

PARTS OF SPEECH
ACADEMIC ENGLISH

ACKNOWLEDGEMENTS

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This support module may be used with BAU-ENG 6.5, Parts of Speech, and IAU-ENG 2.1 Parts of Speech.

BAU-ENG 6.5	PARTS OF SPEECH
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OBJECTIVE

Upon successful completion of this unit, the learner will be able to

1. identify the eight parts of speech in simple sentences.
2. explain the function of each part of speech.

TEACHING POINTS			Level
Noun	1	common and proper	3/4
	2	singular and plural	3/4
	3	possessive nouns (with 's)	3/4
	4	used to name people, places, things	3/4
Pronoun	5	personal, indefinite, interrogative	3/4
	6	use to replace nouns	3/4
Verb	7	identify verbs and verb phrases (e.g. walk, walks, walked,	3/4
	8	is walking, has walked, has been walking, etc .)	3/4
	9	singular and plural forms of "to be" (present, past, future)	3/4
	10	singular and plural forms of "to have" (present, past, future)	3/4
	11	use of basic verb tenses (past, present, future)	3/4
	12	principal parts of common irregular verbs	3/4
	13	uses to express action and state of being	3/4
Adjective	14	used to describe nouns and pronouns	3/4
	15	comparison of adjectives	5/6
	16	use of "er" ending to compare two things	5/6
	17	use of "est" ending to compare two or more things	5/6
	18	use of "more" and "most" with longer adjectives	5/6
	19	comparison of irregular adjectives e.g. good, better, best	5/6

Adverb	20	used to describe verbs: where, why, when, how, how much	3/4
	21	usually end in “ly”	3/4
	22	comparison of adverbs: e.g. quickly, more quickly, most quickly	5/6
Preposition	23	used to show space and time relationship between nouns	5/6
Conjunction	24	used to join complete thoughts	5/6
Interjection	25	used to express surprise, horror, or other strong emotions	3/4
Learners should be encouraged to use their own writing as well as traditional exercises to identify parts of speech.			

OBJECTIVES

Upon successful completion of this unit, the learner will be able to

1. identify the eight parts of speech in written and oral communications..
2. describe the function of each part of speech.

TEACHING POINTS			Level
Nouns (naming)	1	Types: common & proper	7
	2	concrete & abstract	7
	3	singular & plural	7
	4	possessive (with boy's, boys' and Charles')	7
Pronoun (naming)	5	Types: personal (gender, number, person, case)	7
	6	interrogative, indefinite	7
	7	reflexive, reciprocal, demonstrative, emphatic	8
	8	relative	8/9
Verb (stating: action/existence)	9	Type: action & linking	7
	10	helping (auxiliary) & main = verb phrase	7
	11	active & passive voice	9
	12	Principal parts: regular & irregular	7
	13	Tense: simple (past, present, future)	7
	14	perfect (past, present, future)	7
	15	progressive (past, present, future)	7
	16	perfect progressive (past, present, future)	8
Adjective (describing)	17	Types: common & proper	7
	18	demonstrative	7
	19	articles (a, an, the)	7
	20	Comparison of adjectives: regular and irregular	7
Adverb (describing)	21	Types: regular ("ly") & irregular	7
	22	negative (e.g. not, never); quantitative (e.g.	7
	23	Comparison of adverbs: regular & irregular	7
Preposition(joining)	24	Types: simple & compound (e.g. in/in front of)	7
Conjunction(joining)	25	Types: co-ordinate (and, but, or, nor, for, yet, so)	7
	26	correlative (either/or, neither/nor, not only/but also)	7
	27	conjunctive adverb (e.g. therefore, thus, etc.)	7
	28	subordinate conjunction: (e.g. because, if, when,	8/9
	29	relative pronoun (e.g. that, which, who, etc.)	9

Interjection	30	expressing horror, surprise, etc.	7
Practice is the key to developing mastery of this objective. Practice sentences can be found in every grammar text, in newspapers and magazines, as well as in the learner's own writing. Learners should develop a "hands-on" approach to identifying parts of speech by regularly using their own writing as a source of practice material.			

NOTE TO FACILITATORS AND LEARNERS:

1. The first grammar module, Parts of Speech, presents information and exercises to accompany the objectives of BAU-ENG 6.5., Parts of Speech and IAU-ENG 2.1, Parts of Speech.
2. Sections of this module marked with an asterisk (*) should be completed by learners wanting to complete the BAU-ENG 6.5 objectives.
3. Learners working in IAU-ENG should complete all sections of this module. If they have previously completed the BAU-ENG programme, those sections marked with an asterisk should be reviewed.
4. Facilitators are free to use any support materials appropriate to their learners' needs.
5. Additional resource materials may be required for those wanting more information on this topic or for those needing more practice mastering certain areas.
6. Alternate support materials may be appropriate.
7. Learners should be very familiar with the parts of speech before they attempt Module 6, Parts of the Sentence.
8. Grammar terms are not always consistent. Where possible, this module indicates alternate terminology and ways of handling specific grammar situations. Learners should be familiar with these, so that a wider variety of source materials are accessible to them.
9. The accompanying Practice Booklet contains exercises and an answer key in support of specific teaching points. Many exercises may, however, be used to practice identifying a variety of parts of speech.
10. Practice is essential to mastery of parts of speech. Learners will benefit from using their own writing, newspapers, magazines, and novels as a source for practice sentences.
11. The real purpose for learning grammar is to help learner write and speak as effectively as possible.
12. Do **NOT** write in this module. Please make your notes and complete the exercises in your own notebooks so that other learners may also use these booklets.

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GRAMMAR: PART I

PARTS OF SPEECH

I INTRODUCTION*

This module is the first of three that focuses on the basics of English grammar you need to speak and write as effectively as possible. Everyone already knows a lot about grammar and uses it correctly most of the time. Whenever people read, write, speak, or listen, they are using their knowledge of grammar. How did they learn it? When they were learning to talk, they learned the names of things (vocabulary), the different forms of a word (sings, sang, singing, sung, songs), and they learned how to put them into sentences in the right order (syntax) so they would be understood and get what they wanted.

A. WHAT IS GRAMMAR?*

Dictionaries define grammar as the rules and explanations which deal with the forms and structure of words (morphology¹), their arrangement in phrases and sentences (syntax²), and their classification based on their function (parts of speech). Like many dictionary definitions, this makes grammar sound more difficult than it really is.

Look at this picture, and then write a simple sentence (about 6 or 7 words) to explain what you see. Be sure to write the sentence in your notebook.



¹ The root word “morph” means form.

² The etymology of “syntax” shows it meanings “putting together”.

Your sentence probably looks something like this.

1. *The man is throwing the ball.*
2. *The pitcher is going to throw the ball.*

You might even have written

3. *The ball is being thrown by the pitcher.*

Whatever you wrote, it probably include the word *ball*, the action *throw*, and a word that meant a *man*. You certainly didn't write

Ball throwing man the the is.

That wouldn't make sense and people hearing or reading your message would be confused. You wrote the sentence the way you did because you already know and use the basic rules of grammar.

Here's what probably happened at lightning speed in your head. First, you saw the picture, and your brain understood the ideas the picture presented. Then you thought the names (vocabulary) for the things you just saw and arranged them (syntax) in an understandable order. Finally, you translated each sound in each word into letters (spelling) and wrote the entire sentence. In fact, you probably started your sentence with a capital letter and ended it with a period (punctuation). You see you really do know lots about grammar!

B. WHY STUDY GRAMMAR?*

Although you do write "good sentences" most of the time, you may make a few mistakes. Studying grammar is really just learning a new vocabulary so that you can talk about and learn how to correct these mistakes. Understanding grammar also helps you write new kinds of sentences that are more effective and more persuasive.

Speaking and writing correctly are very important. Usually the first impression someone, including a possible employer, has of us comes from what we say or write and *how* we say it. People judge us and our abilities by the way we use

the language. For example, some people say “*He sure done good!*” or “*He should of went to the dance*” or “*Hunters didn’t shoot a big amount of deer this year.*” While the meaning is very clear, the way it was said (or written) may encourage others to think that the speaker/writer probably doesn’t have much “schooling” or else isn’t very good at expressing him/herself.

This module gives you a chance to find and correct any grammar mistakes you may be making. Unless you correct those errors in grammar, you may be unfairly judged, and your true abilities may go unrecognized.

C. WHAT ARE THE PARTS OF SPEECH?*

Although English has hundreds of thousands of words, every one can be placed into at least one of **eight** groups, or classifications. The system of classifying words based on their function is known as the *parts of speech*.

The eight parts of speech are

noun

pronoun

verb

adjective

adverb

preposition

conjunction

interjection

Learning about the eight parts of speech will help you understand the grammar explanations of some of the mistakes you make and figure out how to correct them.

Because *some* words can be used in several different ways, you have to look at what a word is *doing* in a specific sentence before you can classify it (name its part of speech). For example, look at these sentences.

He ran *fast* so he wouldn’t be late. (*describes how* he ran...adverb)

They will *fast* to raise money for UNICEF. (*tells about an action*...verb)

Their *fast* lasted for three days. (*names a thing*...noun)

The word “*fast*” is spelled the same, but it functions differently in each sentence.

II THE BASICS OF PARTS OF SPEECH*

A. NOUNS*

Words that name people, places and things are called *nouns*. The following table lists a variety of nouns.

EXAMPLES OF NOUNS			
PEOPLE	cashier	Carol	boys
PLACES:	province	New Brunswick	lake
THINGS:	ANIMALS:	cat	Dalmatian
	OBJECTS:	fork	television
	SUBSTANCES:	iron	air
	ACTIONS:	(a) race	(the) dance
	MEASURES:	kilogram	centimetre
QUALITIES:	happiness	honesty	beauty

Nouns can be found anywhere in a sentence, and most sentences contain several nouns. One way to find nouns is to look for the little words *a, an, the*. The naming word that comes after them is probably a noun. Sometimes nouns appear without these little words, but you can usually insert them without changing the meaning of the sentence.

Paul and his children visited the continent of Africa and saw some lions.

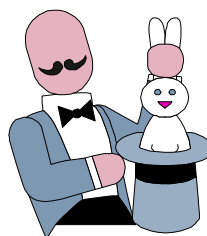
Paul is a noun that names a **person**.

Children name **people**

continent names a **thing**

Africa names a **place**

lions names a **thing**.



Can you find 10 nouns in this picture?

Examine the following sentences carefully until you feel satisfied that you can identify the nouns in most sentences.

***Paul** and his **sister** went to the **zoo** to see the **elephants**.*

*Her **lawyer** bought an old **house** in **Moncton** last year.*

*Finish your **work** before the big **game** starts on **TV**.*

*The **Smiths** lived on a **farm** until a **week** ago when the **family** moved to **town**.*

***Ottawa** is the **capital** of **Canada**, and **Fredericton** is the capital of this **province**.*

*Sometimes **people** eat more **food** than their **bodies** need.*

***French** is the first **language** of some **citizens** of **Ontario**.*

Complete Exercise 1 and 2 in the Grammar Practice Booklet and check your answers in the Answer Key. If you made more than one or two mistakes, you should do more exercises from other textbooks. You may also choose to use any of the exercises in the Grammar Practice Booklet to find nouns.

B. PRONOUNS*

***Pronouns** refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader. For example, “*I want you to read this again.*” The words *I*, *you*, and *this* are pronouns. In this sample sentence, it isn’t necessary to actually see the nouns (*writer*, *reader*, and *sentence*) because the writer’s/speaker’s meaning is obvious*

Examine the sentences below. For each pronoun printed in bold type, think of a noun it could replace.

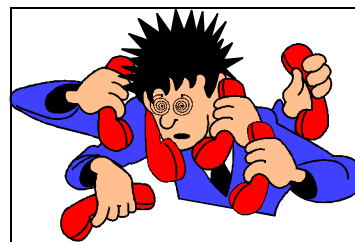
***She** saw **it** when **they** bought **it**.*

(e.g. ***Sue** saw the **dog** when the **boys** bought the **dog**.*

***Everybody** was glad when **it** was over.*

*The candy that **we** gave **them** was made last year.*

*What did **you** buy from **them**?*



Write a sentence about this picture. Use pronouns instead of nouns.

*It barked loudly and then wagged **its** tail.*
*Some of **this** is important to **me***
*When **she** heard **herself** on tape **she** was embarrassed.*

*We were surprised when **they** did the laundry **themselves**.*
*Who bought **those** from **you**?*
*Fill **it** up, please.*
***Many** signed up, but **few** were chosen.*
*We planted **them**, but the birds ate **everything**.*

Complete Exercise 3 and 4 in the Practice Exercise Booklet. If you need more practice, find more exercises either in another text or use other exercises in the Practice Booklet itself.

C. VERBS*

The third part of speech presented in this module is the verb, one of the main parts of every sentence. Here are some hints that may help you locate verbs.

9. A sentence is not a sentence without at least one verb.
10. Verbs usually tell about an action.
11. Verbs are often found in the middle of sentences.
12. Verbs may consist of one word.
13. Verb phrases³ may have up to five words.
14. Verb phrases can be interrupted by small words like *not*, *never*, *always*.
15. Verbs change their form to tell about actions taking place at different times. For example, *We walked to the store yesterday* can be changed to show the action happening in the future. *We will walk to the store tomorrow*. The word *walked* became *will walk*; therefore, they are verbs.

Here are some sentences that show verbs at work. Notice that some verbs have more than one word and are sometimes interrupted by small words that are not part of the verb.

³ Phrase...a group of words that belong together.

*The pitcher **threw** the ball to the catcher.
 The runner **flew** down the race track.
 The farmer **used** all the water in his pond.
 The dog **was chasing** its tail.*

*I **have finished** the laundry.
Have you **written** that letter?
 They **had** already **bought** her present.
 I **have never seen** anything like that before.
 Paul **can do** anything.
 Tracy **will be buying** her wedding dress in New York.
 My dad **thought** that he **could sell** his old car for more.
 She **might have been being chased** before her car **smashed** into the bridge.
 Most students **are usually sitting** on the steps when the teacher **arrives**.*

Some special verbs are a little more difficult to find because they do not show any action. When you find the words *am, are, is, was, and were* used in a sentence between two nouns, you have found one of these special kinds of verbs.

*My sister **is** a nurse; I **am** a teacher; our father **was** a millwright.*

Sometimes these special verbs are used to show how a person is feeling or to describe a quality.

*Alex and Jim **were** unhappy with their marks.
 She **is** beautiful and talented.
 They **were** always honest.*

Learning to identify verbs takes lots of practice. Complete Exercises 5, 6, and 7 in the Practice Exercise Booklet. Find more exercises if necessary and use them until you feel satisfied that you can accurately pinpoint verbs in most sentences.

D. ADJECTIVES*

To talk or write about a person place or thing, you use nouns like *girl, house, or tree*. To add descriptions to those nouns that give the reader a clearer picture of what you mean, you add “detail” words in front of the noun like *little, blue, rich, old*. Words that tell more about nouns or pronouns are called **adjectives**.

An adjective is a word which *describes* or *modifies* a noun or pronoun. A modifier is a word that limits, changes, or alters the meaning of another word. Therefore, an adjective limits, changes, or alters the meaning of a noun or pronoun. Adjectives are *usually* placed before the noun.

the white, puffy clouds
a happy, carefree child
some tall, stately trees
a rich dark chocolate layer cake
five huge leafy bushes

Here's another way of thinking of adjectives.

Imagine that you are in a large meeting room full of people. Your boss tells you, "Give this piece of paper to the woman". The only problem is that there are twenty-three women in the room. To which one should you give the paper? Your boss might have said "the *tall* woman". The word *tall* is an adjective and somewhat helpful, as only six of the women are tall. To which tall women should you give the paper? Perhaps your boss said, "the *tall, blond* woman *with the red dress*". The words *tall* and *blond* are adjectives that help you pick out a specific woman from a large group. In other words, these adjectives limit the noun *woman* to one specific person.

The group of words "*with the red dress*" is also a form of adjective that helps limit the meaning to one particular person. You will learn about these groups of words later in this module. Examine the sample sentences below for a better understanding of adjectives.

I have a car. I have a blue car. I have a small dark blue car.

The first sentence does not tell anything about my car, only that I have one. The second adds the adjective *blue*. This descriptive word makes the sentence more interesting and helping the reader "see" your car in his/her mind's eye. The meaning of the word *car* has been limited from all the cars in the world to only those that are blue. The third sentence adds even more details. Other adjectives like *shiny, new, cool, powerful* could be added that would further limit the meaning of the word *car* or tell *what kind* it is.

One of the secrets of good writing is to include lots of details (adjectives), so the reader can accurately see the picture you are describing in his/her mind's eye.

Adjectives also tell **how many**, as in *many people*, *several candies*, and *four children*. Words which limit the noun by telling **which one or ones** are also adjectives. Such adjectives include **this**, **that**, **these**, and **those**, as in *this car*, *that coat*, *these boots*, and *those houses*. These are **demonstrative adjectives**.

This book belongs to Pete; those pencils are Ted's.

This and *those* are adjectives because they come in front of the nouns *book* and *pencils*. *This* and *those* modify or limit the meaning of the nouns *book* and *pencils*.

The words *this*, *that*, *these*, and *those* can be used as either adjectives or pronouns. Compare these two sentences to clarify the difference between their use as **adjectives** and **pronouns**.

This belongs to Pete; those are Ted's. (pronouns)

Pete bought this Ford, and Ted bought that Chevy. (adjectives)

This and *those* are pronouns in the first sentence because there are no nouns in the sentence for them to modify. The nouns they “stand for” or replace were probably mentioned in an earlier sentence. In the second sentence, *this* modifies the proper noun *Ford*; *that* modifies the proper noun *Chevy*.

Compare the meaning of these two sentences.

I have a blue car.

I have the blue car.

The words *a* and *the* change the meaning of the word *car*. Although some grammar books call them **indefinite** (*a*, *an*) and **definite articles** (*the*), others called them adjectives. Either is correct.

A REVIEW OF WHAT YOU HAVE READ SO FAR ABOUT ADJECTIVES:

- ☞ an adjective is a word that modifies a noun or a pronoun;
- ☞ an adjective tells *what kind*, as in old man, new clothes, bad taste, and cold day;
- ☞ an adjective tells *how many*, as in many days, few hours, couple of dollars, and two cities;
- ☞ an adjective tells *which one or ones*, as in those books, this restaurant, these computers, that building;
- ☞ articles are also adjectives - a, the, and an.

Sometimes nouns can be used as adjectives. *Glass, kitchen, and school* are usually nouns. Used in the following ways, however, many grammar books call them adjectives:

*I could see that he had a **glass** eye.*
*Hang the **kitchen** clock above the refrigerator.*
*Do you know the value of that **school** book?*

In cases like these, if you are asked to identify the part of speech for *glass, kitchen, or school*, there are two right answers: noun and/or adjective.

Examine these sentences that demonstrate this use of adjectives.

***The big orange school** bus pulled up beside **those leafy maple** trees.*

Adjectives are sometimes hard to find. A good “trick” to remember is that adjectives are **almost always** placed next to the nouns that they modify.

Write a sentence or two about this man that clearly describes him to someone who cannot see the picture. Underline all the adjectives you used.



Complete the Exercises 8 and 9 on adjectives in the Practice Exercise Booklet. Find more exercises if necessary and use them until you can accurately pinpoint adjectives in most sentences.

E. ADVERBS*

You have just learned that adjectives modify nouns and pronouns. Another type of describing word or modifier is the **adverb**. *Adverbs limit, change, or alter the words they modify.*

1. ADVERBS MODIFY VERBS*

He is driving.

This sentence tells you only that a person is doing an action. If an adverb is added, you will find out **how** *he is driving*, **where** *he is driving*, or **when** *he is driving*.

<i>How is he driving?</i>	<i>He is driving quickly.</i>
<i>Where is he driving?</i>	<i>He is driving away.</i>
<i>When is he driving?</i>	<i>He is driving now.</i>

2. ADVERBS MODIFY ADJECTIVES

In the following sentence, the noun *sunset* is described as beautiful. What part of speech is the word *beautiful*.

The campers saw a beautiful sunset.

Beautiful is an adjective modifying the noun *sunset*. If you want to tell *how beautiful* it was, you can add something in front of the adjective.

*The campers saw a **very** beautiful sunset.*
*The campers saw a **truly** beautiful sunset.*

When a word is added that expresses **how beautiful the sunset was**, or **to what extent it was beautiful**, that word is called an **adverb**. Thus **very** and **truly** are adverbs modifying the adjective *beautiful*.

Here are some of the words that can be used as adverbs in front of adjectives.

<i>extremely</i>	<i>somewhat</i>
<i>a little</i>	<i>completely</i>
<i>really</i>	<i>tremendously</i>
<i>particularly</i>	<i>especially</i>
<i>perfectly</i>	<i>unusually</i>

3. **ADVERBS MODIFY OTHER ADVERBS**

Adverbs may also be used to modify other adverbs.

The dog ate quickly.

The adverb **quickly** modifies the verb **ate** and shows **how** the **dog ate**. By adding another adverb, we can find out **how quickly the dog ate**, as follows:

How quickly did the dog eat? *The dog ate **very** quickly.*

WORDS ENDING IN “LY”*

Many adverbs are often made by adding *ly* to an adjective.

ADJECTIVE	ADD -LY	ADVERB
bright		brightly
easy	*first, change y to i	easily
soft		softly
full	*first, change ll to l	fully
careful		carefully
quick		quickly

* Check the dictionary if you are unsure about the correct spelling of any word.

WORDS THAT ARE ALWAYS ADVERBS*

Some words can only be used as adverbs, never as adjectives. A list of these words follows. The only way to remember these words is to memorize them, and learn to recognize them in sentences.

well ⁴	often
quite	surely
very	not
almost	never
always	so (<i>He was so happy.</i>)
usually	

In the section on verb phrases, you learned that some small words can be found in the middle of verb phrases, but they are not verbs. Those words are **adverbs**.

*He was **always** asking questions.*
*He will **never** tell another lie.*
*Eric will **not** shop on Sundays.*
*I have **often** wondered about the moon.*

WORDS THAT MAY BE ADVERBS OR ADJECTIVES

A few words can be used as adverbs or adjectives. Three examples of such words are *early*, *fast*, and *late*.

<i>The train arrived early. (adverb)</i>	<i>It was an early train. (adjective)</i>
<i>Penny drives fast. (adverb)</i>	<i>Penny is a fast driver. (adjective)</i>
<i>A student is late. (adverb)</i>	<i>There is a late student. (adjective)</i>

Complete Exercises 9 and 10 on adverbs in the Practice Exercise Booklet. Find more exercises if necessary and use them until you feel satisfied that you can accurately pinpoint adverbs in most sentences.

⁴ usually an adverb - can be an adjective to describe a person's health

F. PREPOSITIONS*

Preposition are joining words, sometimes called *connectives*, which are used to show a time, place, or ownership relation between two nouns/pronouns or a noun and a verb. Prepositions and the nouns/pronouns that follow them are always grouped together and treated as a single grammar unit, called *prepositional phrases*.

	<i>preposition</i>	+	<i>noun or pronoun</i>	=	<i>prepositional phrase</i>
Time:	after	+	the party	=	(after the party)
Place:	under	+	the table	=	(under the table)
Ownership:	of	+	our town	=	(of our town)

Prepositions are always the first word in a prepositional phrase. Prepositional phrases are used to add more detail to a sentence. The following sentence gives no details about the person or her actions:

The girl walked.

Where did the girl walk? Perhaps she walked **around** the building:

*The girl walked **around** the building.*

The word **around** is a preposition which tells the relationship between *the girl walked* and *the building*. Other prepositions show different relationships between *the girl walked* and *the building*: Consider these prepositions.

*The girl walked **through** the building.*

*The girl walked **into** the building.*

*The girl walked **behind** the building.*

*The girl walked **to** the building.*

*The girl walked **beside** the building.*

*The girl walked **near** the building.*

In each sentence above, the prepositional phrases give more information about the verb “walked” by telling **where** she walked. Adverb phrases can also be used to tell **how**, **in what way**, **when**. Anything that modifies a verb is an adverb; therefore, these prepositional phrases, telling where she walked, are called *prepositional adverb phrases*.

Prepositional phrases can also be used as adjectives to modify a noun or pronoun.

The colour of that paint is just right.

The driver in the 96 Ford was responsible.

The sweaters on the shelf match these jeans.

The books in that bag are yours.

Some boxes from Japan were delivered yesterday.

They rented the house on the corner.

The presents under the tree were delivered this morning.

In each example above, the prepositional phrase adds details about the noun. Because these phrases function as adjectives, they are called ***prepositional adjective phrases***.

Here are some common prepositions:

about	beyond	out
above	by	outside
across	down	over
after	during	past
against	except	since
along	for	through
among	from	toward
at	in	under
before	inside	until
below	into	up
beneath	of	with
beside	off	without
between	on	within

Complete Exercises 10 and 11 on prepositions in the Practice Exercise Booklet. Find more exercises if necessary and continue to practise until you can accurately pinpoint prepositions and prepositional phrases in most sentences.

G. INTERJECTIONS*

Perhaps the easiest part of speech to find is the *interjection*. An interjection is a word or group of words used to express strong feeling. It can be an actual word, or merely a sound and is followed by an exclamation mark (!) or a comma. Unlike all the other parts of speech, the interjection is not linked in any way to any other word in the sentence. Following are some examples of interjections:

Wow!	Oh!
Oh, no!	Ouch!
Never!	Fabulous!
Fantastic!	Ah!
No!	Wow!

Do Exercise 12 in the Grammar Practice Booklet.

H. CONJUNCTIONS*

Conjunctions, like prepositions, are also joining words or connectives. Conjunctions are used to join words, phrases, or clauses⁵. Conjunctions can be found in any position in a sentence except the very end. Before you can really understand clauses, you will need to work through Module 6, Part of the Sentence. For the purpose of this module, you can use the elimination method to find conjunctions. It works like this: identify all the words you can in a sentence, those that are left over are probably conjunctions. Look at these examples.

When lightning struck the old barn, it burned quickly

↕	↕	↕	↕	↕	↕	↕	↕	↕
?	noun	verb	adj	adj	noun	pronoun	verb	adverb

The word *when* looks like it might be an adverb, but does it tell you *at what time*? No, the word itself doesn't add any new information. What it does do is introduce a group of words that tells specifically when something happened.

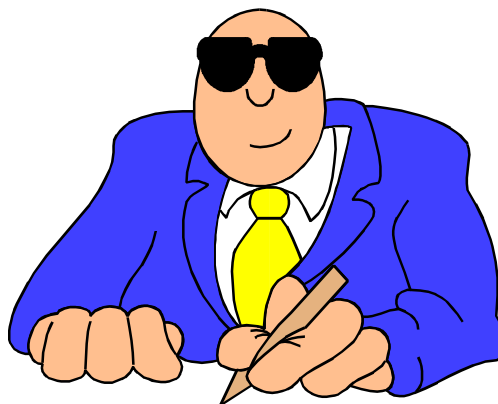
⁵ Clauses are “mini-sentences stuck into ‘real’ sentences” and which need special joining words (conjunctions) to attach them..

