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Parts of Speech

When you look up a word in the dictionary, you will see a small letter next to the meaning, which tells you the word’s part of speech. There are four (4) common parts of speech: noun, verb, adjective, and adverb.

<table>
<thead>
<tr>
<th>Part of Speech</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>noun (n)</td>
<td>a person, place, thing, or idea</td>
<td>Mrs. Jones chair school love</td>
</tr>
<tr>
<td>adjective (adj.)</td>
<td>word that describes a noun or tells you more about it</td>
<td>small ugly delicious good</td>
</tr>
<tr>
<td>verb (v)</td>
<td>an action word; something that you do</td>
<td>talk smile work have</td>
</tr>
<tr>
<td>adverb (adv.)</td>
<td>a word that tells you more about a verb or adjective (these words often end in –ly)</td>
<td>quickly very really softly</td>
</tr>
</tbody>
</table>
Let's take a look at a page from a dictionary.

The word *pullover* is a *noun*.

The word *pulpy* is an *adjective*.

Use the dictionary page above to answer these questions.

1. What part of speech is the word *pullover*? ___________________________

2. What part of speech is the word *pulverize*? ___________________________
Let’s take a closer look at nouns.

Noun: person, place, thing, or idea

Example:

Tracey walked to the store. (Tracey is a noun because she is a person.)
I went to Florida. (Florida is a noun because it is a place.)
Please sit on the bench. (Bench is a noun because it is a thing.)
Love is in the air. (Love is a noun because it is an idea.)

Now you try!

Underline the noun(s) in each sentence below. There may be more than one noun in each sentence.

3. Please set the table.
4. I hate running.
5. My sister lives in Texas.
6. That book is mine.
7. Mr. Mendoza teaches math.

Proper nouns, such as the names of people and specific places, are always capitalized. That means they begin with a capital letter. The beginning of every sentence must also be capitalized.

Example:

Rose lives in Michigan. (Rose is a proper noun as well as the first letter of the sentence, so it must be capitalized. Michigan is the name of a state, which is a specific place, so it also must be capitalized.)
The chickens belong to Mr. Barber. (The is not a proper noun, but it begins the sentence, so it must be capitalized. Mr. Barber is a proper noun because it is the name of a person, so it must be capitalized.)

Let’s compare these two sentences:

That bag belongs to Silvia.
That bag belongs to that woman.

Notice that “Silvia” is capitalized because it is the specific name of a person, making it a proper noun. But “that woman” is not a proper noun, so it does not need to be capitalized.

Here is another example:

That’s my Uncle Robert.
That’s my uncle.

“Uncle Robert” is a proper noun, so it must be capitalized. But “uncle” does not refer to a specific uncle, so it is not capitalized.

Read the paragraph on the next page. Underline each proper noun and other words that need to be capitalized.
8. My favorite childhood memory is of a family vacation in California. My mom, brother, and I loaded up into our beat up, old station wagon and drove from Mississippi to California to visit Aunt Mary. Aunt Mary was my favorite aunt because she spoiled my brother and me with toys and candy. This vacation was by far my favorite because Aunt Mary took us to Disney World! I remember my brother and mother were afraid to ride the roller coasters. Aunt Mary loved roller coasters so she took me on every last one in the park.

Pronouns take the place of nouns. Some common pronouns include: he, she, I, you, they, we, it, and which.

Example:

He
Rubin walked home.

He walked home.

The noun Rubin can be replaced with the pronoun He.

It
This bag is heavy.

It is heavy.

The noun bag can be replaced with the pronoun It.

They
Tom and Elizabeth are going to the store.

They are going to the store.

They replaces the nouns Tom and Elizabeth.
Now you try!

Rewrite each sentence below by replacing the noun with a pronoun.

9. Juan ran. __________________________________________

10. Bobby and I ate pizza. __________________________________________

11. Bill and Jorge worked late. __________________________________________

12. Olivia planted flowers. __________________________________________

13. Martin picked corn. __________________________________________

*Possessive pronouns* are pronouns that show ownership. These pronouns include: *my/mine, your/yours, his, her/hers, its, our/ours, your/yours* and *their/theirs*.

**Example:**

*I think your shoe is untied.*

The possessive pronoun *your* tells whose shoe is untied.

*His voice is very loud.*

The possessive pronoun *his* tells whose voice is loud.

*The boys don’t like it when I borrow their tools.*

The possessive pronoun *their* tells whose tools.
Now you try!
Underline the possessive pronoun in each sentence.

14. Our project won first place.
15. The soccer ball is mine.
16. Pedro needs his glasses in order to see.
17. I like your new haircut.
18. Margaret is resting in her bedroom.

Fill in an appropriate possessive pronoun in each sentence below.

