Instructor : Mr BOUNADJA Semestre:1

Level : First year

Module : Grammar

Course : Parts of speech: Basic definitions

1. Noun

Definition: Every English sentence either contains a noun or is about one. A **noun** names a person, something, a place, an idea, or activity. It usually forms the plural (by adding –s or – es ) except for non-count nouns such as information or transportation.

Persons : Peter, man, people

Animals: cat, elephant, fish

Places : Cairo, city, park

Things: eraser, paper, spoon

Ideas: happiness, horror, thought

Task : Underline the nouns in each of the following sentences:

1. Salim read the book Africa’s natural resources.

2. Muslims fast in Ramadhan.

3. Music lovers thrill to the sound of trumpets.

4. Boys and girls are often eager to listen.

5. The taxi-driver moves his car to the bus-station.

6. There is no death penalty for criminals in Puerto Rico.

7. The footballers scored two goals.

8. New Mexico was admitted as a state in the twentieth century.

9. The Himalaya include the highest summit in the world.

10. Emir Abdelkader was the man whose courage and defeat brought honor and victory.

Types of nouns

■electrician, gym, video game, anxiety, happiness

Some nouns refer to a general class of persons, places, or things. They are called **common**

**nouns**, and they are not capitalized unless they are used to begin a sentence.

■athlete, state, sports car, building, holiday

Some nouns refer to specific persons, places, or things. They are called proper nouns,

and they are always capitalized.

■Houari Boumedien, Mississipi, Alfa Romeo, Christmas, Eiffel Tower ,Aid El Fitr

Nouns are important because they can work as several parts of the sentence.

II. PRONOUN

Definition: People do not usually get along without nouns. In order to avoid repetition, they occasionally use other words instead of nouns which are called **pronouns**. A pronoun is a word that is used to substitute a noun.

Examples: I, it, you, he, she, we, him, them, whom, someone, everyone, none, anybody, that

■As Mark began to take Mark’s biology exam, Mark tried to ignore the beeping sound coming from a mobile phone behind Mark.

This sentence is obviously monotonous because of its overuse of Mark. We can improve it by using pronouns.

■As Mark began to take **his** biology exam, **he** tried to ignore the beeping sound coming from a mobile phone behind **him:**

The pronouns in this sentence are **his**, **he**, and **him**, and their **antecedent** (the word to which they refer) is Mark.

**Task :** Underline the pronouns in each of the following sentences:

1. You and Bob are the boys who will have to pay for the damage.

2. Our teacher sent us the grammar lessons which we have just received on Moodle .

3. She shouted loudly, and each of us heard her well.

4. They felt flattered by our attention to them.

5. Everyone followed the instructions the faculty members had given.

6. She sent them to him as a birthday gift.

7. They collided near the bridge.

8. He who enjoys driving under today’s traffic conditions must be crazy.

Unlike a noun, a pronoun does not name a specific person, place, thing, or idea. You will learn more about pronouns and their uses later. Meanwhile, you should try to recognize the most common pronouns.

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| --- |
| **Commonly Used Pronouns**    I, me, my, mine we, us, our, ours  you, your, yours they, them, their, theirs  he, him, his anybody, everybody, somebody  she, her, hers everyone, no one, someone  it, its something, some, all, many, any  who, whose, whom each, none, one, this, that, these, those,  which, what |

NB: Amazingly, only eight parts of speech are used to classify hundreds of thousands of words. The challenge is that many words can be used for more than one part of speech.

Select **yes** on the ballot. (noun)

Cast a **yes** vote. (adjective)

He voted **yes**. (adverb)

**Yes**! (Interjection)

Additionally, phrases and clauses can act as nouns, adjectives, or adverbs.

**1.Noun = Name**

1. My noun-name is Bill. 2. My noun-name is cat. 3. My noun-name is liberty.

Bill cat liberty

**Proper** noun  **common** noun **abstract** noun

**Compound Noun**: Made of two or more words: ice water, notebook, brother-in-law

**Appositive**: Noun or noun phrase that identifies a nearby noun or pronoun. My son *Bill* is happy.

1. **Pronoun = Pro-Name**

***Pro****fessional or alternate* ***names*** *used by nouns to enhance their careers.*

1. Bill 2. cat 3. Liberty

One of my One of my One of my

pro-names is pro-names is pro-names is

he. she it

NB : ***Pro*** means “for.”

***Pronoun*** means “for a noun.”

**Types of Pronouns**

**Personal**: I, me, mine, my / you, your / he, him, his / she, her / we, our, us / they, them, their / it...

**Indefinite** (not specific): all, any, anyone, both, each, either, everyone, few, many...

**Interrogative** (ask questions): what?, which?, who?, whom?, whose?...

**Demonstrative** (point out): this, that, these, those...

**Reflexive** (reflect back): myself, yourself, himself, herself, themselves...

**Relative** (link dependent clauses): that, which, who, whoever, whom, whose...

When used to show possession, pronouns behave like adjectives and are called determiners. *Their* car.

**Antecedent**: The noun or noun phrase a pronoun refers to. *Bill* made *his* bed.

*Ante* means “before.” *Cede* means “to go.” An antecedent in a sense “goes before” or existed before the pronoun, although it can occur afterwards in a sentence. *It* was Bill’s *bed*.

III. VERBS

Every sentence that you speak or write contains a verb. When you can recognize and use verbs correctly, you have taken a big step toward being a better speaker and writer.

A **verb** is a part of speech that expresses action or a state of being and thereby tells us what a noun or pronoun does or what it is. The verb ***be*** and its forms (was, were, are, is, am) do not really show action but a state of *being* or relationship between the subject and what follows the verb ***be*** (Lab tutors ***are*** helpful). If the verb tells us what a noun or pronoun does it is an **action verb**.

■Robert ***paints*** beautiful pictures.

■Neil Armstrong ***landed*** on the moon in 1969.

■ Djamel ***practices*** judo at a youth club.

The verb may consist of one word, or the main verb may contain one or more helping words. Some helping words are **has**, **am**, **were**, **might**, **should**, **must**, **are**, **be**.. .

Examples:

The man *screamed* loudly. (What did the man do? He *screamed*.)

All the men *have been screaming*. (What were the men doing? They *have been screaming*.)

All the men wereold. (The adjective *old* is linked to the subject of *men*.)

If the verb expresses a state of being rather than action, it is a **linking verb**. Linking verbs do not express action; instead, they connect a noun or pronoun with a word or group of words that describe or rename the subject.

■The subject of tonight’s TV debate ***is*** prayers at school. (***Subject*** is linked by the verb is to *prayers*, a word that renames it.)

■Computers were very expensive for the average family to purchase in the 1970s.

(What words are linked? What word links them?)

.....................................................................................................

The most common linking verbs are formed from the verb to be: am, are, is, was, and were. Other words often used as linking verbs are appear, become, grow, remain, seem, and the “sense” verbs: feel, look, smell, sound, and taste.

Verbs are the only words that change their spelling to show tense. **Tense** is the time when the action of the verb occurs. Notice in the following sentences how the tense or time of the action is changed by the spelling of the verb.

■The mayor *delivers* an annual message to the citizens of his city. (present tense)

■Last week, it *rained*. (past tense)

Additional differences in meaning are when verbs often use helping words that suggest the time at which the action of the verb takes place and other kinds of meaning. These words are called **helping** /**auxiliary** verbs, and they always come before the main verb. Verbs that consist of helping verbs and a main verb are called **verb phrases**. *Phrasal Verbs* generally consist of a verb plus a preposition: ( *Turn up* the music). Look carefully at the following sentences.

■I *will* attend Mustaghanem University next term.

■The children were saddened by their mother’s decision.

