

1.1 Jabberwocky

key words: parts of speech, morphology, syntax

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

Read this selection from “Jabberwocky,” a poem by Lewis Carroll, in *Through the Looking Glass*:

Twas brillig and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious bandersnatch!”

He took his vorpal sword in hand:
Long time the manxone foe he sought –
So rested he by the tumtum tree
And stood a while in thought.

And as in uffish thought he stood
The Jabberwock with eyes of flame,
Came whiffling through the tulgey wood,
and burbled as it came.

For each underlined word, indicate its part of speech (word class). Explain to each other how you can figure out the parts of speech. You shouldn't rely on meaning (it's a thing, it's an action) since most of these words are nonsense words. You will need to figure out what part of speech they are based upon what suffixes and prefixes they take (their morphology), along with where they appear relative to other words (their syntax).

[Teacher Notes: See also lesson on a similar approach to parts of speech on TeachLing (<http://teachling.wvu.edu/node/4>)]

1.2 Nouns

key words: nouns, parts of speech, morphology, plural, possessive, syntax, determiners (articles)

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

A noun is more than a “person, place, or thing.” A noun can take certain suffixes (its morphology and appear in certain places in a sentence (its syntax).

Nouns can be pluralized - Nouns express number; that is, they can be singular or plural. So to see if you have a noun take your word in question and, if pluralizing it works, you got yourself a noun.

Nouns can be made possessive – Another morphological fact about nouns is that they can take the possessive suffix -s. Try attaching the possessive to some words that you know aren’t nouns – they’re terrible. Or it turns that word into a noun. (I follow the linguistic tradition of using * to mark an ungrammatical example.)

*the happy’s hat

*a curious’s question

Nouns can have certain other “nominal” suffixes - *-ance/ence* (performance) *-ion* (formation), *-al* (refusal), *-age* (leakage). (See Lesson 1.2b)

Nouns occur after Determiners like *a*, *the*, and *an* (also called articles); *this*, *that*, *these*, *those* (also called demonstrative determiners); and possessive determiners (*my*, *your*, *her*, etc.).

Nouns occur after Numerals, both the Cardinal ones (six, eleven, four thousand) and the Ordinal ones (second, fifteenth).

Nouns occur after Quantifiers, words that express quantity like *all*, *each*, *both*, *every*, *some*, *several*, *many*, *more*, *less*, *much*, *few*. (Quantifiers behave differently from other words, so they are a distinct part of speech category, albeit one that your students may not have heard of. I can post something more about them later. Feel free to just ask me, though. And remember that for many of you locals, I make house (classroom) calls!)

And finally, nouns can be modified by (or described by) **Adjectives**: the furry kitten, a rainy day. The term modification is one we’ll be exploring in more depth later. And we’ll take another look at adjectives too.

In a book or other text, find at least 10 nouns. Provide morphological or syntactic evidence that each is noun.

Make a chart identifying all of the ways in which you can determine if a word is a noun.

[Teacher notes: When can nouns not be pluralized? When they’re mass nouns. See Lesson 1.2c. And in attempting to pluralize, some students may discover that -s can also attach to verbs, but they will also realize that that -s doesn’t have the effect of pluralizing. Instead, it marks present tense and agrees with a 3rd person singular subject: She eats. See the Lessons in 1.4.

1.2b Irregular plural nouns

key words: nouns, parts of speech, irregular nouns, subject-verb agreement

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>,

CCSS.ELA-Literacy.L.3. 1b: Form and use regular and irregular plural nouns. <http://www.corestandards.org/ELA-Literacy/L/3/1/b>

CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

<http://www.corestandards.org/ELA-Literacy/L/3/1/f>

There used to be lots more ways to make plurals in English. In Old English (spoken from about 500-1000), some plurals were also formed by adding -s, which is still, of course, the way that most nouns form their plurals now.

One of the other main ways to form plurals in Old English was by changing the vowel. The plural of *book* was *bec*, for example. Now we say *books*, but we still have other plurals formed by changing the vowel of the singular, such as *goose* to *geese* or *tooth* to *teeth*. Can you come up with other words that form their plurals by changing their vowels?

In Old English the plural of *eye* was *eyen*. Are there words we still pluralize by adding -en?

And finally, Old English had a large group of nouns that had the singular and plural form, such as *deer* (which used to mean 'animal,' not 'deer').

What are some other words we still pluralize by adding nothing at all?

Then, in the 17th and 18th centuries, English began to borrow a great many words from Latin and Greek. Most of these words had to do with advances in science, technology, medicine, and the arts. Sometimes these words retained the Latin or Greek plurals. Words that ended in -on like *phenomenon* have -a for the plural: *phenomena* (also *criterion/criteria*), and nouns ending in -is take -es: *hypothesis/hypotheses*, *parenthesis/parentheses*. Because we speak English, not Latin or Greek, we tend to want to just add -s to form plurals on these words as well, or to treat the plural like the singular. If we're speaking Greekified English, though, we should say *a phenomenon* but *these phenomena*.

Make the following words plural and use them in a sentence. Some of them may not be familiar as singulars.

datum
medium
stimulus
larva
ovum
antenna

You may need to look up some in a dictionary to see how the meanings of the singular and plural forms may have come to have different meanings (medium, for example).

