

- A. An **adverb** is a modifying part of speech. It describes verbs, other adverbs, adjectives, and phrases. They are used to describe how, where, when, how often and why something happens. Here are a few examples:

Verb- *The cat climbed quickly up the tree.* (quickly describes how the cat climbed)

Adverb- *Mike worked very carefully on his paper.* (very shows how carefully he worked)

Adjective- *She is nearly ready to go.* (nearly tells to what extent she is ready)

- B. English speakers **use prepositions** in both formal and everyday communication. Without them, the English language would sound short and choppy.

Prepositions connect nouns, pronouns, and phrases with other words in a sentence. It gives information about location, direction, space, or time. Prepositions are usually part of a phrase because they often have a noun or pronoun after them. Here are two examples of prepositions in sentences.

The dog jumped **over** the fence.

I will go **to** the doctor.

The main job of prepositions is to create relationships between words. How is the dog related to the fence? It jumped over the fence. How am I related to the doctor? I am going to the doctor

Prepositional phrases can also act like adverbs or adjectives. Remember that adverbs describe verbs (actions and being), and adjectives describe nouns and pronouns (ideas, people, places, and things).

As an adverb - The children crossed the street with caution.

The prepositional phrase "*with caution*" describes the way the children crossed the street.

As an adjective - He lives in the house with the red roof.

The prepositional phrase "*with the red roof*" describes the house in a specific way.

Children will see prepositions in their early reader books. In Kindergarten and first grade, children are focused on word recognition and reading skills. Basic sentence structure is taught, but it is too early for children that young to learn parts of speech.

- C. An **adjective's job is to modify a noun or pronoun**. They are always near the noun or pronoun they are describing. Be careful how you use adjectives such as interesting, beautiful, great, wonderful, or exciting. Many adjectives like these are overused and add little definition to a sentence. Instead, show your reader or listener what you are talking about by using verbs and nouns creatively. Sprinkle fewer well-chosen adjectives for interest.

Adjectives are often used to describe the degree of modification.

The adjective forms are positive, comparative, and superlative.

This tree is tall. (positive)

That tree is taller. (comparative)

The last tree in the row is the tallest. (superlative)

A handful of adjectives have irregular forms of positive, comparative, and superlative usage.

These include good/better/best, bad/worse/worst, little/less/least, much-many-some/more/most, far/further/furthest.

My lunch was good, hers was better, and yours was the best.

Proper adjectives are derived from proper nouns. They commonly describe something in terms of nationality, religious affiliation, or culture. Like proper nouns, proper adjectives have their first letter capitalized.

- D. **Pronouns** are the stunt doubles of the English language. They keep communication going with or without the nouns. Pronouns come in to keep nouns from getting repetitive or when nouns are not clearly known. They do more work than you think, so read on to learn about them.

Subject and object pronouns are used in everyday language. However, it can be tricky to remember which is which. The subject always takes action. The object is part of the activity, but it does not do any acting. Here is an example:

Susan likes talking to Kevin.

Susan is the subject; she is liking and talking. Kevin is the object; all the liking and talking is done to Kevin but not by Kevin.

Subject and object pronouns function in the same way.

Subject pronouns include I, you, he, she, it, they, we.

Object pronouns include me, you, him, her, it, us, them. See the following examples:

Subject	Object
I might see you later.	Sarah hit <i>me</i> on the arm.
You have to come now.	I need to tell <i>you</i> something.
She lives in Nebraska.	Larry took <i>him</i> aside.
He makes me angry	The message wasn't for <i>her</i> .
It just might work.	Take <i>it</i> to the store.
They caught the last train.	Summer is fun for <i>us</i> .
We can't see the end.	Margaret took <i>them</i> downstairs.

Possessive pronouns show who owns something described in a sentence. They include mine, his, hers, its, ours, yours, their, and theirs. Possessive adjectives are similar to possessive pronouns. However, the possessive adjective comes before the object of the sentence; the possessive pronoun is the object of the sentence. See the difference here:

That is my dog. (possessive adjective, before the object 'dog')

The dog is mine. (possessive pronoun, which is the object)

Intensive pronouns and reflexive pronouns look the same. However, they act differently in a sentence. Intensive pronouns put an emphasis on other pronouns or nouns. Reflexive pronouns rename the subject in a sentence. Look at the following examples:

Intensive pronoun : She herself will go to the bank. (herself emphasizes the pronoun she)

Reflexive pronoun : She cut herself on the arm. (herself renames the pronoun she)

Intensive and reflexive pronouns include:

myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.

Demonstrative pronouns refer to things in relation to distance.

This and these refer to things that are close by. That and those refer to things farther away.

This is your shirt.

That is my house on the corner.

These good friends are sitting next to me.

Those roads in the next town are bumpy.

Indefinite pronouns replace nouns that are not specified. They include the following: all, another, any, anybody, anyone, anything, both, each, either, everybody, everyone, everything, few, many, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, and something. Read the example sentences for a better understanding.

We gave everything to the homeless shelter

All were sad to see the children go.

