

# PART OF SPEECH

## English lessons By Mr. Ali Nafir

### Learning Objectives

After this lesson, students will be able to:

- name and explain four parts of speech
- determine parts of speech

### Length:

4 LESSONS 6 hours

### Key Vocabulary

- Nouns
- Verbs
- Adjectives
- Adverbs

# Lesson one

## Nouns

What is a Noun?

The simplest definition of a noun is the basic building blocks of sentences. These things can represent a person, animal, place, idea, emotion – almost *anything* that you can think of. *Dog, Sam, love, phone, Chicago, courage* are all nouns.

Examples:

1. I love watching my cat play with the pink yarn.
2. **It is raining! Everyone**, grab **your umbrella** and rain **hat** and watch out for the **puddles!**

### Categories of Nouns

There are *common*, proper nouns, *concrete* and *abstract*.

**Common nouns** are the words that refer to most general things: country, evening, laughter, puppy, and umbrella

**Proper nouns** are the name that identifies someone or something, a person or a place. Proper nouns are capitalized. Proper noun

Examples: Mary, Jimmy, Aunt Audrey, Honda, Philadelphia

**Concrete nouns** represent a thing that is real and tangible: *pig, person, rock, smells, air, soup, Larry* are all concrete nouns.

Concrete noun examples: cup, computer, diamond, rollercoaster, shampoo, Debby

**Abstract noun** represents a thing that is more like a concept or idea: *love, integrity, democracy, friendship, beauty, knowledge* are examples of abstract nouns.

Nouns can also be categorized as ***countable*** or ***uncountable***.

**Countable noun** is a thing can be numbered or counted: airplane, sock, bowl, noodle, teacher, as in two airplanes, three socks, 1000 noodles.

Countable noun examples: horse, shirt, telescope

**Uncountable nouns** can have a quantity or amount but cannot be actually counted: water, music, clothes, understanding. Uncountable noun examples: hate, confidence, attractiveness, wisdom

Collective nouns refer to a group of people or things: audience, team, bunch, family, class. When speaking of collective nouns, Americans consider them as singular, using singular verbs with them,

Collective noun examples: government, jury, team, bunch, school, class, and room (the people in the room or building)

# Lesson two

## Verbs

Verbs are words that describe an action or talk about something that happens. They take many different forms depending on their subjects, the time they refer to and other ideas we want to express.

## Verb Types

### Action Verbs

Action verbs express specific actions and are used any time you want to show action or discuss someone doing something.

Action verb examples:

1. Run
2. Dance
3. Slide
4. Jump
5. Think
6. Do
7. Go
8. Stand
9. Smile

### Transitive Verbs

Transitive verbs are action verbs that always express doable activities that relate or affect someone or something else. These other things are generally direct objects, nouns or pronouns that are affected by the verb,

Transitive verb examples:

1. Love
2. Respect
3. Tolerate
4. Believe
5. Maintain.

### Intransitive Verbs

Intransitive verbs are action verbs that always express doable activities. They are different from transitive verbs because there is no direct object following an intransitive verb.

Intransitive verb examples:

1. Walk
2. Laugh
3. Cough
4. Play
5. Run

### Auxiliary Verbs

Auxiliary verbs are also known as helping verbs and are used together with a main verb to show the verb's tense or to form a question or negative.

Common examples of auxiliary verbs include *have*, *might*, *will*. These auxiliary verbs give some context to the main verb

Auxiliary verb examples:

1. Would
2. Should
3. Do
4. Can
5. Did
6. Could
7. May

## Stative Verbs

Stative verbs can be recognized because they express a state rather than an action. They typically relate to thoughts, emotions, relationships, senses, states of being, and measurements.

The doctor **disagrees** with your analysis.

John **doubts** the doctor's opinion.

I **believe** the doctor is right.

She **wanted** another opinion.

## Modal Verbs

Modal verbs are auxiliary verbs that are used to express abilities, possibilities, permissions, and obligations.

Modal verb examples:

1. Can
2. Must
3. May
4. Should
5. Would

## Phrasal Verbs

Phrasal verbs are combinations of words that are used together to take on a different meaning to that of the original verb.

Phrasal verb examples:

1. Run out
2. Go all out
3. Make out
4. Hand out
5. Bring out
6. Face up
7. Think through

## Irregular Verbs

Irregular verbs are those that don't take on the regular spelling patterns of past simple and past participle verbs. Unfortunately, there are hundreds of irregular verbs in the English language

# Lesson three and four

## Adjectives and Adverbs

### Adjectives

We use adjectives to describe nouns and pronouns. Adjectives can come before nouns or after linking verbs.

#### Before the noun:

He dropped the hot plate.

