**Lecture 01: Parts of Speech**

In English, there are eight parts of speech

**1.Nouns**

A **noun** simply gives the name of **a person** *(Sammy, man)*, place *(Philadelphia, city)*, **thing** *(Toyota, car)*, or **idea** *(philosophy,warmth, love)*.

**Nouns can be divided into:**

**Proper nouns** (particular persons, places, things, or ideas) are capitalized. Eg. February (month), Egypt (country) and Mrs. Davis teacher.

**Common** **nouns** (everyday names of persons, places, things, or ideas) Eg. cinema , table, ambition.

Nouns are divided into several other categories.

**Concrete nouns** name things that can be seen, felt, heard, touched, or smelled *(star, water, album, television, flower)* .

**Abstract nouns** name concepts, beliefs, or qualities *(freedom, capitalism, courage)*.

**Compound nouns** consist of more than one word, but count as only one noun *(Franklin County Community and Technical College)*.

**Count nouns** are persons, places, or things that can be (surprise!) counted (three *cars*, seventy-six *trombones*); **noncount nouns** cannot be counted *(unease*, *happiness)* and are always singular.

**Collective nouns** are sometimes counted as one unit (that is, considered to be singular) and sometimes counted separately (that is, considered to be plural). *Army, herd, pack,* and *family* are all collective nouns.

In a sentence, a noun will act either as a subject or some type of complement (predicate nominative, direct or indirect object of a verb, or object of a preposition).

**2.Pronouns**

The textbook definition of a **pronoun** is “a word that takes the place of a noun.”

**Types of Pronouns**

To figure out which type a pronoun is (some pronouns can be more than one), look at the way the word is used in the sentence.

1. **Personal pronouns** represent people or things: *I, me, you, he, him, she, her, it, we, us, they, them.*

I came to see you and him today.

2. **Possessive pronouns** show ownership (possession): *mine, yours, hers, his, theirs, ours.*

“These parking spaces are yours; ours are next to the door,” the teachers explained to the students.

3. **Demonstrative pronouns** demonstrate or point out someone or something: *this, that, these, those.*

This is his umbrella; that is your umbrella.

4. **Relative pronouns** relate one part of the sentence to another: *who, whom, which, that, whose.*

The man whom I almost hit last night works in this shop.*(Whom* relates back to *man.)*

One country that I’d like to visit someday is France. *(That* relates to *country.)*

5. **Reflexive pronouns** (sometimes called **intensive** pronouns) reflect back to someone or something

else in the sentence: *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.*

You must ask yourself what you would do in such a situation.

*(Yourself* relates back to *you.)*

6. **Interrogative pronouns** interrogate (ask a question): *who, whom, which, whose, what*.

What in the world was that politician talking about?

7. **Indefinite pronouns**, contrary to their label, sometimes refer to a definite (specific) person, place, or thing that has already been mentioned in the sentence. Indefinite pronouns include *all, another,* *any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, many,* *most, much, neither, no one, nobody, none, nothing, one, other, others, several, some, somebody,* *someone,* and *something.*

Keep in mind that *all, any, more, most, none,* and *some* sometimes are singular and sometimes are plural.

**3.Adjectives**

An adjective is “a word that modifies a noun or pronoun.”

e.g. The framed picture came crashing off the wall during the recent earthquake.

*Framed* gives you information about *picture*, and *picture* is a thing (a noun), so *framed* is an adjective.

**Further examples:**

*Carrie read an* ***interesting*** *story. ( What kind of story?)*

*The recent article has that information. ( Which article?)*

*Kent owns* ***those*** *surfboards. (Which surfboards?)*

*Wendy paid* ***fifty*** *dollars for the jacket. ( How many dollars?)*

***Much*** *space was devoted to her artwork. ( How much space?)*

An adjective can come before or after the noun or pronoun it describes:

**Older** cards are found on the table. ( Which cards?)

**Tall** players and **intelligent** coaches were interviewed by the **interested** reporter. ( Which players? Which coaches? Which reporter?)

**Tired** and **hungry**, the campers reached the lodge. ( What kind of campers?)

**4.Verbs**

A **verb** is defined as “a word that expresses action or being.” Verbs that express action are **action verbs**. Action verbs are the most common verbs, and they are easy to spot. For example:

Marilyn jumped for joy when Frank called her.

(*Jumped* and *called* both show action.)

Action verbs can be divided into two categories: **transitive** and **intransitive**. The textbook definition of a transitive verb is “a verb that takes an object.”.

I carried the injured boy to the waiting ambulance.

