Lessons and Activities

Name _____ Date _____ Period _____

1.1 Nouns

A **noun** is the name of a person, place, thing, or idea:

People	farmer, mechanic, father, Professor Haskins, editors, Marcia
Places	ocean, Canada, porch, Spain, classroom
Things	scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill
Ideas	love, inspiration, courage, anxiety, eagerness, happiness

All nouns are either common or proper nouns:

A **common noun** names any person, place, or thing. Examples are *basketball, video, wizard, coin, woman,* and *coach.*

A **proper noun** names a particular person, place, or thing and begins with a capital letter. Examples are *Winston Churchill, Babe Ruth, Mr. Richard Turner,* and *Chicago.*

Know the difference between a common and a proper noun:

Common Nouns	***Proper Nouns***
hospital	Mercy General Hospital
woman	Martha Washington
school	Sayville Middle School
newspaper	*The New York Times*

Here are some specific types of nouns:

A **collective noun** names a group of people or things. Examples of collective nouns are *jury, herd, flock, family, fleet, club, class,* and *group.*

A **compound noun** is a noun consisting of more than a single word. It could be separate words such as *social studies, physical education,* and *dining room*. It could be two words joined by a hyphen such as *merry-go-round, thirty-three, sister-in-law,* and *great-grandmother.* It could be a combined word such as *schoolteacher, bookkeeper, landlord,* and *headmaster.*

WRITING TIP *Use a dictionary or a thesaurus for help in choosing the most precise noun for your purpose.*

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1.1A Plus a Quotation (Nouns)

Underline each noun in the following sentences. Then write the first letter of each noun on the line next to the sentence. If your answers are correct, you will spell out the words of a quotation and the name of the famous American who said the quotation. Write the quotation and its author's name on the lines below sentence 15.

1. _____ Wendy located her housekeeper.
2. _____ Some answers on this test are about electricity.
3. _____ Her violin and easel were missing.
4. _____ Their rabbit that left the yard was returned by the officer.
5. _____ He used this umbrella in Alabama.
6. _____ After the rain, the electrician checked the box.
7. _____ The end of the afternoon arrived quickly.
8. _____ This group is funny.
9. _____ The ostrich and the orangutan are interesting.
10. _____ My doctor and my orthodontist are neighbors.
11. _____ In the evening, Archie likes to go boating.
12. _____ Unfortunately, he had a rash and an allergy.
13. _____ Her height and agility helped her win the match.
14. _____ Linda cared for the infant throughout the night.
15. _____ The garbage carton near the oven had licorice and noodles in it.

The quotation and its author:

_____

_____

_____

_____

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1.1B Nouns Abound in the Classroom

Twenty common nouns of people and things found in a classroom are hidden in this puzzle. Words are placed backward, forward, diagonally, up, and down. Circle the hidden nouns, and write those nouns on the lines below.

w	h	g	f	c	b	b	v	l	j	y	y	w	s	b	f	t	b	j	x
n	d	f	s	h	b	t	l	j	w	v	v	k	h	o	f	x	r	y	d
s	j	m	p	f	z	l	g	v	y	l	c	j	a	o	j	v	x	q	l
d	x	s	m	b	y	s	g	n	m	a	s	b	r	k	p	h	y	g	v
p	j	r	y	t	k	f	r	q	p	q	f	x	p	s	e	k	n	v	v
a	r	u	m	k	n	e	j	k	y	d	f	c	e	h	n	j	v	m	c
p	o	l	y	e	h	l	c	z	b	n	h	c	n	e	c	n	n	g	k
e	o	e	e	c	f	a	d	r	z	a	k	k	e	l	i	j	j	w	y
r	d	r	a	o	b	k	c	a	l	b	s	t	r	f	l	r	n	w	s
t	c	e	k	f	p	o	n	k	x	e	e	t	l	k	e	e	o	k	r
s	t	l	p	c	c	j	o	f	d	s	h	a	u	l	p	d	g	h	c
e	r	a	s	e	r	w	c	k	o	k	g	x	p	d	n	t	m	t	w
s	m	x	l	d	f	k	t	l	n	h	y	a	m	i	e	f	y	r	j
l	r	h	k	l	v	y	c	f	q	d	t	s	w	p	b	n	r	d	s
k	y	l	m	d	v	n	b	h	g	s	n	b	d	t	q	r	t	z	q

The nouns:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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1.2 Pronouns

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

We use pronouns to:

- Refer to a noun (called its antecedent) that usually comes before the pronoun
- Make our writing clearer, smoother, and less awkward

In the sentence, "Roberto feels that he can win the race," *he* is the pronoun, and *Roberto* is the antecedent.

In the sentence, "Terry and Jim know that they are best friends," *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

There are several types of pronouns.

Personal pronouns refer to people and things. They are divided into three categories called *first person* (referring to the person who is speaking: *I* went to the mall), *second person* (referring to the person spoken to: Joey, can *you* see the bus?), and *third person* (referring to anyone or anything else: Bob saw *us* do this assignment). The pronouns in the two example sentences above are personal pronouns.

