Diagnostic Tests
Lessons and Activities
  Nouns
  Pronouns
  Adjectives
  Verbs
  Adverbs
  Prepositions
  Conjunctions
  Interjections
  Review Activities
  Final Tests
Diagnostic Tests
DIAGNOSTIC TEST 1  PARTS OF SPEECH

For each underlined word in the following sentences, identify and then write the part of speech on the line next to the number. Each part of speech is used at least once. Each correct answer earns 5 points. Use the following abbreviations:

noun—N   adverb—ADV
pronoun—PRO   preposition—PREP
verb—V   conjunction—CONJ
adjective—ADJ   interjection—INT

1. _______ They attended the concert last weekend.
2. _______ Several cats ran into Rob’s garage.
3. _______ The truck driver delivered the packages quickly.
4. _______ Fast runners won all the awards at the track meet.
5. _______ My friends and I walked home after school.
6. _______ I wanted a peanut butter and jelly sandwich for lunch yesterday.
7. _______ She was counting the ballots during social studies class.
8. _______ Hey! That is my seat.
9. _______ Will they finish the test on time?
10. _______ The diagram was pretty complicated for us.
11. _______ He will practice his musical piece soon.
12. _______ Reggie saw the awesome sight from the air.
13. _______ Her sister is the oldest member of the group.
14. _______ Check the score, Tom.
15. _______ Will the students be able to find the answer by themselves?
16. _______ Are you sure of yourself?
17. _______ They slowly carried the couch down the stairs.
18. _______ Can you see beyond the hills from the top of the tower?
19. _______ Hurray! Our team has finally scored a touchdown.
20. _______ The troop had been scattered throughout the woods.

Number correct _____ × 5 = _____%
DIAGNOSTIC TEST 2  PARTS OF SPEECH

On the line next to the number, write the first letter of the word indicated by the part of speech in the parentheses. Underline the indicated word within the sentence. If your consecutive letters are correct, you will spell out the names of four trees in items 1 through 12 and four first names in items 13 to 25. Write these six names on the lines below the last numbered item. Each correct answer is worth 4 points.

1. ______ (preposition) He walked around the corner.

2. ______ (pronoun) Paul hopes that she will sing with the choir.

3. ______ (pronoun) Can Jerry help him with the science project?

4. ______ (noun) Have you seen the eraser?

5. ______ (noun) The lock was stuck.

6. ______ (noun) She purchased the margarine with him.

7. ______ (adjective) Older people tire more easily.

8. ______ (adjective) He is agile.

9. ______ (adjective) Kind people are often rewarded.

10. ______ (adverb) The police officer ran fast.

11. ______ (adverb) My sister answered the question intelligently.

12. ______ (adverb) You really should see this art exhibit, Kenny.

13. ______ (preposition) Reggie fell by the stairs.

14. ______ (preposition) Can you jump over the hurdle?

15. ______ (preposition) May I sit between you two?
16. ______ (verb) Joke about it now.

17. ______ (verb) They overcharged me.

18. ______ (verb) Ozzie, eat up.

19. ______ (conjunction) I cannot go, for I have much to do.

20. ______ (conjunction) I like peanuts and potato chips.

21. ______ (conjunction) He wants to buy the house, yet he knows it is too expensive.

22. ______ (interjection) Jeepers! This is a great deal.

23. ______ (interjection) Ah! The sun is so warm.

24. ______ (interjection) No! I will never try that.

25. ______ (adverb) Georgette eventually walked her brother to the station.

The four trees are ________________, ________________, ________________, and ________________.

The four first names are ________________, ________________, ________________, and ________________.

Number correct _____ × 4 = _____%
Lessons and Activities
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:

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>hospital</td>
<td>Mercy General Hospital</td>
</tr>
<tr>
<td>woman</td>
<td>Martha Washington</td>
</tr>
<tr>
<td>school</td>
<td>Sayville Middle School</td>
</tr>
<tr>
<td>newspaper</td>
<td><em>The New York Times</em></td>
</tr>
</tbody>
</table>

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.
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:
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.

The nouns:

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________

__________________________  ____________________________
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:

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

Hissell 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:

<table>
<thead>
<tr>
<th>all</th>
<th>each</th>
<th>more</th>
<th>one</th>
</tr>
</thead>
<tbody>
<tr>
<td>another</td>
<td>either</td>
<td>most</td>
<td>other</td>
</tr>
<tr>
<td>any</td>
<td>everybody</td>
<td>much</td>
<td>several</td>
</tr>
<tr>
<td>anybody</td>
<td>everyone</td>
<td>neither</td>
<td>some</td>
</tr>
<tr>
<td>anyone</td>
<td>everything</td>
<td>nobody</td>
<td>somebody</td>
</tr>
<tr>
<td>anything</td>
<td>few</td>
<td>none</td>
<td>someone</td>
</tr>
<tr>
<td>both</td>
<td>many</td>
<td>no one</td>
<td></td>
</tr>
</tbody>
</table>

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.
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.
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.
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).

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
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.
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:
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:

____________________________________________________________________
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 *bowed* 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.

### 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.
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.

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

**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.
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 __________________________.
### 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:**
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.
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*:

<table>
<thead>
<tr>
<th>again</th>
<th>almost</th>
<th>alone</th>
<th>already</th>
<th>also</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>away</td>
<td>ever</td>
<td>here</td>
<td></td>
</tr>
<tr>
<td>just</td>
<td>later</td>
<td>never</td>
<td>not</td>
<td>now</td>
</tr>
<tr>
<td>nowhere</td>
<td>often</td>
<td>perhaps</td>
<td>quite</td>
<td>rather</td>
</tr>
<tr>
<td>seldom</td>
<td>so</td>
<td>sometimes</td>
<td>somewhat</td>
<td>somewhere</td>
</tr>
<tr>
<td>soon</td>
<td>then</td>
<td>there</td>
<td>today</td>
<td>too</td>
</tr>
<tr>
<td>very</td>
<td>yesterday</td>
<td>yet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?*)
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.
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.
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 _____________________________________________.


