

Quarter One Grammar Warm Ups with Quizzes

Lesson 1

Parts of Speech - Verbs

Verbs are the most important words in a sentence. Verbs are the first of the eight parts of speech that we will be studying. Most verbs are action words, but a few verbs indicate state of being or existence. The first lessons will be about verbs, and how they are recognized and used.

Instructions: Find the verbs in the following sentences. They are action verbs.

1. The wolf ran across the sand.
2. Sit down.
3. The dog barked at the man.

All three verbs are action verbs since they show action. Action verbs are the most common verbs.

1. The wolf ran across the sand.

The wolf ***ran*** across the sand.

2. Sit down.

Sit down.

3. The dog barked at the man.

The dog ***barked*** at the man.

Lesson 2

Parts of Speech - Verbs

Instructions: Find the **verbs** in these sentences. These verbs will be state of being verbs.

1. My uncle is a pilot.

2. The pie looks good.

3. You seem upset.

These verbs are state of being or linking verbs. Some common linking verbs are *is, am, are, was, were, be, being, been, seem, look, feel, and become*. They do not show action. They just show that something exists.

1. My uncle is a pilot.

My uncle ***is*** a pilot.

2. The pie looks good.

The pie ***looks*** good.

3. You seem upset.

You ***seem*** upset.

Lesson 3

Parts of Speech - Verbs

Instructions: Pick out the **verbs** in these sentences and tell whether they are action verbs or linking verbs.

1. Suddenly someone sneezed loudly.

2. There are holes in my shirt.

3. He appears happy.

4. The image appeared in the mirror.

Hint: Some verbs like *appear* can be either action or linking verbs. It depends on whether it shows action or not.

1. Suddenly someone sneezed loudly.

Suddenly someone **sneezed** loudly.

-- *action verb*

2. There are holes in my shirt.

There **are** holes in my shirt.

-- *linking verb*

3. He appears happy.

He **appears** happy.

-- *linking verb*

4. The image appeared in the mirror.

The image **appeared** in the mirror.

-- *action verb*

Lesson 4

Parts of Speech - Verbs

Sometimes a verb can be more than one word. When a verb is more than one word, it is called a **verb phrase**. Verb phrases can be two, three, or four words. Verb phrases are made by using auxiliary or helping verbs.

Instructions: What are the **verb phrases** in these sentences?

1. You are going to Seattle.
2. You have been resting too much.
3. We must be early.
4. I will be finished shortly.

These sentences all have what are called auxiliary or helping verbs. I will refer to them as helping verbs. There are twenty-three (23) helping verbs that should be memorized since they are used so often. If you will memorize them, it will make knowing and understanding verbs much easier. They are usually grouped in the following six groups:

Group 1: is, am, are, was, were

Group 2: be, being, been

Group 3: has, have, had

Group 4: do, does, did

Group 5: shall, will, should, would

Group 6: may, might, must, can, could

1. You are going to Seattle.

You ***are going*** to Seattle.

2. You have been resting too much.

You ***have been resting*** too much.

3. We must be early.

We ***must be*** early.

4. I will be finished shortly.

I ***will be finished*** shortly.

Lesson 5

Parts of Speech - Verbs

Some of the **helping verbs** can be used alone as the **main verb**. *Is, am, are, was, and were* can be used alone as linking or state of being verbs. *Has, have, had, do, does, and did* always show action when used alone. *Be, being, and been* can be used with other verbs either to show action or state of being. The other helping verbs cannot be used alone but only as helping verbs.

As mentioned before, it's a good idea to memorize the helping verbs. If you haven't memorized them, take a few minutes to learn them.

Group 1: is, am, are, was, were (linking or state of being verbs when used alone)

Group 2: be, being, been (show action or state of being)

Group 3: has, have, had (show action when used alone)

Group 4: do, does, did (show action when used alone)

Group 5: shall, will, should, would (cannot be used alone)

Group 6: may, might, must, can, could (cannot be used alone)

Instructions: Find the **verb** or **verb phrases** in these sentences.

1. She has too many friends.

2. You do beautiful work.

3. I was in Canada last week.

4. You are being very stubborn.

1. She has too many friends.

She **has** too many friends.

-- *action verb*

2. You do beautiful work.

You **do** beautiful work.

-- *action verb*

3. I was in Canada last week.

I **was** in Canada last week.

-- *state of being verb*

4. You are being very stubborn.

You **are being** very stubborn.

-- *state of being verbs*

Lesson 6

Parts of Speech - Verbs

Instructions: Pick out the *verb phrases* in the following sentences.

Watch for the helping verbs.

1. I can understand his concern.
2. She must have told you ten times.
3. We shall go tomorrow.
4. The wind was howling all night.

1. I can understand his concern.

I ***can understand*** his concern.

2. She must have told you ten times.

She ***must have told*** you ten times.

3. We shall go tomorrow.

We ***shall go*** tomorrow.

4. The wind was howling all night.

The wind ***was howling*** all night.

Lesson 7

Parts of Speech - Verbs

The use of helping verbs causes certain changes in verb phrases that we need to be able to recognize. One change is the use of contractions (contractions are two or more words combined together with an apostrophe).

As mentioned before, it's a good idea to memorize the helping verbs. If you haven't memorized them, take a few minutes to learn them.

Group 1: is, am, are, was, were

Group 2: be, being, been

Group 3: has, have, had

Group 4: do, does, did

Group 5: shall, will, should, would

Group 6: may, might, must, can, could

Instructions: List the contractions in the following sentences.

