A. Identifying Different Parts of Speech

Identify each italicized word or word group in the following sentences as a verb, an adverb, a preposition, or a conjunction. For each verb, indicate whether it is an action verb or a linking verb.

EXAMPLE 1. You probably know that Christopher Columbus was a famous explorer, but do you know anything of his personal life?
   1. but—conjunction; of—preposition

1. I have discovered some interesting facts about Christopher Columbus.
2. He was born into a hard-working Italian family and learned how to sail as a boy.
3. He became, in fact, not only a master sailor but also a map maker.
4. Although he had barely any formal education, he studied both Portuguese and Spanish.
5. The writings of ancient scholars about astronomy and geography especially interested him.
6. Columbus apparently also had keen powers of observation.  
7. These served him well on his expeditions.  
8. On his voyages to find a sea route to the East Indies,  
   Columbus was a determined, optimistic leader.  
9. He let neither doubters nor hardships interfere with his plans.  
10. Many people mistakenly think that Columbus was poor when he died in 1506, but he was actually quite wealthy.

B. Identifying Different Parts of Speech

Identify each italicized word or word group in the following sentences as a verb, an adverb, a preposition, a conjunction, or an interjection.

EXAMPLE 1. I am reading a book about baseball cards.  
   1. am reading—verb; about—preposition

11. We watched as the skywriter carefully spelled out the words “Marry me, Diane.”
12. Both the dog and the cat are dirty and need baths.
13. Whoops! I dropped my ring under the counter.
14. Today we studied the contributions that ancient North Africans made to mathematics.
15. Clever replies never occur to me until it is too late.
16. Sandy does not have enough granola for breakfast.
17. The girl tried climbing the rock face again in spite of her previous difficulty.
18. Well, I really want to see either Key West or the Everglades when we go to Florida next summer.
19. How did the other team win so easily?
20. The beans with rice tasted good, for we were hungry after a long day of yardwork.

The Verb

3a. A verb is a word used to express action or a state of being.

In this book, verbs are classified in three ways—(1) as helping or main verbs, (2) as action or linking verbs, and (3) as transitive or intransitive verbs.
Helping Verbs and Main Verbs

A *helping verb* helps the *main verb* express action or a state of being. Together, a main verb and at least one helping verb (also called an *auxiliary verb*) make up a *verb phrase*.

The following sentences contain verb phrases.

**EXAMPLES**

Seiji Ozawa **will conduct** many outstanding orchestras.  
[The main verb is *conduct*.]

He **has been praised** for his fine conducting.  
[The main verb is *praised*.]

His recordings **should be heard** by anyone interested in classical music.  
[The main verb is *heard*.]

He **will be leading** the orchestra tonight.  
[The main verb is *leading*.]

### Commonly Used Helping Verbs

<table>
<thead>
<tr>
<th>Forms of Be</th>
<th>am</th>
<th>been</th>
<th>was</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>are</td>
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<td>were</td>
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<td>is</td>
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<tr>
<th>Forms of Do</th>
<th>do</th>
<th>does</th>
<th>did</th>
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<tr>
<th>Forms of Have</th>
<th>had</th>
<th>has</th>
<th>have</th>
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<tr>
<td>Other Helping Verbs</td>
<td>can</td>
<td>might</td>
<td>should</td>
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<tr>
<td></td>
<td>could</td>
<td>must</td>
<td>will</td>
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<tr>
<td></td>
<td>may</td>
<td>shall</td>
<td>would</td>
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</table>

**NOTE** Some helping verbs may also be used as main verbs.

**EXAMPLES**

Did he **do** his homework?

She will **be** here soon.

We do not **have** enough time, but we **have** a plan.

Sometimes a verb phrase is interrupted by another part of speech. In most cases, the interrupter is an adverb. In a question, however, the subject often interrupts a verb phrase.
EXAMPLES  The newspaper has finally arrived.
Because of the fog, we did not [or didn’t] have a clear view of the mountains.
Will the boy in the blue jacket write his report on Lucy Stone, the suffragist?

Notice in the second example that the word not is not included in the verb phrase. Not (as well as its contraction, –n’t) is an adverb and is never part of a verb phrase.

Exercise 1  Identifying Verb Phrases
Identify the verb phrases in the following sentences. Then, underline each helping verb.

EXAMPLE  1. Many people are earning a living at unusual jobs.
   1. are earning

1. Even today people can find positions as shepherds, inventors, and candlestick makers.
2. It might seem strange, but these people have decided that ordinary jobs have become too boring for them.
3. Some people have been working as messengers.
4. You may have seen them when they were wearing clown makeup or costumes such as gorilla suits.
5. Other people have been finding work as mimes.
6. They can be seen performing at circuses, fairs, and festivals.
7. Chimney sweeps still do clean chimney flues for people.
8. Some chimney sweeps may even wear the traditional, old-time clothes of the trade.
9. With a little imagination, anyone can find an unusual job.
10. What unusual jobs can you name?

