The Verb

A verb is a word that expresses action or a state of being.

**EXAMPLES**
- The giraffes **munched** on fresh leaves.
- They **are** herbivores.

**EXERCISE**
Underline each verb in the following sentences.

**Examples**
1. The giraffe is the tallest mammal in the world.
2. It eats from high tree branches in the African savanna.

1. The giraffe’s neck forms about half of its height.
2. The giraffe has a short tufted mane on its long neck.
3. A mature giraffe is approximately eighteen feet tall.
4. All giraffes develop two to four horns.
5. Reddish brown splotches highlight their pale brown coats.
6. The glass snake is actually a legless lizard.
7. Some people call them glass lizards.
8. These lizards live in North America, Eurasia, and Africa.
9. Their smooth skins are usually brown or green.
10. A groove runs along each side of the glass snake’s body.
11. The glowworm is a wingless female beetle.
12. Organs inside these beetles and their larvae emit a glow.
13. *Firefly* is the term for the male.
14. The male, not the female, flies.
15. Hares are large members of the rabbit family.
16. Many adult hares weigh up to ten pounds.
17. The ears of a hare are longer than its head.
18. The fur of the arctic hare turns white in winter for camouflage.
19. Its ears are shorter than the ears of the Mediterranean brown hare.
20. The jack rabbit is a familiar North American hare.
Action Verbs

An **action verb** is a verb that expresses either physical or mental activity.

**EXAMPLES**

John Muir **wrote** about Yosemite National Park.
Eileen **imagined** the scene.

**EXERCISE A**
Underline the action verb in each of the following sentences.

**Examples**
1. Jon and I hiked for several miles.
2. Both of us admired the brilliant fall foliage.
3. Jon collected gold, red, and yellow leaves.
4. He carefully placed them in his backpack.
5. I wondered why.
6. Later, he told me about his plan.
7. He knew of a market for these beautiful leaves.
8. A local craft shop buys the leaves for craft classes.
9. For example, the class on greeting cards uses colorful leaves regularly.
10. The art classes always want leaves, too.
11. Artists incorporate the foliage into collages.
12. People enjoy the “back to nature” tone of this artwork.

**EXERCISE B**
Underline each action verb in the following sentences. Then, identify the type of action of the verb by writing above it **P** for physical action or **M** for mental action.

**Examples**
1. My mother **makes** delicious red beans and rice.
2. Today, however, I **crave** Cajun gumbo.
3. I remember my great-grandmother’s recipe for gumbo.
4. The shrimp, vegetables, and spices simmer together.
5. I always drop a little hot pepper sauce into the pot.
6. Meanwhile, white rice steams until tender.
7. I prefer this mild rice along with the spicy gumbo.
Linking Verbs

A linking verb is a verb that expresses a state of being. A linking verb connects, or links, the subject to a word or word group that identifies or describes the subject.

**LINKING VERB**

Your painting is beautiful!

Some verbs may be either action verbs or linking verbs, depending on how they are used.

**ACTION VERB**
Paco tasted the soup.

**LINKING VERB**
Those vegetables tasted fresh.

**EXERCISE A**
Underline the linking verb in each of the following sentences. Then, draw an arrow showing which words are joined by the linking verb.

**Example 1.** The old house looked deserted.

1. The huge diamond mine is now a museum.
2. The computerized voice sounds human to me.
3. After the storm, the islanders grew nervous at the sight of all the dark clouds.
4. Some of the bristlecone pine trees are very old.
5. The farm animals looked quite content.

**EXERCISE B**
Underline the verbs in the following sentences. Then, identify each as an action verb or a linking verb by writing above it **A** for action verb or **L** for linking verb.

