

# CHAPTER 5 PARTS OF SPEECH

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## NOUNS

In this lesson, you will learn about nouns. A noun is a word that names a person, place, thing, or idea. This lesson will cover (1) the role of nouns in sentences and (2) different types of nouns.

### Nouns and Their Role in Sentences

A **noun** names a person, place, thing, or idea.

Some examples of nouns are:

- Gandhi
- New Hampshire
- garden
- happiness

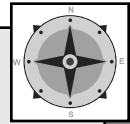
A noun's role in a sentence is as **subject** or **object**. A subject is the part of the sentence that does something, whereas the object is the thing that something is done to. In simple terms, the subject acts, and the object is acted upon.

**Look for the nouns in these sentences.**

1. The Louvre is stunning. (subject noun: The Louvre)
2. Marco ate dinner with Sara and Petra. (subject noun: Marco; object nouns: dinner, Sara, Petra)
3. Honesty is the best policy. (subject noun: honesty; object noun: policy)
4. After the election, we celebrated our new governor. (object nouns: governor, election)
5. I slept. (0 nouns)

#### KEEP IN MIND . . .

The subjects *I* and *we* in the two sentences to the left are pronouns, not nouns.



**Look for the nouns in these sentences.**

1. Mrs. Garcia makes a great pumpkin pie. (subject noun: Mrs. Garcia; object noun: pie)
2. We really need to water the garden. (object noun: garden)
3. Love is sweet. (subject noun: love)
4. Sam loves New York in the springtime. (subject noun: Sam; object nouns: New York, springtime)
5. Lin and her mother and father ate soup, fish, potatoes, and fruit for dinner. (subject nouns: Lin, mother, father; object nouns: soup, fish, potatoes, fruit, dinner)

Why isn't the word *pumpkin* a noun in the first sentence? *Pumpkin* is often a noun, but here it is used as an adjective that describes what kind of *pie*.

Why isn't the word *water* a noun in the second sentence? Here, *water* is an **action verb**. To *water the garden* is something we do.

How is the word *love* a noun in the third sentence and not in the fourth sentence? *Love* is a noun (thing) in sentence 3 and a verb (action) in the sentence 4.

How many nouns can a sentence contain? As long as the sentence remains grammatically correct, it can contain an unlimited number of nouns.

**BE CAREFUL!**

Words can change to serve different roles in different sentences. A word that is usually a noun can sometimes be used as an adjective or a verb. Determine a word's function in a sentence to be sure of its part of speech.



## Types of Nouns

### Singular and Plural Nouns

Nouns can be **singular** or **plural**. A noun is singular when there is only one. A noun is plural when there are two or more.

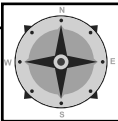
- The book has 650 pages.

*Book* is a singular noun. *Pages* is a plural noun.

Often, to make a noun plural, we add *-s* at the end of the word: *cat/cats*. This is a **regular** plural noun. Sometimes we make a word plural in another way: *child/children*. This is an **irregular** plural noun. Some plurals follow rules, while others do not. The most common rules are listed here:

**KEEP IN MIND . . .**

**Some nouns are countable**, and others are not. For example, we eat *three blueberries*, but we **do not** drink *three milks*. Instead, we drink *three glasses of milk* or *some milk*.



Singular noun	Plural noun	Rule for making plural
star	stars	for most words, add <i>-s</i>
box	boxes	for words that end in <i>-j, -s, -x, -z, -ch</i> or <i>-sh</i> , add <i>-es</i>
baby	babies	for words that end in <i>-y</i> , change <i>-y</i> to <i>-i</i> and add <i>-es</i>
woman	women	irregular
foot	feet	irregular

### Common and Proper Nouns

**Common nouns** are general words, and they are written in lowercase. **Proper nouns** are specific names, and they begin with an uppercase letter.