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:

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

*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!
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:

<table>
<thead>
<tr>
<th>according to</th>
<th>ahead of</th>
<th>apart from</th>
<th>as of</th>
</tr>
</thead>
<tbody>
<tr>
<td>aside from</td>
<td>because of</td>
<td>by means of</td>
<td>in addition to</td>
</tr>
<tr>
<td>in back of</td>
<td>in front of</td>
<td>in place of</td>
<td>in spite of</td>
</tr>
<tr>
<td>instead of</td>
<td>in view of</td>
<td>next to</td>
<td>on account of</td>
</tr>
<tr>
<td>out of</td>
<td>prior to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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 ________________.
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 (For, And, Nor, But, Or, Yet, So) 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.
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*:
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:

<table>
<thead>
<tr>
<th>Aw</th>
<th>Bravo</th>
<th>Darn</th>
<th>Dear me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eek</td>
<td>Eh</td>
<td>Gee</td>
<td>Golly</td>
</tr>
<tr>
<td>Goodness gracious</td>
<td>Gosh</td>
<td>Hallelujah</td>
<td>Hey</td>
</tr>
<tr>
<td>Horrors</td>
<td>Hurrah</td>
<td>Hurray</td>
<td>Mmm</td>
</tr>
<tr>
<td>Oh</td>
<td>Oh no</td>
<td>Oops</td>
<td>Ouch</td>
</tr>
<tr>
<td>Phew</td>
<td>Rats</td>
<td>Really</td>
<td>Ugh</td>
</tr>
<tr>
<td>Well</td>
<td>Whoa</td>
<td>Whoops</td>
<td>Wow</td>
</tr>
<tr>
<td>Yea</td>
<td>Yeh</td>
<td>Yes</td>
<td>Yippee</td>
</tr>
</tbody>
</table>

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
</tr>
<tr>
<td>I</td>
<td>J</td>
<td>K</td>
<td>L</td>
</tr>
<tr>
<td>M</td>
<td>N</td>
<td>O</td>
<td>P</td>
</tr>
</tbody>
</table>
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!

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Abbreviation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjective</td>
<td>ADJ</td>
<td>yellow</td>
</tr>
<tr>
<td>interjection</td>
<td>I</td>
<td>yikes</td>
</tr>
<tr>
<td>pronoun</td>
<td>PN</td>
<td>you</td>
</tr>
<tr>
<td>adverb</td>
<td>ADVB</td>
<td>never</td>
</tr>
<tr>
<td>noun</td>
<td>N</td>
<td>wind</td>
</tr>
<tr>
<td>verb</td>
<td>V</td>
<td>drive</td>
</tr>
<tr>
<td>conjunction</td>
<td>C</td>
<td>and</td>
</tr>
<tr>
<td>preposition</td>
<td>P</td>
<td>to</td>
</tr>
</tbody>
</table>

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.
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
REVIEW ACTIVITY 3  CHECKING OUT THE TWO SENTENCES (PARTS OF SPEECH) (Continued)
Final Tests
Decide whether each underlined word is a noun (N), pronoun (PN), verb (V), adjective (ADJ), adverb (ADVB), conjunction (C), preposition (P), or interjection (I). Then write its abbreviation on the line before the sentence. Each correct answer scores 5 points.

1. _______ Slow down.
2. _______ I would like to go, but I have to help my sister.
3. _______ Can you please drive more slowly?
4. _______ He is our legislator.
5. _______ The captain looked for a better route.
6. _______ Wow! Are we there already?
7. _______ The pictures fell from the table.
8. _______ I can certainly use your help during the ordeal.
9. _______ This extravagant home is overpriced even for today’s market.
10. _______ Mom and Dad just returned from Charlotte, North Carolina.
11. _______ Diplomacy is the best tactic.
12. _______ They think that their dog will like it.
13. _______ Some of these stories are discussed often.
14. _______ Either the giraffe or the monkey will be fed now.
15. _______ We will probably hinder the process if we try to help them.
16. _______ Helene cautiously approached the dog.
17. _______ Can you help with the moving?
18. _______ They will do most of the moving themselves.
19. _______ I am not hungry.
20. _______ This is a very pretty necklace.

Number correct _______ × 5 = _____ %
FINAL TEST 2  PARTS OF SPEECH

How well do you know the eight parts of speech? This activity will test your mettle! Write ten sentences using the parts of speech in the order specified. If the abbreviations are capitalized, the word in the sentence should be capitalized as well.

Here is the abbreviation code: n = noun; pro = pronoun; adj = adjective; v = verb; advb = adverb; c = conjunction; prep = preposition; hv = helping verb; mv = main verb; pro-adj = pronoun-adjective (such as these); art = article (a, an, or the).

1. Pro / hv / mv / art / n / prep / pro.

2. Pro / prep / pro-adj / n / v / adj.

3. MV / pro-adj / n / advb.

4. N / conj / N / hv / mv / prep / N.

5. Pro-adj / n / hv / conj / hv / mv / prep / pro-adj / n.

6. HV / pro / mv / art / adj / n / prep / art / adj / n?

7. Pro / hv / mv /, conj / pro / v / n.

8. N / v / pro / advb / advb.

9. Art / n / advb / v / pro-adj / n / advb / prep / art / n.