Joe and Mike followed the young cub, but they could not catch it.

↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓
 noun ? noun verb adj adj noun ? pro verb adv verb pro

The words *and* and *but* are conjunctions. *And* joins two nouns; *but* joins two complete ideas.

Complete Exercises 13 and 14 on conjunctions in the Grammar Practice Booklet. Then complete Review Exercise 15 before you continue with this module.



Evaluate your learning so far! Which statement below best describes you?

- I understand parts of speech.
- I can usually identify the parts of speech correctly.
- I am beginning to get the basics of parts of speech.
- I am a little confused about parts of speech.
- I am totally lost.

Based on how you rated your understanding of parts of speech, what do you think you should do next?

- Review?***
- Start again?***
- Do more practice work?***
- Go on to the next section?***

III A CLOSER LOOK AT NOUNS

Nouns are words that name a person, place, or thing in a sentence.

A. TYPES OF NOUNS

Nouns are classified according to their meaning.

1. COMMON NOUNS AND PROPER NOUNS*

A word which names a person, place or thing *in general* is called a **common noun**.

Examples: *waiter, dog, province, girl, house, car, and city*.

When a word names a particular, or the only, member of a class or group it is called a **proper noun**. Proper nouns are **always capitalized**.

Examples: *Paul* (the name of a particular person),

Doberman (the name of a particular kind of dog),

New Brunswick (the name of a particular province), and

Ottawa (the name of a particular city).

Do Exercise 16 and 17 in the Practice Booklet.

2. CONCRETE NOUNS AND ABSTRACT NOUNS*

If a noun names something that can be detected by the five senses, it is called a **concrete noun**. Nouns like *table, house, car, brain, cloud, sky* are concrete nouns. On the other hand, if a noun refers to qualities which do not exist in the real world and cannot be felt, tasted, seen, heard or touched, they are categorized as **abstract nouns**.

Examples: *honesty, pride, beauty, swiftness, friendship, height, speed, faith*

Do Exercise 18 in the Practice Booklet.

3. COLLECTIVE NOUNS

Collective nouns name groups or collections of people, places and things. Examples: *team, crowd, herd, flock, audience, jury, committee, panel*.

Collective nouns have both singular and plural forms: *one committee, six committees*.

Example: *Six trials are scheduled so the judge called six juries*.

Singular collective nouns can have a singular meaning (the group is acting as a single unit) or a plural meaning (the group is acting as individuals). Here are two examples that illustrate this point.

The jury is announcing its decision.

The jury are stating their opinions.

In the first sentence, the jury is acting as a single unit; everyone agreed on one decision. In the second case, each juror is acting as an individual, and there are many different opinions.

The team is buying new uniforms.

The team are buying new uniforms.

In the second set of examples, the first sentence describes a situation where the team has held several fundraisers and the team as a unit will order and pay for the clothes. The second sentence reports that each member of the team will shop for and buy the uniform him/herself.

Do Exercise 19.

4. **MASS NOUNS**

Most nouns refer to things that can be counted like *apples, steaks, miles, chairs, bracelets, dollars*, and are, therefore called **count** nouns. Mass **nouns**, however, are similar to collective nouns, but refer to non-living things which cannot be counted: They are always used in the **singular** even though they refer to many items. Some grammar books call these *mass nouns* as **non-count nouns**.

Examples: *meat, land, furniture, jewellery, money, food, timber, gold, clothing, equipment*.

Certain words and phrases are always used with non-count nouns.

an amount of jewellery (non-count)

a number of rings (count)

a little meat (non-count)

a few steaks (count)

some furniture (non-count)

several chairs (count)

less clothing (non-count)

fewer shirts (count)

Here are some examples of correct usage.

*The farmer bought **a large number of** cows, so he needed **a huge amount of** grain.*

His construction company owns several graders but only a little excavating equipment.

We bought several chairs and some bedroom furniture.

My uncle owns a few acres in the country and a little land nearer town.

Be sure when you write or speak that you use the correct words to go with each type of noun.

B. FORMS OF NOUNS

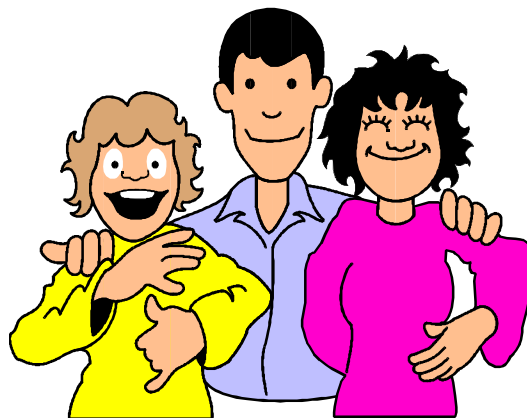
Grammar is also the study of the changes in spelling of form that words make as they perform different functions in a sentence.

1. SINGULAR AND PLURAL*

Nouns may be **singular** referring to *one*, or **plural**, referring to *more than one*. Most nouns change their form by adding “s” when they are plural. However, there are exceptions to every rule - and exceptions for the exceptions. Module 4, Spelling, explains the basic rules and the exceptions for forming plurals.

2. POSSESSIVE NOUNS*

Common and proper nouns can sometimes be further classified as **possessive nouns**. A possessive noun shows ownership, belonging, or that something is part of something else. They are easy to find in a sentence because they always include an apostrophe (’).



Libby's front teeth Eva's big smile
Greg's tiny nose

RULES FOR FORMING POSSESSIVE FORMS OF NOUNS		
Conditions	Possessive Form	Examples
If a noun is <i>singular</i> and <i>does not</i> end in “s”	add an apostrophe (') plus s to the noun	- <i>the neighbour's car</i> - <i>the child's toys</i> - <i>Gloria's career</i> - <i>New Brunswick's art</i>
If a noun is <i>singular</i> and ends in “s”, be guided by the way you say the word	- if a new syllable is formed in the pronunciation of the possessive, add an apostrophe plus “s”	- <i>Doris's store</i> - <i>my boss's approval</i> - <i>Dennis's car</i> - <i>witness's description</i>
	- if adding an extra “s” would make the word seem awkward or hard to pronounce, add only an apostrophe	- <i>John Hastings' store</i> - <i>Jesus' parables</i> - <i>Phillips' farm</i> - <i>Mary Parsons' garden</i>
If a noun is <i>plural</i> , and already has an s at the end	add only an apostrophe (')	- <i>students' lounge</i> - <i>witnesses' story</i> - <i>librarians' club</i> - <i>the Jones' party</i> - <i>the ladies' room</i>
If a noun is <i>plural</i> and <i>does not</i> end in “s”	add apostrophe (') s	- <i>oxen's hooves</i> - <i>men's choir</i> - <i>women's wear</i> - <i>children's toys</i>

Now examine the following phrases:

the boy's bicycles

the boys' bicycles

Which phrase refers to one boy? Which refers to several boys? How can you tell?

If the apostrophe follows a singular form of the noun, it indicates that one person owns the item. If it follows the plural form of the noun, it shows that several

people own it. Examine these phrases. How many people own the house?

The party is going to be at my friends' house.

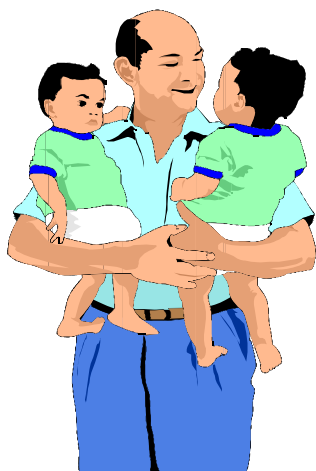
Look at the word with the apostrophe. It was already plural before the apostrophe was added, so the house is owned by two or more friends. Now examine these phrases:

the lady's room

the ladies' room

Which phrase probably indicates a bedroom? Which likely refers to a washroom? Why? What grammar mistake is almost always made on the doors of public restrooms?

Look at the illustration below. Which phrase correctly describes the man?



the babies' grandfather

the baby's grandfather

How about the picture to the right? Which sentence is the best description of the whole picture?

The books' covers are different colours.

The book's covers are different colours.



Babies' grandfather is correct

The books' covers is correct

Pay attention to the position of the apostrophe when you read or write because it gives you important information about who owns the item(s).

Hints for Using Possessive Nouns

1. The possessive form of a noun is rarely used in formal writing with plants and non-living objects. For example, it is better to write "the legs of the table" instead of "the table's legs" or "the leaves of a tree" rather than "the tree's leaves."
2. However, it is acceptable to use the possessive form for common expressions referring to time and measurement, such as

two weeks' vacation

five dollars' worth

one hour's time

3. Avoid using two or more possessives together in a sentence. Here's an example:

Sarah's boyfriend's mother's house is for sale.

The above sentence contains 3 possessives. Only one is acceptable. A better version of the sentence would look like this:

The house belonging to the mother of Sarah's boyfriend is for sale.

4. Examine the following sentence. Then, create a rule to explain what you found.

Mary and Susan's mother arrived yesterday.

You should have written something like this: "When two or more people "own" something together, you use an apostrophe only with the owner who is mentioned last."

5. If both nouns are possessive, each one owns a separate thing.

Mary's and Susan's houses are on the same street.

Do Exercises 22, 23, and 24 in the Practice Booklet.

IV A CLOSER LOOK AT PRONOUNS*

Pronouns replace nouns that were mentioned earlier. The following paragraph contains no pronouns.

Our cat's name is Spot. Our cat is black and white. Our cat's body is mostly white. Our cat has four black paws. Our cat has a long black tail. Our cat purrs a lot. Our cat never scratches. Our cat likes to play. My mother, my father, two brothers, and three sisters love our cat.

What's wrong with this paragraph? How does it sound? Would you want to read a whole book that was written like this? Why not?

When the paragraph is rewritten, using pronouns to replace some nouns, it sounds more natural and interesting, and less repetitive.

Our cat's name is Spot. It is black and white. Its body is mostly white but its four paws are black. It has a long black tail. We call our cat Spot. It purrs a lot, and it never scratches. Spot likes to play. Everyone in our family loves the cat.

TYPES OF PRONOUNS*

Pronouns are divided into eight groups depending on their meaning and how they are used in a sentence.



It is for you!

A. PERSONAL PRONOUNS*

Personal pronouns are used frequently in English to make writing and speaking more interesting.

These Personal Pronouns	CAN BE USED IN PLACE OF:
I, me, my, mine	your name
we, us, our, ours,	your name and the names of other people
you, your, yours	the name of someone else you are addressing
he, him, his	boy, man, male
she, her, hers	girl, woman, female
it, its, they, them, their, theirs	plants, objects, actions, substances, and other things you would not refer to as "he" or "she"
they, them, theirs, their	people

Do Exercise 26 in the Practice Booklet.

Personal pronouns can be classed by number, person, gender, and case. The grammar term *number* means *singular* or *plural*. The pronouns *I, you, he, she, it* are singular forms; the words *we, you, they* are plural.

Pronouns are also grouped by *person*. *I* and *we* are **first person** pronouns and refer to the writer/speaker, obviously the “most important person(s)” in the message. *You* is classed as **second person** because the person referred is present. *He, she, it, and they* are called **third person** pronouns because the person(s) referred to is not present.

Person	Singular	Plural
1 st person	I, me, my, mine	we, us, our, ours
2 nd person	you, your, yours	you, your, yours
3 rd person	he, him, his, his she, her, hers it, its	they, them, their, theirs

* If the pronoun **you** is used to refer to one person, then it is considered **singular**. (*I want **you** to close the door.*) If, on the other hand, **you** is used to designate a group of people, it is considered **plural** (*Class, I want **you** to be on time.*)

The term gender refers to nouns and pronouns. Nouns which name a male person are called **masculine**: *waiter, actor, aviator*. Nouns which name a female person are called **feminine**: *waitress, actress, aviatrix*. The pronouns *he, him, his* show masculine gender, and *she, her, hers* show feminine gender. The pronoun *it* which shows no gender is called **neuter** and is used to refer to plants, animals, and inanimate objects which are singular. In English, plural pronouns, *we, you, they, etc.* are used to replace plural nouns, regardless of gender.

Case is a term used in grammar to talk about the special **forms** of pronouns needed when they are used in different places in a sentence. Module 6, Grammar: Part 2, explains case in greater detail.

Do Exercise 27 in the Practice Booklet.

Some of personal pronouns are used to show possession or ownership.

my, mine
your, yours
his, his
her, hers,
its, ---
our, ours
their, theirs
whose, -----

Read the following sentence which does NOT contain **possessive pronouns**.

Mary is standing by the door. That coat belongs to Mary.

The sentence could be rewritten, using the possessive pronoun *hers* to replace the second *Mary* and the part of the sentence *belongs to*.

Mary is standing by the door. That is **her** coat.

OR

Mary is standing by the door. That coat is **hers**.

Very important: Possessive pronouns do not need apostrophes because the spelling the word itself shows that it is possessive. The words *it's*, *you're*, and *they're* are not possessive pronouns; they are contractions of *it is*, *you are*, and *they are*. Examine these sentences and learn the difference.

It's always funny when the dog chases its tail.

You're going to be surprised when you see your new sister.

Their apartment will be for rent when they're transferred to Saint John.

1. PRONOUN SELECTION*

What do you think is wrong with the following sentence?

People are often told that if they want a good job you have to stay in school.

The only pronouns in the sentence are *they* and *you*. Both pronouns replace *People*, a noun which means a group of people who are not present at the time of speaking. Of course, the pronoun *you* can also refer to a group of people, but they must be present. The people referred to in this sentence are , however, not present at the time of speaking. The pronouns, therefore, do not match, but they should match. The sentence should be corrected.

A lot of people have been told if they want a good job they have to stay in school.

Here's another common error in pronoun selection.

My mother and me rushed into the house.

The pronoun "me" is not correct in the right case. The sentence should read:

My mother and I rushed into the house.

An easy way to select the right **personal pronoun**, (*I/me*, *he/him*, *she/her*, *we/us*, *they/them*) is to test the pronoun alone. For instance, you can test the sentence above by reading it, using only the pronoun.

Me rushed into the house.

You know that does not look right or sound right. It should read

***I** rushed into the house.*

It is obvious now that the correct pronoun is “**I**”.

Look at this sentence.

Mr. Smith gave John and I three letters to mail.

This sentence may look and sound correct, but it contains a basic grammar mistake that lots of people, even well-educated ones, make. You can find the error by imagining that Mr. Smith gave to letter to only one person.

*Mr. Smith gave **I** three letters to mail.*

Just as in the example above, you can hear and see that this is not correct. The pronoun *me* is the correct form, and the sentence should be corrected like this.

*Mr. Smith gave John and **me** three letters to mail.*

The next two examples show a very common error, heard often in speech.

*Are **yous** going to the movie tonight?*

The error may seem obvious in print, but be careful when you are speaking. Many people make this mistake. When speaking to one **OR** more than one person, the pronoun *you* is the correct choice. *Yous* is not a word.

*Give me **them** pencils so I can sharpen them.*

The pronoun *them* is never used with a noun. The correct word to use in this sentence is *those*.

*Give me **those** pencils so I can sharpen them.*

Do Exercises 30, 31, 32, and 33 in the Practice Booklet.

2. PRONOUNS AND THEIR ANTECEDENTS*

Margaret rode her bike to the mall.

The pronoun *her* replaces the possessive noun *Margaret's* and refers to the proper noun *Margaret* at the beginning of the sentence. In this sentence, the noun *Margaret* is the *antecedent* of the pronoun *her*.

An **antecedent** is the noun or nouns a pronoun refers to or replaces. The noun "Margaret" is the antecedent of the pronoun "her".

The only reason for knowing about antecedents at this point in the course is to improve your sentence writing. The **pronoun** must agree with the **antecedent** it replaces. This means that the pronoun and its antecedent must match. Read this sentence.

An employee must always be ready to give their best service to each customer.

What is the antecedent of the possessive pronoun *their*; in other words, who is supposed to give *the best service*? The antecedent of *their* is *employee*. Is the noun *employee* singular or plural? Is the pronoun *their* singular or plural? To make this sentence grammatically correct, *employee* and the pronoun which replaces it *their* must agree. This means that the pronoun and the word it replaces must match. There are two ways to correct this grammar mistake. Make both words plural, or make them both singular.

Employees must always be ready to give their best service to each customer.

OR

An employee must always be ready to give his (or her) best service to each customer.

Note: When it is impossible to tell whether an employee (mechanic, person, student, teacher, etc.) is male or female, it is now considered more appropriate to write the singular form of the sentence this way.

An employee must always be ready to give his/her best service to each customer.

Here is another place where using the right pronoun is essential.

Al and Tim actually cleaned his apartment yesterday.

The sentence is not clear.. Whose apartment was cleaned? Did it belong to Al? Tim? Al and Tim? or someone else entirely? When the pronoun agrees with its antecedent, the sentence will read

Al and Tim actually cleaned their apartment yesterday.

If the apartment belongs to someone else entirely, the pronoun *his* is still incorrect because it has no antecedent. The reader doesn't know who *his* refers to because the writer hasn't mentioned anyone else. The corrected version is

Al and Tim actually cleaned Mark's apartment yesterday.

How would you rewrite the sentence if the apartment belonged only to Al?

Al and Tim actually cleaned Al's apartment yesterday.

Sometimes when you are writing a story or an essay, the antecedent does not appear in the same sentence as the pronoun which replaces it.

Carla and Jack left for vacation yesterday. They went to Tahiti.

The pronoun *they* replaces the antecedents *Carla and Jack* in the previous sentence. When you proofread your own writing, you should read it through just looking for correct agreement of pronouns and their antecedents.

Do Exercises 34 and 35 in the Practice Booklet.

B. INDEFINITE PRONOUNS*

In the following sentence,

Everybody should sit in his or her seat until the plane has stopped.

everybody is a pronoun. Because it does not refer to any particular person or thing, it is called an *indefinite pronoun*.

The pronoun *everybody* is **singular**. When referring to *everybody*, use a singular pronoun like *he/his*, or *she/he*. Do not use the plural pronouns *they/their* to

replace *everybody*.

Incorrect: *Everybody should sit in their seat until the plane has stopped.*

Even though it may sound “right” because you have heard it so often, it is **NOT** correct. The correct version is

Correct: ***Everybody** should sit in **his/her** seat until the plane has stopped.*

Other singular indefinite pronouns include

any	everything
anybody	everyone
anything	each
anyone	nobody
everyone	no one
everything	none
everybody	nothing
either	somebody
neither	someone
another	something

A few *indefinite pronouns* are **plural**. The pronoun *they/their* is the proper choice for replacing or referring to such indefinite pronouns. Plural indefinite pronouns include:

several	few
all	some
both	many

Do Exercise 36 in the Practice Booklet.

C. DEMONSTRATIVE PRONOUNS

This very small group of pronouns is extremely useful in making clear sentences.

<u>Singular</u>	<u>Plural</u>
this	these
that	those
such	such

Use **this** and **these** to point out something close to you; use **that** and **those** to refer to things that are farther away. The word **such** can be used as either singular or plural. (e.g. Such a horse is hard to find.(singular) Such horses are hard to find. (plural))

Demonstrative pronouns are used to replace a noun or nouns.

<i>Give her the book.</i>	<i>Give her this.</i>	<i>Book is the antecedent of this</i>
<i>Eat the pie.</i>	<i>Eat that.</i>	<i>Pie is the antecedent of that.</i>
<i>Give her the books.</i>	<i>Give her these.</i>	<i>Books is the antecedent of these</i>
<i>Eat the pies.</i>	<i>Eat those.</i>	<i>Pies is the antecedent of those.</i>
<i>Take his coat and hat.</i>	<i>Take them.</i>	<i>Coat and hat are the antecedents of them.</i>

Remember to look for the antecedent before you decide that **this**, **that**, **these**, and **those** are demonstrative pronouns. If you cannot find the antecedent, the words are not demonstrative pronouns.

<i>I know that you are honest.</i>	(Not a demonstrative pronoun)
<i>Buy those pork chops.</i>	(Not a demonstrative pronoun)
<i>I sold some cakes, but I gave those to Mary.</i>	(A demonstrative pronoun)

Do Exercise 37 in the Practice Booklet.

D. REFLEXIVE PRONOUNS

Reflexive pronouns are used when the “receiver” of the action is the same person as the “doer”. In other words, if someone does something to himself or herself, the action is expressed using a reflexive pronoun.

*Tammy cut **herself** on the broken glass.*

*The **children** frightened **themselves** with ghost stories.*

Singular reflexive pronouns: *myself, yourself, himself, herself, itself*

Plural reflexive pronouns: *ourselves, yourselves, themselves*

Notice the two different second person forms of the reflexive pronoun. If the sentence is directed to one person, use the singular form **yourself**, but if it refers to a group, use the plural form **yourselves**.

*Andy, you must be careful not to push **yourself** too far.*

*Players, watch **yourselves** out there on the field today.*

Although it may sound and look correct, there is no such word as “themsel^f”. Check the dictionary. Can you find the word “themsel^f”? Can you explain why not?

E. EMPHATIC PRONOUNS

Emphatic pronouns⁶ look exactly like reflexive pronouns but they are used to emphasize a noun or another pronoun. For example, when you want to point out that you did something all by yourself, you might say,

*I fixed the car **myself**. or I, **myself**, wouldn't pass judgement on him.*

Singular emphatic pronouns: *myself, yourself, himself, herself, itself*

Plural emphatic pronouns: *ourselves, yourselves, themselves*

Examples: *You, **yourself**, are better able to answer that question.*

*They arranged their trip to Toronto **themselves**.*

*I inspected the tree **itself** before deciding it was dead.*

⁶ Some grammar texts call this group “intensive pronouns”.

F. RECIPROCAL PRONOUNS

There are only two *reciprocal pronouns*: *each other*, *one another*.

Example: *The friends started listening to **each other** and their relationship improved.*

*She taught her children to help **one another**.*

Do Exercise 38 in the Practice Booklet.

G. INTERROGATIVE PRONOUNS*

When you ask a question about someone or something, you often start with an *interrogative pronoun*.

Interrogative pronouns: *who*⁷, *whom*⁸ *whose*, *which*, *what*

Example: ***Who** is going to the dance next week?*
***Whom** will you ask about the schedule?*
***Which** do you like best, CDs or tapes?*
***What** are you going to wear tomorrow?*

You will see the words *who*, *whom*, *which*, *that* in many sentences. If they are not used to ask a question, they are not *interrogative pronouns*.

*The man **who** lives there recently walked to Miramichi.*

*We saw the boat **which** was damaged by the whale.*

Do Exercise 39 in the Practice Booklet.

H. RELATIVE PRONOUNS

Relative pronouns are used to insert special grammar structures called *clauses* into a basic sentence. The term “clause” really means extra bits of

⁷Module 6 explains how to use “who” and “whom” correctly.

⁸ Module 6 explains how to use “who” and “whom” correctly.

information in a sentence, expressed in a special way. Module 6, Parts of the Sentence explains their use in detail.

Relative pronouns: *who, whoever, whom, whomever*.....to refer to people
which.....to refer to things
that.....to refer to people/things

Examples: *The man **who** is wearing the red shirt just robbed the bank.*
*The teacher **whom** you met trained in France.*
*I saw the television program **which** was banned in the States.*
*I almost forgot **that** it was your birthday.*
*The driver **that** stopped didn't get a ticket.*
*The driver **who** didn't stop got a ticket.*
*We went to see her favourite movie **which** was playing in Woodstock.*

Do Review Exercises 40, 41, and 42 in the Practice Booklet.

V A CLOSER LOOK AT VERBS*

The third part of speech presented in this module is the verb, one of the main parts of every sentence. In fact, a sentence is not a sentence without at least one verb.

A. TYPES OF VERBS*

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

1. ACTION VERBS*

Most verbs are **action verbs**. They show that something is being done or that something is happening. They refer to actions that can be observed with the five senses, such as

*The children **ran** after the dog.*

*The horse **jumped** the fence.*

*The rose **grew** very quickly.*

*He **caught** the ball easily.*

*She **drives** very carefully when it's snowing.*

Make twenty short sentences like the ones above. Underline the verbs you used. Make sure they express a physical action you can actually observe.

Action verbs may also show mental action that cannot be seen or observed.

*She **thought** about what she had done.*

*They **realized** their mistake.*

*That **accounted** for his absence.*

*David **decided** to move to Woodstock.*

*You can **guess** the answer?*

*Trish really **loves** her husband.*

Do Exercise 43 in the Practice Booklet.

2. STATE OF BEING VERBS*

A very small number of verbs express a *state of being*. These *non-action* verbs are sometimes called *linking verbs* or *copula verbs*. They show that something or somebody exists. Examples of these types of verbs include:

I am here. *We were scared.*
You are hungry. *You will be successful.*
John is tired. *They were unhappy.*
Sherri is an accountant. *He was a good friend.*
The dog was friendly.

A list of *non-action* or *linking verbs* includes

LINKING VERBS		
am	was	being
is	were	be
are	has been	had been
have been	will be	will have been
are	become (all forms)	seem (all forms)

Compare these sentences.

I am happy.
I am a student.
I ate the apple.

In the first sentence the verb *am* describes the writer's state of being and "happy" describes how the writer is feeling. This is one way to use a "state of being" or "linking verb. In the second sentence, the noun *student* and the pronoun *I* refer to the same person, and the sentence means that "*I*" = "*a student*". In other words, the writer's state of being is as a student. This is the second use of the "state of being" or "linking verb". Module 6, Parts of the Sentence presents more information on linking verbs.

On the other hand, the verb in the third example *ate* definitely describes an action. As well, *I* and *apple* do not refer to the same thing. The verb *ate* is an action verb, not a linking verb.

A few verbs can be used as either action verbs or linking verbs. Here are the most common ones.

<i>smell</i>	<i>grow</i>
<i>taste</i>	<i>sound</i>
<i>feel</i>	<i>look</i>

If these verbs are used to describe a physical action, something that can really happen or that is observable, they are considered to be **action verbs**.

*Martha **tasted** the chili.*

*Bob **smelled** the smoke from the forest fire.*

*He **felt** the water before he jumped in.*

*Tom **grew** 3 inches last year.*

*The engineer **sounded** the locomotive's horn at the crossing.*

*The investigator **looked** carefully at the evidence.*

If these same verbs are used to express a state of being, or the fact that something has certain qualities, they are considered to be **linking verbs**.

*The chili **tastes** good.*

A bowl of chili does not have taste buds or a mouth and, therefore, cannot perform the physical action of tasting. Examine the sentences below where these verbs are used as linking verbs. (Notice that you can replace each of these linking verbs with the verb *seem* or *is* or *become*.)