1.2b Abstract and Concrete Nouns

key words: nouns, parts of speech, abstract and concrete nouns, Greek and Latin roots

CCSS.ELA-Literacy.L.3.1a, Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.3.1c, Use abstract nouns (e.g., *childhood*). <http://www.corestandards.org/ELA-Literacy/L/3/1/c>

CCSS.ELA-Literacy.L.3.4b, Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

<http://www.corestandards.org/ELA-Literacy/L/3/4/b>

CCSS.ELA-Literacy.L.3.4c, Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). <http://www.corestandards.org/ELA-Literacy/L/3/4/c>

CCSS.ELA-Literacy.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). <http://www.corestandards.org/ELA-Literacy/L/5/4/b>

Every language has a distinction between abstract and concrete nouns; they are simply labels for different types of things that exist in the world – those that we can see and touch, concrete nouns like *toad, belly button, rug*, and those abstract nouns that we can't see or touch like *love, truth, or friendliness*.

Many abstract nouns are formed by adding one of the many “nominal” suffixes, such as the *-ance* in *performance* or the *-ion* in *formation*. Look at the chart below and see if you can come up with more words that take the noun-forming suffixes listed in the left column. Write those new words in the rightmost column.

English Noun Suffixes with Sample Words

adapted from *Navigating English Grammar: A guide to analyzing real language*, Lobeck and Denham, 2013

suffix	parts of speech	sample words	other words?
-age	verb + age = noun	marriage, blockage	
-al	verb + al = noun	arrival, renewal	
-ant	verb + ant = noun	triumphant, attractant	
-ance/-ence	verb + a/ence = noun	convergence, divergence	
-ee	verb + ee = noun	employee, referee	
-hood	noun + ness = noun	neighborhood, childhood	
-ion	verb + ion = noun	fermentation, starvation	
-ism	noun + ism = noun	racism, Buddhism	
-ist	adjective + ist = noun	artist, violinist	
-ity	adjective + ity = noun	probability, fluidity	
-ness	adjective + ness = noun	baldness, happiness	
-ship	noun + ship = noun	friendship, partnership	

Are all of these words abstract nouns?

1.2c Mass and Count Nouns

key words: nouns, parts of speech, mass and count nouns

CCSS.ELA-Literacy.L.3.1a, Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.3.1c, Use abstract nouns (e.g., *childhood*). <http://www.corestandards.org/ELA-Literacy/L/3/1/c>

All languages have a distinction between nouns that are countable (count nouns) and those that are not (mass nouns). Count nouns refer to things that are discrete units, while mass nouns refer to unbounded masses. For example, the **count noun** *toad* is used to denote individual toads, but *rice* cannot be used to denote individual “rices,” so *rice* is a **mass noun**.

mass nouns: mud, mail, information

count nouns: frog, idea, shoe

And there are some handy tests to distinguish these. Count nouns can be pluralized and they can occur with numbers or other words that express quantities: *one*, *both*, *many*, etc. Mass nouns, can't be pluralized, can't be counted, and occur with *much* or *less*. (But both mass and count nouns can occur with *the*, *all*, and *some*.)

Take some nouns and try them out. Can the noun be pluralized? (If so, it's a count noun.) Can it occur with *a*? (If so, it's a count noun.) Can it occur with *much*? (If so, it's a mass noun.) Did you find any nouns that work both ways, like *light*? (I turned on two lights. There is not much light in this room.)

Determine whether the following nouns are mass nouns, count nouns, or both? Be prepared to provide evidence for your answer.

gerbil

sheep

food

homework

freedom

sky

neighborhood

water

[Teacher note: In general, *less* is used with mass nouns, while *fewer* is used with count nouns. But *less* has long been used with count nouns too, in fact. Many a grocery store sign says “10 Items or Less,” and although some people get upset about it, *less* has been used with countable things ever since English was English. Apparently, King Alfred (the Great) who was a staunch defender of English used it that way in his writings, way back in the 800s. And we've seen it ever since.]

[See lesson 1.2a on irregular plurals.]

1.3 Adjectives

key words: adjectives, parts of speech, morphology, comparative, superlative, linking verb, degree word
CCSS.ELA-Literacy.L.3.1a, Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/>
CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <http://www.corestandards.org/ELA-Literacy/L/3/1/g>

Adjectives are describing words. But then other categories describe too (verb: The rain is pelting down.). So how can we identify adjectives? Here are some handy tests.

Test 1: Comparative and Superlative Forms

Can you add the comparative *-er* to the word?

big → bigger

Can you add the superlative *-est* to the word?

happy → happiest

If not, can you add *more* and *most* in front of the word when the word fails to accept *-er* or *-est*?

unusual → more unusual

careful → most careful

Test 2: Follows a linking verb

Can the word follow a linking verb such as *seems*, *is*, *appears*? (These verbs “link” a subject to what follows.)

The cat seems sick.

The paint is thick.

Test 3: Can the word be preceded by a degree word like *very*, *so*, or *too*.

Her foot is very bruised.

She is so ecstatic.

Activity. Use these tests to identify adjectives in a book or other text. Compare your answers to someone near you. Are there some you aren't sure about? If so, can you come to agreement about whether the word is an adjective or not? What else can you do to discover its adjectiveness? Are there some words that pass one or two of the tests above but fail the others? Which words – and why?

[Teacher note: See Lesson 6.2 on Antonymy, which discusses some adjectives which cannot take comparative, superlative, or degree words.]

1.3b Adjective Order

key words: adjectives, order, meaning

CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). <http://www.corestandards.org/ELA-Literacy/L/4/1/d>

Which sounds better – *a little brown dog* or *a brown little dog*? Can you explain why? Probably not. When we have more than one adjective, there is an order to them that native speakers of English usually have intuitions about but have a hard time articulating.