**Example 1.** Aaron Burr was the third Vice President of the United States.

6. Burr became one of the most colorful characters in U.S. history.
8. At age twenty-one, he was a commanding officer of an entire regiment.
9. He resigned in 1779 because of ill health.
10. Later, Burr practiced law.
11. He almost always looked wealthy and successful.
12. Burr and Alexander Hamilton were longtime enemies.
14. Hamilton died from his wound.
15. Burr’s political career was soon over.
Helping Verbs and Main Verbs

A helping verb (auxiliary verb) helps the main verb express action or a state of being.

EXAMPLE Christopher can sing beautifully.

A verb phrase contains one main verb and one or more helping verbs. Sometimes a verb phrase is interrupted by another part of speech.

EXAMPLES The code was hidden inside an old book. [The helping verb is was.]
Sparky will not bite you. [The helping verb is will.]

EXERCISE A Underline the verb phrase in each sentence. Then, draw another line under each helping verb.

Examples 1. People have celebrated birthdays in many different ways.
2. I didn’t forget your birthday.

1. Perhaps we should learn more about birthday celebrations in various countries.
2. Mexicans will sometimes buy a piñata for a birthday party.
3. The piñata is filled with small treats and gifts.
4. In Mexico, families will usually celebrate a girl’s fifteenth birthday with a special party.
5. This traditional celebration is called a quinceañera.
6. In the United States, a girl’s sixteenth birthday is often treated as a special birthday.
7. Some people do not like birthday celebrations.
8. They might not tell you their age.
9. Other people have celebrated in spectacular ways.
10. Maybe I will celebrate my birthday in a new way this year.

EXERCISE B Underline the verb phrases in the following paragraph. Then, draw a second line under the helping verb in each phrase. Hint: The paragraph contains ten verb phrases.

Example A storm will sometimes produce thunder and lightning.

Scientists can explain the causes of thunder. The sound of thunder is caused by the heat of lightning. A bolt of lightning can heat nearby air molecules. The air molecules will then expand, and they will also move. Their movement can create sounds and echoes. Because light can travel faster than sound, you will first see the lightning. The flash will occur almost immediately; only afterward will you hear the thunder.
Transitive and Intransitive Verbs

**A transitive verb** is a verb that expresses an action directed toward a person, a place, a thing, or an idea.

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

**TRANSITIVE**

<table>
<thead>
<tr>
<th>Ingrid left her sneakers in the gym.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The runner stretched before the race.</td>
</tr>
</tbody>
</table>

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

**TRANSITIVE**

<table>
<thead>
<tr>
<th>The settlers endured many hardships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many died, but a few <strong>endured</strong> for years.</td>
</tr>
</tbody>
</table>

**EXERCISE A** Identify the underlined verb by writing above it T for transitive or I for intransitive.

Example 1. Ira finished his homework.

1. At this airport, no planes **land** after dark.
2. My sister and I **planted** tomatoes and onions.
3. Rick’s parrot screams **all day long**.
4. Everyone **ran** quickly toward the exit.
5. Of all the contestants, Ming Chin **caught** the largest fish.

**EXERCISE B** Add a word or word group to each of the following sentences to change each intransitive verb into a transitive one. Write your expanded sentences on the lines provided.

Example 1. Amos is driving to Seattle. **Amos is driving a truck to Seattle.**

6. Erin will not forget. ____________________________________________

7. Ernesto will recite next. _______________________________________

8. Today we will draw with charcoal. ________________________________

9. While one partner works, the other watches. _______________________

10. Michael, can you cook? ________________________________________
Identifying Kinds of Verbs

**12b.** An action verb is a verb that expresses either physical or mental activity.

**ACTION** I **memorized** the definitions and then **wrote** them perfectly on the test.

**12c.** A linking verb is a verb that expresses a state of being. A linking verb connects, or links, the subject to a word or word group that identifies or describes the subject.

**LINKING** The test **was** pretty hard.

**12d.** A helping verb (auxiliary verb) helps the main verb express action or a state of being.

**HELPING** Ms. Mandell **will** grade the tests tonight.

**12e.** A transitive verb is a verb that expresses an action directed toward a person, a place, a thing, or an idea.

**TRANSITIVE** Ms. Mandell **wrote** the answers on the chalkboard.

**12f.** An intransitive verb expresses action (or tells something about the subject) without the action passing to a receiver, or object.

