

DIRECTIONS: Read the instructions at the beginning of each of the sections below on an aspect of the parts of speech, then complete the practice exercises which follow.

PART A Nouns:

A *noun* is a word used to describe a person, place or thing. Nouns can be classified as *common*, *proper*, *collective*, *concrete*, and *abstract*. The word *dog* is a *common noun*, while *Rover*, when used to describe a particular dog is a *proper noun*. An example of a *collective noun* is the word *pack* used to describe a collection of things, in this case dogs or wolves. Nouns are also categorized by whether the thing they refer to is *concrete*, and so thus can be touched, seen, heard, tasted, or smelled, like with *bed*, *jam*, or *music*, or *abstract*, and so thus cannot be touched, seen, heard, tasted, or smelled, like with *love*, *hate*, or *pride*.

Determine whether each of the following nouns is common, proper, collective, concrete, or abstract and write the appropriate classification in the space provided. Some nouns will have more than one classification, for example, *dog* is both a general noun, and a concrete noun.

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|----------------------|-------|----------------|-------|
| 1. crocodile | _____ | 2. motherhood | _____ |
| 3. brush | _____ | 4. Jason | _____ |
| 5. baby | _____ | 6. Canada | _____ |
| 7. flock | _____ | 8. Jean | _____ |
| 9. laughter | _____ | 10. peace | _____ |
| 11. team | _____ | 12. iguana | _____ |
| 13. backpack | _____ | 14. fear | _____ |
| 15. mouse | _____ | 16. loathing | _____ |
| 17. teamwork | _____ | 18. herd | _____ |
| 19. Vancouver Island | _____ | 20. snowboard | _____ |
| 21. Canada goose | _____ | 22. admiration | _____ |
| 23. zipper | _____ | 24. mob | _____ |
| 25. phone | _____ | 26. boot | _____ |
| 27. automobile | _____ | 28. hate | _____ |

PART B Pronouns:

A pronoun is a word used in place of a noun. Pronouns are divided into two categories: possessive, and relative. Possessive pronouns indicate ownership and include words like *it, he, she, they, we, him, her, them, your, us, his, hers, theirs, yours, and mine*.

In the space provided in each of the following sentences, replace the nouns which are *italicized* with a possessive pronoun which correctly take its place.

1. When George called his dog, it came running to *George* _____.
2. After I borrow the sweater from Sarinder, I will lend *Sarinder's* _____ sweater to you.
3. Dani and Amanda went to the concert, and *Dani and Amanda* _____ really enjoyed it.
4. _____ *Emily* didn't want to play soccer today, because Emily wasn't feeling well.
5. When the Johnson's are out of town *the Johnson's* _____ let us use their pool.
6. Remember: What is yours is yours, and what is *belonging to me* _____ is mine.
7. Alicia didn't want to go, but Sally did, so *Alicia* _____ did, too.
8. My mom won't lend me the car, but hopefully Billy's mom will lend hers to *Billy* _____.
9. We were going bike riding with our neighbours, but *our neighbour's* _____ bikes had flats.
10. My cat is not nearly as old as *the cat belonging to Jasmine* _____ is.

Relative pronouns introduce a subordinate or less important idea in a sentence, and include words like *that, which, who, whom, and whose*.

In the space provided in each of the following sentences, choose a relative pronoun which correctly completes the sentence.

1. When Kiran fell she skinned her knee, _____ didn't make her very happy.
2. Sophie was a very happy child, _____ smile made everyone else smile, too.
3. Rusty is the dog _____ we found abandoned in the park.
4. Dad wants to know _____ broke his favourite mug.
5. I can deliver the parcel tomorrow, but I need to know to _____ it is addressed.

PART C Verbs:

In a sentence, a verb shows the state of being (is, was, were, are) or identifies the action (departed, smiled, ran). Verbs are categorized into three classes. *Transitive verbs* have at least one direct object. A direct object is the thing that receives the action. In the sentence *The man entered the building.* the verb *entered* is transitive because it has a direct object, *the building*, which receives the action. *Intransitive verbs* don't have a direct object. In the sentence *The boy smiled.* there is no direct object or something which receives the action. *The boy smiled at me.* does have a direct object, *me*, and so in this sentence, *smiled* is a transitive verb. The third type of verb is a *linking verb*. In the sentence *The little girl is giggling.* the verb *is* acts as a linking verb.

