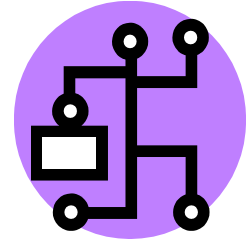


# Quick Tip of the Week

---

## Did you know . . .

As a college student I used to cringe when a Professor called on me to answer a question about the different parts of speech. Though it seemed like I should know this information, based on the fact that I was an English major, I only really knew the basics. I could tell you what a noun, adjective, and verb were, but everything else was a mystery to me. So, one day I decided to just sit down and learn it all, and I was pleasantly surprised to find out that I did know more than I thought I did; I just didn't know the names/words (or vocabulary) to describe it.



Well, once I memorized the different parts of speech, and their functions, I became a very confident student and was often quite active in the classroom discussions of my various English classes. This information also became useful in my Literature and Creative Writing classes as I discovered how to read the hidden meanings in fiction and poetry based on how the authors used and manipulated the parts of speech, played with words, and crafted their writing. Later, I was able to use this knowledge in my own writing and while working as an Editor.

Essentially, what I'm trying to say is that even when you feel like you may not know enough (or as much as you think you should), you're NOT alone. Every college student has felt this way! Yep, even your Instructors! What you need to do to be a great student (not just a student who can pass their classes) is to understand that every lesson you learn in a classroom (and some can be as simple as the 8 parts of speech) can translate into a life lesson where your knowledge becomes applicable in other parts of your life, so always embrace new information and knowledge as life-building skills!

I'm hoping that today I can pass some basic English knowledge on to you so that you too can not only be a more confident student, but so that you can also start making an impression on your Instructors and Professors and using this information to make you a better communicator (not just a better writer). **This lesson will also be particularly useful for students whose first language is anything other than English.**

So, that is the end of my lecture, and now, on to the learning! There are 8 parts of speech, and they are:

Part of Speech	Function	Examples	Sentence
<b>Noun</b>	Person, place, or thing	Dog, pen, shoe, lip, school, church, Joe.	<b>Joe</b> is my <b>dog</b> . He went to <b>school</b> with me.
<b>Verb</b>	Action words, (What your noun is doing in a sentence).	Run, dance, sleep, have, like, skip, sing, (to) be, think	Will we <b>dance</b> at the party? Of course we <b>will</b> . I <b>like</b> to dance!
<b>Adjective</b>	Describes a noun. Adds imagery for you reader.	Big, blue, soft, old, interesting, kind, quiet, scared, lonely.	My favorite pillow is <b>big, soft, and lumpy</b> . It helps me have <b>interesting</b> dreams.
<b>Adverb</b>	Describes a noun or an adjective.	Quickly, wildly, loudly, honestly, well	She <b>quickly</b> walked across the street. You sing <b>well</b> .
<b>Pronoun</b>	Replaces a noun	He, she, you, I, we, it, they, me, us, her	<b>We</b> should go now; <b>it</b> is late. <b>He</b> heard you talking.
<b>Conjunction</b>	A word that joins two sentences together.	And, but, so ,when	I like cats, <b>and</b> I like dogs. I want one, <b>but</b> I don't need one.
<b>Preposition</b>	Links, or shows a relationship, between a noun and a verb, adjective, or other noun.	To, at , after, on, up	I went <b>to</b> work <b>on</b> Friday. He slept <b>at</b> his house.
<b>Interjection</b>	Short exclamation that expresses emotion or surprise.	Well, ouch, no, hi, yeah	<b>Well</b> , I guess you can go. <b>Ouch</b> , that hurt! <b>Yeah</b> , I passed the test.

If English is your second language then there are a couple of things I need to further explain to you, or at least simplify.

**Nouns** tell you the WHO, WHAT, or WHERE of a sentence is.

The **Dog**, **Rockefeller Center**, **My boss**, **Mr. Jones**, **The ball** . . .

**Adjectives** tell you the WHICH, WHAT KIND, or HOW MANY of a sentence.

**Twenty**, **tired**, **rotten**, **orange**, **long**, **talented**, **young**, **enormous** . . .

**Adverbs** normally tell the HOW of a sentence, but they can also tell the WHEN, WHERE, and WHY.

**Beautifully**, **extremely**, **hardly**, **faintly** . . .

One difference between the English and Spanish Languages is that in Spanish, the adjectives come *after* a noun in a sentence and in English they come *before* the noun. For example:

La **silla roja**.

The **red chair**

Vi el **perro grande**.

I saw the **big dog**.

Henry le gusta a su **amigo bonita**.

Henry likes his **pretty friend**.

\*\* Remember that there are always exceptions to every rule (especially in grammar) so the nouns or adjectives can move around, especially when irregular verbs, or adverbs are involved. . .but that is a whole other lesson. Stick to what we talked about today and you should be safe.

<http://owl.english.purdue.edu/>

A Writer's Resource: A Handbook for Writing and Research