**INTRANSITIVE** Ms. Mandell **wrote** on the chalkboard.

**EXERCISE A** Identify each underlined verb by writing above it **A** for action verb or **L** for linking verb. Then, circle any helping verbs.

**Example 1.** Please **do** paint the doghouse on Saturday.

1. We **are** late, Tony. 6. **Throw** the football!
2. That **would** be wonderful! 7. How far **is** the park?
3. Terrence **sings** in the school choir. 8. **Guess** again, Lori.
4. I **have** traveled to Scotland twice. 9. She **has become** quite famous.
5. I **dreamed** vividly last night. 10. Will you **come** to my party?

**EXERCISE B** Identify each underlined verb by writing above it **T** for transitive or **I** for intransitive.

**Example 1.** My parakeet **has been** quiet today.

11. Several songbirds **chirped** sweetly outside my window.
12. This weekend we **will build** a bird feeder.
13. I will **fill** it with birdseed daily.
14. Dozens of birds **will visit** our backyard soon.
15. I **can relax** while listening to bird songs.
The Adverb

An adverb is a word that modifies a verb, an adjective, or another adverb. An adverb tells where, when, how, how often, how long, to what extent, or how much.

**Example**  
Yesterday my next-door neighbor was extremely kind. [Yesterday modifies the verb was, and extremely modifies the adjective kind.]

**Exercise A**  
Underline the adverb in each of the following sentences. Then, circle the word or words that each adverb modifies.

**Example 1.** You can rarely get tickets for this horse show.

1. Vivi Malloy rides her horse daily.
2. She has always wanted to make the U.S. Equestrian Team.
3. Vivi rides a very attractive chestnut horse named Penny Red.
4. Vivi usually cleans the horse’s stall after school.
5. Then she grooms her horse.
7. Penny Red trots briskly around the ring.
8. Penny Red and Vivi especially enjoy jumping.
9. They have competed successfully in several shows.
10. Vivi’s parents always attend her shows.

**Exercise B**  
Provide appropriate adverbs to fill the blanks in the following sentences.

**Example 1.** Medieval castles have always fascinated me.

11. Castle walls were ________________ thick.
12. Many medieval castles were protected ________________ by moats.
13. The moats were ________________ filled with water.
14. People ________________ crossed the moats on drawbridges.
15. These bridges could ________________ be raised.
Adverbs and the Words They Modify

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

Adverbs may come before, after, or between the words they modify.

**EXAMPLES**

- Armand *quickly* mowed the yard.
- He rested *briefly*.
- He has *faithfully* worked in the Fosters’ yard all summer.

**EXERCISE**

On the line provided, rewrite each of the following sentences, adding one or more adverbs. Then, identify the word or words being modified and tell whether each is a verb, adjective, or adverb.

**Example 1.**

- Armand and I have been earning pocket money.
  - Armand and I have been earning *pocket money daily.* (Daily modifies have been earning, a verb.)

1. Most of the kids we know are spending money.
2. They are also complaining about not having enough money.
3. They get their allowance.
4. They spend it all.
5. Armand and I do not want to spend every cent we have.
6. Armand mows lawns in his neighborhood.
7. Mowing lawns isn’t practical for me because I live in an apartment building.
8. Instead, I walk dogs and run errands for people in my building.
9. I can earn extra money and meet new neighbors.
10. I am saving my earnings in a bank account.
Adverb or Adjective?

Many adverbs end in –ly. These adverbs are generally formed by adding –ly to adjectives.

**ADJECTIVES** loud shocking great

**ADVERBS** loudly shockingly greatly

However, some words ending in –ly are used as adjectives.

