The Noun

11a. A noun is a word or word group that is used to name a person, a place, a thing, or an idea.

A compound noun is a single noun made up of two or more words used together. The compound noun may be written as one word, as a hyphenated word, or as two or more words.

PERSONS Diana Chang, poet, police officer, Cherokees
PLACES living room, town, New South Wales, island
THINGS sandwich, television, Father’s Day, Statue of Liberty
IDEAS fear, self-control, truth, sympathy

EXERCISE A Underline each noun in the following sentences.

Example 1. A volcano is a hole in the crust of the earth through which lava and gases may erupt.
1. When a volcano erupted in the Sunda Strait of Indonesia, the whole world felt the effects.
2. The noise from the eruption of Krakatoa could be heard at great distances.
3. The force from the blast could be felt as far away as Hawaii.
4. A cloud of ash circled the globe and created spectacular sunsets.
5. Volcanic eruptions are powerful forces that can affect the entire planet and its living creatures.

EXERCISE B Underline each noun in the following sentences. Then, identify each compound noun by writing CN above it.

Example 1. A letter from Uncle Rufino arrived yesterday.
6. Please put these new books in the bookcase over there.
7. Takako Mioshi, an exchange student, is here from Japan for the year.
8. Mr. Morales was fascinated by the koalas at the San Diego Zoo.
9. Manuel is the new goalie on the team.
10. Stephanie is having a party after the football game.
11. Did your grandparents go to Hawaii for a convention or a vacation?
12. The storm interrupted the final game of the World Series.
13. The journalists learned to have faith in their editor in chief.
14. Lucy, a young chimpanzee, learned several words in sign language.
15. Ryan always puts a little humor into his term papers.
Common and Proper Nouns

A common noun names any one of a group of persons, places, things, or ideas and is generally not capitalized. A proper noun names a particular person, place, thing, or idea and begins with a capital letter.

COMMON  pilot, book  PROPER  Willa Brown, The Once and Future King

**EXERCISE A** Underline each common noun once and each proper noun twice in the sentences below.

**Example 1.** My favorite book, *Twenty Thousand Leagues Under the Sea*, was written by Jules Verne.

1. Jules Verne must have loved adventure.
2. Born in France, he worked on a ship when he was a boy.
3. Later he studied law in Paris, but he preferred a career in literature.
4. He wrote a popular play, which provided only a little income.
5. Verne found a job as a stockbroker, but he also pursued his literary dreams.
6. He wrote books about imaginary adventures, such as *A Journey to the Center of the Earth*.
7. The public loved these stories and eagerly awaited each new novel.
8. Many of his books, including *Around the World in Eighty Days*, have been made into movies.
9. These novels by Verne influenced another famous writer, H. G. Wells.
10. Wells wrote over one hundred books, including *The War of the Worlds*.

**EXERCISE B** Revise the following sentences by substituting a proper noun for each common noun. You might have to change some other words in each sentence. You may make up proper names.

**Example 1.** That parrot belongs to my sister.  *Oscar belongs to Lucinda:*

11. Don’t forget to take this book to your next class.
12. I would love to travel to two other countries.
13. To get to that city, you need to get on a highway.
14. Before we go to the theater, I should tell my uncle where we’ll be.
15. I am learning to speak two more languages.
Concrete Nouns, Abstract Nouns, and Collective Nouns

A **concrete noun** names a person, place, or thing that can be perceived by one or more of the senses (sight, hearing, taste, touch, smell). An **abstract noun** names an idea, a feeling, a quality, or a characteristic.

**Concrete**
- song
- hubcap
- dog

**Abstract**
- loyalty
- dishonor
- trust

A **collective noun** is a word that, even when it is singular, names a group.

**Collective**
- audience
- family
- batch
- herd
- class

**EXERCISE A** Decide whether each of the following nouns is concrete or abstract. Identify each one by writing **CON** for concrete or **ABS** for abstract.

