

Link to  Literature

## Review A Identifying Nouns, Pronouns, and Adjectives

Indicate whether each of the italicized words in the following paragraph is used as a *noun*, a *pronoun*, or an *adjective*.

**EXAMPLE** [1] Most high school *students* read at least *one* play by William Shakespeare.

1. *students*—*noun*; *one*—*adjective*

[1] *This* article tells about Shakespeare's *life*. [2] *Shakespeare*, perhaps the most *famous* playwright of all time, was born in Stratford-on-Avon in 1564. [3] He was baptized in the *small* church at Stratford shortly after *his* birth. [4] In 1616, *he* was buried in the *same* church. [5] If you visit his grave, you can find an *inscription* placing a curse on *anyone* who moves his bones. [6] Out of *respect* for his wish or because of fear of his curse, *nobody* has disturbed the grave. [7] As a result, his remains have never been moved to Westminster Abbey, where many *other* famous *English* writers are buried. [8] Visitors to *Stratford* can also see the house in *which* Shakespeare was born. [9] At *one* time tourists could visit the large house that Shakespeare bought for *himself* and his family. [10] *This* was where they lived when he retired from the London *theater*.

## The Verb

**1d. A verb is a word that is used to express action or a state of being.**

In this book verbs are classified in two ways—(1) as transitive or intransitive verbs and (2) as action, linking, or helping verbs.

## Transitive and Intransitive Verbs

A **transitive verb** is a verb that expresses an action directed toward a person, place, or thing. The action expressed by a transitive verb passes from the doer—the subject—to the receiver of the action. Words that receive the action of a transitive verb are called **objects**.

**EXAMPLES** When **will** Neil **ring** the bell? [The action of the verb *will ring* is directed toward the object *bell*.]

Juanita **mailed** the package. [The action of the verb *mailed* is directed toward the object *package*.]

**Tell** the truth. [The action of the verb *Tell* is directed toward the object *truth*.]

### Reference Note

For more about **objects and their uses in sentences**, see page 105.

### SKILLS FOCUS

Identify and use verbs. Identify and use transitive verbs. Identify and use intransitive verbs.

An **intransitive verb** expresses action (or tells something about the subject) without the action passing to a receiver, or object.

- EXAMPLES** Last Saturday we **stayed** inside. [The verb *stayed* does not pass the action to an object.]
- After their long walk, the children **ate** quickly. [The verb *ate* does not pass the action to an object.]
- When she told her story, my, how we **laughed**! [The verb *laughed* does not pass the action to an object.]

A verb may be transitive in one sentence and intransitive in another.

- EXAMPLES** Marcie **studied** her notes. [transitive]  
 Marcie **studied** very late. [intransitive]
- The poet **wrote** a sonnet. [transitive]  
 The poet **wrote** carefully. [intransitive]

### Exercise 9 Using Transitive and Intransitive Verbs

Choose a verb from the following list for each blank in the paragraph below. Then, identify each verb as *transitive* or *intransitive*.

drifted	landed	watched	experienced
floated	rode	met	admired
climbed	arrived	left	did
awaited	suggest	tried	drove

**EXAMPLE** Can you [1] \_\_\_\_\_ an activity for this weekend?

1. *suggest—transitive*

Aunt Pam and I [1] \_\_\_\_\_ something really different last summer. We [2] \_\_\_\_\_ on inner tubes down a river in the wilderness. A guide [3] \_\_\_\_\_ our group with a truckful of giant tubes and picnic lunches and [4] \_\_\_\_\_ us about twenty miles upstream. Then everyone [5] \_\_\_\_\_ into a tube in the water. The guide [6] \_\_\_\_\_ in the truck for a picnic spot downstream, halfway back to the base. All morning, we [7] \_\_\_\_\_ lazily along in the sunshine and [8] \_\_\_\_\_ the wildlife along the shore. When we [9] \_\_\_\_\_ at the picnic spot, a delicious lunch [10] \_\_\_\_\_ us.

## Action Verbs

An **action verb** expresses either physical or mental action. Action verbs can be transitive or intransitive.

### SKILLS FOCUS

Identify and use action verbs.

<b>Physical Action</b>	write	sit	arise
	describe	receive	go
<b>Mental Action</b>	remember	think	believe
	consider	understand	know

**EXAMPLES** The audience **cheered** the lead actors. [transitive]  
The audience **cheered**. [intransitive]

### Exercise 10 Writing Action Verbs

Write twenty action verbs, not including those previously listed. Include and underline at least five verbs that express mental action.