1. I've done it again.

2. You aren't going with us.

3. She's staying to tend the kids.

1. I've done it again.

I've done it again.

2. You aren't going with us.

You **aren't** going with us.

3. She's staying to tend the kids.

She's staying to tend the kids.

Lesson 8

Parts of Speech - Verbs

A helping verb may be connected with another word in a contracted form. The following sentences have verb phrases using contractions.

Instructions: Find the *verb phrases* in each sentence. Determine if the verb phrases are action verbs or state of being verbs.

1. I've done it again.
2. You aren't going with us.
3. She's staying to tend the kids.

1. I've done it again.

I'**ve done** it again.

-- *action verbs*

2. You aren't going with us.

You **aren't going** with us.

-- *action verbs*

3. She's staying to tend the kids.

She **'s staying** to tend the kids.

-- *action verbs*

Lesson 9

Parts of Speech - Verbs

In sentences that are questions, the ***verb phrase*** is often separated by another word.

Instructions: Find the verb phrases in these sentences. Be sure to watch for another word separating the helping verb from the main verb.

1. Have you been driving long?

2. Where was the car parked?

3. Can I be of assistance?

Note: The words separating the verb phrases are nouns and pronouns. This is very common in sentences that are questions.

1. Have you been driving long?

Have you **been driving** long?

-- *action verbs*

2. Where was the car parked?

Where **was** the car **parked**?

-- *action verbs*

3. Can I be of assistance?

Can I **be** of assistance?

-- *state of being verbs*

Lesson 10

Parts of Speech - Verbs

Sometimes ***verb phrases*** are separated by words called adverbs (we will learn more about adverbs in later lessons). Adverbs are often used with verbs; however, they are not considered part of the verb phrase.

Instructions: Find the verb phrases in the following sentences. Are the verbs action verbs or state of being verbs?

1. You have not helped your father today.
2. I will soon be home.
3. The child had suddenly choked on the food.

Note: The words separating the verb phrases are adverbs.

1. You have not helped your father today.

You **have** not **helped** your father today.

-- *action verbs*

2. I will soon be home.

I **will** soon **be** home.

-- *state of being verbs*

3. The child had suddenly choked on the food.

The child **had** suddenly **choked** on the food.

-- *action verbs*

Lesson 16

Parts of Speech - Nouns

A **noun** is a word that names a person, place, or thing. It also one of the eight parts of speech. Examples: *man*, *city*, *book*, and *courage*. Nouns often follow words like *a*, *an*, and *the*.

Instructions: Pick out all the **nouns** in these sentences.

1. The teacher told the student that a person should always be loyal.
2. People with perseverance will be successful in life.
3. I bought a new pen at the drugstore across the street.
4. The man said to the policeman that he had not seen the accident.

1. The teacher told the student that a person should always be loyal.
The **teacher** told the **student** that a **person** should always be loyal.

2. People with perseverance will be successful in life.
People with **perseverance** will be successful in **life**.

3. I bought a new pen at the drugstore across the street.
I bought a new **pen** at the **drugstore** across the **street**.

4. The man said to the policeman that he had not seen the accident.
The **man** said to the **policeman** that he had not seen the **accident**.

Lesson 17

Parts of Speech - Nouns

Nouns can be singular (as in [Lesson 16](#)) or be plural in form. Plural means two or more. Plurals are formed by adding **s**, **es**, changing *y* to *i* and adding **es**, and with changes in spelling as in *man* becoming *men*.

Examples:

car, car**s**

fox, fox**es**

baby, bab**ies**

man, m**en**

Instructions: Find the **nouns** in the following sentences. Some are plurals and some are not.

1. Computers are making work easier for secretaries.
2. Children always require great energies from parents.
3. Labors on farms take great effort by workers.
4. Alaina doesn't like puzzles or mathematics.

1. Computers are making work easier for secretaries.

Computers are making **work** easier for **secretaries**.

2. Children always require great energies from parents.

Children always require great **energies** from **parents**.

3. Labors on farms take great effort by workers.

Labors on **farms** take great **effort** by **workers**.

4. Alaina doesn't like puzzles or mathematics.

Alaina doesn't like **puzzles** or **mathematics**.

Lesson 18

Parts of Speech - Nouns

Nouns are classified into two general classifications, proper and common. **Proper nouns** name a special person, place, or thing and begin with capital letters. All other nouns begin with small letters and are **common nouns**.

Examples of common nouns include: *city, man, boat, and radio*. These could be changed into proper noun forms by naming specifics: *Salt Lake City, Mr. Jones, Santa Maria, and Motorola*.

Instructions: Pick out the **nouns** in these sentences and tell if they are common or proper.

1. Becky went with her sisters to Disneyland on Friday.
2. My youngest son is in Brazil until September.
3. Mr. Smith works with his wife in Los Angeles.
4. Love could bring marriage to Mark and Terri.

1. Becky went with her sisters to Disneyland on Friday.

Becky went with her **sisters** to **Disneyland** on **Friday**.

Becky, Disneyland, and **Friday** -- proper nouns

sisters -- common noun

2. My youngest son is in Brazil until September.

My youngest **son** is in **Brazil** until **September**.

Brazil and **September** -- proper nouns

son -- common noun

3. Mr. Smith works with his wife in Los Angeles.

Mr. Smith works with his **wife** in **Los Angeles**.

Mr. Smith and **Los Angeles** -- proper nouns

wife -- common noun

4. Love could bring marriage to Mark and Terri.

Love could bring **marriage** to **Mark** and **Terri**.

Mark and **Terri** -- proper nouns

love and **marriage** -- common nouns

Lesson 19

Parts of Speech - Nouns

Nouns can also be classified in specific ways. Concrete nouns, abstract nouns, and compound nouns are three such ways. **Concrete nouns** name things that exist physically as *sidewalk, bird, toy, hair, and rain*. **Abstract nouns** name ideas, characteristics, or qualities as *courage, pride, goodness, and success*. **Compound nouns** are made up of more than one word as *dining room, Bill of Rights, Jeff Hansen, and home run*.

Instructions: In the following sentences find the **nouns** and classify them as concrete, abstract, or compound.

1. People like to see a home run hit over the wall.
2. My daughter works for the post office in Salt Lake City.
3. Rhode Island is a success although smaller than Texas.
4. Respect must be earned, but honesty should always be our policy.

Note: Compound nouns can also be concrete or abstract.

1. People like to see a home run hit over the wall.

People like to see a **home run** hit over the **wall**.

People and **wall** -- concrete nouns

home run -- compound noun

2. My daughter works for the post office in Salt Lake City.

My **daughter** works for the **post office** in **Salt Lake City**.

daughter -- concrete noun

post office and **Salt Lake City** -- compound nouns

3. Rhode Island is a success although smaller than Texas.

Rhode Island is a **success** although smaller than **Texas**.

Rhode Island -- compound noun

success -- abstract noun

Texas -- concrete noun

4. Respect must be earned, but honesty should always be our policy.

Respect must be earned, but **honesty** should always be our **policy**.

Respect, **honesty**, and **policy** -- abstract nouns

Lesson 20

Parts of Speech - Nouns

Three other specific classifications for nouns are collective nouns, count nouns, and mass nouns. **Collective nouns** name groups, such as *team*, *class*, and *choir*. **Count nouns** can be counted. You can use *a*, *an*, *many*, or a number before count nouns. Examples include: *one boy*, *six sheep*, and *many days*. **Mass nouns** are not countable and include words like *gasoline*, *water*, and *dirt*.

Instructions: Find the **nouns** in these sentences and classify them as collective nouns, count nouns, or mass nouns.

1. Get some gasoline, or the class will be late arriving.
2. The alien group should come by bus soon.
3. The orchestra will be playing in the arena in the evening.

1. Get some gasoline, or the class will be late arriving.
Get some **gasoline**, or the **class** will be late arriving.

gasoline -- mass noun

class -- collective noun

2. The alien group should come by bus soon.

The alien **group** should come by **bus** soon.

group -- collective noun

bus -- count noun

3. The orchestra will be playing in the arena in the evening.

The **orchestra** will be playing in the **arena** in the **evening**.

orchestra -- collective noun

arena and **evening** -- count nouns

4. The water at the beach was covered with oil.

The **water** at the **beach** was covered with **oil**.

water and **oil** -- mass nouns

beach -- count noun

Lesson 21

Parts of Speech - Pronouns

A **pronoun** is a word that replaces a noun or a group of words used as a noun. Pronouns are classified in five (5) different categories. They are *personal pronouns*, *relative pronouns*, *demonstrative pronouns*, *indefinite pronouns*, and *interrogative pronouns*. Some pronouns can appear in more than one classification. The way in which a pronoun is classified depends on how it is used in a sentence. In the next two weeks we will study the five kinds of pronouns.

Personal pronouns refer to (1) the speaker or speakers, which is called **first person**, and include the following pronouns: *I, my, mine, me, myself, we, our, ours, us, ourselves*; (2) those spoken to, which is called **second person**, and include the following pronouns: *you, your, yours, yourself, yourselves*; or (3) those spoken about, which is called **third person**, and includes the following pronouns: *he, his, him, himself, she, her, hers, herself, it, its, itself, they, their, theirs, them, themselves*. Personal pronouns can be singular (one) or plural (two or more) just as verbs and nouns.

Instructions: Find the **personal pronouns** in these sentences.

1. She hit him on his head.
2. I saw you at your store.
3. He himself will be our new friend.
4. It will be hard for me to see you.
5. They always get angry at her and me.

1. She hit him on his head.

She hit **him** on **his** head.

2. I saw you at your store.

I saw **you** at **your** store.

3. He himself will be our new friend.

He himself will be **our** new friend.

4. It will be hard for me to see you.

It will be hard for **me** to see **you**.

5. They always get angry at her and me.

They always get angry at **her** and **me**.

Lesson 22

Parts of Speech - Pronouns

The word for which the **pronoun** stands is called its **antecedent**. It may be in the same sentence, in a previous sentence, or not given at all.

Example:

The **boy** threw the **football**. **He** threw **it** over the fence.

-- **boy** is the antecedent for **He**

-- **football** is the antecedent for **it**

A pronoun can be an antecedent for another pronoun. The antecedent always comes before the pronoun for which it is the antecedent.

Example:

He likes **his** new car.

-- **He** is the antecedent for **his**

Instructions: Pick out the **pronouns** and their antecedents in these sentences.

1. He ran after his dad.
2. Jennie wanted her doll for bedtime.
3. The rabbit hopped into its hole.
4. They will help you with your work themselves.
5. The teacher gave us homework every day, and she made our lives miserable.