**Examples**

- **CON** 1. locker
- **ABS** 2. enthusiasm

1. humor
2. Brazil
3. computer
4. sympathy
5. Great Barrier Reef

6. bridge
7. dishonesty
8. Jupiter
9. procrastination
10. Queen Elizabeth II

**EXERCISE B** Underline each collective noun in the following sentences.

**Example** 1. The choir practiced in the new auditorium.

11. I sing tenor in a quartet.
12. Everyone in the group received a door prize.
13. The team arrived early and went to the locker room.
14. As I watched, a flock of geese flew overhead.
15. The jury filed into their seats and listened to the judge’s instructions.
16. During lunch today the committee will meet to plan fund-raising events.
17. Can you find your way through this thick grove of trees?
18. The cat and her litter found a home in my dog’s abandoned doghouse.
19. When Jared hit the beehive with a stick, a swarm of angry bees flew out.
20. For this short flight, the plane needs a crew of only three.
EXERCISE  Identify each underlined noun in the following sentences by writing above it \textit{COM} for common or \textit{PRO} for proper and \textit{CON} for concrete or \textit{ABS} for abstract.

\textbf{Example 1.} Have you ever seen a \underline{blindfish}?

1. Mrs. Perry was planning a field trip to Carlsbad Caverns in \underline{New Mexico}.
2. Parts of Carlsbad Caverns are still unexplored.
3. The giant formations produce feelings of \underline{awe} in many visitors.
4. She captured our \underline{interest} by describing cave-dwelling animals and fish.
5. \underline{Blindfish} live in dark areas such as \underline{caves} and underground streams.
6. A distinguishing characteristic of these \underline{fish} is \underline{blindness}.
7. They have \underline{nerves} on their bodies that have a special \underline{sensitivity}.
8. When tiny animals such as \underline{amphipods} move, the \underline{blindfish} senses the \underline{movement}.
9. In this way, the \underline{fish} can find and eat smaller animals without using sight.
10. A \underline{blindfish} may eat its own \underline{offspring} if it senses their \underline{movement}.
11. These young \underline{fish} stop moving when they feel something swimming nearby.
12. Blindfish may be found in \underline{Mammoth Cave} in Kentucky and in other caves across the U.S.
13. Mammoth Cave is part of the longest known \underline{cave} system in the world.
14. As a result of our field trip to the \underline{caves}, I developed a \underline{desire} to learn more.
15. I learned that \underline{geologists} study caves and the \underline{stalactites} and \underline{stalagmites} within.
16. The Geology Department at Idaho State University has an interesting \underline{Web site}.
17. It contains \underline{photos}, information, and links to other \underline{Web sites} about geology.
18. All of this fascinating information has increased my \underline{enthusiasm} and \underline{curiosity}.
19. My cousin belongs to a \underline{group} of cave explorers.
20. Before I join, I will have to conquer my \underline{fear} of the dark.
Pronouns and Antecedents

11b. A **pronoun** is a word used in place of one or more nouns or pronouns.

The word or word group that a pronoun stands for (or refers to) is called its **antecedent**.

Sometimes the antecedent is not stated.

**EXAMPLE**  
John said **he** would wash **his** car this afternoon.  
I told **myself** not to worry.

**EXERCISE A**  
In the following sentences, underline each pronoun once. If a pronoun has a stated antecedent, draw an arrow from the pronoun to the antecedent.

**Examples**
1. Natasha forgot to bring **her** notebook.
2. I will tell **you** about interesting and funny moral tales.

1. You have probably read or heard Aesop’s fables.
2. Aesop was once a Greek slave; he may have lived on the island of Samos.
3. Aesop told stories about animals with human traits; they spoke and thought like people.
4. One well-known story is about a boy who cried “Wolf!” even though he saw no wolf.
5. Later, when the boy was in real danger from a wolf, he again cried “Wolf!”
6. The villagers had grown tired of the boy’s false alarms, and they ignored his cries.
7. Have you heard the story about the ant and the grasshopper?
8. The grasshopper chirps and plays during summer, and it does not prepare for winter.
9. The ant works hard at storing food, and this food saves it from starving in the winter.
10. Reading these tales is enjoyable, and it doesn’t take long.