I have a black cat.

The small boy ran down the street.

What a beautiful view!

#### After a linking verb:

He seems tired.

The view is beautiful.

The weather became cold.

My cat is black.

(Linking verbs are verbs like 'be', 'become' and 'seem' which are not actions but instead link the subject to an adjective, noun or phrase that gives us more information about the subject.)

We make the comparative and superlative of adjectives by adding either '-er / -est' or using 'more / most'.

She is tall.

She is taller than her sister.

She is the tallest person in the class.

### **Adverbs**

Adverbs are used to describe verbs, adjectives or other adverbs. They are often (but not always) made by adding 'ly' to the adjective.

I walked slowly ('slowly' tells us about the verb 'walk').

They worked quickly.

We make the comparative and superlative forms of adverbs by using 'more / most'.

She sang loudly.

She sang more loudly than her friend.

She sang most loudly in the class.

### **Adverb or adjective?**

It's important to remember to use an adjective after a linking verb. However, this can be tricky as some verbs can be used as both normal verbs and as linking verbs. One test is to replace the verb with the same form of 'be' and see if the sentence still makes sense. If it does, the verb is being used as a linking verb and so needs an adjective, not an adverb.

He smells the hot soup carefully. (Here we are talking about the action of smelling and using smell as a normal verb, so we need an adverb.)

The soup smells good. (Here we are using 'smell' as a linking verb, to describe the soup. We can replace 'smells' with 'is' and the sentence still makes sense. So, we need an adjective.)

He looked tiredly at the dirty kitchen. (Here we are talking about the action of looking and using 'look' as a normal verb, so we use an adverb to describe the way of looking.)

You look beautiful. (Here we are using 'look' as a linking verb, to give more information about the person. We can replace 'look' with 'are' and the sentence still makes sense. So we need an adjective.)

### **Irregular forms**

Normally, we make an adverb by adding 'ly' to an adjective.

Careful (adjective) He is always careful.      Carefully (adverb) She put the glasses down carefully.

Quiet (adjective) This is a quiet room.      Quietly (adverb) She spoke quietly.

Bad (adjective) This coffee is bad!      Badly (adverb) He sings badly!

If the adjective ends in 'y', we change 'y' to 'i' and add 'ly'. If the adjective ends in 'le', we drop 'e' and add 'y'.

Happy (adjective) She looks very happy.      Happily (adverb) He sang happily.

Gentle (adjective) It's a gentle cat.      Gently (adverb) He stroked the cat gently.

However, there are some exceptions.

Fast (adjective) That's a fast car.      Fast (adverb) She walks fast.

Early (adjective) She was early for the meeting.      early (adverb)  
He arrived early.

Good (adjective) That is a good book.      Well (adverb) She did well on the exam.  
(‘Well’ can also be an adjective.)

Hard (adjective) Maths is hard!      Hard (adverb) She tried hard. (‘Hardly’ is also an adverb, but means ‘almost none’)

Late (adjective) He is always late!      late (adverb) He got up late this morning.  
(‘Lately’ is also an adverb but means ‘recently’.)

There are also some adjectives that end in 'ly' and don't have an adverb form. Instead we use 'in a ---way'. These are friendly, lovely, lonely, lively, and silly.



He talked to me in a friendly way.

**Good / well** 'Well' can be confusing because it is both the adverb form of 'good', and an adjective that means 'healthy and fine'.

My mother is well ('well' is an adjective that means 'healthy and fine').

He did the work well ('well' is an adverb meaning 'in a good way').

Of course, we also use 'good' as an adjective.

This meal is good!

He can speak good German.

**Hard / hardly** 'Hard' is both an adjective and an adverb.

The table is hard (= adjective, meaning 'not soft' or 'difficult').

She works hard (= adverb, meaning 'with a lot of effort').

'Hardly' is also an adverb, but it means 'almost nothing' or 'almost none'.

She hardly works (= she does almost no work).

I have hardly any money (= I have almost no money).

**Late / lately**

'Late' is an adjective and an adverb. There is also an adverb 'lately', which means 'recently'.

I'm late (= adjective, meaning 'not on time').

He came late (= adverb, meaning 'not on time').

I've been working a lot lately (= an adverb meaning 'recently').

**Modern English and Adverbs** Many native English speakers are starting to use adjectives where traditionally we need an adverb. Some people think this is incorrect, but it's very common.

He ran quick (instead of 'he ran quickly').

This is especially common with comparatives and superlatives.

She ran quicker (instead of 'she ran more quickly').

Of course, it's your choice if you'd like to follow traditional grammar or use the more modern style. I'd suggest that if you're writing formally, it's probably better to use an adverb. In all my exercises here, I use the traditional style.