Choices: Investigating Parts of Speech

Here’s your chance to step out of the grammar book and into the real world. You may not notice the parts of speech, but you and the people around you use them every day. The following activities challenge you to find a connection between the 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!

CRITICAL THINKING

Face It
Adverbs that modify adverbs can be confusing. Face the problem head-on. First, make a list of adverbs that can modify other adverbs. Start with so and quite. Write ten sentences showing adverbs modifying other adverbs. Share your list with your classmates. They just might appreciate it.

Alike and Different
Adverbs and adjectives that have the same form can twist a person’s brain until it feels like a bowl of spaghetti. Straighten everybody out. Make a chart titled “Adverbs and Adjectives.” Then, draw a line to divide the chart into two columns. Label one column “Adjective” and the other “Adverb.” Create a list of adjectives and adverbs that are identical in form (you can use your textbook to get started). Then, write phrases or sentences that demonstrate how these identical words function as adjectives and adverbs. Write your sentences or phrases in the correct column. Give copies of your chart to your classmates.

MUSIC

Take Notes
Compose lyrics and music for a song about one or more parts of speech. You can write any kind of song—rap, rock, children’s song, ballad, or some other kind. Your lyrics should include information about or references to the functions of the part or parts of speech.

VIEWING AND REPRESENTING

The Ins and Outs
Help your classmates understand verbs. Create two Venn diagrams—one showing the relationship between transitive and intransitive verbs, the other showing the relationship between action and linking verbs. Include example sentences for each section of each diagram. Distribute copies to your class. Explain the diagrams so that everyone understands them. Have several extra examples of specific verbs in specific sentences ready to plug into your diagrams.

BUILDING FLUENCY

Chameleon Conjunctions
Have a contest. Who can find a word that can function as the most parts of speech? The winner must have complete sentences appropriately using his or her word as each part of speech. Winners must present and defend each entry. First, though, decide on the prize. Make it good!

ORIGINAL STUDY

Blaze Your Own Trail
What? None of these choices appeal to you? Well, make up a project of your own. Write a poem using only verbs and interjections. Make a poster of all the types of conjunctions. Illustrate a transitive verb, or, better yet, illustrate a linking verb. The choice is yours. Be sure to get your teacher’s approval before you begin your project.
The Verb

12a. A verb is a word that expresses action or a state of being.

EXAMPLES  We rode on that Ferris wheel last night.  
           John seemed happy to be with us.

Every complete sentence has a verb. The verb says something about the subject.

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

Example 1. The alligator snapped its jaws shut.

1. We all jumped about three feet into the air.
2. Is that alligator hungry?
3. Look at that beautiful heron!
4. Alligators and crocodiles appear somewhat alike to me.
5. How are they different?
6. I saw hundreds of alligators in Florida.
7. Were you near St. Augustine?
8. They made me really nervous.
9. The boat sat very low in the water.
10. My brother took pictures during the boat ride.

EXERCISE B Complete each of the following sentences by writing a verb on the line provided.

Example 1. Sarah and Keadra jumped into the pool.

11. I __________________________ the names of all fifty states.
12. John __________________________ an advertisement in today’s newspaper.
13. The soft drinks __________________________ a little too warm.
14. The dog __________________________ wildly in circles.
15. The marching band __________________________ in the middle of the field.
16. Alia’s family __________________________ two mountain bikes.
17. Which tangerine __________________________ better?
18. Julio __________________________ the violin, not the cello.
19. My grandmother __________________________ me a letter at least twice a month.
20. The milk __________________________ all over the table.
Main Verbs and Helping Verbs

In many sentences a single word is all that is needed to express action or state of being. In other sentences the verb consists of a main verb and one or more helping verbs. A helping verb (also called an auxiliary verb) helps the main verb to express action or a state of being.

**EXAMPLES**
The kitten curled up in his lap.
The kitten has curled up in his lap. [Has is the helping verb. curled is the main verb.]

**EXERCISE A** For each of the following sentences, underline each main verb once and each helping verb twice. Some sentences have more than one helping verb, and some sentences do not have any.

**Example 1.** Farmers in that region may have already harvested their wheat.

1. My grandfather has traveled to Europe many times.
2. You must have heard all that noise last night!
3. Those children are wearing their seat belts.
4. The moon had risen early that evening.
5. Does Simon play the trumpet in the band?
6. Broccoli, carrots, and squash are all vegetables.
7. Which way did he run?
8. The cat should not be sitting on the kitchen counter.
9. Do you want some of these carrots?
10. Would you please call me first thing in the morning?

**EXERCISE B** Complete each of the sentences by writing one or more helping verbs on the line provided.

**Example 1.** David ________ be doing his homework right now.

11. He ________ been sleeping instead of studying.
12. We ________ practice our skit at my house tonight.
13. ________ you come over after dinner for about an hour?
14. We probably ________ not drive very far in this snow.
15. My brother ________ take four people in his car.
16. ________ you know how to sew on a button?
17. My sister taught me to do that, but I ________ not remember.
18. ________ you planning to do anything special during the winter holidays?
19. We certainly ________ arrived early if we had known the theater would be so crowded.
20. By the time we found our seats, the curtain ________ already risen.
Verbs

Together, the main verb and its helping verb or verbs are called a verb phrase.

**EXAMPLES**

- We **will study** Brazil.
- Forest tribes **have been living** in Brazil for thousands of years.

Sometimes a verb phrase is interrupted by another part of speech.

**EXAMPLE**

Did **you learn** about the Portuguese settlers in Brazil? [The verb phrase *Did learn* is separated by the pronoun *you*.]

**EXERCISE A**

Underline the verb phrase in each of the following sentences. Then, underline the helping verb or verbs a second time.

Example 1. What role did the Portuguese **play** in Brazil’s history?

1. **Portugal had claimed possession of Brazil in the year 1500.**
2. **The Portuguese settlers must have arrived soon after.**
3. **They may have been looking for gold.**
4. **Was gold ever discovered?**
5. **Cacao beans and sugar cane could be harvested.**
6. **Large plantations were established by the Portuguese settlers.**
7. **The settlers and the native tribes did not remain friendly.**
8. **Some Indians may have been enslaved as plantation workers.**
9. **Brazil has become a leading agricultural nation.**
10. **Coffee may be one of the most important crops in Brazil.**

**EXERCISE B**

Underline all the verb phrases that appear in the following paragraph. Be sure to include all the helping verbs.

Example [1] People have relied on rubber products for many decades.

[11] Latex, a milky-white substance that is used in the production of rubber, is produced by the rubber trees of the Amazon rain forest. [12] Diagonal cuts are made in the trees by rubber tappers. [13] Then a small cup is carefully placed beneath each cut. [14] Rubber tappers must cut all the trees on a rubber tree trail before the latex is flowing too freely. [15] Rubber trees can often be spaced one hundred yards apart, and a rubber tapper may walk several miles before dawn; later that same day, the rubber tapper will repeat the journey through the forest so that he may collect the cups of latex.
Action Verbs

An action verb expresses either physical or mental activity.

**EXAMPLES**  Maple sap **drips** from the tree.
I **carry** the bucket to the cottage.
Santos **is dreaming** about a delicious breakfast.

**EXERCISE A**  Underline the action verbs in the following sentences.

**Example 1.**  For breakfast Victor enjoys whole-wheat pancakes.

1. Vermont leads the nation in maple syrup production.
2. Maple syrup comes from the sap of sugar maple trees.
3. In the late winter and early spring, the maple sap flows from the trees.
4. Some people drill holes into the trees.
5. They insert metal tubes or spouts into the holes.
6. They hang buckets from the spouts.
7. The buckets fill with the maple sap.
8. Workers collect the buckets of sap.
9. Other workers boil the sap.
10. This process turns the sap into maple syrup.