1. He ran after his dad.

He ran after **his** dad.

-- **He** is the antecedent for **his**

2. Jennie wanted her doll for bedtime.

Jennie wanted **her** doll for bedtime.

-- **Jennie** is the antecedent for **her**

3. The rabbit hopped into its hole.

The rabbit hopped into **its** hole.

-- **rabbit** is the antecedent for **its**

4. They will help you with your work themselves.

They will help **you** with **your** work **themselves**.

-- **They** is the antecedent for **themselves**

-- **you** is the antecedent for **your**

5. The teacher gave us homework every day, and she made our lives miserable.

The teacher gave **us** homework every day, and **she** made **our** lives miserable.

-- **teacher** is the antecedent for **she**

-- **us** is the antecedent for **our**

Lesson 23

Parts of Speech - Pronouns

Some personal pronouns are called **possessives** because they show **whose** something is. They are the following pronouns: *my, mine, your, yours, his, her, hers, its, our, ours, their, and theirs.*

Example:

The money is **mine**.

(**Mine** tells whose money it is.)

Instructions: Find the **possessive pronouns** in the following sentences.

1. The new car is his.
2. Yours will be here tomorrow.
3. I like theirs best.
4. Should we go for a ride in his or hers?

1. The new car is his.

The new car is *his*.

2. Yours will be here tomorrow.

Yours will be here tomorrow.

3. I like theirs best.

I like *theirs* best.

4. Should we go for a ride in his or hers?

Should we go for a ride in *his* or *hers*?

Lesson 24

Parts of Speech - Pronouns

The personal pronouns *myself*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, *ourselves*, and *themselves* are compound personal pronouns combining the personal pronoun with self or selves. They are used as **reflexive pronouns**.

Example:

Carl hurt **himself**.

Instructions: Find the **reflexive pronouns** in these sentences.

1. I should understand myself better.
2. Ann bought herself two new hamsters.
3. They can't help themselves.
4. The boy cut himself on the broken glass.

1. I should understand myself better.

I should understand *myself* better.

2. Ann bought herself two new hamsters.

Ann bought *herself* two new hamsters.

3. They can't help themselves.

They can't help *themselves*.

4. The boy cut himself on the broken glass.

The boy cut *himself* on the broken glass.

Lesson 25

Parts of Speech - Pronouns

The personal pronouns *myself*, *yourself*, *yourselves*, *himself*, *herself*, *itself*, *ourselves*, and *themselves* can also be used as ***intensive pronouns***.

Example:

Carl ***himself*** won the race.

Instructions: Find the ***intensive pronouns*** in these sentences.

1. We ourselves went to the movie.
2. The man himself wrestled the alligator.
3. Jeanne herself gave us the gift.
4. They themselves had played until dark.

1. We ourselves went to the movie.

We **ourselves** went to the movie.

2. The man himself wrestled the alligator.

The man **himself** wrestled the alligator.

3. Jeanne herself gave us the gift.

Jeanne **herself** gave us the gift.

4. They themselves had played until dark.

They **themselves** had played until dark.

Lesson 26

Parts of Speech - Pronouns

Relative pronouns join dependent clauses to independent clauses

. They are *who*, *whose*, *whom*, *which*, and *that*. Clauses will be taught in detail later.

Example:

He found his money **that** he had lost.

(**That** joins the two clauses together into one sentence.)

Instructions: Find the **relative pronouns** in the sentences, and see how many other pronouns you can find as a bonus.

1. I want the house, which is brick.
2. Jack ordered the meal that we picked up.
3. Freddie is the girl who won the contest.
4. Jon is a man on whom I can rely.
5. The student whose answer was wrong turned bright red.

1. I want the house, which is brick.

I want the house, **which** is brick.

-- **which** - relative pronoun

2. Jack ordered the meal that we picked up.

Jack ordered the meal **that we** picked up.

-- **that** - relative pronoun

3. Freddie is the girl who won the contest.

Freddie is the girl **who** won the contest.

-- **who** - relative pronoun

4. Jon is a man on whom I can rely.

Jon is a man on **whom I** can rely.

-- **whom** - relative pronoun

5. The student whose answer was wrong turned bright red.

The student **whose** answer was wrong turned bright red.

-- **whose** - relative pronoun

Lesson 27

Parts of Speech - Pronouns

Demonstrative pronouns are pronouns that point out. They are *this*, *that*, *these*, and *those*.

Example:

That is my hat.

I like **these** not **those**.

Instructions: Find the **demonstrative pronouns** in these sentences.

1. That is a great idea.
2. I will take those.
3. How much money do you want for this?
4. These are the shoes I want.

1. That is a great idea.

That is a great idea.

2. I will take those.

I will take **those**.

3. How much money do you want for this?

How much money do you want for **this**?

4. These are the shoes I want.

These are the shoes I want.

Lesson 28

Parts of Speech - Pronouns

Indefinite pronouns are pronouns that do not point out specifically. They point out generally. They include such words as *another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, many, neither, nobody, none, no one, one, other, others, some, somebody, and someone.*

Instructions: Find the **indefinite pronouns** in the following sentences.

1. Everybody loves someone sometime.
2. Both of the students should hand in everything they have completed.
3. I didn't see anyone I knew.
4. If no one helps others, nothing gets done.

1. Everybody loves someone sometime.

Everybody loves **someone** sometime.