Action Verbs
An action verb is a verb that expresses either physical or mental activity.

Physical Activity  laugh, paint, leap, sneeze, play

EXAMPLES  Langston Hughes wrote volumes of poetry.
A distinguished cinematographer, James Wong Howe, arrived.
**Mental Activity**
understand, wish, trust, realize, dream

**EXAMPLES**
The scientist studied the ant colony.

Mario knew the answer to every question on the test.

**Exercise 2**
Identifying Action Verbs

Identify the action verb or verbs in each of the following sentences.

**EXAMPLE**
1. Joseph Bruchac writes and publishes poems and stories.
   
   1. writes, publishes

1. Bruchac, of Slovak and Abenaki heritage, tells personal histories also.
2. He and his wife Carol own and run Greenfield Review Press.
3. The press publishes the work of American Indian writers.
4. Bruchac himself wrote more than fifty books for adults and children.
5. One of his books, Lasting Echoes, tells the history of American Indians.
7. Lasting Echoes describes the importance of the land to the American Indian.
8. Bruchac shares the stories he wishes he had heard as a child.
9. American Indians narrate their own experiences and ideas.
10. Bruchac believes their stories should be told and remembered.

**Linking Verbs**

A linking verb connects the subject to a word or word group that identifies or describes the subject. The noun, pronoun, or adjective that is connected to the subject by a linking verb completes the meaning of the verb.
EXAMPLES

Tranh is one of the finalists. [Tranh = one]

Marie Curie became a famous scientist. [Marie Curie = scientist]

Wild animals remain free on the great animal reserves in Africa. [free animals]

The watermelon looks ripe. [ripe watermelon]

<table>
<thead>
<tr>
<th>Commonly Used Linking Verbs</th>
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<tr>
<td>Forms of Be</td>
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<td>am</td>
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<tr>
<td>are</td>
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<tr>
<td>Other Verbs</td>
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<tr>
<td>appear</td>
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<tr>
<td>become</td>
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<tr>
<td>feel</td>
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NOTE

The forms of the verb be are not always used as helping verbs or linking verbs. When followed by a word or word group that tells when or where, a form of be is a state-of-being verb.

EXAMPLE

Your roller skates are in the attic.

Exercise 3 Using Linking Verbs

Supply a linking verb for each blank in the following sentences. Try to use a different verb in each blank. Then, identify the words that each verb links.

EXAMPLE

1. Judith Jamison ____ calm during the première of the dance.

   1. Judith Jamison remained calm during the première of the dance.

   Judith Jamison—calm

1. The first day ____ long.
2. Your suggestion ____ good to me.
3. Our room ____ festive after we decorated it for the party.
4. The orange ____ a little too sweet.
5. In the novel the main character ____ a doctor, and he returns home to set up a clinic.
6. Before a storm the air ____ wet and heavy.
7. Did she ____ happy about living in Florida?

Think as a Reader/Writer

Overusing the linking verb be can make your writing dull and lifeless. When possible, replace a dull be verb with a verb that expresses action.

BE VERB

Edgar Allan Poe was a writer of poems and frightening short stories.

ACTION VERB

Edgar Allan Poe wrote poems and frightening short stories.

COMPUTER TIP

The overuse of be verbs is a problem that a computer can help you solve. Use the computer’s search function to find and highlight each occurrence of am, are, is, were, been, and being. For each such use, decide whether the be verb is needed or whether it could be replaced with an action verb for greater variety.
8. The diver ____ more confident with each dive she made.
9. They ____ quiet as the theater lights dimmed.
10. The lilacs in the garden ____ lovely.

Most linking verbs, not including the forms of *be* and *seem*, may also be used as action verbs. Whether a verb is used to link words or to express action depends on its meaning in a sentence.

**LINKING**  Those plums **appeared** ripe.
**ACTION**  Those plums **appeared** on our back porch.

**LINKING**  The soup **tasted** good.
**ACTION**  I **tasted** the soup.

**LINKING**  She **had grown** tired of playing.
**ACTION**  She **had grown** into the new coat.

**Exercise 4  Verbs and Their Subjects**
Identify the verb and its subject in each of the following sentences. If the verb is a linking verb, identify also the word or words that the verb links to its subject.

**EXAMPLES**
1. People enjoy the International Championship Chili Cook-off in Terlingua, Texas.
   - **enjoy**, People

2. The event, first held in 1967, is extremely popular.
   - **is**, event—popular

1. Chili cook-offs throughout the Southwest attract fans.
2. Real fans grow hungry at the mention of chili peppers and chili powder.
3. These are important ingredients in Mexican cooking.
4. Chili cooks start with their favorite chili powder.
5. Basic chili powder consists of ground, dried chilies and other spices.
6. The most common chili is chili con carne.
7. This is a thick, spicy meat stew, often with beans in it.
8. Chili varies from somewhat spicy to fiery hot.
9. You also find many recipes for chili without meat.
10. Regardless of the other ingredients in a batch of chili, the chili powder smells wonderful to chili fans.
### Exercise 5  Identifying Verbs

Identify the verb or verbs in each of the following sentences. If the verb is a linking verb, identify also the words that the verb links.