*The smoke **smelled** stronger now.*

*The sculpture **felt** smooth.*

*The music **sounded** perfect in the arena.*

*The evidence **looks** convincing in this case.*

*The sky **grew** dark before the storm.*

Do Exercise 44, 45, 46, and 47 in the Practice Booklet.

B. FORMS OF VERBS*

1. AUXILIARY OR HELPING VERBS*

In the previous section, the verbs you identified consisted of only one word.

*He **walked** to school every day.*

*My Aunt Teresa **feels** sick.*

A verb can sometimes be made up of more than one word, called a **verb phrase**. Within a verb phrase, the word that expresses the action is called the **main verb** and the other words that tell when the situation took place are called **auxiliary verbs**.

*I **will travel** to Halifax on the train.*

*Sue and Greta **were finishing** the decorating.*

*We **have thought** about a vacation this winter.*

***Did** you write that poem?*

In the above sentences, **will, were, have,** and **did** are **helping or auxiliary verb**. **Travel, finishing, thought,** and **write** are the **main verbs**.

Think about how the auxiliary verbs change the meaning in the sentences below.

*I **am eating** my dinner now.*

*Before calling, I **had eaten** my dinner.*

*When you called, I **was eating** my dinner.*

*I **will eat** all the cookies before the sale.*

*I **will have eaten** my dinner by 6 o'clock.*

Sometimes, **will** can be a main verb, as in *I **willed** all my property to my children.* When **will** comes before a main verb, however, it is a helping or auxiliary verb.)

Here are some other words that can be used as helping or auxiliary verbs.

has have had

would could should

may might must

can

am is are

was were

has have had

shall will

do does did

have been, has been, had been

am being, are being, is being, was being, were being

As you have just seen, some sentences have more than one helping or auxiliary verb.

*I **will have saved** enough money by Christmas.*

Both **will** and **have** are auxiliary verbs. The main verb is **saved**.

Although rare, it is possible to have as many as four helpers in one verb phrase.

*At 5:00 p.m., the new engine **will have been being tested** for 57 hours.
I have **never** driven in a big city before.*

Here **tested** is the main verb, and **will have been being** are the auxiliary verbs.

In some sentences, the main verb is separated from the auxiliary verb or verbs by other “non-verb” words.

*I should have **enough** saved by Christmas to buy a special gift.*

The word **enough** is not a verb nor an auxiliary verb. **Saved** is the main verb, **should** and **have** are the auxiliary verbs. Here is a list of some of words that you may find in the middle of a verb phrase, but which are **never** part of the verb phrase.

<i>not</i>	<i>never</i>	<i>scarcely</i>
<i>always</i>	<i>usually</i>	<i>sometimes</i>
<i>please</i>	<i>enough</i>	<i>hardly</i>
<i>almost</i>	<i>just</i>	

Do Exercise 48 in the Practice Booklet.

2. VERB TENSES*

Verbs are the most important part of the sentence. In fact, you cannot have a sentence without a verb. Verbs express states of being or things happening today, in the **present**; before today, in the **past**; as well as what will happen after today, in the **future**.

In order to talk about the present, past, and future, we need to use different forms of verbs, sometimes with the help of auxiliary verbs.

Every verb has **FOUR** main forms, called **PRINCIPAL PARTS OF VERB**.

PRINCIPAL PARTS OF THE VERB			
I	II	III	IV
PRESENT	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
walk ⁹	walked	walked	walking
carry	carried	carried	carrying
bring	brought	brought	bringing
sing	sang	sung	singing
hit	hit	hit	hitting
do	did	done	doing
am, are, is	was, were	been	being
has, have	had	had	having

We use these forms of verbs to write and talk about things that happen at different times: past, present, and future. Decide when the action in each of these verbs took place: past, the present or the future. How can you tell?

1. *The children **had heard** the story.*
2. *The children **are reading** the story.*
3. *The children **will be hearing** the story.*

1. Past 2. Present 3. Future...the auxiliary helps indicate the time

Although English has many verb tenses, this module explains four common tenses.

simple tenses

perfect tenses

progressive tenses

perfect progressive tenses

⁹ This form becomes “walks”, “carries”, “brings”, etc. in the third person singular.

a. Simple Verb Tenses*

These verb tenses are used to express actions in their simplest form. There are three forms of the simple tense: past, present and future.

Simple past - *I walked to the store today.*

To create this tense use the second principal part of the verb, from Column II.

Simple present - *He walks to school.*

To create this tense use the first principal part of the verb, from Column I.

Simple future - *They will walk to the movies tomorrow.*

To create this tense use *shall* or *will* as auxiliaries along with the first principal part of the verb from Column I.

Notice that the future tense always contains an extra word: *shall* or *will*. Today, “will” is almost always used when speaking about the future, but the correct written form uses “*shall*” in the first person, *I* and *we*; *will* in the second and third person.

I shall walk to the store.

We shall walk home

You (singular-one person) will sing a song.

You (plural) will write that test.

He will talk to them

They will attend the lecture.

She will make the cake.

It will be here.

SUMMARY OF SIMPLE TENSES			
TENSE	AUXILIARY	PRINCIPAL PART	EXAMPLE
Simple past	none	Column II - past	I walked
Simple present	none	Column I - present	I walk, he walks
Simple future	will or shall	Column I - present	They will publish

b. Perfect Tenses

The three forms of the perfect tense (past, present and future) are used to express a single action which has been, or is about to be, completed. The perfect tenses are often used to show which of two actions happened first. It is built using

some form of the auxiliary **to have** (*has, have, had, shall will have*) plus the **past participle** (Examples of past participles are shown in Column III of the chart called Principal Parts of the Verb.)

Past perfect - *I had answered your letter before you called me.*

Because this is the **past perfect**, it uses *had*, the past form of *to have* as its auxiliary. It is easy to see that the action happened in the past, but also notice that the *answering* took place before the *calling*.

Present perfect - *I have completed my assignment.*

He has finished his work.

Despite its name, this **present perfect** verb tense tells about actions that happened in the past, but the actions happened more recently (closer to the present) than if the past perfect tense were used. Compare the two sentences below to understand the difference in meaning between the two tenses.

The truck has delivered the load of topsoil. - Present Perfect

The truck had delivered the washing machine. - Past Perfect

Which action happened farthest in the past? Which action happened most recently? You can see that the present perfect refers to action that happened more recently.

The third form of the perfect tense is the **future perfect**.

Future perfect - *He will have launched the boat before the storm hits.*

I shall have showered before you arrive.

Here the time frame is a little more difficult to see, but it is clear that the boat launching will definitely take place before the arrival of the storm. The future perfect uses the future form of the verb *to have* (*shall have or will have*). Here all the action definitely takes place in the future, but see how one action (*launching* and *showering*) takes place closer to the present than the other.

SUMMARY OF PERFECT TENSES			
TENSE	AUXILIARY	PRINCIPAL PART	EXAMPLE
Past perfect	had	Column III- past participle	We had walked
Present perfect	has, have	Column III- past participle	He has sung
Future perfect	will have, shall have	Column III- past participle	I shall have done

c. *Progressive Tenses*

The progressive tenses also describe actions in the past, present and future. When you want to describe actions that continued over a period of time, you use one of the progressive tenses. This tense is constructed by using some form of the verb **to be** (*am, is, are, was, were, shall be, will be*) plus the **present participle** from Column IV in the chart.

Past progressive: *Gilda was washing the dishes when he arrived.*

Notice how the action of washing dishes takes place over a period of time. This tense is constructed by using the past form of the verb **to be** (*was, were*) plus the **present participle** from Column IV (*washing*).

Present progressive: *The children are watching a puppet show.*

Here, too, the action of “watching” takes place over a period of time, and the auxiliary is the present form of the verb **to be** (*am, are, is*) plus the present participle form from Column IV (*watching*).

Future progressive: *Eventually, they will be selling only new computers.*

In this case, the action described in this sentence will be taking place over a period of time, at sometime in the future. The future form of **to be** (*will be, shall be*) acts as the auxiliary along with the **present participle** from Column IV (*selling*).

SUMMARY OF THE PROGRESSIVE TENSES			
TENSE	AUXILIARY	PRINCIPAL PART	EXAMPLE
Past Progressive	was, were	Column IV-present participle	He was eating
Present Progressive	am, are, is	Column IV-present participle	You are eating
Future Progressive	will be, shall be	Column IV-present participle	We will be doing

d. *Perfect Progressive Tenses*

The perfect progressive tenses are a combination of the perfect tense and the progressive tense. Perfect progressive tenses are created by using forms of **both** *to have* and *to be* as auxiliaries. The main verb in the perfect progressive tenses is taken from Column IV, the present participle.

Past Perfect Progressive: *This man **had been asking** too many questions.*

*My sisters **had been discussing** my birthday party.*

Present Perfect Progressive: *My groceries **have been costing** too much lately.*

*He **has been saving** his money to buy a car.*

Future Perfect Progressive: *I **shall have been watching** TV for hours by then.*

*They **will have been driving** for sixty hours when they arrive.*

RECOGNIZING VERB TENSES

The key to naming verb tenses lies in recognizing the auxiliary verb and the principal part of the main verb it uses.

Sheila had answered all their questions.

1. Begin by identifying the whole verb phrase.....*had answered*
2. Identify the auxiliary. Here the auxiliary is *had* from the verb *to have*
3. Which tenses use the auxiliary *to have*?.....the *perfect* tenses
4. Is the auxiliary in the past, present or future?.....*had* is in the past form. The verb phrase *had answered* is in the *past perfect tense*. As a final check, look at the main verb. Is it in the form of a past participle (Column III)? Yes. Then, this is truly an example of a past perfect tense.

Try this one yourself.

The students will be walking to school from now on.

Identify the verb phrase	<i>will be walking</i>
Identify the auxiliary verb	<i>will be</i>
This comes from	<i>to be</i>
Tense is	<i>progressive</i>
What form?	<i>will</i> is future
The verb tense is	<i>future progressive</i>

Remember one of the best reasons for learning about verb tenses is so that you will recognize the complete verb phrase in a sentence, and choose the correct form when writing. There are other tenses, but you learn them later.

The following chart is a combination of all the summary charts dealing with verb tenses.

SUMMARY OF VERB TENSES

TENSE	AUXILIARY	PRINCIPAL PART	EXAMPLE
Simple Past	none	Column II	I walked
Simple Present	none	Column I	He sings
Simple Future	shall or will	Column I	They will sing
Past Perfect	had	Column III	We had hit
Present Perfect	has, have	Column III	She has carried
Future Perfect	shall/will have	Column III	I shall have rung
Past Progressive	was, were	Column IV	He was hearing
Present Progressive	am, is, are	Column IV	You are finding
Future Progressive	shall/will be	Column IV	She will be fitting
Past Perfect Progressive	had been	Column IV	I had been sitting
Present Perfect Progressive	has/have been	Column IV	He has been filling
Future Perfect Progressive	will have been	Column IV	We will have been biting

Do Exercises 49 and 50 in the Practice Booklet.

IRREGULAR VERB*

As you may have noticed, some verbs form their principal parts by changing their spelling. These verbs are called *irregular verbs*. The next chart lists a few of these irregular verbs. If you are unsure about the correct form of a verb, just use the dictionary. Look up the verb. If it is an irregular verb, the dictionary gives its principal parts right after the “entry word”. If there are no words written in bold type, it is a regular verb and all you need to do is add “s,”ing” or “ed” to form its principal parts.

IRREGULAR VERBS		
PRESENT	PAST	PAST PARTICIPLE
throw	threw	thrown
feel	felt	felt
spring	sprang	sprung
ring	rang	rung
drink	drank	drunk
bring	brought	brought
burst	burst	burst
eat	ate	eaten
rise	rose	risen
raised	raised	raised
swim	swam	swum
cut	cut	cut
lie (to recline)	lay	lain
lay (to place)	laid	laid

Do Exercise 51 in the Practice Booklet.

3. ACTIVE AND PASSIVE VOICE

A final way to categorize verbs is as *active voice* or *passive voice*, based on sentence structure and meaning.

Verbs when used in the active voice look like this in a sentence.

The VIA train hit the truck at 7:43 P.M. on a stormy night.

In sentences using active voice, the person or thing that did the action is usually mentioned first and the thing that received the action is mentioned last. When you hear or read a sentence, you naturally place the most importance on the thing you hear first, so in this example, the VIA train has the strongest focus.

On the other hand, sentences that use verbs in the passive voice look like this.

The truck was hit by the VIA train on a stormy night.

The truck was hit on a stormy night.

In this case, the focus is now centred on the truck because it is mentioned first. The effect of using a passive voice is to “downplay” the “doer” of the action.

Many beginning writers use a lot of passive voice verbs in their writing. “Good writing” generally avoids the passive voice because it takes away from and weakens the message.

There are only a few occasions when the passive voice is useful. One of them is to reduce someone’s or something’s responsibility for an action. For example, if you worked for VIA and were afraid that the company might be sued for negligence, which of the three sentences above would you write? The one which “downplays” the railway’s responsibility is

The truck was hit on a stormy night.

Think about how you report bad news. Often it is phrased in the passive. Kids are really good at using the passive to avoid responsibility.

My report card got lost....(by me).

I had an accident and the fender was crumpled. (by me).

Here’s an easy way to find passive verbs. Read the sentence and see if you can find a phrase that starts with “by..someone/something”. If you can, the verb is probably passive. If you can’t find a “by” phrase, try to insert one of your own.

*That house was designed **by a famous architect.***

The candles were melted. (by whom? by what?....by the heat.)

It is important to know how to reduce the number of passive verbs you use in your writing. Passive verbs make your message weak and ineffective. When you proofread your work, you should always read it through just looking for passives. When you find them, restructure the sentences to place the “doer” of the action at the beginning of the sentence. For example, if you find a sentence that looks like this

Mark was bitten by a vicious dog.

you should rewrite it, putting the “doer” at the beginning.

A vicious dog bit Mark.

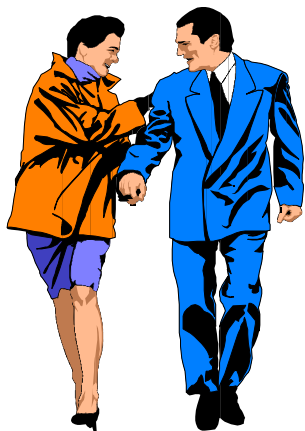
At the party, CDs were played and local news discussed.

This would be more effective if the verbs were in the active voice.

At the party, the guests played CDs and discussed local news.

Do Exercises 52, 53, and 54 in the Practice Booklet.

Complete Review Exercises 55, 56, 57, 58, 59, and 60 in the Practice Booklet.



Although Lois could barely keep up, she still grabbed Clark’s arm and

Finish the story in 5 or 6 more sentences.

How many verbs did you use? What tenses did you use?

Proofread your story and look for passive verbs. Make sure your story uses only active verbs.

VI A CLOSER LOOK AT ADJECTIVES*

Adjectives are *describing words* which add details about the nouns in a sentence. Adjectives are usually placed **BEFORE** the nouns or pronouns they modify. However, adjectives can occasionally be found **AFTER** nouns and pronouns.

*The trees, **tall and leafy**, lined the driveway.*

*The man **with the umbrella** stood in the rain.*

Writers choose to place the adjectives after the noun to get a special effect. Adjectives which follow a noun are always surrounded by commas.

*The clouds, **puffy and white**, sailed across the autumn sky.*

*A child, **busy and happy**, is the best thing a mother can think of.*

*The survivors, **pale and fearful**, huddled in the ambulance.*

A sentence with a linking verb uses adjectives like this:

*The trees were **tall and stately**.*

*The clouds were **white and puffy**.*

*I am **happy** about winning the lottery.*

*The counsellors were very **angry**.*

The words **tall, stately, white, puffy, happy, angry** are all adjectives. They are placed after the linking verb and give more information about the person or thing which comes before the verb. These are a special kind of adjective called a **predicate adjective**. You will learn more about these predicate adjectives in Module 6. Here are some more examples of adjectives used with linking verbs.

*The book is **heavy**.*

*The tourists are **American**.*

*I am **frustrated** with my son's behaviour.*

*Max was **late** again today.*

*The boys will be **hungry**.*

*They became **nervous** when they heard the thunder.*

*It seems to be **injured**.*

Do Exercises 61 and 62 in the Practice Booklet.

VII A CLOSER LOOK AT ADVERBS

Adverbs are describing words which add details to the sentence by modifying verbs, adjectives, and other adverbs. Adverbs often end in “ly”. Review the section on adverbs on page 10 at the beginning of this module before continuing.

DISTINGUISHING BETWEEN ADJECTIVES AND ADVERBS*

The word *good* is an adjective and the word *well* is almost always used as an adverb.

*He wrote a **good** answer.*

In this sentence, use the adjective *good* because it modifies a noun and tells more about the noun *answer*.

Well is usually an adverb. In the sentence below, *well* modifies the verb *answered* and that tells *how* the questions was answered.

*He answered the question **well**.*

*Exception: The word *well* can be used as an adjective when used in relation to how someone feels. How are you? I am well. Or I feel well.*

Using the “wrong” modifiers is a common mistakes both in speaking and writing. To use them properly, you must know which part of speech is needed in the sentence you are creating: an adverb or an adjective. Practice is the best way to master adverbs and adjectives.

Do Exercises 63, 64, and 65 in the Practice Booklet.

COMPARISONS USING MODIFIERS*

Sometimes a sentence compares two or more things. When comparing **two** things, add “*er*” to most modifiers, either adjective or adverb. If the sentence sounds awkward, you use the word **more** in front of the adjective or adverb instead of adding “*er*”.

<i><u>bright</u>:</i>	<i>This light is brighter than that one.</i>
<i><u>quick</u>:</i>	<i>The spaniel is the quicker of my two dogs.</i>
<i><u>nice</u>:</i>	<i>This sweater is nicer than my red sweater.</i>
<i><u>comfortable</u>:</i>	<i>This chair is more comfortable than mine.</i>

fast: *He walked **faster** than I did.*
soon: *They left **sooner** than we did.*

When comparing two things, ***DO NOT*** add “er” to **adverbs** ending in “ly”. Use the word **more** in front of the adverb instead.

carefully: *Barbara drives **more carefully** than Pat.*
finely: *Chop the pepper **more finely** than the onions.*

Usually, the suffix “er” is not added to **ANY** modifier **with more than one syllable**, such as the adjectives **beautiful** and **gorgeous**.

beautiful: *Today’s sunset is **more beautiful** than yesterday’s.*
bravely: *He acted **more bravely** than this brother.*

Often, more than two things are compared. Some of the rules change when comparing **more** than two things. Instead of adding “er”, add “est”. Do not add “est” to adverbs ending in “ly”, and use **most** with modifiers of more than one syllable.

nice: *Our view is the **nicest** of all the ones on this street.*
kind: *My math teacher is the **kindest** I have ever had.*
fast: *He always drives **fastest** at night.*
sickly: *Tom is the **most sickly** guy I have ever met.*
quietly: *Of the four, this car’s motor runs **most quietly**.*
peaceful: *The time I spend at the lake are the **most peaceful** hours of my day.*

IRREGULAR COMPARISONS*

Some words do not form comparisons simply by adding “er”, “est”, or by using **more** or **most**. These words actually change their form.

*Vanilla ice cream tastes **good**, strawberry tastes **better**, but chocolate tastes the **best** of all.*

It is not correct to say **gooder**, **goodest**, or **more good**. Examples of other irregular modifiers follow.

SINGLE FORM	COMPARING TWO	COMPARING THREE OR MORE
Little	Less	Least
Many	More	Most
Much, some	More	Most
Well	Better	Best
Bad, badly	Worst	Worst
Far	Farther, further	Farthest, furthest

ABSOLUTE ADJECTIVES

Still other words cannot be used in comparisons, because of their meaning. These words are called **absolute adjectives** - words such as, *correct* and *dead*. An answer on a test is either correct, or not correct. It cannot be *more correct*, or *correcter*. If something is dead, it is dead. It cannot be *less dead* or *more dead*.

EXAMPLES OF ABSOLUTE ADJECTIVES
--

complete conclusive eternal final immaculate level perfect perpendicular perpetual right round spotless square supreme unanimous unique
--

CHOOSING THE CORRECT MODIFIER*

When making comparisons, some writers make mistakes because they can't decide whether to use an adjective or an adverb. It is no different than distinguishing between adjectives and adverbs at any other time. If the word **modifies a noun or a pronoun, an adjective is necessary**. If the word **modifies a verb, an adjective, or another adverb, use an adverb**.

He is real happy is incorrect. *Happy* is an adjective and needs an adverb to modify it. The correct adverb is *really*; therefore the correct version is

He is really happy.

Do Exercise 66 in the Practice Booklet.

VIII A CLOSER LOOK AT PREPOSITIONS*

Prepositions are little words that show the relationship between nouns/pronouns or tell *when, where, how* the action in a verb took place. Prepositions are always part of a group of words called a **prepositional phrase**.

Some grammar textbooks list prepositions in two categories: simple and compound. Review the list of prepositions on page 13 of this module before continuing. **Compound prepositions**, sometimes called **complex prepositions**, consist of two or more words which are treated as a single unit.

Example: *They were standing in the middle of the football field.*
in the middle of is the preposition
in the middle of the football field is the complete phrase

Here is a list of some compound prepositions.

<i>in front of the house</i>	<i>by means of a tow rope</i>
<i>on top of the hill</i>	<i>in addition to their good health</i>
<i>ahead of everyone</i>	<i>in spite of his good intentions</i>
<i>except for my sister</i>	<i>out of kindness</i>
<i>as far as the gas station</i>	

These prepositional phrases can be used as adjectives that modify a noun/pronoun or as adverbs that modify a verb.

<i>after the accident</i>	=	prepositional phrase
↓ ↓		
preposition + noun		

The noun or pronoun which completes the prepositional phrase is called the **object of the preposition**. There are three prepositional phrases in the sentence below.

The students at Superior School went to the library with her.

The underlined nouns or pronouns are called the object of the preposition.

Prepositions are also sometimes called **connectives** because their function in a sentence is to connect the modifier with the thing it modifies.

Always use the personal pronouns *me, you, him, her, it, us, them* after a preposition.

Do Exercise 67 and 68 in the Practice Booklet.

IX A CLOSER LOOK AT CONJUNCTIONS (BAU- recognition only)

Conjunctions are also joining words and are sometimes called *connectives*.

A conjunction may join words, phrases or clauses.

TYPES OF CONJUNCTIONS*

A. CO-ORDINATE CONJUNCTIONS*

Co-ordinate conjunctions join words that are the same part of speech: a noun with a noun; an adjective with an adjective; and so on. There are only *seven* co-ordinate conjunctions:

<i>and</i>	<i>but</i>	<i>or</i>	<i>nor</i>
<i>for</i>	<i>yet</i>	<i>so</i>	

Some people use the mnemonic FANBOYS to remember them.

*The cat **and** the dog always eat **and** sleep together (2 nouns; 2 verbs)*

*After the hike **and** before dinner, they peeled vegetables **and** told stories.*

(2 prepositional phrases; 2 verbs)

*The young **and** restless children ran quickly **and** effortlessly.*

(2 adjectives; 2 adverbs)

*The girls sang, **and** the boys danced. (2 complete ideas)*

*I want to go, **but** I can't find the time. (2 ideas)*

*You can write a report, **or** you can make a speech. (2 ideas)*

*I can't finish this dessert, **nor*** can I drink my coffee. (2 ideas)*

*She couldn't attend school, **for** she had no money. (2 ideas)*

*He always gets lost, **yet** he never carries a map. (2 ideas)*

*It rained, **so** they cancelled the outing. (2 ideas)*

* Notice how the word order changes when this conjunction is used.

B. CORRELATIVE CONJUNCTIONS

This small group of joining words are similar to co-ordinate conjunctions, but they are always used in pairs.

not only/but also

Example: *Harold was **not only** late, **but also** at the wrong address.*

neither/nor

Example: *Harold was **neither** on time, **nor** at the right address.*

either/or

Example: *Harold was **either** late, **or** lost.*

whether/or

Example: *I don't care **whether** Harold gets here **or** not.*

both/and

Example: ***Both** Harold **and** Steve arrived two hours late.*

C. CONJUNCTIVE ADVERBS

Conjunctive adverbs are used to join two complete sentences that are very closely related in meaning.

Lightning struck the old farmhouse.

The old farmhouse burned to the ground.

Although these could be two unconnected events, in this case, the house burned down because it was struck by lightning. A writer might choose to say

Lightning struck the old farmhouse; therefore, it burned to the ground.

Lightning struck the old farmhouse; consequently, it burned to the ground.

When a conjunctive adverb is used to join two complete sentences, place a semi-colon in front of it and a comma after it.

Here is a list of some common conjunctive adverbs.

therefore

moreover

thus

consequently

as a result

however

nevertheless

hence

otherwise

besides

anyway

instead

meanwhile

furthermore

still

If these words do not join two complete ideas, they are adverbs. Compare

*It snowed last night; **therefore**, we didn't go.*

*We did, **however**, call them to explain.*

Do Exercise 69 in the Practice Booklet before continuing.

D. SUBORDINATE CONJUNCTIONS*

Another group of words are often used as conjunctions. These are called *subordinate conjunctions*. They are used to join two ideas which otherwise would require two separate sentences.

She was confused. She didn't ask any questions.

***Although she was confused**, she didn't ask any questions.*

The road was slippery. The truck drivers stopped carefully.

*The truck drivers stopped carefully **because the road was slippery**.*

I will be able to come sometime. I am not sure when that time will be.

*I am not sure **when I will be able to come**.*

Here are some examples of other subordinate conjunctions at work.

*We stopped at the grocery store **after** we bought gas.*

***If I were you**, I would start studying now.*

***Since she got that job**, she hasn't been able to go to school.*

*You won't be able to write your GED **unless** you sign up now.*

***As soon as** you can, make sure Mark is alright.*

*Her boyfriend will do **whatever** she asks.*

Notice that every sentence that contains a subordinate conjunction has at least two complete verb phrases. Module 6 explains this in more detail.

Here are some common subordinate conjunctions.

<i>after*</i>	<i>since *</i>	<i>whether</i>
<i>although</i>	<i>while</i>	<i>where</i>
<i>as</i>	<i>than*</i>	<i>why</i>
<i>as if</i>	<i>though</i>	<i>when</i>
<i>because</i>	<i>unless</i>	<i>how</i>
<i>before*</i>	<i>until*</i>	
<i>even if</i>	<i>if</i>	

The words with an asterisk (*) may sometimes be used as prepositions. You must look at the sentence carefully to determine whether these words are used as prepositions or conjunctions. If the word is a preposition it will be followed by only a noun or pronoun. If it is a subordinate conjunction it will be followed by a noun and a verb. Module 6, Parts of the Sentence gives more details on identifying subordinate conjunctions. Look at the following sentences and decide which contain subordinate conjunctions and which have prepositions.

Before the party started, we went to the store.
Before the game, they bought popcorn and a drink.
Because she lost her wallet, she couldn't go to the concert.
Because of her loss, she was unable to afford the plane ticket.
Since I won the lottery, I decided to buy a new car.
Since the election, the politicians have stayed in Fredericton.