2. Both of the students should hand in everything they have completed.

Both of the students should hand in **everything** they have completed.

3. I didn't see anyone I knew.

I didn't see **anyone** I knew.

4. If no one helps others, nothing gets done.

If **no one** helps **others**, nothing gets done.

5. Somebody said that one should touch neither of them.

Somebody said that **one** should touch **neither** of them.

Lesson 29

Parts of Speech - Pronouns

Interrogative pronouns ask questions. *Who, whom, whose, which,* and *what* are interrogative pronouns.

Instructions: Find the **interrogative pronouns** in these sentences.

1. What is that?
2. Who is going with me?
3. Which is the right answer?
4. Whose was right?
5. To whom did you want to speak?

1. What is that?

What is that?

2. Who is going with me?

Who is going with me?

3. Which is the right answer?

Which is the right answer?

4. Whose was right?

Whose was right?

5. To whom did you want to speak?

To **whom** did you want to speak?

Lesson 30

Parts of Speech - Pronouns

This lesson is a review of the five kinds of pronouns.

Instructions: Find each *pronoun* and tell what kind it is. It is either *personal*, *relative*, *demonstrative*, *indefinite*, or *interrogative*.

1. From whom did you get that?
2. Neither of my brothers would read me the story.
3. You need someone who will be kind to others.
4. What does this have to do with me?
5. I liked the play that you hated.

1. From whom did you get that?

From **whom** did **you** get **that** ?

-- **whom** - interrogative pronoun

-- **you** - personal pronoun

-- **that** - demonstrative pronoun

2. Neither of my brothers would read me the story.

Neither of **my** brothers would read **me** the story.

-- **Neither** - indefinite pronoun

-- **my** and **me** - personal pronouns

3. You need someone who will be kind to others.

You need **someone who** will be kind to **others**.

-- **You** - personal pronoun

-- **someone** and **others** - indefinite pronouns

-- **who** - relative pronoun

4. What does this have to do with me?

What does **this** have to do with **me** ?

-- **What** - interrogative pronoun

-- **this** - demonstrative pronoun

-- **me** - personal pronoun

5. I liked the play that you hated.

I liked the play **that you** hated.

-- **I** and **you** - personal pronouns

-- **that** - relative pronoun

Lesson 31

Parts of Speech - Adjectives

Adjectives, another part of speech, give us a great deal of terminology. But all that is really important is that adjectives modify or affect the meaning of nouns and pronouns and tell us *which*, *whose*, *what kind*, and *how many* about the nouns or pronouns they modify. They generally come before the noun or pronoun they modify, but there are exceptions to that rule. How and why they are different will be explained in later lessons. They still tell us *which*, *whose*, *what kind*, and *how many*.

There are seven (7) words in the English language that are always adjectives. They are the **articles** *a*, *an*, and *the* and the **possessives** *my*, *our*, *your*, and *their*. (The possessives are from the possessive pronoun list but are always used with nouns as adjectives.) Being only seven in number, one should memorize them so they are immediately recognized as adjectives.

Examples:

The neighbor girl likes **chocolate** ice cream.

Mr. Johanson is **tall**, **dark**, and **handsome**.

Some authorities like to distinguish between what they call *true adjectives* and *determiners*, but both still just tell *which*, *whose*, *what kind*, and *how many*. Those words are the key to adjectives and should be memorized to make adjectives easy.

Instructions: Pick out the **adjectives** in the following sentences.

1. The heavy, red dress of Queen Elizabeth weighed over fifty pounds.
2. My sister chose two shirts for my graduation present.
3. That small Mexican restaurant in the next block serves fresh meals.
4. The little black dog barked at the well-dressed stranger.
5. An old wood fence had caught several discarded candy wrappers.

1. The heavy, red dress of Queen Elizabeth weighed over fifty pounds.

The heavy, red dress of Queen Elizabeth weighed over ***fifty*** pounds.

2. My sister chose two shirts for my graduation present.

My sister chose ***two*** shirts for ***my graduation*** present.

3. That small Mexican restaurant in the next block serves fresh meals.

That small Mexican restaurant in ***the next*** block serves ***fresh*** meals.

4. The little black dog barked at the well-dressed stranger.

The little black dog barked at ***the well-dressed*** stranger.

5. An old wood fence had caught several discarded candy wrappers.

An old wood fence had caught ***several discarded candy*** wrappers.

Lesson 32

Parts of Speech - Adjectives

Pronouns used as adjectives are called **pronominal adjectives**. Pronouns can be used as adjectives, but they are not always adjectives as the seven mentioned in [Lesson 31](#). **Demonstrative pronouns**, *this, that, these, those*; **interrogative pronouns**, *whose, which, what*; and **indefinite pronouns**, *another, any, both, each, either, many, neither, one, other, some*; when used with a noun become adjectives. **Cardinal** and **ordinal numbers** can be adjectives.

Examples:

ten students (cardinal)

the **tenth** student (ordinal)

Instructions: List the **adjectives** in these sentences.

1. Whose car is that red one in the driveway?
2. Those drapes go well with this brown carpet.
3. The two men were wondering what signal had brought many people to their rescue.
4. The third person entering the city park won another prize.
5. That tie is a good one for this suit.

1. Whose car is that red one in the driveway?

Whose car is **that red** one in **the** driveway?

2. Those drapes go well with this brown carpet.

Those drapes go well with **this brown** carpet.