**EXERCISE B**  
Cross out the repeated word or word group in each of the following sentences, and write an appropriate pronoun above it.

**Example**  
Riding a bike is good exercise, but riding a bike can be difficult in cold weather.

11. Larry, will Larry please work this math problem?
12. These plants do not bear flowers, nor are these plants poisonous.
13. My ten-year-old cat is jealous, and my ten-year-old cat has not accepted the new kitten.
14. When Amanda and Kirsten got to class, Amanda and Kirsten realized they were late.
15. Learning to type is slow, but learning to type is worthwhile.
Personal, Reflexive, and Intensive Pronouns

A personal pronoun refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person). A reflexive pronoun refers to the subject and is necessary to the meaning of the sentence. An intensive pronoun emphasizes a noun or another pronoun and is unnecessary to the meaning of the sentence.

PERSONAL  I would like to invite you to a party.

REFLEXIVE  I allowed myself a budget of fifty dollars.

INTENSIVE  She herself delivered the invitations.

Exercise  Underline the pronoun or pronouns in each of the following sentences. Then, identify the kind of pronoun each is. Above each pronoun write P for personal, R for reflexive, or I for intensive.

Examples 1. I will call Farid after school myself.
   2. Lucia smiled at herself in the mirror.

1. Sara picked up a handout for herself.
2. Are you aware of the dangers of smoking?
3. We should not let ourselves overlook the plight of the homeless.
4. “I will not tolerate lateness,” the band leader told us.
5. The principal himself called me with the good news.
6. “Jogging is not for me,” said Dr. Wong.
7. The cat found a hiding place for itself.
8. After the twins frosted the cake, they looked for candles to put on it.
9. Before you mop the floor, please move the chairs.
10. Don’t wear the new boots until you waterproof them.
11. I can’t believe they won the contest!
12. Sometimes I make myself laugh.
13. Max asked, “Are you ready to come with me and do our homework now?”
14. Ms. Lin found herself looking forward to the afternoon classes.
15. Where will you find yourself a sweater like Kerry’s?
16. The choir director said that he himself would sing a solo.
17. If you want to join us, call him now.
18. The dog itself opened the gate!
19. Have you met them?
20. The climbers pulled themselves onto the narrow ledge.
Demonstrative Pronouns and Relative Pronouns

A *demonstrative pronoun* points out a person, a place, a thing, or an idea. A *relative pronoun* introduces a subordinate clause.

**DEMONSTRATIVE**  
These are the best strawberries of the summer!  
That was the worst movie I have ever seen.

**RELATIVE**  
Apricots, which are smaller than peaches, make tasty pies.  
The fence that borders our property needs repair.

**EXERCISE** In each of the following sentences, underline the demonstrative or relative pronoun. Above each pronoun write *D* if it is *demonstrative* or *R* if it is *relative.*

**Examples**  
1. This is an updated map of Africa.  
2. Africa, which is the second largest continent, has several deserts.

1. The equator, which crosses Africa, is at 0° latitude.
2. These are the Atlantic and the Indian Oceans.
3. Chinua Achebe, whose native country is Nigeria, won the Nobel Prize in literature in 1989.
4. The water that lies to the west of Africa is the Atlantic Ocean.
5. “That is the small African republic, Togo,” Mr. Lawson told us.
6. The Mediterranean Sea, which borders Africa to the north, is the largest inland sea in the world.
7. Commercial fishers who work in the Mediterranean Sea catch tuna, sardines, and anchovies.
8. These are among the four hundred species of fish in this sea.
9. Is that the Kalahari Desert or the Sahara?
10. The country in Africa that fascinates me most is Egypt.
11. Joseph Conrad, whom I studied in English class, wrote a novel about the Congo.
12. Captain Marlow, who is the main character of *Heart of Darkness,* is a sailor.
13. Libya, which lies south of the Mediterranean Sea, borders the western side of Egypt.
14. “Is this Madagascar?” I asked, pointing to an island east of Africa.
15. The map doesn’t show the Tropic of Capricorn, which runs through Madagascar.
16. That is not possible!
17. The Tropic of Capricorn is an imaginary line that marks the southern edge of the tropics.
18. That is the Tropic of Cancer, the northern boundary of the tropics.
19. They are the southernmost and northernmost points at which the sun is directly overhead.
20. These are really hard to see on this map.
Indefinite Pronouns and Interrogative Pronouns

An **indefinite pronoun** refers to a person, a place, a thing, or an idea that may or may not be specifically named. An **interrogative pronoun** introduces a question.

