

# EIGHT PARTS OF SPEECH

1. NOUNS
2. PRONOUNS
3. ADJECTIVES
4. VERBS
5. ADVERBS
6. PREPOSITIONS
7. CONJUNCTIONS
8. INTERJECTIONS

## DEFINITIONS

**Letters:** 5 vowels – 21 consonants of the alphabet.  
**Vowels:** a, e, i, o, u.

**Consonants:** b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

**Word:** A spoken or written part of a language  
*Ethan, book, girl, boy, cricket, pets, donkeys, child.*

**Phrase:** A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition.

*The girl with the pearl earring.*  
 (prepositional phrase)

**Clause:** A group of words or phrases containing a finite verb. There are two types of clauses:

**Main clause** and **Subordinate clause**

*We left because it was late.*

**Main clause:** *We left*

**Subordinate clause:** *because it was late.*

The subordinate clause is an adverbial reason clause

**Sentence:** A group of words expressing a complete meaning. A sentence can express a **statement**, ask a **question** or issue a **command**. A sentence can also be **exclamatory** – expressing a strong emotion.

*Bella went swimming.* [statement]

*Where did Bella go?* [question]

*Don't go swimming Bella.* [command]

*Watch out Bella, it's behind you!* [exclamatory]

**Paragraph:** A sentence or a set of sentences forming a unity of text and meaning.

## ARTICLES — DETERMINERS

'The' is a **Definite Article** or Determiner and used before a specific or definite object—person or thing.  
*the film, the boy, the house, the girls, the eggs.*

'The' can be used with all kinds of nouns: countable and uncountable. *The men. The evidence.*

**An** and **'a'** are **Indefinite Articles** or Determiners used to refer to any **one** kind of person or thing.  
*a cat, a hotel, a holiday, an egg, an idea, an expert.*

'A' and **'an'** can only be used with singular countable nouns. Note **a** before consonants and **an** before vowels. Use **an** before words with silent **h**  
*an hour, an heir, an honour, an honest man.*

### Examples

*An eel, the cat, a pen* (Singular, countable)

*The cows, the eggs* (Plural, countable)

*The fog, the music* (Uncountable noun)

**Note** *a heroic age, a hypothesis, an heir's ear*

1. NOUNS can be the name of a person, place or thing		Examples
<b>COMMON</b>	General name of a person, place or thing.	<i>book, dog, boy, house, mother, apple, pen, father, cat, fox, girl</i>
<b>PROPER</b>	Name of a particular person, place or thing and always begins with a capital letter.	<i>London, Margaret, Ethan, Sheila, England, Red Cross, Parliament</i>
<b>COLLECTIVE</b>	Word used to refer to a group of persons or things.	<i>team, family, flock, crowd, nest, class, army, cluster, choir, pack</i>
<b>ABSTRACT</b>	Name of things that cannot be touched: such as ideas, feelings, and emotions.	<i>wisdom, health, joy, height, air, fog, knowledge, truth, fear, pain, sense</i>

