

Parts of Speech

Noun

A noun is a word used to name a person, place, thing, or idea

Proper Noun: names a particular person, place or thing; they are always capitalized.

- Sam
- Pennsylvania
- Europe

Common Noun: does not name a particular person, place or thing; they are not capitalized.

- boy
- state
- continent

Abstract Noun: names a quality, a characteristic, or an idea that cannot be perceived by the senses.

- beauty
- love
- hope

Concrete Noun: names a quality, a characteristic, or an idea that can be perceived by the senses.

- hat
- whisper
- desk

Collective Noun: names a group

- jury
- class
- family

Compound Noun: a noun of more than one word

- boy scout
- Citizens Bank Park
- high school
-

A **countable noun** (or **count noun**) is a noun with both a singular and a plural form, and it names anything (or anyone) that you can *count*.

- A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count, such as, *oxygen, furniture* or *gravel*.

Functions of nouns:

1. **Subject** - noun which does the action in a clause or sentence:

Example: **Jack** broke the door.

2. **Object** - noun which receives the action in a sentence:

Example: Jack broke the **door**

3. **Indirect object** - an object that sends the verb's action on the way to the direct object. It is always first:

Example: I gave **Annie** the book.

4. **Direct object** - the last noun to receive the action of the verb. It always comes after an indirect object:

Example: I gave Annie **the book**.

5. **Object of preposition** - any noun, pronoun, or gerund that comes after a preposition:

Example: to the **store**.

Example: in the **pool**.

6. **Predicate nominative** - any noun or gerund that follows a linking verb:

Example: Annie is a **queen**.

Example: My favorite activity is **swimming**.

Exercise: Underline the nouns in the following sentences and identify them by writing one or more of the abbreviations shown below above the noun you underlined.

Proper Noun – PN

Collective Noun – Coll

Common Noun – CN

Compound Noun – Cpd

Abstract Noun – AN

1. Last summer our family drove to Chicago in our new van.
2. Because of their intelligence and athletic ability, Karen Cornell and Leonard Johnson were named “Scholar Athletes.”
3. In one afternoon the crew repaired eleven helicopters.
4. We purchased tomatoes, lettuce, and corn grown by local farmers.
5. Congress debated the merits of a tax bill late into the night.
6. My hope is to visit every state in the United States.
7. When they saw the beauty of the snow-capped Rocky Mountains, the hikers paused and silently enjoyed the scene.
8. Her valuable experience as last year’s class treasurer convinced a majority of the students to vote for her for class president.
9. Blunt honesty, quick wit, and fierce loyalty are the qualities I most admire in Huck Finn.
10. The crowd roared enthusiastically as Chip sank the wining basket just one second before time ran out.

Pronouns

A pronoun is a word used in place of a noun or more than one noun.

We use pronouns to:

- Refer to a noun (called its antecedent) that usually comes before the pronoun
- Make our writing clearer, smoother, and less awkward

In the sentence, "Roberto feels that he can win the race," *he* is the pronoun, and *Roberto* is the antecedent.

In the sentence, "Terry and Jim know that they are best friends," *they* is the pronoun, and *Terry* and *Jim* are the noun antecedents.

Pronouns are classified as *personal*, *reflexive*, *intensive*, *relative*, *interrogative*, *demonstrative*, or *indefinite*.

Personal pronouns refer to people and things.

| <i>Personal Pronouns</i> | | <i>Possessive Forms of Personal Pronouns</i> | |
|--------------------------|---------------|--|---------------|
| Singular | Plural | Singular | Plural |
| I, me | we, us | my, mine | our, ours |
| you | you | your, yours | your, yours |
| he, him, she, her, it | they, them | his, her, hers, its | their, theirs |

Some of the possessive *forms* – *my*, *your*, *his*, *her*, *its*, *our*, *their* – are used before a noun in the same way that adjectives are used to limit the meaning of a noun: *my* parents, *your* home, *her* coat, etc. They are possessive pronouns functioning as adjectives. These words are called pronouns or possessive adjectives.

| <i>Reflexive and Intensive Pronouns</i> | |
|---|---------------|
| Singular | Plural |
| myself | ourselves |
| yourself | yourselves |
| himself, herself, itself | themselves |

Reflexive or intensive pronouns are unique because we only use them to describe what a person does to himself (or herself, etc.)

