

### Determining Parts of Speech, p. 24

#### EXERCISE

1. Marianne exhibited her <sup>ADJ</sup> model spacecraft at the science fair.
2. How long did it take Marianne to build the <sup>N</sup> model?
3. We stopped <sup>PREP</sup> by your house, but you weren't home.
4. At what time did you stop <sup>ADV</sup> by?
5. <sup>PRO</sup> These are extremely tasty pears.
6. Substitute <sup>ADJ</sup> these new art supplies for your old ones.
7. Doesn't Ms. Napoli <sup>V</sup> coach the girls' basketball team?
8. She is also the <sup>N</sup> coach of the school's swim team.

9. Everyone <sup>PREP</sup> but Bethany was at the meeting.
10. Actually, Bethany came to the meeting <sup>CONJ</sup> but left early.
11. Are you a member of the student <sup>N</sup> council?
12. The <sup>ADJ</sup> council members meet twice a month.
13. All of the <sup>N</sup> volunteers at the fund-raiser were a big help.
14. Selena always <sup>V</sup> volunteers to help.
15. I left my books <sup>ADV</sup> inside on the table.
16. I left my books <sup>PREP</sup> inside my locker.
17. <sup>ADJ</sup> That painting must be extremely valuable.
18. <sup>PRO</sup> That must be an extremely valuable painting.
19. <sup>INTER</sup> Well, that seems like a good idea.
20. Don't you think that everyone on the team played <sup>ADV</sup> well?

### Review A: Parts of Speech, p. 25

#### EXERCISE

In this book the words *my, your, his, her, its, our, and their* are called *possessive pronouns*. If you prefer to call these words *adjectives*, you will want to refer to the answers in brackets for items 3 and 16.

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