



“As usual, in the towns of Ghana, the streets were filled with vendors selling their wares.”

Maya Angelou



Ghanaian water jugs

PART 2

Grammar, Usage and Mechanics

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UNIT
10

Parts of Speech

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10.1

Nouns

■ A **noun** is a word that names a person, a place, a thing, or an idea.

PERSON	teacher, uncle, niece, sister-in-law
PLACE	garage, city, park, school
THING	paw, giraffe, bicycle, ice cream, doorknob
IDEA	democracy, fame, love, disappointment

Exercise 1 Identifying Nouns

On your paper, list the twenty-five nouns that appear in the following literary passage.

Literature: In a New Country

Hanging from a cord attached to the middle of the ceiling there was an electric bulb, low enough for an adult to reach and turn the black switch. I realized that this was our own electric light for us to turn on and off as we pleased. I pushed a chair under it and after some instruction from my mother proceeded to create lightning in the room by turning the switch as fast as I could.

Next I discovered the bedsprings. When I sat on the bed it sank deliciously. Jumping on it in my stocking feet, I held my balance dangerously as I made the bed creak and the mattress bounce. The head and foot of the bed were made of iron scrollwork in loops and rosettes painted white.

From *Barrio Boy* by Ernesto Galarza

Exercise 2 Completing Sentences with Nouns

On your paper, write nouns to complete the following sentences. Be sure that your completed sentences make sense.

1. The _____ galloped by on her _____.
2. Ten of her _____ waved their blue _____.
3. The other _____ of her _____ cheered.
4. Her yellow _____ blew off her _____.
5. The _____ made her _____ fly wildly.
6. Three miniature _____ sat on the _____.
7. Their _____ were brushing their _____.
8. The _____ and her _____ approached the _____.
9. They walked their _____ and held their _____.
10. Everyone gathered around the tiny _____.



Singular and Plural Nouns

■ **Nouns** can be singular or plural, depending upon whether they name *one* person, place, thing, or idea or *more than one*.

To form the plural of most nouns, add *-s*. Other plural nouns are formed in different ways. For nouns ending in *-s*, *-ch*, *-sh*, *-x*, or *-zz*, add *-es* to form the plural. For nouns ending in *-y* preceded by a consonant, change the *-y* to *-i* and add *-es*. For most nouns ending in *-f* or *-fe*, change *-f* to *-v* and add *-es*. Other nouns have irregular plurals (e.g., *woman*, *women*). Some nouns do not change form from singular to plural (e.g., *sheep*, *sheep*).

SINGULAR boy, body, watch, wife, ox

PLURAL boys, bodies, watches, wives, oxen

Exercise 3 Forming the Plurals of Nouns

Write the plural form of each noun below on your paper. Consult a dictionary if you need help.

- | | | | |
|------------|------------|--------------|------------|
| 1. victory | 6. video | 11. business | 16. chief |
| 2. moose | 7. man | 12. batch | 17. foot |
| 3. lunch | 8. half | 13. galaxy | 18. deer |
| 4. box | 9. goose | 14. radio | 19. child |
| 5. mouse | 10. valley | 15. lens | 20. person |

Exercise 4 Completing Sentences with Singular and Plural Nouns

On your paper, write singular or plural nouns to complete the following sentences. Be sure that your completed sentences make sense.

Heidelberg

- The _____ of Heidelberg, Germany, is neither very large nor strategically important.
- However, the _____ who live there boast of its beautiful _____.
- Among the city's _____ are textiles, leather goods, and precision instruments.
- A wide _____ flows through the _____.
- Even the gabled _____ are an impressive _____.
- The _____ is blessed with fertile _____ and a mild _____.
- In the nineteenth century, the _____ of Heidelberg tripled.
- Many modern _____ were constructed next to historic _____.
- New _____ and _____ dotted the _____.
- Nevertheless, the _____ remain committed to preserving their _____.



Possessive Nouns

The possessive form of a noun can show possession, ownership, or the general relationship between two nouns. Add an apostrophe and -s to form the possessive of a singular noun, even one that already ends in -s. Use an apostrophe alone to form the possessive of a plural noun that ends in -s.

SINGULAR POSSESSIVE

the **car's** hood
a **baby's** bottle
the **dish's** pattern
a **valley's** towns
the **calf's** mother
the **business's** payroll

PLURAL POSSESSIVE

the **cars'** hoods
the **babies'** bottles
the **dishes'** patterns
the **valleys'** towns
the **calves'** mother
the **businesses'** payrolls

Add an apostrophe and -s to form the possessive of a plural noun that does not end in -s.

the **women's** decision
the **children's** toys
the **sheep's** wool

Exercise 5 Forming Possessive Nouns

Rewrite each phrase below, using the possessive form of the italicized noun.

- the *cat* food
- the *wagons* wheels
- the *mice* cage
- the *parents* advice
- the *child* toy
- the *oxen* horns
- the *book* cover
- the *family* car
- the *trolleys* whistles
- the *boys* homework
- the *cities* facilities
- the *states* rights
- the *mattress* springs
- the *people* choice
- the *wives* party
- the *churches* steeples
- the *deer* food
- the *region* climate
- the *fox* den
- the *factories* smokestacks

Exercise 6 Completing Sentences with Possessive Nouns

On your paper, write singular or plural possessive nouns to complete the following sentences. Be sure that your completed sentences make sense.

- The _____ hearts began to pound as the chair lift brought them to the top of the _____ highest peak.
- In the group behind them, their _____ face had a nervous look.
- Only the young _____ voices sounded excited.
- It had been the _____ idea to ski the _____ most challenging moguls.
- Judy, the _____ most experienced skier, talked about the previous _____ trips.



Concrete and Abstract Nouns

- A **concrete noun** names an object that occupies space or that can be recognized by any of the senses.

petal smoke cough orange nook

- An **abstract noun** names an idea, a quality, or a characteristic.

motion humor quantity tact rudeness

Exercise 7 Identifying Nouns as Concrete or Abstract

On your paper, identify each noun as *concrete* or *abstract*.

- | | |
|-------------|-----------------|
| 1. wisdom | 6. library |
| 2. sunshine | 7. music |
| 3. book | 8. guitar |
| 4. bravery | 9. happiness |
| 5. attitude | 10. electricity |

Exercise 8 Using Abstract and Concrete Nouns

For each concrete noun in items 1–10, write an abstract noun that names an idea associated with the concrete noun. For each abstract noun in items 11–20, write a concrete noun that has the quality of the abstract noun.

SAMPLE ANSWERS rocket—power taste—salt

- | | |
|-------------------|-----------------|
| 1. bicycle | 11. haste |
| 2. laughter | 12. warmth |
| 3. itch | 13. poverty |
| 4. home run | 14. insight |
| 5. snow | 15. sadness |
| 6. summer | 16. joy |
| 7. apple | 17. gratitude |
| 8. in-line skates | 18. distraction |
| 9. applause | 19. eagerness |
| 10. sundowns | 20. softness |

Exercise 9 Writing Sentences with Abstract Nouns

On your paper, write five sentences about what you think is important in life. In each sentence, use at least one abstract noun to identify a goal, idea, or personal trait you admire. Underline each abstract noun.

Proper and Common Nouns

■ A **proper noun** is the name of a particular person, place, thing, or idea.

Proper Nouns	
Person	Sean Connery, Uncle Peter, Emily Dickinson
Place	Mexico, Lake George, Grand Canyon
Thing	Statue of Liberty, <i>Great Expectations</i> , Thanksgiving
Idea	Romanticism, Baroque Age, Judaism

■ A **common noun** is the general—not the particular—name of a person, place, thing, or idea

Common Nouns	
Person	actor, uncle, poet
Place	country, lake, canyon
Thing	statue, book, holiday
Idea	movement, era, religion

Proper nouns are capitalized; common nouns are usually not capitalized.

Exercise 10 Matching Proper Nouns with Common Nouns

On your paper, match each proper noun on the left with the corresponding common noun on the right.

- | | |
|----------------------------|---------------------|
| 1. Middle Ages | a. city |
| 2. <i>Romeo and Juliet</i> | b. mountains |
| 3. Cuba | c. building complex |
| 4. <i>The Wizard of Oz</i> | d. team |
| 5. Renoir | e. painter |
| 6. Rocky Mountains | f. play |
| 7. Chicago Cubs | g. river |
| 8. San Francisco | h. country |
| 9. Nile River | i. era |
| 10. Houston Space Center | j. motion picture |

Exercise 11 Naming Proper Nouns

On your paper, add one more proper noun to each category that follows.

- Wisconsin, North Dakota, New York, Georgia, _____
- Atlantic, Antarctic, Indian, Arctic, _____



3. Michael, Pedro, Gregory, Joel, _____
4. *Chicago Tribune, New York Times, Milwaukee Journal, Trumptown Herald*, _____
5. France, Ghana, Malaysia, Argentina, _____

Collective Nouns

■ A **collective noun** names a group.

family	(the) senate
(the) public	(a) gaggle (of geese)
team	(an) audience
(the) press	(the) board (of directors)

A collective noun is sometimes considered singular and sometimes considered plural. You consider a collective noun singular when you talk about a group as a whole. You consider a collective noun plural when you talk about the individual members of a group.

SINGULAR The audience shouts its approval.

PLURAL The audience have arrived in small groups.

Exercise 12 Identifying Collective Nouns

On your paper, list five collective nouns from each of the following paragraphs.

Porgy and Bess

¹The Metropolitan Opera's 1985 production of George Gershwin's *Porgy and Bess* had a chorus of seventy voices. ²The cast included such noted stars as Grace Bumbry and Simon Estes. ³The orchestra was conducted by James Levine. ⁴The audience had bought their tickets well in advance for all sixteen performances. ⁵The huge stage was filled with people representing the population of Catfish Row.

Animal Life in Africa

¹In Africa a team of zoologists can observe many kinds of wild animals. ²In a western forest might be seen a family of chimpanzees. ³In the eastern grasslands, quiet watchers might spy a herd of roaming zebras. ⁴In the northern desert, a flock of ostriches is not an uncommon sight. ⁵The African continent has an extraordinary collection of animal life.

The Power of the Press

¹The press plays an important and powerful role in contemporary life. ²Television news programs, newspapers, and periodicals reach a large and eager audience. ³As a result, journalists have a strong influence on society. ⁴Sometimes a team of reporters can make or break a candidate's campaign for office. ⁵To make an informed choice, the public must separate fact from opinion.



Exercise 13 Identifying Nouns

On your paper, identify each underlined noun as *common*, *proper*, or *collective*, depending upon how the noun is used in the sentence. Some nouns may belong in more than one category.

The Trail of Tears

In 1838 sixteen thousand Cherokee were forced from their ¹homes in the ²Old South. Under armed guard, the ³mass of Native Americans was pushed west across the ⁴Mississippi River to Oklahoma's ⁵Indian Territory. Other ⁶cultures, including the Creek, Choctaw, and Chickasaw nations, were included in the removal ⁷program. Many historians refer to this ⁸journey west as the ⁹Trail of Tears. They estimate that as many as a quarter of the ¹⁰group may have died during the long and arduous migration.

Some ¹¹Native Americans rebelled against the removal program, while others fled to Canada or ¹²Mexico. The Cherokee led the most organized ¹³resistance. They had their own written language; their own ¹⁴newspaper, the ¹⁵Cherokee Phoenix; tax-supported schools; and a written ¹⁶constitution. The Cherokee ¹⁷nation also had the sympathy of some members of ¹⁸Congress and of other government ¹⁹officials. Although the Cherokee took legal action, they never were able to regain their ²⁰homelands.

Exercise 14 Creating Sentences with Nouns

On your paper, write five sentences about a shop in your town or neighborhood. Use concrete nouns to convey a vivid picture of the place.

Exercise 15 Completing Sentences with Nouns

On your paper, complete the paragraphs below by filling in each of the twenty blanks with the kind of noun specified in *italic* typeface. Be sure that your completed sentences make sense.

Thanksgiving Day

The festive ¹*abstract* of the Thanksgiving ²*concrete* filled our ³*concrete*. ⁴*proper and concrete* told us the ⁵*common* of the ⁶*proper* who prepared the first Thanksgiving feast. All of the young ⁷*common* listened. The table, set with our best ⁸*concrete*, held steaming platters of ⁹*concrete* and ¹⁰*concrete*. For ¹¹*common* each of us had a generous ¹²*common* of ¹³*concrete*.

