

Vivid Verbs

- A **verb** is a word or group of words that express an action, or a state of being. When verbs are *vigorous* and *descriptive*, they provide the reader with a better picture of what is happening.

EXAMPLE: **Original:** The baseball player **ran** around the field.

Revised: The baseball player **zoomed** around the field.

Replace the underlined verbs with more vivid ones.

1. "Let's play ball!" the referee said. _____
2. The young child walked across the floor to her mother. _____
3. Jon jumped in the air to block the shot for his volleyball team. _____
4. Jodi and Debbie go to Red Deer on weekends to play soccer. _____
5. The security guard saw the light coming from a broken window. _____
6. The bee flew from one flower to another looking for nectar. _____
7. The player hit the ball with such force she cracked the bat. _____
8. Cara looked out the window at the brilliant Calgary skyline. _____
9. The husky ran across the yard to greet Geri. _____
10. Trees moved from side to side in the blustery winds. _____
11. Ed wanted to go to the concert early. _____
13. Sandra said we must get to the train station by 3:00 P.M. _____
13. Chase and Carlos walked to the bookstore from the bus stop. _____
14. Helena stayed in France for one year. _____
15. Raffi's dog, Jasmine, likes to swim in Ungava Bay. _____

Proper Nouns

- A **proper noun** names a particular person, place, or thing. It begins with a capital letter.

EXAMPLES: Ms. Swenson, Nunavut, Simon Fraser University

A. Underline each proper noun in the sentences below.

1. Langston Hughes in his poem, "Formula," referred to the Muse of Poetry.
2. May Swenson was the first child born to her Swedish parents in Logan, Utah.
3. The faculty of the University of Toronto has included many Canadian writers.
4. Huskies are the faithful and resilient sled dogs of the North.
5. *Winona* is a Native American name while *Qandi* is Arabic.

B. Write a proper noun for each word listed below.

- | | |
|--------------------|--------------------|
| 1. book _____ | 7. holiday _____ |
| 2. province _____ | 8. lake _____ |
| 3. school _____ | 9. newspaper _____ |
| 4. poem _____ | 10. singer _____ |
| 5. actor _____ | 11. author _____ |
| 6. territory _____ | 12. day _____ |

C. The following paragraph is a brief career biography of poet May Swenson. Look at the sentences carefully. Decide whether the proper nouns are used correctly. Then add or delete any capital letters where necessary.

Born in Logan, utah, May swenson moved to New york city after graduating from utah state university to begin her career in Publishing and in writing poetry. She became Editor of *new Directions*, and her poetry appeared in magazines such as the *new Yorker*, *saturday Review*, and *The Atlantic*. Her awards include a guggenheim fellowship and a grant from the Ford Foundation. Swenson has presented her poetry to appreciative audiences in Canada and the united states.

Pronouns

- **Pronouns** take the place of one or more nouns or a group of words in a sentence. As with nouns, they can be used to refer to people, places, or things.

EXAMPLE: The conductor described **the songs we would play**. **She** wanted us to memorize **them**. (**She** and **them** are pronouns. They refer to *conductor* and *songs we would play*, which are called **antecedents**.)

- Some common pronouns include *I, it, its, me, he, she, we, them, himself, herself, this, that, those, any, some, everyone, who, and what*.
- Confusion can occur when it is unclear which antecedent the pronoun refers to.

EXAMPLE:

Vague: The basketball player asked for a meeting in the general manager's office to discuss his new contract. The general manager said she couldn't do **that**. (*That* is a pronoun. Is the general manager declining the meeting or the discussion?)

Revised: The basketball player asked if he could meet with the general manager in her office. The general manager said she couldn't do **that**. (The antecedent for *that* is now clear.)

A. Underline the pronoun or pronouns in the sentences below. Circle the antecedent. Then connect both the pronoun and the antecedent with a line.

1. The voyageurs found their journey difficult to complete.
2. The orphan polar bears were airlifted to their new home.
3. Jennifer read the poem to herself, and then aloud to her partner.
4. Robin thought the poem would be easy for him to illustrate.
5. You can tell a chinook salmon from its size and colouring.
6. Everyone at the party is playing his or her favourite party game.

B. The following sentences have pronoun problems. The antecedents are unclear. Underline the pronouns and then write the corrected sentences in your notebook.

1. Reba wrote a journal entry about the poem. It used colourful language.
2. Scott and Choi like to read short stories and poetry. They help them to increase their vocabulary.
3. Barry is writing his final paper and working on the last radio show for the year. He has no idea when he will finish this.
4. Marta listened to the poem that was read on the radio. It didn't sound right.

Adverbs

- An **adverb** is a word that modifies a verb, an adjective, or another adverb.

EXAMPLES: Kevin spoke **casually**. Carmen's attitude is **very** positive.

We did the job **too carelessly**.

- An adverb usually tells *how, when, where, to what extent, or how often*.
- Many adverbs end in *-ly*.

A. Underline each adverb in the sentences below. Then indicate whether the adverb is modifying a verb, an adjective, or another adverb.

1. Cindy always served punch at the dances. _____
2. Snow drifted lazily out of the sky over the Caribou Mountains. _____
3. Agnes ran quickly to join Jeff and Yervand. _____
4. Jeff gazed adoringly at Cindy. _____
5. Unfortunately, Cindy had to wear a borrowed dress to the dance. _____
6. Ahmed was quite late for dinner. _____
7. The fairy godmother completely transformed Cindy for the dance. _____
8. The nets were loosely piled on the Vancouver Island pier. _____
9. Slowly Jeff and Cindy waltzed across the room. _____
10. Felix and Fran laughed together as they discussed the story. _____

B. Write three adverbs that could be used to modify each verb.

- | | | | |
|-------------|-------|-------|-------|
| 1. talk | _____ | _____ | _____ |
| 2. drink | _____ | _____ | _____ |
| 3. look | _____ | _____ | _____ |
| 4. listen | _____ | _____ | _____ |
| 5. stand | _____ | _____ | _____ |
| 6. eat | _____ | _____ | _____ |
| 7. watch | _____ | _____ | _____ |
| 8. decorate | _____ | _____ | _____ |
| 9. dance | _____ | _____ | _____ |
| 10. smile | _____ | _____ | _____ |

Adjectives

- An **adjective** is a word that modifies a noun or pronoun. It can describe, limit, or identify a noun or pronoun.

EXAMPLE: Jan would like **flawless** skin.

- A **descriptive adjective** usually tells **what kind, which one, or how many**.

EXAMPLES: **dreary** weather, **this** camera, **two** tickets

- A **limiting adjective** makes the noun or pronoun it modifies more specific or concrete. Some limiting adjectives are *few, every, both, each, several, any, some, most, and one*. **Articles** are another type of limiting adjective. Examples of articles are *a, an, and the*.

EXAMPLES: **a** friend, **each** person, **both** teens

- A **proper adjective** is an adjective that is formed from a proper noun. It always begins with a capital letter.

EXAMPLES: **English** language, **Chinese** heritage

A. Write three adjectives that describe each noun below.

- | | | | |
|----------------|-------|-------|-------|
| 1. clothes | _____ | _____ | _____ |
| 2. appearance | _____ | _____ | _____ |
| 3. personality | _____ | _____ | _____ |
| 4. teens | _____ | _____ | _____ |
| 5. sister | _____ | _____ | _____ |
| 6. brother | _____ | _____ | _____ |
| 7. weather | _____ | _____ | _____ |

B. Underline all the adjectives in the following sentences.

1. Many teens improve their self-confidence by participating in a good exercise program.
2. Lorna Renooy started to sing as a young child in front of a large audience.
3. Faruq and Bart bought some trendy jeans and colourful shirts at the West Edmonton Mall.

Conjunctions

- A **conjunction** is a word used to join words or groups of words.

EXAMPLE: Jenna **and** her sister are in the same school.

- These are some commonly used conjunctions:

although	because	however	or	that	when	while
and	but	if	since	though	whereas	yet
as	for	nor	than	unless	whether	

- Some conjunctions are used in pairs. These include either . . . or, neither . . . nor, and not only . . . but also.

A. Underline the conjunctions in the sentences below.

1. We went kayaking on Great Bear Lake and Great Slave Lake.
2. Either we read the two poems out loud or we read them silently.
3. Until I saw the movie about Helen Keller, I didn't know much about her.
4. Anila thought a photo of the Bay of Fundy Flower Pots would look better than a drawing.
5. If we go to Timmins immediately, we'll be in time for the movie.
6. Jill turned around slowly as she heard Jose call her name.
7. Although I liked "Formula," I preferred the second poem, "Helen Keller."
8. When I graduate from the University of Waterloo, I want to work as a TV producer.
9. Because Annika has lived in several countries, she can speak five languages.
10. Not only did Steven win the concert tickets, but he also had the best seats in the auditorium.

B. Complete each sentence below using a conjunction and another word or phrase.

1. We'll go to the party _____.
2. Naylor doesn't want to go _____.
3. Sairah would like to bring some lobsters _____.
4. Arnold will bring chips and _____.
5. Erma needs to get permission _____.
6. The party will end at 11:00 P.M. _____.
7. No one can go home _____.
8. It's too late to cancel the party _____.
9. Some people are going to Steve's _____.
10. Cammi thought she would wait and see _____.

Comparatives and Superlatives

- An adjective has three degrees of comparison: **positive**, **comparative**, and **superlative**.
- The simple form of an adjective is called the **positive** degree.
EXAMPLE: Cornell is **happy**.
- When two people or things are being compared, the **comparative** degree is used.
EXAMPLE: Cornell is **happier** than Katya.
- When three or more people or things are being compared, the **superlative** degree is used.
EXAMPLE: Cornell is the **happiest** person I know.
- For all adjectives of one syllable and a few adjectives of two syllables, add *-er* to form the comparative degree and *-est* to form the superlative degree.
EXAMPLE: tall–taller–tallest
- For some adjectives of two syllables, and all adjectives of three or more syllables, use *more* or *less* to form the comparative and *most* or *least* to form the superlative.
EXAMPLE: **more** educated; **most** educated; **less** active; **least** active
- Some adjectives have irregular comparisons.
EXAMPLE: good, better, best bad, worse, worst

A. Write the comparative and superlative forms of each adjective.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. gentle	_____	_____
2. helpful	_____	_____
3. difficult	_____	_____
4. troublesome	_____	_____
5. delicious	_____	_____
6. intelligent	_____	_____
7. soft	_____	_____

B. Complete each sentence, using the correct degree of comparison.

1. (difficult) This is the _____ problem I have ever faced.
2. (lovely) A rose is _____ than its thorns.
3. (agreeable) Ann is _____ in the morning than in the evening.