Give a present to each as they come in.

Interrogative pronouns are used to ask a question. They include who, whom, what, which, whose, whoever, whomever, whatever, and whichever. Consider the example sentences below:

Which of these do you like best?

Who was just in this room?

Whatever happens next, I am prepared.

Relative pronouns connect (relate) noun or pronoun clauses with other parts of a sentence. They include who, whom, what, which, whose, whoever, whomever, whatever, whichever, and that. See how these are used in the sentences below.

The paper *that* she just wrote is due tomorrow.

Learning is easier for people *who* have a good teacher.
Whoever leaves the room last needs to turn off the light.

- E. Nouns have different types or classes. There are **proper and common nouns, non-count and count nouns, collective nouns**, and **concrete and abstract nouns**.

Even though there are different kinds of nouns, a noun can fall into more than one class.

An example of this would be: India needs few more Gandhis now. Gandhi in that sentence would fall into the classes of proper, count and concrete.

To further explain the kinds of nouns, you can use this guide and remember that **the lists of nouns below contain all of these types** :

KINDS OF NOUNS- Proper Nouns and Common Nouns

Proper nouns are nouns that represent a unique entity (like a specific person or a specific place).

Common nouns which describe an entire group of entities (examples would be the nouns village or women).

Proper nouns as a general rule are capitalized in the English language. Common nouns as a general rule are not capitalized.

Sometimes the same word can function as both a common noun and a proper noun, where one such entity is special. For example the common noun god refers to all deities, while the proper noun God specifically refers to the monotheistic God.

Countable and Uncountable or Non-count Nouns

Countable nouns are common nouns that can become a plural. They can combine with exact numbers (even one, as a singular) or indefinite numbers (like "a" or "an").

Uncountable (or non-count) nouns are different from by the simple fact that they can't become plural or combine with number words. Examples from English include "indigestion" and "furniture".

Collective Nouns

Collective nouns name groups consisting of more than one individual or entity. The group is a single unit, but it has more than one member. Examples include "family", "committee", "corporation", "faculty", "army", and "school".

Concrete Nouns and Abstract Nouns

Concrete nouns refer to their ability to register on your five senses. If you can see, hear, smell, taste, or feel the item, it's a concrete noun.

Abstract nouns on the other hand refer to abstract objects such as ideas or concepts, like the nouns "politeness" or "hatefulness".

Possessive Nouns

A possessive noun is a noun that names who or what has something. The possessive form is used with nouns referring to people, groups of people, countries, and animals.

It also refers to where someone works or plays or spends their time.

Add an apostrophe and s ('s) to form the possessive of most singular nouns (ex. Bob's jacket, the cat's tail, Steven King's books).

Add an apostrophe (') to form the possessive of plural nouns that end with s (ex. retailers' stores, soldiers' weapons, Americans' banks).

Add an apostrophe and s ('s) to form the possessive of plural nouns that do not end with s (ex. geese's nest, children's toys, women's dresses).

- F. What would happen if we didn't have **verbs**? Not much at all. Verbs are perhaps the most important part of speech in the English language. You can't do or be anything unless a verb lets you.

Action verbs tell about something a person, animal, force of nature or thing can do or be. Can you cry, march, rinse, or turn? Can the wind blow or a cup fall? Yes, those are all actions.

Verbs also use special rules for telling when something happened - in the past, the present, or the future. Here is a list of examples for each verb tense using the verb break. Try putting other verbs in the place of break.

Present tense : I/you/we/they **break**, he/she/it **breaks**
Past Tense : I/you/he/she/it/we/they **broke**
Future Tense : I/you/he/she/it/we/they will **break**
Present Perfect Tense : I/you/he/she/it/we/they have **broken**
Past Perfect Tense : I/you/he/she/it/we/they had **broken**
Future Perfect Tense : I/you/he/she/it/we/they will have **broken**

Being Verbs tell about something in a state of being. A noun or pronoun does not always take action. Sometime, it just is. For that purpose, you use a being verb. Here are the being verbs in all the past, present, and future forms.

Present tense - I **am**, you **are**, he/she/it **is**, we are, they **are**
Past Tense - I **was**, you **were**, he/she/it, **was**, we **were**, they **were**
Future Tense - I will **be**, you will **be**, he/she/it will **be**, we will **be**, they will **be**
Present Perfect Tense - I have **been**, you have **been**, he/she/it has **been**, we have **been**, they have **been**
Past Perfect Tense - I had **been**, you had **been**, he/she/it had **been**, we had **been**, they had **been**
Future Perfect Tense - I will have **been**, you will have **been**, he/she/it will have **been**, we will have **been**, they will have **been**

Helping verbs do not stand alone or express action. They are part of verb phrases that "help" the main verb. Helping verbs define the tense (past, present, future) or change the meaning of the main verb. This list has commonly-used helping verbs:

may	being	is	does	would	will
might	been	was	did	have	can
must	am	were	should	had	shall
be	are	do	could	has	

Linking verbs do not show action. Instead, they connect nouns and pronouns to other information in the sentence. Here are some examples:

My sister is smart. | The picture appeared blurry. | Your supper smells delicious.

