

# ENGLISH WORKSHOP

SECOND COURSE

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## The Parts of Speech

We need words in order to talk about the things we know, the things we study. We also need a special set of words in order to study and talk about our language, so that we can learn to speak and write it more effectively. Some of these special language words are called *parts of speech*. There are only eight of them. They name the eight ways in which words can be used in English. In this chapter we shall study these eight parts of speech.

## LESSON 1

## Nouns

Nouns are the naming words of language. Notice the words printed in red in the following examples.

EXAMPLES **Barbara Jordan** walked onto the **platform**.  
That **car** needs a **headlight**.

**A noun is a word used to name a person, place, thing, or idea.**

Words like the following (and like those printed in red in the examples) are all nouns.

PERSONS	<b>Barbara Jordan</b> , cousin, teacher, president
PLACES	platform, city, <b>Tulsa</b> , state, New Mexico
THINGS	car, cushion, snail, animal, <b>headlight</b>
IDEAS	intelligence, depth, strength, beauty

Notice that a few of these nouns begin with capital letters. A noun that begins with a capital letter is called a *proper noun*. A proper noun names a particular person, place, or thing. A *common noun*, on the other hand, does not name a particular person, place, or thing.

## PROPER NOUNS

**Margaret Thatcher**  
**Florida**, the **Pentagon**  
**Harcourt Brace Jovanovich**

## COMMON NOUNS

woman, prime minister  
state, building  
business, organization,  
corporation

EXERCISE A There are twenty-five nouns in the following paragraph. Draw a line under all of the nouns. (The word *he* is *not* a noun.) Notice the first sentence, which is done for you. (Add 4 points for each correct answer.)

THOMAS EDISON

1 Perhaps the most surprising thing about the inventor Thomas Edison  
2 was that he never seemed to need any sleep. Most people need eight  
3 to ten hours of sleep each night. Edison, however, was able to sleep  
4 much less and still work efficiently. As a young man he began the  
5 schedule he continued all his life. During the day he earned his living.  
6 At night he read and studied, filling huge notebooks with notes on the  
7 books he read and the experiments he made. He rarely slept more than  
8 four hours out of twenty-four. He had great powers of concentration.  
9 When he was working on a project, he might go for days with hardly  
10 any rest. His definition of genius was, "Two percent inspiration and 98  
11 percent perspiration."

EXERCISE B Underline all the common nouns in the following sentences. Write in a capital letter for any proper nouns that you find. The capital letters for the proper nouns have been left out on purpose, but remember that ordinarily a proper noun must be capitalized. A proper noun made up of more than one word still counts as just one noun. (Add 10 points for each correctly marked sentence.)

A. This river flows into the atlantic ocean.

1. Elephants live in both africa and india.
2. The prize for peace went to sister theresa.
3. Last week margaret left for a new job in japan.
4. The team won a gold medal in hockey at the olympic games.
5. The dark-haired girl is an exchange student from colombia.
6. To play baseball, ellen needs a mitt and some spiked shoes.
7. Some new records are what debbie wants for her birthday.
8. Armand wants to be a chef like his brother.
9. The fox river flows into lake michigan at green bay.
10. Our family visited the world trade center in new york city.

## Pronouns

We would probably never write or say a sentence like this one:

Estelle wondered if *Estelle* should invite *Estelle's* brother to the party.

The name *Estelle* occurs too many times in this sentence. To avoid tiresome repetition, we would say something like this:

Estelle wondered if **she** should invite **her** brother to the party.

The words printed in red are pronouns. *She* has replaced *Estelle*, and *her* has replaced *Estelle's*.

**A pronoun is a word used in place of a noun.**

Study this list of common pronouns. (Some of the words in the right-hand column may be used as other parts of speech.)

### COMMON PRONOUNS

I, me, my, mine, myself	who, whose, whom, which, that
you, your, yours, yourself, yourselves	both, several, few, all
he, him, his, himself	many, more, much, most
she, her, hers, herself	one, each, every, some, any
it, its, itself	everybody, everyone, someone,
we, us, our, ours, ourselves	no one
they, them, their, theirs, themselves	

Since a pronoun takes the place of one or more nouns (and sometimes also of words that go with the noun), it must be clear which noun or nouns a pronoun refers to.

NOT CLEAR After Abe fixed Rover's food, *he* cleaned the bowl with *his* tongue.

CLEAR After Abe fixed the dog's food, **Rover** cleaned the bowl with **his** tongue. (Now it is clear that *his* means *Rover's*.)

**EXERCISE A** Underline each pronoun in the following sentences. There are twenty of them altogether. (Add 5 points for each correct answer.)