**EXAMPLES**

1. Do you know Tomás Herrera?
   - *Do know*

2. He is a friend of mine who lives next door to me.
   - *is, He—friend; lives*

1. Tomás is a young musician.
2. He likes all kinds of music and practices many hours each week.
3. His parents are proud of his talent and discipline.
4. One afternoon Tomás became restless.
5. The notes sounded wrong, and none of his music seemed right to him.
6. He wrote some notes on several sheets of music paper.
7. After a little careful revision, he formed the notes into an original harmony.
8. That night he performed his song for some of his friends.
9. Cristina exclaimed, “Tomás, that was excellent!”
10. “Is that really your first original song?”

### Review A  Identifying Helping and Main Verbs and Action and Linking Verbs

Identify each verb or verb phrase in the following sentences as an *action verb* or a *linking verb*. For each verb phrase, underline the main verb twice and each helping verb once.

**EXAMPLE**

1. Who were the Vikings, and where did they live?
   - *were—linking verb; did live—action verb*

1. The Vikings were Norsemen who roamed the seas from A.D. 700 to 1100.
2. The term *Vikings* applies to all Scandinavian sailors of this period, whether they were Norwegians, Swedes, or Danes.
3. People in other countries considered the Vikings the terror of Europe.
4. Vikings worshiped such fierce gods as Thor and Odin.
5. Viking warriors were hopeful that they would die in battle.
6. They believed that if they died in battle, they would go to Valhalla.
7. In Valhalla, they could always enjoy battles and banquets.
8. Each day, the warriors in Valhalla would go out to the battlefield and would receive many wounds.
9. Then, in spite of their injuries, at the end of the day they would all meet back at the banquet hall.
10. Their wounds would promptly heal, and they could boast about their great bravery in battle.

Review B  Identifying Helping and Main Verbs and Action and Linking Verbs

Identify each verb or verb phrase in the following sentences as an action verb or a linking verb. For each verb phrase, underline the main verb twice and each helping verb once.

**EXAMPLES**

1. Have you heard of Mary McLeod Bethune?
   1. Have heard—action verb
   2. She dedicated her life to young people.
      2. dedicated—action verb

1. Mary McLeod Bethune is a major figure in American history.
2. Bethune taught school after she had completed her education in South Carolina.
3. In 1904, she moved to Florida and opened a school of her own.
4. This school eventually became Bethune-Cookman College, and Mary Bethune served as its president.
5. In 1930, Bethune was invited to a presidential conference on child health and protection.
6. Then, during Franklin Roosevelt’s administration, she and others founded the National Youth Administration.
7. Her outstanding efforts impressed President Roosevelt, and he established an office for minority affairs.
8. This office gave money to serious students so that they could continue their education.
9. In 1945, Bethune was an observer at the conference that organized the United Nations.
10. Throughout her long life, Bethune remained interested in education, and her efforts earned her national recognition.
Transitive and Intransitive Verbs

A *transitive verb* is a verb that expresses an action directed toward a person, place, thing, or idea.

**EXAMPLES**

Joel *held* the baby. [*The action of held is directed toward baby.*]

Loretta *brought* flowers. [*The action of brought is directed toward flowers.*]

*Did* Grandpa *sharpen* the ax this morning? [*The action of Did sharpen is directed toward ax.*]

With transitive verbs, the action passes from the doer—the subject—to the receiver of the action. Words that receive the action of transitive verbs are called **objects**.

**EXAMPLES**

Our scout troop made a *quilt*. [*Quilt is the object of the verb made.*]

The voters elected *him*. [*Him is the object of the verb elected.*]

How quickly the dog chased the *cat*! [*Cat is the object of the verb chased.*]

An *intransitive verb* expresses action (or tells something about the subject) without the action passing to a receiver, or object.

**EXAMPLES**

*Didn’t* Samuel Ramey *sing* beautifully in the opera *Don Giovanni*?

The Evans twins *played* quietly indoors the whole day.

How long *have* you *been painting*, Mary?

A verb may be transitive in one sentence and intransitive in another.

**EXAMPLES**

Janet *swam* ten laps. [*transitive*]

Janet *swam* well. [*intransitive*]

The teacher *read* a poem. [*transitive*]

The teacher *read* aloud. [*intransitive*]

**NOTE** Because linking verbs do not have objects, they are classified as intransitive verbs.
Exercise 6  Identifying Transitive Verbs and Intransitive Verbs

Identify each italicized verb as transitive or intransitive. Be prepared to identify the object of each transitive verb.