**EXAMPLES** 1. *soar* 2. *imagine*

## Linking Verbs

A *linking verb* connects the subject to a word or word group that identifies or describes the subject. The most commonly used linking verbs are forms of the verb *be*.

be	shall be	should be
being	will be	would be
am	has been	can be
is	have been	could be
are	had been	should have been
was	shall have been	would have been
were	will have been	could have been

Here are some other frequently used linking verbs.

appear	grow	seem	stay
become	look	smell	taste
feel	remain	sound	turn

#### Reference Note

For more about **intransitive verbs**, see page 60.

**NOTE** Because they do not have objects (words that tell who or what receives the action of the verb), linking verbs are considered intransitive.

The noun, pronoun, or adjective that is connected to the subject by a linking verb completes the meaning of the verb and refers to the verb's subject.

- EXAMPLES** The answer **is** "three." [The verb *is* links *answer* and "three."]   
 The answer **is** correct. [The verb *is* links *answer* and *correct*.]   
 The winners **are** they. [The verb links *winners* and *they*.]   
 The winners **are** happy. [The verb links *winners* and *happy*.]

Many linking verbs can be used as action verbs as well.

- EXAMPLES** The wet dog **smelled** horrible. [The linking verb *smelled* links *dog* and *horrible*.]   
 The dog **smelled** the baked bread. [action verb]   
 The motor **sounded** harsh. [The linking verb *sounded* links *motor* and *harsh*.]   
 The engineer **sounded** the horn. [action verb]   
 The chef **tasted** the casserole. [action verb]   
 The casserole **tasted** strange. [The verb *tasted* links *casserole* and *strange*.]

Even *be* is not always a linking verb. Sometimes *be* expresses a state of being and is followed only by an adverb.

- EXAMPLE** I **was** there. [*There* tells *where*. It does not identify or describe the subject *I*.]

To be a linking verb, the verb must be followed by a **subject complement**—a noun or a pronoun that names the subject or an adjective that describes the subject.

### Exercise 11 Identifying Linking Verbs and the Words They Link

Identify the linking verb in each of the sentences below. Then, give the words that are linked by the verb.

- EXAMPLE** 1. Dixie can be a very obedient dog.   
 1. *can be—Dixie, dog*
1. He felt foolish when his car ran out of gas.
  2. Suddenly, it turned very dark, and the wind began to blow fiercely.
  3. We had waited so long for dinner that anything would have tasted wonderful.

#### Reference Note

For a discussion of **adverbs**, see page 67.

#### Reference Note

For more on **subject complements**, see page 103.

#### SKILLS FOCUS

Identify and use linking verbs.

4. The plot of that fantasy novel seems awfully childish to me now.
5. Kevin and I stayed best friends throughout middle school.
6. I am happy that you won the chess match.
7. If the coach had let me play, this game would have been my first one with the Tigers.
8. My father thinks that you should become a lawyer.
9. After practicing hard, Stef's band sounded great in the concert.
10. For a moment, Dr. Kostas thought the planet's rings appeared smaller.

### Exercise 12 Writing Appropriate Linking Verbs

Choose a linking verb for each blank. Try to use a different verb for each sentence.

**EXAMPLE** 1. The baby \_\_\_\_\_ sleepy after he was fed.

1. *The baby grew sleepy after he was fed.*

1. That building \_\_\_\_\_ the new public library.
2. The car \_\_\_\_\_ funny.
3. The moose \_\_\_\_\_ huge.
4. I \_\_\_\_\_ very nervous about the driving test.
5. Her garden \_\_\_\_\_ dried and brown in the drought.
6. Let's hope the evening \_\_\_\_\_ cool.
7. We can eat the raspberries when they \_\_\_\_\_ red.
8. Burt \_\_\_\_\_ grouchy early in the morning.
9. The soup \_\_\_\_\_ too salty.
10. The puppy \_\_\_\_\_ healthy and playful.

### Exercise 13 Writing Sentences with Action Verbs and Linking Verbs

Choose five nouns from the numbered items below. For each noun, write two sentences, using the noun as the subject of each sentence. Use an action verb in one sentence and a linking verb in the other. Indicate which sentence contains the action verb and which contains the linking verb.

**EXAMPLE** 1. fireworks

1. *The fireworks filled the night sky with bursts of color.—action verb*

*The fireworks grew more colorful toward the end of the program.—linking verb*