A. There are numerous breeds of dogs, and the American Kennel Club lists most of them.

1. I know a person who owns a cocker spaniel.
2. Usually cocker spaniels grow to about thirteen inches tall, and their maximum weight is about eighteen pounds.
3. Some, of course, are slightly larger, and ours is actually somewhat smaller.
4. They make excellent dogs for apartment dwellers.



5. The cocker spaniel used to be a very popular breed, but it has been supplanted by the poodle.
6. Many who own poodles have their dogs' coats cut so each looks as though it were wearing a coat, boots, and mittens.
7. Since cocker spaniels and poodles are small dogs, both adapt well to city living.
8. Different breeds of dogs are suitable for working and hunting, but most of them are pets and provide companionship for their owners.
9. Lionel has a malamute everyone admires.
10. His sister brought it back with her from Alaska.

**EXERCISE B** From the list of pronouns on the preceding page, select a pronoun for each of the blanks in the following paragraph. You may use the same pronoun more than once. (Add 4 points for each correct answer.)

1 Not everyone knows that the Dracula legend is partly based  
 2 on fact. . . . . think that the entire legend is a fiction. Actually  
 3 . . . . . is based on several old tales that told of a fifteenth-century  
 4 warrior . . . . . was known for . . . . . cruelty.  
 5 . . . . . was called "Vlad the Terrible" or "Vlad the Impaler."  
 6 . . . . . say that . . . . . had ever enjoyed tor-  
 7 turing . . . . . prisoners as Vlad did. . . . . was said  
 8 that often . . . . . kept . . . . . locked up in  
 9 . . . . . castle. Because many people feared . . . . .,  
 10 and because . . . . . lived for an unusually long period of time,  
 11 . . . . . of the superstitious were afraid Vlad was a vampire,  
 12 . . . . . of the living dead. People began to call . . . . .  
 13 "Dracul." Of course, tellers of legends often exaggerate a person's deeds.  
 14 . . . . . make the person appear better or worse than  
 15 . . . . . really is. Fear and superstition also add exaggerated detail  
 16 to these stories. . . . . enjoy frightening . . . . . with  
 17 tales of terror. Several years ago, Vlad's tomb was discovered by ar-  
 18 chaeologists. When . . . . . opened . . . . .  
 19 coffin, . . . . . found . . . . . was empty.

## Adjectives

There are special kinds of words that are used to make other words more definite. Such a special word is known as a *modifier*. It gives additional information which describes or limits the word it modifies.

WITHOUT MODIFIER The boat sank. (*Which* boat sank?)

WITH MODIFIER The red boat sank. (*Red* modifies the noun *boat*. It tells which boat sank.)

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

Most adjectives come before the nouns they modify. They answer the questions *what kind?* *how many?* *how much?* *which one?* or *which ones?*

WHAT KIND?	<b>towering</b> cliffs
	<b>swift</b> rapids
	<b>English</b> literature
HOW MANY OR HOW MUCH?	<b>three</b> books
	<b>enough</b> money
WHICH ONE?	<b>this</b> time
	<b>that</b> chair

In some sentences, adjectives come after the words they modify.

EXAMPLES Rainfall is **plentiful** here.

The peninsula seems **narrow**.

More than one adjective may be used to modify a noun or pronoun.

EXAMPLES I want the **big green** book.

They are **tired** and **sleepy**.

The dog, **cold** and **hungry**, looked at us.

There are three special adjectives called *articles*. These are the frequently used words *a*, *an*, and *the*. You may ignore them in all of the exercises.

**EXERCISE A** In the following sentences, fill each blank with a suitable adjective and draw an arrow to the word it modifies. (Add 10 points for each correct answer.)

- 1 Our history teacher gave us a special assignment. It
- 2 must be at least ..... pages long. We will have to spend
- 3 ..... hours in the library. Actually, we all think the library

4 is a ..... place to study. I am ..... to get started.  
5 The subject should be ..... and must be taken from the  
6 chapters we studied. The *Readers' Guide* will be ..... in  
7 finding this material. The librarian can also give us ..... tips  
8 on which books to look for. Our teacher will send the .....  
9 papers to the essay contest. I want to write a good paper. It would be  
10 ..... to win ..... weeks in Washington, D.C.

EXERCISE B Underline all of the adjectives in the following sentences. Do not include adjectives in book titles and story titles. (Add 5 points for each correct answer.)