## GENDER refers to whether a noun is masculine, feminine, common or neuter

**Masculine:** *boy, man, father, husband*

**Feminine:** *girl, mother, wife, nun, bride, sister, aunt, nanny*

**Common:** *pupil, baby, friend, teacher*

**Neuter:** *tree, house, car, book, computer, flower, mountain*

## FORMING THE POSSESSIVE CASE OF NOUNS

**Singular** *The girl's hat, the horse's shoe, our country's flag, my mother's wig, one's rights, someone else's job.*

**Plural** *Two girls' hats, horses' shoes, readers' letters, women's rights, children's clothing, men's toys.*

**Note** *Charles's wife, Burns's poems, Lewis's books, Jones's house, Dickens's novels, but Jesus' parables.*

**Its** *The house lost its roof in the storm. The cat injured its paw. The dog chased its tail. No apostrophe!*

**Note** *It's (it is) all for you. It's (it has) been a pleasure to work with you, Mr Scrooge. It's (it is) show time!*

## 2. PRONOUNS are used in place of nouns

	Used in place of persons or things in a sentence	Examples
<b>PERSONAL</b>	Used in place of persons or things in a sentence	<i>I, you, he, she, it, we, you, they</i>
<b>POSSESSIVE</b>	Used to show possession or ownership of a noun in a sentence	<i>This bed over here is mine. That bed over there is yours.</i>
<b>DEMONSTRATIVE</b>	Point out which nouns are meant in a sentence	<i>That is the dress my mother likes. I bought those [grapes] yesterday.</i>
<b>INTERROGATIVE</b>	Used for asking questions in a sentence	<i>Who ordered all this stationery? What did you buy today, darling?</i>
<b>RELATIVE</b>	Relate to a previous noun and join clauses together in a sentence	<i>I am the man who laughed at him. The dress that I bought is so chic.</i>
<b>REFLEXIVE</b>	Refers to the subject of a sentence	<i>I cut myself shaving today. She blamed herself for the loss.</i>

## PERSONAL PRONOUNS

Person	Singular	Object	Plural	Object
1st Person	I	me	we	us
2nd Person	you	you	you	you
3rd Person	he/she/it	him/her/it	they	them

## 3. ADJECTIVES are words used to describe nouns

	Describe people and things	Examples
<b>DESCRIPTIVE</b>	Describe people and things	<i>A happy baby, a blue dress</i>
<b>DEMONSTRATIVE</b>	Point out nouns in a sentence	<i>This boy, that girl, those grapes</i>
<b>DISTRIBUTIVE</b>	Separate nouns in a group	<i>Every pupil, each child</i>
<b>INTERROGATIVE</b>	Ask questions about nouns	<i>Which pupil? What colour?</i>
<b>NUMERAL</b>	Give a count of nouns	<i>Six boys, three pupils, two pens</i>
<b>PROPER</b>	Adjectival form of a proper noun	<i>English language, French wine</i>
<b>POSSESSIVE</b>	Show ownership of nouns	<i>My book, his pen, its tail, her son</i>
<b>QUANTITATIVE</b>	Describe how much or how many	<i>Some boys, a few girls, less rain</i>

## COMPARISON OF ADJECTIVES

Positive (1 only)	Comparative (1 out of 2)	Superlative (more than 2)
<i>old</i>	<i>older - My sister is older than my dog.</i>	<i>oldest [in the family]</i>
<i>good</i>	<i>better - My sister is good, but I'm better.</i>	<i>best [and my mother is the best]</i>
<i>comfortable</i>	<i>more comfortable</i>	<i>most comfortable [of the lot]</i>

## 6. PREPOSITIONS show a relationship between a noun or a pronoun and the rest of a sentence

**Prepositions** are said to 'govern' the nouns or pronouns that follow them.

**Examples:** *above, against, below, by, between, into, in, near, on, over, under.*

*Jamilah's book is under the table.*

The preposition **under** governs the noun **table**.

*Janelle threw her toy into the river.*

The preposition **into** governs the noun **river**.

*Ethan pushed against the door until it opened.*

The preposition **against** governs the noun **door**.

*Susana lived above the expensive flower shop.*

The preposition **above** governs the noun **shop**.

## ENGLISH GRAMMAR CARD

*Dedicated to Tony Donovan (1930-1999)*

Written & Published by Joseph Donovan

© 2014 — ISBN 0954814703

Email: [grammcard@yahoo.co.uk](mailto:grammcard@yahoo.co.uk)

38382-19-37493



0954814703

**4. VERBS** express an action, state or a condition in a sentence

**Finite verb** is one that can be used with a subject to make a tense.  
*I **walked** to school yesterday. We **watched** the cricket match together.*

**Non-finite verb** cannot be used with a subject to make a verb tense  
***Knitting** is very relaxing. **Swimming** keeps you fit. (Gerund)*

**Infinitive** is the 'to' form of a verb and is a special form of the non-finite verb. *to sing, to dance, to run, to walk, to swim, to write.*

