# Lesson One

# The Parts of Speech

Traditional grammar classifies words based on eight **parts of speech**: the [verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/verbs.html#verb), the [noun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/nouns.html#noun), the [pronoun](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/pronouns.html#pronoun), the [adjective](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjectve.html#adjective), the [adverb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adverbs.html#adverb), the [preposition](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/preposit.html#preposition), the [conjunction](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/conjunct.html#conjunction), and the [interjection](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/interjct.html#interjection).

Each **part of speech** explains not what the word is, but how the word is used. In fact, the same word can be a noun in one [sentence](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/subjpred.html#sentence) and a verb or adjective in the next. The next few examples show how a word's part of speech can change from one sentence to the next.

 **Books** are made of ink, paper, and glue.

In this sentence, "books" is a noun, the [subject](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/subjpred.html#subject) of the sentence.

 Deborah waits patiently while Bridget **books** the tickets.

Here "books" is a verb, and its subject is "Bridget."

 We **walk** down the street.

In this sentence, "walk" is a verb, and its subject is the pronoun "we".

 The mail carrier stood on the **walk**.

In this example, "walk" is a noun, which is part of a [prepositional phrase](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/phrfunc.html#prepositional%20phrase) describing where the mail carrier stood.

 The town decided to build a new **jail**.

Here "jail" is a noun, which is the [object](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/objcompl.html#object) of the [infinitive phrase](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/phrfunc.html#infinitive%20phrase) "to build."

 The sheriff told us that if we did not leave town immediately he would **jail** us.

Here "jail" is part of the [compound verb](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/vbcmpd.html#compound%20verb) "would jail."

 They heard high pitched **cries** in the middle of the night.

In this sentence, "cries" is a noun acting as the [direct object](http://www.uottawa.ca/academic/arts/writcent/hypergrammar/objcompl.html#direct%20object) of the verb "heard."

 The baby **cries** all night long and all day long.

But here "cries" is a verb that describes the actions of the subject of the sentence, the baby.

**Word categories**

**1-**[**NOUN**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#noun#noun) **2-**[**PRONOUN**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#pronoun#pronoun) **3-** [**VERB**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#verb#verb) **4.** [**ADJECTIVE**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#adjective#adjective) **5.** [**ADVERB**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#adverb#adverb) **6.** [**PREPOSITION**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#preposition#preposition) **7.** [**CONJUNCTION**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#conjunction#conjunction) **8.**[**INTERJECTION**](http://www.ucalgary.ca/UofC/eduweb/grammar/course/speech/1_6a.htm#interjection#interjection)

1. **An overview of nouns**

**A noun:** any word which names a person, place, thing, idea, animal, quality, or action.

1. **Count Nouns**: anything which can be counted; singular and plural. Example: car - cars
2. **Mass Nouns**: entities which cannot be counted; they have no plural form.Example: money
3. **Collective Nouns**: groups of people or things; sing. and plural.Example: herd - herds
4. **Possessive Nouns**: express ownership by adding an apostrophe.
Examples: (singular.) Kelly's anger (plural.) birds' feathers.

**2.An overview of pronouns**

**A pronoun**: a word which takes the place of a noun (called "the antecedent")

1. **Personal**: they refer to person/people speaking, spoken to or spoken about.
Examples: I, me, you, he, him, she, her, it, we, us, they .
2. **Possessive**: they function independently; they show possession.
Examples: my, mine, your, yours, our, ours, his, her, hers .
3. **Indefinite**: they have no specific antecedents. Examples: another, both, everything, nothing
4. **Reflexive**: they show that the subject performs actions to/for itself
Examples: myself, yourself, itself, ourselves, themselves
5. **Intensive**: they look the same as reflexive pronouns, but their purpose is different. Intensive pronouns add emphasis. Examples: (same forms as reflexive pronouns) I built this house myself.
6. **Reciprocal**: they show a mutual action or relationship.

 Examples : each other, one another

1. **Interrogative**: they are used to ask a question.

 Examples: who, which, what .

1. **Relative**: they are used to introduce a relative clause

 Examples: who, which, that .

1. **Demonstrative**: they substitute for specific nouns.

 Examples: this, that, these, those .

**3. An overview of verbs**

**A verb**: expresses action or state of being

1. **Transitive**: it is an action verb; it passes action on to a direct object Example: We bought a car.
2. **Intransitive**: it does not indicate a transfer of action; it does not require a direct object Example: The eagle soared.
3. **Linking**: it joins the subject with a word that renames/describes it .Example: The sky is blue.
4. **Main**: it indicates the primary activity
5. **Auxiliary**: "helps" the main verb
6. **Modal**: indicates ability, obligation, permission, possibility
Examples: can, may, must, should, could, might, ought, would
7. **Finite**: it describes a definite and limited action or condition
8. **Non-finite/Verbal**: shows an unfinished action or condition
	* **Infinitives**: to + verb; act as nouns, adjectives, adverbs
	* **Participles**: past or present; always act as adjectives
	* **Gerunds**: present participle form; act as nouns

**4.An overview of adjectives**

**An adjective**: modifies nouns and pronouns

1. **Descriptive**: it names a quality of the noun
	* **Attributive**: Eg. The brown cow.
	* **Predicate**: Eg. It was a brown cow.
2. **Limiting**: it limits a noun
	* **Definite/Indefinite Articles**: Eg. the, a, an
	* **Possessive**: Eg. his, her, its, their
	* **Demonstrative**: Eg. this, that, these, those
	* **Indefinite**: Eg. several, few, less, many, more
	* **Interrogative**: Eg. what, which, whose
	* **Cardinal**: Eg. one, two, four
	* **2Ordinal**: Eg. third, fourth, fiftieth
	* **Nouns**: Eg. the **milk** cow
	* **Proper**: Eg. the **German** cow

**5. An overview of adverbs**

**An adverb**: modifies verbs, adjectives, adverbs, sentences

Examples: sang **loudly**, ran **swiftly**

**6. An overview of prepositions**

A preposition: links a noun or a pronoun (the object of the preposition) with some other word or expression.

Examples: about, below, in, over, until

**7. An overview of conjunctions**

**A conjunction** : links sentence elements, ie. words, phrases, clauses

1. **Coordinating**: it joins sentence parts of equal grammatical status

Examples: and, but, for, nor, or, so, yet

1. **Correlative**: they are coordinating conjunctions that work in pairs; they join words, phrases, clauses, sentences.

Examples: both...and, either...or, neither...nor

1. **Subordinating**: they connect clauses of unequal status

Examples: after, because, that, though

**8. An overview of interjections**

**An interjection** is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks.

Examples: *Ouch!, Hello!, Hurray!, Oh no!, Ha!* yuk, ouch, eh .