A. Washington Irving was the first American writer who won lasting fame in Europe. (3)

1. Even as a young child, he had an adventurous spirit. (2)

2. In his humorous *Sketch Book* he says he "made many tours of discovery into foreign parts and unknown regions of his native city." (5)

3. *Knickerbocker's History of New York*, his first book, was popular and successful. (3)

4. His quaint tales of life in the rural valleys near the Hudson River are delightful even today. (3)

5. Most students have heard of "Rip Van Winkle" and "The Legend of Sleepy Hollow." (1)

6. These stories contain supernatural events. (2)

7. Irving spent many pleasant years in England and Spain. (2)

8. When he returned to this country, he built a comfortable house that he called "Sunnyside," near Tarrytown, New York. (2)

## Verbs

A verb is a word that expresses action or helps to make a statement.

Verbs are the backbone of good speaking and writing. They are the words which tell what is happening. Many verbs express actions we can see or hear.

EXAMPLES The gymnast **flips** in the air.  
The Borden twins **sing** in the choir.

Verbs can also express mental action.

EXAMPLES Inez **wants** to go to medical school  
Everyone **thought** that it would rain.

Some verbs consist of more than one word.

EXAMPLES I **am asking** for a recount of the votes.  
Mr. Gray **would have come** if he **had been invited**.

Notice that the verbs are printed in red. The underlined words are called *helping verbs*. Study the following list.

### HELPING VERBS

am	is	are	was	does	would
have	has	had	do	will	been
can	could	shall	should	be	
may	might	must	were	did	

When a helping verb is used, the parts of a verb may be separated by another part of speech, as in the following examples:

EXAMPLES Joan has never **come** late to a meeting.  
The rain will probably **stop** before morning.

EXERCISE A Underline the verb in each of the following sentences. Be sure to include helping verbs. (Add 5 points for each correctly marked sentence.)

A. Our team might well win nearly every game this season.

1. The crowd fills the bleachers in a hurry.
2. Last week we played Burdick School.
3. Their halfback weighs almost two hundred pounds.
4. Our quarterback will catch the ball every time.
5. On one play he dodged around left end.
6. Our team did not block effectively.

7. Burdick's halfback landed on our poor quarterback.
8. In a minute at least six other players had piled on top.
9. Malcolm, our quarterback, suffered a sprained ankle.
10. We will have a substitute quarterback in the game next week.
11. In the summer, other sports take all our time.
12. We will usually play games for individuals or small groups.
13. Many of us took tennis during the spring months.
14. For several years, Jean and I have played tennis in the park.
15. In the early morning, hardly anyone uses the courts.
16. The girl next door plays baseball in the Little League.
17. Her team will probably win the city championship.
18. Her sister has developed a good fast ball.
19. She and Lena often practice together.
20. Many of Lena's friends have suggested Carrie for their team.

EXERCISE B In the blank spaces, supply a verb which will tell what is happening in the sentence. In some sentences you will need a helping verb to make the meaning clear. (Add 10 points for each correct sentence.)

- A. For many years the river *has flooded* every spring.
1. Yesterday our family ..... to Weston.
  2. I ..... my skis at home.
  3. Rita ..... for Middletown at eight o'clock.
  4. She ..... her destination by eleven-thirty tomorrow.
  5. The fog ..... us many times on our way to school.
  6. I ..... weather like this.
  7. Marc ..... with his father in the contracting business.
  8. If I could, I ..... for a summer job in the spring.
  9. I ..... this assignment soon.
  10. From now on, I ..... more care with these small jobs.

## Linking Verbs

The verbs you have studied so far are verbs that express action. There is a second kind of verb: verbs which help to make a statement. They are called *linking verbs*.

**Linking verbs** do not show action. They help to make a statement by linking a noun or pronoun to a word or an idea which follows.

**EXAMPLES** The tiger **is** ferocious. (*Is* helps to make a statement by linking the noun *tiger* and the adjective *ferocious*.)  
 Carol **was** the troop leader. (*Was* links the words *Carol* and *leader*.)  
 The report **seems** long. (*Seems* links the words *report* and *long*.)

### COMMON LINKING VERBS

am	were	become	taste
is	being	appear	grow
are	been	remain	look
was	seem	smell	feel

Depending on how they are used in a sentence, *appear*, *remain*, *smell*, *taste*, *grow*, *look*, and *feel* may also be action verbs.

**LINKING VERB** The flowers **smell** sweet.  
**ACTION VERB** I **smell** the flowers.  
**LINKING VERB** The soup **tastes** delicious.  
**ACTION VERB** We **tasted** the soup.

A linking verb, like an action verb, may need a helper.

**EXAMPLES** Howard **has been** absent for two days.  
 He **did seem** ill on Monday.  
 I **am feeling** sorry for him.

**EXERCISE A** Underline the linking verbs in the following sentences. Be sure to include any helping verbs. (Add 5 points for each correctly marked sentence.)