*Carried* whom or what? Since *boy* answers that question, the verb *carried* is transitive in that sentence.

**Linking Verbs**

Just to complicate the situation, the words in the following list are sometimes action verbs and sometimes **linking verbs**:

appear

feel

look

remaing

smell

stay

become

grow

prove

seem

sound

taste

So when do these twelve verbs act as action verbs, and when are they linking verbs? Use this test:

If you can substitute a form of *be* (*am*, *is*, *was*, and so on) and the sentence still makes sense, by golly, you’ve got yourself a linking verb. Look at these examples.

The soup tasted too spicy for me.

Substitute *was* or *is* for *tasted* and you have this sentence:

The soup was (is) too spicy for me.

It makes perfect sense. Now look at this one:

I tasted the spicy soup.

Substitute *was* or *is* for *tasted* and you have this sentence:

I was (is) the spicy soup.

It doesn’t make much sense, so you don’t have a linking verb.

**5.** **Adverbs**

An **adverb** is a word that modifies (describes, gives more information about) a verb, adjective, or other adverb.

Adverbs modify verbs:

John ate quickly. ( How did he eat?)

I walk there. ( Where did I walk?)

Ashleigh will eat soon. ( When will Ashleigh eat?)

Adverbs modify adjectives:

Rex is very happy. (Very modifies the adjective happy and answers the question, To what extent?)

Adverbs can modify other adverbs:

Warren walks too quickly. ( Too modifies the adverb quickly and answers the question, How quickly?)

He moved rather recently. ( Rather modifies the adverb recently and answers the question, How recently?)

A small group of adverbs known as **intensifiers** or **qualifiers** (*very* is the most common intensifier) increase the intensity of the adjectives and other adverbs they modify. Other common intensifiers are *awfully, extremely, kind of, more, most, pretty* (as in *pretty happy*) , *quite, rather, really* (as in *really sad*), *somewhat, sort of,* and *too.*

**6.Prepositions**

A **preposition** is a word that links a noun or pronoun to some other word in a sentence. Take, for example, these short sentences:

Jack and Jill went up the hill.

(*Up* is a preposition connecting *went* and *hill.*)

Little Jack Horner sat in a corner.

*(In* is a preposition connecting *sat* and *corner.)*

Following are the most common prepositions.

about

above

across

after

against

along

among

around

at

before

behind

below

beneath

beside

between

beyond

but

by

concerning

despite

down

during

except

for

from

in

inside

into

like

of

off

on

onto

out

outside

over

past

since

through

throughout

to

toward

under

underneath

until

up

upon

with

within

without

Another type of preposition is the compound preposition. It does the same as a common preposition but is composed of two or more words. Here are the most common compound prepositions:

according to ahead of apart from as of

aside from because of by means of

**7.Conjunctions**

A **conjunction** joins words in a sentence; that is, it provides a junction between words. Conjunctions

are divided into three categories:

1. Coordinating conjunctions include *but, or, yet, so, for, and* , and *nor*. You might want to remember

them by using the mnemonic word *boysfan*.

2. Correlative conjunctions cannot stand alone; they must have a “relative” nearby, usually in the

same sentence. The pairs include *both/and, either/or, neither/nor, not only/also,* and *not only/but also*.

3. Subordinating conjunctions are used in the beginning of dependent clauses (words that have a

subject and verb but which cannot stand alone as sentences). You may remember that dependent

clauses are sometimes called subordinate clauses. The most common ones are the following:

after

although

as if

as in

as long as

as much as

as soon as

assuming that

because

before

even though

how

if

in order that

in that

inasmuch as

now that

once

providing that

since

so long as

so that

than

that

though

unless

until

when

whenever

where

wherever

whether

while

**8.Interjections**

Egad! You don’t remember what an **interjection** is? It’s a word that can either express surprise or some other kind of emotion, or it can be used as filler. Interjections often stand alone. If one is part of a sentence, it doesn’t have a grammatical relation to the other words in the sentence; if it’s taken out, the meaning of the sentence will be unchanged. Take a look at these sentences:

Hey, what’s going on?

Well, I don’t know what to say.

Ouch! Did you step on my toe?

*Hey*, *well*, and *ouch* are interjections.

An interjection is a word that expresses strong feeling or emotion:

◗ An interjection usually comes at the beginning of the sentence.

◗ An interjection is often followed by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild.

◗ Do not overuse interjections. Include one when you want to make your point. If you use too many interjections, your writing loses its power and effectiveness.

◗ Here are some common interjections:

