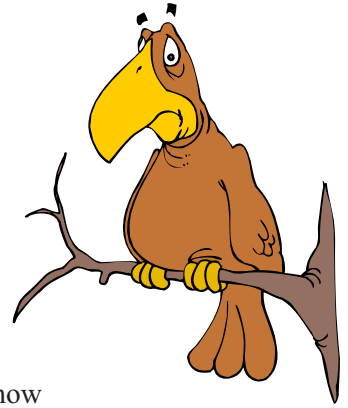


Adjectives and Adverbs

Section 3.2

Recognition of Adjectives and Adverbs



Now that you've been introduced to adjectives and adverbs, you need to be able to identify them in sentences and be able to determine what they modify.

Remember that adjectives modify nouns. They tell which one, what kind, or how many. An adjective will usually come just before the noun that it modifies.

Adverbs modify verbs, adjectives, or other adverbs. They tell how, when, where, or how often. Many adverbs end in *-ly*. The word *not* is always an adverb.

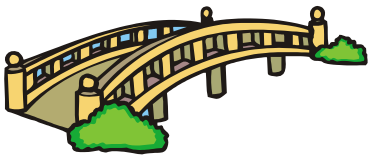
Example 1: The bird quickly flew to a higher branch.

How is the underlined word used? It's a modifier, but is it an adjective or an adverb? *Higher* gives more information about *branch* and tells which *branch*. Since *branch* is a noun, *higher* is an adjective. Notice that *higher* comes directly before the noun *branch*.

Example 2: The bird quickly flew to a higher branch.

This time the underlined word comes after the noun *bird* but before the verb *flew*. An adjective may come after a noun but usually doesn't. Does *quickly* describe *bird*? It doesn't tell which, what kind of, or how many, so it isn't an adjective. Does it tell how, when, or where it flew? Yes, it tells *how* the bird flew, so it is an adverb modifying *flew*.

Example 3: The extremely long bridge took years to build.



In this sentence, *extremely* and *long* are both modifiers, but what kind? It should be easy for you to see that *long* modifies *bridge*, so *long* is an adjective. What does *extremely* modify? It doesn't modify *bridge*. It tells how long, so it modifies *long*. Since *long* is an adjective, *extremely* must be an adverb. Remember, only an adverb can modify an adjective or another adverb.

adv. adj.
 ↘ ↘
The extremely long bridge took years to build.

Example 4: The chef arranged the food onto the clean blue plate.

In this sentence, *clean* and *blue* are both modifiers, but in this case both modify the noun *plate*. The words *clean* and *blue* both tell which plate, so they are both adjectives.

adj. adj.
 ↘ ↘
The chef arranged the food onto the clean blue plate.



Parts of a Sentence

Section 4.8 Mixed Review



Review the basic parts of a sentence that you've seen so far.

Sentence Part	Description/Purpose	Location in Sentence
Prepositional phrase	begins with a preposition and ends with a noun or pronoun that is the object of the preposition; <i>cannot act as a subject, object, predicate nominative, or predicate adjective</i>	anywhere in the sentence
Subject (simple)	tells what the sentence is about; usually a noun or pronoun; answers "who or what did the action or is being"	usually near the beginning of the sentence
Predicate (simple)	the main verb in the sentence; gives the action or expresses being	usually in the middle of the sentence but can be at the beginning or end
Direct object	a noun or pronoun that receives the action of the verb	only after an action verb
Indirect object	a noun or pronoun that answers the question "to whom" or "for whom" in a sentence that also contains a direct object	only after an action verb and before a direct object
Predicate nominative	a noun or a pronoun that renames the subject	only after a linking (or being) verb
Predicate adjective	an adjective that describes the subject	only after a linking (or being) verb

In the examples below, can you identify the part of the sentence that is represented by each underlined word? If not, go back and review the different parts of a sentence covered in this Section.

Example 1: At the beach, the family played in the ocean and fed seagulls some bread.

Beach is the object of the prepositional phrase *at the beach*.

