**Part of Speech Review**

**Directions:** For each part of speech, review the Woodson definition, examples, and special notes.

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| **Noun**       | Nouns name people, places, and things, and ideas or feelings. | **People:** George, firefighters, kids  
**Places:** Philadelphia, parks  
**Things:** cars, songs, drawings  
**Ideas/Feelings:** freedom, love | Don’t forget the abstract Idea/Feeling nouns!  
Subjects are the nouns that are actively doing something in the sentence. |
| **Verb**       | The action verb tells us what the subject of our sentence is doing—physically or mentally. The linking verb links the subject to a state-of-being. | **Physically:** Running, jumping, racing, grabbing, walking, drinking  
**Mentally:** thinking, pondering, wondering  
**State of being:** am, is, be, were | Every sentence must have a verb to describe what a subject is doing; otherwise it’s a fragment! |
| **Adjective**  | An adjective is a word that gives more information about a noun or pronoun such as which one, what kind, or how many. | **Which One?**  
*That one, The red one*  
**What kind?**  
An *expensive* kind, a *scary* kind  
**How many?**  
A *few* levels, *more* candy | Articles (a, an, the) are considered adjectives because they specify which noun you are talking about. |
| **Pronouns**   | Pronouns are words that take the place of nouns. There are 4 kinds of pronouns. | **Subject Pronouns** replaces general nouns.  
*You* are a great athlete.  
**Possessive Pronouns** show possession.  
The fancy car is *mine*.  
**Demonstrative Pronouns** point out a particular noun.  
*That* is an ugly shirt.  
**Indefinite Pronouns** refer to nouns without selecting a certain one.  
*Someone* is guilty.  
*Anyone* could have done it.  
*Nobody* will confess. | Pronouns can replace all kinds of nouns (subjects and regular nouns in sentences). |
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| Conjunction    | Conjunctions connect words or sentences.  | Coordinating conjunctions connect groups of words or full sentences.  
I like bananas and running.  

Subordinating conjunctions provide a transition between two complete thoughts when one is less important.  
He went to the store because we ran out of milk.  | Memorize the 7 coordinating conjunctions using the acronym FANBOYS. F(or) A(nd) N(or) B(ut) O(r) Y(et) S(o) |
| Adverb         | An adverb describes a verb and answers questions such as “when,” “how,” and “to what extent?”.  | When?  
I will go to the store later.  

How?  
I will run the race slowly.  

To what extent?  
I completely forgot.  | Adverbs can also modify adjectives and other adverbs!  
Modify another adverb: I ran very swiftly.  
Modifying an adjective: She is incredibly smart. |
| Prepositions   | Prepositions link nouns and pronouns to the subject and verb of the sentence and show a relationship.  | I went around the field.  
(connects “field” to the sentence “I went”)  
You cried after the fight.  
(connects “fight” to “You cried”)  | A prepositional phrase must have a preposition as well as a noun, which is called the object of the preposition (field and fight in the example sentences). |
| Interjections  | An interjection is a word that shows strong emotion.  | Yikes, that sounds terrible.  
Wahoo! I got a great grade.  | When you aren’t too excited, just use a comma. Save exclamation points for when you are really excited! |
Pretest

Directions: After reviewing the information above, complete the following pre-test. Score yourself using the key to see how you did.

1. I went to a movie, but my date was late because she was stuck in traffic.
   a. Noun
   b. Preposition
   c. Coordinating Conjunction
   d. Adverb

2. I went to a movie, but my date was late because she was stuck in traffic.
   a. Adverb
   b. Adjective
   c. Noun
   d. Pronoun

3. I went to a movie, but my date was late because she was stuck in traffic.
   a. Preposition
   b. Adverb
   c. Adjective
   d. Interjection

4. I went to a movie, but my date was late because she was stuck in traffic.
   a. Adjective
   b. Pronoun
   c. Verb
   d. Noun

5. Ryan went to the mall, but his phone died before he found his friends.
   a. Noun
   b. Adverb
   c. Pronoun
   d. Verb

6. James blew out the candles on his birthday cake before he opened presents.
   a. Adjective
   b. Noun
   c. Pronoun
   d. Verb
7. James blew out the candles on his birthday cake before he **opened** presents.
   a. Adjective
   b. Noun
   c. Pronoun
   d. Verb

8. **Phew**, I passed the test with flying colors!
   a. Pronoun
   b. Adjective
   c. Verb
   d. Interjection

9. Her **yellow** and **black** tights were abnormally comfortable.
   a. Adverb
   b. Adjective
   c. Noun
   d. Preposition

10. Her yellow and black tights were **abnormally** comfortable
    a. Noun
    b. Preposition
    c. Verb
    d. Adverb


**SCORE:** ____________ / 10
Explanations
It is not enough to memorize the definitions! Depending on what it is doing in a sentence, words can function as multiple parts of speech.