Generally, the adjective order in English is:

1. quality, opinion, judgment, or attitude – *ugly, awful, worse, lovely*
2. size – *huge, tiny*
3. age, temperature – *old, cold*
4. shape – *oval, square, twisted*
5. color – *red, orange, greenish*
6. origin – *Norwegian, local*
7. material – *woven, metallic, plastic*

Try it. Pick a noun and pick a determiner (*a, the, my, your, etc.*), and then put up to seven adjectives in between them to see if they follow this order. (We almost never have that many adjectives in regular speech, so you might want to try three or four – but seven is kind of fun as an extra challenge!) Compare your lists to see if you agree on the adjective orderings.

the _____, _____, _____, _____, _____,
_____, _____, thing

There may be some adjectives which you aren't sure how to categorize using the labels listed in 1-7 above. Discuss with each other to see if you can agree what kind of adjective it might be.

1.3b More on Adjectives: Comparative and Superlative

key words: adjectives, comparative, superlative, variation

CCSS.ELA-Literacy.L.3.1a, Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.3.1g, Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <http://www.corestandards.org/ELA-Literacy/L/3/1/g>

CCSS.ELA-Literacy.L.3.2g, Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <http://www.corestandards.org/ELA-Literacy/L/3/2/g>

CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

<http://www.corestandards.org/ELA-Literacy/L/4/3/c>

Adjectives form their comparative forms by adding either *-er* to the adjective or *more* before the adjective. (See Test 1 in Lesson 1.3.) And they form their superlative forms by adding either *-est* to the adjective or *most* before the adjective.

How do you know whether to use *-er* or *more*, or to use *-est* or *most*? Mostly, you just know. Show how the list of adjectives in the left column forms their comparative and superlative forms by writing those forms in the appropriate column. Two are done for you. Some may work both ways.

adjective	comparative <i>-er</i> /superlative <i>-est</i>	comparative <i>more</i> /superlative <i>most</i>
big	bigger, biggest	
beautiful		more beautiful, most beautiful
large		
lovely		
soft		
expensive		
hot		
purple		
pretty		
cold		
curious		
noble		
pretty		
small		
happy		
important		
scruffy		
common		
friendly		

Can you figure out a pattern of which words take which comparative and superlative?

For those that you think sound ok either way, check a dictionary to see what it suggests.

[Teacher's Note: Generally, one-syllable adjectives take *-er/-est*, and three-syllable or more adjectives take *more* or *most*. But adjectives with two syllables tend to vary in whether they take *-er/-est* or

more/most. Some take either form, and the situation determines the usage. For example, one will see *commoner* and *more common*, depending on which sounds better in the context. Two-syllable adjectives that end in the “ee” sound, most often spelled with *y*, generally take *-er/-est*, for example, *pretty/prettier/prettiest* is better than *more pretty, most pretty*

Longer adjectives, especially those from Greek and Latin, and including most adjectives with three or more syllables, require *more* and *most*.

more/most expensive, more/most satisfying, more/most satisfactory

Adjectives which end in *-ous* do not take *-er/-est*: *furiouser, hideouser*, though *curiouser* is a curiosity. It is found in both *Webster’s Third* and the *Oxford English Dictionary Second Edition*, probably just because Lewis Carroll used it in fun in *Alice’s Adventures in Wonderland*:

“Curiouser and curiouser!” cried Alice (she was so much surprised, that for the moment she quite forgot how to speak good English); “now I’m opening out like the largest telescope that ever was! Good-bye, feet!” (for when she looked down at her feet, they seemed to be almost out of sight, they were getting so far off).

What about *funner*? If it is generally the case that one-syllable adjectives take *-er* and *-est* rather than *more* and *most*, then why is there a longstanding prohibition against *funner* and *funnest*? It’s not really clear where this anti-*funner* rule came from. It may stem from the fact that long ago, *fun* used to be a noun only. It’s still a noun: *much fun was had by all*. So the prohibition against *funner* and *funnest* seems to have come about as the word was in transition from being a noun to also being an adjective. Now, *fun* acts like any other (one-syllable) adjective with the forms *fun, funner, and funnest* (just like *tall, taller, tallest*). It’s probably only a matter of time before these comparative and superlative forms become perfectly acceptable. So don’t simply tell your students that *funner* isn’t a word – it is! It could be an opportunity to talk about it not being completely acceptable in formal writing, but that it is quite acceptable in informal discourse.]

1.4 Verbs

key words: verbs, parts of speech, morphology, past tense

CCSS.ELA-Literacy.L.3.1a, Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

<http://www.corestandards.org/ELA-Literacy/L/3/1/e>

Verbs are more than action words or states. How are verbs different from other parts of speech? Only verbs can convey tense. In English, we indicate past tense and present tense on verbs.

Test for Verbs: Can take *-ed* to indicate past tense.

She walked to school.

She blerked the zongot.

She ambled down the lane.

There are other irregular ways of marking past tense: *catch-caught*, *read-read*.

Activity: Come up with more irregular past tense verbs. Are there patterns? Groups of words that take the same kind of irregular past tense? Make up some words. What are their past tense forms? Think of some slang or other newish words. What are their past tense forms? (So all of the new words will take the *-ed*. The other forms, which we now think of as irregular, were members of larger groups of words that formed their past tense in different ways in older forms of English.)

