

Determining Parts of Speech

1i. The way a word is used in a sentence determines what part of speech it is.

NOUN Are these soft pillows filled with **down**?

ADVERB If you write things **down**, you may recall them more easily.

PREPOSITION The two squirrels scurried up and **down** the tree.

EXERCISE In the following sentences, identify the part of speech of each underlined word by writing above it one of these abbreviations:

N for *noun*

PRO for *pronoun*

ADJ for *adjective*

V for *verb*

ADV for *adverb*

PREP for *preposition*

CONJ for *conjunction*

INTER for *interjection*

Examples 1. Would you like to have another enchilada?

2. Is that ^{ADJ}enchilada sauce hot or mild?

1. Marianne exhibited her model spacecraft at the science fair.
2. How long did it take Marianne to build the model?
3. We stopped by your house, but you weren't home.
4. At what time did you stop by?
5. These are extremely tasty pears.
6. Substitute these new art supplies for your old ones.
7. Doesn't Ms. Napoli coach the girls' basketball team?
8. She is also the coach of the school's swim team.
9. Everyone but Bethany was at the meeting.
10. Actually, Bethany came to the meeting but left early.
11. Are you a member of the student council?
12. The council members meet twice a month.
13. All of the volunteers at the fund-raiser were a big help.
14. Selena always volunteers to help.
15. I left my books inside on the table.
16. I left my books inside my locker.
17. That painting must be extremely valuable.
18. That must be an extremely valuable painting.
19. Well, that seems like a good idea.
20. Don't you think that everyone on the team played well?

Review A: Parts of Speech

EXERCISE In the following sentences, identify the part of speech of each underlined word or word group by writing above it one of these abbreviations:

N for *noun*

PRO for *pronoun*

ADJ for *adjective*

V for *verb*

ADV for *adverb*

PREP for *preposition*

CONJ for *conjunction*

INTER for *interjection*

Example 1. Every night, my family and I have what we call “talk time.”

- This is an important time for all of us.
- We discuss what we have done during the day.
- It is usually hard for my little brother to recall what he has done.
- Then Mom or Dad asks him some questions.
- “Oh, I remember now,” my brother eventually says.
- Then he begins telling about his morning adventures.
- He often becomes quite lively when he talks about them.
- Some of my brother’s stories sound silly to me.
- I sometimes become impatient because I want to talk about my day at school.
- I start with tales about the ride on the school bus in the morning.
- Then I tell about all of the classes I have.
- My best friend, Cheryl, and I have every class together.
- My favorite subjects are history and science, so I usually tell my family a great deal about those classes.
- I especially have a lot to say when my history class has gone on a field trip or my science class has performed an experiment.
- My brother generally shouts, “No more stories about fossils and explosions!”
- My mother often has said to my brother, “Let your sister finish her story.”
- In addition to telling about my classes and extracurricular activities, I tell about what my friends and I do at lunch.
- Frequently, one story leads to the next one and then to the next and the next.
- As I keep going from one story to another, big grins appear on my parents’ faces.
- When I ask why they are grinning, they reply, “Well, wouldn’t you like to hear a little about our day?”