



TAURANGA GIRLS' COLLEGE

English Department

Name - _____

Year 9 and 10 Basic Skills Booklet

Parts of Speech/Word classes

'Parts of speech' or 'word classes' are phrases used to discuss the collection of words we use to create sentences. There are seven parts of speech/ word classes you need to concentrate on knowing like the back of your hand this year. These are Nouns, Pronouns, Verbs, Adverbs, Adjectives, Conjunctions and Prepositions.

Test yourself here. See what you already know and need to learn before you begin. Take the quiz seriously; it's not until we know there are gaps in our knowledge that we can start to fill them...



In the following paragraph, underline and label one of each of the above – a noun, a pronoun, a verb, an adverb, and adjective, a preposition and a conjunction.

"I wake up to the sounds of the afternoon. I hear the *chit-chit* of the noisy black-eyed bulbuls on the wattle tree outside my window. From the kitchen comes the tinny beat of the black township music playing on the radio, the *sha-sha* of a broom sweeping the leaves on the stone patio. The smell of floor polish seeps strongly into my room from the dining room."

Adapted from 'The Year the Gypsies came' by Linzi Glass

In the following sentences, underline the ...

Noun –	"Matilda sat on the green bean bag."
Pronoun -	"They couldn't get to the shop fast enough."
Proper noun -	"It was going to be the best day ever at Rainbow's End."
Collective noun -	"The herd of cows was running at them at the speed of light."
Abstract noun -	"She was so cross she couldn't even look Ruby in the eye."
Verb -	"The girl was racing so fast down the road on the scooter."
Adverb -	"The girl was racing so fast down the road on the scooter."
Adjective -	"He was a smelly individual who cared little about his appearance."
Preposition –	"I couldn't believe he'd stolen my bag!"
Conjunction -	"I'd make sure he knew I was angry and he would pay!"



How'd you go? Know the gaps in your knowledge now?

Nouns

A noun is a naming word. It refers to a thing, object, a period of time, just about anything you can think of.

But, it there's a little more you need to know about nouns. There are four main types of nouns.

Common nouns

These are nouns use for ordinary, everyday common things that are all around us. This is the name that is shared by all things that belong to that group. These nouns are often also referred to as concrete nouns.

For example -

She closed the **tea-towel** in the **oven**.

As I picked up the **phone** I tripped on the **step**.

The **pig** was eating from the **trough**.

It was a strange time of **year**.

Proper nouns

Proper nouns refer to a specific person, place, object or period of time. They *always* have a capital letter. One rule you need to keep in mind – when the proper noun has two parts, BOTH parts need a capital. The same is true when a common noun forms a part of the proper noun.

For example -

That **Sunday** was a stormy, grey one.

Dr Pill lived in **Cambridge**.

Valentine is her surname.

Sally loved **Easter** time.

So remember that names of **people, cities, towns and suburbs, regions, countries, the days of the week, the months of the year, organisations, titles and important days** are all proper nouns and need capitals.

Collective nouns

These are nouns that are used to describe a group or collection of things. Using a collective noun means we don't have to use the words 'lots of' or 'many'. It doesn't make sense to name all the members of a netball squad so instead we use the collective noun 'team' or 'squad'.

More examples -

an **army** of soldiers

a **gang** of thieves

a **choir** of singers

Abstract nouns

Abstract nouns are things like qualities in a person, emotions, ideas, concepts and things that we can name but that we can't see, touch or measure.

For example -

surprise

amaze

kindness

beauty

Here's a question. Why is **youth** an interesting noun? Is it concrete or abstract?

Pronouns

We use pronouns a lot. They stand in the place of nouns and help make sentences more interesting. It becomes very boring to repeat the same noun several times in a sentence so we replace it with a pronoun.

For example -

Ruby convinced mum to buy her new jeans. **She** was cunning!

Lucie was sad. **Her** best friend had been nasty and **she** was spreading rumors.

Most commonly used pronouns –

our	us	we	it	them	they	their	I	me	my	him
mine	you	your	yours	ours	she	he	hers	its	his	he

Adjectives

Adjectives are words that describe nouns or pronouns. They may come before the word they describe or they may follow it. The main reason we use adjectives is to explain the characteristics of the noun in one word.

Example –

That such a cute, cuddly puppy.

The puppy is cuddly.

Nouns/Adjectives – you have a go now.



Did it all make sense? Did you 'get' it?
Put your new found knowledge to the test
now....