There are plenty of other affixes that turn words into verbs (or attach to verbs to make a verb with a different meaning). Here are just a few. (These are all derivational affixes, distinct from the tense-marking inflectional affixes.)

dis-	disappear
re-	rediscover
-ate	activate
-ize	regularize, maximize, realize
-en	tighten, deepen, thicken

After attaching these affixes, the past tense *-ed* can then attach to any of the resulting words to mark tense (always at the end, after the other affixes).

[Teacher note: Though English doesn't, many other languages indicate tense on the verb itself. English must use a modal verb to express future (*I will eat*.) You could use students' other language for comparison; Spanish has a future tense that can be expressed on the verb, as does Hindi. Also see Lesson 1.4d.

hablaré 'I will speak'	hablaremos 'we will speak'
hablarás 'you will speak'	hablaréis 'y'all will speak'
hablará 'he/she will speak'	hablarán 'they will speak'

mai pita rahunga 'I will be drinking'

hum pite rahenge 'we will be drinking'

tu pita rahega

tum pite rahoge 'you will be drinking'

voh pita rahega 'he/she/it will be drinking'

aap pite rahenge 'you will be drinking'

ve pite rahenge 'they will be drinking'

1.4a The Five Forms of the Main Verb

key words: verb, tense, aspect, progressive, perfect

CCSS.ELA-Literacy.L.3.1e, Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

<http://www.corestandards.org/ELA-Literacy/L/3/1/e>

CCSS.ELA-Literacy.L.4.1b, Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/4/1/b>

CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/5/1/b>

Every verb has five forms: infinitive, past tense, present tense, past participle, present participle. Here are two examples.

infinitive: *(to) talk*
past tense: *talked*
present tense: *(he/she/it) talks, (I/you/we/they) talk*
past participle: *(has/have) talked*
present participle: *(am/is/are) talking*

infinitive: *to sing*
past tense: *sang*
present tense: *(he/she/it) sings, (I/you/we/they) sing*
past participle: *(has/have) sung*
present participle: *(am/is/are) singing*

Exercise: Come up with verbs and put them into the frames below to come up with the five forms for each verb. Where is there overlap?

infinitive: I really want to _____ today.
present tense: She _____ on most days.
past tense: He _____ yesterday.
present participle: They are/were _____ at noon.
past participle: We have/had already _____ before they arrived.

[Teacher notes: You may want to use the “verb form chart” on the following page or create your own. See comments on identifying present and on dialectal variation in Lesson 1.4d. See more on **progressive and perfect aspects** in Lesson 1.4f and 1.4g.]

Examples of the Five Verb Forms

Every verb has these five forms.

Infinitive	(to) talk	(to) take	(to) sing	(to) buy	(to) cut
Present tense	talk(s)	take(s)	sing(s)	buy(s)	cut(s)
Past tense	talked	took	sang	bought	cut
Present participle (with form of <i>be</i>)	talking	taking	singing	buying	cutting
Past participle (with form of <i>have</i>)	talked	taken	sung	bought	cut

1.4b Verbs: The Infinitive

key words: verb, tense, infinitive

CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

<http://www.corestandards.org/ELA-Literacy/L/3/1/e>

CCSS.ELA-Literacy.L.3.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

<http://www.corestandards.org/ELA-Literacy/L/3/4/d>

CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/4/1/b> (An understanding of the infinitive is an important component of understanding the other verb forms, such as the participle, which forms part of the progressive aspect.)

CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/5/1/b> (An understanding of the infinitive is an important component of understanding the other verb forms, such as the participle, which forms part of the perfect aspect.)

CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

<http://www.corestandards.org/ELA-Literacy/L/4/4/c>

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<http://www.corestandards.org/ELA-Literacy/L/5/4/c>

The infinitival form of the verb expresses no tense. It is the bare form of the verb and is preceded by *to*: *to coerce*, *to dance*, *to chow down*.

Complete sentences in English (in any language, actually) need a verb that expresses tense, like present, past, or future.

So an infinitive, without tense, must occur along with a tensed verb.

I wanted **to eat** tacos. *want* is past tense, *to eat* is infinitival

She likes **to dance**. *likes* is present tense, *to dance* is infinitival

In some languages, you don't have the *to* in an infinitive. If you know another language, what is the form of the infinitive in your language?

Exercise: What is the connection in meaning between the words *infinity* and *infinitive*? After hypothesizing, look them up!

1.4c Verb - Past Tense

key words: verb, tense, past

CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs. <http://www.corestandards.org/ELA-Literacy/L/3/1/d>

CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/3/1/e>

CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/4/1/b>

CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/5/1/b>

(For a discussion of how the past tense plays out in the progressive and perfect. See Lessons 1.4e and 1.4f.)

The past tense form of the verb is typically affixed with *-ed*, but there are other ways to form the past tense too.

Questions:

What are some verbs that form their past tense by adding *-t*, such as *swept*?

What are some verbs that form their past tense by changing the vowel, such as *sang*?

What are some verbs that form their past tense by changing nothing, such as *cut*?

In older forms of English, there were more words that formed the past tense forms like these words, but the *-ed* has gradually become the most common way to do it, so we now think of it as the “regular” way and the other ways as “irregular” ways.

Have you ever said or heard someone else say something like *I holded* or *she goed*? Those are just examples of taking the regular past tense ending and attaching it to words that happen to have irregular past tenses.

Remember that language is always changing. What’s the past tense of the verb *work*?

