

The Noun

Nouns, Compound Nouns

- 2a.** A *noun* is a word or word group that is used to name a person, a place, a thing, or an idea.

PERSONS grandmother, police officer, Albert Einstein, Mrs. Evans

PLACES valley day care, Gulf of Mexico, country, Cornerstone Books

THINGS Valentine's Day, highway, dozen, Internal Revenue Service

IDEAS happiness, self-interest, thought, unity

TIP To decide whether a word is a noun, try placing the word in the blank in one of the following sentences. If the word makes sense in the sentence, then the word is probably a noun.

EXAMPLES I got a new _____, or I like _____.
I got a new computer. I like honesty.

Did you notice that some nouns are made up of more than one word? A *compound noun* is a single noun made up of two or more words. The compound noun may be written as one word, as a hyphenated word, or as two or more words.

ONE WORD bookcase, basketball, hourglass

HYPHENATED WORD brother-in-law, great-uncle, warm-up

TWO OR MORE WORDS lieutenant governor, San Diego Zoo, parking lot

EXERCISE A Underline the nouns in each of the following sentences.

Example 1. The twelve-year-old carried two bags from Ed's Groceries to the car. [Twelve-year-old is a person, bags are things, Ed's Groceries is a place, and car is a thing, so all four of these are nouns.]

1. Jenna slid the pocketbook into the drawer. [Are there any people in this sentence? any things? any places? any ideas?]
2. Save your money for a rainy day.
3. Oh, no! The pigs have knocked the fence down again.
4. Is Kendra planning on a career in technology?
5. Mr. Jenson is a teacher at Jefferson High School.

Common Nouns and Proper Nouns

As you may have noticed, some nouns begin with capital letters and others do not. A *common noun* names any one of a group of persons, places, things, or ideas. Common nouns are not capitalized. A *proper noun* names a particular person, place, thing, or idea. Proper nouns are capitalized.

GO ON 

The Pronoun

2h. A *pronoun* is a word used in place of one or more nouns or pronouns.

Writers and speakers often use pronouns to avoid repeating a name or a word.

EXAMPLES Will Kendra walk **her** dog this afternoon? [Repeating the name *Kendra* sounds awkward.]

Will Kendra walk **her** dog this afternoon? [The pronoun *her* replaces *Kendra's*.]

The twins congratulated the twins because the twins' basketball team won the championship. [Repeating the word *twins* sounds awkward.]

The twins congratulated **themselves** because **their** basketball team won the championship. [The pronouns *their* and *themselves* replace *twins*.]

EXERCISE A Circle the underlined word that is a pronoun in the following sentences. Each sentence has two words underlined, and *only one of them is a pronoun*.

Example 1. Mel and Chi helped themselves to a plate of spaghetti. [The word *themselves* is a pronoun because it is used in place of *Mel* and *Chi*.]

1. The singers warmed up their voices before the show. [Which word is used in place of *singers*?]
2. Dr. Ito said, "Where did I put my glasses?"
3. When you are finished, please put the book back on the shelf where you found it.
4. Steve, did you finish your art class at the community college yet?
5. Nelson and I laughed when we saw the remote-controlled car jump over the ramp.

Personal Pronouns

A *personal pronoun* refers to the one speaking (*first person*), the one spoken to (*second person*), or the one spoken about (*third person*).

FIRST PERSON We wanted to cook **our** own dinner. [The personal pronouns *We* and *our* refer to the people speaking.]

SECOND PERSON Are **your** muscles still sore from the soccer game yesterday? [The personal pronoun *your* refers to the person to whom someone is speaking.]

THIRD PERSON Joanie is the club's treasurer; **she** likes to keep track of money. [The personal pronoun *she* refers to the person, *Joanie*, about whom someone is speaking.]

EXERCISE B Underline each personal pronoun in the sentences that follow. Some sentences have more than one personal pronoun.

Example 1. Teresa, would you like to demonstrate your science project to the class? [The second person pronouns *you* and *your* replace *Teresa*.]

GO ON 

Adjectives

The Adjective

2p.

An *adjective* is a word that is used to modify a noun or a pronoun.