After dinner we sat by the blazing ¹⁴*concrete*, and ¹⁵*proper and concrete* told us that it was President Lincoln who declared Thanksgiving an official holiday. Then we turned on the ¹⁶*concrete* and watched ¹⁷*proper and concrete*. Later that ¹⁸*common*, we agreed that we had had so much good ¹⁹*abstract* we wished that ²⁰*proper* came more than once a year.



10.2 Pronouns

- A **pronoun** is a word that takes the place of a noun, a group of words acting as a noun, or another pronoun. The word or group of words to which a pronoun refers is called its **antecedent**. A pronoun must agree in number and gender with its antecedent.

When James Baldwin was fourteen years old, **he** became a preacher. [The pronoun *he* takes the place of its proper noun antecedent, *James Baldwin*.]

When Georgia O'Keeffe and Alfred Stieglitz were married in 1924, **both** were famous artists. [The pronoun *both* takes the place of the nouns *Georgia O'Keeffe* and *Alfred Stieglitz*.]

Although Georgia O'Keeffe **herself** was a painter, **her** husband was a photographer. [The pronouns *herself* and *her* take the place of the noun *Georgia O'Keeffe*.]

English pronouns fall into these categories: personal and possessive pronouns, reflexive and intensive pronouns, demonstrative pronouns, interrogative pronouns, relative pronouns, and indefinite pronouns.

Personal and Possessive Pronouns

- A **personal pronoun** refers to a specific person or thing by indicating the person speaking (the first person), the person being addressed (the second person), or any other person or thing being discussed (the third person).

Personal pronouns also express number; they are either singular or plural.

Personal Pronouns		
	Singular	Plural
First Person	I, me	we, us
Second Person	you	you
Third Person	he, him, she, her, it	they, them

FIRST PERSON I kept the dog. [*I* refers to the person speaking.]

SECOND PERSON The dog was afraid of **you**. [*You* refers to the person being addressed.]

THIRD PERSON **It** ran away. [*It* refers to the dog mentioned in the previous sentence.]

Third-person pronouns also express **gender**. *He* and *him* are masculine; *she* and *her* are feminine; *it* is neuter (neither masculine nor feminine).

The personal pronouns include several forms that indicate possession or ownership.

■ A **possessive pronoun** takes the place of the possessive form of a noun.

Possessive Pronouns		
	Singular	Plural
First Person	my, mine	our, ours
Second Person	your, yours	your, yours
Third Person	his, her, hers, its	their, theirs

Some possessive forms are used before nouns. Other possessive forms can be used by themselves. Notice that possessive pronouns do not contain an apostrophe.

USED BEFORE A NOUN Take **your** bathing suit.

USED ALONE That bathing suit is **yours**.

Exercise 16 Using Personal and Possessive Pronouns

Improve the following paragraph by replacing the underlined words or groups of words with personal or possessive pronouns. Write your answers on your paper.

Isamu Noguchi, Sculptor

Isamu Noguchi is famous for ¹Noguchi's striking abstract sculptures. ²These sculptures can be seen in museums everywhere. Noguchi's father was a Japanese poet, and ³Noguchi's mother was an American writer. As a young man in Paris, Noguchi studied with the sculptor Constantin Brancusi, who encouraged ⁴Noguchi to work in abstract forms. In the 1930s, Noguchi settled in New York. Soon, ⁵Noguchi's spare and elegant sculptures were being exhibited, and many people went to see ⁶the sculptures. One admirer, Martha Graham, invited ⁷Noguchi to create sets for ⁸Martha Graham's dance company. ⁹Noguchi also designed sculpture gardens, as well as furniture and lamps. Noguchi's later interest in architectural forms and design is reflected in the monumental *Red Cube* (1968). ¹⁰Red Cube stands outside the Marine Midland Building in New York.

Exercise 17 Creating Sentences with Personal and Possessive Pronouns

On your paper, write five sentences about someone or something that is special to you. Be sure to describe what you consider to be important or unique about the person or item. Use at least five personal or possessive pronouns. Then underline all the personal and possessive pronouns in your sentences.



Reflexive and Intensive Pronouns

Reflexive and intensive pronouns are formed by adding *-self* or *-selves* to certain personal and possessive pronouns.

Reflexive and Intensive Pronouns		
	Singular	Plural
First Person	myself	ourselves
Second Person	yourself	yourselves
Third Person	himself, herself, itself	themselves

- A **reflexive pronoun** refers, or reflects back, to a noun or pronoun earlier in the sentence.

A reflexive pronoun always adds information to a sentence.

You outdid **yourself** when you wrote that song.

Cathy always timed **herself** when jogging.

In dancing class we watch **ourselves** in the mirror.

The basketball players prepared **themselves** for the game.

- An **intensive pronoun** adds emphasis to another noun or pronoun in the same sentence.

I **myself** ate the pizza.

The team **itself** chose the captain.

Maria **herself** opened the door.

George and Pedro planned the party **themselves**.

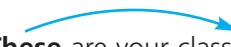
An intensive pronoun does not add information to a sentence. If the intensive pronoun is left out, the sentence still has the same meaning. An intensive pronoun usually comes immediately after its antecedent.


Demonstrative Pronouns

- A **demonstrative pronoun** points out specific persons, places, things, or ideas.

Demonstrative Pronouns		
Singular	this	that
Plural	these	those


This is your homeroom.


These are your classmates.


That will be your seat.

Carla's desk is cleaner than **those**. [*Those* refers to other desks.]

A demonstrative pronoun can come before or after its antecedent.
Sometimes the antecedent is understood.

Exercise 18 Using Reflexive, Intensive, and Demonstrative Pronouns

Supply the appropriate reflexive, intensive, or demonstrative pronoun for each blank.
Write your answers on your paper.

An Orchestra Performance

1. He reminded _____ to watch the conductor's baton.
2. The string, woodwind, brass, and percussion sections had prepared _____ during rehearsals.
3. Even the conductor _____ seemed nervous.
4. The air _____ seemed motionless in expectation.
5. We positioned _____ for the opening note.
6. Soon we found _____ listening anxiously for our cues.
7. _____ is a very moving piece of music.
8. We were so inspired by the occasion that our instruments seemed to play _____.
9. Afterward we all felt very proud of _____.
10. "Take _____," the concert manager said, handing several bouquets to the conductor.

Interrogative and Relative Pronouns

- An **interrogative pronoun** is used to form questions.

who? whom? whose? what? which?

Who will lead the way? **What** makes a good leader?

Whom would you choose? **Which** of these paths is easiest?

Whose is the lightest pack?

The interrogative pronouns include the forms *whoever*, *whomever*, *whichever*, and *whatever*.

Whoever could have made such a mistake?

- A **relative pronoun** is used to begin a special subject-verb word group called a subordinate clause (see Unit 13).

who whoever which that
whom whomever whichever what
whose whosoever whatever

The people **who** invented Monopoly were surprised by its success.
[The relative pronoun *who* begins the subordinate clause *who invented Monopoly*.]

Dominoes is a game **that** many Texans play. [The relative pronoun *that* begins the subordinate clause *that many Texans play*.]

Exercise 19 Distinguishing Between Interrogative and Relative Pronouns

On your paper, list the relative and interrogative pronouns that appear in the following sentences, and label each pronoun as *relative* or *interrogative*.

Harriet Tubman, a Courageous Woman

1. Harriet Tubman, who was born an enslaved person in 1820, became a leader of the antislavery movement.
2. Who would have anticipated her development into one of the most powerful speakers in the United States?
3. Tubman, whose maiden name was Greene, married John Tubman.
4. She led hundreds of fugitive slaves along the Underground Railroad, a secret route that led from the South to Canada.
5. Which of her many talents did she use during the Civil War?
6. She did many jobs for the Union army, which fought to abolish slavery.
7. What did her fellow abolitionists call her?
8. Whatever she did, she lived up to her nickname, General Tubman.
9. Whom did she look after in the years following the Civil War?
10. She looked after orphans and old people, whom she loved dearly.



Indefinite Pronouns

- An **indefinite pronoun** refers to persons, places, or things in a more general way than a noun does.

Everyone needs food. [The indefinite pronoun *everyone* refers to people in general.]

Did you get **enough** to eat? [The indefinite pronoun *enough* refers to a general, not a specific, amount.]

After two hamburgers he did not want **another**. [The indefinite pronoun *another* has the antecedent *hamburger*.]

Some Indefinite Pronouns

all	each	many	nothing	somebody
another	either	most	one	someone
any	enough	much	other	something
anybody	everybody	neither	others	
anyone	everyone	nobody	plenty	
anything	everything	none	several	
both	few	no one	some	

Exercise 20 Creating Sentences with Indefinite Pronouns

On your paper, write ten sentences with indefinite pronouns. Use at least eight different indefinite pronouns; refer to the chart if you need help. Underline the indefinite pronouns in your sentences.

Exercise 21 Identifying Pronouns

(a) On your paper, list in order the twenty-five pronouns that appear in the following paragraph. (b) Identify each pronoun as *personal*, *possessive*, *reflexive*, *intensive*, *demonstrative*, *interrogative*, *relative*, or *indefinite*.

A Great Magician

¹Harry Houdini, a great magician who was born Erik Weisz, used a stage name borrowed from an earlier French magician called Houdin. ²Whereas many of Houdin's illusions were optical ones, those that made Harry Houdini famous were daring escapes from complex traps—most of them designed by Houdini himself. ³The most famous escape of all was the water-torture trick, in which Houdini, whose hands and feet were bound, was locked in a water-filled tank, only to emerge safe and free a moment later. ⁴Audiences would ask themselves, What does Houdini do to free himself? ⁵Wouldn't you wonder about this yourself? ⁶Actually, Houdini created much of his magic by practicing yoga techniques, learning to survive on less oxygen than most of us need. ⁷Whose name is synonymous with magic? ⁸That is a question everyone can answer: it is Houdini's.

10.3 Verbs

- A **verb** is a word that expresses action or a state of being and is necessary to make a statement.

The violinists **begin**.

Rehearsals **are** important.

A flutist **entered** late.

The conductor **seems** enthusiastic.

The primary characteristic of a verb is its ability to express time—present, past, and future. Verbs express time by means of *tense* forms.

PRESENT TENSE

They **walk** home together.

PAST TENSE

They **walked** home together.

FUTURE TENSE

They **will walk** home together.



Exercise 22 Identifying Verbs in Sentences

On your paper, write the verbs that appear in each of the following sentences.

1. National parks in the American Southwest include Bryce Canyon, Zion, Mesa Verde, and Grand Canyon.
2. Over the centuries, water and wind erosion change the land dramatically.
3. Each park's natural features attract people of all ages.
4. An information center at the entrance to the park offers exhibits, maps, and publications.
5. Park rangers provide little-known facts about the history of the park.

Exercise 23 Completing Sentences with Verbs

On your paper, write a verb to complete each of the following sentences.

The American Southwest

1. The Southwest _____ some of the most spectacular scenery in the country.
2. Deep canyons and tall mesas _____ the landscape.
3. Several Native American nations, including the Navajo and Hopi, _____ in the Southwest.
4. Many Native Americans still _____ the customs of their ancestors.
5. Some communities _____ in houses made of adobe (sun-dried earth and straw).
6. Even today, many people in the Southwest _____ their own adobe homes.
7. Navajo women still _____ rugs on handmade looms.
8. The Hopi people still _____ ancient rain dances.
9. The Native Americans of the Southwest _____ proud of their heritage.
10. Despite modern intrusions, many of their traditions _____ unchanged.

Action Verbs

- An **action verb** tells what someone or something does.

Some action verbs express physical action; others express mental action.

PHYSICAL ACTION The catcher often **signals** to the pitcher.

MENTAL ACTION A good catcher **understands** the batter's technique.

- A **transitive verb** is an action verb that is followed by a word or words that answer the question *what?* or *whom?*

Cats **see** their prey in the dark. [The action verb *see* is followed by the noun *prey*, which answers the question *see what?*]

- An **intransitive verb** is an action verb that is not followed by a word that answers the question *what?* or *whom?*

Cats **see** well in the dark. [The action verb may be followed by words that tell *how* and *where* or by no words at all.]

Exercise 24 Identifying Action Verbs

On your paper write the action verbs that appear in the following sentences. Indicate whether each action verb is used as a *transitive* or an *intransitive verb*.