Each of the verbs in the preceding sentences consists of a helping/auxiliary verb and a main verb. Here are the common helping/auxiliary verbs. You should memorize them.

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| **Common Helping/Auxiliary Verbs**  can, could have, has, had  may, might, must, ought do, does, did  shall, should, will, would am, is, are, was, were, been, be, being |

The following verbs can be either helping/auxiliary verbs or main verbs. You should memorize them.

|  |
| --- |
| Forms of to be: am, is, are, was, were  Forms of to do: do, does, did  Forms of to have: has, have, had |

■Victims of the earthquake were unable to drink the water. (*Were* is the main verb inthis sentence.)

■Victims of the earthquake were given food and clothing. (*Were given* is a verb phrase. The main verb is given, and the helping/auxiliary verb is were.)

■Kate has a new car. (Has is the main verb in this sentence.)

■She *has* already *driven* it two thousand miles. (*Has driven* is a verb phrase. The main verb is *driven*, and the helping/auxiliary verb is *has*.)

Task: If the italicized word in each sentence is an action verb, write “1”; if the italicized word is a link-ing verb, write “2”; if the italicized word is a helping/auxiliary verb, write “3.” Use the space provided on the left.

............ 1. Horses have been pets and helpers to humans for thousands of years.

............ 2. Although a variety of breeds exists, there are some general traits that most horses share.

............ 3. Most horses are social animals that enjoy living and moving with other horses.

............ 4. They observe a hierarchy within their groups.

............ 5. For example, young horses will rarely drink water from a trough until older group members have finished drinking.

........... 6. Until a new horse’s place is determined within the group, many conflicts may occur.

........... 7. Horses are natural runners, and they race each other just for fun.

III. ADJECTIVE

Definition: In writing, learners often use an adjective to modify (or describe) a noun or pronoun. An adjective, which may describe or limit a noun or pronoun, answers the following questions:

1. Which one? *His* daughter *that* man *my* dog

2. What kind? *Dark* suit *beautiful* lady *sunny* day

3. How many? *Ten* children *both* people *several* students

4. What color? His *purple* socks *white* dress *blue* pinafore

The adjectives in the preceding sentences came immediately before the nouns they modified. Some adjectives, however, come after linking verbs and describe the subject of the verb.

Adjectives in this position are called **predicate adjectives**. Study the following sentences carefully.

■We were surprised to learn that old pairs of American jeans in Russia are very expensive. (**Expensive** is a *predicate adjective* because it comes after a linking verb—*are*—and modifies the noun *pairs*.)

■After waiting in the hot sun for three days, the refugees became angry. (***Angry*** is a predicate adjective because it comes after a linking verb—*became*—and modifies the noun *refugees*.)

**Possessive pronouns** (pronouns that show ownership such as **my**, **your**, **her**, **his**, **our**, **and** **their**) are adjectives when they come before nouns. Notice the examples.

■ ***our*** garden

■ ***their*** car

■ ***my*** employer

**Demonstrative pronouns** (pronouns that point out or indicate) are adjectives when they come before nouns. Notice the following examples.

■ ***this*** building

■ ***that*** statement

■ ***these*** flowers

■ ***those*** books

A special type of adjective is called the **article**. The English language contains three articles: **a**, **an** (used before words that begin with a vowel sound), and **the**.

■After *an* absence of sixteen years, Mathew returned to the city of his birth anda parade in his honor.

Task : Underline the predicate adjective that modifies the italicized nouns or pronouns.

1. About 20 percent of the Iraq and Afghanistan wars become depressed or suffer other stress symptoms.
2. Post Traumatic Stress Disorder (PTSD) is common.

3. Nightmares, anxiety, panic attacks, flashbacks to traumatic events, and irritability are symptomatic of PTSD.

4. Veterans who suffer PTSD often become confrontational or suicidal

5. The scarcity of health care professionals who have relevant training is alarming.

8. The Army now screens soldiers at the end of their deployments, but symptoms are often unnoticeable for months afterward.