The following list shows these three categories of personal pronouns:

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

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1.2 Pronouns *(Continued)*

In addition to personal pronouns, there are several other types of pronouns: *reflexive pronouns, relative pronouns, interrogative pronouns, demonstrative pronouns,* and *indefinite pronouns.*

A **reflexive pronoun** is formed by adding *-self* or *-selves* to certain personal pronouns. Examples of reflexive pronouns are *myself, himself, herself, itself, ourselves, themselves, yourself,* and *yourselves.* The sentence, "I found it myself," contains the personal pronoun *I* and the reflexive pronoun *myself.*

Hisself and *theirselves* are NOT real words.

An **interrogative pronoun** is used to ask a question. These pronouns are *which, who, whom,* and *whose.*

A **demonstrative pronoun** is used to point out a specific person or thing. These pronouns include *this, that, these,* and *those.* In the sentence, "Theresa, is this yours?" *this* is the demonstrative pronoun, and *yours* is the personal pronoun.

An **indefinite pronoun** often does not refer to a specific or definite person or thing. It usually does not have a definite or specific antecedent as a personal pronoun does. In the sentence, "*Everybody* will select *another* to help with *everything,*" the three italicized words are all indefinite pronouns since they take the place of a noun and do not refer to a specific or definite person or thing.

These are all indefinite pronouns:

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

WRITING TIP *Make sure that your pronouns are clear so that readers will not be confused. In the sentence, "John told Fred that he had been invited to Lucy's party," do we know who* he *is? Not really! Set up the situation preceding that sentence so that it is clear who* he *is.*

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1.2A Two at a Time (Pronouns)

Underline the two pronouns found in each sentence. Above each pronoun label its type using these abbreviations: personal (PER), reflexive (REF), demonstrative (DEM), interrogative (INT), or indefinite (IND) pronoun.

1. This is the way to do it.
2. He hurt himself during gym class.
3. Can you and they finish the cleaning by three o'clock?
4. Who is the person with her?
5. I held the door for them.
6. Please tell him that we said hello.
7. Ours is older than theirs.
8. Neither of them is the clear winner of the race as of now.
9. Will she watch someone while Sarah goes shopping?
10. Those are the best ones to buy.
11. Please bring yours to us.
12. After Jerry spotted the giraffe, he photographed it.
13. Everything has gone well for us.
14. Will they be able to move the belongings by themselves?
15. All of the students know both.

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1.2B Naming the Pronouns

1. Name four three-letter pronouns:

_____ _____ _____ _____

2. Name four pronouns that start with the letter *t:*

_____ _____ _____ _____

3. Name six indefinite pronouns:

_____ _____ _____

_____ _____ _____

4. Name three pronouns that end with *-elves:*

_____ _____ _____

5. Name four pronouns that end with *-self:*

_____ _____ _____

_____

6. Name four interrogative pronouns:

_____ _____ _____ _____

7. Circle ten different pronouns in this paragraph. For the total of ten pronouns, if a pronoun appears more than once within the paragraph, count it only once.

I could not fall asleep last night. It felt as if somebody kept knocking on the window keeping me up most of the night. This is pretty unusual. So I tried to calm myself down and think about other things besides being unable to sleep. All of my work paid off when I finally fell asleep.

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1.3 Adjectives

An **adjective** modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers the questions, *What kind? Which one(s)? How many? How much?*

Carrie read an **interesting** story. (*What kind* of story?)

The **recent** article has that information. (*Which* article?)

Kent owns **those** surfboards. (*Which* surfboards?)

Wendy paid **fifty** dollars for the jacket. (*How many* dollars?)

Much space was devoted to her artwork. (*How much* space?)

The words *a, an,* and *the* are the most frequently used adjectives. Although they are sometimes referred to as articles or noun markers, they are really adjectives, plain and simple. Use *a* before words that start with a consonant sound (*a* joking man or *a* lucky lottery player) and *an* before words that start with a vowel sound (*an* hour's wait or *an* interesting story).

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An adjective can come before or after the noun or pronoun it describes:

Older cards are found on the table. (*Which* cards?)

Tall players and **intelligent** coaches were interviewed by the **interested** reporter. (*Which* players? *Which* coaches? *Which* reporter?)

Tired and **hungry**, the campers reached the lodge. (*What kind* of campers?)

The campers, **tired** and **hungry**, reached the lodge. (*What kind* of campers?)

There are several types of adjectives:

A **proper adjective** is formed from a proper noun.

Italian bread Herculean strength Midas touch Canadian sunset

A **compound adjective** is a word composed of two or more words. Sometimes these words are hyphenated.

landmark decision black-and-blue mark hometown hero

Do not use a hyphen after an adverb ending in *-ly*.

newly painted mural sickly sweet odor recently purchased

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1.3 Adjectives *(Continued)*

People sometimes confuse adjectives with nouns or with pronouns. Here are some points to remember.