Personal pronouns combined with *-self*, *-selves* may be used in two ways:

1. They may be used *reflexively*.
Miranda explained **herself**.
2. They may be used *intensively* for emphasis.
Miranda **herself** made the explanation.

| <i>Relative Pronouns</i> | |
|--------------------------|-------|
| who | that |
| whom | whose |
| which | |

A relative **pronoun** is one which is used to refer to **nouns** mentioned previously, whether they are people, places, things, animals, or ideas. Relative pronouns can be used to join two sentences.

1. Ex: The cyclist *who* won the race trained hard.

Joining two clauses using relative pronouns who and that.

Examples:

The man is a visitor of a patient. He is dressed like a doctor.

The man **who** is dressed like a doctor is a visitor of a patient.

She bought a pair of running shoes. She could use it for jogging.

She bought a pair of running shoes **that** she could use for jogging.

Interrogative pronouns

Interrogative Pronouns

| | |
|-------|-------|
| who | what |
| whom | whose |
| which | |

An **interrogative pronoun** is used to ask a question. These pronouns are *which, who, whom, and whose*.

Ex: **Who** borrowed my pen?

Which do you prefer?

Demonstrative Pronouns

| | |
|-------|-------|
| this | that |
| these | those |

Demonstrative pronouns are used to point out persons or things. These words are only pronouns when they fully replace nouns. If they describe a noun, they are not pronouns; they are adjectives. Pronouns stand alone.

Ex: **That** is an excellent question.

This is the correct answer.

Most Commonly Used Indefinite Pronouns

| | | | | | | | |
|---------|---------|-----------|----------|---------|--------|---------|----------|
| all | anybody | each | everyone | most | none | other | somebody |
| another | anyone | either | few | neither | no one | several | someone |
| any | both | everybody | many | nobody | one | some | such |

Pronouns that do not usually refer to a specific antecedent are called *indefinite pronouns*. Most indefinite pronouns express the idea of quantity: *all, few, none*.

Ex: **Most** of the members have voted.

Everyone favors a weekly meeting.

Exercise 1: Underline the pronouns in the following sentences.

1. Last year our school gave two photography courses, neither of which had been offered before.
2. The course that I took dealt with the ways in which people perceive their environment.
3. Most of us block out our everyday surroundings.
4. You can prove to yourselves how blind all of us become to our surroundings.

5. Which of you, upon returning home from a trip, suddenly notices how different all of the rooms look to you?
6. Some of your possessions may look unfamiliar to you, and a few of them may seem totally alien.
7. Eventually your house takes on its familiar appearance again.
8. Each of us can regain the ability to see freshly if we make full use of our sense of sight.
9. We must see the objects themselves as shapes instead of thinking about their function.

Exercise 2: In each of the following sentences, underline the pronoun. Identify each by writing above it **DEM** for *demonstrative*, **INT** for *interrogative*, or **REL** for *relative*.

1. Tom is the person that Cheryl had in mind for the job.
2. Those will do quite nicely.
3. Neil is the student whose photograph was in the paper during the science fair.
4. Which of the flowers would work best on the homecoming float?
5. This is the song performed by the choir in last night's performance.

EXERCISE 3: Underline each intensive and reflexive pronoun in the following sentences. Then, above the word, identify each underlined pronoun as *intensive* or *reflexive*.

1. He poured himself a glass of milk.
2. Somebody said that Terry designed all of the costumes herself.
3. You take care of yourself, okay?
4. The cat pulled itself up the side of the sofa.
5. The homeowners painted their house themselves.

Adjective

An adjective is used to modify a noun or pronoun.

Adjectives may modify nouns or pronouns in any one of three different ways:

1. By telling what kind: **green** apples, **small** car
2. By pointing out which one: **this** woman, **that** play
3. By telling how many: **some** birds, **two** squirrels
4. By telling whose: **their** lives, **mother's** blanket

Predicate Adjective:

A **predicate adjective** is separated from the word it modifies by a verb.

1. Deborah is **practical**.
2. His lunch tasted **delicious**.

Articles:

The most frequently used adjectives are the indefinite articles **a** and **an** and the definite article **the**.

1. **A** book fell on **the** floor.
2. **The** boy ate **an** orange.

Same Word as an Adjective and as a Pronoun

| | | | | | |
|---------|---------|------|---------|------|--------|
| all | another | any | both | each | either |
| few | many | more | neither | one | other |
| several | some | that | these | this | those |
| what | which | | | | |

Adjective: **These** books are overdue.

Pronoun: **These** are overdue.

Adjective: We chose **neither** candidate.

Pronoun: We chose **neither**.

Exercise 1: Underline the adjectives in the following sentences and circle the word each adjective modifies.