**EXERCISE B**  Two words are underlined in each of the following sentences. Identify and circle the word that is an action verb.

**Example 1.**  Select your pet carefully.

11. Some people **own** dogs or cats.
12. I **prefer** a ferret for a pet.
13. Ferrets **often play** tricks on their owners.
14. They **get into** everything.
15. Sometimes they **hide** things like socks.
16. Some ferrets **walk on a leash**.
17. Randall **bathes** his ferret every few weeks.
18. He **washes** it with mild shampoo.
19. Ferrets **possess** one bad habit.
20. They sometimes **bite** people.
Linking Verbs

A **linking verb** connects, or links, the subject to a word or word group that identifies or describes the subject.

**EXAMPLE** The headlights on the car **became** dim. [The linking verb **became** connects the subject **headlights** with the adjective **dim**.]

**EXERCISE A** Underline the linking verbs in the following sentences.

**Example 1.** The bark on the tree feels dry and rough.

1. Bradley’s mother is an air-traffic controller.
2. Warren was sick several times this year.
3. I have grown weary of television.
4. The Wilsons are our nearest neighbors.
5. Jamie looked uncomfortable on the stage.
6. She has been late every day this week.
7. The sky remained cloudy until late afternoon.
8. This carton of milk smells sour.
9. You should be hungry after all that work.
10. The top-ranked player in the tennis tournament is Venus Williams.

**EXERCISE B** Underline the verb in each of the following sentences. Then, above the verb, write **AV** for action verb or **LV** for linking verb.

**Example 1.** Derrick stays with his grandparents during the summer.

11. My grandfather received the Congressional Medal of Honor.
12. I am the only female grandchild in my family.
13. My grandmother seems young to me.
14. Jeanette found a picture of her grandparents as teenagers.
15. They looked odd in the old-fashioned clothing of the 1950s.
16. Tony’s great-grandfather will be eighty years old on Sunday.
17. Alexa’s grandparents once lived in Indonesia and in the Netherlands.
18. Mrs. Shuman cooks great Indonesian and Dutch food.
20. He feels sad about that.
Exercising A

In each of the following sentences, decide whether the underlined verb is transitive or intransitive. Above the verb, write TR for transitive or INT for intransitive.

Example 1. The Thames River winds through the heart of London.

1. Restaurants and shops line the banks of the Thames River in London.
2. Most shops open early during tourist season.
3. A tour bus company offers several tours.
4. Our bus driver spoke clearly and intelligently.
5. She provided a great deal of information about London and its famous river.
6. The depth of the Thames River changes with the tides every day.
7. Ancient Romans built the first bridge across the river.
8. In ancient times, traders from other countries sailed up the river.
9. Terrible slums and poverty existed along the riverbanks.
10. Charles Dickens described the slums of London in his novels.

Exercising B

In one sentence in each of the following pairs, the verb is transitive. In the other sentence, the verb is intransitive. Underline the verb in each sentence. Then, on the line provided, write TR if the verb is transitive or INT if it is intransitive.

Example 1. INT We met last year at a basketball game. TR I met Tomás for lunch.

11. ___ Cynthia plays the piano well. ___ Roger plays in the school band.
12. ___ The townspeople survived the flood. ___ The entire crew of the sunken ship survived.
13. ___ Alberto writes in his journal each evening. ___ Mishi often writes letters to her grandmother.
14. ___ The pilot landed the plane. ___ The plane landed on time.
15. ___ Please do not leave your coat there. ___ Please leave as soon as possible.
Kinds of Verbs

Some action verbs may be either transitive or intransitive, depending on how they are used in a sentence.

**TRANSITIVE**  
Eduardo practices piano at least once every day.

**INTRANSITIVE**  
He usually practices for two hours at a time.

Linking verbs are intransitive.

**EXAMPLE**  
Martina will become a certified diver next month.

**EXERCISE**  
Underline the verb in each of the following sentences. Be sure to include any helping verbs. Determine whether each verb is an action verb or a linking verb and whether the verb is transitive or intransitive. On the line provided, write **ACT** for action verb or **LINK** for linking verb; on the same line, write **TRAN** for transitive verb or **INT** for intransitive verb.

**Example**  
ACT, INT 1. Martha doesn’t sleep very well.

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1. Her sister always studies late into the night.

2. Martha is sometimes very sleepy in the morning.

3. Martha’s sister could have read in the kitchen.

4. She could also have taken her books into the living room.

5. The light there is better for my eyes.

6. Sometimes Martha’s sister studies at the library.

7. Most of the time, Martha and her sister have fun together.

8. They share clothes and school supplies.

9. Martha and her sister both like the same music.

10. Martha is also different from her sister in some ways.

11. She is much messier, for one thing.

12. Her sister always hangs clothes up neatly.

13. Martha leaves things all over the floor and the beds.

14. Martha likes fresh air in the room, even in the winter.

15. Martha’s sister complains about the cold air.

16. The noise from the traffic bothers her, too.

17. Every night, she closes the window.

18. Then the room becomes hot and stuffy.

19. Martha is always the first one up in the morning.

20. She doesn’t even wait for the alarm.
The Adverb A

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

EXAMPLES  

Timothy *often* goes to the library. [The adverb *often* modifies the verb *goes.*]

He began reading when he was *very* young. [The adverb *very* modifies the adjective *young.*]

He can finish a book *very quickly.* [The adverb *very* modifies the adverb *quickly.*]

The adverb *quickly* modifies the verb phrase *can finish.*


Adverbs may come before, after, or between the words they modify.

**EXERCISE A**  In the following sentences, underline each adverb. Then, draw an arrow from each adverb to the word or words it modifies.

Example 1. *Yesterday* I learned that Americans throw *away* 195 million tons of garbage in a year.

1. Open garbage dumps sometimes pose serious health hazards.
2. Most trash is now buried in sanitary landfills.
3. Methane gas from garbage can easily catch fire.
4. Pipes safely bring the gas to the surface.
5. People seldom want landfills near their homes.
6. Scientists and engineers are always looking for new ways to reuse recyclable materials.
7. Many of us thoughtlessly discard possibly useful items daily.
8. Some people willingly reuse bottles and jars.
9. Throughout the country, many cities efficiently separate garbage from easily recyclable items.
10. Some of the largest landfills will very soon be full.

**EXERCISE B**  Complete each of the following sentences by filling in the blank with an appropriate adverb.

Example 1. *Yesterday* the rain flooded our garden.

11. Two white swans glided _______________ across the pond.
12. Close the door _______________!
13. The workers will finish the bridge _______________.
14. _______________ LuAnn made her way up the steep staircase.
15. Mom and Sally _______________ go fishing on Saturday mornings.
An adverb is a word that modifies a verb, an adjective, or another adverb.

**EXAMPLES** Did you see the meteor shower **tonight**? [The adverb *tonight* modifies the verb phrase *Did see.*]
That state park has an **extremely** popular swimming area. [The adverb *extremely* modifies the adjective *popular.*]
The parking lot fills **so rapidly**. [The adverb *so* modifies the adverb *rapidly.* The adverb *rapidly* modifies the verb *fills.*]

**EXERCISE** Circle each adverb in the following sentences. Then, draw an arrow from each adverb to the word or words that the adverb modifies.

**Example 1.** The book is **entirely too** long to finish in one day.

1. *Stuart Little* has always been my favorite book.
2. George quietly asked the librarian for help.
3. I finally finished the report.
4. On the table lies a very old bookmark.
5. Trisha’s library books are usually returned on time.
7. I have never read an entire book of poetry.
8. Lately, I have been reading more nonfiction books.
9. During the week Mom is **entirely too** busy to read.
10. She frequently reads novels on the weekends.
11. She finishes a book easily in one or two days.
12. She recommends especially enjoyable books to all her friends.
13. In addition, her reading list always includes new biographies.
14. She thinks stories about inventors and explorers are exceptionally good choices.
15. Now she is reading both a new mystery and a book about Mount Everest.
16. Our librarian works hard to make the displays interesting.
17. I usually learn something new from the displays.
18. Old books must be handled quite carefully.
19. The paper in this old book is particularly fragile.
20. Yesterday I saw an exhibit of extremely rare books at the museum.
Adverb or Adjective?

Remember that not all adverbs end in \(-ly\) and not all words that end in \(-ly\) are adverbs. The same word may be used as different parts of speech. You cannot tell what part of speech a word is until you know how it is used in a particular sentence.

**EXAMPLES**

*I was only* trying to help. [*Only* is used as an adverb to modify the verb phrase *was trying.*]

Her father was an *only* child. [*Only* is used as an adjective to modify the noun *child.*]

**EXERCISE**

Write **ADJ** above each underlined word you identify as an *adjective* and **ADV** above each underlined word you identify as an *adverb*. Then, draw an arrow from each underlined word to the word it modifies.

**Example 1.** Suddenly he found himself in a **lonely** part of the woods.

1. Joaquin runs three miles **daily**.
2. That is certainly the **better** opportunity for her.
3. I know we will arrive **later** than they will.
4. We had **just** stopped by the house for a few minutes.
5. Would you like to have time for a **leisurely** walk through the town?
6. Kai is always an **early** riser.
7. The judge made a **reasonable** and **just** decision in the case.
8. May the **best** candidate win!
9. Susan’s sister lost the **bright red** ball.
10. Why did he take the **only** book about that subject?
11. His job pays a **higher hourly** wage than mine does.
12. Put the water into the pan **first**.
13. My mother said she had found a **very scholarly** book on the subject.
14. Do you think he plays the tuba well?
15. He has been taking **weekly swimming** lessons for years.
16. She really seems **well today**.
17. Sarah can still remember when her best friend moved **away**.
18. Those oranges were **very sour**.
19. He will most **likely** want to come with us to the movies.
20. He is always **late**, unfortunately.
The Preposition

12c. A preposition is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

**Example** They traveled on foot. [The preposition on shows the relationship of foot to traveled.]

Prepositions that are made up of more than one word are called compound prepositions.

**Example** According to some historians, the explorers Lewis and Clark traveled more than eight thousand miles.

**Exercise A** Underline all the prepositions in the following sentences.

**Example 1.** The explorers were successful on their mission in spite of many challenges.

1. Meriwether Lewis and William Clark were officers in the United States Army.
2. President Thomas Jefferson suggested that Lewis find a northwest passage to the Pacific Ocean.
3. The Lewis and Clark expedition was one of the most important in United States history.
4. On account of their exploration, territories recently acquired by the United States could be mapped.
5. Lewis and Clark began their journey in 1804.
6. They left from St. Louis and traveled to the Pacific coast.
7. Lewis and Clark endured many hardships during their long journey.
8. They traveled with horses and a large amount of supplies.
9. In spite of a severe winter in the Rocky Mountains, they survived.
10. The expansion and settlement of the West was easier because of Lewis and Clark.

**Exercise B** Underline the preposition in each of the following sentences. Then, on the line provided, rewrite the sentence using a different preposition in place of the one you underlined.

**Example 1.** The puppy crawled behind the bed. **The puppy crawled under the bed.**

11. Lay the magazines on the sofa. ___________________________________________
12. We walked down the garden path. _________________________________________
13. Martha is sitting next to Keith. ____________________________________________
14. The ball landed between Jennifer and Tamika. __________________________________
15. We found the toy underneath the chair. _____________________________________
The Prepositional Phrase

A preposition always has at least one noun or pronoun as an object. This noun or pronoun is called the object of the preposition. The preposition, its object, and any modifiers of the object make up a prepositional phrase. A preposition may have more than one object.

**EXAMPLES**

The most valuable pearls are found in tropical seas. [Seas is the object of the preposition in. Tropical is an adjective modifying the object seas.]

Here is a picture of Mick and Yoshi holding an oyster. [The preposition of has the two objects Mick and Yoshi.]

**Exercise A** For each underlined prepositional phrase, write P above the preposition and OP above its object.

**Example 1.** Beneath the water lay rich pearl beds.

1. Pearls are formed when sand or other debris gets trapped inside the oyster shell.
2. The oyster begins covering the piece of debris with a special substance.
3. After several years, a pearl is formed.
4. In the early 1900s, a Japanese man discovered a way to fool oysters.
5. This process involves shoving a small bead into the oyster.
6. The oyster mistakes the bead for debris and starts making a pearl.
7. The layers of a pearl can be seen under a microscope.
8. On a string of pearls, each pearl must look like the others.
9. A large, perfectly round pearl is one of the most valuable gems in the world.
10. Pearls with irregular shapes are not as valuable.

**Exercise B** Add prepositional phrases to the following sentences. Write your new sentences on the lines provided.

**Example 1.** The woman described the accident. **The woman across the street described the accident to the police.**

11. Milo rode his horse.
12. Una drove home.
13. The carpenter repaired the roof.
14. The ship sank.
15. The coach explained the play.
Preposition or Adverb?

Some words may be used as both prepositions and adverbs. Remember that a preposition always has at least one noun or pronoun as an object. An adverb never does.

**ADVERB**  You might get cold if you stay **outside** too long.

**PREPOSITION**  I could see a flock of geese **outside** the window.

**EXERCISE**  Identify the underlined words in the following sentences as either adverbs or prepositions. If the word is an adverb, write **ADV** above it. If the word is a preposition, write **PREP** above it. Then, if the word is a preposition, write **OP** above its object.

Example 1.  The sailors could see the faint outlines of an island **across** the water.

1. Please place your books **beneath** your desk.
2. She had never smelled anything like that **before**.
3. Threatening storm clouds were gathering **above**.
4. You can always find a jar of peanut butter **inside** that cupboard.
5. I’m sure he let the dog come **in** last night.
6. We could hear the band playing as it marched **down** the street.
7. The weather was certainly miserable **outside**.
8. If the gate won’t open, you’ll have to climb **over** the fence.
9. We watched the balloons floating far **above** our heads.
10. The goats are **in** the far pasture.
11. Let’s get ice cream **before** the movie.
12. You might have to wade **across** the creek to find the trail again.
13. The bus drove **past** the people waiting at the bus stop.
14. Don’t turn that log over so quickly!
15. Meet me **outside** the front door after you’ve finished shopping.
16. A fire blazed **inside**, welcoming the weary travelers.
17. High **above** the mountain, the hawks wheeled in lazy circles.
18. What do you think you’d find **over** the rainbow?
19. The boy clasped the money tightly **in** his hand.
20. Be sure to bring your skates **in** before the rain starts.
**The Conjunction A**

A conjunction is a word that joins words or groups of words.

**EXAMPLES**
- You and I have been invited to the zoo.
- We waited for an hour but then left without the two boys.
- I am reading about canaries, for I want one as a pet.
- Heather will either walk home or call her brother.