Nouns and pronouns name persons, places, things, and ideas.

To *modify* a word means to describe the word or to make its meaning more definite. An adjective modifies a noun or a pronoun by telling *what kind*, *which one*, *how much*, or *how many*.

WHAT KIND? Canadian flag, bright clouds, black paint

WHICH ONE OR ONES? this flag, first cloud, those paints

HOW MUCH? OR HOW MANY? several flags, three clouds, no paint

Notice that an adjective can come before or after the word it modifies.

BEFORE The ^{ADJ} ^Nexpensive jacket was in the window. [The adjective *expensive* describes *jacket*.]

AFTER The jacket in the window was ^{ADJ}expensive. [The adjective *expensive* describes *jacket*.]

More than one adjective can modify the same word.

EXAMPLE ^{ADJ} ^{ADJ} ^NThat Italian jacket is ^{ADJ}expensive. [The adjectives *That*, *Italian*, and *expensive* describe *jacket*.]

EXERCISE A Underline each adjective in each of the following sentences. Some sentences may contain more than one adjective. Do not underline *a*, *an*, or *the* in this exercise.

Examples 1. Several students had inquired about a new shop class. [*Several* describes *students*; *new* and *shop* describe *class*.]

2. After a few minutes, he was calm again. [*Few* describes *minutes*, and *calm* describes *he*.]

1. Who put an empty carton in the refrigerator? [Which word describes *carton*?]

2. Five goldfish swam around one lonely snail. [Which word describes *goldfish*? Which two words describe *snail*?]

3. Those children will run across the playground.

4. A sticky substance had been spilled on the laboratory table.

5. The clear light of the sea dazzled the weary sailors.

6. Get that wet, dirty dog off this clean floor!

7. A dozen elephants seemed happy in the muddy, shallow lake.

The Verb

What Is a Verb?

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

EXAMPLES We **learned** about weather patterns. [The verb *learned* expresses the action we performed.]

Mr. Epstein **is** my teacher. [The verb *is* does not express an action. Instead, it tells something about *Mr. Epstein's* state of being.]

EXERCISE A Underline the verb in each of the following sentences.

- Examples** 1. Dena's mother was a well-known painter. [The verb *was* tells something about *mother's* state of being.]
2. She taught art classes at the community college. [The verb *taught* expresses the action *She* performed.]
1. Dena is also very creative. [Which word tells something about *Dena's* state of being?]
2. For her mother's present, she painted a waterfront scene. [Which word expresses the action *she* performed?]
3. She completed the painting in two weeks.
4. She copied the scene from one of her mother's favorite postcards.
5. Is the postcard from Lake Tahoe?
6. It pictures a bench on the edge of the water.
7. How beautiful the blue water looked!
8. Beautiful mountains are in the background.
9. The scene seems peaceful.
10. Dena captured the mood of the postcard perfectly.

Main Verbs and Helping Verbs

The main verb is the word that expresses the action or state of being in a sentence. A *helping verb* helps the main verb express action or a state of being. Helping verbs are added to the main verb to make the main verb more specific.

NOTE Helping verbs are also called *auxiliary verbs*.

COMMON HELPING VERBS

FORMS OF BE	am	be	was
	are	being	were

The Adverb

What Is an Adverb?

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

Adverbs may come before or after the words they modify. Adverbs answer the following questions: Where? How often? How long? When? To what extent? How much? How?

NOTE The word *not* is nearly always used as an adverb modifying a verb. When *not* is part of a contraction, as in *hadn't*, *wasn't*, or *isn't*, the *-n't* is still an adverb.

EXAMPLES My cat **frequently** plays with the ball of string. [The adverb *frequently* modifies the verb *plays* and tells *how often*.]

Didn't the faculty **meet briefly** to discuss the success of the recycling program? [The adverb *n't* modifies the verb *Did meet* and tells to *what extent*. The adverb *briefly* modifies the verb *Did meet* and tells *how long*.]

The speaker walked to the podium **very slowly**. [The adverb *very* modifies the adverb *slowly* and tells to *what extent*. The adverb *slowly* modifies the verb *walked* and tells *how*.]