1. The old house had been empty for several years.
2. The second team played during the last quarter.
3. The new coach seems pleasant and competent.
4. The old elephant was suffering from a bad toothache. The enormous jet can not land at the regular airport.
5. A magnetic field surrounds the entire earth.
6. The new atomic submarines are spacious and comfortable.
7. Many young Americans are making important scientific discoveries.
8. The two men in the other car seemed angry.
9. Most European students can speak the English language.

EXERCISE 2: Identify each underlined word in the following sentences by writing above it *P* for *pronoun* or *A* for *adjective*.

1. Many of the houses in this neighborhood were built by the same contractor.
2. The freshest fruits in the store are the apples and pears, which were picked only yesterday.
3. These are not the books I ordered.
4. A few days from now, we will be able to laugh about the situation.
5. Which play are we going to see?

6. Remember to seat those who come late at the back of the church.

7. Katya enjoys most movies, though she prefers comedies.

Verb

A verb is a word that expresses action or otherwise helps to make a statement.

Transitive and Intransitive Verbs

1. Transitive Verbs – Verbs that take an object – a noun or pronoun that explains *who* or *what* is affected by the action.
 - a. The rain **lashed** the *windows*. (*Windows* is the object of the transitive verb **lashed**.)
 - b. My cousin **bought** a new *car*. (*Car* is the object of the transitive verb **bought**.)
2. Intransitive Verbs – Verbs that express action without the use of an object.
 - a. The rain **fell**.
 - b. My cousin **drove**.
3. Some action verbs are only transitive (ignore, complete), while others are only intransitive (arrive, exist). Most verbs can be either.
 - a. The chorus **sang** a patriotic *song*. (Transitive)
 - b. The chorus **sang**. (Intransitive)

Linking Verbs

A **linking verb** is an intransitive verb that links the subject of the sentence to the *subject compliment* – a noun, a pronoun, or an adjective that describes or identifies the subject. The subject compliment usually answers the question *how*.

1. She **looks** *serious*. (How does she look? Serious.)
2. The trash **smells** *terrible*. (How does the trash smell? Terrible.)

Common Linking Verbs

| | | | | | |
|--------|--------|-------|------|-------|--------|
| appear | become | feel | grow | look | remain |
| seem | smell | sound | stay | taste | |

3. Many common linking verbs can also be used as action verbs.
 - a. The singer appeared nervous. (Linking – How does the singer appear? Nervous.)
 - b. The singer appeared on television. (Action)
4. In general, a verb is a linking verb if you can substitute some form of the verb seem for the linking verb.
 - a. The audience looked (seemed) sympathetic.
 - b. The singer gradually grew (seemed) more relaxed.

Helping Verb

A **helping verb, also called an auxiliary verb**, assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

Examples :

The members *are* going to the city tomorrow evening.

Are the members going to the city tomorrow evening?

That joke *has been* heard around the office.

Has that joke *been* heard around the office?

Common Helping Verbs

| | | | | |
|--------------|-----------------|--------------------------|----------------------------|------------------------|
| am | are | is | was | were |
| do | did | have | has | had |
| can | may | will (shall) be | will (shall) have | has (had) been |
| can (may) be | can (may) have | could (would, should) be | could (would, should) have | will (shall) have been |
| might have | might have been | must | must have | must have been |

Verbals: verb words that do non-verb jobs in certain cases

1. **Infinitive** – to + verb

Infinitives can act as the following:

- a. **nouns:** **To die** is a terrible thing (subject). I hate **to kill** (object).
- b. **adverbs:** He went to bed **to sleep**. (why he went to bed)
- c. **adjectives:** Mark was the first one **to win**. (which one)

2. **Participial Adjective** – a verb + *-ing*, *-ed*, *-en*, *-d*, or *-t* that acts like an adjective.

Example: The **broken** glass cut my hand

Example: The **depressed** girl went to her counselor for help.

3. **Gerund** – verb + *ing* that acts as a noun and can be a subject, object, object of preposition, or predicate noun:

Example: **Swimming** is fun. I like **swimming**.

Example: I think about **swimming**.

Exercise 1: In the following sentences, underline the main verb once and the helping verb or verbs twice. Some main verbs do not have a helping verb.

1. Mr. Okagi was working in his garden.
2. I have known Gabrielle for many years.
3. The Baxters are building a swimming pool in their backyard.
4. If you had been wearing the mask, I might not have recognized you.
5. Where did she say the ladder should go?
6. Some friends of Caitlin's are having a party next Saturday night.
7. Would you like an invitation?
8. Had I known about the concert earlier, I would have gone with you.