3. The two men were wondering what signal had brought many people to their rescue.

The two men were wondering **what** signal had brought **many** people to **their** rescue.

4. The third person entering the city park won another prize.

The third person entering **the city** park won **another** prize.

5. That tie is a good one for this suit.

That tie is **a good** one for **this** suit.

Lesson 33

Parts of Speech - Adjectives

Proper nouns, possessives and modifiers made from them, and *common nouns* can be adjectives.

Examples:

July storms

winter weather

Jim's boat

boy's bed

Some authorities call nouns used to describe another noun *noun adjuncts*. They tell us *whose* or *what kind*.

Instructions: Find the **adjectives** in these sentences.

1. Dan's new hat blew down the man's stairway.
2. Stormy spring weather can cause many flash floods.
3. Pam's new suitcase was ready for the Canadian trip.
4. December winds can make a dangerous Christmas trip.
5. The student's hope was the teacher's happiness.

1. Dan's new hat blew down the man's stairway.

Dan's new hat blew down **the man's** stairway.

2. Stormy spring weather can cause many flash floods.

Stormy spring weather can cause **many flash** floods.

3. Pam's new suitcase was ready for the Canadian trip.

Pam's new suitcase was ready for **the Canadian** trip.

4. December winds can make a dangerous Christmas trip.

December winds can make **a dangerous Christmas** trip.

5. The student's hope was the teacher's happiness.

The student's hope was **the teacher's** happiness.

Lesson 34

Parts of Speech - Adjectives

Verb forms can also be used as adjectives. They are called ***participial adjectives***.

Examples:

the ***lost*** mine

the ***howling*** wolf

Instructions: Pick out the ***adjectives*** in these sentences.

1. The soaking rain caused much damage.
2. The broken dish cut the crying girl.
3. A great work was done by the person with a giving spirit.
4. The laughing hyena was sleeping in its cage.
5. The eager student found the torn book.

1. The soaking rain caused much damage.

The soaking rain caused **much** damage.

2. The broken dish cut the crying girl.

The broken dish cut **the crying** girl.

3. A great work was done by the person with a giving spirit.

A great work was done by **the** person with **a giving** spirit.

4. The laughing hyena was sleeping in its cage.

The laughing hyena was sleeping in **its** cage.

5. The eager student found the torn book.

The eager student found **the torn** book.

Lesson 35

Parts of Speech - Adjectives

Adjectives are not limited in how many can be used with a noun to modify it as in *the big black frightening curly* bear. These adjectives follow an order pattern when two or more are used together. There is no written rule but just common usage.

Examples:

Correct: *the second three* days

Incorrect: *three second the* days

Correct: *both his* friends

Incorrect: *his both* friends

Instructions: Because many words can be both pronouns and adjectives depending on how they are used in a sentence, decide if the italicized words are **pronouns** or **adjectives** in the following sentences. Remember that pronouns stand alone, but adjectives are used to modify nouns.

1. Do *either* of you have *any* of *this* material. *Any* amount would help.
2. *Each* girl did her chores, and *their* mother gave *each* a hug.
3. *This* is our answer, and *no one* disagrees.
4. *Both* have *many* chances to play, but *neither one* is better.
5. *What* is *your* name because *neither* of us knows it?

Pronouns are blue, adjectives are green

1. Do *either* of you have *any* of *this* material. *Any* amount would help.

Do ***either*** of you have ***any*** of ***this*** material. ***Any*** amount would help.

2. *Each* girl did her chores, and *their* mother gave *each* a hug.

Each girl did her chores, and ***their*** mother gave ***each*** a hug.

3. *This* is our answer, and *no one* disagrees.

This is our answer, and ***no one*** disagrees.

4. *Both* have *many* chances to play, but *neither one* is better.

Both have ***many*** chances to play, but ***neither one*** is better.

5. *What* is *your* name because *neither* of us knows it?

What is ***your*** name because ***neither*** of us knows it?

Lesson 36

Parts of Speech - Adjectives

Adjectives can be used in comparisons which means we change the form of the adjective when speaking of one, two, or more than two. They change either by adding *er* or *est* to the adjective or by using the words *more* or *most* before the adjective. Some are irregular in their form and must be memorized or looked up in the dictionary. The dictionary gives the forms for most words using *er* or *est* to form comparisons. The three degrees of comparison are called (1) *positive* which states a quality of one thing or person, (2) *comparative* which compares two things or persons, and (3) *superlative* which compares more than two things or persons.

Examples:

positive - new, careless, good

comparative - newer, more careless, better

superlative - newest, most careless, best

Instructions: Write the comparative and superlative forms of the following **adjectives**.

1. jolly

2. honest

3. dim

4. friendly

5. little

1. jolly

jolly, jollier, jolliest

2. honest

honest, more honest, most honest

3. dim

dim, dimmer, dimmest

4. friendly

friendly, friendlier, friendliest

5. little

little, littler, littlest - when referring to size uses

less, lesser, least - when referring to amount uses

Lesson 37

Parts of Speech - Adjectives

In comparison of adjectives, one-syllable adjectives and some two-syllable adjectives (especially those ending in *y* or *le*) form the comparative with *er* and the superlative with *est*.

Examples:

new, newer, newest

jolly, jollier, jolliest

Instructions: Write the correct comparative and superlative forms for the following **adjectives**.