The most common linking verbs are listed here:

am	be	have/has been	might have been	smell
are	become	is	prove	sound
are	feel	lie	remain	stay
being	get	look	seem	taste
appear	grow	might be	sit	turn
				were

Irregular Verbs are verbs that don't follow the rules for changing tense. The best way to understand irregular verbs is to practice and memorize them.

Verbs do a lot of work in the English language. Some are busy action verbs; others are modest helping or linking verbs.

WRITING SENTENCES

- A sentence is a group of words that usually contains a subject and a predicate.
- A sentence must make sense.
- It expresses a complete idea or asks a question.
- It begins with a capital letter and ends with a full stop.
- It may be a word or short sentence used to express a strong feeling such as surprise, excitement or anger.

The subject is what the sentence is about.

The subject is a noun, pronoun or noun phrase.

It usually comes before a main verb.

It represents the person or thing that performs the action of the verb (Example: She scolds him.), or about which something is stated (Example: Bees are insect.)

The predicate tells us something about the subject.

It consists of a verb, which may be one word or a verb phrase as indicated in the following table.

Subject	Predicate				
Noun	Verb	Noun	Pronoun	Adjective	Adverb
Jack	sleeps				
Jill	teaches		Him		
Pronoun					
She	is crying				
They	play	Football			
Noun Phrase					
This lady	Is			weak	
That man	lives				here

Each sentence consists of one or more clauses.

A clause can be as short as one word (Example: Wait!) or a group of words that contains a subject and a predicate, and usually forms only part of a sentence.

Example: He could not lift the box because it was too heavy.

The first clause, "He could not lift the box" is clear in its meaning and is called a **Main** Clause or **Independent** Clause. A main clause has a subject and a verb, and does not depend on the other clause to make a complete statement or question.

The second clause, "because it was too heavy" is incomplete in its meaning and is called a **Subordinate** clause. It too has a subject and verb but depends on the first clause preceding it to make sense. A Subordinate clause may also precede a Main clause.

A clause may also be inserted in the middle of another clause. Example: Orchids, which have air roots, are tropical flowers

The Main clause here is "Orchids are tropical flowers."

The Subordinate clause: "which have air roots".

In a sentence, the subject agrees with its verb. A singular verb is used with a singular subject. A plural verb is used with a plural subject

Example: A dog barks / Dogs bark.

If two subjects are joined by “and”, the verb should be in the plural.

Example: My father and brother are going to Japan next month.

If two subjects are joined by “or” the verb agrees with the subject nearest to it.

Example: Either this book or those books are his.

Example: Either they or he is responsible.

A sentence must therefore have a main clause or more than one main clause.

WRITING PARAGRAPH

A paragraph is a number of related sentences focused on one topic. It forms a part of a larger piece of writing such as a composition. The first sentence of each paragraph starts on a new line dented from the left. The length of a paragraph varies. A paragraph with a length of five sentences is normally sufficient to expand on an idea. Anything more than this may be better organized into a separate paragraph. This ensures not more than one idea is covered in one paragraph. After all, the purpose of paragraphs is to separate ideas. A new paragraph means a new idea is being talked about.

A paragraph starts off with a topic sentence. This first sentence introduces the main idea of the paragraph. The sentences that follow the topic sentence discuss the idea. Some of the things the writer does here to expand on the idea include establishing the facts, providing details, and quoting examples. They must strictly be about the idea and not deviate to something else.

The last sentence in a paragraph is the concluding sentence of the paragraph. Use different words to restate the idea as introduced by the topic sentence in this concluding sentence – a summary of what has been discussed.

WRITING COMPOSITIONS

Whatever you choose to write for a composition, you usually follow the same basic structure:

Introduction | Body | Conclusion

Begin a composition with an introduction which is the first paragraph. This paragraph begins with a specific sentence called the thesis statement. What you intend to convey in your composition is contained in this statement. It introduces the main idea of what your entire composition will be discussing. Ensure your thesis statement is a specific statement and is focused on a single idea rather than several.

The opening paragraph should be designed to capture the interest of your reader. It focuses on your assertion, on what you are going to write about.

The body is a group of paragraphs that develop on the main idea as introduced in the thesis statement. The main idea must now be elaborated with each developmental paragraph discussing a supporting point for the main idea. Each paragraph argues, describes, explains, discusses, defines, clarifies, illustrates or whatever on the thesis statement.

Each body paragraph has the same basic structure. It has a topic sentence followed by four or five supporting sentences. One idea is discussed in each paragraph. Introduce supporting details, facts, examples, quotations for each of these ideas. A concluding sentence summarizing or restating the idea ends each paragraph.

The conclusion is a summary paragraph. You complete the composition by summarizing, reviewing or restating the main idea in different words or briefly stating your opinion, feelings or suggesting a solution. Ensure the concluding paragraph is not too long; three or four sentences will be enough.