Exercise 2: Underline the verb in each sentence. Then, above the verb, write *AV* if the verb is an action verb or *LV* if it is a linking verb.

1. The crowd remained spellbound throughout the magician's performance.
2. Estelle turned the page of her science book.
3. Marcus should have arrived by now.
4. The solution to that problem remains a mystery to me.
5. I smell the aroma of a freshly mowed lawn.
6. The stone felt smooth and velvety.
7. The tomato turned red on the vine.

Exercise 3: Identify the verb in each of the following sentences and decide if it is transitive or intransitive. Draw a line under the verb, and then above it write *T* if it is *transitive* or *I* if it is *intransitive*.

1. In the 1700s, the British expelled thousands of Acadians from Canada.
2. Many of these Acadians moved to Louisiana.
3. In Louisiana the name "Acadian" evolved into "Cajun."
4. Cajun settlements spread across the southern part of Louisiana.
5. The paintings of Cajun artist George Rodrigue capture the flavor of Cajun life.

Adverb

An adverb is a word used to modify a verb, an adjective, or another adverb.

The adverb most commonly modifies a verb. It may tell *how*, **when**, where, or **to what extent** (how often or how much) the action of the verb is done.

1. She reads *quickly*. (*How* does she read? *Quickly*.)
2. She reads **early** and **late**. (**When** does she read? **Early** and **late**.)
3. She reads everywhere. (Where does she read? Everywhere.)
4. She reads **frequently**. (**How often** does she read? **Frequently**.)

An **adverb** may modify an *adjective*.

1. She is a **really** *intense* competitor. (**Really** modifies the adjective *intense*.)
2. He drives a **bright** *red* car. (**Bright** modifies the adjective *red*.)

An adverb may modify another adverb.

1. She skated **very** well. (The adverb **very** modifies the adverb well.)
2. My mother eats **really** quickly. (The adverb **really** modifies the adverb quickly.)

Common Adverbs that do not end in -ly

| | | | |
|---------|------------|-----------|-----------|
| again | even | now | somewhat |
| almost | ever | often | somewhere |
| alone | everywhere | outside | soon |
| already | here | quite | there |
| also | just | rather | too |
| always | late | seldom | very |
| away | never | so | yet |
| down | not | sometimes | |

Conjunctive adverb:

An adverb used to join two clauses - *however, consequently, thus, therefore, accordingly, also, besides, furthermore, hence, moreover, nevertheless, stil*

Example: James likes seafood; **however**, George hates it.

Notice that conjunctive adverbs must have a semi-colon (;), the conjunctive adverb, and then a comma (,).

Exercise: Underline the adverbs in the following sentences. Then, draw a line from each adverb to the word or words it modifies.

1. In the morning, the campers carefully built a fire and quickly began preparing breakfast.
2. The magician deftly pulled one colorful scarf after another from the hat.
3. The third baseman easily caught the pop fly.
4. Professor Losoya never had heard such a racket in his laboratory.
5. Yesterday I received an e-mail from my friend in Tokyo.
6. This very useful device will be a great addition to any household.
7. At the end of the recital, the audience applauded enthusiastically.
8. The extremely eager young actors gathered early at the door of the audition hall.
9. Will Cousin Bruce be arriving today or tomorrow?
10. Aunt Marta gave Carlie an uncommonly generous helping of mashed potatoes.
11. My father gives overly detailed directions.
12. The bus will leave for St. Louis early tomorrow

Preposition

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

A preposition, its object, and any modifiers of the object form a *prepositional phrase*.

EXAMPLE The expedition traveled **to a foreign land**. [The preposition *to* shows the relationship of *land*, the object of the preposition, to *traveled*.]

A preposition that consists of two or more words is called a *compound preposition*.

EXAMPLE:

I'll take the red one **instead of** the blue one.

Preposition or Adverb?

Some words may be used as either prepositions or adverbs. Remember that an adverb is a modifier and does not have an object.

ADVERB When they reached the bridge, they marched **across**.

PREPOSITION They marched **across** the bridge.

ADVERB May I come **along**?

PREPOSITION I followed her **along** the path.

Commonly Used Prepositions

| | | | | | |
|------------|---------|------------|---------|------------|---------|
| about | above | across | after | against | along |
| amid | among | around | at | before | behind |
| below | beneath | beside | besides | between | beyond |
| but | by | concerning | down | during | except |
| for | from | in | into | like | of |
| off | on | over | past | since | through |
| throughout | to | toward | under | underneath | until |
| unto | up | upon | with | within | without |

Exercise

Underline the prepositional phrases in the following sentences and circle the prepositions.

