that I seem to remember is dust—the brown, crumbly dust of late summer—arid, sterile dust that gets into the eyes and makes them water, gets into the throat and between the toes of bare brown feet. I don’t know why I should remember only the dust. Surely there must have been lush green lawns and paved streets under leafy shade trees somewhere in town; but memory is an abstract painting—it does not present things as they are, but rather as they feel. And so, when I think of that time and that place, I remember only the dry September of the dirt roads and grassless yards of the shanty-town where I lived. And one other thing I remember, another incongruity of memory—a brilliant splash of sunny yellow against the dust—Miss Lottie’s marigolds.

**EXERCISE B**

1. **Author’s Town as It Must Have Been**

   brown lush crumbly green late paved arid leafy sterile shade dry dirt brilliant grassless sunny

2. *Answers will vary. A sample response is given.*

   The adjectives describing the marigolds seem more closely related to the adjectives describing the town as it “surely” must have been, with the lush green lawns and paved streets, than to the author’s memory of the town, which is arid, sterile, and brown. Consequently, the brilliant, sunny marigolds don’t seem to fit in with the author’s dusty version of the town; yet, there they are.

**EXERCISE C**

*Answers will vary. A sample response is given.*

The line that divided the city—Highway 95—divided it so completely that it was hard to believe the eastern part and the western part shared the same name. Anyone driving through the east side had to dodge the car-damaging potholes and shattered glass and torn-up trash cans that filled the streets. Anyone walking through the east side had to pass by rundown houses with broken windows and treeless yards inside sheet metal fences. But once that same person crossed Highway 95, on foot or on wheels, cheerful houses painted in vivid, clean colors met the eye. Rope swings hung from the sturdy branches of healthy trees growing in well-maintained yards. The streets were wide and apparently had received tender care from city workers.

**EXERCISE D**

*Answers will vary. A sample response is given.*

The neighborhood on the east side is described with the following adjectives: car-damaging, shattered, torn-up, rundown, broken, treeless, sheet metal. All of these words produce ugly images in the reader’s mind. In contrast, the neighborhood on the west side is described with these adjectives: cheerful, vivid, clean, sturdy, healthy, well-maintained, wide, tender. All of these adjectives have positive connotations. The contrast between these two sets of adjectives makes the comparison more vivid.

**Writing Application: Using Adjectives in a Poem, p. 43**

Writing Applications are designed to provide students immediate composition practice in using key concepts taught in each chapter of the *Grammar, Usage, and Mechanics: Language Skills Practice* booklet. You may wish to evaluate student responses to these assignments as you do any other writing that students produce. To save grading time, however, you may want to use the following scoring rubric.

**Scoring Rubric**

The poem follows the instructions modeled in the writing application.

<table>
<thead>
<tr>
<th>Each line of the poem uses one or two adjectives.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Each line of the poem is a complete sentence.

| 1 | 2 | 3 | 4 | 5 |

The assignment is relatively free of errors in usage and mechanics.

| 1 | 2 | 3 | 4 | 5 |

**Total Score**

5 = highest; 1 = lowest