In each of the sentences which follow, determine which of the three types of verbs, transitive, intransitive, or linking is present by writing the correct term in the space provided.

1. The dog ran into the street. _____
2. The baby cried. _____
3. My Grandma is old. _____
4. The fans cheered. _____
5. The kittens were cute. _____
6. My parents are always happy. _____
7. My best friend is a skater. _____
8. The water dripped from the faucet. _____
9. The lion roared. _____
10. The mouse tried to get the cheese. _____
11. I am older than Shauna. _____
12. Bill and Jim are older than me. _____
13. Brad sings. _____
14. Brad sings in the choir. _____
15. The puppy barked at the stranger. _____
16. My plans for summer are all set. _____
17. Someone slammed a car door. _____
18. The noise from the freeway is quite loud. _____

Verb tenses show **when** the action occurred or the conditions under which the action is possible. The most common tenses used in English are the *present* (is), *past* (was), *future* (will be), and *conditional* (could be).

In each of the sentences which follow, determine whether the tenses are present, past, future, or conditional and write your answer in the space provided.

1. The alarm will ring at 6:00 a.m. _____
2. The baby is crying. _____
3. My Grandma is old. _____
4. The fans are cheering. _____
5. I was cold yesterday. _____
6. My parents are always happy. _____
7. My best friend is a skater. _____
8. The water was dripping from the faucet. _____
9. The lion is roaring. _____
10. The cat tried to catch the mouse. _____
11. I am older than Jane. _____
12. Sam and Eric are older than me. _____
13. Soong-yi will be 15 next week. _____
14. Sandy sings in the choir. _____
15. The puppy is barking at the cat. _____
16. My plans for the weekend might have to change. _____
17. My sister could babysit instead of me. _____
18. The noise from the lawnmower is quite loud. _____
19. Are you going to the mall? _____
20. My pay cheque should be ready today. _____
21. I sent an email to my brother. _____
22. You should always look both ways before crossing the street. _____

PART D Adjectives:

Adjectives are words used to describe a noun or pronoun, and can be divided into three types. A *positive* adjective is used to describe a person or thing. So in the sentence *Sarah looked **happy** at her wedding.* the positive adjective, *happy*, is used to describe the noun, *Sarah*. A *comparative* adjective compares two persons or two things. So in the sentence *John is **happier** than Bekka.* the comparative adjective *happier* is used to show which of the two people, John or Bekka, has the most happiness. A *superlative* adjective is used when you are comparing more than two people or things. So in the sentence *Of all the family vacations I have taken, the **happiest** one was going to Hawaii for Christmas.* the superlative adjective *happiest* is used to compare family vacations and show that the Hawaii vacation was the one with the most happiness.

Fill in the blanks in the table below with the proper missing adjectives. The first two are done for you as examples.

Positive	Comparative	Superlative
Good	Better	Best
Beautiful	More beautiful	Most beautiful
Dark		
	Older	
		Youngest
	Nicer	
		Greenest
Hot		
Loving		
		Most helpful

In each of the sentences which follow, circle the correct adjective.

1. Of the three racehorses, the (fast / faster / fastest) one is my favourite.
2. The flower over in the corner is (pretty / prettier / prettiest) than the one in the front garden.
3. Sherry is always (open / more open / most open) to new experiences.
4. I played fetch with my dog and I don't know who was (tired / more tired / most tired), he or I.
5. The electric guitar is (loud / louder / loudest) of all the instruments I play.
6. Mike is (old / older / oldest) than Gerry is.
7. *Friday the 13th* is a (scary / scarier / scariest) movie.

PART E Adverbs

Adverbs are used to describe the when, where or how of verbs, adjectives, or other adverbs. Adverbs often, but not always, end in *-ly* like in poorly, terribly, awfully, and madly. In the sentence *The parrot sang **loudly*** the adverb *loudly* is used to show how the parrot is singing. In the sentence *We will be working **Wednesday*** the adverb *Wednesday* describes when we will be working. And finally, in the sentence *Linda took me **home*** the adverb *home* shows where I was taken.