1. In 1519, Hernando Cortés led an expedition to Mexico.
2. Under his command were 508 soldiers and 110 sailors.
3. After a long voyage he reached Mexico, where a mighty empire had been established by the Aztecs.
4. According to historians, Cortés and his small army had trouble seizing control of the empire because of the Aztecs' sophisticated military organization.
5. However, with the help of many enemies of the Aztecs, Cortés conquered the Aztec empire in 1521.
6. Cortés gathered his troops and dismantled every ship except one.
7. **He then marched toward the Aztec capital, Tenochtitlan.**

Exercise

Identify the underlined word in each of the following sentences by writing above it either *PREP* for *preposition* or *ADV* for *adverb*.

1. You knocked my hat off!
2. It rolled under the porch.
3. There are all sorts of bugs underneath.
4. We were happy that Sam decided to come along.
5. I am going inside to tell everyone what you did.
6. Go ahead.
7. That hat never fit on my head very well, anyway.
8. Will your hand fit through there?

Conjunctions

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

There are three kinds of conjunctions: coordinating conjunctions, correlative conjunctions, and subordinating conjunctions.

1. *Coordinating Conjunctions* are sometimes called “joining words.” Use the acronym FANBOYS (for, and, nor, but, or, yet, so) to remember them.

I know you want to go out with your friends, but you need to clean your room first.

2. *Correlative Conjunctions* are always used in pairs

either .. .or neither ... nor both ... and not only ... but whether ... or
(also)

These shirts are available not only in small sizes but also in large sizes.

3. *Subordinating Conjunctions* are used to introduce a subordinate (dependent) clause. A subordinating conjunction does not always come between the sentence parts that it joins; it may come at the beginning of the sentence.

| | | | | | | |
|----------|------------|-------------|---------------|--------|--------|-------|
| after | as much as | how | in order that | than | unless | where |
| although | because | if | provided | that | until | while |
| as | before | inasmuch as | since | though | when | |

In the following sentences, the *subordinate (dependent) clauses* are *italicized*, and the **subordinating conjunctions** are in **bold**.

The computer is even better **than** *we had anticipated*. **Since** *you cannot help me*, I will do it myself.

Directions: Underline the conjunction in the following sentences and identify them by writing one or more of the abbreviations shown below above the conjunction you underlined.

**Coordinating Conjunctions –
Coordinating**

**Correlative Conjunctions –
Correlative**

**Subordinating Conjunctions –
SC**

SC

Correlative Correlative Coordinating

Ex. Since both cars are available, we can use either the Honda or the Toyota, and we can drive to the shore.

1. Our old car needs either a valve job or a new engine.
2. Before you write your paper, you must submit an outline.
3. I don't know whether I'll take physics or economics next year.
4. Marissa excels not only as a swimmer but also as a musician.
5. After I had read the novel *The Return of the Native*, I became a Thomas Hardy fan.
6. Workers here pay city, state, and federal income taxes.
7. Because the Tsang family had installed a smoke detector in their house, their lives were saved.

8. Both Mike and Sue work at the same supermarket.
9. Are you going to the movies or not?
10. When I looked in my wallet, I was amazed to find five dollars.

Interjection

An **interjection** is a word that expresses emotion and has no grammatical relation to other words in the sentence

Oh! My goodness! Ah! Ouch! Hey! Wow!

Parts of Speech Exercise

On the line to the left of the sentence, write the word that is the part of speech indicated in parenthesis.

1.(preposition) He walked around the corner.
2. (pronoun) Paul hopes that she will sing with the choir.
3. (pronoun) Can Jerry help him with the science project?
4. (noun) Have you seen the eraser?
5.(noun) The lock was stuck.
6.cream noun) She purchased the ice cream with him.
7. (adjective) Older people tire more easily.
- 8..... (adjective) Steven is honest.
9. (adjective) Kind people are often rewarded.
10.(adverb) The officer ran fast.
11. (adverb) My sister answered the questions intelligently.
12.(adverb) You really should see this art exhibit, Kenny.
13. (preposition) Reggie tripped down the stairs.
14. (preposition) Can you jump over the hurdle?
15. (preposition) May I sit between you two?
- 16..... (verb) Ask the question.
- 17..... (verb) The store overcharged me.
18.(verb) Jimmy, eat your spaghetti.
19. (conjunction) I cannot go, for I have too much to do.
20. (conjunction) I like peanuts and potato chips.