**PARTS of SPEECH REVIEW**

PARTS OF SPEECH REFERENCE CHART

|  |  |  |
| --- | --- | --- |
| Part of Speech | Definition | Example |
| **NOUN** | * Name of a person, place, thing (idea, activity, quality, virtue, etc).
 | * The **wolf** howled its **message** of **freedom** and **fear** in the early **dawn**.
 |
| **PRONOUN** | * Word that substitutes for a noun
 | * **She** saw **him** standing **there**.
 |
| **ADJECTIVE** | * A word that describes or limits a noun
 | * The **small** man made a **big** mistake
 |
| **ARTICLE** | * A kind of adjective used so often that it was given its own name.
 | * **The** students were instructed to sit at **a** table.
 |
| **VERB** | * An action word that makes an assertion about a noun or noun counterpart
* Some verbs express feelings or states of being
* Some verbs will have more than one word, or will have other words among their parts.
 | * The police car **raced to catch** the speeding van.
* She **is** a doctor; her husband **is** a nurse.
* He **will have been** at the college three years next March.
 |
| **ADVERB** | * Describes or limits a verb, an adjective, or another adverb
 | * **Slowly**, the very big elephant began to move.
 |
| **PREPOSITION** | * A “structure word” that governs a noun or pronoun, connecting it with another word or noun.
 | * They ran **to** the house **from** the car.
 |
| **CONJUNCTION** | * A joining word (may join two nouns, phrases, or clauses).
 | * The factories were closed **and** the downtown stores, **which** relied upon the income of the workers, suffered.
 |
| **INTERJECTION** | * An expression of feeling
 | * **“O, wow!”** he gasped when he saw his final mark
 |
| **EXPLETIVE** | * Word with no grammatical correlation
 | * **It** is raining heavily.
 |

The man ran quickly into the brick wall, hit his head, and shouted “ow!”

**SINGULAR and PLURAL NOUNS**

The chart shows how to change **Singular Nouns** (one) to **Plural Nouns** (more than one).

|  |  |  |
| --- | --- | --- |
| **Noun** | **Plural Form** | **Example** |
| * Most nouns
 | Add –s | Ship > ships, nose > noses |
| * Nouns ending in a consonant and –y
 | Remove –y and add -ies | Sky > skies, navy > navies |
| * Nouns ending in –o
 | Add –es or –s | Hero > heroes, solo > solos |
| * Most nouns ending in –f or –fe
 | Change –f or –fe to –ves | Half > halves |
| * Most nouns ending in –ch,

- sh, -s, or –x | Add –es | Bench > benches, bush > bushes, loss > losses, tax > taxes |
| * Many two-word or three-word compound nouns
 | Add –s to the main word | Son-in-law > sons-in-law |
| * Nouns with the same form in singular and plural
 | No change | Sheep > sheep |
| * Nouns that are exceptions to the rules
 | Case-by-case | Woman > women |

**APOSTROPHES & POSSESSION**

**Apostrophes and Verbs**

Some people use an apostrophe on all words ending in “s.” This practice is simply wrong.

* Apostrophes show ownership (The cat**’s** fur).
* Apostrophes contract words together (do not = don’t)
* THEY DO NOT EVER belong in verbs.

|  |  |
| --- | --- |
| **Wrong:** Nothing **last’s** forever.**Implies:** Nothing **last is** forever. Nothing **belonging to last** forever.  | **Right:** Nothing **lasts** forever. |

**Apostrophes and Nouns**

Not all nouns ending in “s,” need an apostrophe.

 **Example:**

 I have a **boat**.

 Tom has two **boats**.

 The **boat’s** sails are torn. (the sails belong to the boat)

 The **boats’** sails are torn. (the sails on my boat and Tom’s boat are torn = sails of boatS)

|  |  |
| --- | --- |
|  **Wrong:** Judith eats **egg’s** for breakfast. **Implies:** Judith eats **egg is** for breakfast. Judith eats **belonging to egg** for breakfast. | **Right:** Judith eats **eggs** for breakfast. |

**Apostrophes and Family Names**

A lot of people think it’s correct to use apostrophes to write their family names.