The best way to learn how to identify conjunctions is to practise.

Do Practice Exercise 70 in the Practice Booklet.

E. RELATIVE PRONOUNS

Relative pronouns, which you learned in the pronoun section, are also used as conjunctions. These words are relative pronouns: *who, whom, which, that, whomever, whichever*. Do not confuse them with interrogative pronouns, used to start a question or pronouns.

Example: *That club always has good entertainment.* (Demonstrative adjective)
That is a good idea! (Demonstrative pronoun)
Ivan said that he will be working. (Relative pronoun)

What did you say? (Interrogative pronoun)
They guessed what I was giving them for Christmas. (Relative pronoun)

Who is the designated driver? (Interrogative pronoun)
The driver who was hired last week was laid off. (Relative pronoun)

Most students need more practice identifying prepositions and conjunctions than can be provided in any one textbook. All grammar books contain exercises suitable for extra practice. It is the student's responsibility to decide when he/she needs extra work and to locate the practice exercises he/she needs. The instructor may suggest sources for supplementary work. You can practice identifying parts of speech using sentences from the newspaper or magazines. You can write your own or trade with a class mate. As well, any of the exercises in the Practice Exercises Booklet may be used to practice identifying parts of speech.

Do Exercise 71 in the Practice Booklet.

X INTERJECTIONS*

Interjections are the eighth and final part of speech. Interjections are exclamations and may be followed by an exclamation point (!) or a comma. They are straightforward and simple to use because they are not related to any other word in the sentence.

Whew!

Ouch!

Oh!

My goodness!

Eek!

Yuck!

Wow, did you see The Grateful Dead concert.

Boy, that was a funny episode with Robin Williams.

Do Exercise 72 in the Practice Booklet.



Wow! Yikes! Yippee! Hey!
I just won the lottery!

XI SOME COMMON GRAMMAR MISTAKES*

*Boy, it is **some** cold today!*

Boy, it is **very** cold today.

*Boy, it is **real** cold today!*

Boy, it is **really** cold today.

Some is a pronoun or an adjective and cannot modify an adjective. This sentence needs an adverb to modify the adjective *cold* and show how cold it is. Use *very cold*.

If he had went home sooner, he wouldn't have missed dinner.

*If he had **gone** home sooner, he wouldn't have missed dinner.*

The verb phrase is incorrectly constructed. The verb phrase *had went* is meant to be in the past perfect tense. The past perfect is constructed using the past participle from Column III, not the past form from Column II. Use *had gone*.

I done well on that test.

I **did** well on that test.

The form of the verb tense is incorrect. This sentence requires the simple past tense which is created using the form from Column II. *Done* is the past participle form taken from Column III. Use the simple past form *did*.

The pictures should of been ready by now.

*The pictures should **have** been ready by now.*

The verb phrase is incorrect. *Of* is a preposition and does not belong in a verb phrase. This verb phrase requires the auxiliary *have*.

*I **ain't** finished yet.*

I **am not** finished yet.

There is no such word as *ain't* anymore.

Bob said, "Very best, I'll go with you next week".

*Bob said, "**Of course**, I'll go with you next week.*

English does not include the phrase *very best*. It is a translation of the French *très bien* and does not belong in a correct English sentence. Use a phrase like *Of course*.

Fran had did her best on that test.

Fran **did** her best on that test.

The verb phrase is incorrectly constructed. The verb phrase *had did* is meant to be in the simple past tense. The simple past is constructed using the principal part of verb from Column II. Use *did*.

Polly was real pleased with her new dress.

*Polly was **really** pleased with her new dress.*

Real is an adjective and cannot be used to modify another adjective. This sentence needs an adverb to modify the adjective *pleased* and show how pleased Polly was. Use *really pleased*.

The officer which stopped me for speeding gave me a warning.

*The officer **who** stopped me for speeding gave me a warning.*

The relative pronoun *which* can only be used to refer to things. The officer is obviously a person, so the correct pronoun is either **who** or **that**.

*He is **sure** late with his payment this month.*

Sure is an adjective and cannot be used to modify another adjective *late*. This sentence needs an adverb to modify the adjective *late* and show how late he was. Use *certainly late*, *really late*, or *very late*.

He is the tallest of my two boys.

*He is the **taller** of my two boys.*

The word *tallest* is used to compare more than two things. In this sentence, only two things are being compared; therefore, the correct form of the word is *taller*.

CONCLUSION

Getting rid of all the grammar mistakes in your writing and speaking will help you progress more quickly. “Unlearning” something you have said all your life is not easy. Start by identifying the kinds of mistakes you make without realizing it. Keep a section of your notebook for the explanations and corrections of your personal grammar problems that is set up like the one above.

A final word of advice before you move on to Module 6, Parts of the Sentence. Be sure that you are comfortable with the parts of speech and can accurately identify them at least 80% of the time. If you understand parts of speech well, learning about parts of the sentence will be much easier.

**Do another self-evaluation? What do you think you should do next?
Review? Write a pre-test? Find more practice exercises?**

FEEDBACK PROCESS

For feedback, please forward your comments to:

New Brunswick Community College - Woodstock
 100 Broadway Street
 Woodstock, NB
 E7M 5C5

Attention: Kay Curtis

Tel.: 506-325-4866 Fax.: 506-328-8426

- * In case of errors due to typing, spelling, punctuation or any proofreading errors, please use the enclosed page to make the proposed correction using red ink and send it to us.
- * For feedback regarding the following items, please use the form below:
 - insufficient explanations;
 - insufficient examples;
 - ambiguity or wordiness of text;
 - relevancy of the provided examples;
 - others...

Page number	Nature of the problem	Proposed solution (include your text if possible)

FEEDBACK PROCESS

Page number	Nature of the problem	Proposed solution (include your text if possible)
Comments:		

ACADEMIC STUDIES

ENGLISH

Supplementary Exercises

GRAMMAR: PART I

Parts of Speech



FALL 1998

Exercise 1: Nouns

Copy these sentences into your notebook and then underline all the nouns you can find. Check your answers in the answer key.

1. The dog chased the cat under the porch.
2. Muffins made with blueberries are delicious.
3. My daughter sold her computer to a friend.
4. Robert drove his car to Saint John and shopped for a new truck.
5. So much snow covered the roads, that even truck drivers pulled into motels.
6. The passengers on the ship witnessed the collision with the iceberg.
7. The Titanic sank in a few hours; many husbands and wives were separated.
8. Penguins live near the South Pole, but these birds aren't bothered by the cold.
9. Many retired couples move to Florida where the weather is warmer.
10. Shediac is closer to the Confederation Bridge than Riverview is.

Exercise 2: Nouns

A. Copy these sentences into your notebook and then underline the nouns.

1. From the top of a small hill, we saw the Northumberland Strait.
2. The ocean was calm, and the clouds were beautiful.
3. Then, the little boats began to appear.
4. The fishermen were out checking their traps for lobster.
5. Many people in this area spend most of their lives on the sea.
6. Local markets are full of mussels, clams, scallops, and lobster.
7. In small villages, canneries prepare seafood for shipment to Japan.
8. When their boats are full, the fishermen return to their harbours for the night.
9. If the weather is good, their catch is usually large.
10. Storms make life on the water dangerous.

B. Write 10 sentences of your own. Underline all the nouns you used.

Exercise 3: Pronouns

Copy these sentences into your notebook, and then underline all the pronouns you can find in this exercise.

1. Many of them came, but few stayed long.
2. Give everybody something to eat before they leave.
3. What did you bring with you?
4. Did they teach themselves how to speak German?
5. After she cut herself, she went for a tetanus shot.

6. All of those are expensive.
7. Who likes chocolate?
8. The stones on the beach were green, but these are pink.
9. None of us was frightened by that.
10. He gave her several bottles of this.

Exercise 4: Pronouns

A. Copy these sentences into your notebook and then underline the pronouns.

1. Who told us that no one would be at the mall?
2. This belongs to her.
3. She never gave them any of it.
4. Phillip called to tell them about that.
5. What did you give him and his wife for Christmas?
6. We always welcome suggestions.
7. Mine was destroyed by the flood, but the insurance covered it.
8. Give me some!
9. They told about the hardships we survived.
10. Many told about the kindness of strangers.

B. Write 10 sentences of your own. Underline all the pronouns you used.

Exercise 5: Verbs

Copy these sentences in your notebook and then underline the verbs.

1. The pitcher threw the ball.
2. The robin perched on a lower branch.
3. Seagulls flew lazily in the light breeze.
4. The New Brunswick flag cost five dollars.
5. He dreamed about his recent accident.
6. Melissa always walks to work in the morning.
7. She often rode the bus home at night.
8. His parents thought about him every day.
9. The Christmas tree looked beautiful.
10. The lions slept in the sun for hours.

Exercise 6: Verbs

Copy these sentences in your notebook and then underline the verbs.

1. Sue sat on the bench as we were jogging through the park.
2. John ate his lunch slowly.

3. He was enjoying a ham and cheese sandwich.
4. After work, we decided on a movie.
5. Since his accident, he has been driving more carefully.
6. You will never guess the answer.
7. Are you reading that magazine, or have you finished it?
8. Lucy will send you her new address.
9. Finally, the dealer agreed to our price.
10. Everyone wants a lucky lottery ticket.

Exercise 7: Verbs

A. Copy these sentences in your notebook and then underline the verbs.

1. We learned about the effects of the storm from Norma.
2. Many branches had been broken by the wind.
3. Heavy icy was still bringing down many power lines.
4. Only a few people could stay in their houses without electricity.
5. After three days, food became scarce.
6. Volunteers arrived with emergency supplies.
7. People from nearby communities brought many loads of firewood.
8. Soon, life was returning to normal.
9. They are calling it the storm of the century.
10. We hope that we will not have another ice storm this year.

B. Write a paragraph about an exciting event. Underline all the verbs you used.

Exercise 8: Adjectives

A. Copy these sentences in your notebook and then underline the adjectives

1. The little girl ran along the dusty road.
2. Six delicious cookies were cooling on the rack.
3. The dark brown painted dripped on the new white carpet.
4. A beautiful red rose bloomed in a quiet corner of that flower garden.
5. The old curtains were torn and faded, and they flapped in the light breeze.
6. After a few hours, they arrived at the train station, nine miles from Minto.
7. The hockey arena is located on Water Street beside the steel mill.
8. They used paper plates for the annual picnic.
9. These apples are juicy and red.
10. The long summer months are usually hot and dry.

B. Use the paragraph you wrote in Exercise 7B. Rewrite it using enough adjectives

to make your reader see the scene clearly. Underline the adjectives you used.

Exercise 9: Adverbs

Copy these sentences in your notebook and then underline the adverbs.

1. They arrived early for class.
2. Can you come soon?
3. She placed the crystal vase carefully on the table.
4. You cannot drive there!
5. The bus will arrive here at noon tomorrow.
6. Yesterday, the strikers blocked the driveway effectively
7. Rick gave his girlfriend an extremely expensive gift.
8. Kate is a truly courageous woman.
9. They finished their work surprisingly quickly.
10. The weather turned really hot at the beach during this last week.

Exercise 10: Adverbs

Copy these sentences in your notebook and then underline the adverbs.

1. Computers are relatively new devices.
2. Many businesses use them daily.
3. Today, very fast computers are needed.
4. They produce statistics quickly and accurately.
5. Generally, they are quite easy to use.
6. Many people have never used a computer.
7. The baby has been very cranky lately.
8. Finally, she wrote the very last sentence correctly.
9. She smiled brightly and said that she was really sorry.
10. Politely, he asked for a second helping.

Exercise 11: Prepositions

Copy these sentences in your notebook and then underline the prepositions. Draw a circle around the nouns or pronouns that complete the prepositional phrase.

1. Put your coats on the bed in the guest room.
2. Paula walked through the park and then turned towards home.
3. She hid the presents behind the desk and under the stairs.
4. The colour of her dress was really flattering.
5. The books on airplanes were placed beside those on trains.

6. The chairs on the porch were painted white.
7. Guests with tickets entered first.
8. The sap from maple trees is boiled into a syrup.
9. We saw six pheasant on the road to Stanley.
10. The man with the long scarf just robbed the store in the mall.

Exercise 12: Prepositions

Copy these sentences in your notebook. Underline the prepositions, circle the nouns/pronouns that complete them, and then decide whether the prepositional phrase is used as an adjective or an adverb.

1. My aunt in Sackville gave several of the antiques to Gene.
2. The camp beside ours was built in 1966 by John's brother.
3. Since the crash, many of the survivors have received cash settlements.
4. In his new movie, Brad Pitt drives a car from Toronto to Los Angeles.
5. The time of day doesn't matter.
6. The supervisor questioned the quality of her work.
7. A few of our friends from school arrived for supper at Julie's.
8. None of the items on that page are available until July.
9. In 1992, most of the money disappeared.
10. The mine owners from Germany sold all of it to them.

Exercise 13: Interjections

Copy these sentences in your notebook and then underline the interjections.

1. Wow, did you see that jet!
2. Oh no! He lost the puck.
3. Ouch! That hurts.
4. No! Don't touch the brake.
5. Yuck, I hate boiled cabbage.

Exercise 14: Conjunctions

Copy these sentences in your notebook. Underline the conjunctions. Then indicate whether they are joining words, or groups of words (phrases), or complete ideas (clauses).

1. Apples and oranges are good for you.
2. It was a life and death situation.
3. Look under the table and in the closet.

4. I wanted to travel quickly and cheaply, but I couldn't get a ride.
5. We bought the tickets, so we went to the concert.
6. After we saw a deer, we drove to Doaktown.
7. Before he gets sicker, he should go to the doctor.
8. We sent you a full and complete refund when you asked for it.
9. We ran home because it was raining.
10. Until the snow melts, we will have to stay home.

Exercise 15 Conjunctions

Copy these sentences in your notebook and then underline the conjunctions.

1. Although she missed the bus, she and Lily still arrived on time.
2. Andy bought it because he liked it yet he never wore it.
3. Betty or Fran will bring the books which you wanted.
4. The waiter who served our lunch was really nice but slow.
5. I saw the nests that the robins built both on the porch and in the tree.
6. Until we see it, we won't believe it.
7. If you are ready, we can leave so we will be on time.
8. When they had finished, they gave it to the teacher.
9. Roller blades and skateboards are very popular.
10. CDs are great because they have good quality sound.

Exercise 16: Review

Identify the part of speech of every word in each sentence.

1. Carol and I travelled to Alberta last year.
2. Our friends in Calgary were surprised when we arrived.
3. The tall, majestic Rocky Mountains are a truly beautiful sight.
4. Their house was built in 1990.
5. No, you should not take your new camera on your trip.
6. We jogged quickly through the dark woods.
7. Most of the students listened politely.
8. She was giving a short but interesting lecture.
9. We bought a very small quantity of food yesterday.
10. The wind was cold, but the sun was really warm.
11. This book cost six dollars.
12. Sheila and he were talking to her when it happened.
13. The American fishermen caught two salmon for lunch.
14. Turn at the lights and go two blocks west.

15. Eric and they learned very quickly.

Exercise 17: Common and Proper Nouns

- a. Copy the following sentences into your notebook.
 b. Underline all the nouns.
 c. Create two columns in your notebook: one for common nouns and one for proper nouns. Place each noun you underlined in the appropriate column.

1. Moonlight flickered on the dried leaves on the path from Black Lake.
2. Marsha sent a parcel to her sister in Regina.
3. Bathurst is a small city on the Bay of Chaleur.
4. Robin and his family moved to Alberta when the mill closed.
5. Do most people in Italy read the newspaper on the weekend?
6. English is a language with many exceptions to the rules of grammar.
7. Maple syrup is produced in rural areas of North America.
8. The hockey arena in Beresford is located near the main street.
9. Early settlers to the Gaspé came from France and England.
10. The stores on Main Street are planning a large sale and carnival to boost their profits.

Exercise 18: Common and Proper Nouns

Write ten sentences of your own. Underline all the nouns you used and identify each as either a common or proper noun. Your instructor will correct your work.

Exercise 19: Concrete and Abstract Nouns

Divide the words in this exercise into two lists: concrete nouns and abstract nouns.

rose	justice
happiness	cow
school	truth
computer	grace
skiing	stars
bubbles	fear

Exercise 20: Collective Nouns

For each of the collective nouns below, write two sentences. The first should describe the group acting as a single impersonal unit; the second should describe the group as a collection of people acting as individuals.

family couple class staff crowd

Exercise 21: Mass Nouns

Decide which of these sentences using mass nouns needs correction. Write the corrected form in your notebook.

1. Owen has a great deal of assignments to do this week.
2. There was a lot of traffic in town over the holidays.
3. A large amount of deer were shot this season.
4. Ann receives too many junk mail.
5. They bought several rings at the auction.

Exercise 22: Possessive Nouns

A Record the possessive nouns in the following sentences in your notebook.

1. Mary's house is on the corner of Jones and Water Streets.
2. Have you seen the dog's leash?
3. He received three months' back pay yesterday.
4. Sue's friends bought her a sweater in the men's department.
5. Each of the boy's bicycles was locked.

B Reword each of the following phrases, using apostrophes.

the book belonging to the children	the biggest fans of Elvis
the meeting for the secretaries	the memos sent by the bosses
the car belonging to my oldest son	the mens department
the schedule for the buses	the paws of the cats
the barking of the coyote	the pay for two weeks

Exercise 23: Possessive Nouns

The following sentences contain some words that need apostrophes to show possession. Rewrite the sentences in your notebook and include apostrophes where necessary.

1. Bobs uncle lives near Sharons farm.

2. Charles company owed him two days pay.
3. Marthas sister was worried about her sons health. (one son)
4. Mr. Smith was worried about her sons health. (two sons)
5. The childs name is Nora, and the familys name is Boudreau.
6. City Councils regular meetings are held on Mondays.
7. The students cafeteria will be closed after next weeks graduation.
8. Mr. Childs car was being serviced at Eatons.
9. The womens resumés were sent to the companies head offices by the bosses secretary.
10. Marks mother lives at my sisters, but the companys salesman went to my cousins place.

Exercise 24: Possessive Nouns

If you had more than two mistakes in Exercise 22, read the section on apostrophes again. Then try these sentences.

1. My uncles farmhouse was struck by during last summers storm. (two uncles)
2. The girls hair had been cut short for the twins wedding. (one girl, two twins)
3. A March snow storm is sometimes called “winters last lament”.
4. Have you seen Mel Gibsons last three movies?
5. The skateboarders park had to be closed for repairs to its half pipes.
6. Because of the accident, his wifes income was reduced.
7. Did you see the dragsters collide on Old Oak Road yesterday?
8. Finish your clients reports before you go to Smiths tonight. (one client)
9. Frank and James mail order business is making them a rich mans fortune.
10. The suns rays are too dangerous for us to sit on these lawn chairs for too long!

Exercise 25: Possessive Nouns

Write ten sentences of your own. Each sentence should include at least one possessive noun. Make sure your instructor corrects your work before you continue with this module.

Exercise 26: A Review of Nouns

Use this review test to check out how well you have learned the grammar points presented so far in this module. As you work through the test, do not look back at the material in the module, and do not peek at the answer key. When you have completed the test, mark your own work, or ask your instructor to mark it for you. If you had any mistakes, you should review the parts of this section that gave you “trouble” thoroughly by doing more exercises and/or finding more explanations of the point(s) in another text book. When you are satisfied that you really understand, try this test again.

1. Read the following sentence.
That is the new car belonging to my neighbour.
 A correct possessive form of the noun would be
 - A. The new car is my neighbours'.
 - B. That is my neighbours' new car.
 - C. That is my neighbour's new car.
 - D. That new car is my neighbour.

2. Name the **eight (8)** parts of speech.

3. Read the following sentence.
There have been many accidents on the Centennial Bridge which connects Chatham with Ferry Road.
 The proper nouns in the sentence are
 - A. Centennial Bridge, Chatham, accidents.
 - B. Centennial Bridge, Chatham, Ferry Road.
 - C. Centennial Bridge, Chatham, accidents, Ferry Road.
 - D. accidents, Ferry, Chatham, Bridge, Road, connects.

4. Rewrite the following sentences to make the nouns in **bold print** possessive.
 - A. Laura is the oldest sister of **Pam**.
 - B. This is the store belonging to **Doris**.
 - C. I do not like the apartment belonging to Cheryl **Hastings**.
 - D. Those toys belong to the **children**.
 - E. The police wrote down the descriptions given by the **witnesses**.

5. What is a *noun*?

6. Read the following sentence.
Our friends lived in Halifax, Nova Scotia, before they moved to this town.
The nouns in the sentence are
- A. friends, Halifax, Nova Scotia, this.
 - B. Nova Scotia, Halifax, town.
 - C. friends, town, Halifax, Nova Scotia.
 - D. friends, Halifax, Nova Scotia, they, town, this.
7. Give a proper noun for each of the following common nouns.
- A. soda pop
 - B. city
 - C. river
 - D. holiday
 - E. magazine
8. Write a common noun for each proper noun given below.
- A. January
 - B. Canada
 - C. Saint John
 - D. Jupiter
 - E. Dr. Parker
9. There are errors in **SOME** of the following sentences. Rewrite **only** the sentences you think are incorrect, correcting the errors.
- A. The flower's petals fell to the floor.
 - B. I had a great time last St. Patricks Day.
 - C. The Morrisons just returned from two weeks' vacation.
 - D. Do you remember when ten cents worth of candy was enough to share with your friend's?
 - E. There is a burn mark on the chair's arm.
11. For each word below indicate whether it is
- a) common or proper
 - b) concrete or abstract
 - c) singular or plural
 - d) count or non-count
 - e) indicate which nouns are collective and/or possessive.

The first one is done for you. Church: common, concrete, singular, count

church	mice	mob
beauty	Canada's	news
armies	meat	equipment
boys'	loyalty	jury
grammar	March	fragrance
men's	company	surprise
trouble	English horn	sunrise
boy's	Lions' Club	broccoli

Exercise 27: Personal Pronouns

List all the personal pronouns in the following sentences in your notebook.

1. Did you give him his book?
2. I saw them eating their lunch myself.
3. He may have taken her coat, but mine is on the desk.
4. Cheryl gave her cold to them.
5. My sister, her husband and their children visited your mother.

Exercise 28: Personal Pronouns - Person, Number, Gender

A. Practice the terms above by matching the term in the first column with the examples in the second column.

- | | |
|--------------------------|--|
| 1. First person plural | A. I, me, my, mine, myself |
| 2. Third person singular | B. They, them, their, theirs, themselves |
| 3. Second person plural | C. We, us, our, ours, ourselves |
| 4. Third person plural | D. She, her, hers, herself |
| 5. First person singular | E. You, your, yours, yourself |
| | F. You, your, yours, yourselves |

B. Write each personal pronoun in the sentences below in your notebook.

Beside each, write its person and number. For third person singular pronouns also include the gender. Try not to look at the chart above.

1. When I went to the club last night, they took my jacket and your camera.
2. They didn't know it was theirs until they saw its label.
3. Where are you going with her tapes. You should take yours.
4. They say that we should always mind our own business.

Exercise 29: Possessive Personal Pronouns

Use each of the seven sets of possessive pronouns in a separate sentence. The first set is done for you. Notice that the pronouns *my, your, his, her, its, our, your, their, whose* are always followed by a noun. The pronouns *mine, yours, his, hers, ours, yours, theirs* are used alone.

Have you seen my raincoat?

That raincoat isn't mine

Exercise 30: Possessive Personal Pronouns

Write 10 sentences of your own. Each must contain at least one possessive pronoun. Be sure to underline every personal pronoun you use. Then identify the pronoun by person and number (i.e. 3rd person singular).

Exercise 31: Pronoun Selection

The following exercise will help identify the problems you have selecting the appropriate pronoun. Rewrite the sentence in your notebook, using the correct pronoun. After finishing all the sentences, check the answers in the answer key.

1. John and (he, him) went to a meeting
2. They were sure that Lisa and (he, him) were going to Miramichi.
3. Jerry took his brother and (she, her) to town.
4. (You, Yous) are all invited to go to the concert in Moncton.
5. Give the pencil to Martha or (I, me)!
6. Do you think that (he, him) and (I, me) could go to the game?
7. Students often think that (you, they) will fail, but (you, they) have to keep trying.
8. I do not want (those, them) sneakers because of (their, they're) ugly colour.
9. (It's, its) nest was destroyed and (it's, its) not likely to return.
10. A student must try to find (his, her, their) own learning modality.
11. Mom divided the Halloween candy between Stacey and (me, I).
12. (You're, Your) hard work means that (you're, your) going to pass.

Exercise 32: Pronoun Selection

Improve the following paragraph. Rewrite it so that it is easier and more interesting to read. Be sure to replace some of the nouns with pronouns.

Tim Maxwell recently purchased a car. Tim Maxwells car is a 1989 Buick LeSabre. Although the car of Tim Maxwell is not a new car, the 1989 Buick LeSabre had not been driven very far when Tim Maxwell bought the car. The 1989 Buick LeSabre had travelled only 800 kilometres! Eight hundred kilometres is not very many kilometres for a car as old as the car of Tim Maxwell. The car of Tim Maxwell is just like a new car. The car of Tim Maxwell had been in an old lady's garage since the old lady's husband died in early 1990.

Exercise 33: Pronoun Selection

Each of the following sentences contains one or more pronouns. If the **WRONG** pronoun is used in a sentence, **REWRITE** the sentence, using the correct pronoun. If a sentence is **CORRECT**, **leave it as it is**.

EXAMPLE: *Mary gave she the keys.*

Rewrite the sentence, using the right pronoun -

Mary gave her the keys.

1. Al met John and she at the movies.
2. Laura and she had hamburgers for lunch.
3. I took them clothes to the cleaners yesterday.
4. We sent her some flowers.
5. Mary drove Paul and I to the mall.
6. Leo and her gave yous the coffee money Monday.
7. Could him and me could go to the game?
8. You and your husband should prepare yourself for some bad news.
9. They kept the secret from Jack and I.
10. The man standing outside in the rain is him.
11. Jane's best friend is me.
12. Them people pushed in line ahead of me!

Exercise 34: Pronoun Selection

Rewrite the following sentences, replacing the underlined word or words with an appropriate pronoun.
--

1. The boys tried out for the football team.
2. Tracy's children are giving Tracy a surprise party.
3. The dog belonging to you has run away again.
4. The blue coat in your closet is a coat belonging to me.
5. The dog's ears are pointed.

Exercise 35: Pronouns and Antecedents

A. Explain in your own words what an antecedent is.

B. Rewrite these sentences in your notebook. Draw an arrow from the antecedent to the noun it replaces.

1. The president should take his office seriously.
2. Some managers write their business letters themselves.
3. The students asked for new books. The instructor will give them those.
4. The jury were presenting their opinions.
5. Our family is not large. It gathers once a year for a reunion.
6. One of the girls will receive her trophy at the banquet.
7. My family are always ready to support their relatives.
8. We ourselves were happy to participate.
9. The merchants gave donations. These will be used to buy Christmas toys.
10. A student should always be on time for his or her class.