19. The black running shoes are ___________.
20. This slice of cake is ___________.
21. ___________ pen is blue.
22. The girls hate it when I eat ___________ snacks.
23. Did you see ___________ test score?
Let's explore adjectives.

Adjective: describes a noun

Adjectives describe nouns. These words tell how someone or something looks, feels, sounds, smells, or tastes.

Example:

He helped the elderly woman cross the street.
The adjective elderly describes the woman.

That dinner was delicious!
The adjective delicious describes the dinner.

I hope you learned a valuable lesson.
The adjective valuable describes the lesson.

Give it a try!

Circle the adjective in the sentences below.

24. Did you see that yellow motorcycle?
25. This box is heavy.
26. I couldn’t take my eyes off that beautiful woman.
27. I dream of owning that expensive watch.
28. She wore her fancy dress.
29. The comedian was funny.
30. That perfume was stinky.
31. I sat on the wet ground.
Proper adjectives come from proper nouns. To review, a proper noun is a specific person, place, or thing. Let’s explore proper adjectives some more.

Example:

I was born in Mexico; therefore, I am Mexican.

Mexico is a specific place, so it is a proper noun.

Mexican comes from the proper noun Mexico, so it is a proper adjective.

Match each proper noun with the correct proper adjective. The first one is done for you.

32. England Shakespearian
33. Italy Italian
34. Mars Chinese
35. Queen Elizabeth English
36. Switzerland Martian
37. America Elizabethan
38. Peru French
39. France Swiss
40. Shakespeare Peruvian
41. China American
Adjectives can also be used to compare two people or things. There are a few rules to remember writing the **comparative form of adjectives**:

- **√** Usually, if the adjective is one syllable that does not end in a –y, you add an –er to the end of the adjective to create the comparative form. For example:
  
  
  \[
  \begin{align*}
  \text{smart} & \rightarrow \text{smarter} \\
  \text{fast} & \rightarrow \text{faster}
  \end{align*}
  \]

- **√** If the adjective is one or two syllables and ends in a –y, drop the –y and add an –ier. For example:
  
  \[
  \begin{align*}
  \text{pretty} & \rightarrow \text{prettier} \\
  \text{funny} & \rightarrow \text{funnier}
  \end{align*}
  \]

- **√** If the adjective ends in a consonant-vowel-consonant pattern, repeat the second consonant before you add the –er. For example:
  
  \[
  \begin{align*}
  \text{wet} & \rightarrow \text{wetter} \\
  \text{hot} & \rightarrow \text{hotter}
  \end{align*}
  \]

  (w is a consonant, e is a vowel, t is a consonant, making the consonant-vowel-consonant pattern)

- **√** If the adjective is three syllables or more, or ends in –ful, use the words more or less before the adjective and do not add an –er to the end. For example:

  \[
  \begin{align*}
  \text{beautiful} & \rightarrow \text{more beautiful} \\
  \text{amazing} & \rightarrow \text{less amazing}
  \end{align*}
  \]

Here are a few exceptions to the rules you just learned. The adjectives below do not follow the rules of comparative form. The comparative form of these words is something you must remember.

\[
\begin{align*}
\text{good} & \rightarrow \text{better} & \text{bad} & \rightarrow \text{worse} & \text{far} & \rightarrow \text{farther}
\end{align*}
\]
Let’s practice using the comparative form of adjectives. Write the comparative form of each adjective below.

42. ugly → ______________________
43. dirty → ______________________
44. silly → ______________________
45. thin → ______________________
46. far → ______________________
47. cheerful → ____________________
48. angry → ______________________
49. excited → ______________________
50. crazy → ______________________
51. slow → ______________________

*It is important to use the word than when using the comparative form.*
*Vincent is taller than Sergio. Elena is more cheerful than Clara.*

**Let’s take a closer look at verbs.**

**Verb:** action word

Every sentence has a *subject* (a person, place, or thing) and an *action verb* (what the person, place, or thing is doing).

**Example:**

*She ran.* (She is the subject; ran is the verb.)

*Michael wrote.* (Michael is the subject; wrote is the verb.)

*The car stopped.* (Car is the subject; stopped is the verb.)
In each sentence below, underline the subject and circle the verb. The first one is done for you.

52. The dog **barked**.
53. The wind blew.
54. The ship sailed.
55. I ate cookies.
56. Chris draws.

A **linking verb** is a verb that does not show action but it connects the subject and the verb to additional information.

**Example:**

*Jorge is a soccer fan.*

*Is* isn’t something that Jorge can physically do. It links the subject *Jorge* to more information about him.

*Tara always feels tired when she stays up watching television all night.*

*Feels* connects the subject *Tara* to her state of being, *tired.*

Some verbs that are always linking verbs are the forms of the verb “to be” such as: *am, is, are, were, was, has been, are being.* A couple of other verbs that are always linking verbs are: *become and seem.*
There are verbs that can be used as action verbs or linking verbs. Some of these verbs are: *feel, look, appear, smell, taste, turn, sound*. How do we tell if they are being used as action or linking verbs? Let’s explore these verbs!