Right, *worked*. But do you know what it used to be? *Wrought* like *bought*. But speakers just added the regular *-ed* ending and eventually enough people started using that word that it became the normal way to do it.

There are many words that have more than one right way to form their past tense. What would you use in these examples?

past tense of *dream*: I _____ last night about lions.

past tense of *sneak*: We _____ out of our hiding place.

past tense of *dive*: She _____ off the platform into the deep lake.

Both *dreamed* and *dreamt* are acceptable. Both *sneaked* and *snuck* are acceptable. Both *dived* and *dove* are acceptable.

You could use a dictionary to look up these words to see which is the older form of the past tense and which is the more recent innovation.

1.4d Verbs - Present Tense

key words: verb, tense, present

CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

<http://www.corestandards.org/ELA-Literacy/L/3/1/e>

CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/4/1/b>

CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/5/1/b>

(For a discussion of how the present tense plays out in the progressive and perfect. See Lessons 1.4e and 1.4f.)

Although we don't generally have any problem using present tense when we are speaking, it can be a bit hard to identify because of the lack of present tense suffixes in English. You can **conjugate** a verb with all of the subject pronouns to see this lack of tense marking:

I sing
you sing
he/she sings
we sing
you (all) sing
they sing

So it's only with *he/she* that there is a different form: *sings*. In many dialects of English, the *-s* on the *he/she-form* is not used. In most forms of written English, however, the *-s* on the *he/she* form should be used. The English language has gradually been losing these suffixes. In many other languages, and in older forms of English too, there is a different ending to go with each subject pronoun. Here's the **conjugation** of *sing* in Old English, where there were four different endings. I'll use the modern version of the pronouns:

I **singe**, you **singest**, he or she **singeth**, we **singath**, you all **singath**, they **singath**

So although the language has eliminated most of the endings used to mark present tense, there is still a present tense form of the verb. It just happens to look like the infinitive in most cases. We know as speakers, though, when it is tensed.

Pick five verbs and give the present tense forms with each of the pronouns: *I, you, he/she, we, you (all), they*.

Example:

I cough	we cough
you cough	y'all cough
he/she coughs	they cough

(The present tense form of the verb is distinct from the *progressive* (which is technically an "aspect" not a "tense." You can learn more about the present participle that is needed to form the progressive in Lesson 1.4g.)

[Teacher note: As mentioned, in some dialects, the present tense -s has “leveled” to be like the other forms, so a speaker might say *cough* across the board, for all subjects: I eat, you eat, he/she eat, we eat, you eat, they eat. It’s important not to suggest that this leveled form is incorrect (it isn’t; it expresses present tense in some dialects) or even that it is informal (since it isn’t necessarily, in some dialects), but to use it as an opportunity to discuss variation and perhaps formal academic language.]

1.4e Verbs - Present Participle

key words: verb, tense, present participle, progressive, aspect

CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs. <http://www.corestandards.org/ELA-Literacy/L/3/1/d>

CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/3/1/e>

CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/4/1/b>

CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/5/1/b>

The **present participle** form is the *-ing* form of the verb. In fact, you can call it that, if you want. These occur with a form of *be*: *am, is, are, was, or were*.

The koala **is eating** the eucalyptus.

The kangaroos **were hopping** over the fence.

A form of the auxiliary verb *be* plus the present participle together is called the **progressive aspect** of a verb.

Consider how the present tense is different from the present participle, when used to express progressive aspect:

She sings.

present tense

She is singing.

progressive aspect (using present participle)

What's the difference in meaning? When would you use one and when would you use the other? The present tense in English is actually used to describe things that are NOT happening right now, which seems kind of strange, doesn't it?

The present tense can actually be used to describe events in the future:

My aunt catches the train tomorrow at noon.

Or things that happen regularly or habitually:

She runs.

We eat beans.

But when something is happening right now or is ongoing, we use the progressive aspect.

My aunt is catching a train right now.

She is running.

We are eating beans.

The form of the progressive with a present tense form of *be*: *am, is, or are* is called the **present progressive**. The form of the progressive with a past tense form of *be*: *was or were* is called the **past progressive**.

Find examples of the present tense in a book or other text.

Find examples of progressive aspect (with a present participle/*-ing* form).

Write them down and discuss your findings.

1.4f Verb – Past Participle

key words: verb, tense, aspect, participle, past participle, past tense

CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs. <http://www.corestandards.org/ELA-Literacy/L/3/1/d>

CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/3/1/e>

CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/4/1/b>

CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. <http://www.corestandards.org/ELA-Literacy/L/5/1/b>

The **past participle** is a verb form that occurs with a form of *have*: *has*, *have*, or *had*:

A fox **has spotted** a rabbit.

The hawk **had eaten** a rabbit.

The past participle can be a little tricky to identify since it sometimes looks exactly like the past tense, which you may have discovered in Lesson 1.4a. The difference, though, is that the past tense always occurs alone and the past participle has to occur with *has*, *have*, or *had*.

past tense	past participle
talked	had talked
understood	have understood
brought	had bought
sang	have sung
saw	has seen

Come up with at least eight verbs and write their past tense and past participial forms. Compare with others and discuss.

A form of the auxiliary verb *have* plus the past participle together is called the **perfect aspect** of a verb. Consider how the past tense is different from the past participle, when used to express perfect aspect:

She sang.	past tense
She has sung.	perfect aspect (using past participle)

What's the difference in meaning? When would you use the perfect aspect? When would you use *has sung* versus *had sung*?