**ADJECTIVES** early arrival friendly smile

**EXERCISE** Draw an arrow from each underlined word to the word it modifies. Then, identify each underlined word by writing above it **ADV** for adverb or **ADJ** for adjective.

**Example 1.** The ghastly rodent frightened us all.

1. The kindly stranger helped the lost child.
2. At noon, the whistle blew shrilly.
3. I carefully tested the heat of the water.
4. My young niece’s frilly dress was handmade by her mother.
5. I rose early and jogged three miles.
6. The early bird catches the worm.
7. Candace had rarely been late.
8. For some reason, I laughed uncontrollably.
10. My daily lunch is fruit, pretzels, and a sandwich.
11. This brightly lit room will be perfect for my art studio.
12. The air over the city is refreshingly clear of smog.
13. The timely bell saved me from a dozen more sit-ups in gym class.
14. I was extremely tired by the end of the day.
15. The monthly meeting was held in the cafeteria.
16. The club meets monthly, doesn’t it?
17. With a queenly smile, she dismissed the knight.
18. John smiled shyly and then started to laugh.
19. Our yearly trip to Vermont was postponed.
20. He easily lifted the cabinet.
The Preposition

A preposition is a word that shows the relationship of a noun or pronoun to another word.

**EXAMPLE** The dog jumped **through** the hoop.

**EXERCISE A** Underline the preposition in each of the following sentences.

**Example 1.** This article about oceans is surprisingly interesting.

1. The bottom of the ocean is very dark.
2. In most places, it is also cold.
3. However, in some places the ocean floor is warm.
4. One such place is near the Galapagos Islands.
5. Scientists discovered a crack in the ocean floor.
6. They found that heat poured from this crack.
7. The heat was rising from the earth.
8. Many plants and animals lived around this spot.
10. These life forms lived eight thousand feet below the water’s surface.

**EXERCISE B** Write a preposition that correctly completes each blank in the following sentences.

**Example 1.** My pet lizard ran **behind** the door.

11. Should the dog be allowed **on** the sofa?
12. You will find a patch of flowers **under** the bridge.
13. Please store the fruit **next to** the vegetables, Gary.
14. **Beyond** the water, I saw a faint light glowing.
15. I finished the race several seconds **after** Jay.
16. Both cats came racing **past** the corner.
17. Did your parents park the car **outside** the building?
18. The squirrel quickly climbed the trunk **up** the tree.
19. **At** the beginning of the school year, we have been assigned to the same seats.
20. The runner **in front of** me almost tripped just before the finish line.
Prepositional Phrases

A **prepositional phrase** includes a preposition, a noun or pronoun called the **object of the preposition**, and any modifiers of that object.

**EXAMPLE**  Dr. Okana peered **through the huge telescope**. [**Through** is the preposition, and **telescope** is the object of the preposition. The adjectives **the** and **huge** modify **telescope**.]

**Exercise A**  Underline the prepositional phrase in each sentence. Then, circle the preposition.

**Example 1.**  I looked for a key **under the muddy doormat**.

1. A copper-colored snake slithered along the rotting log.
2. During a crisis David sometimes loses his temper.
3. The pigs found their food under the shallow water.
4. That ancient bridge was built 155 feet above the Gard River.
5. The newscaster slipped on the ice as he hurried along.

**Exercise B**  Prepositional phrases can be used to add interesting information to sentences. Add prepositional phrases to the following sentences. Rewrite the sentences on the lines provided.

**Example 1.**  We sailed slowly.

   **At dawn, we sailed slowly through the rocky channel.**

6. The frightened soldier hid.  

   ___________________________________________________________________

7. Canditha wore a beautiful scarf.  

   ___________________________________________________________________

8. Suddenly, the prisoners heard a faint scratching noise.  

   ___________________________________________________________________

9. The creature had hideous green tentacles.  

   ___________________________________________________________________

10. The noisy helicopter landed.  

    ___________________________________________________________________
Preposition or Adverb?

Some words may be used either as prepositions or as adverbs. Remember that a preposition always has an object. An adverb never does.

