Grammar Review
THIS IS INDEPENDENT WORK! USE THE BOOK, USE YOUR NOTES, USE YOUR BRAIN! You will
turn in your work at the end of class.

A. Parts of Speech in Context. Identify the Part of Speech for each underlined word in the song below in the answer box.

Rolling in the Deep - Adele

There's a fire starting in my heart
Reaching a fever pitch, it's bringing me out the dark
Finally I can see you crystal clear
Go 'head and sell me out and I'll lay your soul bare
See how I leave with every piece of you
Don't underestimate the things that I will do

There's a fire starting in my heart
Reaching a fever pitch
And it's bringing me out the dark

The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love, they leave me breathless
I can't help feeling
We could have it all
Rolling in the deep
You had my heart inside your hand
And you played it, to the beat

Baby, I have no story to be told
But I've heard one on you
And I'm gonna make your head burn
Think of me in the depths of your despair
Make a home down there
As mine sure won't be shared

The scars of your love remind me of us
They keep me thinking that we almost had it all
The scars of your love, they leave me breathless
I can't help feeling

We could have had it all
Rolling in the deep
You had my heart inside your hand
And you played it, to the beat
Could have had it all
Rolling in the deep
You had my heart inside your hand
But you played it, with a beating

PARTS OF SPEECH ABBREVIATIONS:
a = ___________ fire = ___________
my = ___________ fever = ___________
bringing = ___________ dark = ___________
Finally = ___________ can see = ___________
crystal = ___________ your = ___________
soul = ___________ of = ___________
underestimate = _____ in = ___________
And = ___________ The = ___________
scars = ___________ me = ___________
almost = ___________ breathless = ___________
had = ___________ inside = ___________
it = ___________ beat = ___________
be = ___________ one = ___________
Think = ___________ depths = ___________
despair = ___________ won't = ___________
us = ___________ keep = ___________
all = ___________ Rolling = ___________
heart = ___________ heart = ___________
But = ___________ with = ___________
B. Replacing Common Nouns with Proper Nouns.
For each of the following common nouns, give a proper noun (with proper punctuation). Then, write compound next to each compound noun that you write. EXAMPLE: river = Mississippi River (compound)

1. president = ___________________________ 2. country = ___________________________
3. poet = ___________________________ 4. song = ___________________________

C. Concrete or Abstract?
Label each noun as concrete or abstract.

1. dog = _______ 2. stapler = _______ 3. Socialism = _______ 4. poetry = _______ 5. peace = _______

*Be sure you know the difference between concrete and abstract, proper and common, and whether a noun is compound or collective. The paragraph on page 6 in the Holt Warriner’s Grammar Handbook would be a great quick run through to do in your head.*

D. Noun, Pronoun, or Adjective?

Some words may be used as either adjectives or pronouns.
*If they are taking the place of a noun they are pronouns.
*If they have a noun or pronoun after and are modifying that noun or pronoun, then they are adjectives.
PRONOUN: Those are excited fans. (taking the place of fans b/c it would be silly to say fans twice)
ADJECTIVE: Those fans are excited. (specifically pointing out which fans)

When a word that can be used as a noun modifies a noun or pronoun, it is functioning as an adjective.
EXAMPLE: gold medal, chicken dinner, Christmas card (gold, chicken, and Christmas are all adjectives)

Identify each bold word as a noun, pronoun or adjective.

The (1) man in this picture is a vaquero, but you can call (2) him a cowboy. Vaqueros got their name from the (3) Spanish word vaca, which means “cow.” In fact, cowboys were at (4) home on the range in Mexico long before they gained (5) legendary status in the United States. The vaquero wears (6) leather chaps (chaparejos) to protect his legs and uses a (7) lasso (el lazo) to rope the steer. (8) Many other words that we associate with cowboys come into the English language from (9) Spanish. (10) These include rodeo, stampede, and bronco.

1. _______ 2. _______ 3. _______ 4. _______ 5. _______
6. _______ 7. _______ 8. _______ 9. _______ 10. _______

E. Linking Verbs and Action Verbs.
Identify each italicized verb in the following sentences as an action verb or a linking verb.

__________ 1. Situated on the banks of the Nile River in Egypt, these ruins at Karnak are some of the most impressive sights in the world.

__________ 2. The largest structure there is the Great Temple of Amon-Re.

__________ 3. The 42 meter high gateway amazes visitors who follow the avenue of sphinxes that leads to the entrance.

__________ 4. Carvings decorate the surfaces of these huge columns.

__________ 5. A remarkable technical achievement, the Great Temple of Amon-Re today remains a monument to the ancient builders’ skills.
F. Transitive and Intransitive Verbs.
Identify each italicized verb in the following sentences as transitive or intransitive.

__________1. The strong winds **died** down.

__________2. We quickly **packed** a lunch for our adventure.

__________3. The whitecaps on the ocean **disappeared**.

__________4. Three shore crabs **swam** in the tidal pool.

__________5. **Have** you **seen** the ocean?

G. Adverbs. Tell how, when where or to what extent.
Identify the adverb or adverbs in the following sentences. After each adverb, give the word it modifies and the part of speech of that word it modifies (either adj. or verb).
Example: My brother David had often talked about getting a goldfish for his room.
ADVERB = often MODIFYING = had talked (verb)

1. A couple of months ago, Julie and I finally decided to buy a houseplant for the kitchen.
   ADVERB = ___________________MODIFYING = ___________________( )

2. The large ones we saw were too expensive for us.
   ADVERB = ___________________MODIFYING = ___________________( )

3. Suddenly, Julie had a brainstorm.
   ADVERB = ___________________MODIFYING = ___________________( )

4. “Let’s buy some seeds and grow them indoors.”
   ADVERB = ___________________MODIFYING = ___________________( )

5. At the seed store, the owner, Mrs. Miller, greeted us cheerfully.
   ADVERB = ___________________MODIFYING = ___________________( )

H. Determining the Parts of Speech of Words.
Determine the part of speech of the italicized word in each of the following sentences.
Example: NOUN Marisa holds the school **record** for the 100-meter dash.
ADJECTIVE Marisa ran the race in **record** time.

_______1. I wasn’t thirsty, but I did **down** on glass of water before finishing my workout.

_______2. Dale ran **down** the stairs and hugged his sister.

_______3. “If heights bother you, don’t look **down,**” the guide warned.

_______4. I asked for Tuesday of, **but** my boss gave me Monday off instead.

_______5. All **but** two of the students voted in the class elections. (this one is tricky—it is NOT a conjunction)
I. Writing Sentences Using Words as Different Parts of Speech.

Write TWO sentences for each of the following words, using the words as a different part of speech in each sentence.

IDENTIFY what part of speech the word is used as in the sentence. *Best sentence pair earns extra credit on the QUIZ* So, be CREATIVE and have fun—they have to be correct!

1. iron:
2. iron:
3. tie:
4. tie:
5. outside:
6. outside:
7. empty:
8. empty:
9. back:
10. back:

J. Determining the Parts of Speech of Words.

Identify the part of speech of the italicized word or word group in the following paragraph.

(1) Early farmers on the (2) Great Plains scratched out a rough existence, (3) for there were few towns, stores, or other signs of civilization. (4) Many farm homes were constructed mostly of sod bricks, (5) which were cut (6) out of the prairie. Trees were in short supply on these windswept lands, but the resourceful settler might find a few (7) cottonwoods growing (8) along a creek or river. (9) These (10) could be used to build a frame for the roof, which was then covered (11) lightly with grassy earth. Grass, both (12) on the roof (13) and in the sod, helped to hold the house together. Some of (14) these rugged homes had a door made of timber, but (15) quite often a cowhide (16) was draped cross the entrance. (17) Inside was a dirt floor covered with a bearskin (18) or a buffalo hide. As more settlers moved (19) west, bringing furnishings and (20) building materials, farmers eventually abandoned these first, primitive dwelling and build home that were more conventional.

1. 2. 3. 4.
5. 6. 7. 8.
9. 10. 11. 12.
13. 14. 15. 16.
17. 18. 19. 20.

For the QUIZ:

We will review the answers and complete another activity on the parts of speech next class. You should study your notes and utilize the Internet to help your review parts of speech. If you are having trouble in a particular area after our next class, tutoring is available after school on Tuesday. In order to be prepared for the quiz, you should study your notes every night between NOW and next class. You should find a sentence find a sentence from anywhere and practice labeling parts of speech. You should go online and find grammar review games. All are ways of actively studying (there’s a reason why studying is an ACTION VERB in the dictionary—you must DO something).