**INDEFINITE**
- He said that **anyone** can do this simple trick.
- **Most** of my friends drink milk.

**INTERROGATIVE**
- Who knows the words to the song?
- Which of these books have you read?

**EXERCISE A** Identify each underlined pronoun in the following sentences by writing above it **IND** if it is indefinite or **INT** if it is interrogative.

**Examples**
1. Do both of these costumes belong to you?  
   **IND**
2. What did you and Tom do on Friday night?  
   **INT**

1. Will **many** attend the school play?
2. Several of my friends are attending with me.
3. Who did you say is the lead actor?
4. **Nobody** is more excited about the play than I!
5. Which of the costumes do you prefer?

**EXERCISE B** In each sentence, underline the indefinite or interrogative pronoun. Identify each pronoun by writing above it **IND** if it is indefinite or **INT** if it is interrogative.

**Examples**
1. Did she say that either of these answers is correct?  
   **IND**
2. “Whose is this sweater?” asked Ms. Martin.  
   **INT**

6. Whom are you tutoring in Spanish?
7. Everything is starting to make sense now.
8. Few could restrain their laughter at the unexpected joke.
9. Will somebody erase the chalkboards, please?
10. Others are low-fat, such as the baked chicken and rice.
11. Who will volunteer as a tutor this semester?
12. Whose is this backpack blocking the aisle?
13. Many of the dishes in the cafeteria are vegetarian.
14. Which of these science experiments is yours?
15. The principal announced that all will participate in the fund-raising event.
Identifying Kinds of Pronouns

A **personal pronoun** refers to the one speaking (first person), the one spoken to (second person), or the one spoken about (third person). A **reflexive pronoun** refers to the subject and is necessary to the meaning of the sentence. An **intensive pronoun** emphasizes a noun or another pronoun and is unnecessary to the meaning of the sentence.

**PERSONAL** Will you call me?

**REFLEXIVE** Give yourself a pat on the back.

**INTENSIVE** He himself won after all.

A **demonstrative pronoun** points out a person, a place, a thing, or an idea. A **relative pronoun** introduces a subordinate clause.

**DEMONSTRATIVE** This is my favorite poem.

**RELATIVE** The novel that Ms. Ingram assigned is interesting.

An **indefinite pronoun** refers to a person, a place, a thing, or an idea that may or may not be specifically named. An **interrogative pronoun** introduces a question.

**INDEFINITE** All is lost!

**INTERROGATIVE** Who will read this passage aloud?

**EXERCISE** Underline the pronoun or pronouns in each of the following sentences. Identify each by writing above it **PER** for personal, **REF** for reflexive, **INTEN** for intensive, **DEM** for demonstrative, **REL** for relative, **IND** for indefinite, or **INTER** for interrogative.

**Example 1.** What has she learned about peaches?

1. These are Elberta peaches, which are very popular in the United States.
2. Nobody really knows where the fruit came from originally.
3. We read a story that may or may not be true.
4. Who started the story?
5. A man in Georgia, whose name was Samuel Rumph, grew peaches.
6. One of them was particularly beautiful.
7. The man named the peach after his wife, Elberta.
8. He soon found himself at the forefront of commercial peach production in Georgia.
9. He developed ways to ship peaches so they would arrive in good condition.
10. The Elberta peach itself is very firm and ships well.
Adjectives and Articles

An adjective is a word that is used to modify a noun or a pronoun.

An adjective tells what kind, which one, how much, or how many.