 **Example:**  **Wrong**: Do you know the **Smith’s**.

 **Implies**: Do you know the **Smith is** / Do you know the **belonging to Smith**?

If the sentence indicates that the family owns something, use an apostrophe. Otherwise, don’t.

 **Example:**  **Right:** Do you know the **Smiths**?

 **Right:** Are you living at the **Smith’s** home?

**CAPITAL LETTERS**

**Capitalization**

Please pay attention to capitalization. You know the rules, but these you should review:

Capitalize the **first word** of a new sentence:

 e.g. **I** like the beach. **We** go there regularly.

Capitalize **proper nouns**:

 e.g. **J**ohn goes to **N**ew **Y**ork **C**ity every **F**ebruary.

Capitalize **“I”** (pen and paper don’t auto-correct):

 e.g. **I** like cheese. **I** like bananas. **I** don’t like electricity.

**HOMONYMS**

**Homonyms**

**Definition:** Words that SOUND the same but have different spellings and different meanings.

**People TOO FREQUENTLY make homonym errors!**

**Pay attention to show you care about writing properly.**

**LOOK:**

*Your joking that there pool is bigger then it’s picture shows.*

|  |  |  |
| --- | --- | --- |
| **Homonyms** | **Explained** | **Example** |
| 1. **Its vs. It’s**
 | * Its belonging to IT
* It’s it is
 | * The shoe is missing **its** shoelace.
* **It’s** a nice day today.
 |
| 1. **Your vs. You’re**
 | * Your belonging to YOU
* You’re you are
 | * Have **you** sent **your** email?
* **You’re** nice.
 |
| 1. **Then vs. Than**
 | * Then refers to time. Answers WHEN.
* Than used in comparison.
 | * **Then** we went to the movies.
* The day is brighter **than** the night.
 |
| 1. **Their vs. They’re vs. There**
 | * Their belonging to THEM
* They’re they are
* There refers to place. Answers WHERE
 | * Do you have **their** number?
* **They’re** nice.
* We went to the movies **there**.
 |
| 1. **Two vs. Too vs. To**
 | * Two a number. 2.
* Too used to show extreme action or may replace “also.”
* To used whenever Two or Too can’t be.
 | * I’ll have **two** burgers.
* She is **too** loud.
* I’d like the salt, **too**.
* I’d like **to** go **to** the store **to** buy a stamp so I can send the letter **to** my friend.
 |
| 1. **Lose vs Loose**
 | * Loose Not tight
* Lose to not win
 | * I will **lose** the game because my shoelaces are too **loose**.
 |
| 1. **We’re vs. Where vs. Were**
 | * We’re We are
* Where Location
* Were past of “are”
 | * **Where** are we going?
* **We’re** going to the store.
* We **were** there.
* **We’re where**? There.
 |

**COMMON MISSPELLINGS**

**Beginning vs. Beginning???**

Commonly-misspelled words get to be a bit trying. Pay attention to these:

\* be mindful of which one you intend.

|  |  |
| --- | --- |
| **IT IS…** | **NOT…** |
| Beginning | Beg**g**ining  |
| Heroes | Her**os** |
| it’s (it is)\* | I**ts** (belonging to it)\* |
| Definitely | Defin**a**tely |
| Choose (present)\* | Ch**os**e (past)\* |
| Paid | Pa**ye**d |
| Woman (singular)\* | Wom**e**n (plural)\* |
| Aloud (out loud)\* | Allowed (permitted)\* |
| Should HAVE  | Should of |
| Could HAVE | Could of |
| Would HAVE | Would of |
| A lot | Alot |
| Each other | Eachother |
| I **saw** the cat.I **have seen** the cat. | I seen the cat. |

**COMMAS**

To confirm comma usage, refer to the following chart when writing. Use a comma:

* between items in a series of three or more, and one preceding *and*.
	+ - **Example:** Scott, Crawford, and Rogers are going.
* after an *introductory group* of several words.
	+ - **Example:** On the other hand, Stan Rogers may come along.
* to set off words that interrupt a flow of thought
	+ - **Example:** *The Lord of the Rings*, though set in an indefinite time period, tells a story that any generation would enjoy.
* to separate two complete sentences joined by *and, but, or, yet, nor, so,* or *for*.
	+ - **Example:** He said he would call, and he called by eight o’clock.
* to separate words or expressions that refer to the same person or thing.
	+ - **Example:** He George Costanza, a dweeb and a loser, is actually a character based on Larry David the show’s creator.
* to separate an incomplete sentence from the main clause that *follows* it.
	+ - **Example:** Although the Wii is merely a videogame system it still provides a great active experience.
* to precede “which”
	+ - **Example:** I really like these new pants, which I bought for only $15.