9. The military also seeks to provide more anonymity for soldiers who seem troubled.

10. Given what soldiers sacrifice, it is crucial that they receive help without shame..

IV. ADVERBS

Definition: An adverb is a word that is used to modify or limit the meaning of a **verb**, an **adjective**, or

another **adverb**.

Examples: 1. Go ***slowly***. Look ***carefully***. Walk ***there***. (The italicized words modify the verbs.)

2. The answer is not ***too*** accurate. (The italicized word modifies the adjective.)

3. Watch ***very*** closely. (The italicized word modifies the adverb.)

Adverbs usually answer the following questions: When? Where? How? To what extent?

■***When***? Bob ***immediately*** realized that he had confused Megan with her twin sister.

(The adverb **immediately** modifies the verb realized.)

■***Where***? Please wait ***here***. (The adverb ***here*** modifies the verb wait.)

■***How***? The gazelle struggled ***unsuccessfully*** to escape. (The adverb ***unsuccessfully*** modifies the verb struggled.)

■To ***what extent***? The state capitol building was **completely** remodeled after extent? the election. (The adverb ***completely*** modifies the verb was remodeled.)

**NB**: Many adverbs are formed by adding -ly to the adjective (as in loudly). But keep in mind that some adverbs do not end in -ly (*above*, *never*, *there*, *very*, and so on). And some words that end in -ly are not adverbs (words such as silly, friendly, and lovely).

Task : Circle the adjective, verb, or adverb modified by the italicized adverb.

1. *Approximately* twenty million Americans attend monster truck spectaculars every year.

2. Monster trucks have huge tires that enable them to scoot up aramp, take off, and travel through the air 100 feet, 30 off the

ground, then crash *dramatically* back to earth without being

smashed to pieces.

3. A common feat is to land on a car, *preferably* a Japanese import,and crush it.

4. Other *very* popular events at truck shows include mud racing and dropping drivers strapped in their cars 170 feet in the air onto several vans.

5. The trucks *inevitably* have colorful names such as Carolina Crusher, Bearfoot, and Grave Digger, among others.

VI. PREPOSITION

Definition: A preposition is a connecting word that does not have any meaning or content in or of

Itself, but They exist only to show relationships between other words. Prepositions are words like **at**, **by**, **from**,and with that are usually followed by a noun or pronoun (*at home, by herself*, *from Madrid*,and *with*

*you*). The word following the preposition is called its object; the preposition and its object are called a prepositional phrase.

Here are some prepositional phrases. The object in each prepositional phrase is italicized.

Notice that a preposition can have more than one object and that some prepositions are made up of more than one word.

■according to *authorities*

■after *the meeting*

■below *the deck*

■between *you and me*

■from *one coast to another*

■in addition to requirements in science

■through *the final week*

■together with *the director and producer*

■within *the hour*

■without *a clue*

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| **Common Prepositions**  about concerning out  above despite out of  according to down outside  across due to over  after during past  against except regarding  ahead of for round  along from since  among in through  around in addition to to  away from in front of together with  because of inside toward  before instead of under  behind into underneath  below like unlike  beneath near until  besides next to up  between of upon  beyond off with  but (when it onto without  means except)  by on account of |

**Prepositional phrases** may serve the same function as either adjectives or adverbs in asentence.

■**Adjective**: News of *an impending rebellion* panicked the government. (The italicized phrase modifies the noun news.)

■**Adjective**: The police *in blue suits* quieted the crowd. (The italicized phrase modifies the noun *police*.)

■**Adverb**: Jack and Ann left *during the* *intermission*. (The italicized phrase modifies the verb *left*.)

■**Adverb**: The president spoke *with emotion*. (The italicized phrase modifies the verb *spoke*.)