The form with *has* or *have* is sometimes called the **present perfect** since it uses a present tense form of the auxiliary verb *have*.

We **have seen** the results.

The form with *had* is sometimes called the **past perfect** since it uses a past tense form of the auxiliary verb *have*.

We **had seen** the results.

Find examples of the past tense in a book or other text.

Find examples of perfect aspect (a form of *have* plus a past participle).

Write them down and discuss your findings.

1.4g Modals

key words: verbs, modals, tense, aspect

CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

<http://www.corestandards.org/ELA-Literacy/L/3/1/e>

CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

<http://www.corestandards.org/ELA-Literacy/L/3/1/f>

CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

<http://www.corestandards.org/ELA-Literacy/L/4/1/c>

CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

<http://www.corestandards.org/ELA-Literacy/L/5/1/c>

Modals are a set of verbs that are distinct (in ways we'll discover) from both main and auxiliary (*have* or *be*) verbs. Here are all the modals:

can, could, may, might, must, will, would, shall, should

Modals are one way that our language has of expressing what is called **modality**: belief, attitude, or obligation.

Modal	Meaning	Example
can	ability	I can speak Spanish.
can	permission	Can I open a window?
may	possibility	I may be home late.
may	permission	May I come in?
must	obligation	I must get to school on time.
must	belief	She must be police officer.
should	advice	You should stop biting your nails.
would	request or offer	Would you like some juice?
would	hypothetical	If I were you, I would apologize.

Modals are different from all of the other verbs because they never change their form to express tense or to agree with a subject.

modal *can*

I can eat a doughnut.

He can eat a doughnut.

They can eat a doughnut.

I can eat a doughnut today.

I can eat a doughnut tomorrow.

Auxiliary verbs (and regular, main verbs) change their forms to express tense and to match up with their subjects.

auxiliary verb *be*

I am/was eating a doughnut.

He is/was eating a doughnut.

They are/were eating a doughnut.

main verb *eat*

I eat a doughnut everyday.

He eats a doughnut everyday.

They ate a doughnut yesterday.

So you see here that the present tense and past tense forms of auxiliary *be* and main verb *eat* are different from each other, and they change to agree in person and number with the subject. But the modal *can* doesn't change at all, no matter what the subject is. Neither do any of the other modals.

So modals are a different part of speech category – a subset of verbs – that is distinct from other verbs.

Come up with some sentences that contain modal verbs. Describe to each other the meaning that each modal conveys.

1.5 Prepositions

key words: prepositions, particles

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). <http://www.corestandards.org/ELA-Literacy/L/3/6>

CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases. <http://www.corestandards.org/ELA-Literacy/L/4/1/e>

Prepositions' main job is to relate two parts of the sentence to each other. Many of them convey some kind of directional or locational meaning; an old trick to help you remember what (certain directional) prepositions are is to think of them as "anything a squirrel can do to a tree" or maybe you want to add "anything a squirrel can do to a tree or the things around the tree:

The squirrel went above, across, along, behind, below, between, beyond, down, in, into, in, over, through, to, up... the tree.

But language changes, and many of those spatial relations have been extended, often metaphorically, to convey other kinds of meanings like time (by 6 o'clock), manner (by train), accompaniment (with fries), among others. What do the underlined prepositions mean in these examples?

I am against the idea.

The poem was written by my friend.

She wore a shirt with stripes.

They hit the ball with a stick

We should make cookies for the party.

And prepositions vary among speakers. Which of the following do you say?

I waited in line for the movie. OR I waited on line for the movie.

I picked up the wrong shirt on accident. OR I picked up the wrong shirt by accident.

I feel sick to my stomach. OR I feel sick at my stomach. OR I feel sick on my stomach.

The fact that we can use different prepositions shows that they really don't have a much meaning; they serve an important purpose to relate parts of the sentence to each other, but their meaning has changed over time from being meaningful (content words) to more functional (function words). See the chart in Lesson 1.9.

In a book or other text, work with someone to find all of the prepositions. Remember, most prepositions are followed by a noun phrase. And there might be some "fake" prepositions that actually belong with the verb. We'll take a look at those in Lesson 1.6. Subordinate prepositions are discussed in Lesson 2.3.

1.6 Particles or Phrasal Verbs

key words: prepositions, particles, subject, direct object

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

L.4.1e Form and use prepositional phrases. <http://www.corestandards.org/ELA-Literacy/L/4/1/e>

Particles look just like prepositions, but over time they have shifted to become a part of the verb. The underlined phrases are all verbs that contain particles.

Don't run down the batteries.

We looked up the answers.

Turn on the light, please.

Don't forget to turn in your homework.

I'm excited to pick out a present for my friend.

We know that these are particles instead of prepositions because of their meaning. And also they have a neat trick that they can move around.

Don't run the batteries down.

We looked the answers up.

Turn the light on, please.

Don't forget to turn your homework in.

I'm excited to pick a present out for my friend.

Cool, huh? Prepositions can't do that.

We ran down the street.

We looked up the street toward the park.

We turned onto the freeway.

We turned into the driveway.

ACK! We ran the street down.

ACK! We looked the street up toward the park.

ACK! We turned the freeway onto.

ACK! We turned the driveway into.

Figure out if the underlined words are prepositions or are part of the verb (particles). Be prepared to describe how you know.

They climbed up the fence.

He shot off his toy rocket.