Sacajawea, an Intrepid Woman

1. After President Thomas Jefferson bought the Louisiana Territory from France, he arranged for its exploration.
2. In 1804 Meriwether Lewis and William Clark launched a search for an overland route to the Pacific Ocean.
3. Lewis and Clark hired a French Canadian fur trapper, Toussaint Charbonneau, as guide and interpreter.
4. Charbonneau's wife, Sacajawea, a Shoshone, also joined the expedition.
5. With her linguistic skills, Sacajawea helped Lewis and Clark's communication with Native American tribes.
6. Four years earlier, hostile Native Americans had abducted Sacajawea and later had sold her to Charbonneau.
7. In 1805 Lewis and Clark encountered a group of Shoshone, among them Sacajawea's brother, a chief.
8. He gave Lewis and Clark the horses they needed.
9. Sacajawea, her husband, and their infant son stayed with the expedition until Lewis and Clark had explored the Pacific Coast and returned to Wyoming.
10. Sacajawea and Charbonneau later returned to the Dakota Territory, where, some historians believe, Sacajawea died in 1812.



Exercise 25**Completing Sentences with Action Verbs**

On your paper, write an action verb to complete each of the sentences below.

Stephen Crane

1. Stephen Crane _____ his first novel under the pen name Johnston Smith.
2. He _____ Syracuse University for a brief time, where he distinguished himself as a baseball player.
3. Crane's popular novel *The Red Badge of Courage* _____ the story of a young soldier during the Civil War.
4. The novel was widely acclaimed, and syndicated newspapers _____ Crane as a war correspondent.
5. The steamer on which Crane was traveling to Cuba, *The Commodore*, _____ off the coast of Florida.
6. He _____ his nearly fatal experience in "The Open Boat."
7. Crane's natural writing style _____ an understanding of the realities of combat.
8. Crane _____ his varied life experiences in his writings.
9. Critics often _____ Crane's portrayal of war as realistic and powerful.
10. English writer Joseph Conrad _____ Crane when he moved to England in 1897.

Exercise 26**Distinguishing Between Transitive and Intransitive Verbs**

On your paper, complete the following sentences using the action verb in *italics*. In one sentence, use it as a transitive verb. In the other sentence, use it as an intransitive verb. Add any other words that are necessary.

1. *hears*
When hiking through the forest, Alicia _____. (transitive)
When she pulls her hat over her head, she _____. (intransitive)
2. *studies*
In the afternoon, the class _____. (transitive)
In order to do well in school, Paul _____. (intransitive)
3. *eats*
For breakfast the baby _____. (transitive)
When the baby is sick, she _____. (intransitive)
4. *practices*
Before the concert, Susan _____. (transitive)
Because she wants to be in the band, she _____. (intransitive)
5. *play*
In the afternoon, the children _____ (transitive)
Despite their age difference, the children _____. (intransitive)



Linking Verbs

- A **linking verb** links, or joins, the subject of a sentence (often a noun or pronoun) with a word or expression that identifies or describes the subject.

Be in all its forms—*am*, *is*, *are*, *was*, *were*—is the most commonly used linking verb.

I **am** an athlete. The players **are** fast.
Squash **is** an indoor sport. They **were** hockey fans.

Several other verbs besides the forms of *be* can act as linking verbs.

Other Linking Verbs			
look	remain	seem	become
stay	grow	appear	sound
taste	smell	feel	

Exercise 27 Completing Sentences with Linking Verbs

On your paper, write a linking verb to complete each of the following sentences. Try to use as many different verbs as you can.

Georgia

- The air at higher altitudes in Georgia _____ cool in the summer.
- Georgia _____ one of the southern states.
- Azaleas and other colorful plants _____ good in the summer.
- The saws of the lumber mills in the mountains _____ loud and screechy.
- The Okefenokee National Wildlife Refuge and Stone Mountain Park _____ two popular attractions.
- The Civil War _____ a topic of great interest, especially in Atlanta.
- Fishing, hunting, and golfing _____ popular with many Georgians.
- The population of Georgia _____ more diverse every year.
- With its many different industries and attractions, Georgia _____ ready for a bright future.
- Atlanta _____ the site of the 1996 Summer Olympics.

Exercise 28 Writing Sentences with Linking Verbs

On your paper, write five sentences about yourself, your family, or your day at school. Use a different form of the verb *be* in each sentence.

Exercise 29 Identifying Action and Linking Verbs

On your paper, make a list of the nineteen verbs that appear in the following paragraphs. Identify each verb as either *action* or *linking*.

The Statue of Liberty

¹In 1884 France presented the United States with a gift as a dramatic gesture of friendship. ²This spectacular gift was a huge copper statue. ³Its official name is *Liberty Enlightening the World*. ⁴Most people, however, know it simply as the Statue of Liberty. ⁵The gift commemorated the hundredth anniversary of the American Revolution. ⁶It also celebrated the alliance of France with the colonists during their fight for independence from England. ⁷The immense figure of Liberty holds a torch in her right hand. ⁸The inscription on the cover of her book reads “July 4, 1776.”

⁹Artist Frédéric Auguste Bartholdi first made a nine-foot model of the statue. ¹⁰Gustave Eiffel, a pioneer in the use of metal as an architectural material, created the iron framework for the full-size statue. ¹¹The completed statue was too large for delivery in one piece. ¹²Workers in France dismantled it. ¹³The pieces of the statue arrived in the United States in 214 cases.

¹⁴The French people donated the money for the construction of the statue. ¹⁵Grateful, the people of the United States collected the funds for the massive granite and concrete pedestal. ¹⁶This impressive monument found a permanent home on Liberty Island in New York Harbor. ¹⁷The dedication of the statue by President Grover Cleveland on October 28, 1886, was a great ceremonial occasion.

¹⁸At 151 feet and 1 inch high, the Statue of Liberty remains one of the largest statues in the world. ¹⁹The monumental lady with the torch quickly became a symbol of American democracy.

Exercise 30 Completing Sentences with Action and Linking Verbs

On your paper, write a verb to complete each of the sentences below. Identify each verb as an *action* or a *linking* verb.

Those Amazing Hummingbirds

- Hummingbirds _____ the smallest birds in the world.
- About nineteen different kinds of hummingbirds _____ in the United States.
- The ruby-throated hummingbird _____ approximately 3 1/2 inches in length.
- The hummingbird _____ its wings between fifty and seventy times per second.
- The rapid wing beating _____ soft and low, like the whirring of a distant motorboat.
- The bird's wings _____ a blur to the human eye.
- This rapid wing beating _____ the hummingbird hover in midair.
- While hovering, the hummingbird _____ its long, slender bill into a flower.
- The bird _____ the flower's nectar through its long, tubelike tongue.
- Hummingbirds also _____ insects and may even steal them away from spider webs.



Verb Phrases

- The verb in a sentence may consist of more than one word. The words that accompany the main verb are called **auxiliary**, or helping, **verbs**.

Auxiliary Verbs			
Forms of Be	am, is, are, was, were, being, been		
Forms of Have	has, have, had		
Other Auxiliaries	can, could do, does, did	may, might shall, should	must will, would

- A **verb phrase** consists of a main verb and all its auxiliary, or helping, verbs.

The most common auxiliary verbs are the forms of *be* and *have*. They help the main verb express the various tenses.

We **are working** in the yard.

We **have worked** for the past two weeks.

We **had been working** for an hour before the storm.

The other auxiliary verbs are not used primarily to express time. They are often used to emphasize meaning.

I **should be leaving**.

Could he **have finished**?

Luisa **may** already **be waiting**.

Exercise 31 Using Auxiliary Verbs

On your paper, write two revisions of each sentence below by changing the italicized verb phrase. Remember that you will probably have to change the main verb as well as the auxiliary verb. Underline the verb phrase in each sentence you write.

SAMPLE I *am going*.

ANSWER I have gone. I might go.

1. Jerry and Sue *will eat* dinner.
2. The rest of the family *has left*.
3. When *did* the Murrays *call*?
4. Janice *has been* waiting.
5. Who *should set* the table?

Exercise 32 **Identifying Verb Phrases**

On your paper, write each verb phrase that appears in the following sentences. (Some sentences have more than one verb phrase.) Put parentheses around the auxiliary verbs in each phrase. (A word or words that interrupt a verb phrase are not considered part of the verb phrase.)

Fats Waller, a Great Jazz Pianist

1. Fats Waller has been called one of the greatest jazz musicians of the twentieth century.
2. A versatile musician, he could compose, sing, and play several instruments with equal skill.
3. Fortunately, most of his music has been recorded.
4. Waller was already playing the piano at the age of six.
5. He had been taught by his mother, a musician herself.
6. Waller's father, a church deacon, had felt that his son should follow in his footsteps.
7. Nevertheless, young Waller had decided that his life would be dedicated to music.
8. By the age of sixteen, he was earning \$23 a week as a theater organist and had already written his first instrumental composition, "Boston Blues."
9. People must have appreciated Waller's talents.
10. Can you believe that Waller's first song, "Squeeze Me," became a jazz classic?
11. A recording of the song by Louis Armstrong and Earl Hines had already become popular by 1928.
12. By the beginning of the 1930s, Waller had become known not only as a major composer, bandleader, and jazz vocalist but also as the greatest jazz organist of his time.
13. By 1932 he had already composed the song that would become his most famous work, "Ain't Misbehavin'."
14. An earlier Waller song, "Honeysuckle Rose" (1928), has remained a favorite ever since the time it was written.
15. It may not be widely recalled today that Waller had performed for several years on radio before becoming a recording artist.
16. By the mid-1930s, Waller had become famous as a recording star for RCA Victor.
17. At that time, people were buying more records by Waller than by any other African American musician.
18. *Ain't Misbehavin'*, a Broadway show with many of Waller's songs, was declared a hit in 1978, more than three decades after Waller's death.
19. Those people who have seen *Ain't Misbehavin'* will surely never forget the experience.
20. Waller will always have a special place in the history of American jazz.
21. Today we can still enjoy his exuberant style of piano playing.
22. Few musicians have been able to imitate Waller's humorous vocal renditions.
23. Fans should know that Fats's real name was Thomas.
24. Waller's lasting popularity has benefited from new recording technologies.
25. Our musical heritage has been greatly enriched by Fats Waller's talents, despite his death at an early age.



Exercise 33 Creating Verb Phrases

On your paper, write auxiliary verbs to create a verb phrase for each sentence. Be sure that your completed sentences make sense.

Satellites

1. Satellites _____ defined as artificial objects that orbit celestial bodies.
2. The first satellite, *Sputnik I*, _____ launched in 1957 by the Soviet Union.
3. Satellites _____ study solar radiation, magnetic fields, and atmospheric temperature.
4. Crewed satellites _____ include food, air, and life-support systems for astronauts.
5. One of the earliest crewed satellites _____ named *Skylab*.
6. Astronauts _____ performed experiments in space to find out more about the materials we use on Earth.
7. The Hubble Telescope _____ enabled astronomers to learn more about our universe.
8. Many scientists and engineers _____ work long hours to prepare the next satellite for its mission into space.
9. More advanced satellites _____ help meteorologists predict the weather more accurately.
10. Telecommunications companies _____ financing future experiments in space.

Exercise 34 Completing Sentences with Verb Phrases

On your paper, write a verb phrase to complete each of the following sentences. Be sure that your completed sentences make sense.

James Herriot, Veterinarian and Author

1. Many children and adults _____ a friend in James Herriot.
2. A country veterinarian in Yorkshire, England, Herriot decided after his fiftieth birthday that he _____ books.
3. His first book _____ *If Only They Could Talk*.
4. Herriot had hoped that someone would publish his book and a few people _____ it.
5. It soon became apparent that his book _____ a bestseller.
6. His first two books _____ in the United States in 1972 as one volume entitled *All Creatures Great and Small*.
7. By the time Herriot died in February 1995, his fifteen books _____ more than fifty million copies in twenty countries.
8. Critics _____ Herriot's stories as "fresh, clear, pure, and good."
9. Each of his stories features animals that _____ by the country veterinarian himself.
10. *James Herriot's Treasury for Children* _____ a wonderful gift for readers of all ages.



Exercise 35 Using Vivid Verbs

Write five sentences about one of your favorite sports. Choose very specific action verbs and verb phrases to convey a vivid sense of the sport.

Exercise 36 Completing Sentences with Verbs and Verb Phrases

On your paper, complete each of the following sentences as indicated in *italic type-face*. Be sure that your completed sentences make sense.