Exercise 36 : Pronouns and Antecedents

Rewrite the following sentences so the meaning is clearer.
--

1. Philip gave her her present.
2. Norm and Al filled his basket with apples from Fredericton.
3. The class asked their mother to help at the bake sale.
4. The police officer told him that he deserved the ticket, and he should pay it.
5. The audience clapped for their performance.

Exercise 37: Indefinite Pronouns

Complete the following sentences by choosing the correct pronoun. Write each corrected sentence in your notebook.

1. Does anybody know (his or her, their) Social Insurance Number?
2. Each of those buyers should consult (his, her, his or her, their) supervisors.
3. Max and Helen sang at (her, his, their) mutual friends' wedding.
4. None of the boys has paid for (his, their) own bus ticket.
5. Several of the men have paid (his, her, his or her, their) dues.
6. No one should submit (his or her, their) report later than tomorrow.
7. The deer hurt (her, his, its) leg when it jumped the fence.
8. A few forgot (his, her, his or her, their) lunches.
9. Many hens have escaped from (her, their) pen.
10. A few of us have received (his, her, her or his, their, our) marks.

Exercise 38: Demonstrative Pronouns

A. Underline the demonstrative pronouns in these sentences.

1. This is the one I want to buy.
2. Did he really say that?
3. Such cannot be true!
4. Give me all of these and some of those.
5. Whose book is that on the floor?

B. Write at least five sentences of your own that use demonstrative pronouns. Be sure that they are not attached to a noun. You will learn about the use of *this*, *that*, *these*, and *those* as describing words later.
e.g. Write *This is mine*. Do not write *This book is mine*

Exercise 39: Reflexive, Emphatic, Reciprocal Pronouns

Underline the all the reflexive, emphatic and reciprocal pronouns used in the following sentences. Then tell which is which.

1. He cut himself when she was cleaning the kitchen.
2. The soldiers hoisted each other over the stone wall.
3. Wash the car yourself this time.
4. The players patted one another on the back after they scored.
5. You will have to drive yourself to the hospital.
6. I myself won't put up with that.

7. Marg and Steve built their new house themselves.
8. She limited herself to less than 1600 calories a day.
9. A nurse should protect himself or herself from infectious diseases.
10. We laughed when we watched ourselves on TV.

Exercise 40: Interrogative Pronouns

Underline only the interrogative pronouns in the following sentences.

1. Who stole the money?
2. What did you bring for lunch?
3. The man who won is my friend Steve.
4. He hasn't decided what he wants to do next.
5. Whom should we reward?
6. Which of them belongs to Marla?
7. Ian is the one who knows that.
8. Which is the fastest way to the airport?
9. What have you done with the keys?
10. He said many things which I didn't understand.

Exercise 41: Review of Pronouns

A. Read this entire section on types of pronouns again, making notes as you go. How many different groups of pronouns are there? What is the first letter in the name of each group? As a mnemonic to help you learn all these names, can you create a catch word or silly sentence using these first letters.

B. List all the pronouns in the following sentences. Beside each one give as much information as you can about it.

1. When you talk about that accident, it always gives me the shivers.
2. The children themselves saw it.
3. What would anyone do with that?
4. She asked herself if any of the dresses really suited her.
5. He reported to his boss that those which you bought were too expensive.
6. That is definitely the kind of book that someone like you would read.
7. The dealer totalled their bill and then asked them how they would pay it.
8. My first attempt was a failure, but later I had learned from it.
9. Which is right? There are two choices; both of them look correct.
10. The furniture was destroyed, but the house itself was undamaged.

Exercise 42: Review of Pronouns

Underline and identify each pronoun used in these sentences.
--

1. All of my friends saw that movie starring Whoopi Goldberg.
2. Who brought the ketchup and mustard for the hotdogs?
3. Did they give themselves a pre-test before writing that exam?
4. You didn't give that to them, did you?
5. The couple who just arrived on the plane kissed each other.
6. Sherri took your boots, but he took mine.
7. We can tell you who leaked that information to the press!
8. We did most of the work ourselves, but the contractor poured the cement.
9. Always ask yourselves, "What can I do to help those less fortunate?"
10. Something is missing from this recipe.

Exercise 43: Review of Pronouns

1. Match the term on the left with the example on the right.

- | | |
|----------------------------------|---------------|
| 1. 1 st person plural | A. these |
| 2. interrogative pronoun | B. each other |
| 3. reciprocal pronoun | C. our |
| 4. relative pronoun | D. its |
| 5. indefinite pronoun (plural) | E. everybody |
| 6. demonstrative pronoun | F. what |
| 7. indefinite pronoun (singular) | G. himself |
| 8. possessive pronoun | H. himself |
| 9. reflexive pronoun | I. which |
| 10. a word that doesn't exist | J. its |
| | K. few |

2. What is the function of a pronoun?

3. Rewrite these sentences using the correct form of the pronoun.

- a. Sheila and (her, she) went to the automatic teller.
- b. He cut (himself, hisself) on that rusty can.
- c. Have you read the article in the Times Transcript about you and (I, me).
- d. The dog (who, which) is barking lives next door.
- e. The cat often chases (it's, its) tail.

- f. Be sure and tell her where (your, you're) house is.
 - g. Mr. Hutchins bought (their, there, they're) old car.
 - h. Don't buy (those, them) shoes; (they're, their, there) too expensive.
 - i. My aunt always sends a card to Angela and (he, him).
 - j. She says that Jimmy and the boys usually cut the wood (themselves, himself)
4. Write a paragraph (about 6 or 7 sentences) about a pet. Underline every pronoun you have used.
5. After Bill gave his employees their bonus, he told them to spend it wisely.

Which statement below is not correct.

- A. *it* is the antecedent of *bonus*.
 - B. *Bill* is the antecedent of *he*
 - C. *employees* is the antecedent of *them*
 - D. *bonus* is the antecedent of *it*
6. Which sentence below is correct?
- A. Everyone should buy their own hockey equipment.
 - B. Volunteers, give yourself a hand for a great fundraising effort.
 - C. Do you think there house is big enough?
 - D. The cab drove Mike and me to the airport.
7. Which group of words below correctly completes this sentence.
After the holidays,
- A. us and the kids returned to Rexton.
 - B. we and the kids returned to Rexton.
 - C. the kids and ourselves returned to Rexton.
 - D. the kids and them returned to Rexton.

8. For each underlined pronoun, identify its type and give as much information about it as you can.

- A. Few of them knew the right answer.
- B. Those are mine.
- C. The companies which produce these CDs handle their advertising themselves.
- D. Who knows anything about this?
- E. Buy yourself something expensive.

Exercise 44: Action Verbs

A. Write ten sentences that use verbs that express a physical action that can be observed.

B. Think of some other verbs that express a mental action. Use each one in a sentence. Ask your instructor to review your work. Remember even if the verb is expressing a mental action, it is classed as an action verb.

Exercise 45: Linking Verbs

Write at least 10 sentences that use linking verbs. Check with your instructor to make sure you have used only linking verbs in your sentences.

Exercise 46: Action Verbs and Linking Verbs

Copy these sentences into your notebook. Then underline the verbs. For each verb that you identify, indicate whether it is an action or a linking verb.

1. The dog jumped over the fence.
2. The baseball hit the boy in the face.
3. His car smashed into a bridge.
4. We watched a movie last night.
5. The students were happy about their marks.
6. My sister's name is Paula.
7. Mr. Smyth was my uncle.
8. They will be angry about your forgetfulness.
9. We were afraid of the storm.
10. We feared the storm.
11. The little mouse squeaked loudly.
12. There were fourteen people in that class last year.
13. My old roommate from college drove to Fredericton last night.

14. The policeman believed their every word about the robbery.
15. The puppy carefully tasted his new food.

Exercise 47: Action Verbs and Linking Verbs

In your notebook, identify the verbs in the following sentences and record whether they are action or linking verbs.

1. The pie smells good.
2. He looks taller than Mario.
3. The sailors looked intently at the horizon for signs of another ship.
4. The children became excited before the snow storm.
5. Because of the dust, we coughed all day.
6. You know my aunt, the bookkeeper at Colpitt's.
7. Close the door to the garage, please.
8. He felt the smoothness of the fur pelt with his hand.
9. I felt sick after the party.
10. Wolves always howl at the moon.
11. She fell down the stairs and broke her leg.
12. Madonna sings and dances well.
13. Suddenly, he slammed the door and drove down the lane.
14. That newspaper publishes editions in both Toronto and Vancouver.
15. This stew tastes good on a cold winter's night.

Exercise 48: Action Verbs and Linking Verbs

The verbs *smell*, *taste*, *feel*, *grow*, *sound*, and *look* can be used as both action and linking verbs. Write two sentences for each verb: one with an action verb, the other with a linking or copula verb.

Exercise 49: Auxiliary Verbs and Main Verbs

In your notebook, indicate the **main verb** in each of the following sentences, and the **auxiliary or helping verb(s)**, if any. You may want to create a chart like the one on the next page.

SENTENCE	MAIN VERB	HELPING VERB(S) (IF ANY)
1. Heather will rarely drive the car in winter.		
2. He must have taken my jacket by mistake.		
3. We played ball against their team Saturday.		
4. That would have confused anyone!		
5. Would you please flip the hamburgers?		
6. There was a good show on TV last night.		
7. Mitchell has lived here all his life.		
8. I will not be going, not after the last trip.		
9. The men should have eaten that supper by now.		
10. The washing machine has broken down.		
11. Have you ever heard such nonsense.		
12. He might have consulted a doctor.		
13. Sue may never have been given that letter.		
14. I shall never agree to his proposal.		
15. A child can easily learn this song.		

Exercise 50: Identifying Verb Tenses

Name the verb tenses in the following sentences.

1. Today, Carl kicks the ball across the field.
2. Today, Carl is kicking the ball across the field.
3. Tomorrow, Carl will kick the ball across the field.
4. Carl has been kicking the ball that way for years.
5. Today, Carl has kicked the ball across the field six times.
6. Tomorrow, Carl will have kicked the ball across the field.
7. Yesterday, Carl had kicked the ball across the field.

8. You will be leaving Bathurst tomorrow, won't you?
9. My aunt was giving lectures in Asiatic culture this summer.
10. He had been learning Chinese at school.

Exercise 51: Identifying Verb Tenses

1. Which **one** of the following sentences is written in the *future perfect tense*?
 - A. When they arrive, we will serve dinner.
 - B. At 8:00 pm we will have served dinner.
 - C. By the time they arrived, we had already served dinner.
 - D. We're afraid we have served dinner too early.

2. Which **one** of the following sentences is written in the *present progressive tense*?
 - A. I am completing my income tax return early this year.
 - B. I will have completed my income tax return before the deadline.
 - C. I had completed my income tax return before April 30.
 - D. I have completed my income tax return.

3. Which **one** of the following sentences is written in the *past perfect tense*?
 - A. I recently received a letter from my friend in Ottawa.
 - B. I think I will soon receive a letter from my friend in Ottawa.
 - C. Do you think I will have received a letter from my friend by next week?
 - D. I had received a letter from my friend in Ottawa.

4. Which **one** of the following sentences is written in the *simple past tense*?
 - A. They have lived here for two months.
 - B. They will have been living here for two months by the end of the week.
 - C. They lived in Halifax before moving here.
 - D. They have lived in Halifax and Charlottetown.

5. Which **one** of the following sentences is written in the *simple future tense*?
 - A. He is finished painting my house.
 - B. He will finish painting my house soon.
 - C. He will be finished painting my house by tonight.
 - D. He has finished painting my house.

6. Which **one** of the following sentences is written in the *present perfect tense*?
 - A. She has designed a logo for the company.
 - B. She will design a logo for the company.
 - C. She is designing a logo for the company.
 - D. She designed a logo for the company.
7. Write a sentence in the *future perfect tense* using the verb **to wash**.
8. Write a sentence in the *present perfect tense* using the verb **to talk**.
9. Write a sentence in the *past progressive tense* using the verb **to sign**.
10. Write a sentence in the *future progressive tense* using the verb **to need**.
11. Use the *past perfect progressive tense* in a sentence.
12. Use the *present perfect progressive tense* in a sentence.

Exercise 52: Irregular Verbs

1. Write a sentence in each of the 12 tenses using the verb **to cut**. Indicate the tense used after each sentence.
2. Write a sentence in each of the 12 tenses using the verb **to do**. Indicate the tense used after each sentence. Be sure to have your instructor correct your work.
3. Write a sentence in the *future perfect tense* using the verb **to know**.

4. Indicate the tense of the underlined verbs in the following sentences. Write your answers in your notebook.

SENTENCE	TENSE?
A. I <u>am feeling</u> better already.	
B. My son <u>did</u> his homework last night.	
C. The disaster relief team <u>has sprung</u> into action.	
D. By the time you get to school, the bell <u>will</u> already <u>have rung</u> .	
E. The train <u>will be making</u> three stops before Montreal	
F. The butcher <u>had</u> already <u>delivered</u> our order.	
G. Barry <u>threw</u> the ball to first base.	

Exercise 53: Active and Passive Voice

Identify the verbs in the following sentences by underlining them. Then decide if the verb is in the active or passive voice.

- I was frightened by the storm.
- My car ran out of gas on the Resources Road.
- I might have forgotten to add your name to the list.
- The child was struck by a stray bullet.
- My heart was broken.
- Stephen King has written many best sellers.
- The strike vote is being called for next Monday.
- That document was written in Halifax in 1774.
- Our MLA will be voted into office again in the next election.
- Local workers will be hired to build the new mall.
- The audience will be arriving in the next hour.
- Sandra's writing is improving daily.
- We have been searching for answers to our questions.
- After the elections, the votes were recounted several times.
- I have just been thinking about you.

Exercise 54: Active and Passive Voice

Practice changing verbs from the passive to the active voice by rewriting all the passive verbs you identified in the sentences in the previous exercise.

Exercise 55: Active and Passive Voice

Write five sentences of your own in the active voice.
 Write five sentences of your own in the passive voice.
 Change the passive verbs to active ones.

Exercise 56: Review of Verbs

A. Look at the words below. Decide which words are nouns and which words are verbs.

run	still	horse
dog	fly	farm
house	calm	storm
sail	motor	book

B. Now look up each word in the dictionary. Is there more than one entry word with the same spelling? Which of these words can be used as both a noun and a verb? How many of these words can be other parts of speech besides nouns or verbs.

This was a “trick” exercise to remind you that you cannot tell what part of speech a word is unless it is actually written in a sentence. All by themselves, words cannot have a part of speech. Once they have been placed in a sentence, they start to function by carrying the writer’s meaning to the reader. It is at this point that a word develops into a part of speech.

C. Write two (or more) sentences for each word above that demonstrate its uses as various parts of speech.

Exercise 57: Review of Verbs

Underline every verb and verb phrase in the sentences below. For each one you identified, write everything you can about it. The first one is done for you.

1. He has never drunk stout before.

Verb Phrase: has drunk

Person, Number: 3rd person singular

Tense: present perfect

Voice: active

Note: to name a passive verb tense, reword the sentence in the active voice and name that tense.

2. The tour guides will show you the way to the restaurant.

3. Have you eaten here before?

4. Marcie had been asked to the recital by the committee.

5. Mel has been asking for trouble for months.

6. Lunch will be served at twelve o'clock sharp.

7. The surgeon spoke quietly to the patient.

8. I shall be seeing you again next week.

9. The child was severely bitten, so the dog was destroyed.

10. New friends are silver, but old ones are gold.

11. The couple usually walks to the office.

12. I am doing my homework now.

13. The music will have been playing for several hours.

14. He is dating a beautiful doctor.

15. The houses had just been repainted.

Exercise 58: Review of Nouns, Pronouns, and Verbs

List the nouns, pronouns, and verbs in each sentence.

1. The plane landed at Gander because of the ice on its wings.

2. My sister always rides her bike to the office.

3. Everything that Tom says about them is true.

4. The men were unhappy with both of those.

5. That company buys only the best automotive parts from us.

6. My sister was teaching herself Spanish.

7. Something should be done about each of these problems.

8. They might not find each other at the airport.

9. What were you thinking?

10. When everyone is finished, they will announce the results.

Exercise 59: Review of Nouns, Pronouns, and Verbs

List the nouns, pronouns and verbs in each sentence. Then give as much information as you can about each.

1. Kevin gave me Marion's card.
2. Aunt Gladys lives at my mother's now.
3. The jury is discussing its decision.
4. The chefs are always being asked for their recipes.
5. All of these will sell well.

Exercise 60: Review of Nouns, Pronouns, and Verbs

Follow the directions from in the exercise above. If you have too many mistakes, identify and review the area that is giving you problems.

1. I am happy about your decision.
2. Your choices seem logical.
3. Luke is talking to his girlfriend on the phone.
4. Where was he going?
5. Why haven't you written that letter yet?
6. How much money will you need next week?
7. He had watched TV for more than an hour.
8. Oprah has changed people's attitudes towards honesty.
9. Tony will have finished his course by next June.
10. We were walking along the beach just before the accident.

Exercise 61: Review of Nouns, Pronouns, and Verbs

Follow the directions from in the exercise above. If you find you are still confused about some points, ask your instructor to find alternate resource material, study it, and then return to these review exercises and try them again.

1. He smelled the fresh bread, and his mouth watered.
2. The storm grew worse as night approached.
3. It was a dark and stormy afternoon.
4. They were anxious about their reservations in Cuba.
5. Many of the colours in these rooms are being changed by the decorator.
6. Her relatives were eating lunch on the porch because of the heat.
7. Those were made in China; these come from Sackville.
8. What has anyone seen lately.
9. Will you complete that survey?

10. Liz had driven herself to Central Hospital.

Exercise 62: Adjectives

In the following sentences, indicate the **adjectives** and the **noun** each modifies. Don't forget **articles**. Write your answers in your notebook.

SENTENCE	Adjectives	Nouns
1. The road was rough and uneven.		
2. An old rusty car is parked in my space.		
3. The child licked the sugary sweet icing from a big spoon.		
4. A ragged string dangled from the dusty light bulb.		
5. I have had a boring, depressing day.		
6. Invite those six people.		
7. This trip takes several days		
8. Do you like spicy, Mexican food?		
9. We bought Shelley and Tim's house.		
10. The little girl had big, sparkling blue eyes.		
11. These parcels are heavy.		
12. Our cousins were eating huge, juicy apples.		
13. Give them some light summer clothes.		
14. Karl's hockey skates are dull.		
15. Two cats, sweet and lovable, sat on the dining room table.		

Exercise 63: Adjectives

List all the adjectives in this paragraph.

The young hikers walked through the dark woods. A few boys knew that they were lost, but most simply enjoyed the sweet smell of dried pine needles and autumn leaves that littered the ground. The weather was warm, and the hills were gentle, but as they continued on their way the sunlight became paler. The youngest boys started to ask their Scout leader when they could stop and eat their sandwiches. He told them that they would have to wait until they reach the little lake on the other side of the steep blue ridge ahead. After two long hours, the group of tired boys still had not reached the isolated lake that was their final destination, and one older boy suggested that they set up camp beside a babbling brook. They set up their canvas tents, lit a huge crackling fire, and ate their supper. Just as they were climbing into their snug sleeping bags, they saw a beam of light, bright and narrow, piercing the inky darkness. With relief, the leader realized that they were six miles south of where they should have been. The car was obviously travelling on the Black River Road and they were only a mile or two from Mr. Jensen's chicken farm. They weren't lost at all!

Exercise 64: Adverbs

Record the adverbs you find in these sentences in your notebook. Decided what kind of information each gives: *how? when? where? how much? what kind?*

1. Yesterday, Bob read the material carefully.
2. They were dressed too casually for the banquet.
3. Where is the grocery store now?
4. Why was his work finished so quickly?
5. His ideas were quite useful in completing the project more efficiently.
6. He arrived there later with an extremely important message.
7. I have never seen such expensive jewellery.
8. The circus was really exciting.
9. Simon is not a very good driver.
10. Krista almost never goes to the arena.

Exercise 65: Adverbs Modifying Verbs, Adjectives, and Adverbs

List the adverbs in this exercise. For each adverb, tell whether it modifies a verb, adjective or adverb.

1. Dave asked politely for another piece of pie.
2. Thoughtfully, the old man chewed his dinner.
3. Make sure that you review daily.
4. The apples had been tightly packed in the box.
5. Tim was very happy about his success.
6. I am sincerely grateful for your help.
7. His deeply tanned body told of hours in the sun.
8. You must travel very fast if you are going to get there in time.
9. The soldiers were really tired after their training.
10. She strolled leisurely down the mall.

Exercise 66: Distinguishing Between Adjectives and Adverbs

Choose the correct modifier. Indicate the type of modifier, i.e: adjective or adverb. Write your answers in your notebook. Write an explanation of your choice.

Example: She danced (*graceful, gracefully*) across the stage.()

Answer: She danced (*graceful, gracefully*) across the stage. (*adverb*)

1. Leah behaves (good, well). ()
2. Sheila feels (sad, sadly) about the death of her dog. ()
3. I am not (really, real) sure if I will have a party. ()
4. The directions were (simple, simply) to follow. ()
5. I don't feel (good, well). ()
6. The repairs went (slowly, slow). ()
7. The change in speed was (gradually, gradual). ()
8. You work too (serious, seriously) sometimes. ()
9. We feel (awful, awfully) about what happened. ()
10. These chocolates taste (good, well). ()
11. Firefighters must respond very (quick, quickly). ()
12. Lynn spoke in a (calm, calmly) voice after the accident. ()
13. Tiger Woods putted (bad, badly) on that last hole! ()
14. The lights shone (brightly, bright) in my eyes. ()
15. Paul did (good, well) on his second driver's test. ()

Exercise 67: Comparisons with Adjectives and Adverbs

Write the correct form of the modifier for the following sentences in your notebook.

1. Who is the (smaller, smallest, most small), Cathy or Diane?
2. My heart beat (rapidlier, more rapidly, more rapid) with each step.
3. It snowed (most, more) in January than in February.
4. The damage to the other car looked (worse, more badly, worser) than the damage to mine.
5. Tom thinks math is (difficulter, more difficult) than grammar exercises.
6. He is the (elder, eldest) of the candidates.
7. This idea is (more unique, unique, most unique).

Exercise 68: Prepositions

A Choose a preposition to join the following parts of sentences. How many different prepositions will fill in the blank? For example:

Carl drove _____ the bank.

Answer: Carl drove to, from, around, near, beside, etc. the bank.

1. Dawn fell _____ the horse.
2. Earl worked _____ him.
3. I will meet you _____ the front entrance.
4. The horse galloped _____ the field.
5. Smoking is not allowed _____ the building.

B In the next part of this exercise, find and underline the prepositions.

1. They searched for shells and pebbles along the beach at the end of the day..
2. Krista searched among the rubble for pictures of her mother and father.
3. I can never find a sales clerk or a cashier in this store!
4. I think all the odd socks in the world end up under my son's bed.
5. Be careful walking near the tree with the hornets' nest!
6. Down the hill and around the corner came the three lost children.
7. The cat with the sore ear comes to the door every day at noon.
8. The houses beside the store on top of the hill were built in 1960 by my son.
9. Have the women in your group chosen a theme for the conference?
10. The prize for the best costume was given to the clown with the funny hat.

C Now that you are familiar with finding prepositions go back to the beginning of this exercise and find the noun(s) or pronoun(s) which follow each preposition. Write the whole prepositional phrase in your notebook.

D Each prepositional phrase you found is working as either an adjective or an adverb in its sentence. If it limits the meaning of a noun or pronoun, it is a prepositional adjective phrase. If it is telling *where*, *when*, *why* or *how* the action of the verb took place, it is a prepositional adverb phrase. Look at each prepositional phrase and decide if it is used as an adjective or adverb. Here's an example.

The blond woman with the red dress sat on the bench at 5:00 p.m.

with the red dress.....prepositional adjective phrase modifying "woman"
 on the bench.....where:...prepositional adverb phrase modifying "sat"
 at 5:00 p.m.....when.....prepositional adverb phrase modifying "sat"

Exercise 69: Prepositional Phrases

List the prepositional phrases in this exercise. After each one, tell whether it is used as an adjective or an adverb.

1. The men on the roof worked for two hours in the heat.
2. During the night, the rest of the water drained from the basement.
3. He lived near the mall which was located to the north of the city limits.
4. The women in the kitchen looked under the tables and in the closet.
5. The old lady with the big hat cut into the line in front of me at the store.
6. On Fridays, all of the staff at the radio station eats lunch at the old mill.
7. In the middle of a big spacious lawn, the designer placed a beautiful statue.
8. Because of the storm, the volunteers did not hear about the revised forms.
9. Since his return, the children from the day care at the church have walked around the block every day.
10. After his graduation in 1992, he answered an ad for a job in Manitoba.

Exercise 70: Conjunctions - Coordinate, Correlative, Conjunctive Adverbs

Underline the **conjunctions** in the following sentences.

1. I asked her to wait for me, but she went home on the bus.
2. The chili was not only spicy hot, but also steaming hot.
3. Will you watch television tonight or go to the mall?
4. Either Anna and I will go, or Lynn and Joan will take our place.
5. Skiing is both fun and good exercise.
6. She neither washes windows nor cleans ovens.

7. We will go; however, we will not pay our own fare.
8. Neither Cal nor Emma wanted to leave.
9. Not only will I attend, but also I will perform.
10. I made supper; meanwhile, the children swam in the pool.
11. They searched under the bridge and beside the river.
12. Tired but happy, the team returned home.
13. The weather was snowy, yet he decided to drive anyway.
14. He was the designated driver, so he just drank pop all night.
15. He organized his study time; as a result, he felt prepared.

Exercise 71: Conjunctions

Copy these sentences and underline the subordinate conjunctions you can find.

1. He paid for her ticket because he liked her.
2. Since I first met Sheila and her, she has always been very polite.
3. I won't be able to go even though I have the money.
4. After the whale beached itself, some local citizens rescued it.
5. I know where they have hidden the treasure, but I don't have a map.
6. Since the maple trees were damaged in the storm, they will be cut down.
7. I wonder why they are leaving so early.
8. Mark knows more than I do about that case.
9. It isn't certain whether they will come or not.
10. The engineer from Mainframe explained how they would build the bridge.
11. Before they read the instructions, they couldn't fix it themselves.
12. After the lecture, the students asked if they could stay.
13. Although he is stronger, he couldn't turn it.
14. Because you were late, you missed it.
15. Thieves broke in while we were away.
16. The roads were slippery because the snow was followed by rain.
17. Although it was quite sunny, the wind was cool.
18. I don't know how I will get there.
19. If you are short, you can't reach that cupboard.
20. The story explained why people believed in the ghost.
21. He always talks as if he were an expert.
22. Unless the Leafs win this game, they are out of the playoffs.
23. Les is five inches taller than I am.
24. After he won the gold medal, he turned pro.
25. You just answered my questions before I asked them.