One strategy to use when figuring out whether a verb is an action verb or a linking verb is to replace the verb with the words *is, and, or are* and see if the sentence still makes sense. If the sentence still makes sense, it is a linking verb. If the sentence does not make sense, it is an action verb.

**Example:**

The apple pie *tasted* delicious.
The apple pie *is* delicious.

*Tasted* can be replaced with *is* and the sentence still makes sense. *Tasted* is a linking verb in this sentence.

Mary *felt* the slimy worm.
Mary *is* the slimy worm.

When *felt* is replaced with *is*, the sentence does not make sense. Mary is not the slimy worm. So, *felt* is an action verb.
Decide whether the underlined verb in each sentence is a linking verb or an action verb. Write L for linking verb or A for action verb on the line provided.

_____ 57. Victor wanted a new car.

_____ 58. Celeste drank diet soda.

_____ 59. The coffee smelled strong.

_____ 60. Maria smelled sweet.

_____ 61. My sister eats pretzels.

_____ 62. The cat seemed ill.

_____ 63. We baked cupcakes.

_____ 64. He felt feverish.

_____ 65. Silvia hung the picture.

_____ 66. Karina plays soccer.

Let’s take a closer look at adverbs.

**Adverbs: describe action words**

*Adverbs* are words that describe verbs, adjectives, or other adverbs. They can describe *how*, *where*, *when*, and *to what extent* an action happens.

Example:

*Ricardo walks slowly.* (Slowly describes *how* Ricardo walks.)

*Ricardo walks very slowly.* (Very describes *how slowly* Ricardo walks.)
Often times, adverbs end in –ly. Most adverbs that describe “how” end in –ly, such as the word slowly. However, not all words that end in –ly are adverbs. For example, the word supply ends in –ly, but can be a noun and a verb but not an adverb. On the other hand, not all adverbs end in –ly. For example, the word always is an adverb that does not end in –ly.

The table below gives examples of adverbs that describe how, where, when, and to what extent:

<table>
<thead>
<tr>
<th>Adverbs that describe How</th>
<th>Adverbs that describe Where</th>
<th>Adverbs that describe When</th>
<th>Adverbs that describe To What Extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautifully</td>
<td>anywhere</td>
<td>after</td>
<td>extremely</td>
</tr>
<tr>
<td>carefully</td>
<td>everywhere</td>
<td>always</td>
<td>not</td>
</tr>
<tr>
<td>eagerly</td>
<td>here</td>
<td>before</td>
<td>quite</td>
</tr>
<tr>
<td>gracefully</td>
<td>in, out</td>
<td>daily</td>
<td>rather</td>
</tr>
<tr>
<td>lazily</td>
<td>inside</td>
<td>never</td>
<td>really</td>
</tr>
<tr>
<td>quickly</td>
<td>outside</td>
<td>soon</td>
<td>so</td>
</tr>
<tr>
<td>quietly</td>
<td>somewhere</td>
<td>still</td>
<td>somewhat</td>
</tr>
<tr>
<td>really</td>
<td>there</td>
<td>then</td>
<td>terribly</td>
</tr>
<tr>
<td>recklessly</td>
<td>underground</td>
<td>today</td>
<td>too</td>
</tr>
<tr>
<td>urgently</td>
<td>upstairs</td>
<td>when</td>
<td>very</td>
</tr>
</tbody>
</table>

The underlined words in the sentences below are adverbs. Circle the verb, adverb, or adjective that the adverb describes. The first one is done for you.

67. She rarely misses work.
68. I carefully glued the paper.
69. He will visit tomorrow.
70. I eat a banana daily.
71. She plays the piano beautifully.
72. Let’s leave soon.
73. He plays soccer recklessly.
74. Ants build colonies underground.
75. He walked lazily to the kitchen.
76. They rushed urgently to the hospital.
Use the word bank to fill in the blanks below. The first one is done for you.

Word Bank

<table>
<thead>
<tr>
<th>accidentally</th>
<th>cheerfully</th>
<th>quite</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>mightily</td>
<td>reluctantly</td>
</tr>
<tr>
<td>angrily</td>
<td>neatly</td>
<td>yesterday</td>
</tr>
<tr>
<td>quietly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

77. Fredrick stomped his feet ______angrily____.
78. That dog ______________ barks.
79. We ______________ sing songs.
80. The lion roared ______________.
81. ______________, I ate rice and beans.
82. Maya ______________ wrote a letter.
83. Veronica ______________ broke a plate.
84. The kitten slept ______________.
85. The man ______________ placed his money on the counter.
86. He swims ______________ well.

End of Lesson 1