Take a different coloured pen and in the following paragraph, underline and label each of the following – the concrete nouns (11), pronouns (3), change the pronouns back to their original nouns, abstract noun (1), give all proper nouns capitals (4), and fix any remaining capital issues(3).

it was complete pandemonium at the finneys. mary lou had an older sister and three brothers. in addition, there were her parents and ben. there were footballs and basketballs lying all over the place, and boys sliding down the banister and leaping over tables and talking with their mouths full and interrupting everyone with endless questions.

Adapted from 'Walk two Moons' by Sharon Creech

Fill in the table based on what you now know about concrete and abstract nouns.

	paper	fork	awe	chemistry	baby	literature	cheek	plant	tranquillity
Abstract noun									
Concrete noun									



Underline the adjectives in the following sentences.

- Smack in the middle of the plains were jagged peaks and steep gorges.
- Behind her the girl in the lacy, retro dress twirled and whirled.
- He sat patiently, his fair hair waving in the cool breeze.
- She was an untidy person her mother said. Her brain felt messy that's for sure.

Verbs and adverbs

A verb is a doing word. It tells us what action or activity is happening. Verbs are also the part of the sentence that tells us when the action is happening.

Is it **yet to happen** so is in the **future tense**?
 Has it **happened** so is in the **past tense**?
 Is it **happening now** so is in the **present tense**?

Verbs

The verb is the basic doing word.

For example –

Grace **ate** her lunch.
 He started to **clean** his room.

The dog **barked** at the postie.
 The discus **hit** her in the head.

Verb tenses

The time of a verb is called the **tense**. This shows us when the action or activity takes place. There are three main tenses; **past, present and future**.

For example –

Past tense	Present tense	Future tense
smiled	smile	will smile
walked	walk	will walk
danced	dance	will dance

Auxiliary verbs

When a verb is made up of a group of words it uses the **main verb (the participle)** and the **auxiliary**. The auxiliary is often called the **‘helping verb’**. They don’t have meaning on their own but support and help other verbs to make meaning.

A verb can have more than one auxiliary like **‘should have’** or **‘might have’**.

The most common auxiliary verbs are –

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

For example –

The girl *is* waving.
 When I *have* eaten I *will* clean my room.

Adverbs

An adverb is a word that adds information to the verb. It is a **describing word** that can tell us **how, when or where** the action or activity takes place. In short, it tells us how the verb was done. How did she walk? How did he chew?

Adverbs can sometimes be difficult to spot because they do different jobs. They tell us

HOW an action is done: *quickly, slowly, well, fast, lovingly*
 WHEN an action is done: *before, soon, since, yesterday*
 WHERE an action is done: *anywhere, nowhere, somewhere, everywhere*

**BE OPEN TO
WHATEVER
COMES
NEXT.** *You guessed it...*

Verbs and adverbs – you have a go.



*Did it all make sense? Did you 'get' it?
Put your new found knowledge to the test
now....*

Use the verbs in the box to fill in the gaps in the sentences.

cries	frightened	watches	smiled
squeals	excites	throws	stole

Millie _____ when she realises she has dropped her lipstick.
 The boy was _____ about telling his parents what had happened.
 It _____ as they chase it.
 He couldn't believe she _____ it.
 They hate it when the boy _____ dirt at them.
 Ruby _____ her brother like a hawk.
 Shopping _____ the girls.
 The woman _____ at her husband.

Change the following sentences into past tense by using auxiliary verbs. For example: I *eat* (present), I *was eating* (past).

I draw pictures. _____
 She drives the car. _____
 They play X-box. _____
 My friend rides her scooter. _____

Circle the adverb and draw an arrow to the verb that it describes.

She played tennis skillfully.
 The family generously donated presents to others at Christmas.
 Lucie was dressed beautifully for the big event.
 Stacey struggled helplessly with her Science work.

Now have a go at a couple of things...

1. Change the way the sentence is worded to show that adverbs can go in different positions and
2. Circle the verb and the adverb in the sentence.

The family liked to visit the beach during summer.

The sheets flapped wildly on the washing line.

Prepositions

A preposition is a word that tells us where something is, its place or position, in relation to something else. These can be one word like **under, on, over, down** and so on or a preposition can be a group of words like **in front of, up against or from behind.**

Here is a list of commonly used prepositions

in	on	off	for	from
up	down	above	below	behind
with	before	after	over	under
into	out of	until	beneath	beyond
beside	around	against	along	across
among	between	through	near	inside

Prepositions of place or position

These are prepositions that show you where something is in relation to something else.

For example –

Where is the book?