Examples:

Common noun	Proper noun
ocean	Baltic Sea
dentist	Dr. Marx
company	Honda
park	Yosemite National Park

## Concrete and Abstract Nouns

**Concrete nouns** are people, places, or things that physically exist. We can use our senses to see or hear them. *Turtle*, *spreadsheet*, and *Australia* are concrete nouns.

**Abstract nouns** are ideas, qualities, or feelings that we cannot see and that might be harder to describe. *Beauty*, *childhood*, *energy*, *envy*, *generosity*, *happiness*, *patience*, *pride*, *trust*, *truth*, and *victory* are abstract nouns.

Some words can be either concrete or abstract nouns. For example, the concept of *art* is abstract, but *art* that we see and touch is concrete.

- We talked about *art*. (abstract)
- She showed me the *art* she had created in class. (concrete)

## Let's Review!

- A noun is a person, place, thing, or idea.
- A noun's function in a sentence is as subject or object.
- Common nouns are general words, while proper nouns are specific names.
- Nouns can be concrete or abstract.

# PRONOUNS

A pronoun is a word that takes the place of or refers to a specific noun. This lesson will cover (1) the role of pronouns in sentences and (2) the purpose of pronouns.

## Pronouns and Their Role in Sentences

A **pronoun** takes the place of a noun or refers to a specific noun.

### Subject, Object, and Possessive Pronouns

A pronoun's role in a sentence is as **subject**, **object**, or **possessive**.

Subject Pronouns	Object Pronouns	Possessive Pronouns
I	me	my, mine
you	you	your, yours
he	her	his
she	him	her, hers
it	it	its
we	us	ours
they	them	their, theirs

In simple sentences, subject pronouns come before the verb, object pronouns come after the verb, and possessive pronouns show ownership.

Look at the pronouns in these examples:

- She forgot her coat. (subject: she; possessive: her)
- I lent her mine. (subject: I; object: her; possessive: mine)
- She left it at school. (subject: she; object: it)
- I had to go and get it the next day. (subject: I; object: it)
- I will never lend her something of mine again! (subject: I; object: her; possessive: mine)

#### BE CAREFUL!

It is easy to make a mistake when you have multiple words in the role of subject or object.



Correct	Incorrect	Why?
<i>John and I</i> went out.	<i>John and me</i> went out.	<i>John and I</i> is a subject. <i>I</i> is a subject pronoun; <i>me</i> is not.
Johan took <i>Sam and me</i> to the show.	Johan took <i>Sam and I</i> to the show.	<i>Sam and me</i> is an object. <i>Me</i> is an object pronoun; <i>I</i> is not.

## Relative Pronouns

**Relative pronouns** connect a clause to a noun or pronoun.

These are some relative pronouns:

who, whom, whoever, whose, that, which

- Steve Jobs, *who founded Apple*, changed the way people use technology.

The pronoun *who* introduces a clause that gives more information about Steve Jobs.

- This is the movie *that Emily told us to see*.

The pronoun *that* introduces a clause that gives more information about the movie.

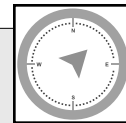
## Other Pronouns

Some other pronouns are:

this, that, what, anyone, everything, something

### DID YOU KNOW?

Pronouns can sometimes refer to general or unspecified things.



Look for the pronouns in these sentences.

- What is that?
- There is something over there!
- Does anyone have a pen?

## Pronouns and Their Purpose

The purpose of a pronoun is to replace a noun. Note the use of the pronoun *their* in the heading of this section. If we did not have pronouns, we would have to call this section *Pronouns and Pronouns' Purpose*.

### What Is an Antecedent?

A pronoun in a sentence refers to a specific noun, and this noun called the **antecedent**.

- John Hancock signed the Declaration of Independence. He signed it in 1776.

The antecedent for *he* is John Hancock.

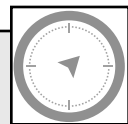
The antecedent for *it* is the Declaration of Independence.

### BE CAREFUL!

Look out for unclear antecedents, such as in this sentence:

- Take the furniture out of the room and paint *it*.

What needs to be painted, the furniture or the room?



Find the pronouns in the following sentence. Then identify the antecedent for each pronoun.

Erin had an idea *that she* suggested to Antonio: "I'll help *you* with *your* math homework if *you* help *me* with *my* writing assignment."

Pronoun	Antecedent
that	idea
she	Erin
I	Erin
you	Antonio
your	Antonio's
you	Antonio
me	Erin
my	Erin's

### What Is Antecedent Agreement?

A pronoun must agree in **gender** and **number** with the antecedent it refers to. For example:

- Singular pronouns *I, you, he, she, and it* replace singular nouns.
- Plural pronouns *you, we, and they* replace plural nouns.
- Pronouns *he, she, and it* replace masculine, feminine, or neutral nouns.

Correct	Incorrect	Why?
Students should do <u>their</u> homework every night.	A student should do <u>their</u> homework every night.	The pronoun <i>their</i> is plural, so it must refer to a plural noun such as <i>students</i> .
When an employee is sick, <u>he or she</u> should call the office.	When an employee is sick, <u>they</u> should call the office.	The pronoun <i>they</i> is plural, so it must refer to a plural noun. <i>Employee</i> is not a plural noun.

### Let's Review!

- A pronoun takes the place of or refers to a noun.
- The role of pronouns in sentences is as subject, object, or possessive.
- A pronoun must agree in number and gender with the noun it refers to.

# ADJECTIVES AND ADVERBS

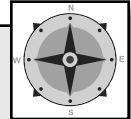
An **adjective** is a word that describes a noun or a pronoun. An **adverb** is a word that describes a verb, an adjective, or another adverb.

## Adjectives

An **adjective** describes, modifies, or tells us more about a **noun** or a **pronoun**. Colors, numbers, and descriptive words such as *healthy*, *good*, and *sharp* are adjectives.

### KEEP IN MIND . . .

Adjectives typically come **before the noun** in English. However, with **linking verbs** (non-action verbs such as *be*, *seem*, *look*), the adjective may come **after the verb** instead. Think of it like this: a linking verb **links** the adjective to the noun or pronoun.



Look for the adjectives in the following sentences:

	Adjective	Noun or pronoun it describes
I rode the blue bike.	blue	bike
It was a long trip.	long	trip
Bring two pencils for the exam.	two	pencils
The box is brown.	brown	box
She looked beautiful.	beautiful	she
That's great!	great	that

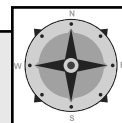
Multiple adjectives can be used in a sentence, as can multiple nouns. Look at these examples:

	Adjectives	Noun or pronoun it describes
The six girls were happy, healthy, and rested after their long beach vacation.	six, happy, healthy, rested; long, beach	girls; vacation
Leo has a good job, but he is applying for a better one.	good; better	job; one

### KEEP IN MIND . . .

Note comparative and superlative forms of adjectives, such as:

fast, faster, fastest  
 far, farther, farthest  
 good, better, best  
 bad, worse, worst



## Articles: *A, An, The*

**Articles** are a unique part of speech, but they work like adjectives. An article tells more about a noun. *A* and *an* are **indefinite** articles. Use *a* before a singular **general** noun. Use *an* before a singular general noun that begins with a vowel.

*The* is a **definite** article. Use *the* before a singular or plural **specific** noun.

Look at how articles are used in the following sentences:

- I need *a* pencil to take *the* exam. (any pencil; specific exam)
- Is there *a* zoo in town? (any zoo)
- Let's go to *the* zoo today. (specific zoo)
- Can you get me *a* glass of milk? (any glass)
- Would you bring me *the* glass that's over there? (specific glass)

## Adverbs

An **adverb** describes, modifies, or tells us more about a **verb**, an **adjective**, or another **adverb**. Many adverbs end in *-ly*. Often, adverbs tell when, where, or how something happened. Words such as *slowly*, *very*, and *yesterday* are adverbs.