**EXERCISE**
Underline each conjunction in the following sentences.

**Example 1.** Both Africa and Asia have many kinds of butterflies.

1. The insect order Lepidoptera includes not only moths but also butterflies.
2. Powdery scales cover the wings of both butterflies and moths.
3. Moths usually have plump, furry bodies, but butterflies have slender, hairless bodies.
4. Most butterflies fly during the daytime and rest with their wings folded upright.
5. There are between 15,000 and 20,000 species of butterflies.
6. Butterflies live almost everywhere, but tropical rain forests have the most different kinds.
7. Both other insects and birds are among butterflies’ enemies.
8. Butterflies appear fragile to us, yet they have powerful defenses.
9. Butterflies may blend with their surroundings or mimic distasteful species.
10. Predators avoid the viceroy butterfly, for it resembles the bad-tasting monarch butterfly.
11. To make themselves taste bad, some butterflies eat plants that are either poisonous or bitter.
12. The bright or striking colors on some butterflies are actually a warning to predators.
13. The skin of a caterpillar neither grows nor stretches.
14. Adult butterflies usually feed only on nectar, but caterpillars can do a lot of crop damage.
15. The caterpillar of the cabbage butterfly, for example, feeds on cabbage and cauliflower plants.
16. The transformation of a caterpillar into a butterfly is both amazing and interesting.
17. Butterflies cannot live actively in cold weather, so many of them migrate to warmer climates for the winter.
18. The monarch must be the long-distance champion of the butterfly world, for it travels up to two thousand miles to escape cold weather.
19. Other butterflies produce a substance like antifreeze, so they can survive the cold.
20. The word butterfly comes from buterfleoge, an Old English word meaning “butter” and “fly.”
The Conjunction B

**A conjunction** is a word that joins words or groups of words.

**Examples**

- Keisha **and** Jack were the winners.
- Noel remembered her notebook **yet** forgot her pen.
- We hurried down the hall, **for** we didn’t want to be late.
- **Neither** rain **nor** snow bothers my dog.

**Exercise**

In the following sentences, write an appropriate conjunction in the blank or blanks provided.

**Example 1.** __________ Jeff ___________ Jared can throw the ball that far.

1. I’m taking a full class load this term, including biology ___________ chemistry.
2. We could ___________ take a bus ___________ walk to the museum.
3. You’ll have to choose one ___________ the other.
4. Jessamyn wanted to be at school early, ___________ her alarm clock didn’t go off.
5. Aaron, Alex, ___________ Andy are always the first names on the class list.
6. She had to decide ___________ to take a walk ___________ read a book.
7. My sister is in tonight’s performance, ___________ we have bought front-row seats.
8. He hasn’t written, ___________ he has called.
9. ___________ cold water ___________ lemonade are refreshing on a hot day.
10. We stopped to rest after hiking only three miles, ___________ we were already weary.
11. ___________ our team makes the playoffs ___________ the season is over.
12. Make sure the cats are in tonight, ___________ the weather service is predicting rain.
13. If I can take only one friend on the trip, I’ll pick Jessie, Maria, ___________ Daniela.
14. I’m supposed to finish the book today, ___________ I haven’t even begun to read it.
15. I’ll ___________ have to stay up late tonight ___________ get up early tomorrow.
16. ___________ Nate ___________ Sandy will be our representative on the committee.
17. I was hungry when I got home, ___________ I hadn’t eaten anything since breakfast.
18. This project requires ___________ tape ___________ glue.
19. The bell had not rung, ___________ the door was already closed.
20. Turn right at the next corner, ___________ look for a blue house on your left.
The Interjection

An interjection is a word that expresses emotion.

EXAMPLES
- Hurray! Here comes the parade!
- Oh, I made a mistake.
- Raising a puppy is, well, challenging.

EXERCISE A
In each of the following sentences, underline the interjection.

Example 1. Ouch! That hurt!
1. Aha! There you are!
2. Oh, no! I stubbed that same toe again!
3. It must be a hundred degrees in the shade. Whew!
4. Do you think you could, well, work my shift tonight?
5. Our team made it to the playoffs! Hooray!
6. Oops, I didn’t mean to lose your place in the book.
7. We’ll be on time if we leave here about, oh, nine o’clock.
8. Hey! That’s a stop sign, not a yield sign!
9. Yikes! Is that pan hot!
10. It looks as though the pipes froze last night. Oh dear!

EXERCISE B
In each of the following sentences, fill in the blank with an appropriate interjection. Try not to use the same interjection more than once.

Example 1. ____________! Look out for that fence!
11. ____________! You certainly took your time.
12. ____________, That hammer just missed my foot.
13. Rosita sat down, ____________, just before the bell rang.
14. I forgot my bus pass again, ____________.
15. ____________, I guess the movie should be over by now.
16. ____________, did I tell you what happened to me at the mall?
17. Here comes Daniel with, ____________, the biggest dog I have ever seen.
18. ____________, I didn’t think you would mind if I brought my friend.
19. I scraped my knee, ____________!
20. ____________, That squirrel can fly!
Determining Parts of Speech

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

**VERB**  
We walk in the woods.

**ADVERB**  
A small, furry animal ran by.

**NOUN**  
We will take a walk in the woods.

**PREPOSITION**  
They will arrive by noon.

**EXERCISE A**  
Decide what part of speech each underlined word in the following sentences is. Above the word, write V for verb, ADV for adverb, PREP for preposition, CON for conjunction, or I for interjection.

**Example 1.** Tigers rarely attack humans.

1. The huge elephant sensed danger. **ADV**
2. “She must be hungry,” thought the elephant’s handler. **ADV**
3. He climbed down and fed her some leaves. **PREP**
4. Then he scrambled back to his perch. **CON**
5. Suddenly a tiger sprang from the bushes. **CON**
6. The tiger’s claw then scraped the handler’s leg. **PREP**
7. Man and tiger tumbled to the jungle floor. **CON**
8. The elephant lifted the handler with her trunk. **PREP**
9. The handler was badly hurt but recovered from his wounds. **CON**
10. Alas! He refused to enter the jungle again. **ADV**

**EXERCISE B**  
For each sentence, underline the word that is the part of speech named in parentheses.

**Example 1.** The birds flew up into the sky. (adverb)

11. My grandparents planned a trip to Alaska. (verb)
12. We played well, but we lost the game. (adverb)
13. Barbara lives with her parents. (preposition)
14. The hikers took off their packs and sat under the tree. (conjunction)
15. Did you climb aboard the bus? (preposition)
16. Jamal arrived early for dress rehearsal. (verb)
17. Those clouds look awfully dark to me. (adverb)
18. Did Teresa or Joseph make this birdhouse? (conjunction)
19. Well, wish us luck in the game! (interjection)
20. The puppy lay down on the examination table. (preposition)
**EXERCISE A**  In each of the following sentences, underline all parts of each verb phrase. Then, underline any helping verbs a second time.

**Example 1.** Have the suspects finally been arrested?

1. Has the lawn been mowed this week?
2. The chorus will sing a medley of Beatles hits.
3. Mr. Wauneka may be elected to the state legislature.
4. You should have phoned first.
5. Their main offices have been moved downtown.
6. The writer will proofread his latest article.
7. I have been jogging five miles a day.
8. Can you ever forgive me for that?
9. The baby is sleeping in his mother’s arms.
10. Lupe would have never found her wallet without your help.

**EXERCISE B**  Decide whether each underlined verb is an action verb or a linking verb. On the line provided, write **AV** for action verb or **LV** for linking verb. On the same line, write **TRAN** for transitive verb or **INT** for intransitive verb.