- B. For each sentence above, put brackets around the subordinate conjunction and all the words that belong with it. The first one is done for you.
*He paid for her ticket (**because** he liked her).*

Exercise 72: Relative Pronouns

A. Copy these sentences into your notebook. Underline all the relative pronouns.

1. He reported that he had seen the incident.
2. Are you sure that you are right?
3. I know who bought the Fuller's house.
4. The monkeys which escaped from the zoo were recaptured.
5. The women who volunteered for the sale will work on Tuesday.
6. I just introduced you to the man whom I met at the club.
7. My sister, who lives in Utah, came for a visit.
8. Cars that cost more than \$20,000 aren't worth the money.
9. Detectives investigated the theft which Miles reported.
10. That book that you bought last month is very interesting.

Exercise 73: Interjections

Write **TEN (10)** sentences beginning with an interjection. Use both exclamation points and commas to punctuate your sentences.

Exercise 74: REVIEW EXERCISES (BAU and IAU)

Identify the part of speech of every word in each of these sentences.

1. Dogs make good pets for young children.(7)
2. The pioneers settle quickly on the small farms around Gloucester. (10)
3. Your ancestors lived beside the sea; mine lived near Moncton. (10)
4. Does he often go to the beach during the summer? (10)
5. Those big, chunky pots sell for nine dollars, so you can buy several of them.(15)
6. I do not think about their problems now because I don't have time. (14)
7. Casually, the thieves surveyed the neighbourhood until they spotted the right house.(12)
8. Everyone recognized his courage and strength even if he did not. (11)
9. Lilacs always smell wonderful in spring. (6)
10. Mark smelled the skunk and left the area immediately. (9)
11. The students in this program are very hard workers. (9)
12. She believes in his ability. (5)
13. The frail, old lady is safe but unhappy at the seniors' home. (12)
14. He has always been a really excellent hockey coach. (9)
15. You must never show your fear of snakes to your children. (11)

<p>There are a total of 150 words in this review. Count the number of correct answers. If you have less than a 120, you may consider asking your instructor for more practice.</p>
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Exercise 75: Review Exercise (IAU only)

These sentences are a little more difficult. Identify the parts of speech of each word.

1. Fred sat on the fence and ate his lunch while the others went into town. (15)
2. Usually, the chairs were placed near the windows, but today they are in a circle. (14)
3. I had been studying for three hours, and I still don't know it. (14)
4. Very quickly, they finished their work. (6)
5. They had been writing their essays before they went there. (10)
6. After they had mowed the lawn, they bought lunch. (9)
7. Because they have cashed their cheques, they have some money. (10)
8. Although the storm was very intense, the damage was minor. (10)
9. Since the accident, the victims have recovered quite well. (9)
10. Because of her problems, Sue often seeks my advice. (8)
11. Have you ever seen those boats in the harbour before? (10)
12. The elderly waiter who served us beer is an old friend of hers. (13)
13. Who thinks that these train tickets are ours and those are theirs. (12)
14. Where did you hide the candy which I bought? (9)
15. Ouch, that knife is so sharp that I cut myself badly. (11)
16. Miles' brother is extremely intelligent even if he can't pass those provincial exams. (13)

17. Hey Eric, did you complete that work on those cars during the weekend? (13)
18. Finally, his clever tricks have failed. (6)
19. The Canadian economy is becoming worse very quickly. (8)

There are 200 words in this exercise. If you correctly identified 160 of them, you can continue with the pre-test for this module which you can find in the back of this book.

If you encountered some problems or are confused about some aspects of parts of speech, try to pinpoint the areas you need to review based on the mistakes you made. Ask your instructor for supplementary work.

BAU ENGLISH - PRETEST

1. Read this paragraph.

Michael's first job was with Bearskin Airlines as a bush pilot. He regularly flew supplies and construction equipment from Edmonton to Yellowknife. Sometimes he carried groceries like milk, fruit, and meat. Once he even transported a hockey team to a small settlement on the Arctic Ocean. He loved the beauty of the landscapes he saw and the honesty of the people he met. He was pleased with his success and happy in his work.

In the paragraph above, find one example of each of the following: (11)

- | | |
|------------------------------|--------------------|
| a. Common noun | g. Count noun |
| b. Proper noun | h. Non-count noun |
| c. Concrete noun | i. Possessive noun |
| d. Abstract noun | j. Singular noun |
| e. Collective noun | k. Plural noun |
| f. Noun used as an adjective | |
2. Rewrite these sentences, using apostrophes correctly.(9)
- Mollys pay cheque was for two weeks work.
 - Sallys covered a whole month of work.
 - Mollys and Sallys rent was due on the apartment they shared.
 - The ladys hats were bought at the Duncans store.
 - Those repairs will take more than a weeks work.
 - The six workers complaints were very reasonable.
 - The horses hooves needed new shoes.
3. Match the term on the right with the correct example on the left.(8)
- | | |
|-------------|------------------------------------|
| A. What | 1. 3 rd person singular |
| B. Someone | 2. possessive noun, plural |
| C. We | 3. interrogative pronoun |
| D. Their | 4. means "it is" |
| E. Its | 5. indefinite pronoun |
| F. It's | 6. 1 st person plural |
| G. Paul's | 7. 3 rd person plural |
| H. Sisters' | 8. non-count noun |
| | 9. possessive noun, singular |

4. Write the four (4) principal parts of these verbs. (15)
walk cut sing think drive
5. List all the prepositional phrases in these sentences.(11)
1. The mice ate all of the cereal in the cupboard.
 2. During the week, we work for Mr. Linton.
 3. Will you please wash your dishes after supper?
 4. He always uses a cane since his accident.
 5. The teacher with the beard is Mr. Charles.
 6. The leaves on the trees whispered softly in the light breeze.
 7. The wagon with the red wheels was parked beside the general store.
6. Write two (2) sentences using interjections. (2)
7. Write the verb or verb phrase in each sentence.(10)
1. The crows flew toward the swamp.
 2. They were afraid of bears.
 3. John is always talking to his boss lately.
 4. They ate six lobsters each.
 5. Are you cutting her hair?
 6. The merchants have not sold many souvenirs.
 7. I was the first one there!
 8. Next summer, we will go to Disneyland.
 9. His Ford has always run well.
 10. Paula will rent a car in Boston.
8. Write a sentence comparing two people. Use the correct form of the adjective *good*.
9. Write a sentence comparing two things. Use the correct form of the adjective *comfortable*.
10. Write a sentence comparing two actions. Use the correct form of the adverb *quietly*.

11. Write a sentence comparing more than two actions. Use the correct form of the adverb *loudly*.
12. Write a sentence comparing two actions. Use the correct form of the **adverb** *early*.
13. Identify the part of speech of every word in these sentences.(41)
 1. Our new neighbours have three young children.
 2. Many of these disks belonged to Jeb's friend.
 3. That team is going to Mount Carleton soon.
 4. Hey! What are you cooking for supper.
 5. Several of the men from the camp were always discussing the bad weather.
14. What are the correct pronouns in the following sentence?

Josh and (she, her) were the first to arrive.

1. **she** and **them**
 2. Her
1. Read this paragraph.
 Michael's first job was with Bearskin Airlines as a bush pilot. He regularly flew supplies and construction equipment from Edmonton to Yellowknife. Sometimes he carried groceries like milk, fruit, and meat. Once he even transported a hockey team to a small settlement on the Arctic Ocean. He loved the beauty of the landscapes he saw and the honesty of the people he met. He was pleased with his success and happy in his work.

In the paragraph above, find one example of each of the following: (11)

a. Common noun	g. Count noun
b. Proper noun	h. Non-count noun
c. Concrete noun	i. Possessive noun
d. Abstract noun	j. Singular noun
e. Collective noun	k. Plural noun
f. Noun used as an adjective	
 2. Rewrite these sentences, using apostrophes correctly.(9)
 - a. Mollys pay cheque was for two weeks work.

- b. Sallys covered a whole month of work.
 c. Mollys and Sallys rent was due on the apartment they shared.
 d. The ladys hats were bought at the Duncans store.
 e. Those repairs will take more than a weeks work.
 f. The workers complaints were very reasonable.
 g. The horses hooves needed new shoes.
3. Match the term on the right with the correct example on the left.(8)
- | | |
|-------------|------------------------------------|
| A. What | 1. 3 rd person singular |
| B. Someone | 2. possessive noun, plural |
| C. We | 3. interrogative pronoun |
| D. Their | 4. not a personal pronoun |
| E. Its | 5. indefinite pronoun |
| F. It's | 6. 1 st person plural |
| G. Paul's | 7. 3 rd person plural |
| H. Sisters' | 8. non-count noun |
| | 9. possessive noun, singular |
4. Write the four (4) principal parts of these verbs. (15)
 walk cut sing think drive
5. List all the prepositional phrases in these sentences.(11)
1. The mice ate all of the cereal in the cupboard.
 2. During the week, we work for Mr. Linton.
 3. Will you please wash your dishes after supper?
 4. He always uses a cane since his accident.
 5. The teacher with the beard is Mr. Charles.
 6. The leaves on the trees whispered softly in the light breeze.
 7. The wagon with the red wheels was parked beside the general store.
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7. Write the verb or verb phrase in each sentence.(10)
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 2. They were afraid of bears.
 3. John is always talking to his boss lately.
 4. They ate six lobsters each.

5. Are you cutting her hair?
 6. The merchants have not sold many souvenirs.
 7. I was the first one there!
 8. Next summer, we will go to Disneyland.
 9. His Ford has always run well.
 10. Paula will rent a car in Boston.
-
8. Write a sentence comparing two people. Use the correct form of the adjective *good*.
 9. Write a sentence comparing two things. Use the correct form of the adjective *comfortable*.
 10. Write a sentence comparing two actions. Use the correct form of the adverb *quietly*.

11. Write a sentence comparing more than two actions. Use the correct form of the adverb *loudly*.
12. Write a sentence comparing two actions. Use the correct form of the **adverb** *early*.
13. Identify the part of speech of every word in these sentences.(44)
 1. Our new neighbours have three young children and a dog.
 2. Many of these disks belonged to Jeb's friend.
 3. That team is going to Mount Carleton soon.
 4. Hey! What are you cooking for supper.
 5. Several of the men from the camp were always discussing the bad weather.
14. What are the correct pronouns for the following sentence?

Josh and (she, her) were the first to arrive, and (they, them) were the first to leave.

- A. **she** and **they**
 - B. **her** and **they**
 - C. **she** and **them**
 - D. **her** and **them**
15. How many **nouns** does this sentence contain?

Wetlands, including ponds, marshes, and swamps, are home to many kinds of plants and animals

- A. Five
- B. Six
- C. Seven
- D. Eight

16. How many pronouns does this sentence contain?

What can you tell me about each of them?

- A. Five
 - B. Three
 - C. Two
 - D. Six
17. Nouns are words that
- A. join groups of words or sentences.
 - B. include the names of persons, places, things, and qualities.
 - C. describe substances, animals, and people.
 - D. are used to take the place of pronouns.
18. **Our hockey team has played Florenceville before.**
The complete verb in this sentence is
- A. playing Florenceville
 - B. be playing
 - C. has played
 - D. playing
19. **They have never lost a game against that team.**
The complete verb in this sentence is
- A. have lost
 - B. never lost
 - C. lost
 - D. lost against
20. The homeless man, ragged and dirty, was very hungry.
The adjectives in this sentence are
- A. ragged, dirty, very
 - B. ragged, homeless, was, dirty
 - C. the, ragged, homeless, dirty, hungry
 - D. the, ragged, homeless, very, dirty, hungry

21. The following sentences make comparisons. Only **one** sentence uses the correct modifier. Which one?
- A. Which donut is the biggest, the chocolate covered, or the glazed?
 - B. This fall is the prettier of all the falls I can remember.
 - C. I think Toronto is farther away than Ottawa.
 - D. He insists his cold is badder today than it was yesterday.
22. Which one of the following sentences is correct?
- A. The O'Neills are selling their trailer. They are moving to Moncton.
 - B. Yesterday, I bought a pair of sneakers. Them sneakers are really great!
 - C. Everybody who wants to enter the contest should put their form in the box.
 - D. Did anybody lose their car keys? I found one.
23. Correct the grammar errors in these sentences. Rewrite the corrected version on your paper.(9)
- A. Them skates are real good.
 - B. Him and me went to the Ashleys house.
 - C. He divided the candy between Sarah and I.
 - D. Everyone must sign their time sheet before leaving.
 - E. The dogs blanket wasn't in it's house when the storm hit.

TOTAL: 133

ANSWER KEY: BAU ENGLISH - PRETEST

1. Answers will vary.
2.
 - a. Molly's, weeks'
 2. Sally's
 3. Molly and Sally's
 4. lady's, Duncan's
 5. week's
 6. workers'
 7. horse's or horses' Explain the meaning of your choice.
3.

A.	What	Interrogative pronoun
2.	Someone	Indefinite pronoun
3.	We	1 st person plural
4.	Their	3 rd person plural
5.	Its	3 rd person singular
6.	It's	means "it is"
7.	Paul's	possessive noun, singular
8.	sisters'	possessive noun, plural
4.

walk	walked	walked	walking
cut	cut	cut	cutting
sing	sang	sung	singing
think	thought	thought	thinking
drive	drove	driven	driving
5.

of the cereal	in the cupboard
during the week	for Mr. Linton
after supper	
since his accident	
with the beard	
on the trees	in the light breeze
with the red wheels	beside the general store
6. Answers will vary.

7. flew, were, is talking, ate, are cutting, have sold, was, will go, has run, will rent
8. Answers will vary.
9. Answers will vary.
10. Answers will vary.
11. Answers will vary.
12. Answers will vary.
13. 1. Our.....pronoun/adjective
neighbours.....noun
three.....adjective
children.....noun
a.....adjective
2. Many.....pronoun
these.....adjective
belonged.....verb
Jeb's.....noun, possessive
3. That.....adjective
is.....verb
to.....preposition
soon.....adverb
4. Hey.....interjection
are.....verb
cooking.....verb
supper.....noun
5. Several.....pronoun
the.....adjective
from.....preposition
camp.....noun
always.....adverb
the.....adjective
weather.....noun
- new.....adjective
have.....verb
young.....adjective
and.....conjunction
dog.....noun
of.....preposition
disks.....noun
to.....preposition
friend.....noun
team.....noun
going.....verb
Mount Carleton.....noun
- What.....pronoun
you.....pronoun
for.....preposition
- of.....preposition
men.....noun
the.....adjective
were.....verb
discussing.....verb
bad.....adjective

14. A

15. D

16. A

17. B

18. C

19. A

20. C

21. C

22. A

23. A. **Those** skates are **really** good.
2. **He** and **I** went to **Ashley's** house.
3. He divided the candy between Sarah and **me**.
4. Everyone must sign **his or her** time sheet before leaving.
5. The **dog's** blanket wasn't in **its** house when the storm hit.

IAUENG - PRETEST

1. Identify the part of speech of each word.(51)
 - A. Cheryl's ideas are better than mine are.(6)
 - B. An extremely loud clap of thunder rattled the windows.(9)
 - C. Are you really happy that they are coming here?(9)
 - D. Oh no, Matt will not have the money before the tour leaves Woodstock.(11)
 - E. Each of these would have been correct, but the answers that you changed are now wrong.(16)

2. In which **one** of the following sentences is the verb *to loan* written in the ***past perfect tense***?
 - A. John loaned the maps to Erin's husband.
 - B. John has loaned the maps to Erin's husband.
 - C. John had loaned the maps to Erin's husband.
 - D. John will loan the maps to Erin' husband.

3. Name the tense of each verb.
 - A. Beth handled the dog very well today.
 - B. The dentist was examining my teeth thoroughly.
 - C. A month from now, I will call you.
 - D. The Sullivans have a new boat.
 - E. Nimoy has been playing that role for over twenty years.

4. Some nouns in the following sentences require apostrophes to show possession. Rewrite the sentences and make the necessary correction. (7)
 - A. Sheilas mother lives next door.
 - B. I bought those pants in the childrens department.
 - C. The Martins bought Nicoles old washing machine.
 - D. The bosses letters are always long and dull.
 - E. The kitten pulled on its mothers ear.
 - F. The renovations to the Jones house gave him three weeks work.

5. Match the term on the left with the name on the left. (8)
- | | |
|--------------------------------|---------------|
| a. Indefinite pronoun | 1. What |
| b. Relative pronoun | 2. Myself |
| c. Personal pronoun | 3. Someone |
| d. Reciprocal pronoun | 4. Yourselves |
| e. Reflexive pronoun, singular | 5. Which |
| f. Emphatic pronoun, plural | 6. Us |
| g. Demonstrative pronoun | 7. These |
| h. Interrogative pronoun | 8. Themselves |
| | 9. Each other |
6. Which **one** of the following sentences is the verb *to watch* written in the **simple future tense**?
- A. We watched the ships come in that night.
 B. We will watch the ships arrive tonight.
 C. We will have watched the ships arrive before dark.
 D. We are watching the ships arrive tonight.
7. Read the following sentence.
Anne and Jim left for Cape Breton today to spend Christmas with their families.
 The **proper nouns** in the sentence are
- A. Christmas, Cape Breton, Anne, Jim.
 B. and, for, to, with.
 C. today, families.
 D. left, spend.
8. Which of the following is the proper possessive form for *the car belonging to my neighbours*?
- A. my neighbours car.
 B. car belonging to my neighbour.
 C. my neighbours' car.
 D. my neighbour's car.

9. Which of the following is the proper possessive form for *the club of university women*?
- university's women's club.
 - university women's club.
 - university womens' club.
 - university's women club.
10. Which of the following is the proper possessive form for *the strap of the camera*?
- the cameras' strap.
 - the camera's strap.
 - the camera strap.
 - the cameras strap's
11. Write one sentence correctly using each of the following adverbs.(6)
- | | |
|--------|---------|
| early | quite |
| almost | fast |
| easily | quickly |
- (You should write a total of **SIX** sentences.)
12. Read the following sentence:(4)
- I will complete this course by April of next year.*
- Rewrite the sentence** and underline the complete **verb** (the main verb and any auxiliary verbs).
 - Write the **tense** of the verb.
 - Rewrite the sentence, changing the verb to the *future perfect tense*,
 - Underline the complete verb in your new sentence.
13. Choose the best conjunctions to join the parts of the following sentences.(3)
- Ron was late _____ he stopped for me.
 - Do you like chocolate cake _____ white cake?
 - I _____ shovel snow _____ mow lawns.

14. Pronouns have been left out of the following paragraph. Rewrite the paragraph, using pronouns as you think are necessary.(5)

Shirley has a pet ferret named Furry. The ferret belonging to Shirley was named Furry because of the soft fur of the ferret. As far as I can see, the soft fur of the ferret belonging to Shirley is the only good thing about the pet ferret belonging to Shirley. The ferret belonging to Shirley bites at every opportunity, and the ferret belonging to Shirley does not smell very pleasant.

15. Read the following sentence:(4)

We lived in New Brunswick all our lives.

- A. **Rewrite the sentence** and underline the complete **verb** (the main verb and any auxiliary verbs).
- B. Write the **tense** of the verb.
- C. Rewrite the sentence, changing the verb to the **present perfect tense**,
- D. Underline the complete verb in your new sentence.
16. In the following sentences, indicate the **adjectives** and the **noun** each modifies.
1. I heard a great new song on the radio.(5)
 2. Monica's sneakers are always dirty and dusty.(3)
 3. Monford's old barn, large and unpainted, looked abandoned.(6)
 4. Our children don't like the icy, cold water.(4)
 5. Their sporty new car, red and expensive, is too flashy.(6)
17. A. List **five (5)** linking verbs.(5)
B. Use each in a sentence.(5)
18. Write **three (3)** sentences with interjections.(3)

19. Choose the correct modifier. Indicate whether the modifier is an adjective or an adverb.(10)
- A. Ted damaged his car (bad, badly).
 - B. The entire team did not feel (well, good) after the meal.
 - C. The managers had a (private, privately) meeting.
 - D. Ken gets behind at school because he works (slow, slowly).
 - E. He answered those questions (real, really) (well, good).

20. Write five sentences using **FIVE DIFFERENT** auxiliary verbs.(5)

21. Read the following sentence:(4)

I feel the raindrops on my face.

- A. **Rewrite the sentence** and underline the complete **verb** (the main verb and any auxiliary verbs).
 - B. Write the **tense** of the verb.
 - C. Rewrite the sentence, changing the verb to the ***past perfect tense***,
 - D. Underline the complete verb in your new sentence.
22. A. Write a sentence containing at least one example of each of the eight parts of speech.
- B. Write each word of your sentence in a line down the page. Indicate after the word the part of speech of each word (see example following).(8)

Example:

- A. **Cindy writes letters.**
- B. **Cindy - NOUN**
writes - VERB
letters - NOUN

23. Find five examples of prepositional phrases anywhere in this test.(5)

24. Record and name all the conjunctions in these sentences.(10)
- A. Ruth and Steve will either write or telephone.
 - B. While they were away, they visited Len and Jennifer.
 - C. A storm was forecast; therefore, we cancelled our trip.
 - D. Have you seen the movie that is playing downtown.
 - E. The man who wrote that book is in town today.
 - F. Your work is good, but it still needs more work.
 - G. They completed the report which we requested, yet we never received it.
25. Correct the grammar errors in these sentences.(12)
- 1. I bought some of them apples from he and Jim.
 - 2. He had went there several times before.
 - 3. The driver could of finished this if I had had the time.
 - 4. The lawyer will do all the work hisself.
 - 5. The tourists changed a large amount of dollars at the airport.
 - 6. Could him and me rent a movie?
 - 7. He sure done good on his last test.
 - 8. Each of the students should buy their own textbook for this course.

Total 192

ANSWER KEY - IAU ENGLISH - PRETEST

1. A. Cheryl's.....noun, possessive
are.....verb
than.....conjunction
are.....verb.
- B. An.....adjective
loud.....adjective
of.....preposition
rattled.....verb
windows.....noun
- C. Are.....verb
really.....adverb
that.....conjunction/pronoun
are.....verb
here.....adverb
- D. Oh no.....interjection
will.....verb
have.....verb
money.....noun
the.....adjective
leaves.....verb
- E. Each.....pronoun
these.....pronoun
have.....verb
correct.....adjective
the.....adjective
that.....conjunction/pronoun
changed.....verb
now.....adverb
- ideas.....noun
better.....adjective
mine.....pronoun
- extremely.....adverb
clap.....noun
thunder.....noun
the.....adjective
- you.....pronoun
happy.....adjective
they.....pronoun
coming.....verb
- Matt.....noun
not.....adverb
the.....adjective
before.....conjunction
tour.....noun
Woodstock.....noun
of.....preposition
would.....verb
been.....verb
but.....conjunction
answers.....noun
you.....pronoun
are.....verb
wrong.....adjective

2. C

3.
 - A. Simple past
 - B. Past progressive
 - C. Simple future
 - D. Simple present
 - E. Present perfect progressive

4.
 - A. Sheila's
 - B. children's
 - C. Nicole's
 - D. bosses'
 - E. mother's
 - F. Jones' weeks'

5.

a.	3;	b.	5;	c.	6;	d.	9;	e.	2;	f.	4
g.	7;	h.	1								

6. B

7. A

8. C

9. B

10. B

11. Answers will vary.

12.
 - A. will complete
 2. Simple future
 3. will have completed

13. Answers may vary.

14. Answers may vary.

15. lived
Simple past
have lived.....present perfect
16. a, great, new.....song the....radio
Monica's, dirty, dusty.....sneakers
Monford's, old, large, unpainted, abandoned.....barn
Our.....children the, icy, cold.....water
their, sporty, new, red, expensive, flashy.....car
17. Answers may vary.
18. Answers may vary.
19. badly.....adverb
well.....adjective (*after a linking verb*)
private.....adjective
slowly.....adverb
really.....adverb well.....adverb
20. Answers may vary.
21. feel
simple present
had felt....past perfect
22. Answers will vary.
23. Answers will vary.
24. and.....co-ordinate conjunction either/or.....correlative conjunction
while.....subordinate conjunction and.....co-ordinate conjunction
therefore.....conjunctive adverb
that.....relative pronoun
who.....relative pronoun
but.....co-ordinate conjunction
yet.....co-ordinate conjunction.

25. I bought some of **those** apples from Jim and **him**.
He had **gone** there several times before.
The driver could **have** finished this if he had had the time.
The lawyer will do the work **himself**.
The tourists changed **a large number** of dollars at the airport.
Could **he** and **I** rent a movie?
He **certainly did well** on his last test
Each of the students should by **his or her** own textbooks for this course.

ACADEMIC STUDIES

ENGLISH

Answer Key for Supplementary Exercises

GRAMMAR: PART I

Parts of Speech



FALL 1998

ANSWER KEY

Exercise 1: Nouns

- | | |
|------------------------------------|---|
| 1. dog, cat, porch | 2. muffins, blueberries |
| 3. daughter, computer, friend | 4. Robert, car, Saint John, truck |
| 5. snow, roads, drivers, motels | 6. passengers, ship, collision, iceberg |
| 7. Titanic, hours, husbands, wives | 8. penguins, South Pole, birds, cold |
| 9. couples, Florida, weather | 10. Shediac, Confederation Bridge,
Riverview |

Exercise 2: Nouns

- | | | |
|----|--|--|
| A. | 1. top, hill, Northumberland Strait | 2. ocean, clouds |
| | 3. boats | 4. fishermen, traps, lobster |
| | 5. people, area, lives, sea | 6. markets, mussels, clams, scallops,
lobster |
| | 7. villages, canneries seafood,
shipment, Japan | 8. boats, fishermen, harbours, night |
| | 9. weather, catch | 10. storms, life, water |
| B. | Answers will vary. | |

Exercise 3: Pronouns

- | | |
|----------------------|-------------------------------|
| 1. Many, them, few | 2. Everybody, something, they |
| 3. What, you, you | 4. They, themselves |
| 5. She, herself, she | 6. All, those |
| 7. Who | 8. Stones, these |
| 9. None, us, that | 10. He, her, this |

Exercise 4: Pronouns (The second part of answers will vary)

- | | | |
|----|------------------------|---------------|
| A. | 1. Who, us, no one | 2. This, her |
| | 3. She, them, any, it | 4. Them, that |
| | 5. What, you, him, his | 6. We |
| | 7. Mine, it | 8. Me, some |
| | 9. They, we | 10. Many |
| B. | Answers will vary. | |

Exercise 5: Verbs

- | | | |
|-----------|------------|-----------|
| 1. Threw | 2. Perched | 3. Flew |
| 4. Cost | 5. Dreamed | 6. Walks |
| 7. Rides | 8. Thought | 9. Looked |
| 10. Slept | | |

Exercise 6: Verbs

- | | | |
|-------------------------------|---------------------|-----------------|
| 1. Sat, were jogging | 2. Ate | 3. Was enjoying |
| 4. Decided | 5. Has been driving | 6. Will guess |
| 7. Are reading, have finished | 8. Will send | 9. Agreed |
| 10. Wants | | |

Exercise 7: Verbs

- | | | |
|---------------------|--------------------|-----------------|
| 1. Learned | 2. Had been broken | 3. Was bringing |
| 4. Could stay | 5. Became | 6. Arrived |
| 7. Brought | 8. Was returning | 9. Are calling |
| 10. Hope, will have | | |

Exercise 8: Adjectives

- | | | |
|--------------------------------------|-------------------------------------|--------------------------------------|
| 1. Little, the, dusty | 2. Six, delicious | 3. The, dark, brown, the, new, white |
| 4. A, beautiful, quiet, that, flower | 5. The, old, torn, faded the, light | 6. A, few, train, six |
| 7. The, hockey, the steel | 8. Paper, the, annual | 9. These, juicy, red |
| 10. The, long, summer, hot dry | | |

Exercise 9: Adverbs

- | | | |
|--------------------|-------------------|---------------------------|
| 1. Early | 2. Soon | 3. Carefully |
| 4. Not , there | 5. Here, tomorrow | 6. Yesterday, effectively |
| 7. Very, lately | 8. Truly | 9. Surprisingly, quickly |
| 10. Really, really | | |

Note: *for class, on the table, at noon, at the beach, during this last week* are also adverbs because they answer the questions when, where, why. These grammar points will be dealt with in a later section. If you identified them as adverbs, you are really thinking.