### Adverbs that Describe Verbs

Adverbs that describe verbs tell something more about the action.

Look for the adverbs in these sentences:

	Adverb	Verb it describes
They walked quickly.	quickly	walked
She disapproved somewhat of his actions, but she completely understood them.	somewhat; completely	disapproved; understood
The boys will go inside if it rains heavily.	inside; heavily	go; rains

### Adverbs that Describe Adjectives

Adverbs that describe adjectives often add intensity to the adjective. Words like *quite*, *more*, and *always* are adverbs.

Look for the adverbs in these sentences:

	Adverb	Adjective it describes
The giraffe is very tall.	very	tall
Do you think that you are more intelligent than them?	more	intelligent
If it's really loud, we can make the volume slightly lower.	really; slightly	loud; lower



## Adverbs that Describe Other Adverbs

Adverbs that describe adverbs often add intensity to the adverb.

Look for the adverbs in these sentences:

	Adverb	Adverb it describes
The mouse moved too quickly for us to catch it.	too	quickly
This store is almost never open.	almost	never
Those women are quite fashionably dressed.	quite	fashionably

## Adjectives vs. Adverbs

Not sure whether a word is an adjective or an adverb? Look at these examples.

	Adjective	Adverb	Explanation
fast	You're a <i>fast</i> driver.	You drove <i>fast</i> .	The adjective <i>fast</i> describes <i>driver</i> (noun); the adverb <i>fast</i> describes <i>drove</i> (verb).
early	I don't like <i>early</i> mornings!	Try to arrive <i>early</i> .	The adjective <i>early</i> describes <i>mornings</i> (noun); the adverb <i>early</i> describes <i>arrive</i> (verb).
good/well	They did <i>good</i> work together.	They worked <i>well</i> together.	The adjective <i>good</i> describes <i>work</i> (noun); the adverb <i>well</i> describes <i>worked</i> (verb).
bad/badly	The dog is <i>bad</i> .	The dog behaves <i>badly</i> .	The adjective <i>bad</i> describes <i>dog</i> (noun); the adverb <i>badly</i> describes <i>behaves</i> (verb).

## Let's Review!

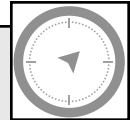
- An **adjective** describes, modifies, or tells us more about a **noun** or a **pronoun**.
- An **adverb** describes, modifies, or tells us more about a **verb**, an **adjective**, or another **adverb**.

### BE CAREFUL!

When an adverb ends in *-ly*, add *more* or *most* to make comparisons.

**Correct:** The car moved *more slowly*.

**Incorrect:** The car moved *slower*.



# CONJUNCTIONS AND PREPOSITIONS

A **conjunction** is a connector word; it connects words, phrases, or clauses in a sentence. A **preposition** is a relationship word; it shows the relationship between two nearby words.

## Conjunctions

A **conjunction** connects words, phrases, or clauses.

*And, so, and or* are conjunctions.

### Types of Conjunctions

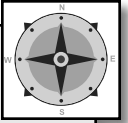
- **Coordinating** conjunctions connect two words, phrases, or independent clauses. The full list of coordinating conjunctions is: *and, or, but, so, for, nor, yet*.
- **Subordinating** conjunctions connect a main (independent) clause and a dependent clause. The conjunction may show a relationship or time order for the two clauses. Some subordinating conjunctions are: *after, as soon as, once, if, even though, unless*.
- **Correlative** conjunctions are pairs of conjunctions that work together to connect two words or phrases. Some correlative conjunctions are: *either/or, neither/nor, as/as*.

#### KEEP IN MIND . . .

A clause is a phrase that has a subject and a verb.

Some clauses are **independent**. An independent clause can stand alone.

Some clauses are **dependent**. A dependent clause relies on another clause in order to make sense.



