

Be a “parts of speech” expert

You will become better at knowing and using different parts of speech.

Why are we doing this?

- ◆ Parts of speech (verb, noun, adjective, etc.) are the “tools of the trade” in writing. Not knowing what they are and how to identify and use them is like being a plumber and not knowing what a pipe and a faucet are.
- ◆ As you write in this course, the teacher will talk to you about the verbs, nouns, adjectives, adverbs, and other parts of speech you use in your writing. If you don’t know what he’s talking about, you won’t be able to improve your writing.

When you’re finished, you will be able to:

- ◆ Identify nouns, verbs, adjectives, and adverbs in sentences.
- ◆ Create sentences using nouns, verbs, adjectives, and adverbs.

What you will do:

1. Work on learning exercises #1 through #4.
2. When finished, turn in this entire packet.

Parts of speech can be confusing



So far we've covered nouns, verbs, adjectives, and adverbs. If you find the process of identifying these parts of speech confusing, there's nothing wrong with you.

One of the main reasons why it's confusing is that most words can perform as more than one part of speech. You already know this, because you speak English, but you don't know you know it. So, have confidence in yourself when you learn these things.

Most words can “wear different hats”; in other words, can take on different parts of speech, depending on their usage in the sentence. You figure out what the word means by the context of the sentence (what's around the particular word). Here's an example. Take the word:

train

It can be a noun that means “a big thing on steel wheels”:

N The train arrived right on time at the station.

It can be a verb that means “to show someone else how to do something”:

V Before you start work, we have to train you on the cash register.

It can be an adjective (describing the type of station):

Adj No, don't meet me at the bus station, meet me at the train station.

One more: Take the word:

love

It can be a noun that means “an intense emotional attraction”:

N I feel love.

It can be a verb that means “to feel extremely powerful positive feelings”:

V I love my rabbit.

It can be an adjective (describing the type of letter):

Adj Sheila got her third love letter yesterday.

To make matters more complicated, words change their form (how they're spelled, etc.) when they change the part of speech they're playing in the sentence. Again, you already know this. You wouldn't say "Steve is anger", you'd say "Steve is angry". Why? Because "angry" is the adjective form of the noun "anger". Or, you could say that "anger" is the noun form of the adjective "angry".

Here are more examples. Did you realize that your ability to speak, understand, and write involved such tremendous complexity?

Many words can be nouns or verbs but don't change their form:

Noun: I just saw a very interesting plant.

Verb: I want to plant a tree tomorrow.

Noun: I just bought five gallons of blue paint.

Verb: I will use it to paint my living room this weekend.

vocabulary: **NOUN**

complexity

The quality of being complicated. If you would say "the machine is complex", the word *complex* is an adjective, because it's describing the machine, a noun. Or, you could say "the machine has complexity". Both mean the same thing.

Emotions, for example, can be nouns, adjectives, or adverbs, and change their form:

Noun: Guilt was eating away at me after I stole the candy.

Adj: I felt guilty about not calling her back.

Adv: The puppy looked at his owner guiltily after chewing the sofa.

Noun: Finally, after enduring ten minutes of insults, she felt fury rising inside her.

Adj: Man oh man, he was furiously when he found out who stole his wallet.

Adv: He stomped into the house furiously, his eyes wide and his fists clenched.

Most nouns automatically become adjectives when they're right before another noun, because they describe the following noun. The noun being described in each sentence is in green:

Look at the kitten sitting on the park **bench**.

What a beautiful wood **floor**!

You'll see lots of brick **walls** in the city.

Verbs can be nouns (they're called "gerunds") The verbs in these sentences are in green:

Swimming **is** my favorite sport.

I **saw** fighting and **heard** screaming last night.

Verbs can be adjectives (they're called "participles"):

Do you want some fried chicken? ("fried" describes the chicken; "to fry" is a verb)

The boy jumped into the swimming pool. (describes the pool; "to swim" is a verb)

If you're confused, like we said, there's nothing wrong with you. There are thousands of examples of this in English. But, the purpose of this lesson was not to confuse you, it was to make you think about two things: 1) You should be amazed at how complicated language is,

and, 2) in order to determine the part of speech of a word, you must think about what its function is in a sentence. When you can do this, you have really mastered an important part of learning to read and write English much better.

Parts of speech review

Let's take a moment to review the parts of speech: (10 points total)

LEARNING PLAN



A **noun** is a person, place, or thing, or an emotion, or something you can touch, play, imagine, see, smell, fight for, or fight against.

Write a sentence with a noun that is a place, and underline the noun:

Write a sentence with a noun that is something you can play, and underline the noun:

Write a sentence with a noun that is an emotion, and underline the noun:



A **verb** is something a noun did, does, is doing, or will do.

Write a sentence with a verb that describes something a noun did, and underline the verb:

Write a sentence with a verb that describes something a noun will do, and underline the verb:



An **adjective** is a word that describes a noun.

Write a sentence with one adjective that describes one noun, and underline the adjective:

Write a sentence that has two nouns and an adjective that describes each noun, and underline the adjectives.