EXAMPLE 1. Whether you know it or not, many cowboys in the United States were African Americans.
   1. transitive

1. During the years following the Civil War, thousands of African American cowboys rode the cattle trails north from Texas.
2. They worked alongside Mexican, American Indian, and European American trail hands.
3. All the members of a cattle drive slept on the same hard, sometimes rocky ground.
4. They ate the same food and did the same hard jobs.
5. When the day was done, they enjoyed each other's company as they swapped stories.
6. Often they also sang around the campfire.
7. After long weeks on the trail, they finally reached their destinations with their herds.
8. Then they celebrated by having rodeos, parades, and shooting contests.
9. Nat Love, one of the most famous African American cowboys, wrote about his experiences on the range.
10. In his book, Love recalls many of the times that he and the other cowboys looked out for one another, regardless of skin color.

Exercise 7  Writing Sentences with Transitive Verbs and Intransitive Verbs

For each of the verbs on the following page, write two sentences. In the first sentence, use the verb as a transitive verb and underline its object. In the second, use the verb as an intransitive verb. You may use different tenses of the verb.

EXAMPLE 1. read
   1. For tomorrow, read the chapter that begins on page 441. (transitive)
      I think I'll read this evening instead of watching television. (intransitive)
The Adverb

3b. An adverb is a word that modifies a verb, an adjective, or another adverb.

Just as an adjective makes the meaning of a noun or pronoun more definite, an adverb makes the meaning of a verb, an adjective, or another adverb more definite. An adverb tells where, when, how, or to what extent (how much or how long).

<table>
<thead>
<tr>
<th>Where?</th>
<th>When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>They said the forest fire started here.</td>
<td>Louis promptly rounded up suspects.</td>
</tr>
<tr>
<td>The couple was married nearby.</td>
<td>Then several suspects were questioned.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How?</th>
<th>To What Extent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The accident occurred suddenly.</td>
<td>Ms. Kwan was quite proud of the girls’ debate team.</td>
</tr>
<tr>
<td>The prime minister spoke carefully.</td>
<td>She has scarcely begun the math lesson.</td>
</tr>
</tbody>
</table>

Adverbs Modifying Verbs

Adverbs may come before or after the words they modify.

**EXAMPLES**  Slowly the man crawled down. [The adverb Slowly tells how the man crawled, and the adverb down tells where he crawled.]

I seldom see you nowadays. [The adverb seldom tells to what extent I see you, and the adverb nowadays tells when I see you.]

Adverbs may come between the parts of verb phrases.

**EXAMPLES**  Keisha has already completed her part of the project. [The adverb interrupts and modifies has completed.]

Many students did not understand the directions. [The adverb interrupts and modifies did understand.]
Adverbs are sometimes used to ask questions.

**EXAMPLES**

- Where are you going?
- How did you do on the test?

### Exercise 8 Identifying Adverbs That Modify Verbs

Identify the adverbs and the verbs they modify in the following sentences.

**EXAMPLE**

1. How can I quickly learn to take better pictures?

   1. **How**—can learn; **quickly**—can learn

1. You can listen carefully to advice from experienced photographers, who usually like to share their knowledge.
2. Nobody always takes perfect pictures, but some tips can help you now.
3. To begin with, you should never move when you are taking pictures.
4. You should stand still and hold your camera firmly.
5. Some photographers suggest that you move your feet apart and put one foot forward to help maintain your balance.
6. Many beginners do not stand near the subject when they take pictures.
7. As a result, subjects frequently are lost in the background, and the photographers later wonder what happened to their careful compositions.
8. A good photographer automatically thinks about what will be in a picture and consequently avoids disappointment with the result.
9. Most cameras have built-in light meters, but you should still check the lighting.
10. You may already have heard the advice to stand with your back to the sun when taking pictures, and that tip is often a good one.
Adverb or Adjective?
Many adverbs end in –ly. Many of these adverbs are formed by adding –ly to adjectives.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>+</th>
<th>–ly</th>
<th>=</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>bright</td>
<td>+</td>
<td>–ly</td>
<td>=</td>
<td>brightly</td>
</tr>
<tr>
<td>loud</td>
<td>+</td>
<td>–ly</td>
<td>=</td>
<td>loudly</td>
</tr>
</tbody>
</table>

However, some words ending in –ly can be used as adjectives.

EXCEPTIONS  friendly monthly lonely likely timely only

Adverbs Modifying Adjectives

EXCEPTIONS  An unusually fast starter, Karen won the race. [The adverb unusually modifies the adjective fast, telling how fast the starter was.]

Our committee is especially busy at this time of year. [The adverb especially modifies the adjective busy, telling to what extent the committee is busy.]

Exercise 9  Identifying Adverbs That Modify Adjectives

Identify the adverbs and the adjectives they modify in the following sentences.