New York's World Trade Center

The massive World Trade Center in New York City ¹*linking verb* a city within a city. About fifty thousand people ²*action verb* in its stores and offices, and another eighty thousand or so ³*action verb* in and out each day. The center ⁴*action verb* 110 stories in each of its twin towers, and another 6 levels ⁵*action verb* underground. Its dozens of stores, from flower stores to drugstores, ⁶*linking verb* attractive and busy. The stores often ⁷*action verb* special services to their customers. Clients of the cleaners, for example, ⁸*action verb* their clothes in large bags for protection on the subway. The enormous kitchens of the center ⁹*action verb* as many as thirty thousand people each day. More than twenty restaurants ¹⁰*action verb* inside the buildings. The vast complex even ¹¹*action verb* its own police station, with a force of thirty-nine officers. The manager's office ¹²*linking verb* busy all the time. In fact, it ¹³*action verb* over two hundred calls for assistance each day. Some people ¹⁴*linking verb* too hot and ¹⁵*action verb* a lower temperature. Others ¹⁶*action verb* themselves out of their offices and ¹⁷*action verb* spare keys. An ambulance ¹⁸*action verb* outside the complex at all times in case of an emergency, and paramedics, with the latest in life-support equipment, ¹⁹*action verb* the life of a seriously ill or injured person. With its impressive population and variety of services, the World Trade Center ²⁰*linking verb* a small city in the middle of New York City.

Exercise 37 Identifying Action Verbs, Linking Verbs, and Verb Phrases

On your paper, identify the verb in each of the following sentences as an *action verb* or a *linking verb*. If the verb is a verb phrase, write *verb phrase* as well. Then use the information in the sentence to write a new sentence, using the italicized verb form in parentheses.

SAMPLE The pangolin and the lizard look similar. (*action verb phrase*)

ANSWER look; linking verb The pangolin and the lizard do have similar qualities.

The Pangolin

1. The pangolin has some of the characteristics of a lizard. (*linking verb*)
2. Overlapping scales instead of hair cover the back of this insect-eating mammal. (*linking verb*)
3. These scales feel sharp, similar to a razor, in the mouth of a predator. (*action verb phrase*)
4. The pangolin curls itself into a tight ball for protection. (*action verb phrase*)
5. This toothless anteater lives in Asia and Africa. (*linking verb*)



10.4

Adjectives

- An **adjective** is a word that modifies a noun or pronoun by limiting its meaning. An adjective tells *what kind, which one, how many, or how much*.

round window **six** oranges **that** hat **adult** cat
romantic story **many** ideas **these** books **Scottish** wool
interesting book **enough** cups **third** time **no** reason

Nouns can also be used as adjectives. They tell *what kind* or *which one* about the noun modified.

afternoon class **music** lesson **football** practice

Possessive pronouns, such as *our* and *his*, can be considered adjectives because they modify nouns in addition to their usual function as pronouns.

our book **his** watch **their** house **my** hands

Similarly, possessive nouns can be considered adjectives.

Julia's dream the **knight's** castle the **Bowers'** car

Adjectives may be used in various positions in relation to the words they modify.

How **obedient** the poodle is!

That **obedient** poodle belongs to her.

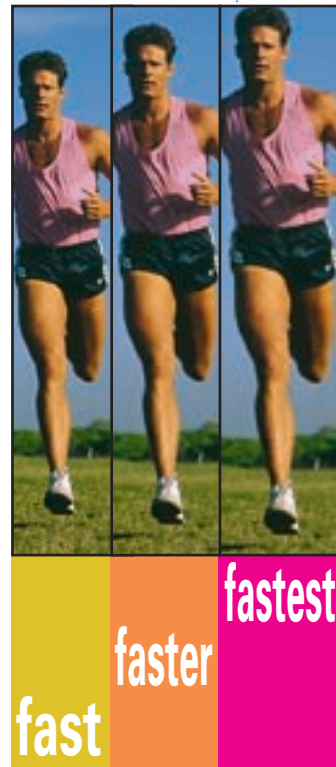
The poodle is **obedient**.

The judges considered the poodle **obedient**.

The poodle, always **obedient**, waited by the door.

Many adjectives have different forms to indicate degree of comparison.

POSITIVE	COMPARATIVE	SUPERLATIVE
light	lighter	lightest
heavy	heavier	heaviest
funny	funnier	funniest
sad	sadder	saddest
practical	more practical	most practical
good	better	best
much	more	most
bad	worse	worst



Exercise 38 Identifying Adjectives

On your paper, list the twenty adjectives that appear in the following fictional passage, which describes a scene on a British heath during the last century. Count possessive pronouns as adjectives, but do not count the words *a*, *an*, and *the*.

Literature: A Long Road

Before him stretched the long, laborious road, dry, empty, and white. It was quite open to the heath on each side, and bisected that vast, dark surface. . . . The old man frequently stretched his eyes ahead to gaze over the tract that he had yet to traverse. At length he discerned, a long distance in front of him, a moving spot. . . . Its rate of advance was slow. . . . When he drew nearer he perceived it to be a . . . van, ordinary in shape, but singular in color. . . . The driver walked beside it; and, like his van, he was completely red.

From *The Return of the Native* by Thomas Hardy

Exercise 39 Completing Sentences with Adjectives

On your paper, write an adjective to complete each of the following sentences. Be sure that your completed sentences make sense.

1. The sheepdog trial was held on a _____ field.
2. It was near the edge of a _____ river.
3. The dogs, always _____, waited for the trial to begin.
4. Wearing _____ jackets, the trainers leaned on their long crooks.
5. Soon the judge waved his _____ handkerchief to begin the trial.

Exercise 40 Discovering How Adjectives Are Formed

Use your dictionary to discover the adjective form that is most closely related to each of the following nouns.

1. literature
2. grammar
3. declaration
4. residence
5. parent
6. science
7. intention
8. might
9. idealism
10. noise



Exercise 41 Using Forms of Adjectives

On your paper, complete the sentences in each group by writing the correct positive, comparative, and superlative forms of the given adjective.

sample **tall**

answers The basketball player is **tall**.

Other players are **taller** than he is.

The captain of the team is the **tallest** player of all.

bright

1. The male mandrill is a type of baboon that has a very ____ face.
2. Scientists think that the colors become even ____ when the baboon gets angry.
3. During a fight between mandrills, the male with the ____ color usually wins.

good

4. Most people agree that milk is ____ for you.
5. Others argue that water is even ____ for you than milk.
6. Personally, I think fruit juices are the ____.
7. I like orange juice ____ than grapefruit juice.

tasty

8. Last night's dinner was ____.
9. It was ____ than any other meal he has served this week.
10. Thanksgiving dinner is my candidate for our family's ____ meal.
11. Is Jack's cooking ____ than Minna's?

large

12. Compared to Mercury, Earth is a fairly ____ planet.
13. Saturn is much ____ than Earth.
14. Jupiter, however, is the ____ planet.
15. Which is ____, Neptune or Mars?

slow

16. The tortoise was very ____.
17. It was much ____ than the hare.
18. In fact, the tortoise was the ____ animal around.

curious

19. The detective is ____ about the case.
20. Her assistant is even ____.
21. The police captain is the ____ of all.

many

22. Jack won ____ awards at the sports banquet.
23. Did he win the ____ awards?
24. He won ____ awards than he did last year.
25. The team was surprised that Jack won ____ awards than the quarterback.



Articles

- Articles are the adjectives *a*, *an* and *the*. *A* and *an* are called indefinite articles. They can refer to any one of a kind of person, place, or thing. *A* is used before consonant sounds and *an* is used before vowel sounds. *The* is called a definite article. It refers to a specific person, place, or thing.

INDEFINITE	She found a ring.	They spotted an iceberg.
	I bought a used mask.	He was an honorable choice.
DEFINITE	She found the ring.	They spotted the iceberg.
	I bought the used mask.	He was the honorable choice.

Exercise 42 Completing Sentences with Articles

On your paper, write an article to complete each of the following sentences. Then identify each article as *indefinite* or *definite*.

Coral Reefs

- Coral reefs are land features formed in _____ ocean.
- _____ fringing reef extends from the shore of an island or mainland.
- No body of water comes between _____ fringing reef and land.
- _____ channel or lagoon comes between a barrier reef and shore.
- Charles Darwin first explained _____ formation of coral reefs.
- Darwin's theory is _____ one accepted by modern geologists.
- Many coral reefs are in _____ Atlantic, Pacific, and Indian oceans.
- _____ most famous barrier reef is in Australia.
- The Bikini Atoll was the site of _____ underwater atomic explosion in 1946.
- The coral that forms _____ atoll can be more than one thousand feet thick.

Exercise 43 Writing with Different Kinds of Adjectives

On your paper, write an adjective to complete each sentence. The kind of modifier to use in each case is indicated in italics. Be sure that your completed sentences make sense.

The African Elephant

The African elephant is ¹*article* largest of all land animals. ²*article* mature elephant eats about three hundred pounds of plants every day. Some of ³*possessive pronoun* favorite foods include grass, leaves, roots, bark, and fruit. The ⁴*possessive noun* long trunk is actually a nose that serves as a hand. With ⁵*possessive pronoun* trunk, the elephant can pick up a small berry or a heavy log. Most African elephants are dark gray with a little pink on the edges of ⁶*possessive pronoun* ears. The ⁷*possessive noun* big ears brush away flies and other pesty insects. ⁸*article* African elephant also has two long, ivory tusks. Elephants use ⁹*possessive pronoun* tusks to dig for food, fight, and carry heavy loads. Wild African elephants are found in areas south of ¹⁰*article* Sahara.



Proper Adjectives

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

Rembrandt was a **Dutch** painter.

The **Berlin** Wall came down in 1989.

The following suffixes are often used to create proper adjectives: *-an*, *-ian*, *-n*, *-ese*, and *-ish*. Sometimes there are other changes as well. In some cases, the noun and adjective forms are the same.

PROPER NOUNS	PROPER ADJECTIVES
Alaska	Alaskan
Queen Victoria	Victorian
Vietnam	Vietnamese
Denmark	Danish
Navajo	Navajo

Exercise 44 Identifying Proper Adjectives

On your paper, list the ten proper adjectives that appear in the following passage.

The Early Colonization of the Americas

¹The Spanish colonization of the Americas began in the late 1400s after Christopher Columbus, an Italian explorer, sailed westward from Europe until he reached some Caribbean islands. ²The great Columbian drama unfolded as hundreds of Native American cultures, including the Aztec and Incan civilizations, collided violently with conquistadors and colonists. ³A century later, England and France joined in the quest for a North American empire. ⁴Some Europeans hoped to acquire great wealth, while others hoped to spread the Christian faith. ⁵Still others sought freedom from oppressive European laws and customs.

Exercise 45 Forming Proper Adjectives from Proper Nouns

On your paper, write a proper adjective formed from each of the following proper nouns. Consult a dictionary if you need help.

1. Africa
2. China
3. Mexico
4. Thomas Jefferson
5. William Shakespeare
6. Dakota
7. Spain
8. Confucius
9. Hawaii
10. Senegal

Exercise 46 Identifying Adjectives

On your paper, write the twenty adjectives, including articles, that appear in the following paragraph.

Mayan Culture

¹Recent discoveries have revealed new facts about the ancient Maya, who formed one of the oldest societies in Central America. ²By A.D. 1000, they had already made impressive and original advancements in art and science. ³Recently, at a site in northern Belize, fortunate archaeologists unearthed the unmistakable remains of an early civilization. ⁴This discovery was remarkable and significant, for it pushed back the origins of Mayan culture to 2400 B.C.

Exercise 47 Creating Sentences with Adjectives

On your paper, write five sentences about someone you know and can picture clearly. In your description, include details about the person's appearance, voice, behavior, and personality. Choose adjectives that are especially descriptive to convey a vivid image of the person.

Exercise 48 Using Adjectives in Writing

On your paper, complete the paragraphs below by replacing each blank with an adjective, including definite and indefinite articles. Be sure that your completed sentences make sense.

Corn

Corn is an important ¹_____ crop in the United States. The country's annual ²_____ production is more than six billion bushels, accounting for almost half the total world production. Illinois is a(n) ³_____ producer, along with several other ⁴_____ states. Most of the corn grown in the United States is used as feed for ⁵_____ animals such as hogs, cattle, and chickens. Although corn is a(n) ⁶_____ source of energy, it is low in protein.