**PREPOSITION** Please step **aboard** my boat.

**ADVERB** Please step **aboard**.

**EXERCISE** Identify the underlined word or word group in each sentence by writing above it **ADV** for adverb or **PREP** for preposition.

**Example 1.** Why did you tell me to get **out**?

1. The poison ivy climbed around **the trunk of the tree.**
2. I looked **up** but didn’t see the source of the noise.
3. The ship slowly sailed **away.**
4. Do not put the bread bag **near** the hot burner on the stove.
5. When did you say you are **coming** **over**?
6. I could go **to** your house instead.
7. If I inherited a million dollars, I would spread my wealth **around** a little.
8. For example, I would give all my friends a shopping spree **in** their favorite stores.
9. My brother got a ticket for parking **in front of** a fire hydrant.
10. He was able to pay the fine **through** the mail.
11. Should I flip the pancake **over** yet?
12. I could barely squeeze **through**.
13. Once **upon a time**, there was a very hungry dragon.
14. **Without** you and Jessie, I couldn’t have done it.
15. I can sprint to that tree or **beyond** it.
16. I have never seen anything like this **before**!
17. Our star party will last from dusk **till** dawn.
18. Is there really a ghost **in** *Wuthering Heights*?
19. Yes, the ghost of Catherine tries to get **inside** Heathcliff’s house during a storm.
20. With the dog close behind, the cat scrambled up the fence and **out** of its reach.
The Conjunction A

A conjunction is a word that joins words or word groups.

COORDINATING CONJUNCTION You can eat or sleep first.

CORRELATIVE CONJUNCTION Your tropical fish not only will survive but also will thrive.

Exercise A Underline the conjunctions in the following sentences.

Example 1. Neither the cantaloupe nor the pineapple appealed to me.

1. I pressed the button, but the elevator did not stop.
2. Either Eddie or Pang will deliver the furniture.
3. We wanted to go sledding, but the snow was starting to melt.
4. Jennifer repeated the caller’s number and wrote it on the pad.
5. Neither strawberries nor raspberries are in season right now.
6. Pandora was curious but frightened.
7. Don’t sail now, for the winds are too strong.
8. The children are not only tired but also cranky.
9. Leotie wondered whether she should go or stay home.
10. Do you want me to make the fruit punch or blow up the balloons?

Exercise B Provide an appropriate conjunction for each blank in the following sentences.

Example 1. ________ Lewis ________ his sister like the taste of seafood.

11. I don’t know whether it’s too cool ________ not cool enough in here.
12. Lightning bolts struck the tree, ________ it remained standing.
13. I do not want a cat, ________ do I want a dog.
14. ________ a parrot ________ a snake is the pet for me!
15. Parrots can speak, ________ they can be very noisy.
16. ________ the actor ________ the director were exhausted by the end of the play.
17. I like to sew, ________ getting the details right takes patience.
18. We will drive to Santa Fe, ________ she decides to come with us ________ not.
19. ________ did she win the election, ________ she ________ won it by a huge margin!
20. Carrie knows this area better than anyone else, ________ she will lead the expedition.
A conjunction is a word that joins words or word groups.

(1) Coordinating conjunctions join words or word groups that are used in the same way.
(2) Correlative conjunctions are pairs of conjunctions that join words or word groups that are used in the same way.

**COORDINATING** My dog Neptune is afraid of thunder, so he is hiding under the bed.

**CORRELATIVE** Whether we rent a movie or see one at the theater does not matter to me.

**EXERCISE** Combine each pair of sentences by using one or more conjunctions.

**Example** 1. You can bus the tables. You can wash the dishes. You can either bus the tables or wash the dishes.

1. Rudy plays the trumpet. Rudy plays the trombone. __________________________________________

2. The horse bucked. The horse reared. __________________________________________

3. Scott served the first course. Paco served the first course. __________________________________________

4. My sister does not speak Russian. My sister does not read Russian. ________________________________

5. The building trembled. The building did not collapse. __________________________________________

6. Daniel played basketball. Daniel played baseball. __________________________________________

7. The birds ate from the bird feeder. The squirrels ate from the bird feeder. ________________________________

8. A large bear waded into the water. A large bear caught a salmon. ________________________________

9. The candle flickered. The candle went out. ________________________________

10. Shannon studied the trees in the forest. Shannon studied the plants in the forest. ________________________________
The Interjection

An interjection is a word that expresses emotion.