Played and *fed* are compound predicates in this sentence. They are both action verbs.

Family is the subject of the sentence. It answers the question "who played and who fed?"

Ocean is another object of a preposition. It is part of the prepositional phrase *in the ocean*.

Bread is a direct object. It answers the question "fed what?"

Seagulls is an indirect object. It answers the question "to whom is the bread fed?"

Subject-Verb Agreement

Section 6.2

Phrases Between the Subject and the Verb



As you probably saw in the previous practice, making sure the subject and verb agree is easy when the verb comes directly after the subject. However, words or phrases are often found between the subject and the verb in a sentence. To identify the subject, be careful to see who or what is doing the action or is being.

Be careful not to confuse the object of a preposition as the subject. *The subject of a sentence will never be found in a prepositional phrase.* Be sure the subject agrees with the verb and ignore any prepositional phrases.

singular subject singular verb
↓ ↓

Example 1: One of the puppies is barking.

↖ Note: *Of the puppies* is a prepositional phrase. *Of* is a preposition and *puppies* is the object of the preposition. Remember, mark out the prepositional phrases because objects of prepositions cannot be subjects.

The subject is *one*, not *puppies*. *One* is singular so use *is barking*, not *are barking*.

singular subject singular verb
↓ ↓

Example 2: My bike, along with our old helmets, scooters, and skateboards, was sold at the yard sale.

Here the prepositional phrase *along with our old helmets, scooters, and skateboards* may make the subject appear compound, but it is not. Remember, the subject cannot be in a prepositional phrase. Pay no attention to phrases beginning with *including, in addition to, along with, as well as*, etc.

plural subject plural verb
↓ ↓

Example 3: The clothes in the dryer are still damp.

In this case, the subject *clothes* is plural so *are* is the correct verb to use. Again, ignore the singular noun *dryer* that is the object of the preposition because it is not the subject.

singular subject singular verb
↓ ↓

Example 4: Which type of laser printers has the best quality print?

Be careful with this type of question. Remember to ignore prepositional phrases. In this sentence, *type* is the subject and is singular. To agree, the verb must also be singular, so *has* is correct.

Punctuation with Commas

Section 9.2

Comma Usage for Introductory and Interrupting Words and Phrases



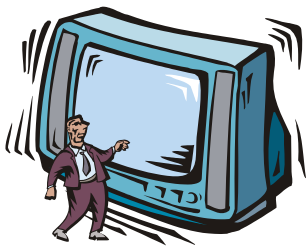
Key Terms

- **Interjection** – words that show emotion or exclamation; examples: *oh, ouch, wow*
- **Direct address** – a reference to the person being spoken to in a sentence; example: *Scott, you go first.*
- **Interrupter** (also called a **parenthetical expression**) – a word or phrase that significantly breaks the flow of a sentence; example: *You are, in fact, quite talented.*

Introductory Words and Phrases

When some types of words or phrases are put at the beginning of a sentence, they should be followed by a comma. These words and phrases include interjections and long prepositional phrases.

Interjections are words that show emotion or exclamation, such as *oh, well, ouch, wow, my goodness*, etc. When these words are used at the beginning of a sentence, a comma should be used to separate them from the rest of the sentence.



Example 1: Well, I'm not sure.

Example 2: Wow, what a huge screen it has!

When prepositional phrases appear at the beginning of a sentence, they are often followed by a comma. Always put a comma after two or more prepositional phrases that begin a sentence or after one long one. A prepositional phrase is generally considered long if it contains five or more words. If an introductory prepositional phrase is short (less than five words), a comma is not required, but it is not incorrect to use one.

Example 3: From the edge of the pond, the ducks walked into the yard.

This sentence begins with two prepositional phrases, *from the edge* and *of the pond*. A comma is needed at the end of the entire introductory phrase. (Be careful that you don't put a comma between the two prepositional phrases.)

Example 4: Toward the brightly-colored balloons, the child reached out.

Toward the brightly-colored balloons is a long prepositional phrase, so it should be followed by a comma.