Each corn plant has a(n) ⁷_____ stem, averaging eight feet in height. The ear of corn is protected by ⁸_____ husk. The ⁹_____ tassels at the tip of the ear of corn contain pollen.

There are ¹⁰_____ different types of corn, and all of them have a specific use. Sweet corn is often served as a(n) ¹¹_____ dish at meals. Popcorn is a(n) ¹²_____ snack throughout the United States. During the fall, many people use pod corn as a(n) ¹³_____ decoration. Even the other parts of the corn plant have ¹⁴_____ uses. For example, corncobs are ground to make abrasives for cleaning ¹⁵_____ engines.

No one knows where or when ¹⁶_____ plants were first farmed, but corn was ¹⁷_____ important staple in the diet of Native Americans by the 1600s. When the ¹⁸_____ colonists arrived in the Massachusetts Bay Colony, Squanto taught them how to grow and harvest corn. Without his ¹⁹_____ help, the ²⁰_____ colony might not have survived.



10.5

Adverbs

■ An **adverb** is a word that modifies a verb, an adjective, or another adverb by making its meaning more specific.

The following sentences illustrate the use of adverbs to modify verbs, adjectives, and adverbs.

She **always** waited **patiently**.
verb

The waiting room was **very** noisy and **overly** crowded.
adjective adjective

Rather oddly, we have **almost** never visited his farm.
adverb adverb

Adverbs modify by answering the questions *when? where? how? and to what degree?*

I will call **tomorrow**.

His phone rings **often**.

The speaker will stand **here**.

Kim **carefully** polished the car.

We were **truly** sorry.

When an adverb modifies a verb, it may be placed in various positions in relation to the verb. When an adverb modifies an adjective or another adverb, it usually comes directly before the modified word.

MODIFYING A VERB

Finally the storm is ending.

The storm **finally** is ending.

The storm is **finally** ending.

The storm is ending **finally**.

MODIFYING AN ADJECTIVE

The snow was **quite** heavy.

Driving was **very** hazardous.

MODIFYING AN ADVERB

It **almost** never snows this heavily.

I **hardly** ever need to wear my boots.

Negative Words as Adverbs

The word *not* and the contraction *n't* are considered adverbs. Other negative words can function as adverbs of time and place.

The plane has **not** landed.

They have **hardly** boarded.

The plane is **nowhere** in sight.

I have **never** flown.

Exercise 49 Identifying Words Modified by Adverbs

On your paper, write the word or words that are being modified by the adverb in italics in each sentence.

The Cleaner Wrasse

1. The eel *instinctively* opened its mouth to let the small fish enter.
2. Surprisingly, the eel did *not* intend to eat the small fry.
3. The cleaner wrasse, a tropical fish, is *almost* always welcome to inspect the eel's teeth.
4. Some wrasses, such as blueheads, *thoroughly* clean the teeth of larger fish.
5. They eat the *extremely* tiny creatures and pieces of dead skin that cling to the bigger fish's teeth.
6. *Sometimes* snappers and groupers also go to the "cleaners."
7. One cleaner wrasse is *often* visited by as many as three hundred fish in a period of six hours.
8. Finding customers is *never* difficult for the bluehead wrasse.
9. Its *especially* bright neon color acts as a kind of undersea advertising.
10. Its dancelike swimming motion attracts customers *also*.



Exercise 50 Identifying Adverbs

On your paper, write all the adverb(s) that appear in each sentence below. Then write the word or words each adverb modifies.

A Great Blues Singer

1. Bessie Smith is often considered a great blues singer.
2. She was born into an extremely poor family in Chattanooga, Tennessee.
3. Hardly fourteen, she was already touring with Ma Rainey and her Rabbit Foot Minstrels.
4. Others have sung songs more matter-of-factly than she.
5. Jazz writers have called her style rhythmically adventurous.
6. In 1923 Smith began to make commercially successful records.
7. Louis Armstrong was one very famous jazz musician with whom she sang.
8. Her greatest fame probably came in the years from 1923 to 1928.
9. Her record *Nobody's Blues but Mine*, which covers the period from 1925 to 1927, remains popular today.
10. Bessie Smith did not survive a tragic car accident in 1937.



Adverbs That Compare

Like adjectives, some adverbs have different forms to indicate degree of comparison. The comparative form of an adverb compares two actions. The superlative form of an adverb compares more than two actions. For adverbs of only one syllable, add *-er* to make the comparative form and *-est* to make the superlative form.

POSITIVE	COMPARATIVE	SUPERLATIVE
runs fast	runs faster	runs fastest
arrived late	arrived later	arrived latest
works hard	works harder	works hardest

When an adverb ends in *-ly* or has more than one syllable, use the word *more* to form the comparative and *most* to form the superlative.

POSITIVE	COMPARATIVE	SUPERLATIVE
walks quickly	walks more quickly	walks most quickly
reads carefully	reads more carefully	reads most carefully
calls often	calls more often	calls most often

Some adverbs do not form the comparative and superlative in the regular manner.

POSITIVE	COMPARATIVE	SUPERLATIVE
feels well	feels better	feels best
behaves badly	behaves worse	behaves worst
cares little	cares less	cares least
throws far	throws farther	throws farthest

Exercise 51 Forming Comparative and Superlative Adverbs

On your paper, write the comparative and superlative forms of each of the following adverbs. Consult a dictionary if you need help.

- | | |
|-----------------|---------------|
| 1. high | 11. near |
| 2. bravely | 12. softly |
| 3. early | 13. poorly |
| 4. surprisingly | 14. little |
| 5. thoroughly | 15. close |
| 6. easily | 16. eagerly |
| 7. low | 17. well |
| 8. far | 18. fearfully |
| 9. happily | 19. strangely |
| 10. foolishly | 20. speedily |



Exercise 52**Using Adverbs That Compare**

On your paper, write the form of the adverb specified in parentheses.

Balloons

1. The highest recorded plastic balloon flight _____ reached an altitude of more than 150,000 feet. (positive form of *easily*)
2. Seven years later, a rubber balloon went 18,000 feet _____. (comparative form of *high*)
3. The longest superpressured balloon flight on record lasted _____ than three hundred days. (comparative form of *long*)
4. The _____ the pilot computes the atmospheric pressures, the better is the chance of a successful flight. (comparative form of *carefully*)
5. A balloon can travel so _____ into the atmosphere because its skin can stretch. (positive form of *far*)
6. The balloon that rises _____ is the one that is the lightest. (superlative form of *fast*)
7. In general, a hot-air balloon will rise _____ if the air in it is heated to a higher temperature. (comparative form of *fast*)
8. Some of the earliest balloons were _____ tethered to the earth. (positive form of *carefully*)
9. Scientists are now working even _____ to improve balloon technology. (comparative form of *hard*)
10. Helium is used _____ than hydrogen because it is safer. (comparative form of *often*)

Exercise 53**Completing Sentences with Adverbs**

On your paper, write an adverb to complete each sentence below.

The United States Capitol

1. The hill where the United States Capitol has stood since 1800 is _____ called Capitol Hill.
2. After many delays in construction, some feared that the Capitol would _____ be completed.
3. During the War of 1812, the inside of the Capitol was _____ destroyed by British troops.
4. The dome is _____ impressive, reaching a height of 188 feet.
5. A statue symbolizing freedom stands _____ on top of the Capitol dome.
6. Tourists consider the Capitol a _____ important sight in Washington, D.C.
7. Tourists _____ visit the Library of Congress and the Supreme Court, which are within walking distance of the Capitol.
8. They also see members of Congress, who _____ walk through the corridors on their way to one of the legislative chambers.
9. Statuary Hall _____ contains statues of some famous Americans.
10. Every four years, a new president is _____ sworn in at the Capitol.



Exercise 54 **Completing Sentences with Adverbs**

On your paper, rewrite each sentence, adding the adverb in parentheses. Be sure that you place each adverb in an appropriate position.

Historically Speaking

1. The Greek writer Herodotus is considered to be the first historian. (generally)
2. A practical-minded individual, Herodotus did not worry about the purposes or goals of history. (much)
3. He wondered about the past. (simply)
4. He also asked some intriguing questions about past events. (very)
5. Then he recorded what he had discovered. (carefully)
6. Some people study history for its own sake. (still)
7. They are interested in the past. (truly)
8. Many historians find it challenging to make history relevant to others. (extremely)
9. Students of history learn when they are given the chance to draw their own conclusions about past events. (best)
10. Public officials use the lessons of the past to help find solutions to contemporary problems. (sometimes)

Exercise 55 **Positioning Adverbs**

On your paper, rewrite each sentence adding an appropriate verb-modifying adverb. Then rewrite the sentence again, placing the adverb in a different position.

SAMPLE Track-and-field star Florence Griffith-Joyner accepted her gold medal.

ANSWER (a) Track-and-field star Florence Griffith-Joyner proudly accepted her gold medal.

(b) Proudly track-and-field star Florence Griffith-Joyner accepted her gold medal.

An Olympic Race

1. Another group of Olympic runners waited for the signal.
2. The starting shot rang out.
3. All eight racers leaped from their starting blocks.
4. The runner from Kenya began to lag.
5. The French contestant was pulling ahead of her.
6. The Kenyan runner exerted her last ounce of strength.
7. The two women were running neck and neck.
8. The Kenyan spectators jumped to their feet as their favorite crossed the finish line.
9. To the strains of her national anthem, the Kenyan runner accepted the gold medal.
10. The French runner shook her opponent's hand.



Exercise 56 Following Models

A Tom Swifty is a sentence in which an adverb comments in a humorous way on an action or object mentioned in a quotation. Note the relationship between each adverb and quotation in the following examples:

"Will you hang up these wet clothes?" asked Ben dryly.

"I've never seen such flat land," said the farmer plainly.

(a) For items 1–5, write each Tom Swifty on your paper, completing it with an adverb that comments in a humorous way on the quotation. (b) For items 6–10, write a Tom Swifty of your own, using the adverb provided. Consult a dictionary if you need help.

1. "Please turn on the light," requested Sara _____.
2. "I need the sandpaper," said the carpenter _____.
3. "The temperature is rising," said the weather forecaster _____.
4. "Be careful with that knife!" warned Hiroshi _____.
5. "My arm is aching," complained the pitcher _____.
6. coldly
7. heavily
8. sourly
9. snappily
10. idly

Exercise 57 Identifying Adjectives and Adverbs

On your paper, write each of the twenty adjectives and twenty adverbs that appear in the following paragraph. (Do not include *a*, *an*, and *the*.)

Hurricanes

¹Hurricanes are severe storms with extremely strong winds. ²Storms with this name are always limited to the northern Atlantic Ocean. ³The same storm in the western Pacific Ocean is not called a hurricane; it is a typhoon. ⁴In the Indian Ocean, such storms generally are known as cyclones. ⁵A hurricane is defined officially as a storm with winds of seventy-five miles an hour. ⁶Such storms usually start in the North Atlantic and move westward. ⁷Sometimes they progress northeastward from the Mexican coast. ⁸They move at approximately ten miles an hour in the beginning and gradually gain speed. ⁹A fully mature hurricane is almost circular. ¹⁰Air pressure in its center, or eye, can be extremely low. ¹¹In the eye the air barely moves, the atmosphere seems strangely calm, and the sky often looks blue. ¹²Clouds that swirl rapidly outside quickly bring violent winds and torrential rains.



10.6

Prepositions

- A **preposition** is a word that shows the relationship of a noun or pronoun to some other word in a sentence.
- Prepositions begin phrases that end with a noun or pronoun that is called the **object of the preposition**.

The silverware is **inside** the cabinet. [*Inside* shows the spatial relationship of the silverware and the object of the preposition, *cabinet*.]

All the guests arrived **before** dinner. [*Before* tells the time relationship between the guests' arrival and the object of the preposition, *dinner*.]

He brought a gift **for** the host. [*For* relates *gift* to the object of the preposition, *host*.]

Commonly Used Prepositions

aboard	beneath	in	regarding
about	beside	inside	since
above	besides	into	through
across	between	like	throughout
after	beyond	near	to
against	but*	of	toward
along	by	off	under
amid	concerning	on	underneath
among	despite	onto	until
around	down	opposite	unto
as	during	out	up
at	except	outside	upon
before	excepting	over	with
behind	for	past	within
below	from	pending	without

*meaning "except"

- A **compound preposition** is made up of more than one word.