Exercise 10: Adverbs

- | | | |
|------------------------|-----------------------------|----------------|
| 1. Relatively | 2. Daily | 3. Today, very |
| 4. Quickly, accurately | 5. Generally, quite | 6. Never |
| 7. Not, late | 8. Finally, very, correctly | |
| 9. Brightly | 10. Politely, really | |

Exercise 11: Prepositions

- | | |
|--|--|
| 1. <u>On</u> the bed , <u>in</u> the guest room | 2. <u>Through</u> the park , <u>towards</u> home |
| 3. <u>Behind</u> the desk , <u>under</u> the stairs | 4. <u>Of</u> her dress , |
| 5. <u>On</u> airplanes , <u>beside</u> those , <u>on</u> trains | 6. <u>On</u> the porch |
| 7. <u>With</u> tickets | 8. <u>From</u> maple trees , <u>into</u> a syrup |
| 9. <u>On</u> the road , <u>to</u> Stanley | |
| 10. <u>With</u> the long scarf , <u>in</u> the mall | |

Exercise 11: Prepositions

- In **Sackville** prepositional adjective phrase modifying the noun *aunt*,
Of the **antiques** prepositional adjective phrase modifying the pronoun *several*
To **Gene**: prepositional adverb phrase modifying the verb *gave*
- Beside **ours**: prepositional adjective phrase modifying the noun *camp*
In **1966**: prepositional adverb phrase modifying the verb *was built*
By John's **brother**: prepositional adverb phrase modifying the verb *was built*
- Since the **crash**: prepositional adverb phrase modifying the verb *have received*
Of the **survivors**: prepositional adjective phrase modifying the pronoun *many*
- In his new **movie**: prepositional adverb phrase modifying the verb *drives*
From **Toronto**: prepositional adverb phrase modifying the verb *drives*
To **Los Angeles**: prepositional adverb phrase modifying the verb *drives*
- Of **day**: prepositional adjective phrase modifying the noun *time*
- Of her **work**: prepositional adjective phrase modifying the noun *quality*
- Of our **friends**: prepositional adjective phrase modifying the pronoun *few*
From **school**: prepositional adjective phrase modifying the noun *friends*
For **supper**: prepositional adverb phrase modifying the verb *arrived*
At **Julie's**: prepositional adverb phrase modifying the verb *arrived*
- Of the **items**: prepositional adjective phrase modifying the pronoun *none*
On that **page**: prepositional adjective phrase modifying the noun *items*
Until **July**: prepositional adverb phrase modifying the verb *are*
- In **1992**: prepositional adverb phrase modifying the verb *disappeared*
Of the **money**: prepositional adjective phrase modifying the pronoun *most*

10. From Germany: prepositional adjective phrase modifying the noun *owners*
Of it: prepositional adjective phrase modifying the pronoun *all*
To them: prepositional adverb phrase modifying the verb *sold*

Exercise 12: Interjections

1. Wow 2. Oh no 3. Ouch 4. No 5. Yuck

Exercise 13: Conjunctions

1. And words (2 nouns)
 2. And words (2 nouns)
 3. And prepositional phrases
 4. And adverbs
 But ideas
 5. So ideas
 6. After ideas
 7. Before ideas
 8. And adjectives
 When ideas
 9. Because ideas
 10. Until ideas

Exercise 14: Conjunctions

1. Although and
 2. Because yet
 3. Or which
 4. Who but
 5. That both...and
 6. Until
 7. If so
 8. When
 9. And
 10. Because

Exercise 15: Review

- | | | | | | |
|----|-------|-------------|----|---------|-------------------|
| 1. | Carol | noun | 2. | Our | pronoun/adjective |
| | and | conjunction | | friends | noun |
| | I | pronoun | | in | preposition |

	travelled	verb		Calgary	noun
	to	preposition		were	verb
	Alberta	noun		surprised	adjective
	last	adjective		when	conjunction
	year	noun		we	pronoun
				arrived	verb
3.	The	adjective (article)	4.	Their	pronoun/adjective
	tall	adjective		house	noun
	majestic	adjective		was	verb
	Rocky Mountains	noun		built	verb
	majestic	adjective		in	preposition
	are	verb		1990	noun
	a	adjective (article)			
	truly	adverb			
	beautiful	adjective			
	sight	noun			
5.	No	interjection	6.	We	pronoun
	you	pronoun		jogged	verb
	should	verb		quickly	adverb
	not	adverb		through	preposition
	take	verb		the	adjective (article)
	your	pronoun/adjective		dark	adjective
	camera	noun		woods	noun
	on	preposition			
	your	pronoun/adjective			
	trip	noun			
7.	Most	pronoun	8.	She	pronoun
	of	preposition		was	verb
	the	adjective (article)		giving	verb
	students	noun		a	adjective (article)
	listened	verb		short	adjective
	politely	adverb		but	conjunction
				interesting	adjective
				lecture	noun

- | | | | | | |
|-----|---|--|-----|---|---|
| 9. | We
bought
a
very
small
quantity
of
food
yesterday | pronoun
verb
adjective (article)
adverb
adjective
noun
preposition
noun
adverb | 10. | The
wind
was
cold
but
the
sun
was
really
warm | adjective (article)
noun
verb
adjective
conjunction
adjective (article)
noun
verb
adverb
adjective |
| 11. | This
book
cost
six
dollars | adjective
noun
verb
adjective
noun | 12. | Sheila
and
he
were
talking
to
her
when
it
happened | noun
conjunction
pronoun
verb
verb
preposition
pronoun
conjunction
pronoun
verb |
| 13. | The
American
fishermen
caught
two
salmon
for
lunch | adjective
adjective
noun
verb
adjective
noun
preposition
noun | 14. | Turn
at
the
lights
and
go
two
blocks
west | verb
preposition
adjective (article)
noun
conjunction
verb
adjective
noun
adverb |
| 15. | Eric
and
they
learned
very
quickly | noun
conjunction
pronoun
verb
adverb
adverb | | | |

Exercise 16: Common and Proper Nouns

Common Nouns	Proper Nouns
1. moonlight, leaves, path	Black Lake
2. parcel, sister,	Marsha, Regina
3. city	Bathurst, Bay of Chaleur
4. family, mill	Robin, Alberta
5. people, newspaper, weekend	Italy
6. language, exceptions, rules, grammar	English
7. maple*, syrup, areas	North America
8. hockey*, arena, street	Beresford
9. settlers	Gaspé, France, England
10. stores, sale, carnival, profits	Main Street

* *Depending on the grammar text you consult, the word **maple** may be considered either a noun or an adjective.*

Exercise 17: Common and Proper Nouns

Answers will vary.

Exercise 18: Concrete and Abstract Nouns

Common nouns: rose, cow, school, computer, stars, bubbles

Abstract nouns: justice, happiness, truth, grace, skiing, fear

Exercise 19: Collective Nouns

Answers may vary.

Exercise 20: Mass Nouns

- Owen has (many, several, a few, etc.) assignments to do this week.
- (Many, several, a large number of, etc.) deer were shot this season.
- Ann receives (too much, many pieces of, a lot of, a large amount of, etc.) junk mail.

Exercise 21: Possessive Nouns

- A. 1. Mary's 2. dog's 3. months' 4. Sue's, men's
5. boy's
- B. the children's book Elvis's biggest fans
 the secretaries' meeting the bosses' memos
 my oldest son's car the men's department

the buses' schedule the cats' paws
 the coyote's barking two weeks' pay

Exercise 22: Possessive Nouns

1. Bob's uncle lives near Sharon's farm.
2. Charles' company owed him two days' pay.
3. Martha's sister was worried about her son's health. (one son)
4. Mrs. Smith was worried about their sons' health. (two sons)
5. The child's name is Nora, and the family's name is Boudreau.
6. City Council's regular meetings are held on Mondays.
7. The students' cafeteria will be closed after next week's graduation.
8. Mr. Childs' car was being serviced at Eaton's.
9. The women's resumé's were sent to the companies' head offices by the bosses' secretary.
10. Mark's mother lives at my sister's, but the company's salesman went to my cousin's (cousins')* place.

* *Depending on the meaning, either would be correct.*

Exercise 23: Possessive Nouns

1. My uncles' farmhouse was struck by during last summer's storm. (two uncles)
2. The girl's hair had been cut short for the twins' wedding.
3. A March snow storm is sometimes called "winter's last lament".
4. Have you seen Mel Gibson's last three movies?
5. The skateboarders' park had to be closed for repairs to its half pipes.
6. Because of the accident, his wife's income was reduced.
7. Did you see the dragsters collide on Old Oak Road yesterday?
8. Finish your client's reports before you go to Smith's tonight. (one client)
9. Frank and James' mail order business is making them a rich man's fortune.
10. The sun's rays are too dangerous for us to sit on these lawn chairs for too long!

Exercise 24: Possessive Nouns

Answers will vary.

Exercise 25: Review of Nouns

1. A correct possessive form of the sentence would be
C. That is my neighbour's new car.

2. The eight parts of speech are:
 1. nouns
 2. pronouns
 3. verbs
 4. adjectives
 5. adverbs
 6. prepositions
 7. conjunctions
 8. interjections

3. The proper nouns in the sentence are
B. Centennial Bridge, Chatham, Ferry Road.

4. Rewrite the following sentences to make the noun indicated by **bold print** possessive.
 - A. Laura is Pam's oldest sister.
 - B. This is Doris's store.
 - C. I do not like Cheryl Hastings' apartment.
 - D. Those are the children's toys.
 - E. The police wrote down the witnesses' descriptions.

5. A **noun** is a word which names a person, place, thing, or quality.

6. The nouns in the sentence are
C. friends, town, Halifax, Nova Scotia.

7. Answers will vary. Check your answer with your instructor. The following is an example of answers you might have chosen.
 - A. soda pop - **Pepsi, 7-Up, Coca-Cola, Orange Crush, Sprite**
 - B. city - **Moncton, Saint John, Fredericton, Edmundston, Bathurst, Campbellton, Halifax, Truro, Ottawa**
 - C. river - **St. John River, Miramichi River, Little River, Salmon River, New River**
 - D. holiday - **Christmas, Easter, Boxing Day, New Brunswick Day, Thanksgiving, Labour Day, Canada Day**
 - E. magazine - **Canadian Living, Chatelaine, Consumer Reports, Discover, Entertainment, Inside Sports, Sports**

Illustrated, Parents

8. Write a common noun for each proper noun given below. (Example: New Brunswick - province)
- A. January - month
 - B. Canada - country
 - C. Saint John - city
 - D. Jupiter - planet
 - E. Dr. Parker - doctor
- 9.
- A. The **petals of the flower** fell to the floor.
 - B. I had a great time last St. **Patrick's** Day.
 - C. **no corrections**
 - D. Do you remember when ten **cents'** worth of candy was enough to share with your **friends**?
 - E. There is a burn mark on the **arm of the chair**.
- 10.
- church - common, concrete, count, singular
 - mice - common, concrete, count, plural
 - mob - common, concrete, collective, count, singular
 - beauty - common, abstract, non-count, singular
 - Canada's - proper, abstract*, count**, singular, possessive
 - news - common, abstract*, non-count, singular
 - armies - common, concrete, collective, count, plural
 - food - common, concrete, non-count, singular
 - gold - common, concrete, non-count, singular
 - boys' - common, concrete, count, plural, possessive
 - loyalty - common, abstract, count, singular
 - jury - common, abstract*, collective, count, singular/plural
 - grammar - common, abstract, count**, singular
 - March - proper, abstract, count, singular
 - fragrance - common, concrete, count, singular
 - men's - common, concrete, count, plural, possessive
 - company - common, abstract*, collective, count, singular
 - surprise - common, abstract, count, singular
 - trouble - common, abstract, count, singular
 - English horn - common, concrete, count, singular

sunrise - common, concrete, count, singular

boy's - common, concrete, count, singular, possessive

Lions' Club - proper, abstract, collective, count, singular, "*Lions' possessive*

broccoli - common, concrete, count, singular and plural

* debatable

** could be counted if referring to more than one, e.g. Upper /Lower Canada, French/English Canada, etc.

Exercise 26: Personal Pronouns

1. Did you give him his book?
2. I saw them eating their lunch myself
3. He may have taken her coat, but mine is on the desk.
4. Cheryl gave her cold to them.
5. My sister, her husband and their children visited your mother.

Exercise 27: Personal Pronouns - Person, Number, Gender

- | | | |
|----|---------------------------|--|
| A. | 1. First person plural | C. We, us, our, ours, ourselves |
| | 2. Third person singular | D. She, her, hers, herself |
| | 3. Second person singular | F. You, your, yours, yourselves |
| | 4. Third person plural | B. They, them, their, theirs, themselves |
| | 5. First person singular | A. I, me, my, mine, myself |
- B.
1. I - 1st person singular they - 3rd person plural my - 1st person singular
your - 2nd person singular
 2. They - 3rd person plural it - 3rd person singular theirs - 3rd person plural
they - 3rd person plural its - 3rd person singular
 3. you - 2nd person singular/plural her - 3rd person singular feminine
you - 2nd person singular/plural yours - 2nd person singular/plural
 4. They - 3rd person plural we - 1st person plural our - 1st person plural

Exercise 28: Possessive Personal Pronouns

Answers will vary.

Exercise 29: Possessive Personal Pronouns

Answers will vary.

Exercise 30: Pronoun Selection

- | | | | |
|--------------|--------------|---------------|------------------|
| 1. he | 2. he | 3. her | 4. You |
| 5. me | 6. he, I | 7. they, they | 8. those, their |
| 9. Its, it's | 10. his, her | 11. me | 12. Your, you're |

Exercise 31: Pronoun Selection

Answers will vary. Have your instructor check your answer. The following is an example of how you may have rewritten the paragraph.

Tim Maxwell recently purchased a car. It is a 1989 Buick LeSabre. Although his car is not a new one, it had not been driven very far when he bought it. It had travelled only 800 kilometres! That is not very many kilometres for a car as old as his. His car is just like a new one. It had been in an old lady's garage since her husband died in early 1990.

Exercise 32: Pronoun Selection

- Al met John and **her** at the movies. Read the sentence without *John*.
Al met she at the movies. That doesn't sound right. Your other choice is *her*, so try *Al met her at the movies.* **Her** is the right choice.
- Laura and she had hamburgers for lunch.
- I took **those** clothes to the cleaners yesterday. The pronoun *them* never goes with a noun.
- We sent her some flowers..
- Mary drove Paul and **me** to the mall.
Read the sentence as though only one person got a ride. *Mary drove I to the mall.* Now it's easy to tell that *me* is the wrong pronoun to select.
- Leo and **she** gave **you** the coffee money on Monday.
To find the right choice, read the sentence as though only the woman gave the money. *Her gave....*
The word *yous* does not exist.
- Could **he** and **I** could go to the game? (Try the sentence with each pronoun separately, and break up the sentence as follows: *Could him go to the game?*)

*Could **he** go to the game?* The second sentence sounds better. Now the other pronoun choice. *Could **me** go to the game? Could **I** go to the game?* Again, the second sentence sounds better. Therefore, the correct pronoun selections in this sentence are **he** and **I**.)

8. You and your husband should prepare **yourselves** for some bad news. The pronoun *yourself* is singular. In this sentence, two people should be preparing themselves. The plural version of this pronoun is the right one.

9. They kept the secret from Jack and **me**.
Read the sentence as if only one person did not know the secret. *They kept the secret from I.*
10. The man standing outside is **he**. (This is tricky and may not sound right, but try switching the sentence around. *Him is the man outside. He is the man outside.* The second choice makes more sense, and is the correct pronoun selection in this instance.)
11. Jane's best friend was **I**.
Use the same strategy as in sentence 11. *Me was Jane's best friend. I was Jane's best friend.* Decide which sentence sounds the best. The obvious choice is the pronoun **I**.
12. **Those** (or these) people pushed in line ahead of me!
This mistake is often heard in speech. The pronoun *them* is **NEVER used to go along with a noun.**

Exercise 33: Pronoun Selection

1. They 2. Her 3. Your 4. Mine
5. Its (Remember that the personal pronoun has not apostrophe. It's means "it is".)

Exercise 34: Pronouns and Antecedents

- A. Your instructor will check your answer.
B.
1. His.....president
 2. Their, themselves.....managers
 3. Them.....students; those.....books
 4. Their.....jury (used in this sentence as a plural)
 5. It.....family (used as a single unit)
 6. Her.....one (*Girls* is not the antecedent. Only one person received a trophy.)
 7. Their.....family (showing that each individual family member acts separately)
 8. Ourselves.....we
 9. These.....donations
 10. His or her.....student (3rd person singular, the gender is not clear)

Exercise 35: Pronouns and Antecedents

Answers may vary. (It is important to understand that too many pronouns make the meaning of a sentence unclear. As well, a pronoun always refers to the noun closest to it (in front of it))

1. Philip gave her a present. (Philip bought the present.)
Philip gave her Donna's present. (Donna bought the present.)
Philip gave her the present that he had bought for Marilyn.
2. Norm and Al filled Al's (or Norm's) basket with apples from Fredericton.
Norm and Al filled Jim's basket with apples from Fredericton.
3. Each member of the class asked his or her mother to help at the bake sale.
4. The police officer told the driver, "You deserved this ticket, and you should pay it."
5. The audience clapped for the actors' performance.

Exercise 36: Indefinite Pronouns

1. Does anybody know **his or her** Social Insurance Number?
2. Each of those buyers should consult **his or her** supervisors.
3. Max and Helen sang at **their** mutual friends' wedding.
4. None of the boys has paid for **his** bus ticket.
5. Several of the men have paid **their** dues.
6. No one should submit **his or her** report later than tomorrow.
7. The deer hurt **its** leg when it jumped the fence.
8. A few forgot **their** lunches.
9. Many hens have escaped from **their** pen.
10. A few of us have received **our** marks.

Exercise 37: Demonstrative Pronouns

- A. 1. This 2. That 3. Such 4. These, those 5. That
B. Answers will vary.

Exercise 38: Reflexive, Emphatic, Reciprocal Pronouns

1. Himself reflexive.....an action he did to himself
2. Each other reciprocal
3. Yourself emphatic.....no one else washed it
4. One another reciprocal
5. Yourself reflexive
6. Myself emphatic

- | | | |
|-----|------------------|-----------|
| 7. | Themselves | emphatic |
| 8. | Herself | reflexive |
| 9. | Himself, herself | reflexive |
| 10. | Ourselves | reflexive |

Exercise 39: Interrogative Pronouns

- | | | | | |
|----------|---------|----------|---------|--------------|
| 1. Who | 2. What | 3. ----- | 4. ---- | 5. (To) whom |
| 6. Which | 7. ---- | 8. Which | 9. What | 10. ---- |

Exercise 40: Review of Pronouns

1. Some students use PRIDE with 3 Rs and 2 Is. (PRRRIIDE)

- P personal
 R reflexive
 R reciprocal
 R relative
 I indefinite
 I interrogative
 D demonstrative
 E emphatic
 B.

- you.....personal pronoun, 2nd person, singular or plural, refers to person(s) who are present
 that.....demonstrative pronoun, singular
 it.....personal pronoun, 3rd person singular, neuter (no gender), replaces the noun *accident*
 me.....personal pronoun, 1st person singular, refers to person who is speaking
- themselves.....emphatic pronoun, 3rd person plural, refers to the noun *children*
 it.....personal pronoun, 3rd person singular
- What.....interrogative pronoun
 anyone.....indefinite pronoun, singular
 that.....demonstrative pronoun
- She.....personal pronoun, 3rd person, singular, feminine
 herself.....reflexive pronoun, 3rd person, singular, feminine
 any.....indefinite pronoun
 her.....personal pronoun, 3rd person, singular, feminine
- He.....personal pronoun, 3rd person, singular, masculine

- his.....personal pronoun, 3rd person, singular, masculine, shows possession, modifies the noun *boss*
- that.....relative pronoun, used as a conjunction to join two ideas
- those.....demonstrative pronoun, plural, refers to a plural noun mentioned previously
- which.....relative pronoun, used as a conjunction to join two ideas
- you.....personal pronoun, 2nd person, singular or plural
6. That.....demonstrative pronoun, singular
- that.....relative pronoun, used as a conjunction joining two ideas
- someone.....indefinite pronoun
- you.....personal pronoun, 2nd person, singular or plural
7. their.....personal pronoun, 3rd person, plural, masculine and/or feminine, shows possession, modifies the noun *bill*
- them.....personal pronoun, 3rd person, plural, masculine and/or feminine
- they.....personal pronoun, 3rd person, plural, masculine and/or feminine, refers to a plural noun mentioned previously
- it.....personal pronoun, 3rd person, singular, no gender, refers to a singular noun mentioned previously.
8. My.....personal pronoun, 1st person, singular, shows possession, modifies the noun *attempt*, refers to the person speaking
- I.....personal pronoun, 1st person, singular, refers to the person speaking
- I.....(as above)
- it.....personal pronoun, 3rd person, singular, neuter, refers to a “whole” idea (the first attempt was a failure)
9. Which.....interrogative pronoun
- both.....indefinite pronoun, plural, refers to the noun *choices*
- them.....personal pronoun, 3rd person, plural, refers to pronoun *both* which refers to the noun *choices*
10. itself.....emphatic pronoun

Exercise 41: Review of Pronouns

1. all.....indefinite pronoun
- my.....personal pronoun
2. who.....interrogative pronoun
3. they.....personal pronoun
- themselves.....reflexive pronoun
4. You.....personal pronoun

- that.....demonstrative pronoun
 them.....personal pronoun
 you.....personal pronoun
5. who.....relative pronoun
 each other.....reciprocal pronoun
6. your.....personal pronoun (used as an adjective)
 he.....personal pronoun
 mine.....personal pronoun, possessive
7. We.....personal pronoun
 you.....personal pronoun
 who.....relative pronoun
 that.....demonstrative pronoun
8. We.....personal pronoun
 ourselves.....emphatic pronoun
9. yourselves.....reflexive pronoun
 what.....interrogative pronoun
 I.....personal pronoun
 those.....demonstrative pronoun
10. Something.....indefinite pronoun

Exercise 42: Review of Pronouns

- | | | |
|----|-------------------------------|----------|
| 1. | 1 st person plural | C. |
| | interrogative pronoun | F. or I. |
| | reciprocal pronoun | B |
| | relative pronoun | F. or I. |
| | indefinite pronoun (plural) | K. |
| | demonstrative pronoun | A. |
| | indefinite pronoun (singular) | E. |
| | possessive pronoun | J. |
| | reflexive pronoun | H. |
| | a word that doesn't exist | G |
2. Pronouns are used to replace or refer to nouns and to make sentences more interesting and less repetitive.

3. a. she b. himself c. me
 d. which e. its f. your
 g. their h. those i. him
 j. themselves
4. Answers will vary.
5. A. is incorrect
6. D. is correct
7. B. correctly completes the sentence.
8. A. Few.....indefinite pronoun, plural
 B. Those.....demonstrative pronoun, plural
 mine.....personal pronoun, 1st person, singular, shows possession
 C. which.....relative pronoun
 themselves.....reflexive pronoun, 3rd person, plural, refers to *companies*
 D. Who.....interrogative pronoun
 anything.....indefinite pronoun, singular
 this.....demonstrative pronoun, singular
 E. yourself.....reflexive pronoun, singular
 something.....indefinite pronoun

Exercise 43: Action Verbs

- A. Answers will vary.
 B. Answers will vary.

Exercise 44: Linking Verbs

Answers will vary.

Exercise 45: Action Verbs and Linking Verbs

- | | |
|-----------------------|------------------------|
| 1. jumped.....action | 2. hit.....action |
| 3. smashed.....action | 4. watched.....action |
| 5. were.....linking | 6. is.....linking |
| 7. was.....linking | 8. will be.....linking |
| 9. were.....linking | 10. feared.....action |

- | | |
|-------------------------|-------------------------|
| 11. squeaked.....action | 12. were.....linking |
| 13. drove.....action | 14. believed.....action |
| 15. tasted.....action | |

Exercise 46: Action Verbs and Linking Verbs

- | | |
|-------------------------------|------------------------------|
| 1. smells.....linking | 2. looks.....linking |
| 3. looked.....action | 4. became.....linking |
| 5. coughed.....action | 6. know.....action |
| 7. Close.....action | 8. felt.....action |
| 9. felt.....linking | 10. howl.....action |
| 11. fell, broke.....action | 12. sings, dances.....action |
| 13. slammed, drove.....action | 14. publishes.....action |
| 15. tastes.....linking | |

Exercise 47: Action and Linking Verbs

Answers may vary.