QUESTION 1: *When is a word a noun? When is a word an adjective?*

The **magazine** article applauded the students' efforts in the charity drive. (*Magazine* is an adjective that describes *which* article.)

The article about the students' efforts in the charity drive was in the **magazine.** (Here *magazine* is a noun since it is the name of a thing and does not describe anything.)

Our **Thanksgiving** celebration was fun. (*Thanksgiving* is an adjective describing *which* celebration.)

We celebrated **Thanksgiving.** (*Thanksgiving* is the name of the holiday that was celebrated.)

QUESTION 2: *When is a word a pronoun? When is a word an adjective?*

These **demonstrative pronouns** can be used as adjectives: *that, these, this,* and *those.*

These **interrogative pronouns** can be used as adjectives: *what* and *which*.

These **indefinite pronouns** can be used as adjectives: *all, another, any, both, each, either, few, many, more, most, neither, other, several,* and *some.*

This problem is difficult. (*This* is an **adjective** since it answers the question, *Which problem?*)

This is difficult. (*This* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

Some people are very funny. (*Some* is an **adjective** since it answers the question, *Which people?*)

Some are funny. (*Some* is a **pronoun** since it takes the place of a noun and does not modify a noun or a pronoun.)

WRITING TIP *Adjectives tell more and help your reader know more about people, places, and things. Select the precise word to describe people, places, and things. Which is the most accurate adjective to describe the student:* smart, brilliant, insightful, clever, brainy, *or* bright? *Decide. Use a dictionary to find the subtle difference in adjectives that are closely related in meaning.*

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1.3A And a Trip to the Zoo (Adjectives)

Sixteen of the words in this activity are not adjectives. Twenty-four are adjectives. On the line after each question number, write the first letter of the twenty-four adjectives in this list below. Then write these twenty-four letters (consecutively) on the lines below Zoo Animals. These twenty-four consecutive letters spell out the names of five animals found in a zoo.

1. _____ nothing
2. _____ pretty
3. _____ crust
4. _____ faith
5. _____ attractive
6. _____ grabbed
7. _____ nice
8. _____ America
9. _____ dainty
10. _____ agile
11. _____ mechanic
12. _____ mean
13. _____ they
14. _____ odd
15. _____ noisy
16. _____ nor
17. _____ kind
18. _____ neither
19. _____ easy
20. _____ young
21. _____ plumber
22. _____ brave
23. _____ interesting
24. _____ marry
25. _____ smart
26. _____ old
27. _____ solitude
28. _____ nasty
29. _____ beautifully
30. _____ proud
31. _____ infantile
32. _____ earn
33. _____ great
34. _____ forget
35. _____ zany
36. _____ elegant
37. _____ boastful
38. _____ rigid
39. _____ decide
40. _____ average

Zoo Animals:

_____

_____

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1.3B Listing Three Adjectives

1. Name three complimentary adjectives that describe one of your friends:

_____ _____ _____

2. Name three adjectives that describe the beach on a summer's day:

_____ _____ _____

3. Name three adjectives that describe a Super Bowl crowd:

_____ _____ _____

4. Name three adjectives that describe one of your Halloween costumes:

_____ _____ _____

5. Name three adjectives that describe a famous actor or actress:

_____ _____ _____

6. Name three adjectives that describe a book or magazine article that you recently read:

_____ _____ _____

7. Name three adjectives that describe a typical spring day where you live:

_____ _____ _____

8. Name three adjectives that describe your favorite song:

_____ _____ _____

9. Name three adjectives that describe one of your recent math tests:

_____ _____ _____

10. Name three adjectives that describe one of your most difficult experiences:

_____ _____ _____

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1.4 Verbs

There are several types of **verbs** to be studied: the action verb, the linking verb, and the helping verb.

Action Verbs

An **action verb** tells what action (often a physical action) a subject is performing, has performed, or will perform.

My father *delivers* packages to department stores each day.

Louie *bowled* a perfect game last night.

Suzanne *skated* across the rink in Central Park.

Turn at the next corner, Noel.

Oscar will *help* Petra with the project.

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Linking Verbs

A **linking verb** connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb "to be" (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste,* and *turn.*

My sister *is* a doctor. (The linking verb, *is*, connects the subject, *sister*, with the predicate nominative, *doctor*.)

My sister *is* studying to become a doctor. (In this sentence the word *is* is a helping verb for the main verb, *studying. Is* does not function as a linking verb.)

He *appeared* tired. (The linking verb, *appeared*, links the subject, *He*, with the predicate adjective, *tired*.)

He *appeared* at the game. (In this sentence the verb, *appeared*, is an action verb, not a linking verb.)

In the following group of sentences, the odd-numbered sentences exemplify the linking verb and the even-numbered sentences show the same verb used as either an action verb or a helping verb. Discuss why each verb functions as it does.