The graduation celebration was held **inside**, and the auditorium was **completely full**. [The adverb *inside* modifies the verb *was held* and tells *where*. The adverb *completely* modifies the adjective *full* and tells *how much*.]

EXERCISE A Draw an arrow from the underlined adverb in each of the following sentences to the word or words it modifies. Hint: An adverb modifies each word in a verb phrase, not just the main verb. If the adverb is modifying a verb phrase, be sure to draw an arrow from the adverb to each part of the verb.

Example 1. You should practice the piano daily. [The adverb *daily* modifies the verb *should practice* and tells *how often*.]

1. Our team always gives one hundred percent. [Always tells *how often* about which word?]
2. What an exceptionally cool room you have! [Exceptionally tells to *what extent* about which word?]
3. The vegetable dish was quite good.
4. The diamonds glittered brilliantly in the moonlight.
5. Today, we will view some of Pablo Picasso's greatest works.
6. This shade of red seems almost pinkish to me.

The Preposition

Prepositions

3c.

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

EXAMPLES I planted roses **in** the flower bed. [The preposition *in* shows the relationship of *planted* to *flower bed*.]

The light **beside** the desk doesn't work. [The preposition *beside* shows the relationship of *light* to *desk*.]

By using a different preposition, you can change the relationship of *light* to *desk*.

EXAMPLES The light **above** the desk doesn't work. [The preposition *above* shows the relationship between *light* and *desk*.]

The light **on** the desk doesn't work. [The preposition *on* shows the relationship between *light* and *desk*.]

COMMON PREPOSITIONS

about	above	along	around
at	before	by	down
during	except	for	from
in	into	like	of
off	on	over	through
to	under	up	without

EXERCISE A Underline the preposition in each of the following sentences.

- Examples** 1. The path through the woods suddenly ended. [The preposition *through* shows the relationship of *path* to *woods*.]
2. Is that our cat sitting on the roof? [The preposition *on* shows the relationship of *sitting* to *roof*.]
1. A lizard ran across my foot. [Which word shows the relationship of *ran* to *foot*?]
 2. Were all the charges listed on the bill? [Which words shows the relationship of *listed* to *bill*?]
 3. Address the letter to Mr. Salina.
 4. The rabbits along the road sat motionlessly.
 5. Without a sound, the curtain fell.
 6. Haven't you heard any music by Gloria Estefan?
 7. After ten minutes, the buzzer will stop.
 8. We need somebody with a bicycle.

The Conjunction and the Interjection

Coordinating Conjunctions

3d.

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

EXAMPLES They watched most of the game, **but** they left before the end. [The conjunction *but* joins the clauses *They watched most of the game* and *they left before the end*.]

Both Carl **and** Margaret work at the nursery. [The conjunctions *both* and *and* join the words *Carl* and *Margaret*.]

Coordinating conjunctions join words or word groups that are used in the same way. They join words to words, phrases to phrases, and clauses to clauses.

COORDINATING CONJUNCTIONS

and but for nor or so yet

EXAMPLES butterflies **or** dragonflies [The conjunction *or* joins two words.]
on the desk **and** beside the monitor [The conjunction *and* joins two phrases.]

We approved a design for the T-shirts, **but** we still haven't ordered any. [The conjunction *but* joins two clauses.]

EXERCISE A Underline the coordinating conjunction in each of the following sentences.

Example 1. Most summer days, people swim and sail on the lake. [The coordinating conjunction *and* joins the words *swim* and *sail*.]

- Solar energy is inexpensive and renewable. [Which word joins the adjectives *inexpensive* and *renewable*?]
- Not one but two clipper ships sailed into the harbor.
- I want to go to the soccer tournament, but I will be out of town this weekend.
- Call, fax, or write your senator.
- The weather should be nice tomorrow, so we will meet at the park.

Correlative Conjunctions

Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way. The pairs work together to join words to words, phrases to phrases, and clauses to clauses.

CORRELATIVE CONJUNCTIONS

both . . . and either . . . or neither . . . nor
whether . . . or not only . . . but also