**Transitive verb** is one that can have an object. The action of the verb is passed on to a person or thing — a direct object.  
*The boy **kicked** the **ball**. He **broke** the **camera**.*  
**Transitive verbs:** *kicked and broke*      **Objects:** *ball and camera*

**Intransitive verb** does not pass the action of the verb on to a person or thing. *His wife just **looked** and **smiled**. People **laughed**. Jesus **wept**.*

Note the verb 'to lay' is always **transitive**. It means to place or put something somewhere, and, being transitive, it always takes an object.  
*My chicken **lays** two eggs every day. I **laid** my cards on the table.*

The verb 'to lie' is always **intransitive**. It means to be at rest—no action.  
*I **lie** down to rest in my hammock after lunch.*  
*My beautician **lies** with such sincerity. (She does not tell the truth!)*

**Active Voice** is when the subject of the verb does the action.  
*The children **broke** the door. Mark **kicked** the ball.*

**Passive Voice** is when the subject is affected by the action.  
*The door **was broken** by the children. The ball **was kicked** by Mark.*

**Participles** are forms of the verb ending in **-ing** for the present participle and **-ed** for past participle. Participles can be used as adjectives in a sentence. *I am **washing** my dog.* The word **washing** is used as a verb.  
*My mother bought a new **washing** machine.*  
The word **washing** is used here as a **descriptive adjective**.

**Gerunds** are also known as **verbal nouns** and, like participles, are formed by adding **-ing** to the verb. Gerunds can then act as subjects or objects.  
*I love **walking**. My grandmother enjoys **singing**. I loathe **smoking**.*

**Auxiliary Verbs** – *can, could, do, may, might, ought, used to.*

**Examples:** ***Can** I take your dog, Toto, for a walk to the park?  
Susana **could** sing as well as dance.  
**Do** you know the Eight Parts of Speech, my dear?  
**May** I have the pleasure of dancing with you?  
I **might** go to the party with Hannah.  
Michael **ought** to look for another job in the hospital.  
I **used to** design pencil sharpeners before I became famous.*

**5. ADVERBS** qualify or modify verbs, adjectives or other adverbs

**Adverb modifying a verb**  
*Tony **jumped** **quickly** over the fence when he saw the bull charging.*  
The adverb **quickly** modifies the verb **jumped**.

**Adverb modifying an adjective**  
*Shanika is a **very** **clever** girl and strives to excel in all she does.*  
The adverb **very** modifies the adjective **clever**.

**Adverb modifying another adverb**  
*Rachel danced **extremely** **well**, despite her crab-footed partner.*  
The adverb **extremely** modifies the adverb **well**.

**KINDS OF ADVERBS**

<b>TIME</b>	<i>The children departed for Spain <b>yesterday</b>.</i>
<b>PLACE</b>	<i>They put the anvil <b>here</b> for you, darling.</i>
<b>MANNER</b>	<i>Simon spoke <b>cheerfully</b> about his new school.</i>
<b>DEGREE</b>	<i>My teacher, Miss Perkins, was <b>rather</b> pleased with me.</i>
<b>REASON</b>	<i><b>Why</b> did the princesses annoy that spider, Daddy?</i>
<b>CONDITION</b>	<i>I will leave, <b>if</b> you buy drinks for the Joneses.</i>
<b>CONCESSION</b>	<i><b>Though</b> John is late, I will continue to wait for him.</i>
<b>FREQUENCY</b>	<i>I <b>always</b> send flowers to my mother for her birthday.</i>

COMPARISON OF ADVERBS		
Positive	Comparative	Superlative
<i>hard</i>	<i>harder</i>	<i>hardest</i>
<i>quickly</i>	<i>more quickly</i>	<i>most quickly</i>
<i>badly</i>	<i>worse</i>	<i>worst</i>

**SENTENCE STRUCTURE**

Every sentence contains two basic parts: **Subject** and **Predicate**.  
The **subject** is the person who performs the action. The subject can also be a thing.  
The **predicate** describes the action by the subject, denoted by the effect of the verb.  
*The boys played football after school.*  
**Subject:** *The boys*      **Predicate:** *played football after school*

