**Part One – Parts of Speech**

Parts of speech are categories into which words are classified based on their syntactic functions. In English the main parts of speech are ***noun***, ***verb***, ***adjective*** and ***adverb***. Phrase

1. *Mary performs.*
2. *Mary performs well. (modify) adv 🡪 verb*
3. *Mary performs very well. Adv 🡪 adv*
4. *Mary performs very well on the stage. Prepositional phrase (adv.) 🡪 verb*
5. *Versatile Mary performs very well on the stage. Adj. 🡪 noun*
6. *Expectedly, versatile Mary performs very well on the stage. Adv. 🡪 clause*
7. *I am a very pretty girl. (adv.) 🡪 adj.*

* Classify the components in sentence 6 into different parts of speech
* Identify the words or phrase the components modify

|  |  |  |
| --- | --- | --- |
| **Word** | **Parts of Speech** | **Which word/phrase/clause does it modify?** |
| **Mary** | Noun | Not applicable |
| **performs** | Verb | Not applicable |
| **Versatile** | Adj. | Mary (noun) |
| **very** | Adv. | Well (adv.) |
| **well** | Adv. | Performs (verb) |
| **on the stage** | Adv. Phrase | Performs (verb) |
| **expectedly** | Adv. | Versatile Mary performs very well on the stage. (clause = subject + verb…) |

**Conclusion:**

* *An adjective can be used to modify a noun or pronoun only.*
* *An adverb can be used to modify a verb, an adjective, another adverb or even a clause.*

**Practice I:**

Fill in the blank with the most suitable word.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Verb** | **Noun** | **Adjective** | **Adverb** |
| **1** | Attend | attention | attentive | Attentively |
| **2** | dominate | Dominance | Dominant | dominantly |
| **3** | access | Access  Accessibility | accessible | Accessibly |
| **4** | Vary | variety | various | variously |
| **5** | Prioritize | priority | prior | prior |
| **6** | evidence | evidence | Evident  Evidential | Evidently |
| **7** | Enable | Ability | able | ably |
| **8** | avail | Availability | available | -- |
| **9** | know | knowledge | Knowing  Knowledgeable | Knowingly |
| **10** | -- | Awareness | aware | -- |
| **11** | ease | ease | Easy | easily |

Link to dictionary of parts of speech:

<http://www.h8c.info/hc/pospeech/>

* Fill in the blanks
* Identify the main subject and the verb
* Identify the parts of speech of the underlined modifiers as well as the words or parts they modify

1. To \_\_\_ease\_\_\_ the concern of the trade over cash flow, the authorities agreed to extend the payment period of waste disposal.
2. The students’ work \_\_\_varies\_\_\_ considerably in quality due to their varying (adj.) abilities (noun).
3. The [ready](https://dictionary.cambridge.org/dictionary/english-chinese-traditional/ready) (adj.) \_\_availability (noun)\_\_\_ of [guns](https://dictionary.cambridge.org/dictionary/english-chinese-traditional/gun) has [contributed](https://dictionary.cambridge.org/dictionary/english-chinese-traditional/contribute) to the [escalating](https://dictionary.cambridge.org/dictionary/english-chinese-traditional/escalate) [violence](https://dictionary.cambridge.org/dictionary/english-chinese-traditional/violence).
4. Almost all of my students are \_attentive (adj.)\_\_ to teachers in class.
5. Students of my class listen to the lectures very \_\_attentively\_\_.
6. He was not \_\_\_aware (adj.)\_\_\_\_ of what his junior officers were doing.
7. After the lecture, we have more in-depth (adj.) \_\_\_\_knowledge\_\_\_\_ of how the human body is affected by malnutrition.
8. The hot sun \_\_\_enables\_\_ the grapes to reach optimum ripeness.
9. One should \_\_\_\_prioritize\_\_\_ their tasks in their everyday life so that the important things will be done first.
10. People in the remote (adj.) areas (noun) without wifi have no \_\_access\_\_(noun)\_ to the internet.

**Part Two – Sentence Types**

In English, sentence structures can be divided into three types basically, including simple, compound and complex sentences. An independent clause, which is composed of a subject and a verb, can stand alone as a complete sentence while a dependent clause cannot do so.

I arrived (one clause) and I left (clause).

**Type 1** – A **simple sentence** is composed of only one independent clause.

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| **Subject** | **Verb** | **Prepositional Phrase** |
| John | went | to school. |
| May | arrived | at the hotel. |
| This is an **independent clause** made up of a subject and a verb**.** | | |

**Type 2** – A **compound sentence** is made up of two independent clauses joined by a coordinating conjunction.

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| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | **Verb** | **Adverb** | **Coordinating Conjunction** | **Subject** | **Verb** | **Object** |
| John | studied | hard | and | he | passed | the exam. |
| Tom | ran | fast | so | he | entered | the competition. |
| This is an **independent clause** made up of a subject and a verb**.** | | | The coordinating conjunction joins **two** **independent clauses**.\*\* | This is an **independent clause** made up of a subject and a verb**.** | | |

\*\* Only coordinating conjunctions that join two independent clauses can make a compound sentence. The coordinating conjunctions are ***for, and, or, but, so, nor, yet****.*

**Type 3** – A **complex sentence** consists of at least one independent clause and one or more dependent clauses.

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| --- | --- | --- | --- | --- | --- |
| **Subject** | **Verb** | **Subordinating Conjunction** | **Subject** | **Verb** | **Object** |
| John | cried | when | he | heard | the news. |
| Melanie | laughed | because | Tom | tripped. |  |
| This is an **independent clause** made up of a subject and a verb**.** | | The subordinating conjunction is attached to the clause that comes after it making it a **dependent clause**. \*\* | This is a **dependent clause** that begins with a subordinating conjunction as it can’t stand alone as a complete sentence, i.e. “When he heard the news.” | | |

\*\* Dependent clauses start with relative pronouns such as ***that, who, which, whose, where,*** subordinating conjunctions such as ***because, after, before, if, although, when*** or the complementizer ***that****.* When you see a subordinating conjunction, a relative pronoun or a complementizer in a sentence, the sentence is usually a complex one.

**Practice II:**

* Find the subject and the verb in all independent and dependence clauses
* Identify independent clauses and dependent clauses
* Name the conjunction which can be coordinating or subordinating one for instance
* Classify the following sentences into three sentence types mentioned above

1. During the last lesson, John and Matt worked roughly on the assignment in class. (one independent clause 🡪 simple)
2. Sarah did revision days and nights, for (coordinating conj.) she resolved to remain in good academic standing this semester. (two independent clauses 🡪 compound)
3. Brazil lies in South America and has a large population. (one independent clause 🡪 simple)
4. Although (subordinating conj.) Brazil and the United States are unique countries, there are remarkable similarities in their size and personal values. (one dependent clause + independent clause 🡪 complex)
5. The team members leaped for joy because (subordinating conjunction) it won the state championship. (one independent clause + one dependent clause 🡪 complex)
6. Students who opt for a community college can have more choices. (one independent clause + one dependent clause 🡪 complex)