For each of the following sentences, write a proper adverb in the space provided. Be sure to use the right form for the type of adverb required as shown at the end of the sentence.

1. The jet travelled _____ across the sky. HOW
2. Jenna was _____ in love! HOW
3. The phone rings _____. HOW
4. I can do that _____. WHEN
5. What are you doing _____? WHEN
6. She is going to Vancouver _____. WHEN
7. I have to babysit _____. WHEN
8. I have to babysit _____. WHERE
9. My parents are going on holiday _____. WHERE
10. Hang your coat _____. WHERE

PART F Subjects and Objects

In a sentence, the *subject* does the action to the *object* which receives the action. So in the sentence *My brother rode his bike*, the subject is *my brother* and the object is *his bike*.

In each of the following sentences, identify the subject by underlining it and writing *S* above the underline, and the object by underlining it and writing *O* above the underline.

1. Frank bumped into the table.
2. The wind buffeted the kite.
3. The burglar stole my Grandmother's silver from the tea trolley.
4. The politician is speaking to the crowd.
5. The crash damaged the car quite badly.

PART G Compound Subjects and Matching Verbs

A *compound subject* occurs in a sentence when there is more than one subject, often separated by the word *and*. In the sentence *July and August are my favourite months*, the compound subject is *July and August*. Most compound subjects separated by *and* are treated as if they were plural, so the verb should be in the plural form. In the sentence above, *July and August* is treated as a plural, so *are* (plural) is the verb form used rather than the singular form, *is*. The exception is when the parts of the compound subject refer to the same person or thing, or when they form a single unit. Then, you treat the compound subject as singular. When a compound subject is separated by *or* or *nor*, make the verb agree with the subject which is closest to it. So in the sentence *A hamburger or fried chicken is fine for dinner*, the singular form of the verb, *is*, correctly completes the sentence. If the word *each* or *every* precedes a compound subject, treat the subject as singular and use a singular verb.

For each of the sentences with compound subjects which follow, determine which form of the verb should be used by underlining the correct one.

1. Spring and summer (is / are) my favourite time of year.
2. Freda's good looks and natural ability (has / have) helped her in her career as a musician.
3. To rent a video, a driver's licence or credit card (is / are) necessary.
4. Lettuce and tomatoes (is / are) wonderful ingredients for a salad.
5. Ice cream and caramel sauce (was / were) my usual dessert.
6. John, my banker and financial adviser, (is / are) advising me not to buy tech stocks.
7. Each dog or cat in the pound (deserves / deserve) a good home.
8. To rent a boat, a driver's licence or two credit cards (is / are) required.
9. Every Tom, Dick, and Harry (was / were) trying to get tickets to the concert.
10. If a son or daughter (is / are) playing the music too loudly, ask them to turn it down.
11. The boys and girls in the slum (deserve / deserves) a good education.
12. The cities on Vancouver Island (receive / receives) more rain than Penticton.
13. Jane and Josh (has / have) more experience skiing than I do.
14. Some of the students (were / was) late for class.
15. Daylight savings time (is / are) not universally adopted across Canada.

PART H Compound Verbs

A sentence can have one subject which has more than one verb, in which case we say it has a *compound verb*. So in the sentence *Jane studied now, but slept later*. the subject, *Jane*, did two things, described by two verbs: *studied* and *slept*.

In each of the following sentences, identify the subject by underlining it and writing *S* above the underline, and the verbs by underlining them and writing *V* above the underline.

1. My dog barked and ran around in circles.
2. Jessie swam laps and then sat in the hot tub.
3. Smoking causes health problems and shortens your life.
4. When the price of gas rises quickly it causes financial distress.
5. The water in the lake was cold but felt invigorating.
6. Lee packed and re-packed her suitcase several times.
7. I hate broccoli and despise lima beans!
8. Nikki thinks quickly and types accurately.
9. I burn and peel from too much sunshine.
10. Jim ran like mad for the bus, and pounded on the side.
11. Every summer I go waterskiing at my Grandparent's cabin and work on my tan.
12. My secretary typed the letter and faxed it to the client.
13. Every six months I change the oil on my truck and rotate the tires.
14. My sister plays her guitar and sings campfire songs.
15. I feed and play with my new hamster every day.