**Example**  

1. Did that fish taste strange to you?

11. I found that information in the telephone book.
12. Eddie must be the fastest runner on the team.
13. That bread looks moldy.
14. Most birds migrate at night.
15. We built a shelter near the edge of the forest.
16. The contestants appear confident.
17. They rescued the passengers from the capsized ferry.
18. My throat feels scratchy this morning.
19. We were the largest class in the history of the school.
20. Do raccoons hibernate in the winter?
Review B: Parts of Speech

**Exercise A**  In each of the following sentences, underline the adverb once. Then, draw an arrow from each adverb to the word or words the adverb modifies.

**Example 1.** That restaurant is often crowded.

1. Some kinds of opals are extremely beautiful.
2. I often go to the movies.
3. The ocean appears especially beautiful at sunrise.
4. The store window elegantly displayed coats and shoes.
5. The last piece of cake disappeared mysteriously.
6. She is particularly interested in sports.
7. Have you ever climbed a mountain?
8. Which part of this assignment would you do next?
9. No room remained at the end of the row, so everyone moved over.
10. On Sunday, the dogs in my neighborhood barked early.

**Exercise B**  In each of the following sentences, write P above the preposition and OP above its object or objects. Also, write C above any conjunction and I above any interjection.

**Example 1.** They swam slowly and patiently toward shore and safety.

11. There were only a few flowers among the weeds.
12. Ouch! That waiter crashed into the swinging door!
13. The food splattered onto the wall and floor.
14. After the game, the MVP award will be announced.
15. I am doing my science project with Julio and Karen.
16. The forecast calls for rain, so bring your umbrella.
17. Watch for speeding cars and trucks.
18. Do you ride a bus or walk to school?
19. Well, I found my slippers under the couch, but I still can’t find my socks.
20. Not only did Lisa hit the ball past the shortstop, but she also helped win the game.
**EXERCISE A** Identify the part of speech of each underlined word or word group in the following sentences. Above the word or word group, write V for verb, ADV for adverb, PREP for preposition, C for conjunction, or I for interjection.

**Example 1.** The achievements of Leonardo da Vinci were quite remarkable.

1. Leonardo da Vinci was an Italian artist and scientist.
2. Wow! Did you know that da Vinci designed a flying machine?
3. He studied a bird’s wing and modeled the flying machine on it.
4. Many of da Vinci’s paintings can be viewed today in museums around the world.
5. For many years Galileo Galilei was a mathematics professor, but he left teaching to pursue scientific research.
6. Some people disagreed with his ideas and sought other explanations.
7. They believed the sun moved around the earth, but Galileo believed that the earth moved around the sun.
8. Would you have agreed with Galileo or with his opponents?
9. Galileo made his most sensational discovery when he discovered the moons of Jupiter.
10. Oh, I wasn’t aware of that fact.

**EXERCISE B** In each of the following sentences, underline the word or word group that is the part of speech indicated in parentheses.

**Example 1.** Selina’s pet rabbit has scampered underneath the front porch. (verb)

11. Joyce will mow the lawn either Saturday or Sunday. (conjunction)
12. Chinese is a language with a long history. (verb)
13. The room looks bare without curtains. (preposition)
14. Carefully he jumped over the deep puddle. (adverb)
15. Hey! Who wants to play softball? (interjection)
16. These apples should not taste so tart. (verb)
17. They are arguing about rules and regulations again. (adverb)
18. The planet Venus seems more like Earth in appearance than any other planet does. (verb)
19. India and Pakistan became independent states in 1947. (conjunction)
20. Lightning streaked across the night sky. (preposition)
**EXERCISE A** Write each verb that appears in the poem “Foul Shot”. Do not include *stuck, hanging, squeezed, waiting, stretching,* and *unsounding*. These words are verb forms used as other parts of speech.

- With two 60’s stuck on the scoreboard
- And two seconds hanging on the clock,
- The solemn boy in the center of eyes,
- Squeezed by silence,
- Seeks out the line with his feet,
- Soothes his hands along his uniform,
- Gently drums the ball against the floor,
- Then measures the waiting net,
- Raises the ball on his right hand,
- Balances it with his left,
- Calms it with his fingertips,
- Breathes,
- Crouches,
- Waits,
- And then through a stretching of stillness,
- Nudges it upward.
- The ball
- Slides up and out,
- Lands,
- Leans,
- Wobbles,
- Wavers,
- Hesitates,
- Exasperates,
- Plays it coy
- Until every face begs with unsounding screams—
- And then
- And then
- And then,
- Right before ROAR–UP,
- Dives down and through.
EXERCISE B  How does the poet’s use of verbs contribute to the feeling of tension that you, the reader, experience as the last seconds of a tied basketball game are being described?

EXERCISE C  Using Hoey’s writing as a model, write a poem describing a topic related to an athletic competition. As Hoey did, use verbs to create a feeling of excitement or tension.

EXERCISE D
1. Read your poem critically, and replace the linking verbs that you used with active, descriptive verbs such as those Hoey used in the poem “Foul Shot.” For each verb that you replace, write the original verb, followed by the replacement, on the lines below.

2. How does your use of verbs contribute to your poem?
Writing Application: Skit

Interjections bring a sense of the spoken—or yelled—word to writing. Writers set them off either with a comma or an exclamation point to tell readers how strong the interjection is. Read the sentences below out loud.

**MILD INTERJECTION**  
Well, I was a bit surprised at his sky-blue hair coloring.

**STRONG INTERJECTION**  
Well! I never had such a shock as when I saw his blue hair!

Notice how the tone of the interjection—mildly surprised in the first sentence and shocked in the second—sets the tone for the sentence that follows, too.

**WRITING ACTIVITY**

For a drama class, you are writing a short, humorous skit in which a group of people your age hosts a surprise birthday party for a friend. Unfortunately, the friend really does not like surprise parties. Write the dialogue between the hosts and the friend from the time the friend comes through the door. Use interjections to express the feelings of the characters in the skit.

**PREWRITING**  
You could work this scene out in various ways. Brainstorm endings for the unwanted surprise, keeping them funny. Which possibility seems more real to you? Which provides the best chance for comedy? After you have sketched out several endings, choose the one you like best.

**WRITING**  
With the skit’s ending in mind, you can now write the lines for the characters to say. The first line is a giveaway: “Surprise!” the hosts will yell as their friend comes through the door. What happens after that is up to you. As you write lines, try to make them sound like spoken English. You will probably use some slang and a few sentence fragments.

**REVISING**  
The best way to test the lines you have written is to gather up a few friends and read the lines out loud together, as you would if you were performing the skit. Listen for awkward pauses. Ask your friends whether any lines leave them with questions about meaning. Have you used interjections that help the audience understand how each character is feeling?

**PUBLISHING**  
Check your skit for mistakes in spelling and punctuation. Make enough copies for all the players. Then, with your teacher’s permission, perform your skit for the class. Watch as other versions of the scene are played out. Discuss the different endings that you and your classmates wrote.

**EXTENDING YOUR WRITING**

This exercise could lead to a more developed writing project. You could expand your skit by writing several different endings, some positive and some negative. Then, you and your classmates could role-play these endings and lead a class discussion on how to turn a bad situation into a good one.
Chapter 12: Parts of Speech
Overview, pp. 44–67

Choices: Investigating Parts of Speech, p. 44
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 Verb, p. 45

EXERCISE A
1. We all jumped about three feet into the air.
2. Is that alligator hungry?
3. Look at that beautiful heron!
4. Alligators and crocodiles appear somewhat alike to me.
5. How are they different?
6. I saw hundreds of alligators in Florida.
7. Were you near St. Augustine?
8. They made me really nervous.
9. The boat sat very low in the water.
10. My brother took pictures during the boat ride.