**WHAT KIND**  Anzu bought red shoes.  

**HOW MUCH**  There is no water there.

**WHICH ONE**  Viktor is my oldest brother.  

**HOW MANY**  I discovered several photos.

The adjectives *a*, *an*, and *the* are called *articles*. *A* and *an* are called *indefinite articles* because they refer to any member of a general group. *The* is called the *definite article* because it refers to someone or something in particular.

**INDEFINITE**  Julio went to see a movie.  

**DEFINITE**  The U.S. flag is red, white, and blue.

**EXERCISE A**  In the following sentences underline each adjective once, and underline each article a second time. Then, above each article write *D* for definite or *I* for indefinite.

**Example 1.**  The ripe berries attracted two birds and many squirrels.

1. Yes, Sylvia has an older brother.
2. The sudden wind chilled us.
3. Someday you may own a small electric car.
4. Edna ordered a large sandwich with extra onions.
5. The mysterious noises terrified everyone.

**EXERCISE B**  Underline all the adjectives except the articles. Then, draw an arrow from each underlined adjective to the word that it modifies.

**Example 1.**  I love scary stories!

6. Mary Shelley wrote a horror story.
7. The plot of the story was imaginative.
8. One rainy summer, she had listened to several stories about ghosts.
9. Friends had made up scary stories about monsters.
10. Someone challenged the group to write a ghost story.
11. Mary thought about the stories all night and had a strange nightmare.
12. She dreamed of a young scientist who created a monster.
13. Mary wrote a story of the ghastly nightmare and called it *Frankenstein*.
14. The eerie novel was very successful.
15. Several movies have been made from it.
Noun or Adjective?

Many words that can stand alone as nouns can also be used as adjectives modifying nouns or pronouns.

**NOUN** school, summer  **ADJECTIVE** school bus, summer vacation

**EXERCISE A** Decide whether the underlined word in each of the following sentences is used as a noun or an adjective. Above each write **N** for noun or **A** for adjective.

**Example 1.** Please place your **A** lunch boxes on the shelf.

1. This town needs a good ____ dress shop.
2. Allison bought a white ____ dress for the dance.
3. The glass ____ top on that table is difficult to clean.
4. This glass ____ is still dirty.
5. Tomorrow is my birthday.
6. Ramona mailed a birthday ____ card to her grandmother.
7. Put some of this good Texas ____ barbecue sauce on your sandwich.
8. Sam Houston was the president of Texas ____ before it became a state.
9. Many attended the holiday ____ festival.
10. I received many cards during the holiday.

**EXERCISE B** Use each of the following words in two sentences. In the first sentence, use the word as a noun. In the second sentence, use the word as an adjective.

**Example 1.** apple  
Would you like an apple in your lunch?  
I would prefer apple juice.

11. silver  

12. telephone  

13. paper  

14. mouse  

15. hat
Demonstrative Adjectives

This, that, these, and those can be used both as adjectives and as pronouns. When they modify a noun or pronoun, they are called *demonstrative adjectives*. When they are used alone, they are called *demonstrative pronouns*.

**ADJECTIVES**

These bags are heavy.

**PRONOUNS**

Please hold these for me.

That sound is annoying.

Why won’t she stop that?

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**EXERCISE A**

Identify each underlined word in the following sentences by writing above it DA for *demonstrative adjective* or DP for *demonstrative pronoun*.

**Examples**

1. This wind cuts like a knife.

2. This must be the coldest day of winter.

1. Is that cloth as soft as silk?

2. Those peppers burn like fire!

3. These are as valuable as gold.

4. Listen to this girl sing.

5. That is as black as coal.

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**EXERCISE B**

Underline the demonstrative adjective or demonstrative pronoun in each of the following sentences. Then, identify each one by writing above it DA for *demonstrative adjective* or DP for *demonstrative pronoun*.

**Examples**

1. I asked whether that would be on the test.

2. Will you help me with this homework?

6. These marigolds are a rich shade of gold.

7. On the other hand, those are pale yellow.

8. My windowsill garden contains these herbs: chives, parsley, and basil.

9. Those pepper plants will provide us with plenty of jalapeños.

10. This is the perfect place for the bed of pansies.

11. That plant is poisonous, so don’t let the dog chew it.

12. How deeply should I plant these?

13. Should I plant those sunflowers near the fence?

14. That is where I’ll place the birdbath.

15. Will those survive the first frost?
Common and Proper Adjectives

*Common adjectives* are generally not capitalized. A *proper adjective* is formed from a proper noun. Like a proper noun, it is capitalized.