Bert looked for a banana.

The rabbit hopped through the grass.

Please turn up the radio.

1.7 Pronouns

key words: pronouns, case, subject, direct object

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). <http://www.corestandards.org/ELA-Literacy/L/4/1/a>

The pronoun system in English is actually a bit like a time capsule; we have a glimpse of what the case-marking system of older forms of English was like when we analyze the way we use pronouns.

Case expresses the **grammatical function** of a noun, for example as the **subject**, the **direct object**, or as a **possessive**. English used to mark case on nouns, but now it only does so on pronouns. Consider these examples.

The **girl** saw the **boy**.

The **boy** saw the **girl**.

The nouns *girl* and *boy* look exactly the same whether they are at the beginning of the sentence, as the subject, or at the end, as the direct object. But when pronouns are used instead of full nouns, here's what you get:

She saw him.

He saw **her**.

She is the subject pronoun, and *her* is the object pronoun. (In grammar, the subject pronoun is said to be in **nominative** case, the object is said to be in **accusative** case. These terms may come up again when you study another language.) Native speakers don't have to learn this; they just know it.

English Pronouns

person	number and gender	subject	object	possessive
1st	singular	I	me	mine
	plural	we	us	ours
2nd	singular	you	you	yours
	plural	you	you	yours
3rd	singular masculine	he	him	his
	singular feminine	she	her	hers
	singular neuter	it	it	its
	plural	they	them	theirs

So pronouns have the function of replacing nouns; more specifically, they replace whole noun phrases. They can be really useful tools to help us identify subject noun phrases, as shown in Lesson 1.8.

The terms 1st person, 2nd person, and 3rd person are used to describe pronouns. Discuss these terms and what they mean.

Notice that the pronouns overlap: 2nd person singular and 2nd person plural are the same form, *you*. Does this ever lead to confusion? How do you distinguish between these when speaking to your friends? Are there other words you use to clarify when you mean more than one person for *you*?

1.7a Pronouns Compared to Determiners

key words: pronouns, case, subject, nouns, determiners (articles)

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). <http://www.corestandards.org/ELA-Literacy/L/4/1/a>

Pronouns actually don't just stand in for nouns, they stand in for whole **noun phrases**. They should actually, then, be called prNPs. What's the evidence for this?

I saw the girl with the red hat.

I saw her.

Her stands in for the whole phrase, *the girl with the red hat*.

Try some more. Make up some long, descriptive noun phrases, and then substitute a pronoun. Underline the part that the pronoun replaces.

The boy who I met last week at camp is actually at my school.

He is actually at my school

This **pronoun substitution test** will give us a handy way to find noun phrases, the noun plus all of the stuff that goes with it.

Notice that the possessive pronouns look a lot like the possessive determiners, but only the pronouns replace or refer to a whole noun phrase. The determiners precede nouns.

possessive pronoun	possessive determiner
---------------------------	------------------------------

mine	my
------	----

yours	your
-------	------

his, hers, its	his, her, its
----------------	---------------

ours	our
------	-----

yours	your
-------	------

theirs	their
--------	-------

That book is mine. (mine = that book)

That is my book.

Use the pronoun substitution test to identify the noun phrases in the following sentences. For example,

My mom saw the mouse with the crooked tail again.

She saw **it** again.

1. What time do you think my aunt will arrive?
2. Our friends from Bremerton are supposed to arrive in time for the party.
3. My sisters and I love to eat brownies.

1.8 Adverbs

key words: adverbs, adjectives, variation, informal vs. formal

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). <http://www.corestandards.org/ELA-Literacy/L/3/6>

CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<http://www.corestandards.org/ELA-Literacy/L/4/3/c>

Adverbs are an elusive category – they’re a bit difficult to define, both in terms of their meaning and their morphology and syntax. But they’re easy to use!

Generally, adverbs modify, or give extra information about verbs, and they describe manner, time, attitude of the speaker, possibility, or focus certain parts of the sentence.

The kids all ran quickly/slowly. (manner)

My mom runs often/occasionally. (time)

Your friends will fortunately/hopefully meet you at the airport. (attitude)

We will probably/possibly/maybe be late for school. (possibility)

They sometimes end in *-ly*, but not always. They can have no suffix or suffixes other than *-ly*, including *-wise*, *-like*, *-ward(s)*, and *-ways*.

We are eating fast.

They ran too slow.

He wrote on the page sideways.

She walked backwards in the playground.

The baby crawled crablike across the floor.

Note that some adverbs have the same form as their related adjectives, which can be a bit tricky when trying to label them. Adjectives, however, do not modify verbs; only adverbs do.

adverb

We ran hard in the race.

Be safe!

adjective

The hard race was almost over.

She is a very safe driver.

(Adjectives don’t modify verbs, but they can be **complements** of verbs, meaning that the adjective is not just extra information, but is needed to “complete” the meaning of the sentence: *She seems tired*.)

Although the examples above with *hard* and *safe* are acceptable, other suffixless adverbs are considered less standard in formal written English. They are usually quite standard in speech, however, and follow the natural rules of language.

We ran slow.

She walks too quick for me.

I think I did good on that test.

In a book or other text, find examples of adverbs. Do they modify the verb, giving you more information about the manner, time, or purpose? If you think you have an adverb but it doesn't modify a verb, it may modify the whole sentence, as in *Fortunately, we can all sleep late on Saturday.*

1.8a Comparative and Superlative Forms of Adverbs

key words: adverbs, parts of speech, comparative, superlative

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. <http://www.corestandards.org/ELA-Literacy/L/3/1/g>

Like adjectives, you can indicate comparisons using adverbs with their comparative and superlative forms, either *-er/-est* or *more/less*.