1. glad

2. prompt

3. small

4. noble

5. funny

1. glad

glad, gladder, gladdest

2. prompt

prompt, prompter, promptest

3. small

small, smaller, smallest

4. noble

noble, nobler, noblest

5. funny

funny, funnier, funniest

Lesson 38

Parts of Speech - Adjectives

Many two-syllable adjectives and almost all adjectives with three or more syllables use *more* or *most* to form the comparative and superlative forms.

Examples:

honest, more honest, most honest

careful, more careful, most careful

Instructions: Write the comparative and superlative forms for these words.

1. interesting

2. critical

3. splendid

4. delicious

5. outstanding

1. interesting

interesting, more interesting, most interesting

2. critical

critical, more critical, most critical

3. splendid

splendid, more splendid, most splendid

4. delicious

delicious, more delicious, most delicious

5. outstanding

outstanding, more outstanding, most outstanding

Lesson 39

Parts of Speech - Adjectives

There are a few adjectives that are irregular in their comparisons.

Example:

good, better, best

Instructions: Give the comparative and superlative forms of the following words.

1. many

2. ill

3. much

4. perfect

5. bad

1. many

many, more, most

2. ill

ill, worse, worst

3. much

much, more, most

4. perfect

Cannot be compared since there is no *more perfect* or *most perfect*.

5. bad

bad, worse, worst

Lesson 40

Parts of Speech - Adjectives

Never use double comparisons. If you use *er* or *est*, then don't use *more* or *most*.

Example:

Correct: He is *busier* than I.

Incorrect: He is *more busier* than I.

Instructions: Chose the correct form in the following sentences.

1. Yesterday we played our (worse, worst) concert.
2. I am (more hungrier, hungrier) now.
3. Who is the (shorter, more shorter, most short, shortest) of the four sisters?
4. Is this the (best, better, more better, most best) value that you have?
5. John is the (most happiest, happiest) kid I know.

1. Yesterday we played our (worse, worst) concert.
Yesterday we played our **worst** concert.

2. I am (more hungrier, hungrier) now.
I am **hungrier** now.

3. Who is the (shorter, more shorter, most short, shortest) of the four sisters?
Who is the **shortest** of the four sisters?

4. Is this the (best, better, more better, most best) value that you have?
Is this the **best** value that you have?

5. John is the (most happiest, happiest) kid I know.
John is the **happiest** kid I know.

Lesson 46

Parts of Speech - Adverbs

Adverbs are words that modify (1) verbs, (2) adjectives, and (3) other adverbs. They tell *how* (manner), *when* (time), *where* (place), *how much* (degree), and *why* (cause). *Why* is a common one-word adverb that tells why. Adverbs that tell us *how*, *when*, *where*, and *why* always modify the verb. Adverbs that tell us *how much* modify adjectives or other adverbs. These adverbs are also called *qualifiers* because they strengthen or weaken the words they modify.

Examples:

He kicked the ball **solidly**. (how)

He kicked the ball **immediately**. (when)

He kicked the ball **forward**. (where)

He kicked the ball **too** hard. (how much)

Instructions: Find the **adverbs** in the following sentences and what they tell us.

1. Paul answered the question quickly.
2. The answer was given too softly.
3. I soon understood what he said yesterday.
4. Becky and Pam wanted to know then and there.
5. Why do we misunderstand others so often?

1. Paul answered the question quickly.
Paul answered the question **quickly**.

- **quickly** (how)

2. The answer was given too softly.
The answer was given **too softly**.

- **too** (how much)

- **softly** (how)

3. I soon understood what he said
yesterday.

I **soon** understood what he
said **yesterday**.

- **soon** (when)

- **yesterday** (when)

4. Becky and Pam wanted to know
then and there.

Becky and Pam wanted to
know **then** and **there**.

- **then** (when)

- **there** (where)

5. Why do we misunderstand others
so often?

Why do we misunderstand others **so
often**?

- **Why** (why)

- **so** (how much)

- **often** (when)

Lesson 47

Parts of Speech - Adverbs

Many adverbs end with *ly* which is a good clue to adverb recognition, but not all words that end in *ly* are adverbs. Some words such as *daily*, *yearly*, *hourly* can be either adverbs or adjectives.

Instructions: Pick out the **adverbs** in these sentences.

1. Daily we did our very hard lessons.
2. The yearly crop was totally ruined by the weather.
3. Hourly we listened to the rapidly falling rain.
4. The friendly person suddenly ran up to me.
5. The unusually large dog jumped outside and licked my face.

1. Daily we did our very hard lessons.

Daily we did our **very** hard lessons.

2. The yearly crop was totally ruined by the weather.

The yearly crop was **totally** ruined by the weather.

3. Hourly we listened to the rapidly falling rain.

Hourly we listened to the **rapidly** falling rain.

4. The friendly person suddenly ran up to me.

The friendly person **suddenly** ran **up** to me.

5. The unusually large dog jumped outside and licked my face.

The **unusually** large dog jumped **outside** and licked my face.

Lesson 48

Parts of Speech - Adverbs

Not and its contraction *n't* are adverbs. They really modify the entire sentence, but we will have them modify the verb as it is the most important word in the sentence. This is a common practice in grammar books. Remember that adverbs tell us *how*, *when*, *where*, *why*, and *how much* and modify **verbs**, **adjectives**, and other **adverbs**.

Instructions: Find the **adverbs** in these sentences and tell which word they modify.