EXERCISE B
Answers will vary. Sample responses are given.
11. I know the names of all fifty states.
12. John saw an advertisement in today’s newspaper.
13. The soft drinks seem a little too warm.
14. The dog ran wildly in circles.
15. The marching band stood in the middle of the field.
16. Alia’s family owns two mountain bikes.
17. Which tangerine tastes better?
18. Julio plays the violin, not the cello.
19. My grandmother writes me a letter at least twice a month.
20. The milk spilled all over the table.

Main Verbs and Helping Verbs, p. 46

EXERCISE A
1. My grandfather has traveled to Europe many times.
2. You must have heard all that noise last night!
3. Those children are wearing their seat belts.
4. The moon had risen early that evening.
5. Does Simon play the trumpet in the band?
6. Broccoli, carrots, and squash are all vegetables.
7. Which way did he run?
8. The cat should not be sitting on the kitchen counter.
9. Do you want some of these carrots?
10. Would you please call me first thing in the morning?

EXERCISE B
Some answers may vary.
11. He had been sleeping instead of studying.
12. We will practice our skit at my house tonight.
13. **Will** you come over after dinner for about an hour?

14. We probably **should** not drive very far in this snow.

15. My brother **can** take four people in his car.

16. **Do** you know how to sew on a button?

17. My sister taught me to do that, but I **do** not remember.

18. **Are** you planning to do anything special during the winter holidays?

19. We certainly **would have** arrived early if we had known the theater would be so crowded.

20. By the time we found our seats, the curtain **had** already risen.

**Verb Phrases, p. 47**

**EXERCISE A**

1. Portugal **had claimed** possession of Brazil in the year 1500.

2. The Portuguese settlers **must have arrived** soon after.

3. They **may have been looking** for gold.

4. **Was gold ever discovered?**

5. Cacao beans and sugar cane **could be harvested**.

6. Large plantations **were established** by the Portuguese settlers.

7. The settlers and the native tribes **did not remain** friendly.

8. Some Indians **may have been enslaved** as plantation workers.

9. Brazil **has become** a leading agricultural nation.

10. Coffee **may be** one of the most important crops in Brazil.

**EXERCISE B**

[11] Latex, a milky-white substance that is **used** in the production of rubber, is **produced** by the rubber trees of the Amazon rain forest.

[12] Diagonal cuts are **made** in the trees by rubber tappers. [13] Then a small cup is **carefully placed** beneath each cut. [14] Rubber tappers **must cut** all the trees on a rubber tree trail before the latex **is flowing too freely**. [15] Rubber trees can **often be spaced** one hundred yards apart, and a rubber tapper **may walk** several miles before dawn; later that same day, the rubber tapper **will repeat** the journey through the forest so that he **may collect** the cups of latex.

**Action Verbs, p. 48**

**EXERCISE A**

1. Vermont **leads the nation in maple syrup production**.

2. Maple syrup **comes from** the sap of sugar maple trees.

3. In the late winter and early spring, the maple sap **flows from** the trees.

4. Some people **drill holes** into the trees.

5. They **insert metal tubes or spouts** into the holes.

6. They **hang buckets** from the spouts.

7. The buckets **fill with** the maple sap.

8. Workers **collect** the buckets of sap.

9. Other workers **boil the sap**.

10. This process **turns** the sap into maple syrup.

**EXERCISE B**

11. Some people **own** dogs or cats.

12. I **prefer** a ferret for a pet.
13. Ferrets often play tricks on their owners.
14. They get into everything.
15. Sometimes they hide things like socks.
16. Some ferrets walk on a leash.
17. Randall bathes his ferret every few weeks.
18. He washes it with mild shampoo.
19. Ferrets possess one bad habit.
20. They sometimes bite people.

**Linking Verbs, p. 49**

**EXERCISE A**
1. Bradley’s mother is an air-traffic controller.
2. Warren was sick several times this year.
3. I have grown weary of television.
4. The Wilsons are our nearest neighbors.
5. Jamie looked uncomfortable on the stage.
6. She has been late every day this week.
7. The sky remained cloudy until late afternoon.
8. This carton of milk smells sour.
9. You should be hungry after all that work.
10. The top-ranked player in the tennis tournament is Venus Williams.

**EXERCISE B**
11. My grandfather received the Congressional Medal of Honor.
12. I am the only female grandchild in my family.
13. My grandmother seems young to me.
14. Jeanette found a picture of her grandparents as teenagers.
15. They looked odd in the old-fashioned clothing of the 1950s.
16. Tony’s great-grandfather will be eighty years old on Sunday.

17. Alexa’s grandparents once lived in Indonesia and in the Netherlands.
18. Mrs. Shuman cooks great Indonesian and Dutch food.
20. He feels sad about that.

**Transitive and Intransitive Verbs, p. 50**

**EXERCISE A**
1. Restaurants and shops line the banks of the Thames River in London.
2. Most shops open early during tourist season.
3. A tour bus company offers several tours.
4. Our bus driver spoke clearly and intelligently.
5. She provided a great deal of information about London and its famous river.
6. The depth of the Thames River changes with the tides every day.
7. Ancient Romans built the first bridge across the river.
8. In ancient times, traders from other countries sailed up the river.
9. Terrible slums and poverty existed along the riverbanks.
10. Charles Dickens described the slums of London in his novels.

**EXERCISE B**
11. _____ Cynthia plays the piano well. _____ Roger plays in the school band.
12. _____ The townspeople survived the flood. _____ The entire crew of the sunken ship survived.
13. _____ Alberto writes in his journal each evening. _____ Mishi often writes letters to her grandmother.
14. The pilot landed the plane. The plane landed on time.

15. Please do not leave your coat there. Please leave as soon as possible.

Kinds of Verbs, p. 51

EXERCISE

1. Her sister always studies late into the night.

2. Martha is sometimes very sleepy in the morning.

3. Martha’s sister could have read in the kitchen.

4. She could also have taken her books into the living room.

5. The light there is better for my eyes.

6. Sometimes Martha’s sister studies at the library.

7. Most of the time, Martha and her sister have fun together.

8. They share clothes and school supplies.

9. Martha and her sister both like the same music.

10. Martha is also different from her sister in some ways.

11. She is much messier, for one thing.

12. Her sister always hangs clothes up neatly.

13. Martha leaves things all over the floor and the beds.

14. Martha likes fresh air in the room, even in the winter.

15. Martha’s sister complains about the cold air.

16. The noise from the traffic bothers her, too.

17. Every night, she closes the window.

18. Then the room becomes hot and stuffy.

19. Martha is always the first one up in the morning.

20. She doesn’t even wait for the alarm.

The Adverb A, p. 52

EXERCISE A

1. Open garbage dumps sometimes pose serious health hazards.

2. Most trash is now buried in sanitary landfills.

3. Methane gas from garbage can easily catch fire.

4. Pipes safely bring the gas to the surface.

5. People seldom want landfills near their homes.

6. Scientists and engineers are always looking for new ways to reuse recyclable materials.

7. Many of us thoughtlessly discard possibly useful items daily.

8. Some people willingly reuse bottles and jars.

9. Throughout the country, many cities efficiently separate garbage from easily recyclable items.

10. Some of the largest landfills will very soon be full.
EXERCISE B
Answers will vary. Sample responses are given.

11. Two white swans glided **effortlessly** across the pond.

12. Close the door **quickly**!

13. The workers will finish the bridge **tomorrow**.

14. **Carefully**, LuAnn made her way up the steep staircase.

15. Mom and Sally **usually** go fishing on Saturday mornings.

The Adverb B, p. 53

EXERCISE

1. *Stuart Little* has **always** been my favorite book.