EXAMPLE  1. Because so many bicycles have been stolen, the principal hired a guard.

1. so—many

1. The team is extremely proud of its record.

2. Frogs may look quite harmless, but some are poisonous.

3. The class was unusually quiet today.

4. The Mardi Gras celebration in New Orleans is very loud and remarkably colorful.

5. The coach said we were too careless during the play.

6. I waited nearly two hours to get tickets to that show.

7. When the kittens are with their mother, they look thoroughly contented.

TIPS & TRICKS

If you are not sure whether a word is an adjective or an adverb, ask yourself what the word modifies. If it modifies a noun or a pronoun, it is an adjective.

EXAMPLE  She gave us the daily report. [Daily modifies the noun report and so is used as an adjective.]

If a word modifies a verb, an adjective, or an adverb, then it’s an adverb.

EXAMPLE  Alicia recently won the spelling bee. [The adverb recently modifies the verb won.]

HELP  A sentence in Exercise 9 contains more than one adverb that modifies an adjective.

SKILLS FOCUS

Identify and use adverbs. Identify and use adjectives.
8. Weekends are especially hectic for me when all of my teachers assign homework.
9. Those fajitas seem much spicier than these.
10. The exchange student from Norway is surprisingly fluent in English.

**Exercise 10 Choosing Adverbs to Modify Adjectives**

The adverb *very* is used far too often to modify adjectives. Choose an adverb other than *very* to modify each adjective below. Use a different adverb with each adjective.

**EXAMPLE**

1. **strong**
   1. *incredibly strong*

1. **cheerful**
2. **sour**
3. **wide**

1. **messy**
2. **honest**
3. **timid**

1. **heavy**
2. **long**
3. **graceful**

1. **calm**

**Adverbs Modifying Other Adverbs**

**EXAMPLES**

Elena finished the problem *more* quickly than I did. [The adverb *more* modifies the adverb *quickly*, telling *how* quickly Elena finished the problem.]

Our guest left *quite* abruptly. [The adverb *quite* modifies the adverb *abruptly*, telling *to what extent* our guest left abruptly.]

**Exercise 11 Identifying Adverbs That Modify Other Adverbs**

Identify each adverb that modifies another adverb in the following sentences. Then, write the adverb that it modifies.

**EXAMPLE**

1. Condors are quite definitely among the largest living birds.
   1. *quite*—*definitely*

1. The California condor and the Andean condor are almost entirely extinct.
2. So very few California condors exist today that they are rarely seen outside captivity.
3. Andean condors are slightly more numerous, and more of them can still be seen in the wild.
4. You can see from these photographs why some people think that condors are most assuredly the ugliest birds.
5. However, once in the air, condors soar so gracefully that they can look beautiful.
6. Condors fly amazingly gracefully considering that some weigh more than fifteen pounds.
7. The heads of the Andean and California condors differ quite distinctly.
8. The California condor in the photograph on the right has a head that is very handsomely shaped compared to that of the Andean condor.
9. The Andean condor’s head has a large fleshy caruncle protruding quite noticeably above the beak.
10. The extinction of condors is happening especially quickly, so the time left to observe them may be sadly short.

**Review C Identifying Adverbs**

Identify the adverbs in each of the following sentences. After each adverb, write the word that the adverb modifies.

**EXAMPLE**

1. Sherlock Holmes solved the case very quickly.
   1. very—quickly; quickly—solved

1. I have been a fan of mystery stories since I was quite young.
2. Some stories are incredibly exciting from start to finish.
3. Others build suspense very slowly.
4. If I like a story, I almost never put it down until I finish it.
5. In many cases, I can scarcely prevent myself from peeking at the last chapter to see the ending.
6. I never start reading a mystery story if I have homework because then it is more tempting to read than to study.
7. My favorite detectives are ones who cleverly match wits with equally clever villains.
8. I especially like detectives who carefully hunt for clues.
9. The clues that they uncover are almost always found in unexpected, spooky places.
10. It’s amazing how detectives can use these clues to solve the most complicated cases.

The Preposition

3c. A preposition is a word that shows the relationship of a noun or pronoun, called the object of the preposition, to another word.

Notice how a change in the preposition changes the relationship between package and tree in each of the following examples.

EXAMPLES
- The package under the tree is mine.
- The package near the tree is mine.
- The package next to the tree is mine.
- The package in front of the tree is mine.

NOTE As a general rule, the object of the preposition follows the preposition.

EXAMPLE Melissa is writing about her stay in the hospital. [Stay is the object of the preposition about; hospital is the object of the preposition in.]

Sometimes, however, the object of the preposition comes before the preposition.

EXAMPLE What I’m most concerned about is your safety. [What is the object of the preposition about.]