It is **under, on, over, below, against** or **above** the table.

Where is she running?

She is running **at, in, around, beside, from, to** or **by** the river.

Prepositions of time

These prepositions tell us when something is, has or will occur. This type of preposition can be a group of words also.

For example –

When was she arriving?

She was arriving **before, after, or during** the concert.

Prepositions – you have a go.



*Did it all make sense? Did you 'get' it?
Put your new found knowledge to the test
now....*

Underline the prepositions in the following paragraph.

I had a problem with my family. Every time I wanted some time to myself, they were there. One sister was always behind me, copying my every move. Another was always in and out of my room annoying me with senseless questions or requests. I had to crawl under my bed to get away from them all!

Using the picture of Spongebob and friends, write three sentences that use prepositions. For example, Gary is **behind** Patrick.



Conjunctions

A conjunction is a word that **connects/joins words and sentences**. **Co** means join and a **junction** is a place of meeting. The purpose of a conjunction is to bring together words or sentences. Conjunctions give your writing variety. Conjunctions are usually found in the middle of a sentence but some can start sentences.

Conjunctions

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For example –

They were all upset about the way the game ended **so** they met afterwards for a de brief.
There was no way they could make sense of it **while** they were all still angry.

Sometimes we join two sentences together that could make sense on their own using a conjunction.

For example –

Tia took her handbag in her hand. She walked out the door.
BECOMES
Tia took her handbag in her hand **and** she walked out the door.

Sometimes we use a conjunction to add something to a sentence that would not make sense on its own.

For example –

Karl rode down the street. Around the corner.
BECOMES
Karl rode down the street **and** around the corner.

Here is a list of commonly used conjunctions

And	but	that	because	though
If	therefore	after	or/ not	when
Unless	where	while	yet	for
Than	how	whether	as	since
Although	so	which		

Conjunctions – you have a go.



*Did it all make sense? Did you 'get' it?
Put your new found knowledge to the test
now....*

How many different ways can you combine the following two sentences using different conjunctions. You will need to change the word order to get as many combinations as possible.

Alex was late. The scooter broke down.

Parts of Speech/Word classes



*Time to test yourself again. What have you learnt?
What do you know now that you didn't know before?
Don't cheat; see what you can remember...*

“Mother called me Emmie when she feels bad about something, but I like the sound of it in her mouth, no matter the reason. Last night at dinner Father told Mother that she's only in a 'fake' good mood if there are other people around. She got red-hot angry and said that he was being ridiculous, then she made a big show and aimed a forkful of mashed potatoes across the table at him, but never actually let it fly. I concentrated on cutting my chicken up into tiny pieces for a long time until they were in perfect squares.”

From *'The Year the Gypsies came'* by Linzi Glass

Find –

4 common nouns _____, _____, _____, _____
1 proper noun _____
2 abstract nouns _____, _____
List ALL the pronouns _____
3 adjectives _____, _____, _____
List conjunctions _____
List prepositions _____

Label the parts of speech/word class of as many words as possible in the following two proverbs.

A rolling stone gathers no moss.

Take a leaf out of someone's book.

Separate the following words and file them in the write columns

Tauranga	angry	because	April	holler	slowly
in	understand	laugh	awake	love	talk
while	gang	however	and	slumped	sharp
so	table	screams	fast	hot	crown

Nouns	Verbs	Adjectives	Adverbs	Conjunctions	Prepositions

Punctuation

When we write we have to rely on punctuation signals to help get the meaning across. If a text is not punctuated correctly we can get very confused about what it means. Capital letters, full stops, commas, brackets and apostrophes all help us make sense of what we are reading.



Try to punctuate the following passage. You will need to use capital letters, full stops, commas, speech marks, and an exclamation mark

i loved jewellery so i asked my mother for some money and i bought the jewellery i was very proud of it and took it home to show to my grandmother look i said they are real diamonds my grandmother looked at them and laughed then she told me that they were fakes i refused to believe her and we argued about it but in the end i knew that she was right and i felt very small

From 'Borany's Story' by Borany Kanal and Adrienne Jansen

Place apostrophes where you think they should go.

Its cold
Its the boys
The mans

Jo-Los song
'Todays sunny
tis not over

I shouldve gone
Girls college
shes the best

Have a go at punctuating these sentences with speech marks.

When shall I meet you, she asked and where?
How old are you? Sophie asked. Wow that's young!
Mikayla wasn't sure how to ask. Can I go with you guys?

Commas, full stops or something else needed? You decide and put the right ones in the following sentences.