2. George **quietly** asked the librarian for help.

3. I **finally** finished the report.

4. On the table lies a **very** old bookmark.

5. Trisha’s library books are **usually** returned on time.

6. You should **not** fold any pages in a library book.

7. I have **never** read an entire book of poetry.

8. Lately I have been reading more nonfiction books.

9. During the week Mom is **entirely too** busy to read.

10. She **frequently** reads novels on the weekends.

11. She finishes a book **easily** in one or two days.

12. She **recommends especially** enjoyable books to all her friends.

13. In addition, her reading list always includes new biographies.

14. She thinks stories about inventors and explorers are **exceptionally** good choices.

15. Now she is reading both a new mystery and a book about Mount Everest.

16. Our librarian works hard to make the displays interesting.

17. I **usually** learn something new from the displays.

18. Old books must be handled **quite carefully**.

19. The paper in this old book is **particularly fragile**.

20. Yesterday I saw an exhibit of extremely rare books at the museum.

Adverb or Adjective? p. 54

EXERCISE

1. Joaquin runs three miles daily.

2. That is certainly the **better** opportunity for her.

3. I know we will arrive **later** than they will.

4. We had **just** stopped by the house for a few minutes.

5. Would you like to have time for a leisurely walk through the town?

6. Kai is always an **early** riser.

7. The judge made a reasonable and **just** decision in the case.

8. May the **best** candidate win!

9. Susan’s sister lost the **bright red** ball.

10. Why did he take the **only** book about that subject?

11. His job pays a higher **hourly** wage than mine does.

12. Put the water into the pan first.

13. My mother said she had found a very **scholarly** book on the subject.
14. Do you think he plays the tuba well?
15. He has been taking weekly swimming lessons for years.
16. She really seems well today.
17. Sarah can still remember when her best friend moved away.
18. Those oranges were very sour.
19. He will most likely want to come with us to the movies.
20. He is always late, unfortunately.

The Preposition, p. 55

EXERCISE A
1. Meriwether Lewis and William Clark were officers in the United States Army.
2. President Thomas Jefferson suggested that Lewis find a northwest passage to the Pacific Ocean.
3. The Lewis and Clark expedition was one of the most important in United States history.
4. On account of their exploration, territories recently acquired by the United States could be mapped.
5. Lewis and Clark began their journey in 1804.
6. They left from St. Louis and traveled to the Pacific coast.
7. Lewis and Clark endured many hardships during their long journey.
8. They traveled with horses and a large amount of supplies.
9. In spite of a severe winter in the Rocky Mountains, they survived.
10. The expansion and settlement of the West was easier because of Lewis and Clark.

EXERCISE B
Prepositions in students’ sentences will vary.
11. Lay the magazines on the sofa. Lay the magazines beside the sofa.
12. We walked down the garden path. We walked on the garden path.
13. Martha is sitting next to Keith. Martha is sitting in front of Keith.
14. The ball landed between Jennifer and Tamika. The ball landed near Jennifer and Tamika.
15. We found the toy underneath the chair. We found the toy on the chair.

The Prepositional Phrase, p. 56

EXERCISE A
1. Pearls are formed when sand or other debris gets trapped inside the oyster shell.
2. The oyster begins covering the piece of debris with a special substance.
3. After several years, a pearl is formed.
4. In the early 1900s, a Japanese man discovered a way to fool oysters.
5. This process involves shoving a small bead into the oyster.
6. The oyster mistakes the bead for debris and starts making a pearl.
7. The layers of a pearl can be seen under a microscope.
8. On a string of pearls, each pearl must look like the others.
9. A large, perfectly round pearl is one of the most valuable gems in the world.
10. Pearls with irregular shapes are not as valuable.
**EXERCISE B**

*Answers will vary. Sample responses are given.*

11. Milo rode his horse. **Milo rode his horse** into the stream.

12. Una drove home. **Una drove home with** her brother.

13. The carpenter repaired the roof. **The carpenter repaired the roof of the garage.**

14. The ship sank. **On the way back, the ship sank.**

15. The coach explained the play. **In just a few minutes, the coach explained the play.**

**Preposition or Adverb? p. 57**

**EXERCISE**

1. Please place your books **beneath** your desk.

2. She had never smelled anything like that **before**.

3. Threatening storm clouds were gathering **above**.

4. You can always find a jar of peanut butter **inside** that cupboard.

5. I’m sure he let the dog come **in** last night.

6. We could hear the band playing as it marched **down** the street.

7. The weather was certainly miserable **outside**.

8. If the gate won’t open, you’ll have to climb **over** the fence.

9. We watched the balloons floating far **above** our heads.

10. The goats are **in** the far pasture.

11. Let’s get popcorn **before** the movie.

12. You might have to wade **across** the creek to find the trail again.

13. The bus drove **past** the people waiting at the bus stop.

14. Don’t turn that log **over** so quickly!

15. Meet me outside the front door after you’ve finished shopping.

16. A fire blazed **inside**, welcoming the weary travelers.

17. High above the mountain, the hawks wheeled in lazy circles.

18. What do you think you’d find **over** the rainbow?

19. The boy clasped the money tightly **in** his hand.

20. Be sure to bring your skates **in** before the rain starts.

**The Conjunction A, p. 58**

**EXERCISE**

1. The insect order Lepidoptera includes **not only** moths but also butterflies.

2. Powdery scales cover the wings of both butterflies and **moths**.

3. Moths usually have plump, furry bodies, **but** butterflies have slender, hairless bodies.

4. Most butterflies fly during the daytime and rest with their wings folded **upright**.

5. There are between 15,000 and **20,000** species of butterflies.

6. Butterflies live almost everywhere, but tropical rain forests have the most different kinds.

7. **Both** other insects and birds are among butterflies’ enemies.

8. Butterflies appear fragile to us, **yet** they have powerful defenses.

9. Butterflies may blend with their surroundings or **mimic** distasteful species.
10. Predators avoid the viceroy butterfly, for it resembles the bad-tasting monarch butterfly.

11. To make themselves taste bad, some butterflies eat plants that are poisonous or bitter.

12. The bright or striking colors on some butterflies are actually a warning to predators.

13. The skin of a caterpillar neither grows nor stretches.

14. Adult butterflies usually feed only on nectar, but caterpillars can do a lot of crop damage.

15. The caterpillar of the cabbage butterfly, for example, feeds on cabbage and cauliflower plants.

16. The transformation of a caterpillar into a butterfly is both amazing and interesting.

17. Butterflies cannot live actively in cold weather, so many of them migrate to warmer climates for the winter.

18. The monarch must be the long-distance champion of the butterfly world, for it travels up to two thousand miles to escape cold weather.

19. Other butterflies produce a substance like antifreeze, so they can survive the cold.

20. The word butterfly comes from buterfleoge, an Old English word meaning “butter” and “fly.”

The Conjunction B, p. 59

EXERCISE
Some answers may vary.

1. I’m taking a full class load this term, including biology ___ and ___ chemistry.

2. We could ___ take a bus ___ or ___ walk to the museum.

3. You’ll have to choose one ___ or ___ the other.

4. Jessamyn wanted to be at school early, ___ but ___ her alarm clock didn’t go off.

5. Aaron, Alex, ___ and ___ Andy are always the first names on the class list.

6. She had to decide ___ whether ___ to take a walk ___ or ___ read a book.

7. My sister is in tonight’s performance, ___ so ___ we have bought front-row seats.

8. He hasn’t written, ___ nor ___ has he called.

9. ___ Both ___ cold water ___ and ___ lemonade are refreshing on a hot day.