<table>
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<tr>
<th>Commonly Used Prepositions</th>
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<td>aboard</td>
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<tr>
<td>about</td>
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<td>above</td>
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<td>according to</td>
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<td>across</td>
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<tr>
<td>after</td>
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<tr>
<td>against</td>
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</tbody>
</table>
Prepositions that consist of more than one word, such as in front of, are called **compound prepositions**.

### Exercise 12  Identifying Prepositions

Identify each preposition in the following sentences. Be sure to include all parts of any compound prepositions you find.

**EXAMPLE**  1. Throughout the centuries people have read about the legend of Romulus and Remus.
   
   1. Throughout, about, of

1. According to legend, Mars, the god of war in Roman mythology, was the father of the twin brothers Romulus and Remus.
2. When the twins were infants, an evil ruler had them placed in a basket and cast into the Tiber River.
3. Fortunately, they safely drifted to the bank of the river.
4. There they were rescued by a wolf.
5. Later they were found by a shepherd and his wife.
6. When the twins were adults, they tried building a city on the site where they had been rescued.
7. Instead of working together, however, the twins fought against each other.
8. During the quarrel Romulus killed Remus.
9. Then, the legend continues, Romulus founded the city of Rome in approximately 753 B.C.
10. Out of hundreds of legends about the founding of Rome, this one has remained among the best known.
The Prepositional Phrase

All together, the preposition, the object of the preposition, and any modifiers of the object are called a prepositional phrase.

EXAMPLE The tired tourists climbed onto the crowded bus. [The prepositional phrase consists of the preposition onto, its object bus, and two adjectives modifying the object—the and crowded.]

NOTE Be careful not to confuse a prepositional phrase that begins with to (to town, to her club) with an infinitive that begins with to (to run, to be seen). Remember: A prepositional phrase has a noun or a pronoun as an object.

Exercise 13 Identifying Prepositional Phrases

Identify the prepositional phrase or phrases in each of the following sentences. Then, underline each preposition.

EXAMPLE 1. Walt Whitman wrote the very moving poem “O Captain! My Captain!” about President Abraham Lincoln.

1. about Abraham Lincoln

1. In Whitman’s poem, the captain directs his ship toward a safe harbor.
2. The captain represents Abraham Lincoln, and the ship is the ship of state.
3. The captain has just sailed his ship through stormy weather.
4. This voyage across rough seas symbolizes the Civil War.
5. On the shore, people joyfully celebrate the ship’s safe arrival.
6. One of the ship’s crew addresses his captain, “O Captain! My Captain! rise up and hear the bells.”
7. Sadly, everyone except the captain can hear the rejoicing.
8. The speaker in the poem says that the captain “has no pulse nor will.”
9. The captain has died during the voyage, just as Lincoln died at the end of the Civil War.
10. According to many people, “O Captain! My Captain!” is one of Whitman’s finest poems.
Adverb or Preposition?

Some words may be used as both prepositions and adverbs. To tell an adverb from a preposition, remember that a preposition always has a noun or pronoun as an object.

**ADVERB**  The plane circled above.
**PREPOSITION** The plane circled above the field.

**ADVERB** Please go inside soon.
**PREPOSITION** Please go inside the house soon.

**Exercise 14** Writing Sentences with Adverbs and Prepositions

Use each of the following words in two sentences, first as an adverb and then as a preposition. Underline the given word.

**EXAMPLE** 1. along
   1. Do you have to bring your little brother along?
   Wildflowers were blooming along the riverbank.

1. off  3. below  5. down  7. on  9. around
2. across  4. outside  6. under  8. about  10. near

The Conjunction

**3d.** A **conjunction** is a word used to join words or groups of words.

**Coordinating conjunctions** join words or groups of words that are used in the same way.

<table>
<thead>
<tr>
<th>Coordinating Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>and  but  for  nor  or  so  yet</td>
</tr>
</tbody>
</table>

**EXAMPLES**  Theo **or** Tyler [two nouns]
   quickly **but** carefully [two adverbs]
   through a forest **and** across a river [two prepositional phrases]
   Cocker spaniels make good pets, **but** they require a lot of grooming. [two clauses]
When *for* is used as a conjunction, it connects clauses. On all other occasions, *for* is used as a preposition.

**CONJUNCTION**

We wrote to the tourist bureau, *for* we wanted information on places to visit.

**PREPOSITION**

We waited patiently *for* a reply.

**Correlative conjunctions** are pairs of conjunctions that join words or word groups that are used in the same way.

<table>
<thead>
<tr>
<th>Correlative Conjunctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>both . . . and</td>
</tr>
<tr>
<td>either . . . or</td>
</tr>
<tr>
<td>neither . . . nor</td>
</tr>
<tr>
<td>whether . . . or</td>
</tr>
<tr>
<td>not only . . . but also</td>
</tr>
</tbody>
</table>

**EXAMPLES**

Both horses and cattle were brought to North America by the Spanish. [The correlative conjunction joins two nouns.]