**Types of Sentences:** 1. Simple 2. Compound 3. Complex

**1. Simple Sentences** can be a statement, a question, a command or an exclamation.  
**Statement:** *I like that dog.*  
**Question:** *Can you tell me if that dog is trained?*  
**Command:** *Be careful with that dog.*  
**Exclamation:** *Run, he's behind you!*

**2. Compound Sentences** consist of two or more simple sentences joined together by a co-ordinating conjunction.  
*My friend, Janelle, visited me today **and** we went shopping.*

**3. Complex Sentences** contain one main clause and one or more subordinate clause.  
*The boy who had the accident **went to hospital**.*

**Main clause:** *The boy went to hospital.*      **Subordinate clause:** *who had the accident*

**7. CONJUNCTIONS** join words, phrases and sentences together

There are two kinds of Conjunctions: **Co-ordinating** and **Subordinating**

Co-ordinating: **and, but, or, for, yet**      *My father **and** I went fishing.*  
Subordinating: **as, because, if, since**      *We left **because** it was too late.*

**Present/Past tense of the verbs to lay (to place or put down) and to lie (to be at rest)**

Present tense		Past tense		Present tense		Past tense	
I	lay	I	laid	I	lie	I	lay
you	lay	you	laid	you	lie	you	lay
he	lays	she	laid	he	lies	she	lay
we	lay	we	laid	we	lie	we	lay

**8. INTERJECTIONS** are words used to express surprise, delight and other emotions

**Examples:** *Help! Hello! Cheers! Rubbish! Bravo! Well done! Encore! Oh! Goal! Yikes!*

**PUNCTUATION**

**Full Stop ( . )** or period indicates the end of a complete sentence and is also used after abbreviations (e.g. *for example* **i.e.** *in other words* **etc.** *and so forth*).  
*I am loath to paint. Flinty McQwerty is such a cad. He arrived at 4 p.m. for lunch.*

**Colon ( : )** is used to introduce a list, explain a previous clause or introduce a quotation.  
*You will require the following tools: a spoke shave, a Bradawl and a plumb bob.*

**Semicolon ( ; )** is used to join independent parts (clauses) of a sentence. It can also introduce a list of items. Use a comma to separate short clauses. *Dogs run, cats stroll. Valerie did not speak; she just glared at Brendan. I love cricket; my sister hates it.*

**Comma ( , )** is used to separate or enclose parts of a sentence. It can also be used to write a list of items. Note the non-defining clauses enclosed with commas in the sentence below.  
*My sister, **who loves donkeys**, got married today. Flinty was born, **so he claims**, at sea. Ryan's house is painted red, white, and blue. My Mum loves snook, snuff and snugs.*

**Question mark ( ? )** is used for all direct questions.  
*How much did you pay for that donkey? How can you tell a dog's age, Mummy?*  
There is no question mark in reported or indirect questions.  
*I wonder how much Sean paid for that donkey. I often think what might have been.*

**Exclamation mark ( ! )** can be used to express a strong emotion or a sharp comment.  
*Fire! Stop! Wait! Help! You idiot! Yes! No! Look out! Yikes! Here we go! Jump! Get out!*

**Quotation marks ( " " )** or inverted commas indicate words spoken in the text.  
*"It's not serious," she said, "but he'll never walk again." I sighed, "Do you mind?"*  
*"We all make mistakes," father said, "but you seem to specialise in them!"*  
*"There's a place called 'Stop'," the judge told Flinty, "and you're going there for two years."*

**Apostrophe ( ' )** is used to show possession or ownership of nouns and contracted words.  
*Jamilah's birthday. Thomas's bicycle. The doctor's surgery. The doctors' surgeries. [plural]*  
The apostrophe can also indicate an omitted letter in a word, when that word is contracted.  
*I don't know him. It's [it is] very hot today. Sorry to hear you're leaving. Here's Johnny!*

**Parentheses ( )** can be used to mark out a comment or explanation from the rest of the text.  
*I tried to daydream (as you do), but my mind kept wandering.*  
*My sister's autobiography (listed as fiction), is a bestseller in the bookshops!*