**COMMON ADJECTIVE** Did you see **beautiful** butterflies?

**PROPER NOUN** This butterfly is found in **Africa**.

**PROPER ADJECTIVE** The **African** giant swallowtail is a large butterfly.

**Exercise A** In the following sentences, underline all common adjectives once and all proper adjectives twice. Do not underline the articles *a, an, and the*.

**Example 1.** I have learned to prepare delicious **Japanese** sushi.

1. I like melodious and eerie Celtic music.
2. Do you prefer Spanish architecture?
3. I’m fascinated by the stories from Greek mythology.
4. Would you come to my New Year’s Eve party?
5. Was T. S. Eliot American or English?
6. I love your Australian accent!
7. I am studying Roman architecture as well as modern styles of building.
8. I asked for a gray pony for my thirteenth birthday, but I didn’t get one.
9. Ashley Bryan is a master storyteller.
10. Bryan has also illustrated books such as *It’s Kwanzaa Time!*

**Exercise B** Change each of the following proper nouns into a proper adjective, and use the adjective to modify a noun.

**Example 1.** Asia  _______________  **Asian friend**

11. Italy  
12. Buddhism  
13. Midwest  
14. Labor Day  
15. California  

**Grammar, Usage, and Mechanics: Language Skills Practice**
Noun, Pronoun, or Adjective?

A **noun** is a word or word group that is used to name a person, a place, a thing, or an idea.

A **pronoun** is a word used in place of one or more nouns or pronouns.

An **adjective** is a word that is used to modify a noun or a pronoun.

**NOUNS**  When will Tracy ride her bicycle in Central Park and relieve some stress?

**PRONOUNS**  She will go when he can go with her, and I will watch the baby.

**ADJECTIVES**  I usually prefer mild cuisine, but I'll try this spicy Southwestern dish.

**EXERCISE**  Identify each underlined word in the following sentences by writing above it N for noun, P for pronoun, or A for adjective.

**Example 1.**  The museum is featuring an exhibit on Egyptian mummies.

1. Many have heard about how the pony express carried the mail in 1860 and 1861.
2. However, the pony express lasted only eighteen months.
3. Among its young riders was William Cody, later known as Buffalo Bill.
4. The arrival of transcontinental telegraph lines put an end to the pony express.
5. Even the fastest riders could not compete with the telegraph.
7. A scarf made of wool may be warmer than a silk scarf.
8. These plants have poisonous leaves.
9. I can’t believe you said that!
10. This is just a summer shower, so it won’t last long.
11. Louis Braille invented a special alphabet that allows people with visual impairments to read.
12. The alphabet uses raised dots that the visually impaired can feel.
13. The dots are arranged in patterns, with different patterns standing for individual letters or sounds.
14. A person reads Braille by rubbing one or two fingertips over the elevated dots.
15. Using a pointed stylus and a metal slate, a person can write Braille by hand.
16. People also use Braille typewriters and computers.
17. These are the short stories that my friends and I wrote.
18. This story is especially funny, and I wrote it.
19. All of us are going to enter the annual short story contest.
20. One of us is sure to win the prize, which is a scholarship to a summer writing workshop.
**EXERCISE A**  Underline the nouns in the following sentences.

**Example 1.** O. Henry wrote *The Gift of the Magi,* a short story.

1. William Sydney Porter had talent.
2. The man was a writer.
3. His pen name was O. Henry.
4. Porter spent three years in jail.
5. His first story was published by St. Paul Pioneer Press while he was a prisoner.
6. Owney was a stray dog found behind a post office in New York.
7. The clerks in the post office gave food to the friendly animal.
8. Owney traveled all over the United States, hitching rides on trains.
9. Soon, his collar jingled with metal tags from cities all over the country.
10. Owney traveled to Europe by boat and then was given a jacket to hold all the tags.