10. We stopped to rest after hiking only three miles, ___ for ___ we were already weary.

11. ___ Either ___ our team makes the playoffs ___ or ___ the season is over.

12. Make sure the cats are in tonight, ___ for ___ the weather service is predicting rain.

13. If I can take only one friend on the trip, I’ll pick Jessie, Maria, ___ or ___ Daniela.

14. I’m supposed to finish the book today, ___ yet ___ I haven’t even begun to read it.

15. I’ll ___ either ___ have to stay up late tonight ___ or ___ get up early tomorrow.

16. ___ Neither ___ Nate ___ nor ___ Sandy will be our representative on the committee.

17. I was hungry when I got home, ___ for ___ I hadn’t eaten anything since breakfast.

18. This project requires ___ either ___ tape ___ or ___ glue.

19. The bell had not rung, ___ yet ___ the door was already closed.

20. Turn right at the next corner, ___ and ___ look for a blue house on your left.
The Interjection, p. 60

EXERCISE A

1. Aha! There you are!
2. Oh, no! I stubbed that same toe again!
3. It must be a hundred degrees in the shade. Whew!
4. Do you think you could, well, work my shift tonight?
5. Our team made it to the playoffs! Hooray!
6. Oops, I didn’t mean to lose your place in the book.
7. We’ll be on time if we leave here about, oh, nine o’clock.
8. Hey! That’s a stop sign, not a yield sign!
9. Yikes! Is that pan hot!
10. It looks as though the pipes froze last night. Oh dear!

EXERCISE B

Answers will vary. Sample responses are given.

11. My! You certainly took your time.
12. Yikes! That hammer just missed my foot.
13. Rosita sat down, oh, just before the bell rang.
15. Shucks, I guess the movie should be over by now.
16. Hey, did I tell you what happened to me at the mall?
17. Here comes Daniel with, oh, my, the biggest dog I have ever seen.
18. Well, I didn’t think you would mind if I brought my friend.
19. I scraped my knee. Ouch!
20. Wow! That squirrel can fly!

Determining Parts of Speech, p. 61

EXERCISE A

1. The huge elephant sensed danger.
2. “She must be hungry,” thought the elephant’s handler.
3. He climbed down and fed her some leaves.
4. Then he scrambled back to his perch.
5. Suddenly a tiger sprang from the bushes.
6. The tiger’s claw then scraped the handler’s leg.
7. Man and tiger tumbled to the jungle floor.
8. The elephant lifted the handler with her trunk.
9. The handler was badly hurt but recovered from his wounds.
10. Alas! He refused to enter the jungle again.

EXERCISE B

11. My grandparents planned a trip to Alaska. (verb)
12. We played well, but we lost the game. (adverb)
13. Barbara lives with her parents. (preposition)
14. The hikers took off their packs and sat under the tree. (conjunction)
15. Did you climb aboard the bus? (preposition)
16. Jamal arrived early for dress rehearsal. (verb)
17. Those clouds look awfully dark to me. (adverb)
18. Did Teresa or Joseph make this birdhouse? (conjunction)
19. Well, wish us luck in the game! (interjection)
20. The puppy lay down on the examination table. (preposition)
Review A: Parts of Speech, p. 62

EXERCISE A
1. Has the lawn been mowed this week?
2. The chorus will sing a medley of Beatles hits.
3. Mr. Wauneka may be elected to the state legislature.
4. You should have phoned first.
5. Their main offices have been moved downtown.
6. The writer will proofread his latest article.
7. I have been jogging five miles a day.
8. Can you ever forgive me for that?
9. The baby is sleeping in his mother’s arms.
10. Lupe would have never found her wallet without your help.

EXERCISE B
11. I found that information in the telephone book.
12. Eddie must be the fastest runner on the team.
13. That bread looks moldy.
14. Most birds migrate at night.
15. We built a shelter near the edge of the forest.
16. The contestants appear confident.
17. They rescued the passengers from the capsized ferry.
18. My throat feels scratchy this morning.
19. We were the largest class in the history of the school.
20. Do raccoons hibernate in the winter?

Review B: Parts of Speech, p. 63

EXERCISE A
1. Some kinds of opals are extremely beautiful.
2. I often go to the movies.
3. The ocean appears especially beautiful at sunrise.
4. The store window elegantly displayed coats and shoes.
5. The last piece of cake disappeared mysteriously.
6. She is particularly interested in sports.
7. Have you ever climbed a mountain?
8. Which part of this assignment would you do next?
9. No room remained at the end of the row, so everyone moved over.
10. On Sunday, the dogs in my neighborhood barked early.

EXERCISE B
11. There were only a few flowers among the weeds.
12. Ouch! That waiter crashed into the swinging door!
13. The food splattered onto the wall and floor.
14. After the game, the MVP award will be announced.
15. I am doing my science project with Julio and Karen.
16. The forecast calls for rain, so bring your umbrella.
17. Watch for speeding cars and trucks.
18. Do you ride a bus or walk to school?
19. Well, I found my slippers under the couch, but I still can’t find my socks.
20. Not only did Lisa hit the ball past the shortstop, but she also helped win the game.

Review C: Parts of Speech, p. 64

**EXERCISE A**

1. Leonardo da Vinci **was** an Italian artist and scientist.
2. Wow! Did you know that da Vinci **designed** a flying machine?
3. He studied a bird’s wing and modeled the flying machine on it.
4. Many of da Vinci’s paintings can be viewed today in museums **around** the world.
5. For many years Galileo Galilei **was** a mathematics professor, but he left teaching to pursue scientific research.
6. Some people disagreed **with** his ideas and sought other explanations.
7. They believed the sun moved **around** the earth, but Galileo believed that the earth moved around the sun.
8. Would you have agreed **with** Galileo or with his opponents?
9. Galileo **made** his most sensational discovery when he discovered the moons of Jupiter.
10. Oh, I **wasn’t** aware of that fact.

**EXERCISE B**

11. Joyce will mow the lawn either **Saturday** or Sunday. **(conjunction)**
12. Chinese **is** a language with a long history. **(verb)**
13. The room looks bare **without** curtains. **(preposition)**
14. Carefully **he** jumped over the deep puddle. **(adverb)**

**EXERCISE B**

Answers will vary. A sample response is given.

The poet has taken one action—making a foul shot—and broken it into its component actions. Each verb vividly describes a specific part of the overall event. First, the poet describes the player’s actions, allowing readers to visualize clearly the player’s actions. Then, the poet describes the ball’s movements just as minutely. Because each verb merely describes one small movement of the ball, the reader’s attention is on the action, not the outcome. Consequently, readers are not sure what the ball will do until the very last line.

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**Exercise C**

Answers will vary. A sample response is given.

The cyclist
Small in stature
But with legs like steel
Hears the crack of the starting gun
And leaps forward
Her body and bicycle
Are one precision machine
She pumps her legs
Crouches down low
Squints her eyes against the glare
Takes in huge lungfuls of air
Sways bike and body around curves
Crossing the finish line
She slowly turns around to survey the others
And a smile that could light up Seattle
Is on her face

**Exercise D**

Answers will vary. Sample responses are given.

1. Are—Merge into; Is on—Spreads across

2. The verbs I used help the reader to create a mental image of what is happening. Such verbs as pumps, crouches, squints, and sways describe precisely what the cyclist’s body is doing during the race. Many of these verbs are so specific that an involved reader might even slightly mimic the actions, intensifying his or her identification with the rider.

**Writing Application: Skit, p. 67**

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 skit is written in language that is informal and approximates speech.

1 2 3 4 5

The skit uses interjections to communicate the characters’ emotions.

1 2 3 4 5

The dialogue is clear and fluid.

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