Usually an interjection is followed by an exclamation point. Sometimes an interjection is set off by a comma or by two commas.

**EXAMPLES**

- Hey! Come back here!
- Well, you could try a lighter bat.
- I’d guess, oh, twenty pounds.

**EXERCISE**

Underline the interjections in the following sentences.

Example 1. Yikes! A spider almost crawled on my foot.

1. Ouch! I stubbed my toe.
2. Oh, maybe we should wait.
3. Help! My experiment blew up!
4. Well, it isn’t raining as hard now.
5. You won that much? Wow!
6. Eureka! I have found it!
7. Well, it sounds like fun, but I have to work.
8. Hooray! We won first place!
9.Oops! I spilled juice on the floor.
10. Shucks, that’s not so fast.
11. She swung the bat and, bam, the ball flew out of the park.
12. Pow! Every time he hits the bag it pops back.
13. Oh, that isn’t so impressive.
14. After it started raining, well, we went home.
15. Aha! So you’re the mysterious good Samaritan!
16. Okay, I’ll go to the park with you.
17. Uh-oh, here comes trouble.
18. Goodness! I hope everyone is unhurt.
19. You ran a marathon? Whew!
20. Wow, I didn’t even know that bird could whistle.
Determining Parts of Speech

The way a word is used in a sentence determines what part of speech it is.

VERB Please place the bowl of flowers on the table. [Place can also be a noun.]
ADVERB May we go within? [Within can also be a preposition.]
PREPOSITION All but one finished. [But can also be a conjunction.]
CONJUNCTION I wanted to but couldn’t. [But can also be a preposition.]
INTERJECTION Goodness! It’s completely dark in here. [Goodness can also be a noun.]

EXERCISE Each of the following sentences contains one or more underlined words. Identify the part of speech of each underlined word or word group by writing above it V for verb, ADV for adverb, PREP for preposition, C for conjunction, or I for interjection.

Example 1. Expertly following the map, she led us to the cave.

1. Maps are very popular with collectors.
2. Some have sold for very high prices.
3. High prices have encouraged the publication of special books and magazines.
4. Valuable maps must be carefully protected from light and dust.
5. Many of the most valuable maps are kept inside closed drawers.
6. Oh, that really is a treasure map.
7. The Library of Congress houses the world’s largest collection of maps.
8. Within its vault are more than 4.5 million maps.
9. In the Geography and Map Division, you may use either an atlas or a globe.
10. In this collection are many unusual maps.
11. Some of the maps there are on public display.
12. Carefully, the librarian opened the first volume of Ptolemy’s Guide to Geography.
13. Later, he showed us a globe from the eighteenth century.
14. The archaeologist looked inside the cave and thought she saw a map on the wall.
15. In ancient times, the Babylonians drew maps on clay tablets.
16. Wow! Look at this Inuit map painted on an animal skin!
17. This old map shows both the northern hemisphere and the southern hemisphere.
18. Say, do you know how to read this road atlas?
19. The bold print in the atlas can be read easily.
20. Yesterday we used the road atlas to find a route to St. Louis.
Review A: Verbs

**EXERCISE A** Identify each underlined verb by writing above it *A* for action verb or *L* for linking verb.

**Example 1.** We were fearful of the unusually violent winds.

1. The apartment has been too warm all week.
2. Before diving, always look below you for possible hazards.
3. In his old age, my dog has become quite gray around the muzzle.
4. As he climbed the tower, Willis felt totally confident.
5. Most of the test subjects dreamed about flying or sailing.
6. My father is glad about it.
7. Quartz crystals vibrate at a constant rate.
8. Alicia wore kneepads and a helmet while she was in-line skating.
9. The baby rabbit remained still until the dog passed by.
10. We may be lost, because this area doesn’t look familiar to me.