(Not all adverbs that take comparative *-er* can also take superlative *-est*.)

The runner ran harder/faster during the last mile of the race.

The runner ran hardest/fastest during the last mile of the race.

We ate dinner earlier/later than usual.

She arrived earliest/ latest of all the guests.

My friend runs more frequently than I do.

My friend most often runs in the morning.

Typically, as with adjectives, shorter, one-syllable words take *-er* and *-est* and longer, multi-syllabic words take *more* and *most*: more/most expensive, more/most satisfying. Adverbs that end in *-ly* always take *-er* and *-est*: more slowly.

Also, as with adjectives, some adverbs have irregular comparative and superlative forms:

Our team played badly/worse/worst at the soccer game.

Our team played well / better/best at the soccer game.

Some words cannot have comparative and superlative forms. From the following list of adverbs, determine which ones cannot and see if you can come up with a reason why not. For those that can take a comparative form, write whether it is *-er* or *more*. Do the same for the superlative forms.

actually, afterwards, almost, always, annually, anxiously, boldly, bravely, briefly, busily, calmly, carefully, carelessly, cautiously, certainly, cheerfully, clearly, continually, courageously, daily, daintily, dearly, defiantly, deliberately, easily, elegantly, energetically, equally, especially, eventually, exactly, excitedly, fairly, faithfully, far, fast, fortunately, frankly, gracefully, immediately, interestingly, knowingly, nervously, often, quietly, seldom, sometimes, soon, surprisingly, suspiciously, sweetly, truthfully, unnaturally, upbeat, vaguely

1.8b Modifiers of Adverbs – Degree Words or Intensifiers

key words: adverbs, degree words, intensifiers

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

There is a group of words that are sometimes called adverbs which actually are a category distinct from Adverb. These **degree words** (also sometimes called **intensifiers**) include words like *very*, *so*, *too*, *rather*, and *quite*. They serve to express degree of an adjective or adverb.

I ran very quickly. - Degree word modifying adverb *quickly*

They are running so fast. - Degree word modifying adverb *fast*

She is rather happy. - Degree word modifying adjective *happy*.

Notice how adverbs cannot appear in these positions, modifying adverbs or adjectives:

*She is quickly happy.

*They are running quickly fast.

Recall that in general adverbs modify verbs; however, there are a few adverbs that can modify adjectives that do *not* express degree.

She is **obviously** surprised.

They are **probably** happy.

Most *-ly* forms that precede adjectives, however, are degree words.

She is incredibly tired. *incredibly* = degree

We are really excited. *really* = degree

Determine what each of the following underlined words is modifying and whether it is an adverb or degree word.

The chair is significantly damaged.

The student was unexpectedly nervous.

The teacher is visibly frustrated.

The owl is thought to be inherently wise.

The test was incredibly easy.

My friend is overly competitive.

Your room is meticulously neat.

It's horribly cold outside!

This purse is outrageously expensive.

The cake is sinfully delicious.

1.9 Parts of Speech Categories

key words: noun, verb, adjective, adverb, determiner, numeral, quantifier, pronoun, preposition, conjunction, degree, auxiliary, modal, interjection, content, function

CCSS.ELA-Literacy.L.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/3/1/a>

CCSS.ELA-Literacy.L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). <http://www.corestandards.org/ELA-Literacy/L/4/1/a>

CCSS.ELA-Literacy.L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. <http://www.corestandards.org/ELA-Literacy/L/5/1/a>

CCSS.ELA-Literacy.L.5.1e Use correlative conjunctions (e.g., *either/or, neither/nor*).

<http://www.corestandards.org/ELA-Literacy/L/5/1/e>

Words in languages fall into two types: **Content Words** are those that have a clear meaning and are the categories that we add new words to; **Function Words** convey more grammatical meaning and we do not typically add new words to these categories.

Content Word Categories with Examples

Noun	Verb	Adjective	Adverb
book, friendship, Seattle, cork, mud, email, Snapchat, text	sing, text, wonder, catapult, forgive, stand up	glad, curious, funny, silky, weird, tight, interesting	carefully, often, sometimes, fast

Function Word Categories with Examples

Determiner	the, a, this, that, these, those, his, my	Preposition	across, beneath, under, in, on, during
Numeral	two, seven, twelfth,	Conjunction	and, or, yet, for, but, so, nor
Quantifier	all, each, every, both, some, most, much, less	Degree Word	very, so, quite, somewhat, too
Pronoun	I/me, you, he/she, him/her, we/us, they/them, mine, who	Auxiliary Verb	have (has, have, had) be (am, is, are, was, were), do (does, did)
		Modal	may, might, can, could, will, would, should, must

Come up with more Content Words to add to the Noun, Verb, Adjective, and Adverb lists above. Think of some slang words or other new words (maybe words that have to do with technological innovations). Determine which part of speech category each belongs to. Remember to check the nouns using the tests from Lesson 1.2, the verbs using the tests from Lesson 1.4, and the adjectives using the tests from Lesson 1.3. (Adverbs are a little harder to test, and we don't get new ones very often either.)

What about Interjections such as *ouch!* or *oh no!* Are these content or function words? Do we come up with new interjections very often? Can you make up some right now?