You'll need togs a towel sunscreen and goggles
His best friend Blake Jukes is going to Noosa with him
Before going to Bayfair she had to clean her room
"Can I have two tickets please" she asked "to Hamilton"
I'm so pleased that snakes and spiders which I hate are not commonly found in NZ.



How'd you go? Miserably or are you pleasantly surprised?
Time now to figure out how and why punctuation works.

Punctuation

*The most basic of punctuation is the use of **capital letters**, the **full stop**, the **question mark** and **exclamation marks**. On this page you'll find the basic rules about why and how to use these.*

Capital letters

Every **new sentence** and every **proper noun** must start with a capital letter.

As well as the above, here's a list of situations when you should use a capital –

- When you write the pronoun 'I'
- When you write the names of days and months
- When you write the titles of books, plays, places, films, restaurants and so on.

Example –

I love chocolate.

Full stop

A full stop is the most important punctuation mark of all. Without them, reading anything becomes difficult as a reader has no idea where a sentence ends and another begins.

Example –

I love chocolate.

Questions mark

The question mark comes at the end of a sentence when a question has been asked. Because it is formed by using a full stop there is no need for you to add another one. Remember this.

Example –

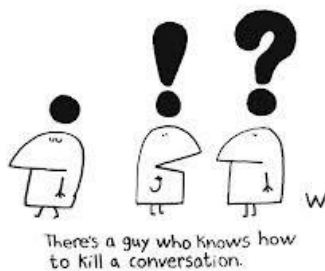
What do you mean you don't like chocolate?

Exclamation mark

The exclamation mark is used to create a stronger ending to a sentence. It is often used to indicate shouting, an order or that something has been said with a great deal of emotion.

Example –

You are weird! Who doesn't love chocolate?



Punctuation - Comma

The comma is one of the most commonly misused punctuation marks. It tells the reader when to take a short pause in a sentence, or when a word or words need to be separated within a sentence. There are three main ways it is used.

To separate items in a list

Example –

She sent me to buy chocolate, strawberries, sugar and coffee from the supermarket.

To divide a sentence into parts.

This makes the ideas in a sentence easier for the reader to understand. Where the reader sees the comma he or she will take a pause meaning they can make more sense of what is written.

Example –

While it was sad to see Great Aunt Vera leave, it was also a relief.

Mum always made us finish everything on our plate, only then were we allowed a treat.

Be careful though, where you place your comma is important because it can change the meaning of your sentence.

Example –

With the comma in one place

I told you, today you must clean your room.

With the comma in another place

I told you today, you must clean your room.

To separate an explanation within a sentence.

This makes the ideas in a sentence easier for the reader to understand. Where the reader sees the comma he or she will take a pause meaning they can make more sense of what is written.

Example –

When she left, my Great Aunt Vera, it was sad but also a relief.

Punctuation – Speech marks

Speech marks are used to show spoken words. Only the actual words being spoken go inside the speech marks BUT the punctuation can work in different ways.

Spoken words at the beginning of a sentence

Example –

‘Two tickets to India,’ he said.

Spoken words at the end of a sentence

Example –

He said, ‘Two tickets to India.’

For spoken words in the middle of a sentence

Example –

‘Two tickets,’ he said, ‘to India.’



All commas, full stops, questions marks and exclamation marks which are part of the spoken sentence stay INSIDE the speech marks.

Punctuation – Apostrophes

*Apostrophes are used to **show who something belongs to (possession)** or **when we want to make a word or words shorter (contractions)**.*

Apostrophes used for contractions

This is often called the 'shortening apostrophe'. When you join two words and leave out one or more letters, you use an apostrophe to show you have done this.

Example –

I am going to the toilet. *becomes* I'm going to the toilet.

Here we are removing the 'a' and creating one word so we need to show this by adding an apostrophe.

Here are some more

You can not go out tonight! *becomes* You can't go out tonight!

You have three minutes to explain. *becomes* You've three minutes to explain.

Apostrophes used for possession/belonging

There are two questions you need to ask yourself when you are using apostrophes to show possession.

First you need to ask if the possessor is singular (on its/their own) or if it is plural (more than one).

If the possessor is singular then the apostrophe goes before the s.

Example –

The horses tail is long. *becomes* The horse's tail is long.

Millies legs are hairy. *becomes* Millie's legs are hairy.

If the possessor is plural then the apostrophe goes after the s.

Example –

The ladies bike is smaller. *becomes* The ladies' bike is smaller.