**EXERCISE B**  Decide whether each underlined noun in the following sentences is common or proper, concrete or abstract. Then, on the line provided, write **COM** for common or **PROP** for proper and **CON** for concrete or **ABS** for abstract.

**Example**  **COM, CON**  1. You can find maps in encyclopedias and on the Internet.

__________________________ 11. Maps change over time.

__________________________ 12. Some changes are caused by human beings.

__________________________ 13. Old maps do not show the Suez Canal.


__________________________ 15. The Caspian Sea is a good example.

__________________________ 16. This small inland sea is filling up with sediment.

__________________________ 17. Centuries ago, the Caspian Sea was larger.

__________________________ 18. The Red Sea seems to be growing.

__________________________ 19. Many different forces affect the surface of the earth.

__________________________ 20. Wind, water, and movement of the earth’s crust are powerful forces.
Review B: Pronouns and Antecedents

**Exercise A** In the following sentences, underline each pronoun once. If a pronoun has a stated antecedent, underline the antecedent twice. Then, identify the type of pronoun by writing above it \( P \) for personal, \( R \) for reflexive, or \( I \) for intensive.

**Example** 1. Did Maria buy herself a silver bracelet yesterday?

1. The instructor herself first demonstrated the dive.
2. Aaron cooked the entire meal himself.
3. The proud athlete will display her trophy in the school’s trophy case.
4. A frightened hedgehog curls itself into a ball.
5. The artist wanted you to come to the gallery opening.
6. Tyra baked two loaves and then sliced them.
7. The swim team outdid itself in the freestyle relay.
8. Consuela smiled and said, “I know the words to the song.”
9. The senator herself signed the letter.
10. Is the sponge you bought natural or artificial?

**Exercise B** Underline each pronoun in the following sentences. Then, identify each by writing above it \( DEM \) for demonstrative, \( INT \) for interrogative, \( IND \) for indefinite, or \( REL \) for relative.

**Examples** 1. This is the dog that Marcus found last weekend.
   2. Who is the person most admired by all?

11. Who is the boy who wore the red wig in the first act?
12. Hairstyle is one of the personal details that Janet always notices.
13. Everyone who enters the lab must wear a coverall.
14. Whom will the class choose as a representative?
15. Lily was the only person who voted against the measure.
16. These are the best photographs that Pat has ever seen!
17. Jamal called the house, but no one answered.
18. Please put away the boxes that are on the floor, and then help Marvin move this.
19. What should Susan bring to the party?
20. Of all the fruits, these have the most vitamin C.
EXERCISE A  Underline each article in the following sentences. Identify each article by writing above it D for definite or I for indefinite. Then, circle each adjective that is not an article.

Example 1. Most people consider the rose a beautiful flower.

1. Have you ever seen the huge rosebush in Tombstone, Arizona?
2. Every spring, the bush is covered with white flowers.
3. The bush was brought over from Great Britain.
4. It is a specimen of the Lady Banksia rose.
5. It has a thick trunk and many branches.
6. The plant is very old now.
7. Many people travel to Tombstone to see this bush.
8. It grows beside the old Rose Tree Inn.
9. The rosebush covers a large area.
10. One source calls it the largest rosebush in the world.

EXERCISE B In the following sentences, underline each adjective and draw an arrow from the adjective to the noun or pronoun it modifies. Do not include the articles a, an, and the.

Example 1. Aunt Laurie has a beautiful cameo that is quite old.

11. A cameo is a carving on a striated gemstone, semiprecious gem, or shell.
12. A striated gem or shell has veins of different colors.
13. The artist cuts the carving on the lighter color.
14. The darker color forms a complementary background.
15. Nowadays most cameos feature the profile of a head.
16. The history of cameos traces back to ancient Egypt, Greece, and Etruria.
17. The ancient Egyptians placed carved stone seals in their tombs.
18. The carved pattern on these seals was the scarab beetle.
19. The scarab was a mystic symbol.
20. Ancient Egyptians sometimes wore a carving of a scarab as a charm.