Exercise 48: Auxiliary Verbs and Main Verbs

SENTENCE	MAIN VERB	HELPING VERB(S) (IF ANY)
1. Heather will rarely drive the car in winter.	drive	will
2. He must have taken my jacket by mistake.	taken	must have
3. We played ball against their team Saturday.	played	-----
4. That would have confused anyone!	confused	would have
5. Would you please flip the hamburgers?	flip	would
6. There was a good show on TV last night.	was	-----
7. Mitchell has lived here all his life.	lived	has
8. I will not be going, not after the last trip.	going	will be
9. The men should have eaten that by now.	eaten	should have

10. The washing machine has broken down.	broken	has
11. Have you ever heard such nonsense.	heard	have
12. He might have consulted a doctor.	consulted	might have
13. Sue may never have been given that letter.	given	may have been
14. I shall never agree to his proposal.	agree	shall
15. A child can easily learn this song.	learn	can

Exercise 49: Identifying Verb Tenses

- A. kicks.....simple present
- B. is kicking.....present progressive
- C. will kick.....simple future
- D. has been kicking.....present perfect progressive
- E. has kicked.....present perfect
- F. will have kicked.....future perfect
- G. had kicked.....past perfect
- H. will be leaving.....future progressive
- I. was giving.....past progressive
- J. had been learning.....past perfect progressive

Exercise 50: Identifying Verb Tenses

- 1. B.
- 2. A.
- 3. D.
- 4. C.
- 5. B.
- 6. A.
- 7. They **will have washed** the laundry by then. *Answers may vary.*
- 8. He **has talked** to the Lions' Club before. *Answers may vary.*
- 9. Vanessa **was signing** her lease. *Answers may vary.*
- 10. The couple **will be needing** even more room soon.
- 11. It **had been snowing** for three days. *Answers may vary.*
- 12. We **have been thinking** about you lately. *Answers may vary.*

Exercise 51: Irregular Verbs

1-3. Answers may vary.

4.

- A. Present progressive
- B. Simple past
- C. Present perfect
- D. Future perfect
- E. Future progressive
- F. Past perfect
- G. Simple past

Exercise 52: Active and Passive Voice

1. Passive
2. Active
3. Active
4. Passive
5. Passive
6. Active
7. Passive
8. Passive
9. Passive
10. Passive
11. Active
12. Active
13. Active
14. Passive
15. Active

Exercise 53: Active and Passive Voice

Answers will vary.

Exercise 54: Active and Passive Voice

Answers will vary.

Exercise 55: Review of Verbs

Remember that it is impossible to decide on a word's part of speech until it is used in a sentence.

Exercise 56: Review of Verbs

- | | |
|---|--|
| <ol style="list-style-type: none"> 2. Will show
3rd person plural
simple future
active voice | <ol style="list-style-type: none"> 3. Have eaten
2nd person (singular or plural)
present perfect
active voice |
| <ol style="list-style-type: none"> 4. Had been asked
3rd person singular
past perfect
passive voice | <ol style="list-style-type: none"> 5. Has been asking
3rd person singular
present perfect progressive
active voice |

The committee had asked

- | | |
|---|--|
| <p>6. Will be served
3rd person singular
simple future
passive voice
“The waiter” will serve</p> | <p>7. Spoke
3rd person singular
simple past
active voice</p> |
| <p>8. Shall be seeing
1st person singular
future progressive
active voice</p> | <p>9 a). Was bitten
3rd person singular,
simple past
passive voice
The dog bit the boy</p> |
| <p>9 b) Was destroyed
3rd person singular (neuter)
simple past
passive voice
“The vet” destroyed</p> | <p>10 a) Are
3rd person plural (m or f)
simple present
active voice</p> |
| <p>10 b) Are
3rd person plural
simple present
active voice</p> | <p>11. Walks
3rd person singular
simple present
active voice</p> |
| <p>12. Am doing
1st person singular
present progressive
active voice</p> | <p>13. Will have been playing
3rd person singular
future perfect progressive
active voice</p> |
| <p>14. Is dating
3rd person singular
present progressive
active voice</p> | <p>15. Had been repainted
3rd person plural, neuter
past perfect
passive voice
“The painter” had just repainted</p> |

Exercise 57: Review of Nouns, Pronouns, and Verbs

- | Nouns | Pronouns | Verbs |
|-------------------------------|------------------------|----------|
| 1. planes, Gander, ice, wings | its | landed |
| 2. sister, bike, office | my, her | rides |
| 3. Tom | everything, that, them | says, is |

4.	men	both, those	were
5.	company, parts	us	buys
6.	sister, Spanish	my, herself	was teaching
7.	problems	something, each	should be done
8.	airport	they, each other	might find
9.	----	you	were thinking
10.	results	everyone, they	is finished, will announce

Exercise 58: Review of Nouns, Pronouns, and Verbs

- Kevin.....noun, proper, concrete, singular
gave.....verb, 3rd person, singular, simple past, active voice
me.....pronoun, personal, 1st person singular
Marion's.....noun, possessive, proper, concrete, singular
card.....noun, common, concrete, singular
- Aunt Gladys.....noun, proper, concrete
lives.....verb, 3rd person, singular, simple present, active voice
my.....pronoun, personal, 1st person, singular, possessive,
mother's.....noun, possessive, common, concrete, singular
- jury.....noun, common, concrete, singular, collective
is discussing.....verb, 3rd person, singular, present progressive, active voice
its.....pronoun, personal, 3rd person, singular, possessive
decision.....noun, common, concrete, singular
- chefs.....noun, common, concrete, singular
are being asked.....verb, 3rd person, plural, present progressive, passive voice
their.....pronoun, personal, 3rd person, plural, possessive
recipes.....noun, common, concrete, plural
- all.....pronoun, indefinite, plural
these.....pronoun, demonstrative, plural
will sell.....verb, 3rd person, plural, simple future, active voice

Exercise 59: Nouns, Pronouns, and Verbs

- I.....pronoun, personal, 1st person singular
am.....verb, linking, 1st person singular, simple present
decision.....noun, common, concrete, singular
- Your.....pronoun, personal, 2nd person, singular or plural, possessive
choices.....noun, common, concrete, plural

- seem.....verb, linking, 3rd person, plural, simple present
3. Luke.....noun, proper, singular
is talking.....verb, action 3rd person, singular, present progressive, active voice
his.....pronoun, personal, 3rd person, singular, masculine, possessive
girlfriend.....noun, common, concrete, singular
phone.....noun, common, concrete, singular
 4. He.....pronoun, personal, 3rd person singular
was going.....verb, action, 3rd person, singular, past progressive, active voice
 5. You.....pronoun, personal, 2nd person, singular/plural
have written.....verb, 2nd person, singular/plural, present perfect, active voice
letter.....noun, common, concrete, singular
 6. money.....noun, common, concrete, non-count, singular
you.....pronoun, personal, 2nd person, singular/plural
will need.....verb, 2nd person, singular/plural, simple future, active voice
 7. He.....pronoun, personal, 3rd person, singular, masculine
had watched.....verb, 3rd person, singular, past perfect, active voice
TV.....noun, common, concrete, singular
hour.....noun, common, concrete, singular
 8. Oprah.....noun, proper, concrete, singular
has changed.....verb, 3rd person, singular, present perfect, active voice
people's.....noun, common, concrete, plural, possessive
attitudes.....noun, common, concrete, plural
honesty.....noun, common, abstract, singular
 9. Tony.....noun, proper
will have finished.....verb, 3rd person, singular, future perfect, active voice
course.....noun, common, concrete, singular
June.....noun, proper
 10. We.....pronoun, personal, 1st person, plural
were walking.....verb, 1st person, plural, past progressive, active voice
beach.....noun, common, concrete, singular
accident.....noun, common, concrete, singular.

Exercise 60: Review of Nouns and Pronouns

1. He.....pronoun, personal, 3rd, singular, masculine
smelled.....verb, action, 3rd, singular, simple past, active voice
bread.....noun, common, concrete, non-count,
his.....pronoun, personal, 3rd, singular, masculine, used as an adjective

- mouth.....noun, common, concrete, count, singular
 watered.....verb, action, 3rd, singular, simple past, active voice
2. storm.....noun, common, concrete, count, singular
 grew.....verb, linking, 3rd, singular, simple past,
 night.....noun, common, concrete, count, singular
 approached.....verb, action, 3rd, singular, simple past, active voice
3. It.....pronoun, personal, 3rd singular
 afternoon.....noun, common, concrete, count, singular
4. They.....pronoun, personal, 3rd, plural
 were.....verb, linking verb, 3rd person, plural, simple past
 reservations.....noun, common, concrete, plural
 Cuba.....noun, proper
5. Many.....pronoun, indefinite, plural
 colours.....noun, common, concrete, plural
 are being changed.....verb, 3rd person, plural, present progressive, passive
 decorator.....noun, common, concrete, singular
6. Her.....pronoun, personal, 3rd person, singular, possessive
 relatives.....noun, common, concrete, plural
 were eating.....verb, 3rd person, plural, past progressive, active voice
 their.....pronoun, personal, 3rd, plural, possessive
 lunch.....noun, common, concrete, count, singular
 porch.....noun, common, concrete, count, singular
 heat.....noun, common, concrete, non-count, singular
7. Those.....pronoun, demonstrative, plural
 were made.....verb, action, 3rd, plural, simple past, passive voice
 these.....pronoun, demonstrative, plural
 come.....verb, action, 3rd, plural, simple present, active voice
 Sackville.....noun, proper, concrete,
8. What.....pronoun, interrogative
 has seen.....verb, action, 3rd, singular/plural, present perfect, active voice
9. Will complete.....verb, action, 2nd, singular/plural, simple future, active voice
 survey.....noun, common, concrete, count, singular
10. Liz.....noun, proper, concrete, singular, feminine
 drove.....verb, action, 3rd, singular, past perfect, active voice
 herself.....pronoun, reflexive, 3rd, singular, feminine
 Central Hospital.....noun, proper, concrete

Exercise 61: Adjectives

<u>Adjectives</u>	<u>Nouns modified</u>
1. The, rough, uneven	road
2. an, old, rusty	car
my	space
3. the	child
the, sugary, sweet	icing
the, big	spoon
4. a, ragged	string
dusty, light*	bulb
5. a, boring, depressing	day
6. those, six	people
7. this	trip
several	days
8. spicy, Mexican	food
9. Shelley, Tim's*	house
10. The, little	girl
big, sparkling, blue	eyes
11. these	parcels
12. our	cousins
huge, juicy	apples
13. some, light, summer*	clothes
14. Karl's*, hockey*, dull	skates
15. two, sweet, lovable	cats
the, dining room*	table

* These words are technically nouns but when used to describe another noun, they can be identified as adjectives.

Exercise 62: Adjectives

The young hikers walked through the dark woods. A few boys knew that they were lost, but most simply enjoyed the sweet smell of dried pine needles and autumn leaves that littered the ground. The weather was warm, and the hills were gentle, but as they continued on their way the sunlight became paler. The youngest boys started to ask their Scout leader when they could stop and eat their sandwiches. He told them that they would have to wait until they reach the little lake on the other side of the steep blue ridge ahead. After two long hours, the group of tired boys still had not reached the isolated lake that was their final destination, and one older

boy suggested that they set up camp beside *a babbling* brook. They set up *their canvas* tents, lit *a huge crackling* fire, and ate *their* supper. Just as they were climbing into *their snug sleeping* bags, they saw *a beam of light, bright and narrow,* piercing *the inky* darkness. With relief, *the* leader realized that they were *six* miles south of where they should have been. The car was obviously travelling on the *Black River Road* and they were only *a mile or two* from *Mr. Jensen's chicken* farm. They weren't *lost* at all!

Exercise 63: Adverbs

- | | | | |
|-----|--------------------------------|----------------------|------------------------|
| 1. | yesterday.....when | carefully.....how | |
| 2. | casually.....how | too.....how casually | |
| 3. | where.....interrogative adverb | now.....when | |
| 4. | Why.....interrogative adverb | very.....how quickly | |
| 5. | quite.....how useful | efficiently.....how | more...how efficiently |
| 6. | there.....where | later.....when | extremely.....how |
| | | important | |
| 7. | never...when | | |
| 8. | really.....how exciting | | |
| 9. | not.....negative | very.....how good | |
| 10. | almost.....when | never.....when | |

Exercise 64: Adverbs Modifying Verbs, Adjectives, and Adverbs

1. politely modifies the verb *asked*
2. thoughtfully modifies the verb *chewed*
3. daily modifies the verb *review*
4. tightly modifies the verb *packed*
5. very modifies the adjective *happy*
6. sincerely modifies the adjective *grateful*
7. deeply modifies the adjective *tanned*
8. fast modifies the verb *travel*; very modifies the adverb *fast*
9. really modifies the adjective *tired*
10. leisurely modifies the verb *strolled*

Exercise 65: Distinguishing Between Adjectives and Adverbs

1. Well. The sentence describes how she behaves. An adverb is needed to

- modify the verb *behaves*. *Good* is an adjective, so *well*, an adverb, is the best choice.
2. Sad. *Feels* is a linking verb and it needs an adjective to complete it. *Sad* is an adjective; *sadly* is an adverb.
 3. Really. *Sure* is an adjective completing the linking verb *am*. An adverb is required to modify the adjective. *Really* is an adverb; *real* is an adjective.
 4. Simple. An adjective is needed to complete the linking verb *were*. *Simple* is an adjective; *simply* is an adverb.
 5. Well. Although *well* is usually an adverb, it is used as an adjective when speaking of someone's health.
 6. Slowly. An adverb is needed to describe how the work was done. *Slowly* is an adverb modifying the verb *went*.
 7. Gradual. This is another linking verb which needs an adjective to complete it. *Gradual* is an adjective; *gradually* is an adverb.
 8. Seriously. An adverb is needed to describe how the work is done. *Seriously* is an adverb; *serious* is an adjective.
 9. Awful. *Feel* is a linking verb which needs an adjective to complete its meaning. *Awful* is an adjective; *awfully* is an adverb.
 10. Good. *Taste* is a linking verb. Use the adjective *good* to complete it.
 11. Quickly. An adverb is needed to describe how firefighters should respond. *Quickly* is an adverb; *quick* is an adjective.
 12. Calm. An adjective is needed to modify the noun *voice*. *Calm* is an adjective; *calmly* is an adverb.
 13. Badly. An adverb is required to describe how he putted. *Badly* is an adverb; *bad* is an adjective.
 14. Brightly. An adverb modifies a verb. *Brightly* is an adverb describing how the light shone.
 15. Well. The adverb *well* describes how Paul did on his driver's test.

Exercise 66: Comparisons with Adjectives and Adverb

1. Smaller. Comparing two people
2. More rapidly
3. More. Comparing snowfall for two months
4. Worse (comparing two things)
5. More difficult (comparing two things)
6. Eldest. Comparing more than two
7. Unique. *Unique* is an absolute adjective and cannot be compared.

Exercise 67: Prepositions

A. Answers will vary.

B.

1. For, along, at, of (at the end of)
2. Among, for, of
3. in
4. in, under
5. near, with
6. down, around
7. with, to, at
8. beside, on, of, in, by (on top of)
9. in, for
10. for, to, with

C.

1. For shells and pebbles, along the beach, at the end, of the day (at the end of the day)
2. among the rubble, for pictures, of her mother and father
3. in this store
4. in the world, under my son's bed
5. near the trees, with the hornets' nest
6. down the hill, around the corner
7. With the sore ear, to the door, at noon
8. beside the store, on top, of the hill, in 1960, by my son (on top of the hill)
9. in your group, for the conference
10. for the best costume, to the clown, with the funny hat

D.

1. for shells and pebbles.....adverb.....why
 along the beach.....adverb.....where
 at the end.....adverb.....when
 of the day.....adjective.....modifies the noun *end*
2. among the rubble.....adverb.....where
 for pictures.....adverb.....why
 of her mother and father.....adjective.....modifies the noun *pictures*
3. in this store.....adverb.....where
4. in the world.....adjective.....modifies the noun *socks*
 under my son's bed.....adverb.....where
5. near the trees.....adverb.....where
 with the hornets' nest.....adjective.....modifies the noun *trees*
6. down the hill.....adverb.....where
 around the corner.....adverb.....where
7. with the sore ear.....adjective.....modifies the noun *cat*
 to the door.....adverb.....where
 at noon.....adverb.....when
8. beside the store.....adjective.....modifies the noun *houses*
 on top.....adjective.....modifies the noun *houses*
 of the hill.....adjective.....modifies the noun *top*
 on top of the hill.....can be considered as one prepositional phrase. Some grammar books call *on top of* a compound preposition.
 in 1960.....adverb.....when
 by my son.....adverb.....how

9. in your group....adjective.....modifies the noun *women*
for the conference.....adjective.....modifies the noun *theme*
10. for the best costume.....adjective.....modifies the noun *prize*
to the clown.....adverb.....where, how
with the funny hat.....adjective.....modifies the noun *clown*

Exercise 68: Prepositional Phrases

1. on the roof.....adjective.....modifying the noun *men*
for two hours.....adverb.....how long
in the heat.....adverb.....how, where
2. during the night.....adverb.....when
of the water.....adjective.....modifying the noun *rest*
from the basement.....adverb.....where
3. near the mall.....adverb.....where
to the north.....adverb.....where
of the city limits.....adjective.....modifying the noun *north*
4. in the kitchen.....adjective.....modifying the noun *women*
under the tables.....adverb.....where
in the closets.....adverb.....where
5. with big hat.....adjective.....modifying the noun *lady*
into the line.....adverb.....where
in front.....adverb.....where
of me.....adjective.....modifying the noun *front*
in front of me.....adverb.....where (can be identified as a single phrase)
at the store.....adverb.....where
6. On Fridays.....adverb.....when
of the staff....adjective.....modifying the pronoun *all*
at the radio station.....adjective....modifying the noun *station*
at the old mill.....adverb.....where
7. In the middle.....adverb.....where
of a big spacious lawn.....adjective.....modifying the noun *middle*
in the middle of a big spacious lawn.....adverb.....where
8. Because of the storm.....adverb.....why
from the day care.....adjective.....modifying the noun *children*
at the church.....adjective.....modifying the noun *day care*
around the block.....adverb....where
10. After his graduation.....adverb.....when

in 1992.....adjective.....modifying the noun *graduation*
 for a job.....adjective.....modifying the noun *ad*
 in Manitoba.....adjective.....modifying the noun *Manitoba*

Exercise 69: Conjunctions

- | | |
|-----------------------|-------------------------|
| 1. but | 2. not only, but also |
| 3. or | 4. either, and, or, and |
| 5. both, and | 6. neither, nor |
| 7. however | 8. neither, nor |
| 9. not only, but also | 10. meanwhile |
| 11. and | 12. but |
| 13. yet | 14. so |
| 15. as a result | |

Exercise 70: Conjunctions

- | | | |
|--------------|--------------|----------------|
| 1. because | 2. since | 3. even though |
| 4. after | 5. where | 6. since |
| 7. why | 8. than | 9. whether |
| 10. how | 11. before | 12. if |
| 13. although | 14. because | 15. while |
| 16. because | 17. although | 18. how |
| 19. if | 20. why | 21. as if |
| 22. unless | 23. than | 24. after |
| 25. before | | |

B.

1. He paid for her ticket (**because** *he liked her*).
2. (**Since** *I first met Sheila and her*), she has always been very polite.
3. I won't be able to go (**even though** *I have the money*).
4. **After** *the whale beach itself*, local citizens rescued it.
5. I know (**where** *they have hidden the treasure*), but I don't have a map.
But is a conjunction joining two separate and complete ideas.
6. (**After** *the maple trees were damaged*), they were cut down.
7. I wonder (**why** *they are leaving so early*).
8. Mark knows more (**than** *I do about that case*).
9. It isn't certain (**whether** *they will come or not*).
10. The engineer from Mainframe explained (**how** *they would build the bridge*).

11. (*Before they read the book*), they fixed it themselves
12. After the lecture, the students asked (*if they could stay*).
Compare the use of *after*. In sentence 12, *after* is a preposition. Why?
13. (*Although he is stronger*), he couldn't turn it.
14. (*Because you were late*), you missed it
15. Thieves broke in (*while we were away*).
16. The roads were slippery (*because the snow was followed by rain*).
Compare this with, The roads were slippery because of the snow.
17. (*Although it was quite sunny*), the wind was cool.
18. I don't know (*how I will get there*).
19. (*If you are short*), you can't reach that cupboard.
20. The story explained (*why people believed in the ghost*).
21. He always talks (*as if he were an expert*).
22. (*Unless the Leafs win this game*), they are out of the playoffs.
23. Les is five inches taller (*than I am*).
24. (*After he won the gold medal*), he turned pro.
25. You just answered my questions (*before I asked them*).

Exercise 71: Relative Pronouns

- | | | |
|----------|---------|---------|
| 1. that | 2. that | 3. who |
| 4. which | 5. who | 6. whom |
| 7. who | 8. that | 9. that |
| 10. that | | |

Exercise 72: Interjections

Answers will vary.

Exercise 74: Review A

- | | | | |
|----------|-------------|----------|---------------------|
| 1. dogs | noun | 2. The | adjective (article) |
| make | verb | pioneers | noun |
| good | adjective | settle | verb |
| pets | noun | quickly | adverb |
| for | preposition | on | preposition |
| young | adjective | the | adjective (article) |
| children | noun | small | adjective |
| | | farms | noun |
| | | around | preposition |

			Gloucester	noun
3.	your	adjective (pronoun)	4. Does	verb (auxiliary)
	ancestors	noun	he	pronoun
	lived	verb	often	adverb
	beside	preposition	go	verb (main)
	the	adjective	to	preposition
	sea	noun	the	adjective
	mine	preposition	beach	noun
	lived	verb	during	preposition
	near	preposition	the	adjective
	Moncton	noun	summer	noun
5.	Those	adjective/pronoun	6. I	pronoun
	big	adjective	do	verb (aux)
	chunky	adjective	not	adverb
	pots	noun	think	verb (main)
	sell	verb	their	adjective/pronoun
	for	preposition	problems	noun
	nine	adjective	now	adverb
	dollars	noun	because	conjunction
	so	conjunction	I	pronoun
	you	pronoun	do	verb (aux)
	can	verb (aux)	not	adverb
	buy	verb (main)	have	verb (main)
	several	pronoun	time	noun
	of	preposition		
	them	pronoun		
7.	Casually	adverb	8. Everyone	pronoun
	the	adjective	recognized	verb
	thieves	noun	his	adjective/pronoun
	surveyed	verb	courage	noun
	the	adjective	and	conjunction
	neighbourhood	noun	strength	noun
	until	conjunction	even if	conjunction
	they	pronoun	he	pronoun

	spotted	verb	did	verb (aux)	
	the	adjective	not	adverb	
	right	adjective			
	house	noun			
9.	Lilacs	noun	10.	Mark	noun
	always	adverb		smelled	verb
	smell	verb		the	adjective
	wonderful	adjective		skunk	noun
	in	preposition		and	conjunction
	spring	noun		left	verb
				the	adjective
				area	noun
				immediately	adverb
11.	The	adjective	12.	She	pronoun
	students	noun		believes	verb
	in	preposition		in	preposition
	this	adjective/pronoun		his	adjective/pronoun
	program	noun		ability	noun
	are	verb			
	very	adverb			
	hard	adjective			
	workers	noun			
13.	The	adjective	14.	He	pronoun
	frail	adjective		has	verb (aux)
	old	adjective		always	adverb
	lady	noun		been	verb (main)
	is	verb		a	adjective
	safe	adjective		really	adverb
	but	conjunction		excellent	adjective
	unhappy	adjective		hockey	adjective/noun
	at	preposition		coach	noun
	the	adjective			
	seniors'	adjective/noun			
	home	noun			

15. You pronoun
 must verb (aux)
 never adverb
 show verb (main)
 your adjective/pronoun
 fear noun
 of preposition
 snakes noun
 to preposition
 your adjective/pronoun
 children noun

Exercise 75: Review B

- | | | | | | |
|----|---|---|----|--|--|
| 1. | Fred
sat
on
the
fence
and
ate
his
lunch
while
the
others
went
into
town | noun
verb
preposition
adjective
noun
conjunction
verb
adjective/pronoun
noun
conjunction
adjective
noun
verb
preposition
noun | 2. | Usually
the
chairs
were
placed
near
the
windows
but
today
they
are
in
a
circle | adverb
adjective
noun
verb (aux)
verb (main)
preposition
adjective
noun
conjunction
adverb
pronoun
verb
preposition
adjective
noun |
| 3. | I
had
been
studying
for
three
hours
and | pronoun
verb (aux)
verb (aux)
verb (main)
preposition
adjective
noun
conjunction | 4. | Very
quickly
they
finished
their
work | adverb
adverb
pronoun
verb
adjective/pronoun
noun |

	I	pronoun			
	still	adverb			
	do	verb (aux)			
	not	adverb			
	know	verb (main)			
	it	pronoun			
5.	They	pronoun	6.	After	conjunction
	had	verb		they	pronoun
	been	verb		had	verb
	writing	verb		mowed	verb
	their	adjective/pronoun		the	adjective
	essays	noun		lawn	noun
	before	conjunction		they	pronoun
	they	pronoun		bought	verb
	went	verb		lunch	noun
	there	adverb			
7.	Because	conjunction	8.	Although	conjunction
	they	pronoun		the	adjective
	have	verb		storm	noun
	cash	verb		was	verb
	their	pronoun		very	adverb
	cheques	noun		intense	adjective
	they	pronoun		the	adjective
	have	verb		damage	adjective
	some	adjective		was	verb
	money	noun		minor	adjective
9.	Since	preposition	10.	Because of	preposition
	the	adjective		her	adjective/pronoun
	accident	noun		problems	noun
	the	adjective		Sue	noun
	victims	noun		often	adverb
	have	verb		seeks	verbs
	recovered	verb		my	adjective/pronoun

	quite	adverb		advice	noun
	well	adverb			
11.	Have	verb	12.	The	adjective
	you	pronoun		elderly	adjective
	ever	adverb		waiter	noun
	seen	verb		who	conjunction
	those	adjective		served	verb
	boats	noun		us	pronoun
	in	preposition		beer	noun
	the	adjective		is	verb
	harbour	noun		an	adjective
	before	adverb		old	adjective
				of	preposition
				hers	pronoun
13.	Who	pronoun	14.	Where	adverb
	thinks	verb		did	verb
	that	conjunction		you	pronoun
	these	adjective		hide	verb
	train	adjective/noun		the	adjective
	tickets	noun		candy	noun
	are	verb		which	conjunction
	ours	pronoun		I	pronoun
	and	conjunction		bought	verb
	those	pronoun			
	are	verb			
	theirs	pronoun			
15.	Ouch	interjection	16.	Miles'	noun/adjective
	that	adjective		brother	noun
	knife	noun		is	verb
	is	verb		extremely	adverb
	so	adverb		intelligent	adjective
	sharp	adjective		even if	conjunction
	that	conjunction		he	pronoun

	I	pronoun	can	verb	
	cut	verb	not	adverb	
	myself	pronoun	pass	verb	
	badly	adverb	those	adjective	
			provincial	adjective	
			exams	noun	
17.	Hey	interjection	18.	Finally	adverb
	Eric	noun		his	adjective/pronoun
	did	verb		clever	adjective
	you	pronoun		tricks	noun
	complete	verb		failed	verb
	that	adjective			
	work	noun			
	on	preposition			
	those	adjective			
	cars	noun			
	during	preposition			
	the	adjective			
	weekend	noun			
19.	The	adjective			
	Canadian	adjective			
	economy	noun			
	is	verb			
	becoming	verb			
	worse	adjective			
	very	adverb			
	quickly	adverb			

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