

VERBS, ADVERBS

VERB

WHAT IS A VERB?

A NOUN is a word used as the NAME of something.
It names a: **PERSON, PLACE, THING, or IDEA**



COMMON NOUN Examples: *boy, girl, house, town, river, honesty, rainbow, happiness*

PROPER NOUN Examples: *Brett Favre, Detroit Pistons, John Wayne, Inland Lakes Schools*

POSSESSIVE NOUN Examples: *student's, students', dog's, town's, children's, Tina's, Joe's*



Singular Nouns: these are nouns that name only ONE person, place, idea, or thing.

Plural Nouns: these are nouns name MORE THAN ONE person, place, idea, or thing.

Change each of the Singular Nouns into **PLURAL NOUNS** and write them on the lines provided:

- | | | | |
|-------|-----------|-------|----------------|
| _____ | 1. boy | _____ | 2. cat |
| _____ | 3. hope | _____ | 4. football |
| _____ | 5. class | _____ | 6. high school |
| _____ | 7. mom | _____ | 8. teacher |
| _____ | 9. monkey | _____ | 10. fear |

Proper Nouns: some nouns name a specific (or particular) person, place, or thing. These are called Proper Nouns and they are always capitalized.

In the sentences below, identify the **PROPER NOUNS** and write them on the lines provided:

- | | |
|-------|---|
| _____ | 1. George Washington was a great patriot. |
| _____ | 2. He was a leader during the Revolutionary War. |
| _____ | 3. After the war, he became the first president of the United States. |
| _____ | 4. The first capital city was located in New York. |
| _____ | 5. The New England Patriots football team takes its name from our country's early heroes. |



PRONOUN

WHAT IS A PRONOUN?

A PRONOUN is a word that is used IN PLACE of a Noun

Pronouns are used in sentences so you don't have to repeat the Noun over and over. The Noun that a Pronoun replaces is called an ANTECEDENT.

PERSONAL PRONOUN Examples: *You, she, he, I, we, they, myself, yourself, ourselves*
Brian said that he would be late for class. I was late for class.

POSSESSIVE PRONOUN Examples: *My, mine, our, ours, his, her, its, your, their*
That pencil is mine. Mary, will you please repeat the directions?

ANTECEDENT Example: **The student whined and cried about her grade, but she was unable to convince the teacher to change it.**
her and she refers to the student ... it refers to her grade.



"Possessive pronouns? Um, iPod, yourPod, theirPod?"

Look at the following two sentences and examine the differences:

When Sue met Ted, Sue noticed that Ted was carrying several books. Sue offered to help Ted. Ted thanked Sue.

When Sue met Ted, *she* noticed that *he* was carrying several books. *She* offered to help *him*. Ted thanked *her*.

Pronouns are used in sentences so you don't have to repeat the Noun over and over.

Write in a **PRONOUN** to replace each noun in the sentences below:

1. George Washington was our first president. _____ was our first president.
2. My sister is going to the store. _____ is going to the store.
3. Lunch will be late today. _____ will be late today.
4. My friends and I like new shoes. _____ like new shoes.
5. The kids took a spelling test. _____ took a spelling test.

In each sentence below, identify the **PRONOUN** and write it on the lines provided:

1. Our favorite activity at camp was swimming.

2. Your campfire is not hot enough yet.

3. Terry kept the biggest cookie for herself.

4. You should try this new dessert!

5. Don't touch my ice cream!



REMEMBER: a PRONOUN takes the place of a person, place, thing, or idea!

ADVERB

WHAT IS AN ADVERB?

An **ADJECTIVE** is a word that is used to describe a noun or pronoun.

ARTICLES are the 3 most common Adjectives: *a , an , the*

COMMON ADJECTIVES give more information about a noun.

