**Parts of Speech**

**There are nine parts of speech.**

**They are:** [**nouns**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#noun)**,**[**pronouns**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#pronoun)**,**[**adjectives**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#adjective)**,**[**verbs**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#verb)**,**[**adverbs**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#adverb)**, [conjunctions](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm" \l "conjunction),**[**prepositions**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#preposition) **and** [**articles**](http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/speech.htm#article)**.**

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Nouns**

A noun is a word used to name something: a person/animal, a place, a thing, or an idea. For example, all of the following are nouns.

* + Ahmed, Nasser, Lane, Marek
  + Japan, Venezuela, Atlanta, Kroger, the Gap
  + pencil, store, music, air
  + biology, theory of Relativity, Pythagorean theory

**Nouns are classified in several ways…**

1. **Nouns can be singular or plural.**

a. **Singular nouns** name only one person, place, thing or idea.

*One apple, a pencil, the book*

**b. Plural nouns** name two or more persons, places, things or ideas. Most singular nouns (Not ALL) are made plural by adding (s).

For example, (*pencil* is a singular noun. The word *pencils* is a plural noun.)

**Exception #1**: If a noun ends with the –s, sh, ch, or x like the words, *kiss, church, ash or box*, then they are made plural by adding –es (*kisses, churches, ashes, and boxes).*   
 **Exception #2**:There are also irregular nouns that do not follow any rules. For example, the plural form of the word *child* is *children.*

* + **Nouns can be Proper Nouns or Common Nouns**
* **A.  Proper nouns** refer to specific people, places, things and ideas. A person's name (Chomsky) is a proper noun, for example. Other examples are names of places (Atlanta, Georgia) and names of things. **They are always capitalized!**

**Pronouns** 

A pronoun is a word that replaces a noun. They eliminate the need for repetition.   
**For Example:**

Instead of ***Saratalked to Sara's child***, you might say ***sara talked to her child.***   
**Her** is the pronoun. It renames the antecedent, *Emma*.

** There are several types of pronouns.**

**Personal Pronouns refer to specific persons or things.**Personal pronouns can act as subjects, objects, or possessives.

**Singular:** I, me, you, she, her, he, him, it

**Plural:** we, us, you, they, them

*I, you, she, he, it, we*, and *they* are used as subjects of sentences. **For example**,

*She knew the grammar rules very well.*

The personal pronouns that can be used as**objects**are: **Me, you, him, her, it, them**

**For Example:**

* **The teacher gave all of *them* good grades.**

*Them, is* personal pronouns used as objects. It’s **NEVER** the subjects of the sentences.

* **Possessive Pronouns**indicate ownership or possession.

**Singular: my, mine, your, yours, hers, his, its**

**Plural: yours, ours, theirs,**

For Example: **She returned***my***pencil to me because it was***mine.*

**Adjectives**

An adjective modifies (describes) a noun or pronoun.

Normally in English, the adjective comes before the noun. **For example:**

**The *smart* student earned a gift.**

They also come after linking verbs. **For example:**

**I feel *happy*.**

**Adjectives can be used to make comparisons.**

* For most adjectives of one or two syllables, you can add –er. For example, greater, faster, stronger.
* For adjectives longer than two syllables, you should use the word *more*.

For example, *He was****more intelligent****than his sister was.*

**Adjectives can also be used as superlatives.**

* This is usually done by adding *–est* to the end of an adjective that is one or two syllables.

For example, *the loudest, the coolest, the smartest.*

* If an adjective is three syllables or longer, you must use the words *the most.* For example:

*Katsu is****the most intelligent****person in the world.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Adjective** | **Adverb** | **Comparing two** | **Comparing more than 2** |
| Bad | badly | Worse | worst |
| Good | Well | Better | Best |
| Little |  | Less | Least |
| Much | Many | More | Most |

**Adverbs**

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

* The teacher **carefully**graded the homework.

*Carefully*is an adverb that modifies the action verb *to grade*.

**Types of Adverbs:**

**1. Relative Adverbs** introduce questions and dependent adverbial clauses. They answer the questions *When?* and *Where?* For example  
*When****I was young, I liked to play outside****.*  
 2. **Adverbs of Frequency** indicate answer the question *how often*? They are: Always, usually, often, sometimes, rarely, never

**The students in class *always* study very hard.**

**They *rarely* forget to do their homework.**

**Conjunctions**

There are three kinds of conjunctions:

**1. Coordinating Conjunctions**

There are seven coordinating conjunctions in English.

**(For, And, Nor, But, Or, Yet, So)**

**She loves to dance, *but* He doesn’t.**

1. **Correlative Conjunctions** also join ideas, but they work in pairs. They are: Both…and, neither…nor, whether…or, either…or, not only…but also. **For Example:**

*Not only****am I happy about the grades,****and****I am also excited that you are learning!***

*3.* ***Subordinating Conjunctions*** join an independent clause to a subordinate clause.( after, although, as, as if, because, before, even if, even though, if, since, so that, though, unless, until, when, whenever, where, wherever, whether, while). **For Example:**

*Although****the students were tired, they still came to class.***

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Prepositions**

Prepositions are words that, like conjunctions, connect a noun or pronoun to another word in a sentence. Some common prepositions:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| About | Before | Down | Into | Through |
| Above | Behind | During | Like | To |
| Across | Below | Except | Of | Toward |
| After | Beneath | For | Off | Under |
| Among | Beside | From | On | Up |
| Around | Between | In | Over | With |
| At | By | Instead of | Since | Without |

A prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. They can act as adjectives or as adverbs.