1. Reggie *looked* confused.
2. Reggie *looked* for his missing wallet.
3. Tammy *grew* tired during the long concert.
4. Tammy *grew* tomatoes in her garden this year.
5. I *feel* confused in math class.
6. I *feel* the penny at the bottom of this pool.

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1.4 Verbs *(Continued)*

Helping Verbs

A **helping verb** assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will,* and *would*.

The *italicized* word in each sentence below is the helping verb. The underlined word is the main verb.

The members *are* going to the city tomorrow evening.

Are the members going to the city tomorrow evening?

That joke *has been* heard around the office.

Has that joke *been* heard around the office?

Her brothers *are* leaving for the train.

Are her brothers leaving for the train?

Think you know your verbs? On the lines below, write a verb that starts with the letter *a*, and then one that starts with the letter *b*, and so forth until you have written a verb for each of the twenty-six letters of the alphabet. These verbs can be action, linking, or helping verbs.

_____

_____

_____

_____

_____

_____

_____

_____

WRITING TIP *Use the precise verb for each situation.* Walk *might not suit the situation as well as* stroll, pace, totter, *or* saunter. *Use a dictionary or a thesaurus to help you along.*

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1.4A Where the Boys Are (Verbs)

Underline the verb in each of the following sentences. Then on the line before each sentence, write the first letter of the verb found in that sentence. Finally, write the twenty consecutive letters on the lines below the last numbered item to identify the names of five boys.

1. _____ Will he remember the name of the boys?
2. _____ Yes, she understands your explanation.
3. _____ Please shuffle the cards now.
4. _____ Send the messenger to the principal's office.
5. _____ Juan jokes around most of the time.
6. _____ You omitted several names of tonight's program.
7. _____ The scientists simulated the rocket's path.
8. _____ Mrs. Simmons, our teacher, erased the board quickly.
9. _____ The plant withered last week.
10. _____ Coach Albers inspired us before the big football game last week.
11. _____ The runner leaped with enthusiasm after her record-breaking performance.
12. _____ They loved last night's dance recital.
13. _____ The cyclists pedaled through the mountains during the grueling segment of the Tour de France.
14. _____ He envies the other players.
15. _____ I told you that earlier.
16. _____ The artist etched the rough outline.
17. _____ I forgot my jacket in the music room.
18. _____ They easily recalled the unforgettable incident.
19. _____ That game ended his hopes for a professional career.
20. _____ Her parents decided that long ago.

The names of the five boys are _____, _____,

_____, _____, and _____.

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1.4B Connecting Verbs and Vocabulary

Thirty verbs are listed alphabetically in the box below. Show your vocabulary knowledge by placing each specific verb in its proper space underneath one of the five less specific general verbs that follow. Each less specific general verb should have six specific verbs below it. Use each specific verb only once.

accomplish	achieve	apprehend	chatter	chuckle
claw	collar	confess	conquer	corral
giggle	gossip	guffaw	howl	meander
overcome	parade	plod	pronounce	roar
score	shuffle	snare	snicker	soliloquize
stride	trap	trek	triumph	verbalize

Walk:

Talk:

Laugh:

Succeed:

Catch:

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1.4C You Will Not Need Help Here (Verbs)

Fill in the blanks in each sentence with a helping verb or a main verb.

1. We should _____ _____ by tomorrow afternoon.
2. Joey would _____ _____ your phone number anyway.
3. None of us _____ _____ that you remembered his locker combination.
4. The president _____ _____ many television appearances.
5. They had _____ in the fifty-mile run.
6. Our friends have _____ several wild animals.
7. She is _____ a great time at the dance.
8. You _____ _____ the election by many votes, Teresa.
9. I am _____ to the rodeo with Todd and Frank tomorrow.
10. Roberto and Herm are _____ the float for the homecoming parade.
11. All of us can _____ to your interesting story.
12. He will probably _____ your help installing the air-conditioner.
13. I _____ be _____ with you if I need a ride tonight.
14. Most of the actors were certainly _____ to the Academy Awards that evening.
15. The passengers _____ being _____ at the airport gate.

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1.5 Adverbs

An **adverb** is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb.

- Many adverbs end in *-ly*.
- Adverbs answer any of these four questions: *Where? When? How? To what extent?*
- Adverbs make writing more specific and more exact.
- Here are some adverbs that do not end in *-ly*:

again	almost	alone	already	also
always	away	even	ever	here
just	later	never	not	now
nowhere	often	perhaps	quite	rather
seldom	so	sometimes	somewhat	somewhere
soon	then	there	today	too
very	yesterday	yet		

Adverbs modify verbs:

John ate *quickly*. (*How* did he eat?)

I walk *there*. (*Where* did I walk?)

Ashleigh will eat *soon*. (*When* will Ashleigh eat?)

