

Parts of Speech Overview: Noun, Pronoun, Adjective

A. IDENTIFYING TYPES OF NOUNS In each of the following sentences, underline every noun that is the type indicated in parentheses. A sentence may contain more than one type of noun.

Example 1. Squashes are grown throughout the United States and all over the world for their beauty and as a food source. (*abstract*)

1. Squash, pumpkins, and gourds all belong to the same family of vegetables. (*collective*)
2. Native Americans were growing them before Europeans arrived in North America. (*proper*)
3. Gourds, which are actually hard-shelled squash, cannot be eaten. (*concrete*)
4. People grow many gourds simply for the enjoyment of their appearance. (*abstract*)
5. Last year, Pablo's art class made birdhouses out of large, fat gourds. (*collective*)
6. The skinny types can be hung around the house as ornaments. (*common*)
7. My aunt Julie in Louisiana has a large, round gourd that she uses as a bowl. (*proper*)
8. They can also be used as other various containers, with the stems serving as handles. (*common*)
9. Prepared properly, a luffa gourd makes an excellent natural sponge. (*concrete*)
10. With a little imagination, you can think of even more creative uses for these fascinating vegetables. (*abstract*)

B. IDENTIFYING TYPES OF PRONOUNS In each of the following sentences, underline the pronoun that is the type indicated in parentheses. A sentence may contain more than one type of pronoun.

Example 1. Are those the types of snakes that bite? (*demonstrative*)

11. Would someone please give me the name of a good doctor? (*personal*)
12. The tissues of poison ivy plants contain an oil that will irritate your skin. (*relative*)
13. What did he buy at the Santa Fe Indian Market? (*interrogative*)
14. This baseball was signed by the great Roberto Clemente himself. (*intensive*)
15. These are the most delicious nachos I have ever tasted! (*demonstrative*)
16. Did you enjoy yourself at the planetarium yesterday? (*reflexive*)
17. By the next rehearsal, she had memorized most of her lines for the first act. (*indefinite*)
18. Parrots make good pets because they are sociable, and many can learn to talk. (*personal*)
19. At the library someone will help us find information on Georgia O'Keeffe. (*indefinite*)
20. Our student leaders pride themselves on their hard work and dedication. (*reflexive*)

C. IDENTIFYING ADJECTIVES In each of the following sentences, underline each adjective, and draw an arrow to the word the adjective modifies. Do not include the articles *a*, *an*, and *the*. A sentence may have more than one adjective.

Example 1. A popular dish in Japanese restaurants, tempura is actually European in origin.

21. Japanese cooks steam, boil, or braise many traditional dishes.
22. Foreign traders introduced the use of oils and deep-frying.
23. Tempura, or deep-fried seafood, was a Portuguese dish that was brought to Japan in the sixteenth century.
24. As the Japanese adapted this dish, the batter became lighter and fluffier.
25. The recipe for tempura is easy if you remember a few simple tips.
26. The vegetable oil should be fresh, and the batter should be thin, lumpy, and cold.
27. Place only a few pieces in the oil at one time.
28. Tempura tastes best when it is served right away.
29. Shrimp tempura and vegetable tempura can be served together for a complete meal.
30. Serve hot rice and a clear soup as complements to these tasty, fluffy morsels.

D. IDENTIFYING NOUNS, PRONOUNS, AND ADJECTIVES Each of the following sentences contains an italicized word or group of words. Identify the part of speech of each italicized word or word group by writing above it *N* for *noun*, *P* for *pronoun*, or *A* for *adjective*.

Example 1. Sculptor Oreland C. Joe believes that the only way to *greatness* is through hard work.

31. *Oreland C. Joe* has won numerous awards and gained widespread recognition for his sculptures.
32. The son of a Southern Ute father and a *Navajo* mother, Joe grew up on a Navajo reservation.
33. His grandfather, *who* was a strong influence in Joe's life, taught him about their culture and their past.
34. The spirit of the Navajo shines through in Joe's bronze, alabaster, and *limestone* sculptures.
35. His works are on exhibit in *galleries* throughout the Southwest.
36. *He* was commissioned to create a monument to Standing Bear, a Ponca chief.
37. In the 1800s, *Chief Standing Bear* encouraged his people to resist white settlers peacefully.
38. Joe's enormous *bronze* statue of the chief was dedicated in 1996 in Ponca City, Oklahoma.
39. Even as a *child*, Oreland C. Joe excelled at creating art.