The fairies wings glittered. *becomes* The fairies' wings glittered.

When thinking about how to use an apostrophe, ask yourself: who is the owner? The apostrophe is placed AFTER the last letter of the owner's name. So there is a formula you can use for the possession apostrophe –

Answer to the question + ' + s

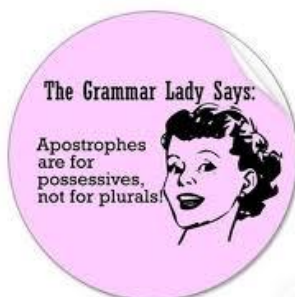
(who is the owner)

Example –

The cars brakes failed. Who owns the brakes? The car SO...The car's brakes failed.

It was the ladys bike. Who owns the bike? The lady SO...It was the lady's bike.

The Principals visit. Who owns the visit? The Principal SO...The Principal's visit.



REMEMBER – if the possessor is plural, more than one, and it already ends in 's', then DON'T

Punctuation – Colon

The colon is two little dots used where there is a pause in a sentence that is longer than a comma BUT not as long or final as a full stop. Here are some reasons you would use a colon.

To introduce a list of items

Example -

The steps are as follows: Turn on your computer, stare at the blank screen, and wait to be inspired.

To emphasize a word, phrase, clause, or sentence that amplifies or explains the first

Example -

I can think of only one alternative: bank robbery.

To introduce a quotation or direct speech

Example -

Mrs Cowens once said: "Start as you mean to go on. The opportunities are yours for the taking."

Punctuation – Semicolon

*The semicolon is similar to the colon because it indicates a pause. Two good rules of thumb to remember are that **a semicolon often fits where a conjunction would** or **between items in a list when the list also includes commas**.*

Where a conjunction may fit

Example

I'm not good at telling jokes; I always forget the punch line.

As a part of a list

Example

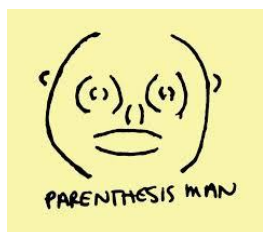
I bought a ton of fruit; apples, grapes, and pears were all on sale.

Punctuation – Parenthesis/brackets

These are used to enclose an extra bit of information in a sentence. Information contained within brackets/parenthesis helps make the meaning of the sentence clearer but is not always necessary.

Example -

Mrs Coster (the one who teaches in A2) was the Y13 Dean last year.
Wiremu (the one in the red shirt) is his best friend.



Syntax

Syntax is the term we use to talk about the way sentences are put together. In this section you are going to learn a bit about some basic sentence types and how they are put together, the syntax of them. First...



Try to figure out which of the following sentences are complete. Tick the ones you think are.

Even though we knew ☐

Brooke runs well ☐

I want you to come over now please ☐

Yes ☐

The cool dude ☐

She said she'd get a ride ☐

It would be nice if he ☐

Wassup? ☐

Create a complete sentence from these jumbled words.

I moment that's music the love playing at on the the radio

Underline the 3 ideas in this sentence.

Mum said we had to clean our rooms but Stella didn't so she got in a heap of trouble.

Write 4 complete sentences of your own about your last set of holidays.

Syntax – Sentence types

Syntax is all about understanding how sentences work. A sentence is a group of words that together express a complete thought. A sentence begins with a capital letter and ends with a full stop. There are three sentence types you will read about here.

Simple sentence

A simple sentence has a subject and a verb.

Example -

Jade	ran.
(subject)	(verb) or
(doer)	(action)

It can also have an object and adverbs.

Jade	ran	home	this afternoon.
(subject)	(verb)	(object)	(adverb) or
(doer)	(action)	(receiver of action)	(when action happened)

Compound sentence

A compound sentence is made up of two or more clauses usually joined together with either a conjunction or a semicolon. The two clauses of a compound sentence should be able to make sense on their own.

Example -

She was bored. She was lonely. She wanted to spend time with a friend. She rang Emily to see what she was doing.

This sentence is boring to read and has no flow. We can turn it into a compound sentence by adding some conjunctions.

She was bored and lonely. She wanted to spend time with a friend and rang Emily to see what she was doing.

Complex sentence

A complex sentence has one main part (clause) and one or more less important parts (subordinate clauses). The key to identifying a complex sentence is that the subordinate clause (the less important part) would not make sense on its own if it was written down or said.

Example –

The girl was sick	because she ate too much.
(main clause)	(subordinate clause)
She ate too much	because she loved pavlova.
(main clause)	(subordinate clause)