Compound Prepositions

according to	aside from	in addition to	next to
ahead of	as to	in front of	on top of
along with	because of	in spite of	out of
apart from	by means of	instead of	owing to



Exercise 58 Identifying Prepositional Phrases

On your paper, list the prepositional phrases that appear in each of the following sentences. Remember that some prepositions are made up of more than one word. (The numeral in parentheses at the end of each item indicates the number of prepositional phrases in that sentence.)

Sonny Rollins, a Great Jazz Saxophonist

1. The great jazz musician Sonny Rollins was born in New York in 1920 to musical parents. (3)
2. Instead of the usual piano, Rollins chose the tenor saxophone for his instrument. (2)
3. Like many jazz musicians, he often improvised on themes within the music. (3)
4. His exceptional album *Moving Out* put him at the top of his profession. (2)
5. During the late fifties and into the sixties, his work became notable for its energy. (3)
6. Rollins took music out of its usual locations and went beyond the usual limits of the saxophone. (3)
7. Sometimes he would play his saxophone outdoors instead of indoors. (1)
8. Another of his experiments involved making the sound from his saxophone bounce off walls. (3)
9. Rollins continued experiments with music throughout his long career. (2)
10. In addition to his experimental work, Rollins played the music for the movie *Alfie*. (2)

Exercise 59 Identifying and Replacing Prepositions in Phrases

On your paper, write the preposition that appears in each sentence below. Then rewrite each sentence using a different preposition. You may also need to change the object of the preposition.

1. The basketball game started after seven o'clock.
2. The players eagerly ran onto the court.
3. In spite of the snowstorm, attendance was high.
4. The pep band played loudly during halftime.
5. Aside from a few minor injuries, the game went well.
6. My brother is a cheerleader for the team.
7. He and the other cheerleaders perform during the game.
8. They have attended games throughout the year.
9. They will attend the state tournament with the team members.
10. In addition to cheering, they also like winning.



10.7

Conjunctions

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

Coordinating Conjunctions

- A **coordinating conjunction** joins words or groups of words that have equal grammatical weight in a sentence.

Coordinating Conjunctions

and	but	or	so	nor	for	yet
-----	-----	----	----	-----	-----	-----

Two **and** two are four.

She is good at algebra **but** not at arithmetic.

We must leave now, **or** we will be late.

The bell rang, **yet** everyone remained seated.

He could not sleep, **nor** would he eat.

When used as a coordinating conjunction, **for** means “for the reason that” or “because.”

The children were tired, **for** they had run a long distance.

Exercise 60 Identifying Coordinating Conjunctions

On your paper, write the coordinating conjunctions that appear in the following sentences.

A Monument to Civil Rights

¹The civil rights leaders of the 1960s strove to win greater respect, dignity, and political freedom for African Americans. ²Martin Luther King Jr. was the most famous civil rights leader, but he was not the only person to participate in the struggle. ³Ordinary citizens, such as Rosa Parks, who refused to sit at the back of a segregated bus, contributed to the fight for justice and equality. ⁴Taunts did not deter the civil rights demonstrators, nor did physical abuse.

⁵A new monument in Alabama commemorates the famous heroes of the movement, yet it does not ignore its anonymous heroes. ⁶The monument is in the city of Montgomery, for it was there that many famous civil rights demonstrations took place. ⁷Made of smooth black granite, the monument is simple, yet it is remarkably powerful. ⁸Water flows gently over the flat surface of the stone and collects in a pool. ⁹The names of civil rights leaders and the dates of famous events in the struggle are engraved on the stone. ¹⁰The monument was designed by the Chinese American architect Maya Lin, who is famous for her bold and austere monument to the veterans of the Vietnam War.

Correlative Conjunctions

- **Correlative conjunctions** work in pairs to join words and groups of words of equal weight in a sentence.

Correlative Conjunctions		
both . . . and	just as . . . so	not only . . . but (also)
either . . . or	neither . . . nor	whether . . . or

Correlative conjunctions make the relationship between words or groups of words a little clearer than do coordinating conjunctions.

COORDINATING CONJUNCTIONS

She **and** I were there.
She **or** I can go.

I met Jean **and** Ed.

CORRELATIVE CONJUNCTIONS

Both she **and** I were there.
Either she **or** I can go.

Neither she **nor** I can go.
I met **not only** Jean **but also** Ed.

Exercise 61

Identifying Correlative Conjunctions

On your paper, write both parts of the correlative conjunctions that appear in the following sentences.

Weather Forecasting

- Just as people are interested in the weather forecast today, so people thousands of years ago tried to predict weather conditions.
- Methods of predicting the weather have grown not only more complicated but also more accurate.
- Both modern and ancient cultures have looked to the sky for signs of change in the weather.
- The predictions of the ancients, whether correct or incorrect, were based on very different methods from those of today.
- Neither the seemingly essential thermometer nor the equally useful barometer was invented until a few hundred years ago.
- Both the modern telegraph and the even more recent satellite have made it possible to exchange weather information more rapidly.
- Satellites are used for early spotting not only of hurricanes but also of tornadoes.
- Neither high-speed computers nor other advanced technological breakthroughs have revealed all we need to know to predict the weather accurately.
- The National Oceanic and Atmospheric Administration is responsible for both studying the weather and forecasting it.
- Weather forecasting is an activity not only of government agencies but also of private companies.



Subordinating Conjunctions

■ A **subordinating conjunction** joins two clauses, or ideas, in such a way as to make one grammatically dependent upon the other.

The idea, or clause, that a subordinating conjunction introduces is said to be “subordinate,” or dependent, because it cannot stand by itself as a complete sentence.

We raked the leaves **because** so many had fallen.

We raked the leaves **before** we had lunch.

When more leaves fall, we will rake again.

Common Subordinating Conjunctions

after	as soon as	inasmuch as	than	where
although	as though	in order that	though	whereas
as	because	provided (that)	unless	wherever
as far as	before	since	until	while
as if	considering (that)	so long as	when	
as long as	if	so that	whenever	

The father pushed the baby...

because

she could not push herself.



Exercise 62 Identifying Subordinating Conjunctions

On your paper, write the subordinating conjunction that appears in each sentence below. Remember that some subordinating conjunctions are made up of more than one word.

The Art of Mural Painting

1. Although they are found in many cultures around the world, murals have always been a particularly important art form in Mexico.
2. Some of the murals painted by Mayan artists in ancient Mexico still survive, though many are in poor condition.
3. Before the Mexican painter Diego Rivera came on the scene, twentieth-century Mexican murals were relatively unknown.
4. Rivera designed extraordinary murals before he died in 1957.
5. Many of Rivera’s murals depict scenes from Mexican history because Rivera believed that Mexicans are defined by their past.
6. After Rivera died, many Mexican American muralists took up his style and themes.
7. Some Mexican American artists in Los Angeles paint murals wherever they can find space.
8. They paint on public buildings so that their work can be enjoyed by many people.
9. So that the murals can be easily seen, the muralists use bright colors and bold, eye-catching designs.
10. As long as Hispanic culture continues to thrive in the United States, we will surely have many colorful and exciting murals to enjoy.

Exercise 63 Completing Sentences with Subordinating Conjunctions

On your paper, write a subordinating conjunction to complete each of the following sentences. Be sure that your completed sentences make sense.

Early Painters

1. We can't name the earliest painters _____ they did not sign their work.
2. The art of painting began as early as the Paleolithic Age, _____ prehistoric hunters decorated the walls of their caves.
3. _____ some ancient Greek painters are known, their works have not survived.
4. _____ images covered walls, gates, palaces, and temples, it seems likely that professional painters lived in Sumeria and ancient Egypt.
5. Decorations on Greek pottery were baked permanently into the surface _____ they could be preserved.
6. _____ they cannot be baked, many paintings on wood or walls have been lost.
7. Roman painters used a heating process _____ their paintings might be preserved.
8. They discovered that paints weathered better _____ they were mixed with boiling wax, resin, and vegetable oils.
9. _____ wealthy Roman citizens admired art, fresco paintings covered the walls of their houses.
10. _____ Roman painters were very skillful, few of their works have endured.

Exercise 64 Adding Conjunctions to Make Sentences

On your paper, revise the sentences below. Use a coordinating conjunction, correlative conjunction, or subordinating conjunction to join the two sentences in each item. Try to use a variety of conjunctions. Make sure your completed sentences make sense.

SAMPLE It was such a hot day. I rested in the shade.

ANSWER *Because* it was such a hot day, I rested in the shade.

SAMPLE Whales are interesting. They are mysterious creatures.

ANSWER Whales are interesting *and* mysterious creatures.

Whale Watching

1. In the winter, young humpback whales sometimes feed off the coast of Virginia. They also feed off the coast of North Carolina.
2. The whale is a warm-blooded animal. It looks like a fish.
3. The whale needs oxygen to breathe. It will drown if submerged too long.
4. Porpoises are considered whales. Dolphins are considered whales.
5. Most whales dive for an average of three to ten minutes. Some of the toothed whales can remain submerged for more than thirty minutes.
6. The rib cage of a whale is very flexible. It can withstand great pressure.
7. No one has seen whales mate. Scientists think whales mate once a year.
8. Blue whales are the largest whales. Blue whales are the fastest whales.
9. Blue whales are rare. They can be found in all oceans of the world.
10. Finback whales are a valuable catch. They are the mainstay of the whaling industry.



Conjunctive Adverbs

- A **conjunctive adverb** is used to clarify the relationship between clauses of equal weight in a sentence.

Conjunctive adverbs are usually stronger, more precise, and more formal than coordinating conjunctions.

COORDINATING CONJUNCTION

Most people think of deserts as very hot places, **but** desert nights can be quite cool.

CONJUNCTIVE ADVERB

Most people think of deserts as very hot places; **however**, desert nights can be quite cool.

There are many conjunctive adverbs, and they have several uses, as the following examples show:

TO REPLACE AND	also, besides, furthermore, moreover
TO REPLACE BUT	however, nevertheless, still, though
TO STATE A RESULT	consequently, therefore, so, thus
TO STATE EQUALITY	equally, likewise, similarly

Exercise 65 Identifying Conjunctive Adverbs

On your paper, write the conjunctive adverb in each sentence.

Toltec Civilization

1. The Toltec civilization of ancient Mexico was advanced in arts and architecture; moreover, it produced impressive stonework.
2. Toltec religion centered on Quetzalcoatl; consequently, he appeared in many images.
3. Quetzalcoatl was the name of a deity; furthermore, it was the name of a legendary ruler.
4. Quetzalcoatl was identified with the planet Venus; likewise, he was linked with the wind.
5. Usually he was depicted as a plumed serpent; however, he was often shown as a wind god.
6. The people wished to please Quetzalcoatl; therefore, they built circular temples that presented no sharp obstacles to the wind.
7. There were many different religious ceremonies and rituals; moreover, people played a sacred ball game called *tlatchi* that resembled basketball.
8. The Toltec civilization expanded southward during the tenth century; therefore, the Toltecs dominated the Mayas of the Yucatan.
9. Other nomadic Mexican groups conquered the Toltecs; thus, their civilization declined.
10. The Aztecs soon built their own empire; consequently, art continued to flourish.



Exercise 66 Identifying Kinds of Conjunctions

On your paper, write the conjunction that appears in each sentence below. Indicate whether the conjunction is a *coordinating*, *correlative*, or *subordinating* conjunction.

The Galápagos Tortoise

1. After they have mated, adult female Galápagos tortoises lay their eggs on the beach.
2. Each tortoise finds a spot of bare soil where she digs a foot-wide pit.
3. She lays fifteen to twenty eggs inside the pit and covers them with soil.
4. Neither the male nor the female tortoises watch over the eggs.
5. Baby tortoises are on their own after birth because they are able to find their own food.

Exercise 67 Creating Sentences with Conjunctions

Think of a day in which several interesting and varied events happened to you. On your paper, write five sentences about that day, using as many conjunctions as possible.

Exercise 68 Completing Sentences with Conjunctions

On your paper, replace each blank in the following sentences with a conjunction that makes sense. The kind of conjunction to use is stated in parentheses at the end of each sentence.

Modern Tunnel Construction

1. Modern tunnel building is a complicated process; _____, it is a very costly process, involving millions of dollars. (conjunctive adverb)
2. _____ it costs considerably more than a bridge, a tunnel under a river may have certain advantages. (subordinating conjunction)
3. _____ does it allow the unhindered passage of ships, _____ it is less vulnerable. (a pair of correlative conjunctions)
4. A tunnel is a marvelous construction, _____ building one is extremely hazardous. (coordinating conjunction)
5. There are basically three ways to build a tunnel; _____, tunnels may be divided into three types. (conjunctive adverb)
6. A “true” tunnel is dug horizontally through earth _____ rock. (coordinating conjunction)
7. For the cut-and-cover tunnel, a large ditch is dug, a tube is built in the ditch, _____ the tube is covered over. (coordinating conjunction)
8. _____ the first subway in the world, in London, _____ the first on the European continent, in Budapest, were built in this way. (a pair of correlative conjunctions)
9. The trench tunnel involves a kind of cut-and-cover method used _____ the tunnel is dug underwater. (subordinating conjunction)
10. _____ a route is chosen for any tunnel, a careful geologic study is made of the type of earth and rock along the way. (subordinating conjunction)



10.8

Interjections

- An **interjection** is a word or phrase that expresses emotion or exclamation. An interjection has no grammatical connection to other words.

Oh, I didn't know that.

Whew, it's hot.

Ouch! That hurts!

Why, children!

Exercise 69 Identifying Interjections

On your paper, write the interjection that appears in each item.

1. Dear me! Whatever shall we do?
2. Oh, don't ask me.
3. Alas! The ship was doomed.
4. This box is heavy. Ugh!
5. Yuck! What a disgusting thought!
6. Phooey! I give up.
7. Wow, it's really snowing out there.
8. Whee! We're sliding all over.
9. Well! This is a surprise.
10. Hey, what's that noise?

Exercise 70 Using Interjections

On your paper, replace each blank below with an appropriate interjection from the following list. Remember to add punctuation.

Wow	Oops	Ssh	Ah	Whew
Well	Psst	Yipes	Alas	Ouch

1. _____ That was an amazing catch!
2. _____ I dropped the plate.
3. _____ you are here at last.
4. _____ The stove is hot!
5. _____ the concert is beginning.
6. _____ That was pretty close!
7. _____ it is finally over.
8. _____ come here a second, but do not let anyone see you.
9. _____ That is the wildest thing I have ever heard!
10. _____ It is pouring, and I forgot to shut the windows.

PARTS OF SPEECH

This passage from Marilynne Robinson's novel *Housekeeping* has been annotated to show some of the parts of speech covered in this unit. Read the passage and do the exercises that follow.

Literature Model

from **Housekeeping**
by Marilynne Robinson

Common noun

Proper noun

Abstract noun

Adjective

Concrete noun

Linking verb

Relative pronoun

Coordinating
conjunction

Personal pronoun

It was a hard winter, too. The snow crested, finally, far above our heads. It drifted up our eaves on one side of the house. Some houses in Fingerbone simply fell from the weight of snow on their roofs, a source of grave and perpetual anxiety to my great-aunts, who were accustomed to a brick building, and to living below ground. Sometimes the sun would be warm enough to send a thick sheet of snow sliding off the roof, and sometimes the fir trees would shrug, and the snow would fall with surprisingly loud and earthy thuds, which would terrify my great-aunts. . . .

For some reason the lake was a source of particular pleasure to Fingerbone that year. It was frozen solid early and long. Several acres of it were swept, for people brought brooms to tend and expand it, till the cleared ice spread far across the lake. Sledgers heaped snow on the shore into a precipitous chute that sent them sailing far across the ice. There were barrels on the shore for fires to be built in, and people brought boxes to sit on and planks and burlap bags to stand on around the barrels, and frankfurters to roast, and clothespins to clip frozen mittens to the lips of barrels. A number of dogs began to spend most of their time at the ice. They were young, leggy dogs, affable and proprietary, and exhilarated by the weather. They liked to play at retrieving bits of ice which sped fantastically fast and far across the lake. The dogs made a gallant and youthful joke of their own strength and speed,

and **flaunted** an utter indifference to the safety of their limbs. Lucille and I took our skates to school, **so that** we could go to the lake directly and stay there through the twilight. Usually we would skate **along** the edge of the swept ice, tracing its shape, and coming finally to **its** farthest edge, we would sit on the snow and look back at Fingerbone.

We felt giddily far from shore, though the lake was so solid that winter that it would **certainly** have supported the weight of the entire population of Fingerbone, past, present, and to come. Nevertheless, only we and the ice sweepers went out so far, and only we stayed.

Action verb

Subordinating conjunction

Preposition

Possessive pronoun

Adverb

Review: Exercise 1 Identifying Nouns

The following sentences elaborate on ideas from *Housekeeping*. On your paper, write each of the nouns in these sentences. After each noun, write *common*, *proper*, or *collective*, depending upon how the noun is used in the sentence.

SAMPLE *Housekeeping* is about two sisters and their family.

ANSWER *Housekeeping* (proper), sisters (common), family (common, collective)

1. The village of Fingerbone, Idaho, endured severe winters.
2. During a particularly bad winter, Fingerbone was nearly buried by a fierce storm.
3. The snowfall was heavy, and temperatures were low.
4. Half of the roof was covered with snow.
5. According to Aunt Lily and Aunt Nona, the house might collapse from the weight.
6. The idea that the house could fall made the aunts nervous.
7. Lily and Nona were even startled by the noise made by huge clumps of falling snow.
8. A crowd of local residents gathered daily at Fingerbone Lake.
9. The lake froze early, well before Thanksgiving Day.
10. A team of sweepers cleared the snow from the icy surface.
11. People packed the snow into a steep chute for sleds to use.
12. The public enjoyed many activities on the ice.
13. One crowd of merry-makers roasted wieners.
14. Another group rode sleds down a snowy hill.
15. Gleefully, a pack of dogs scampered among the throng.
16. Ruth and Lucille were among the throng of townspeople at the festivities.
17. After school the pair of girls went straight to the lake.
18. The sisters skated to the boundary of the swept ice.
19. Later, the two skaters rested on a snowbank and looked at the village.
20. Ruth and her sister returned to their home after hours of fun.

Review: Exercise 2 Using Pronouns Effectively

The paragraph below elaborates on ideas suggested by a passage from *Housekeeping* that is not reprinted in this textbook. On your paper, write each sentence in the paragraph, substituting pronouns for nouns when a pronoun would make good sense. Do not substitute a pronoun for a noun if the pronoun would make the sentence unclear.

¹Ruth and Ruth's sister, Lucille, lived in the small town of Fingerbone, Idaho. ²Ruth's and Lucille's grandfather was originally from the Midwest, but the grandfather had come to Idaho years ago and built the grandfather's home there. ³Ruth did not remember the grandfather, since the grandfather had died before Ruth was born. ⁴Ruth had been raised by Ruth's grandmother until the grandmother died. ⁵Then Ruth's great-aunts came to Fingerbone to take care of the two girls. ⁶The great-aunts were unfamiliar with rural life and did not really enjoy rural life. ⁷The great-aunts felt isolated in Fingerbone because of Fingerbone's small population. ⁸The heavy snowfall troubled the great-aunts, and the great-aunts also worried about the great-aunts' nieces. ⁹Ruth did not mind the harsh winter, since Ruth had lived in Fingerbone all Ruth's life. ¹⁰Ruth often took Ruth's ice skates with Ruth to school and afterward went to Fingerbone Lake to skate on Fingerbone Lake's frozen waters.

Review: Exercise 3 Completing Sentences with Pronouns

The following sentences elaborate on ideas suggested by a passage from *Housekeeping* that is not reprinted in this textbook. On your paper, write the type of pronoun specified in italics for each sentence. Be sure that your completed sentences make sense.

1. *Indefinite* of the winters in Fingerbone, Idaho, were severe.
2. During a particularly harsh winter, the people found simple ways to amuse *reflexive*.
3. *Indefinite* seemed to enjoy sledding down snowy hills and skating on Fingerbone Lake.
4. Ruth and *possessive* sister enjoyed skating on the frozen lake after school.
5. *Personal* were certain that the frozen ice was solid enough to hold them.
6. *Indefinite* seemed to stop the girls from enjoying the great outdoors.
7. Of course, the girls' great-aunts needlessly worried *reflexive* about the weather.
8. The great-aunts also worried about *possessive* nieces.
9. *Interrogative* could blame them?
10. The aunts were not accustomed to rural living, and *demonstrative* was an especially severe winter.

Review: Exercise 4 Identifying Verbs and Verb Phrases

The following sentences are adapted from the passage. Write on your paper any verbs and verb phrases that appear in the sentences, and label them accordingly.

SAMPLE Ruth's great-aunts had lived in brick houses all their lives.

ANSWER had lived—verb phrase

1. The snow had been falling for days.
2. It piled into drifts and covered the eaves of the house.
3. Finally the sun returned to the sky.
4. Sometimes the fir trees would shudder under a heavy load of snow.
5. A dense layer of snow often slid to the ground with an earthy thud.
6. Many weeks of cold weather had frozen the waters of Fingerbone Lake to its very depths.
7. There must have been a dozen children among the skaters.
8. Townspeople had cleared several acres of ice with their brooms.
9. After school Lucille and Ruth skated until twilight, and they would have stayed even later.
10. They would venture farther out than anyone else onto the frozen surface of the lake.

Review: Exercise 5 Identifying Transitive and Intransitive Verbs

The following sentences contain verbs that appear in the passage from *Housekeeping*. For each item, write *transitive* or *intransitive* on your paper, depending upon the way the italicized verb is used in the sentence.

SAMPLE Mounds of snow *crested* as high as the windows.

ANSWER intransitive

SAMPLE The skaters *brought* extra mittens.

ANSWER transitive

1. Snow *drifted* against the fence.
2. A child *fell* in the deep snow.
3. The howling blizzard *terrified* the small children.
4. Some neighbors *brought* snowshoes with them.
5. Children *heaped* snow into small hills to build igloos.
6. An expert skier *sped* through the countryside.
7. Ice skaters *flaunted* their skills before crowds.
8. They *skated* around the lake at dizzying speeds.
9. Toddlers *traced* patterns with their feet in the cold, sparkling snow.
10. The frozen lake *supported* hundreds of skaters.



Review: Exercise 6 Identifying Adjectives

The following sentences are about Idaho. On your paper, write the adjectives that appear in each sentence. Include pronouns and proper adjectives, but not the words *a*, *an*, and *the*. After each adjective, write the word that the adjective modifies.

SAMPLE Idaho is an unusual setting for a novel about ordinary life.

ANSWER unusual—setting; ordinary—life

1. Few aspects of life in the state are unremarkable.
2. The lofty Rocky Mountains provide spectacular sights.
3. A large portion of Idaho remains a remote wilderness.
4. Its icy streams provide a suitable habitat for many varieties of trout.
5. The early Native American peoples of the region were expert hunters of the mighty buffalo.
6. After the discovery of gold in the 1860s, many European settlers came to make their homes in Idaho.
7. Hardy miners were prominent among these hard-working settlers in northern sections of Idaho.
8. Because of the hostile landscape, life was difficult for most people.
9. Primitive conditions fostered a generous spirit of cooperation, however.
10. Today, farming is a major industry in this large state.

Review: Exercise 7 Expanding Sentences with Adjectives

The following sentences elaborate on the passage from *Housekeeping*. On your paper, write adjectives that would make sense in the places indicated by carets. Although there are no specific correct answers, base your choices on the passage.

SAMPLE Temperatures were ^, and a ^ layer of snow blanketed the town.

ANSWER low, thick

1. In the ^ village the air was frosty and ^ .
2. The town of Fingerbone looked for a few days like a ^ and ^ wonderland.
3. When the ^ sun returned, ^ neighbors dug paths from their homes.
4. Ruth's ^ aunts worried about the ^ roof.
5. Fingerbone Lake became a ^ sheet of ice, ^ for skating.
6. The ^ townspeople took ^ pleasure in the lake.
7. ^ sledders built a ^ chute of snow.
8. ^ dogs raced across the ice at ^ speeds.
9. Ruth and Lucille skated on the ^ ice and looked back at the ^ town.
10. Tired but ^, the girls trudged home in the ^ twilight.

Review: Exercise 8 Identifying Adverbs

The following sentences are about ice skating. On your paper, write each adverb that appears in these sentences and the word that the adverb modifies.

SAMPLE Skilled ice skaters twirl quite gracefully.

ANSWER quite—gracefully; gracefully—twirl

1. Experienced skaters move rather rapidly on the ice.
2. Frequently they form special patterns, or figures.
3. In cold climates they often skate outside.
4. Sometimes they glide on frozen lakes and ponds.
5. Safety is very important for all skaters.
6. Wise skaters never skate alone.
7. Professional figure skaters generally perform indoors.
8. Special equipment creates the ice mechanically.
9. Have you ever seen a professional ice show?
10. The skaters dress beautifully and usually perform to music.

Review: Exercise 9 Using Adverbs

Each of the following sentences is based on the information in the passage from *Housekeeping*. On your paper, write an appropriate adverb to take the place of the prepositional phrase in italics. The adverb should express the same idea as the prepositional phrase.

SAMPLE That year winter descended with much harshness on Fingerbone.

ANSWER harshly

1. The snow fell *in heavy masses* for many days.
2. *In a sudden motion* a heavy slab of snow slid from a tree.
3. Ruth's great-aunts looked *with anxiety* at their own snow-laden roof.
4. *To everyone's amazement* the dilapidated roof held up under the weight of the snow.
5. The villagers walked *with eagerness* to the frozen lake.
6. Some sledged *in a reckless way* down a steep chute of snow.
7. The dogs chased pieces of ice that slid *in a quick manner* across the frozen lake.
8. Dogs scampered *in an exuberant fashion* across the ice.
9. For hours Ruth and Lucille skated *with swiftness* on the frozen lake.
10. After twilight the girls returned home *in a weary manner*.



Review: Exercise 10 Identifying Prepositions

The following sentences are based on passages from *Housekeeping* not reprinted in this book. On your paper, list the prepositions that appear in each sentence. Remember that some prepositions are made up of more than one word. (The numeral in parentheses at the end of each item indicates the number of prepositions the sentence contains.)

1. *Housekeeping* is about two orphaned sisters in Idaho. (2)
2. The novel is narrated by Ruth, one of the sisters. (2)
3. Ruth's grandmother brought order to the household through her insistence on strict attention to chores. (4)
4. After the death of Ruth's grandmother, Ruth's great-aunts came to Idaho and cared for the girls. (4)
5. The great-aunts came from Spokane, Washington, and were unfamiliar with life in a small town like Fingerbone. (4)
6. They moved to Fingerbone in spite of their preference for city life. (3)
7. During crises the aunts took refuge in the repetition of familiar chores. (3)
8. The normal needs of adolescents in the home caused too many changes in routine for the aunts' liking. (4)
9. They fled to the safety of a hotel and left Aunt Sylvie in charge as the girls' guardian. (4)
10. According to Sylvie, life is about change and surprises, not housekeeping. (2)

Review: Exercise 11 Using Prepositions

Each of the sentences below elaborates on the passage from *Housekeeping*. On your paper, write a preposition that completes the word or phrase in italics and makes sense in the sentence. More than one preposition may make sense.

SAMPLE The cold spell lasted _____ weeks.

ANSWER for

1. Because temperatures had remained _____ *the freezing point*, Fingerbone Lake had turned to solid ice.
2. Townspeople _____ *brooms* steadily swept the snow from acres of ice.
3. They dumped snow from sleds into huge mounds _____ *the shore*.
4. Some villagers skated _____ *the frozen surface* almost to the far shore.
5. Sledders raced _____ *a steep hill* of snow.
6. People roasted meat _____ *barrels* on shore.
7. Frozen mittens were clipped _____ *clothespins* to the rims of the barrels.
8. Some of the townsfolk brought boxes to use _____ *chairs*.
9. Dogs scampered playfully _____ *the crowd*.
10. The lake assumed the aspect _____ *an impromptu festival*.

Review: Exercise 12 Using Conjunctions

The following sentences tell more about Idaho, the setting for *Housekeeping*. On your paper, complete each sentence by writing an appropriate conjunction according to the direction in parentheses. Choose your conjunctions from the list below, which has more conjunctions than you will need.

CONJUNCTIONS

and or but yet
 neither . . . nor not only . . . but also
 although because before if when wherever

SAMPLE Idaho is located in the Rocky Mountains, _____ it is very beautiful.
 (Add a coordinating conjunction.)

ANSWER and

1. _____ you go in Idaho, you are likely to find spectacular scenery.
 (Add a subordinating conjunction.)
2. _____ you visit the Snake River Canyon, be sure to see Shoshone Falls.
 (Add a subordinating conjunction.)
3. You might fish in one of Idaho's two thousand lakes in the summer _____
 visit the state during the skiing season.
 (Add a coordinating conjunction.)
4. _____ Idaho is far from the coast, it has the cold winters typical of the
 North American interior.
 (Add a subordinating conjunction.)
5. Winter temperatures often dip below freezing, _____ several feet of snow
 fall each year.
 (Add a coordinating conjunction.)
6. _____ Idaho is the thirteenth largest state in area, it is sparsely populated.
 (Add a subordinating conjunction.)
7. _____ Boise, Idaho's capital city, _____ the even smaller city of
 Twin Falls has a population of over 150,000.
 (Add a pair of correlative conjunctions.)
8. Native American communities had inhabited Idaho for centuries _____ the
 first European explorers arrived in 1805.
 (Add a subordinating conjunction.)
9. _____ gold was discovered in Idaho in the 1860s, thousands of prospectors
 flocked to the state.
 (Add a subordinating conjunction.)
10. Today Idaho is famous for its potatoes, _____ few people know that it also
 has the largest silver mine in the nation.
 (Add a coordinating conjunction.)



Review: Exercise 13 Using Interjections

Each of the sentences below relates to the theme of the passage from *Housekeeping*. On your paper, replace each blank below with an appropriate interjection from the following list. Remember to add punctuation.

Yikes	Wow	Boy	Well	Ssh
Ah	Whee	Alas	Oops	Uh-oh

1. ____ That was a hard winter.
2. ____ the snow finally crested.
3. ____ Some houses fell from the weight of snow on their roofs!
4. ____ The clumps of falling snow almost hit me!
5. ____ the great-aunts are very nervous.
6. ____ I slipped on some ice!
7. ____ Skating is so much fun!
8. ____ We are really far from shore!
9. ____ Can you hear the snow falling?
10. ____ what a winter wonderland!

Review: Exercise 14

Proofreading



The following passage describes the artist Grandma Moses, whose painting appears on the opposite page. Rewrite the passage, correcting the errors in spelling, capitalization, usage, and grammar. Add any missing punctuation. There are twenty-five errors.

Grandma Moses

¹Anna Mary Robertson Moses (1860–1961) who was known as Grandma Moses, was born in Greenwich, New York, to a family of Scottish and Irish descent. ²She begun painting at the age of seventy-seven. ³During the last two decades of her life, Moses painted hundreds of scenes of rural farm life, she became perhaps the most famous folk painter in America.

⁴Encouraged by her father Moses developed her talent for drawing; she, however, had little time to pursue her interest in art. ⁵She married a farmer, Thomas Salmon Moses and bore ten children. ⁶She spent much of her life on a dairy farm in the tiny community of Eagle Bridge in upstate New York. ⁷She begun to paint seriously only after her arthritis became so crippling that she could no longer work on the farm. ⁸A few of her paintings on display at a Eagle Bridge drugstore was discovered by an art collector who happened to pass



Anna Mary Robertson ("Grandma") Moses, *Early Skating*, 1951

through town. ⁹Somewhat taken aback by her sudden fame, Moses was scandalized when both dealers or tourists began to offer large sums for paintings that she thought were worth only a few dollars’.

¹⁰Moses paintings are remarkable for their harmony and detail. ¹¹Although she had no formal training, Moses had a strong intuitive grasp of color, pattern, and design. ¹²Recorded the landscapes and customs of her rural countryside with the sensitivity of a poet. ¹³Every detail is carefully observed: the gray cast of the sky on a snowy morning the steam rising from a locomotive, and the straining muscles of a horse pulling a sleigh. ¹⁴Moses’s *Early Skating*, like the passage from Marilynne Robinson’s novel *Housekeeping*, capture the atmosphere of a small community on a winter day. ¹⁵Although the painting depicts New York, whereas the novel is set in Idaho, the mood are the same. ¹⁶There is a playfulness about the two scenes of children cavorting on the ice. ¹⁷There is also a feeling of isolation, as if these two small towns were separated from the outside world by time and winter’s snowy blanket.

Review: Exercise 15

The following biography of Marilynne Robinson is followed by ten sentences. On your paper, write an appropriate word to complete each sentence. Use the directions in parentheses as a guide. You will need to consult the biography in order to fill in some of the blanks properly.

Marilynne Robinson

Born in 1944, Marilynne Robinson is one of contemporary America's promising new writers. Her first novel, *Housekeeping* (published in 1981), was widely acclaimed for its poetic language, its vivid characterizations, and its keen understanding of human nature. Set in an isolated Rocky Mountain community in Idaho, *Housekeeping* describes two orphaned sisters who are cared for by a number of different guardians, each with her own ideas about what is important in life. This touching story about small-town life earned Robinson the 1982 Ernest Hemingway Foundation Award for Best First Novel. The book was the basis of a critically acclaimed motion picture. Robinson is also the author of a nonfiction book called *Mother Country*. In addition, she has contributed several stories and articles to *Harper's* and other major magazines.

1. The _____ author Marilynne Robinson was born in 1944. (Add a proper adjective.)
2. Robinson _____ her novel *Housekeeping* in 1981. (Add an action verb.)
3. _____ *Housekeeping* was only a first novel, it received much critical attention. (Add a subordinating conjunction.)
4. *Housekeeping* takes place in a remote community in the _____ of Idaho. (Add a proper noun.)
5. The novel was praised for its _____ language and keen understanding of human nature. (Add an adjective.)
6. Critics also _____ applauded its finely drawn and well-developed characters. (Add an adverb.)
7. *Housekeeping* _____ a winner of the Ernest Hemingway Foundation Award for Best First Novel. (Add a linking verb.)
8. The _____ based on the novel was also critically acclaimed. (Add a common noun.)
9. Robinson has not yet published a second novel _____ has written a nonfiction work titled *Mother Country*. (Add a coordinating conjunction.)
10. Some of Robinson's short stories have appeared _____ *Harper's*, the noted literary magazine, as well as other major publications in the United States. (Add a preposition.)

Writing Application

Nouns in Writing

Amy Tan uses nouns in this passage from *The Joy Luck Club* to convey the bustle and confusion a California girl feels traveling in a foreign country for the first time. Examine the passage, focusing especially on the italicized nouns.

Before the *train* even comes to a *stop*, *people* are bringing down their *belongings* from above their *seats*. For a *moment* there is a dangerous *shower* of heavy *suitcases* laden with *gifts* to *relatives*, half-broken *boxes* wrapped in *miles* of *string* to keep the *contents* from spilling out, plastic *bags* filled with *yarn* and *vegetables* and *packages* of dried *mushrooms*, and camera *cases*. And then we are caught in a *stream* of *people* rushing, shoving, pushing us along, until we find ourselves in one of a dozen *lines* waiting to go through *customs*. I feel as if I were getting on the number 30 Stockton *bus* in *San Francisco*. I am in *China*, I remind myself. And somehow the *crowds* don't bother me. It feels right. I start pushing, too.

Techniques with Nouns

Try to apply some of Amy Tan's writing techniques when you write and revise your own work.

- 1 Whenever possible, replace general words with precise concrete nouns. Compare the following:

GENERAL WORDS bags filled with *things*

TAN'S VERSION plastic bags filled with *yarn* and *vegetables* and *packages* of dried *mushrooms*, and camera *cases*

- 2 Use proper nouns to help make your writing more specific.

GENERAL WORDS I am in a foreign *country*. . . . a crowded bus in a *city*. . . .

TAN'S VERSION I am in *China*. . . . the number 30 Stockton bus in *San Francisco*. . . .

- 3 Expand single nouns into longer groups of specific words when you wish to provide more details.

SINGLE NOUN suitcases

TAN'S VERSION heavy suitcases laden with gifts to relatives

TIME

For more about the writing process, see **TIME Facing the Blank Page**, pp. 121-131.



Practice

Practice these techniques by revising the following passage, using a separate sheet of paper. Pay particular attention to the underlined words.

By seven o'clock on that snowy morning, the park was a scene of great activity. A group of dogs was racing across the area, putting birds to flight. Frantic owners followed, shouting the names of their dogs. Squirrels flicked their tails and scampered to safety. Along the pathway, the dog owners stamped their feet in the snow and chatted about things. Others fed birds that chirped and hopped nervously on the path. Before long, children came running through the park, dragging their toys behind them. Their voices blended with all the other sounds. In a moment, the usually serene park had become quite a hectic place.