Task1 : Underline the preposition in each statement

1. There are sixty-four mountain peaks in the United States over 14, 000 feet high.

2. The state of Colorado claims forty-eight of these tall mountains.

3. The highest of them all, Mount Whitney, is in California.

4. Mount Whitney rises to the height of 14,495 feet.

5. Colorado claims the possession of the second highest mountain.

6. Mount Elbert is located in Colorado.

Task 2 : Underline the prepositional phrases in each sentence; write “adv” under the phrase if it is used

as an adverbial modifier, or “adj” if it is used as an adjectival modifier.

1. The first symptom of Alzheimer’s disease in most older people is loss of memory.

2. Most patients are not aware of the problem and don’t realize the need for an appointment with a doctor.

3. Alzheimer’s disease affects the hippocampus, one of the areas of the brain.

4. The hippocampus is involved in learning something initially, and then that information is stored or processed in other areas of the brain.

5. For that reason, most Alzheimer’s patients have problems with learning and remembering new things but are better at remembering old things.

6. Billions of cells build the brain like bricks that build a house.

7. The dendrite is the part of the cell that receives information, and the axon is thepart that sends information out.

8. The axons and dendrites are important to memory because they connect one brain cell to another.

9. One of the theories held by scientists is that the axons and dendrites shrink in Alzheimer’s patients.

10. As a result, loss of memory is one of the first effects when these connections are disrupted.

VII. CONJUNCTION

Definition: A conjunction is a word that joins words, groups of words, or complete sentences of equal

value.

A. Coordinating conjunctions join words or groups of words of equal value.

EXAMPLES: 1. Lucy and Ed left the door open.

2. He is going to school, but I am going to work.

3. He is going to school; however, I am going to work.

B. Subordinating conjunctions are words that make one group of words (dependent clause) dependent upon another group of words (independent clause). The group of words beginning

with a subordinating conjunction would be a sentence fragment by itself.

EXAMPLES: 1. When I came in, he left. Fragment: When I came in.

2. He left because he was late. Fragment: Because he was late.

Task: Underline the conjunctions in the following sentences.

1. Janet and Joan are twins, but they are different in many ways.

2. While basalt is one of the heaviest rocks, pumice floats in water.

3. If you have used a piece of pumice stone to rid your fingers of grime, you know of its other qualities.

4. Pumice forms when boiling rock pours out of a fuming volcano.

5. It is a mixture of basalt and air bubbles.

6. He had lots to do; therefore, he went home.

7. Although it is spring, the air temperature remains chilly.

8. The time is passing quickly, yet I have not completed the assignment.

9. The names and the numbers are relevant, for they must be used to find the data.

10. It is time for us to locate those passages, so the instructor will know we’re serious.

VIII. INTERJECTIONS

Definition: An interjection is a word that expresses strong emotion. Interjections can be followed by a

comma or an exclamation point.

EXAMPLES: Wow!I never knew that.

Oh, did I do that?

See a tutor in the Communications Lab for more help on interjections if needed.

IF YOU HAVE CHECKED YOUR WORK AFTER EACH EXERCISE AND FEEL THAT YOU

UNDERSTAND THE PARTS OF SPEECH, TURN TO THE NEXT PAGE AND TAKE THE "CHECK

UP." AN ADVISER WILL BE HAPPY TO CHECK YOUR WORK.

Overall Check-Up on Parts of Speech

Task: Identify the underlined words as

noun (n), pronoun (pn), verb (v), adjective (adj), adverb (adv), preposition (p), or conjunction

(c).

1. Paul Anderson was proclaimed the world-champion weight lifter.

2. He established this record by lifting 1175 pounds.

3. The records indicate that the first fight with boxing gloves was fought in 1818 in France.

5. He had so much to do that he went home early.

6. Not wanting to be rude, he made his apologies to his host.

7. "Ordinarily, I would not leave so soon, but I have so much to do," he told his host.

8. The understanding was between the guest and his host.

9. In 1876, R. Barnes of Chicago led the National League with an average of .403.

10. In the 1957 World Series, Lew Burdette won three games, two of which were shutouts.