1. Terri did not do the work correctly.
2. Mom was never so deeply pleased with the kids.
3. Badger actually likes almost every cat he sees.
4. I recently found that you wouldn't help.
5. You will not go tomorrow to that very scary movie.

Note: Adverbs that modify verbs always modify the whole verb phrase when it is made up of more than one word.

1. Terri did not do the work correctly.

Terri did **not** do the work **correctly**.

- **not** and **correctly** modify **did do**

2. Mom was never so deeply pleased with the kids.

Mom was **never so deeply** pleased with the kids.

- **never** and **deeply** modify **was pleased**

- **so** modifies **deeply** (telling how much)

3. Badger actually likes almost every cat he sees.

Badger **actually** likes **almost** every cat he sees.

- **actually** modifies **likes**

- **almost** modifies **every** (telling how

much)

4. I recently found that you wouldn't help.

I **recently** found that

you wouldn't help.

- **recently** modifies **found**

- **n't** modifies **would help**

5. You will not go tomorrow to that very scary movie.

You will **not** go **tomorrow** to that **very** scary movie.

- **not** and **tomorrow** modify **will go**

- **very** modifies **scary** (telling how much)

Lesson 49

Parts of Speech - Adverbs

Adverbs may be compound. Example: He speaks *rapidly* and *well*.

Instructions: Find the **adverbs** in these sentences.

1. We shouldn't decide this very important decision quickly or foolishly.
2. Suddenly and quietly the boys slipped from the room.
3. The girls did the dishes laughingly and happily together.
4. Marilyn types rapidly and accurately.
5. Either today or tomorrow we will go to the zoo.

1. We shouldn't decide this very important decision quickly or foolishly.
We should *n't* decide this *very* important decision *quickly* or *foolishly*.

2. Suddenly and quietly the boys slipped from the room.
Suddenly and *quietly* the boys slipped from the room.

3. The girls did the dishes laughingly and happily together.
The girls did the dishes *laughingly* and *happily together*.

4. Marilyn types rapidly and accurately.
Marilyn types *rapidly* and *accurately*.

5. Either today or tomorrow we will go to the zoo.
Either *today* or *tomorrow* we will go to the zoo.

Lesson 50

Parts of Speech - Adverbs

Adverbs that tell us *how*, *when*, and *where* can shift position in the sentence.

Examples:

I am **often** out of town.

Often I am out of town.

I am out of town **often**.

Instructions: List the **adverbs** in these sentences.

1. Jeff does his work wisely.
2. Seldom do we see everyone at the same time.
3. Ann often visits from Canada.
4. Now let's check this again.
5. I see what you mean now.

Lesson 51

Parts of Speech - Adverbs

Most adverbs are formed from adjectives. Many adverbs are formed by adding *ly* to the adjective.

Example:

slow - *slowly*

Instructions: Change the following *adjectives* to *adverbs*.

1. fierce

2. quick

3. large

4. useful

5. equal

1. fierce

fierce - **fiercely**

2. quick

quick - **quickly**

3. large

large - **largely**

4. useful

useful - **usefully**

5. equal

equal - **equally**

Lesson 52

Parts of Speech - Adverbs

Most adjectives that end in *y* change the *y* to *i* and then add the *ly* to form the adverb.

Example:

lazy - *lazily*

Instructions: Change the following *adjectives* to *adverbs*.

1. happy

2. easy

3. mighty

4. busy

5. angry

1. happy

happy - **happily**

2. easy

easy - **easily**

3. mighty

mighty - **mightily**

4. busy

busy - **busily**

5. angry

angry - **angrily**

Lesson 53

Parts of Speech - Adverbs

Most adjectives that have more than one syllable and end in /e simply change the *e* to *y* to form the adverb.

Example:

favorable - ***favorably***

Instructions: Change the following ***adjectives*** to ***adverbs***.

1. noble

2. horrible

3. sensible

4. suitable

5. comfortable

1. noble

noble - **nobly**

2. horrible

horrible - **horribly**

3. sensible

sensible - **sensibly**

4. suitable

suitable - **suitably**

5. comfortable

comfortable -
comfortably

Lesson 54

Parts of Speech - Adverbs

Most adjectives ending in *ic* add *ally* to form the adverb.

Example:

basic - ***basically***

Instructions: Form the ***adverb*** from the following ***adjectives***.

1. drastic

2. artistic

3. dramatic

4. realistic

5. electric

1. drastic

drastic - ***drastically***

2. artistic

artistic - ***artistically***

3. dramatic

dramatic -
dramatically

4. realistic

realistic - ***realistically***

5. electric

electric - ***electrically***

Lesson 55

Parts of Speech - Adverbs

Not all **adverbs** are formed from adjectives. Some common ones are *never, not, here, there, then, when, where, always, too, now, and very*. Remember that adverbs tell us *how, when, where, why, and how much* and modify **verbs**, **adjectives**, or other **adverbs**.

Instructions: Find the **adverbs** in these sentences.

1. We cannot go to the movie now.
2. Yesterday it was a very hot day.
3. I have never been there before.
4. Your clothes are too rad.
5. Jane always had the right answer near.

1. We cannot go to the movie now.
We can **not** go to the movie **now**.

2. Yesterday it was a very hot day.
Yesterday it was a **very** hot day.

3. I have never been there before.
I have **never** been **there before**.

4. Your clothes are too rad.
Your clothes are **too** rad.

5. Jane always had the right answer near.
Jane **always** had the right answer **near**.