1. Atlanta is the capital of Georgia.
2. It has become an important center for trade and manufacturing.
3. The state's forests are a major source of wealth.
4. Lumbering has been an important industry since early days.
5. Cotton remains the most valuable farm product in Georgia.

6. Macon is a beautiful old city.
7. This city was the birthplace of Sidney Lanier.
8. Lanier became a well-known poet.
9. Carson McCullers was another native of Georgia.
10. *The Heart Is a Lonely Hunter* has been her most popular novel.
11. Georgia is the largest state east of the Mississippi.
12. Georgians may feel proud of the history of their state.
13. It was once a colony for the unfortunate debtors in English prisons.
14. Savannah was Georgia's first city.
15. The little village on the Savannah River has grown large.
16. Georgia's peach crop has become a famous one.
17. Georgia peaches taste especially sweet.
18. They are best at the time of their harvest.
19. In the spring the peach blossoms smell delightful.
20. The blossoming orchards appear entirely pink.

EXERCISE B Underline each linking verb in the following paragraph. Do not underline any action verbs. (Add 10 points for each correct answer.)

1. *Bonsai*, a Japanese word meaning "planted in a tray," is the art of growing miniature trees in shallow pots.
2. Bonsai also is the name of a tree that is grown in this manner.
3. The growth is controlled so that the tree will look ancient.
4. If you prune the roots and branches often, the tree becomes stunted.
5. You can shape the tree by tying the branches with wire.
6. Eventually, the tree will appear twisted and windblown.
7. If you like a tree that smells nice, a pine tree or a cherry tree is a good choice.
8. Your choice of container is important too.
9. It should be shallow earthenware and can be plain or glazed.

## Adverbs

As its name implies, an *adverb* is a word *added to a verb* to clarify its meaning. It may also be “added to” an adjective or another adverb.

**An adverb is a word used to modify a verb, an adjective, or another adverb.**

Adverbs answer the question *how? when? where? to what extent? (how much? or how often?)* In each of the following sentences the adverb (printed in red) modifies the verb.

HOW?	I reviewed <b>quickly</b> for the test. Tom entered <b>noisily</b> .
WHEN?	Mom worked <b>late</b> . Sharon arrived <b>yesterday</b> .
WHERE?	We drove <b>away</b> . Put the books <b>there</b> .
TO WHAT EXTENT?	He works <b>endlessly</b> . ( <i>how much?</i> ) We have <b>always</b> walked to school. ( <i>how often?</i> )

Adverbs sometimes modify adjectives and other adverbs, but an adverb is never used to modify a noun or pronoun. (Note also that an adverb modifies a verb more often than it modifies an adjective or another adverb.)

MODIFYING AN ADJECTIVE	The campaign was <b>extremely</b> <u>successful</u> . A Morgan is a <b>very</b> <u>small</u> horse.
MODIFYING ANOTHER ADVERB	I packed the china <b>rather</b> <u>carefully</u> . The car stopped <b>too</b> <u>suddenly</u> .

### SOME COMMON ADVERBS

<i>How?</i>	<i>When?</i>	<i>Where?</i>	<i>How much?</i>	<i>How often?</i>
easily	soon	here	very	sometimes
safely	now	outside	somewhat	seldom
suddenly	already	there	too	frequently

**EXERCISE A** Circle each adverb in the following sentences. Draw an arrow to the word it modifies. (Add 5 points for each correct answer.)

A. We went (back) to our books.

1. The temperature of the water at the fish hatchery seldom varies.
2. The water never freezes.



3. It comes from unusually large springs.
4. It is very clear water.
5. Steam sometimes rises from warm water.
6. Yesterday I read a pamphlet on preparing oranges for the market.
7. Workers promptly remove spoiled oranges.
8. They always rinse the fruit in cold water.
9. Later the workers sort the oranges by size.
10. Finally they ship the oranges to a packing house.

EXERCISE B Fill in each blank with a suitable adverb and draw an arrow to the word it modifies. In the blank at the end of the sentence, tell which question (*how? when? where? to what extent?*) the adverb answers. (Add 10 points for each correctly marked sentence.)

A. Nikki and Emilio *carefully* made plans for their puppet show.  
 ... *how* ...

1. They had ..... wanted to give a puppet show. ....
2. The two ..... built a puppet theater and made papier-mâché puppets. ....
3. Both ..... painted faces on the puppets. ....
4. Nikki and Emilio rehearsed ..... until they were sure of their parts. ....
5. .... had they worked so hard. ....
6. .... the day of the show arrived. ....
7. They set up their theater ..... on the lawn. ....
8. The show went ..... .
9. The audience applauded ..... .
10. The two performers decided that they would put on an even better show  
 ..... .