The student council will meet not only on Tuesday but also on Thursday. [The correlative conjunction joins two prepositional phrases.]

I don’t know whether to walk or to ride my bike to the grocery store. [The correlative conjunction joins two infinitive phrases.]

Either help me set the table now, or wash the dishes later. [The correlative conjunction joins two clauses.]

**Exercise 15** Identifying Coordinating and Correlative Conjunctions

Identify each of the conjunctions in the following sentences as *coordinating* or *correlative*. Be prepared to tell what words or word groups the conjunctions join.

**EXAMPLE**

1. The man and women in the picture on the next page are wearing African clothes.
   
   1. *and*—coordinating

1. African clothing is fashionable today for both men and women in the United States.

**HELP**

In the example, the conjunction *and* joins the nouns *man* and *women.*
2. People wear not only clothes of African design but also Western-style clothes made of African materials.
3. American women have worn modified African headdresses for years, but nowadays men are wearing African headgear, too.
4. Men and women sometimes wear kufi hats, which originated with Muslims.
5. Both women’s dresses and women’s coats are especially adaptable to African fashions.
6. Many women wear African jewelry or scarves.
7. Clothes made of such materials as kente cloth from Ghana, ashiote cloth from Nigeria, and dogon cloth from Mali have become quite popular.
8. These fabrics are decorated either with brightly colored printed designs or with stripes.
9. African-inspired clothes usually fit in whether you are at work or at play.
10. African styles are popular, for they show appreciation of ancient cultures.

The Interjection

An interjection is a word used to express emotion.

An interjection has no grammatical relation to other words in the sentence. Usually an interjection is followed by an exclamation point. Sometimes an interjection is set off by a comma or commas.

**EXAMPLES**

Oh! You surprised me.

Wow! Am I tired!

Aha, you’ve discovered the secret.

Could you, well, be quiet, please?

**NOTE** Interjections are common in informal writing and speaking situations. However, interjections are rarely used in formal situations, except as part of written dialogue.
Identifying Interjections

Some fairy-tale characters are meeting to discuss their image. They are worried that the familiar fairy tales make them look stupid or silly. Identify the ten interjections used in the following dialogue. Then, try to guess who the four fairy-tale speakers are.

**EXAMPLE**

1. “Hooray! We’re finally getting a chance to tell our side of the stories!”
2. “Beans! It’s not fair what they say. I knew I was taking a giant step that day.”
3. “Well, it’s not fair what they say about us, either. Don’t you think Papa and Mama saw that little blond girl snooping around our house?”
4. “Yeah! Don’t you think I intended to buy magic beans?”
5. “You guys don’t have it as bad as I do. Ugh! How dumb do people think I am? Of course I’d know my own grandmother when I saw her.”
6. “Sure! I think your cloak was over your eyes, but how about me? I didn’t go near those three pigs.”
7. “What! Next you’ll probably tell me that I didn’t see your brother at Grandmother’s house.”
8. “Humph! I don’t know what you really saw. It’s difficult to tell sometimes in the woods.”
9. “Aw, let’s not argue. We’ve got to put our best feet forward—all the way up the beanstalk if need be.”
10. “Yes! I want to give people the real story about that kid who broke my bed.”

**Great! I’m ready to squeal on those three little pigs!”**

Determining Parts of Speech

**3f. The way a word is used in a sentence determines what part of speech it is.**

The same word may be used as different parts of speech.

- **PRONOUN** Each was painted blue.
- **ADJECTIVE** Each ornament was painted blue.
- **ADVERB** The raccoon climbed down.
- **PREPOSITION** The raccoon climbed down the hill.
NOUN  The crew has spotted land.
VERB  The crew can land here safely.
INTERJECTION  Well, he seems healthy.
ADJECTIVE  He seems well.

**Review D** Identifying Parts of Speech
Identify the part of speech of the italicized word in each sentence. Be prepared to explain your answers.

**EXAMPLES**
1. The ship entered the harbor slowly.
   1. noun
2. Did they ship the package to Dee and Seth?
   2. verb
3. The English test was easy for him.
4. He didn’t go to the movies, for he wanted to practice on the drums.
5. It was a steep climb, but we made it to the top of the hill.
6. Kimiko and I climb the stairs for exercise.
7. Some volunteered to sell tickets.
8. We donated some clothes to the rummage sale.
9. Looking for shells, the girl strolled along the shore.
10. When we went sailing, Raúl and Manuel came along.
11. I lost my book report!
12. My! This is not a good day!

**Review E** Identifying Parts of Speech
Identify the part of speech of each italicized word or word group in the following paragraphs.

**EXAMPLES**
   1. verb  3. adverb  5. noun
   2. pronoun  4. adjective


**Review F Using Different Parts of Speech**

Complete the following poem by adding words that are the parts of speech called for in the blank spaces.