Adverbs modify adjectives:

Rex is *very* happy. (*Very* modifies the adjective *happy* and answers the question, *To what extent?*)

The program was *too* unrealistic. (*Too* modifies the adjective *unrealistic* and answers the question, *To what extent?*)

Adverbs modify other adverbs:

Warren walks *too* quickly. (*Too* modifies the adverb *quickly* and answers the question, *How quickly?*)

He moved *rather* recently. (*Rather* modifies the adverb *recently* and answers the question, *How recently?*)

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1.5 Adverbs *(Continued)*

When is a word an adjective, and when is it an adjective? Adjectives describe nouns and pronouns. Adverbs do not. Adverbs describe verbs, adjectives, and other adverbs. Adjectives do not.

Helen has a *yearly* membership at the local health club. (*Yearly* is an adjective since it modifies the noun *membership* and tells *which* membership.)

Helen contributes *yearly*. (*Yearly* is an adverb since it modifies the verb *contributes* and answers the question, *When does Helen contribute?*)

Mike arrived *late*. (*Late* is an adverb since it tells *when* Mike arrived.)

The *late* delivery cut down on sales in the supermarket. (*Late* is an adjective because it tells *which* delivery.)

WRITING TIP *Adverbs help readers visualize actions better. Select the precise adverb to help your reader see more clearly.* Slowly *might not be as accurate as* gradually, leisurely, *or* unhurriedly. *Use a dictionary or thesaurus for help.*

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1.5A Scrambled Up for You! (Adverbs)

In each sentence, the letters of the underlined adverb are scrambled. Unscramble the letters, and write the word on the line provided before the sentence.

1. _____ He walks tsaf.
2. _____ Do you want to stop ehre?
3. _____ He visits his grandmother ywlkee.
4. _____ Do you feel lewl enough to go on the trip?
5. _____ Have you erve been to Mexico City?
6. _____ I wasaly run errands for her.
7. _____ Have I met you foebre?
8. _____ I would raerht drive to your house tonight.
9. _____ Are you ilslt going to go to summer school?
10. _____ I am tno trying to insult you, Nick.
11. _____ Will you bat frsit tonight?
12. _____ Are you ftneo at this location, Mitch?
13. _____ Let's start the performance onw.
14. _____ May I aosl assist you, Helene?
15. _____ Thank you nlidyk.

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1.5B Dressing Up (Adverbs)

On the line next to the sentence number, tell whether the underlined adverb modifies a verb, an adjective, or another adverb by writing the correct answer's corresponding letter. Then fill in the spaces within the three sentences after sentence 15. If your answers are correct, you will understand this activity's title.

1. _____ Patricia slept peacefully. **(b)** verb **(c)** adjective **(d)** adverb
2. _____ Our teachers are very happy with the results. **(t)** verb **(s)** adjective **(l)** adverb
3. _____ Larry's unusually good cooking skills came in handy last weekend. **(b)** verb **(h)** adjective **(o)** adverb
4. _____ He ran swiftly away from the tackler. **(e)** verb **(a)** adjective **(i)** adverb
5. _____ She danced so gracefully in the competition. **(d)** verb **(m)** adjective **(p)** adverb
6. _____ They sang beautifully during the entire winter concert. **(l)** verb **(n)** adjective **(p)** adverb
7. _____ My aunt was extremely hungry after we completed the three-hour hike. **(r)** verb **(o)** adjective **(d)** adverb
8. _____ We had met somewhat earlier than you think. **(v)** verb **(n)** adjective **(a)** adverb
9. _____ Are they going away? **(t)** verb **(e)** adjective **(r)** adverb
10. _____ His rather clever remarks were not appreciated. **(g)** verb **(e)** adjective **(u)** adverb
11. _____ These stories seem strangely familiar to me. **(x)** verb **(s)** adjective **(o)** adverb
12. _____ They will hardly try to win. **(n)** verb **(r)** adjective **(s)** adverb
13. _____ Francine earns high grades quite often. **(t)** verb **(e)** adjective **(t)** adverb
14. _____ Do not walk alone in the forest. **(s)** verb **(u)** adjective **(f)** adverb
15. _____ We met only recently. **(g)** verb **(h)** adjective **(s)** adverb

The five sentences that illustrate an adverb modifying a verb are numbers _____, _____, _____, _____, and _____. Their corresponding letters spell the word

_____.

The five sentences that illustrate an adverb modifying an adjective are numbers _____, _____, _____, _____, and _____. Their corresponding letters spell the word

_____.

The five sentences that illustrate an adverb modifying another adverb are numbers _____, _____, _____, _____, and _____. Their corresponding letters spell the word

_____.

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1.6 Prepositions

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

The man swam *under* the bridge. (*Under* connects the idea of *swam* and *bridge*.)

She walked *down* the aisle. (*Down* connects *walked* and *aisle*.)

Julie walked *around* the campus and *toward* town. (*Around* connects *walked* and *campus*. *Toward* connects *walked* and *town*.)

Here are the most commonly used prepositions:

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

But is a preposition only when it can be replaced by the word *except*. So in the sentence, "All *but* Teddy went inside," *but* is a preposition since it connects *All* and *Teddy* and can be replaced by the word *except*.

A way to get to know these fifty-six prepositions is to remember this sentence: *The plane, Prepi I, flew* _____ *the clouds*. Any single word that can logically be placed into this space is a preposition, so the only words that you would still have to memorize are those that do not logically fit into this space. Compose the list of these words, memorize the Prepi I sentence, and you will know your prepositions!

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1.6 Prepositions *(Continued)*

Another type of preposition is the **compound preposition.** It does the same as a common preposition but is composed of two or more words. Here are the most common compound prepositions:

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

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Adverb or preposition? The difference between a preposition and an adverb is that an adverb answers the questions, *Where? When? How? To what extent?* by itself. Both common and compound prepositions need more than just themselves to answer the same questions:

He fell *down*. (*Down* is an *adverb* because it takes only one word to tell where he fell.)

He fell *down* the stairs. (*Down* is a *preposition* because it takes more than a single word to tell where he fell.)

Trey walked *aboard*. (*Aboard* is an adverb because it takes only one word needed to tell where Trey walked.)

Trey walked *aboard* the ship. (*Aboard* is a preposition because it takes more than one word to tell where Trey walked.)

WRITING TIP *Know when a word is a preposition and when it is an adverb. In the sentence "The captain walked aboard,"* aboard *is an adverb because it does not start a prepositional phrase. In the sentence "The captain walked aboard the ship,"* aboard *is a preposition that begins the prepositional phrase,* aboard the ship. *Look for the prepositional phrase to check that the word is a preposition and not an adverb.*

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1.6A Finding the Four Words (Prepositions)

Underline the preposition in each of the following sentences. Then write the first letter of the preposition on the line before the sentence. Transfer the fifteen consecutive letters to the lines below the last numbered sentence to form four words.

1. _____ The teammates walked beyond the bleachers.
2. _____ The track team ran into the hills.
3. _____ The temperature is several degrees below zero.
4. _____ Call me around four o'clock.
5. _____ It is a matter concerning bad behavior.
6. _____ The parents joined in the conversation.
7. _____ Ronnie fell asleep during the professor's lecture.
8. _____ We found the sleeping cat underneath the blanket.
9. _____ The couple walked near the bridge.
10. _____ The children slid down the slide yesterday.
11. _____ We lost contact over time.
12. _____ This letter is addressed to your sister.
13. _____ The strong man swam across the wide lake.
14. _____ This group is under great suspicion.
15. _____ I pointed toward the tall building.

The four words are _____, _____, _____, and _____.

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1.7 Conjunctions

A **conjunction** connects words or group of words**.** There are three types of conjunctions: **coordinating conjunctions, correlative conjunctions,** and **subordinating conjunctions.** The first two types of conjunctions are discussed below, and the third type is discussed in lesson 2.19.

A **coordinating conjunction** is a single connecting word. These seven words are *for, and, nor, but, or, yet,* and *so*.

The boys *and* girls worked at the fair. (*And* joins the names *boys* and *girls*.)

Paula *or* Jeannine can go with you tonight. (*Or* joins the names *Paula* and *Jeannine*.)

I would like to help you, *but* I will be busy tonight. (*But* joins two sentences or complete ideas.)

We must leave early *so* we can get to the wedding reception on time. (*So* joins two sentences or two complete ideas.)

Remember the made-up word FANBOYS when you memorize the coordinating conjunctions. Each letter in this word (**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o) stands for a coordinating conjunction.

Correlative conjunctions are pairs of connecting words. These five pairs of words are *both/and, either/or, neither/nor, not only/but also,* and *whether/or*.

Both Henry *and* Henrietta are leaving the dance now. (The correlative conjunctions join two names.)

Not only will they leave now, *but* they will *also* not be here to help clean up. (The correlative conjunctions join two sentences or complete ideas.)

Either go with them *or* stay here and help. (The correlative conjunctions illustrate a choice.)

He went *neither* to the stadium *nor* to the concert hall during this vacation. (The correlative conjunctions join two prepositional phrases.)

WRITING TIP *Using conjunctions adds sophistication to sentences. Rather than using two very simple sentences such as, "The monkey climbed the tree," and "The monkey threw down a banana," combine them by using the conjunction* and: *"The monkey climbed the tree and threw down a banana" is a more sophisticated sentence. Make good use of the conjunctions for combining ideas.*

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1.7A Appropriately Chosen! (Conjunctions)

Circle the conjunction or pair of conjunctions in each sentence:

1. Lyle chose both steak and salad for his dinner.
2. I chose neither steak nor salad for my dinner.
3. Either you or he can drive Dad to the train station tomorrow morning.
4. The panda wanted to eat, for he was hungry.
5. Peanut butter and jelly is Rex's favorite sandwich.
6. Not only the girls but also the boys will be invited to the assembly.
7. Sara did not know whether to swing at the ball or take the pitch.
8. Mark would like to go, but he cannot.
9. Rich likes the food at this restaurant, yet he seldom eats here.
10. Run with him or her.