**FIXING SENTENCES – *Comma Splice Errors***

A **comma splice error** occurs when two closely-related but independent sentences are joined by a comma.

* + - **Example:** The house stood empty, no one bought it.
* To correct comma splice errors, there are a few options:
	+ - **1:** create two sentences.
		- **Example:** The house stood empty. No one bought it.
		- **2:** rewrite the sentence using a comma and a conjunction (ie.“and”)
		- **Example:** The house stood empty, **because** no one bought it.
		- **3:** use a semicolon to separate the two complete sentences.
		- **Example:** The house stood empty for months**;** no one bought it.

**FIXING SENTENCES – *Run-On Sentences***

A **run-on sentence** has two or more complete thoughts or independent clauses, which run together without proper punctuation.

* + - **Example:** We have only a day until the big dance I don’t have my dress yet and that will take a least a day.
* To correct run-on sentences, there are few options:
	+ - **1:** separate the long sentence into two longer sentences.
		- **2:** rewrite the sentence using a comma and a conjunction (ie.“and”)
		- **3:** use a semicolon to separate the two complete sentences.

**FIXING SENTENCES – *Sentence Fragments***

A **sentence fragment** is an incomplete sentence. It can often seem like a heading.

* + - **Fragment:**

Just before eating.

 **CORRECTED: Make a sentence:**

Just before eating, he phoned his friend.

* + - **Fragment:**

Her friend didn’t care. **Leaving** at a time she needed him.

 **CORRECTED: Make a sentence:**

Her friend didn’t **care, leaving** at a time she needed him. OR

Her friend didn’t **care, as he left** at a time she needed him.

* + - **Fragment of** starting a sentence with “which.”

The weather is bad. **Which** is why I’ll stay home.

 **CORRECTED: Make a sentence:**

* The weather is **bad, which** is why I’ll stay home.

**PARTICIPLES & MODIFIERS Participle Phrases & Modifiers**

**Participle phrases** *begin* with a present (-ing) or past (-ed) participle and can function as adjectives.

* + - **Examples:** **Reaching for a cookie**, Martin spilled his glass of milk.

 **Damaged beyond repair**, the ship sunk.

**We MUST be careful about these, as they are often worded to create funny meanings:**

**PROBLEM: DANGLING MODIFIERS (words modify subjects that are not in the sentence)**

**WRONG:** Sitt**ing** on the chair, **my eyes** began to ache.

**IMPLIES: My eyes** are **sitting on the chair**.

**WRONG BC: WHO is sitting on the chair is not in the sentence**

**CORRECTED: As I sat on the chair, my eyes began to ache.**

**PROBLEM: MISPLACED MODIFIERS (it is unclear which words a modifier modifies)**

**WRONG:** The jacket I tried on was just too small in the store.

**IMPLIES:** The jacket would fit if it weren’t in the store.

**CORRECTED:** The jacket I tried on in the store was just too small.

**VERBS - Subject-Verb Agreement**

* A **singular subject** requires a **singular verb.**
	+ - **Example:** **Kristen is** from Hungary.
* A **plural subject** requires a **plural verb.**
	+ - **Example:** **Her mother and father were** born in Hungary.
* **Collective nouns** usually require a **singular** **verb.**
	+ - **Example:** My **family is** fromHungary.

**Problems arise when singular verbs are given to plural subjects or vise versa:**

**WRONG Example: The captain of the teams collect the money.**

**WHY? The collection happens by the captain, not by the team.**

**Corrected: The captain of the team collects the money.**