Example: The orange cat sat and admired the magnificent sunset.



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

Write a sentence with one adverb that describes the verb in the sentence, and underline the adverb:

Example: The long-legged ostrich quickly ate the bowl of cherries.

Write a sentence with one adverb that describes an adjective in the sentence, and underline the adverb:

Example: Tim had on a dark brown shirt. (“dark” describes “brown”, an adjective, so “dark” is an adverb)

Admit it. You are now better at parts of speech than you were before. You may not be perfect at it, but you're better than you were, which is the important thing.

Identify parts of speech:

Instructions:

For each sentence, identify the part of speech of the underlined word — noun, verb, adjective, or adverb — by circling the correct symbol. In order to do this well, you need to think about what the underlined word is doing in the sentence. (20 points total)

Examples:



1. My sister bought me a new watch for my birthday.



2. On Independence Day, we always watch the fireworks from our back yard.

Now you try it!



1. Suddenly, the bomb exploded.



2. Don't sit on the green chair.



3. The kitten looked up suddenly when she heard the door open.



4. What the world needs is more kindness and patience.



5. Letting anger build up inside of you is a sure-fire way to ruin your life.



6. The dog leaped over the fence and started chasing the mail carrier.



7. The snarling dog leaped over the fence and started chasing the mail carrier.



8. The chocolate brown dog leaped over the fence and chased the panicked mail carrier.

9. I need to go to the store and buy some eggs.
 N V Adj Adv
10. The grocery store usually has many eggs on its refrigerated shelves.
 N V Adj Adv N V Adj Adv
11. Have you ever visited Mount Rushmore?
 N V Adj Adv
12. My father loved to listen to baseball on the radio.
 N V Adj Adv
13. He always wanted a signed baseball bat from a Major League player.
 N V Adj Adv
14. Watch me bat that ball into far left field.
 N V Adj Adv
15. Put all of your stuff in a big box and get it out of here before I sell it all to charity.
 N V Adj Adv
16. I said to get a big box, not that tiny little flimsy box you picked up.
 N V Adj Adv
17. After school I go home, get changed, go to the gym, and box for an hour or so.
 N V Adj Adv
18. Singing to a crying baby will usually calm him or her down.
 N V Adj Adv
19. Look how beautiful the sunset is on the calm waters of the gentle lake.
 N V Adj Adv N V Adj Adv
20. Look how beautifully the sunset shimmers on the calm waters of the gentle lake.
 N V Adj Adv N V Adj Adv
21. Quietly, slowly, calmly, she walked into the house and up the stairs.
 N V Adj Adv

Creating Parts of Speech

For your homework, you will be creating sentences using selected words as particular parts of speech. You might need to change the form of the word to make it a different part of speech. Doing this successfully shows that you have an excellent understanding of parts of speech.

Here's an example: Let's take the word *pin* and use it as two different parts of speech. In this case, you don't need to change the form of the word:

As a verb: Be sure to pin your award on your shirt after you receive it.
 As a noun: Suzanne gave her sister a pin so she could fix the hem on her skirt.

Example #2: Let's take the word *bored*. You don't need to change the form of the word:

As a verb: The well digger bored a deep hole into the ground to find fresh water.
 As an adjective: The teacher looked out at the sea of bored students in his class.

Example #3: The word is *angry*. You need to change the form:

As an adjective: I see a lot of angry people in the crowd.
 As a noun: Anger can trigger behavior that you might regret later.
 As an adverb: The cat hissed angrily at the curious dog as it approached.

Example #4: The word is *slow*. You need to change the form:

As an adjective: Turtles are slow, but they're fast enough for another turtle.
 As an adverb: The ice slowly melted in the sun, despite the bitter January cold.
 As a verb: Applying the brakes will slow the bicycle to a stop.

Now you try it! The word is *beautiful*. You will need to change the form.

Use it in a sentence as an adjective:

Use it in a sentence as a noun:

Use it in a sentence as an adverb:

Name: _____ Date Due: _____

English Homework: Creating Parts of Speech

Instructions:

Just like we did on page 8, create sentences using a given word as a particular part of speech. You may need to change the form of the word to change it to the part of speech you want.

Examples:

Use "tire" as an adjective:

I am tired after my long walk.

Use "tire" as a noun:

I need to get a new tire for my car.

1. Use the word "pick" as a verb:

2. Use the word "pick" as a noun: (it's what guitar players use sometimes):

3. Use the word "patient" as an adjective:

4. Use the word "patient" as a noun:

5. Use the word "glue" as a noun:

6. Use the word "glue" as a verb:

7. Use the word "light" as a noun:

(continued on the other side)

8. Use the word “light” as a verb:

9. Use the word “light” as an adverb (keep it in the form of “light”; it will need to describe an adjective)

10. Use the word “lightly” as an adverb:

Take a shot at a few tougher ones:

11. Use the word “secure” as a verb:

12. Use the word “secure” as an adjective:

13. Use the word “secure” as an adverb (change the form):

14. Use the word “magnificent” (an adjective) as a noun (change the form):

15. Use the word “patience” (a noun) as an adjective (change the form):