For the following exercise, you need to explain WHY the word is that particular part of speech. To do this, answer the following questions for each:

- **Noun** – Is the word a person, place, thing, idea, or feeling?
- **Verb** – What is the subject of the sentence doing, or how is it being described? Is it a physical action, mental action, or state of being?
- **Adjective** – Which *noun* is the word describing? What question is it answering: Which one, what kind, or how many?
- **Pronoun** – Is the word taking the place of a noun? Is that noun in the sentence? Is the pronoun Subject, Possessive, Demonstrative, or Indefinite?
- **Conjunction** – Which words or complete thoughts are being combined?
- **Adverb** – How is the verb being described (when, how, or to what extent)? Is it describing another adjective or adverb and, if so, which one?
- **Prepositions** – Which word is being linked to the subject/verb of the sentence? What relationship is shown?

**Directions**: For each sentence, answer the questions to explain the function of the underlined word. *If you need help, review the examples and explanations in the chart above.*

**Example**: After the robbery, Jack wisely hid the stolen money behind the tool shed.

Part of Speech: **Adjective**
Which noun is the word describing? **Shed**
Which question is it answering (which one, what kind, or how many)? **What kind**

1. After the robbery, Jack **wisely** hid the stolen money behind the tool shed.

Part of Speech: **Adverb**
Which verb is the adverb describing? **hid**
How is it being described (when, how, or to what extent)? **How**

2. After the robbery, Jack wisely hid the **stolen** money behind a tool shed.

Part of Speech: **Adjective**
Which noun is the word describing? **Stolen**
Which question is it answering (which one, what kind, or how many)? **How many**
3. After the robbery, Jack wisely hid the stolen money behind a tool shed.

   Part of Speech: Preposition
   Which word is being linked to the subject/verb? ________________________
   What is the relationship shown? ________________________________

4. My dog loves bacon, but he hates cheese.

   Part of Speech: Pronoun
   Is the word taking the place of a noun? YES/ NO  Is that noun in the sentence? YES/ NO
   What type of pronoun is it? ________________________________

5. My dog loves bacon, but he hates cheese.

   Part of Speech: Conjunction
   Which TWO groups of words or complete thoughts are being combined? _____________
________________________________________________________________________

6. Bob runs fast, yet he refuses to wear his sneakers.

   Part of Speech: Verb
   What is the subject of the sentence doing? ________________________________
   Is it a physical action, mental action, or state of being? ______________________

7. Bob runs fast, yet he refuses to wear his sneakers.

   Part of Speech: Pronoun
   Is the word taking the place of a noun? YES/ NO  Is that noun in the sentence? YES/ NO
   What type of pronoun is it? ________________________________

8. Bob runs fast, yet he refuses to wear his sneakers.

   Part of Speech: Noun
   Is it a person, place, thing, idea, or feeling? ________________________________

9. Grammar is difficult, so I should study more during the summer.

   Part of Speech: Verb
   How is the subject of the sentence being described? ________________________________
   Is it a physical action, mental action, or state of being? ______________________
10. Grammar is difficult, so I should study more during the summer.

Part of Speech: Adverb
Which verb is the adverb describing? ________________________________
How is it being described (when, how, or to what extent?) ______________________

11. Grammar is difficult, so I should study more during the summer.

Part of Speech: Preposition
Which word is being linked to the subject/verb? ________________________________
What is the relationship shown? ________________________________

12. Over the summer, he and his older brother traveled slowly through Europe.

Part of Speech: Adjective
Which noun is the word describing? ________________________________
Which question is it answering (which one, what kind, or how many)? __________

Directions: For the last two sentences, identify the underlined word’s part of speech and explain why using the same process.

13. Over the summer, he and his older brother traveled slowly through Europe.

Part of Speech: ________________________________
Write the explanatory questions and answers for this part of speech:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14. Over the summer, he and his older brother traveled slowly through Europe.

Part of Speech: ________________________________
Write the explanatory questions and answers for this part of speech:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Posttest

Directions: For each sentence, identify the underlined part of speech.

1. I left my shoes under the kitchen table.
   Part of Speech: ________________________________

2. If we finish our work quickly, we can go to the movies.
   Part of Speech: ________________________________

3. Andy knocked on the door, but nobody answered.
   Part of Speech: ________________________________

4. I won’t be there to take the message, but oh well!
   Part of Speech: ________________________________

5. After we go to lunch, let’s go to the park.
   Part of Speech: ________________________________

6. I want to go to college after high school.
   Part of Speech: ________________________________

7. On Saturdays, I work from noon to four.
   Part of Speech: ________________________________

8. Her honesty was appreciated by the investigators.
   Part of Speech: ________________________________

9. The dog chased the cat around the yard and into the bushes.
   Part of Speech: ________________________________

10. Many students are excited to begin school even if they don’t admit it.
    Part of Speech: ________________________________
Still having trouble?

Try these grammar websites for more information and practice exercises.

To review the parts of speech:


  • See the Word and Sentence Level section for parts of speech information


U of Ottawa Writing Center: [http://www.writingcentre.uottawa.ca/hypergrammar/partsp.html](http://www.writingcentre.uottawa.ca/hypergrammar/partsp.html)

To review the parts of speech and to find exercises and self-tests:


English Club: [http://www.englishclub.com/grammar/parts-of-speech_1.htm](http://www.englishclub.com/grammar/parts-of-speech_1.htm)

Lesson Tutor: [http://www.lessontutor.com/gram10home.html](http://www.lessontutor.com/gram10home.html)

A Writer’s Reference: [http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx](http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx)
  • Click on “Grammar Exercises”
  • You may need to register in order to access the site.