40. His mother supplied him with notebooks and encouraged him to draw in *them*.
41. He sold his first paintings when he was in *sixth* grade.
42. In junior high school he began working with *three-dimensional* art forms.
43. Joe attended a *workshop* in northern Italy in 1984.
44. While in Italy, Joe studied the works *that* had been created by Antonio Canova.
45. The neoclassical style of Canova, an Italian sculptor, greatly influenced Joe's *work*.
46. In his own art, Joe uses texture to express *meaning*.
47. Joe has conducted workshops throughout Arizona and Texas and at *his* studio in Kirtland, New Mexico.
48. Through *these* workshops, the sculptor shares his experience with young artists and helps them reach their goals.
49. Despite his great *success*, Oreland C. Joe remains humble.
50. He continues to set goals and to challenge *himself* all the time.

Chapter Tests

Chapter 11

Parts of Speech Overview (Noun, Pronoun, Adjective), p. 54

A. Identifying Types of Nouns

1. family
2. Native Americans; Europeans; North America
3. Gourds; squash
4. enjoyment
5. class
6. types; house; ornaments
7. Julie; Louisiana
8. containers; stems; handles
9. gourd; sponge
10. imagination; uses

B. Identifying Types of Pronouns

- | | |
|-------------|----------------|
| 11. me | 16. yourself |
| 12. that | 17. most |
| 13. What | 18. they |
| 14. himself | 19. someone |
| 15. These | 20. themselves |

C. Identifying Adjectives

21. Japanese cooks steam, broil, or braise many traditional dishes.
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25. The recipe for tempura is easy if you remember a few simple tips.
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27. Place only a few pieces in the oil at one time.

28. Tempura tastes best when it is served right away.

29. Shrimp tempura and vegetable tempura can be served together for a complete meal.

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D. Identifying Nouns, Pronouns, and Adjectives

31. ^NOreland C. Joe has won numerous awards and gained widespread recognition for his sculptures.
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47. Joe has conducted workshops throughout Arizona and Texas and at ^{P(or A)} *his* studio in Kirtland, New Mexico.
48. Through ^A *these* workshops, the sculptor shares his experience with young artists and helps them reach their goals.
49. Despite his great ^N *success*, Oreland C. Joe remains humble.
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Chapter 12

Parts of Speech Overview (Verb, Adverb, Preposition, Conjunction, Interjection), p. 57

A. Identifying Types of Verbs

1. My older sister ^{TAV} *wants* a conga drum for her birthday.
2. Puerto Ricans ^{LV} *are* citizens of the United States.
3. Last week a marine biologist ^{IAV} *spoke* to our science class.
4. After the game the crowd ^{TAV} *gave* the team a standing ovation.
5. William Thaddeus Coleman, Jr., ^{LV} *became* U.S. secretary of transportation in 1975.
6. ^{IAV} *Look* for Albert and me at the fiesta.
7. The American Kennel Club ^{TAV} *regulates* most dog shows in the United States.
8. Before you leave, ^{TAV} *practice* your free throws for at least ten minutes.
9. The egg rolls and fried rice ^{LV} *smell* delicious.
10. In 1932, Amelia Earhart ^{IAV} *flew* across the Atlantic Ocean alone.

B. Identifying Verbs and Verb Phrases

11. In my first-aid class, we have been learning about snakebites.
12. How can you determine the type of snakebite?
13. The fangs of a poisonous snake will cause one or more puncture wounds.
14. On the other hand, most nonpoisonous snakes do not have fangs.
15. Therefore, bites from nonpoisonous snakes usually leave just a horseshoe-shaped series of surface wounds.
16. You should keep the victim of a poisonous snakebite calm and still.
17. Otherwise, the venom can spread throughout the body faster.
18. A band of cloth should be tied above the bite.
19. Do not give the victim any aspirin or aspirin substitute.
20. A victim of a poisonous snakebite must receive professional medical treatment as soon as possible.