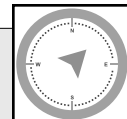
Example	Conjunction	What it is connecting
<i>Verdi, Mozart, and Wagner</i> are famous opera composers.	and	three nouns
Would you like <i>angel food cake, chocolate lava cake, or banana cream pie</i> for dessert?	or	three noun phrases
<i>I took the bus to work, but I walked home.</i>	but	two independent clauses
<i>It was noisy at home, so we went to the library.</i>	so	two independent clauses
<i>They have to clean the house before the realtor shows it.</i>	before	a main clause and a dependent clause
Use <b>either hers or mine</b> .	either/or	two pronouns
<b>After everyone leaves</b> , make sure you lock up.	after	a main clause and a dependent clause
I'd <b>rather fly than take the train</b> .	rather/than	two verb phrases
<b>As soon as they announced the winning number</b> , she looked at her ticket and shouted, "Whoopie!"	as soon as	a main clause and a dependent clause

#### DID YOU KNOW?

In the last example above, "*Whoopie!*" is an interjection. An **interjection** is a short phrase or clause that communicates emotion.

Some other interjections are:

- *Way to go!*
- *Yuck.*
- *Hooray!*
- *Holy cow!*
- *Oops!*

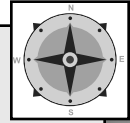


# Prepositions

A **preposition** shows the relationship between two nearby words. Prepositions help to tell information such as direction, location, and time. *To*, *for*, and *with* are prepositions.

## KEEP IN MIND . . .

Some prepositions are more than one word. *On top of* and *instead of* are prepositions.



Example	Preposition	What it tells us
The desk is in the classroom.	in	location
We'll meet you at 6:00.	at	time
We'll meet you at the museum.	at	place
The book is on top of the desk.	on top of	location

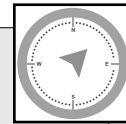
## Prepositional Phrases

A preposition must be followed by an **object of the preposition**. This can be a noun or something that serves as a noun, such as a pronoun or a gerund.

### DID YOU KNOW?

A gerund is the *-ing* form a verb that serves as a noun. *Hiking* is a gerund in this sentence:

I wear these shoes for *hiking*.



A **prepositional phrase** is a preposition plus the object that follows it.

Look for the prepositional phrases in the following examples. Note that a sentence can have more than one prepositional phrase.

Example	Preposition	Object of the preposition
The tiny country won the war <i>against all odds</i> .	against	all odds
Look <i>at us</i> !	at	us
Why don't we go swimming <i>instead of sweating in this heat</i> ?	instead of; in	sweating; this heat
Aunt Tea kept the trophy <i>on a shelf of the cabinet between the sofas in the living room</i> .	on; of; between; in	a shelf; the cabinet; the sofas; the living room



**BE CAREFUL!**

Sometimes a word looks like a preposition but is actually part of the verb. In this case, the verb is called a phrasal verb, and the preposition-like word is called a particle. Here is an example:

- *Turn on* the light. (*Turn on* has a meaning of its own; it is a phrasal verb. *On* is a particle here, rather than a preposition.)
- Turn *on that street*. (*On that street* shows location; it is a prepositional phrase. *On* is a preposition here.)

**Let's Review!**

- A **conjunction** connects words, phrases, or clauses. *And*, *so*, and *or* are conjunctions.
- A **preposition** shows the relationship between two nearby words. *To*, *for*, and *with* are prepositions.
- A **prepositional phrase** includes a preposition plus the object of the preposition.

# VERBS AND VERB TENSES

A **verb** is a word that describes a **physical or mental action** or a **state of being**. This lesson will cover the role of verbs in sentences, verb forms and tenses, and helping verbs.

## The Role of Verbs in Sentences

A verb describes an action or a state of being. A complete sentence must have at least one verb.

Verbs have different tenses, which show time.

### Verb Forms

Each verb has three primary forms. The **base form** is used for simple present tense, and the **past form** is used for simple past tense. The **participle form** is used for more complicated time situations. Participle form verbs are accompanied by a helping verb.

Base Form	Past Form	Participle Form
end	ended	ended
jump	jumped	jumped
explain	explained	explained
eat	ate	eaten
take	took	taken
go	went	gone
come	came	come

Some verbs are **regular**. To make the **past** or **participle** form of a regular verb, we just add *-ed*. However, many verbs that we commonly use are **irregular**. We need to memorize the forms for these verbs.

In the chart above, *end*, *jump*, and *explain* are regular verbs. *Eat*, *take*, *go*, and *come* are irregular.

### Using Verbs

A simple sentence has a **subject** and a **verb**. The subject tells us who or what, and the verb tells us the action or state.

Example	Subject	Verb	Explanation/Time
They ate breakfast together yesterday.	They	ate	<i>happened yesterday</i>
I walk to school.	I	walk	<i>happens regularly</i>
We went to California last year.	We	went	<i>happened last year</i>
She seems really tired.	She	seems	<i>how she seems right now</i>
The teacher is sad.	teacher	is	<i>her state right now</i>

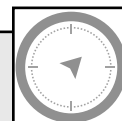
You can see from the examples in this chart that **past tense verbs** are used for a time in the past, and **present tense verbs** are used for something that happens regularly or for a state or condition right now.

Often a sentence has more than one verb. If it has a connector word or more than one subject, it can have more than one verb.

- The two cousins live, work, and vacation together. (3 verbs)
- The girls planned by phone, and then they met at the movies. (2 verbs)

### BE CAREFUL!

When you have more than one verb in a sentence, make sure both verb tenses are correct.



## Helping Verbs and Progressive and Perfect Tenses

### Helping Verbs

A **helping verb** is a supporting verb that accompanies a main verb.

Questions, negative sentences, and certain time situations require helping verbs.

forms of helping verb "to be"	forms of helping verb "to have"	forms of helping verb "to do"	some modals (used like helping verbs)
am, are, is, was, were, be, being, been	have, has, had, having	do, does, did, doing	will, would, can, could, must, might, should

Here are examples of helping verbs in questions and negatives.

- Where *is* he *going*?
- *Did* they *win*?
- I *don't want* that.
- The boys *can't* go.

### Progressive and Perfect Tenses

Helping verbs accompany main verbs in certain time situations, such as when an action is or was ongoing, or when two actions overlap in time. To form these tenses, we use a **helping verb** with the **base form plus -ing** or with the **participle form** of the main verb.

The **progressive tense** is used for an action that is or was ongoing. It takes base form of the main verb plus *-ing*.

Example sentence	Tense	Explanation/Time
I <u>am taking</u> French this semester.	Present progressive	<i>happening now, over a continuous period of time</i>
I <u>was working</u> when you stopped by.	Past progressive	<i>happened over a continuous period of time in the past</i>

The **perfect tense** is used to cover two time periods. It takes the *participle* form of the main verb.

Example sentence	Tense	Explanation/Time
I <u>have lived</u> here for three years.	Present perfect	<i>started in the past and continues to present</i>
I <u>had finished</u> half of my homework when my computer stopped working.	Past perfect	<i>started and finished in the past, overlapping in time with another action</i>

Sometimes we use both the **progressive** and **perfect** tenses together.

Example sentence	Tense	Explanation/Time
I <u>have been walking</u> for hours!	Present perfect progressive	<i>started in the past, took place for a period of time, and continues to present</i>
She <u>had been asking</u> for a raise for months before she finally received one.	Past perfect progressive	<i>started in the past, took place for a period of time, and ended</i>

## Let's Review!

- A verb describes an action or state of being.
- Each verb has three primary forms: base form, past form, and participle form.
- Verbs have different tenses, which are used to show time.
- Helping verbs are used in questions, negative sentences, and to form progressive and perfect tenses.

# CHAPTER 5 PARTS OF SPEECH

## PRACTICE QUIZ 1

1. Select the part of speech of the underlined word in the following sentence.

She did quite well on the exam.

- A. Noun                                      C. Adjective  
B. Adverb                                     D. Preposition

2. Select the noun that the underlined adjectives describe.

Two weeks after his surgery, Henry felt strong and healthy.

- A. weeks                                      C. surgery  
B. his     D. Henry

3. Which word is an adverb that describes the underlined verb?

The man spoke to us wisely.

- A. man                                         C. us  
B. to    D. wisely

4. Identify the conjunction in the following sentence.

He is sick, yet he came to work.

- A. is    C. came  
B. yet     D. to

5. Which is not a prepositional phrase?

Keep me informed about the status of the problem throughout the day.

- A. Keep me informed  
B. about the status  
C. of the problem  
D. throughout the day

6. How many prepositions are in the following sentence?

The athletes traveled from Boston to Dallas for the competition.

- A. 0    C. 2  
B. 1    D. 3

7. Which words in the following sentence are proper nouns?

Matthew had a meeting with his supervisor on Tuesday.

- A. Matthew, meeting  
B. Matthew, Tuesday  
C. meeting, supervisor  
D. supervisor, Tuesday

8. How many plural nouns are in the following sentence?

Marie's father's appendix was taken out.

- A. 0    C. 2  
B. 1    D. 3

9. Which of the following words is an abstract noun?

- A. Car    C. Ruler  
B. Tent     D. Health

10. Which word in the following sentence is a pronoun?

To whom should the applicant address the letter?

- A. To    C. whom  
B. the     D. should



11. Which pronoun correctly completes the following sentence?

Nigel introduced Van and \_\_\_\_ to the new administrator.

- A. I                                      C. she  
B. me                                      D. they

12. Select the noun to which the underlined pronoun refers.

Greta Garbo, who performed in both silent and talking pictures, is my favorite actress.

- A. actress                              C. performed  
B. pictures                              D. Greta Garbo

13. How many verbs are in the following sentence?

They toured the art museum and saw the conservatory.

- A. 0                                      C. 2  
B. 1                                      D. 3

14. Which word in the following sentence is a helping verb?

They did not ask for our help.

- A. did                                      C. for  
B. ask                                      D. our

15. Select the correct verb form to complete the following sentence.

William didn't think he would enjoy the musical, but he \_\_\_\_.

- A. do                                      C. liked  
B. did                                      D. would

# CHAPTER 5 PARTS OF SPEECH

## PRACTICE QUIZ 1 – ANSWER KEY

1. B. *Quite* is an adverb that describes the adverb *well*. See Lesson: Adjectives and Adverbs.
2. D. These adjectives describe *Henry*. See Lesson: Adjectives and Adverbs.
3. D. *Wisely* is an adverb that describes the verb *spoke*. See Lesson: Adjectives and Adverbs.
4. B. *Yet* is a conjunction. See Lesson: Conjunctions and Prepositions.
5. A. *Keep me informed* does not contain a preposition. *About*, *of*, and *throughout* are prepositions. See Lesson: Conjunctions and Prepositions.
6. D. *From*, *to*, and *for* are prepositions. See Lesson: Conjunctions and Prepositions.
7. B. *Matthew* and *Tuesday* are proper nouns. See Lesson: Nouns.
8. A. *Marie's* and *father's* are possessive; neither is plural. *Appendix* is a singular noun. See Lesson: Nouns.
9. D. *Health* is an abstract noun; it does not physically exist. See Lesson: Nouns.
10. C. *Whom* is a pronoun. See Lesson: Pronouns.
11. B. An object pronoun must be used here. See Lesson: Pronouns.
12. D. *Who* is a relative pronoun that refers to the subject *Greta Garbo*. See Lesson: Pronouns.
13. C. *Toured* and *saw* are verbs. See Lesson: Verbs and Verb Tenses.
14. A. *Did* is a helping verb; *ask* is the main verb. See Lesson: Verbs and Verb Tenses.
15. B. *Did* can be used here, for a shortened form of *did enjoy it*. See Lesson: Verbs and Verb Tenses.