Use these coordinating and correlative conjunctions in your own sentences:

11. Use *neither … nor:*

_____

_____

12. Use *but:*

_____

_____

13. Use *for:*

_____

_____

14. Use *or:*

_____

_____

15. Use *either … or:*

_____

_____

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1.8 Interjections

An **interjection** is a word that expresses strong feeling or emotion:

- An interjection usually comes at the beginning of the sentence.
- An interjection is often followed by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.
- Do not overuse interjections. Include one when you want to make your point. If you use too many interjections, your writing loses its power and effectiveness.
- Here are some common interjections:

Aw	Bravo	Darn	Dear me
Eek	Eh	Gee	Golly
Goodness gracious	Gosh	Hallelujah	Hey
Horrors	Hurrah	Hurray	Mmm
Oh	Oh no	Oops	Ouch
Phew	Rats	Really	Ugh
Well	Whoa	Whoops	Wow
Yea	Yeh	Yes	Yippee

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WRITING TIP *Interjections express emotion. Do not overuse this part of speech, which generally is found in dialogue.*

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1.8A With Great Feeling!!! (Interjections)

Write an appropriate interjection for each of the following sentences in the space provided. There may be more than one answer for each space.

1. _____! I smashed my finger with the hammer.
2. _____, all right, Nick.
3. _____! We have finally beaten that team!
4. _____, take it easy, Reggie!
5. _____, I think we better look over this paper immediately.
6. _____, I forgot to take out the garbage this morning.
7. _____! The tickets for his concert are incredibly expensive!
8. _____! You did so well in tonight's school play!
9. _____! You have no right to say that to him!
10. _____, now I see what you are trying to say.
11. _____. I am not very keen on that idea.
12. _____, what did Mike say about his tryout?
13. _____! Does your hand still hurt from the accident?
14. _____! Get away from my new car, kid!
15. _____, this food is absolutely delicious!

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Review Activities

Name _____ Date _____ Period _____

REVIEW ACTIVITY 1 O WHAT AN ACTIVITY! (PARTS OF SPEECH)

Every word in Group One begins with the letter *o*. Match each with its description found in Group Two. Each item in both groups is used only once. Write the correct number in the appropriate box of the magic square. If your answers are correct, each row, each column, and each diagonal will add up to the same number.

Group One

A. our
B. outside
C. Ohio
D. or
E. one
F. ours
G. Oh
H. oafish
I. own
J. off
K. ordered
L. only
M. owl
N. oneself
O. owners
P. originally

Group Two

1. possessive pronoun
2. present tense verb
3. plural noun
4. conjunction
5. singular noun
6. adverb and preposition
7. adjective
8. past tense verb
9. proper noun
10. adverb only
11. adverb, adjective, noun, and preposition
12. adjective, pronoun, and noun
13. adjective, conjunction, and adverb
14. interjection
15. pronoun and adjective
16. reflexive pronoun

A =	B =	C =	D =
E =	F =	G =	H =
I =	J =	K =	L =
M =	N =	O =	P =

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REVIEW ACTIVITY 2 FINDING THE MISSING LINK (PARTS OF SPEECH)

Fill in each sentence's blank with an appropriate word. Reread the sentence to ensure that the sentence makes sense with the new word in it. Then, on the line next to the sentence's number, write the part of speech (use the key below) of the word that you used to fill in that particular blank. Then you have found the missing link!

adjective = ADJ	interjection = I	pronoun = PN
adverb = ADVB	noun = N	verb = V
conjunction = C	preposition = P	

_____ 1. _____ the answer is correct, circle the letter.

_____ 2. They _____ had time to down their meal before the taxi arrived.

_____ 3. These _____ flowers make such a beautiful sight in our backyard.

_____ 4. _____! I could not believe how much his crushing tackle hurt me.

_____ 5. Dwayne carried the five gifts _____ the room.

_____ 6. _____ of these towels could be folded more neatly.

_____ 7. My sister's _____ had to be towed to the body shop yesterday.

_____ 8. The older computer was _____ by my neighbor in just over an hour.

_____ 9. We _____ a colorful poster from the local car salesman.

_____ 10. Tall, dark, and _____, my sister's boyfriend makes his presence known immediately.

_____ 11. I have not spoken to the principal _____ this important issue yet.

_____ 12. Neither of _____ had been invited to the retirement party.

_____ 13. Yes, I would love to be there, _____ I have already made other plans.

_____ 14. Rita was selected as our next _____.

_____ 15. The police officers had trouble catching up to the _____ car.

_____ 16. All of the invitees _____ approached the host and hostess.

_____ 17. I could _____ do much with that intricate design.

_____ 18. Lonnie thanked the _____ for all that they had done for him.

_____ 19. Most of the restaurant patrons wanted to see the _____ who had just entered the building.

_____ 20. The truck was carefully _____ by the experienced driver.

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REVIEW ACTIVITY 3 CHECKING OUT THE TWO SENTENCES (PARTS OF SPEECH)

Fill in the correct letters within the crossword puzzle. Here are the two sentences that you will use to do so.