**EXAMPLES**  
1. Why [1] (verb) Robin all alone?  
   [2] (adverb) have all the others gone?  
   1. Why sits Robin all alone?  
   2. Where have all the others gone?

[1] (interjection), Robin thought her day was just fine. She [2] (verb) to the concert, and there wasn’t a line.

Then when she got in [3] (conjunction) sat herself down, People were leaving [4] (preposition) rows all around.  
You can see that Robin looks [5] (adverb) dejected;  
She thinks that she [6] (verb) rejected.

If only she could have the chairs as her friends—[7] (interjection)—she’d have friends without end.  
She sat [8] (adverb) and worried and pondered.  
Was the problem with her [9] (conjunction) the others? she wondered.

Then she [10] (verb) at her ticket and saw she was late,  
So she imagined the concert, and it was just great!
Chapter Review

A. Identifying Verbs, Adverbs, Prepositions, Conjunctions, and Interjections

Label the italicized word or word group in each of the following sentences as an action verb, a linking verb, an adverb, a preposition, a conjunction, or an interjection.

1. Rosie hit a home run and tied up the score.
2. Wow, that’s the best meal I’ve eaten in a long time!
3. School can be fun sometimes.
4. Neither Carlos nor Jan wanted to go very far into the water.
5. That dog looks mean in spite of his wagging tail.
6. Have you ever celebrated Cinco de Mayo?
7. If Ken will not help us finish the project, then he cannot share in the rewards.
8. My older sister was a cheerleader during her senior year.
9. The road that runs near the railroad tracks is usually crowded.
10. Several of my friends enjoy the music of Quincy Jones.
11. No one could do much to help, for the damage had already been done.
12. Where have you been putting the corrected papers?
13. Oh, I didn’t know he had already volunteered.
14. Jodie was taking in the wash for her mother.
15. Surely Ms. Kwan doesn’t expect us to finish our art projects by today.
16. May I have a glass of milk and a club sandwich without onions?
17. James became impatient, but he waited quietly.
18. My uncle always brings us interesting presents when he visits during Hanukkah.
19. The car swerved suddenly to avoid the dog, yet the driver remained in control.
20. The rose smells lovely.
B. Identifying Different Parts of Speech

Identify each italicized word or word group in the following sentences as a verb, an adverb, a preposition, or a conjunction.

21. I read an interesting article about the great Italian composer Giuseppe Verdi.

22. Born near Parma in 1813, the son of a grocer, he studied music locally but was rejected by the prestigious Milan Conservatory.

23. However, he persevered, and when he was twenty-six, his first opera was accepted by the famous La Scala opera house.

24. Shortly afterward, personal tragedy hit him hard, and he nearly gave up.

25. The success of his next opera, Nabucco, inspired him to continue.

26. Verdi, an Italian patriot, soon became a symbol of Italy’s struggle for unity.

27. He was admired not only for his operas, but also for his political career.

28. In fact, he was eventually elected a senator in the new parliament of united Italy.

29. At the same time, he was becoming famous for operatic masterpieces such as La Traviata, Rigoletto, and Aida.

30. Giuseppe Verdi was so admired by his fellow Italians that a period of national mourning was declared following his death in 1901.

C. Identifying Parts of Speech

Identify the part of speech of the italicized word in each sentence. Be prepared to explain your answers.

31. Some even made it to the top before noon.

32. They bought some tomatoes and peppers in the market.

33. The lion cubs waited their turn, for an adult lion was drinking at the water hole.

34. These large tires are made especially for that kind of mountain bicycle.

35. Every morning, Fran goes out for a run.

36. My doctor recommended that I run in moderation.
37. I wanted to nap, so I went home early.
38. The dogs were so excited that one of them knocked over the coat rack.
39. I enjoyed walking along Ipanema Beach in Rio.
40. Come along, it’s time to go!

Writing Application
Using Verbs in a Story

Action Verbs Your little sister likes for you to tell her exciting stories, but you’ve run out of new ones. To get ideas for new stories, you think about events you’ve read about or seen. Write a summary of an exciting incident from a book, a movie, or a television show. Use action verbs that are fresh and lively.

Prewriting Think about books that you’ve read recently or movies and television shows that you’ve seen. Choose an exciting incident from one of these works, and write what you remember about that incident.

Writing As you write your first draft, think about how you’re presenting the information. When telling a story, you should usually use chronological order. This method would be easiest for your young reader to follow. Try to use fresh, lively action verbs.

Revising Imagine that you are a young child hearing the story for the first time. Look over your summary, and ask yourself if the verbs used in the story would help you picture what happened.

Publishing Make sure that each verb you use is in the correct form and tense. Also, check to make sure that any pronouns, conjunctions, adverbs, and interjections are used correctly. Proofread your story for errors in usage, spelling, and punctuation. Then, with your teacher’s permission, share your story with the class by reading it aloud or posting the completed story on a class bulletin board.