Manuela, the student **from Germany**, wrote an excellent paper **on the computer.**

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Verbs**

Verbs generally express action or a state of being. There are several classifications for verbs- action verbs,/linking verbs, main verbs/auxiliary verbs, transitive/intransitive and phrasal verbs.

**1. Action verbs** show action.

He ***runs***. He ***plays***. They ***study***.

**2. Linking Verbs** link the subject to an adjective.

Ricky Martin ***is*** beautiful.

The linking verb *is*links the adjective *beautiful* with the subject *Ricky Martin.*

**1. Main verbs** can stand alone.

**2. Auxiliary verbs**, also called helping verbs, serve as support to the main verb.

The most common auxiliary verbs are: Have, has, had Do, does, did Be, am, is, are, was, were, being, been Should, could, will, would, might, can, may, must, shall, ought (to)

**For example:**

**Tai *has run* every day.**

*Run*is an action verb. The subject can actually "do" it.

*Has* is the helping verb. It helps the main verb *run* to be present perfect tense.

http://www.edb.utexas.edu/minliu/pbl/ESOL/help/libry/Image2.gif**Articles**are *the*, *a*, and *an.* 

**Q: What do articles do in a sentence?**

**A: Articles signal that a noun is going to** **follow.**

**Example:**

* **Who invented the** telephone? **The** wheel? **The** refrigerator? **The** airplane?
* **A** cat was chasing **a** mouse in my back yard.

**Modifiers (adjectives & adverbs) can appear between an article and a noun.**

**Examples:**

* A sunset.
* **A** spectacular sunset.
* **An** exceptionally spectacular sunset.

**The indefinite article *‘a’* can only appear before nouns that begin with a consonant *sound*:**a hand, **a** book, **a** world, **a** computer…

**The indefinite article *‘an’* can only appear before nouns that begin with a**

**vowel *sound:***an apartment, **an** hour, **an** article…

**General Rules for the Use of Articles:**

**I. Use *a/an* with *singular count nouns* whose specific identity is *not* known to the reader either because it is being mentioned for the *first* time, or because its specific identity is *unknown* even to the writer.**

Examples:

* Julia arrived in ***a*** limousine. (a = one among many. Not a specific one.)
* We’re looking for *an* apartment. (an = any one.)

**II. Do***not* use *a/an* with non-count nouns. Only use *a/an* with non-count nouns if you add a count noun in front of the non-count noun.

**Example**:

* Anh asked her mother for **an** advice.
* Anh asked her mother for **a*piece*** of

**advice**.

**III. Use *the* with most nouns whose specific identity is *known* to the reader because:**

**1. the noun has been previously mentioned:**

* + Yesterday I saw ***a*** group of ESL students. ***The*** students were playing with ***a*** ball. ***The*** ball was white and blue. ***The*** ball rolled into ***a*** hole. ***The***hole was small.

**2. the noun is made specific by a superlative:**

* + I bought ***the***fastest computer they had.

**3. the noun describes a unique person, place, or thing:**

* + Please give this to ***the***manager.
  + ***The***sun is bright today.
  + Rain is falling heavily in ***the***North.

**4. the context or situation makes the noun’s identity clear:**

* + Please don’t slam ***the*** door when you leave.
  + Bob warned me that ***the*** dog playing in his yard is very affectionate and jumps on every person it meets.

**IV. Do***not* use *the* with plural or non-count nouns meaning *"all"* or *"in general"* (i.e. generic reference nouns). Do *not* use *the* with most singular proper nouns.

* *The* fountains are an expensive element of landscape design.
* In some parts of the world, ***the*** rice is preferred to all other grains.

V. Do *not* use articles with other *noun markers or determiners*, i.e. *possessive nouns* (Helen’s) ; and *some pronouns* (his, her, its, ours, their, whose, this, that, these, those, all, any, each, either, every, few, many, more, most, much, neither, several, some).

*Exceptions:*

**All the…**

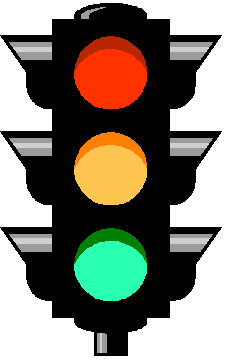
**A few…**

**The most…**

Examples:

* ***The* Helen’s book is on the floor.**
* ***A* this book belongs to Trung.**



**A final caution-** A word can be more than one part of speech. **For example:**

I sat on the *sofa*.

Above, *sofa* is used as a noun (object of the preposition).

**I slept on the *sofa* bed.**

But, here *sofa*is used as an adjective to modify the noun *bed.* And, native speakers often take poetic license with words in conversation. For example:

**It’s *Sofa* city for you!**

Here, sofa acts as an adjective to describe the noun *city*. The meaning of the sentence is that the person will have to sleep on the sofa, not a bed.

**Reference- www.edb.utexas.edu**

**Asst. Lect. Firas Ahmed Hameed**