> *Sentence 1:* They waited patiently inside the arena to meet the star of the game, but she went out the other door.
>
> *Sentence 2:* You can help these older people with the heavy packages and then report to me again, Rich.

Across

2. the last adverb in the second sentence
5. the first verb in the first sentence
6. the second pronoun in the first sentence
8. the helping verb in the second sentence
10. the first pronoun in the first sentence
11. the pronoun-adjective in the first sentence
13. the only proper noun in either sentence
14. the number of nouns in the first sentence
16. the part of speech of *people* in the second sentence
17. the last pronoun in the second sentence

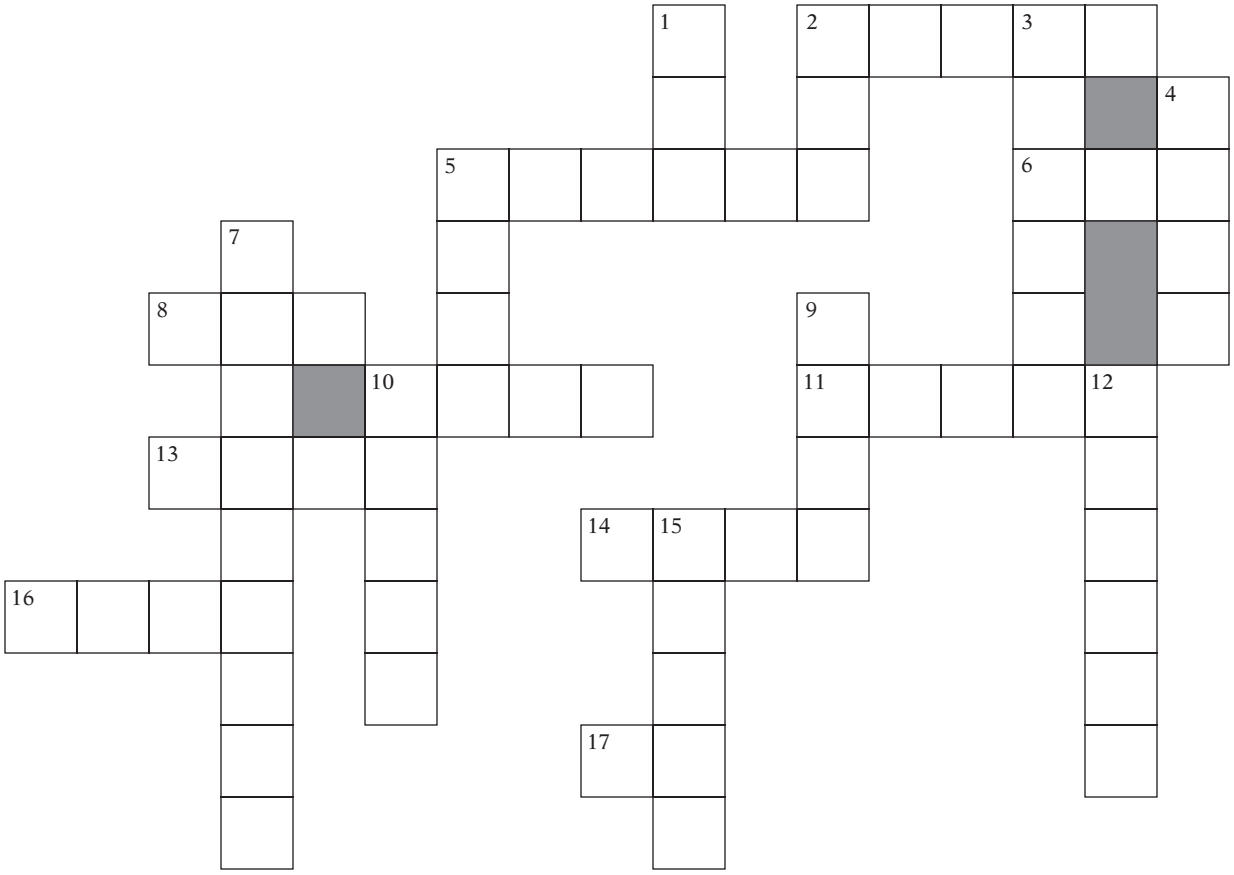
Down

1. the conjunction in the first sentence
2. the conjunction in the second sentence
3. the first preposition in the first sentence
4. the first main verb in the second sentence
5. the first preposition in the second sentence
7. the adverb in the first sentence
9. the number of prepositions in the first sentence
10. the number of articles in the first sentence
12. the last verb in the second sentence
15. the adjective describing *people* in the second sentence

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REVIEW ACTIVITY 3 CHECKING OUT THE TWO SENTENCES (PARTS OF SPEECH) (*Continued*)



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