**EXERCISE B** Identify each underlined verb by writing above it *T* for transitive verb or *I* for intransitive verb. Then, circle any helping verbs.

**Example 1.** The lion was shaking his mane in the wind.

11. The end of the rope fell into the water.
12. All the antelopes raised their heads.
13. Sean has received an award for bravery.
14. During the scavenger hunt, we raced into every store on Main Street.
15. Mu Lan finished her picture just in time for the show.
16. A chameleon’s body may grow to be twenty-five inches long.
17. The reptile’s tongue can be as long as its body.
18. This long tongue stays rolled up inside the mouth.
19. The chameleon can unroll its tongue very quickly.
20. Chameleons have caught insects many inches away.
REVIEW B: Adverbs, Prepositions, Conjunctions, Interjections

EXERCISE A In each of the following sentences, underline the prepositional phrase. Then, draw a second line under each object of the preposition.

Example 1. The stadium was filled with shouting, enthusiastic fans.
1. Mildred Didrikson Zaharias came from Texas.
2. She was better known as Babe.
3. During her teens, she played basketball.
4. She also excelled in swimming and figure skating.
5. At eighteen, she was a major track star.
6. Before the year’s end, she won two Olympic medals.
7. Babe won one medal for the javelin throw.
8. She played baseball with equal skill.
9. Until her early death, she played golf.
10. She won seventeen straight golf tournaments in 1947.

EXERCISE B Identify the underlined word or word group in each of the following sentences by writing above it ADV for adverb, C for conjunction, or I for interjection.

Example 1. Walking energetically on the beach is fantastic exercise.

11. Sometimes beachcombers find interesting things on beaches.
12. They are likely to find both bottles and driftwood.
13. A woman found a narwhal tusk there.
14. People once thought the tusks were unicorn horns.
15. But aren’t narwhals really imaginary creatures?
16. No, a narwhal is a small arctic whale.
17. The males often grow a single, long tusk.
18. Wow! Some tusks are almost nine feet long.
19. The narwhal may use the tusk for play-fighting or digging.
20. That tusk is not only uncommon but also quite interesting.
**Review C: Verbs, Adverbs, Prepositions, Conjunctions, Interjections**

**EXERCISE** In each sentence, identify the underlined word or word group by writing above it **V** for verb, **ADV** for adverb, **PREP** for preposition, **C** for conjunction, or **I** for interjection.

**Example 1.** I ate too much but, **oh**, it was good!

1. Zap! The dragon’s breath burned the fence.
2. My sister **trains** police dogs.
3. A technician is fixing the computer **now**.
4. A fire burned in the fireplace, **but** no one was in the room.
5. Three different Pharaohs **built** those pyramids.
6. During the operation, the nurse looked **neither** nervous **nor** pale.
7. Margarita **grabbed** the horse by its mane.
8. Breathlessly everyone watched the stunt parachutist.
9. Dr. Levine handed the new eyeglasses **to** the woman.
10. The mechanic checked the wires, **yet** he found nothing wrong.
11. Everyone **wore** a different kind of costume.
12. Yum, your entire house smells **spicy**.
13. Latrice is helping me catalog the books.
14. With one swift stroke, the chef **chopped** the onion **into** two pieces.
15. The students at my new school **seem** friendly.
16. In science, we are studying vampire bats.
17. These bats are found in Central America **and** South America.
18. Vampire bats **rarely** bite humans.
19. Instead, a vampire bat will make a tiny cut on an animal’s skin.
20. Usually, a bat will lap **only** a small amount of blood.