Examples: *fast, slow, ugly, pretty, new, old, tall, short, fat, skinny*

Colors: *blue fish, red car, green grass, pink flowers,*

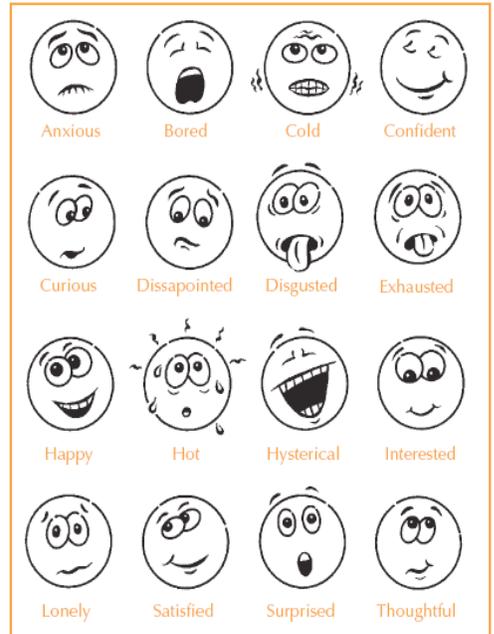
Numbers: *three pigs, ten yards, two points*

Comparisons: *first, second, last, cheaper, softer, largest, widest*

PROPER ADJECTIVES begin as Proper Nouns, but they are adjusted to become descriptors. They are always capitalized.

Examples: *French toast, Colombian coffee, Texan accent,*

Egyptian pyramid, Alaskan salmon, African elephant



Many times an **ADJECTIVE** comes right before a noun or pronoun.

In each sentence below, identify the **ADJECTIVE** and write it on the lines provided:

- _____ 1. George Washington was our first president.
- _____ 2. He often wore a blue coat.
- _____ 3. He led his troops to survive a cold winter at Valley Forge.
- _____ 4. Mount Vernon was Washington's home, a large mansion in Virginia.
- _____ 5. The Washington Monument, finished in 1884, is the tallest structure in Washington, D.C.



ADJECTIVES can also follow a BE verb (*is , are , was , were , have , had , has , be , being , been*)

In each sentence below, identify the **2 ADJECTIVES** and write them on the lines provided:

- _____ 1. Cooking twenty meals can be expensive.
- _____ 2. Juicy hamburgers are tasty!
- _____ 3. The campfire is hot.
- _____ 4. Hawaiian pineapple was fabulous!
- _____ 5. Our new friends were late for dinner.



Verbs and Adverbs in reading context:

Before the *survivors* of the Titanic even arrived in New York, investigations were being planned to discover what had happened, and what could be done to prevent a recurrence. The United States Senate initiated an inquiry into the disaster on April 19th, a day after the Carpathia *arrived* in New York.



The chairman of the inquiry, Senator William Alden Smith, wanted to gather accounts from passengers and crew while the events were still *fresh* in their minds. *He* also needed to subpoena the British citizens while they were still on American soil. This prevented all surviving passengers and *crew* from returning to the *England* before the American inquiry, which lasted until May 25th, was completed. Each inquiry took testimony from survivors of the *Titanic* as well as from other experts.

The investigations found that many safety rules were simply out of date, and *new* laws were recommended. Many safety improvements for ocean-going vessels were implemented, including improved hull and bulkhead design, access throughout the ship for movement of passengers, lifeboat requirements, improved life-vest design, the holding of *safety* drills, and better passenger notification. The investigators also learned that the Titanic had sufficient lifeboat space for all first-class passengers, but not for the lower classes. In fact, most third class passengers had no idea where the lifeboats were, much less any way of getting up to the higher decks where *they* were stowed.

Write the letter of the PART OF SPEECH that matches the italicized word used in the paragraph:

- | | | | | |
|---------------------------|---------|-----------|---------|------------------|
| _____ 1. <i>survivors</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 2. <i>arrived</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 3. <i>fresh</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 4. <i>He</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 5. <i>crew</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 6. <i>England</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 7. <i>Titanic</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 8. <i>new</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 9. <i>safety</i> | a. verb | b. adverb | c. noun | d. none of these |
| _____ 10. <i>they</i> | a. verb | b. adverb | c. noun | d. none of these |