

## Unit 8. Identify grammatical functions of words.

### A. LOGGING ON

#### 1. Goals

In this unit

- You will learn how to identify the different parts of speech: nouns, pronouns, verbs, adjectives, and adverbs.

You will practice:

- writing sentences with adjectives: e.g. She has a wonderful idea.
- using verbs effectively: e.g. They studied for the exam.
- selecting adverbs appropriately: e.g. He listens attentively.

#### 2. Vocabulary

Instructions: Match the following parts of speech with their appropriate use in the following sentences.

- |  |                |
|--|----------------|
| 1. ____ is very expensive.                       | A. interesting |
| 2. _____ lives in Alajuela.                      | B. spent       |
| 3. He drives _____.                              | C. she         |
| 4. The university _____ many majors.             | D. It          |
| 5. Lucas has an _____ job.                       | E. university  |
| 6. I like hiking _____ scuba diving.             | F. safely      |
| 7. The students _____ spent vacations in Mexico. | G. and         |

#### 3. Warm-up

Complete the following story about a family by dragging the different words and phrases to their corresponding boxes.

There are five  in the Mendez family. Juan Mendez and  wife, Sandra, their daughter, Elena , their , Marco and Carlos. They  in Heredia, about  hour from San José. Mr. Mendez works as an . Mrs. Mendez  a doctor. They go to work early every morning. Elena, Marco and Carlos go to school , too. In the afternoon, they do several things. Elena  to piano classes. Marco plays soccer  with some friends. Carlos  driving lessons. He wants to be a  driver. , the Mendez family is all together. They  have dinner together. They are a  family.

WORDS AND PHRASES:

HAPPY	HIS	PEOPLE	SAFE	LIVE	AT
AND	IN THE	ALWAYS	SONS	GOES	
AN	ENGINEER	HAPPY	IN THE	IS	IS TAKING

**4. Your turn**

Choose words from the different categories and form coherent sentences.

VERB	NOUN	ADVERB	PRONOUN	ADJECTIVE	ARTICLE	PREPOSITION
Call	House	Rapidly	His	Tall	A	Next to
Ran	Book	Patiently	I	Big	The	Near
clean	Song	Well	That	Large	an	on
Buy	Mother	Immediately	He	yellow		beside
Sing	Father	Slowly	Him	Small		under
Pay	student	late	She	Green		In front of
Read	bus	desperately	This	Long		But
Study	dog	carefully	her	high		in
take	class	softly	they	strange		after
bring	friend		my	intelligent		to

\* Students can add other words if they wish.

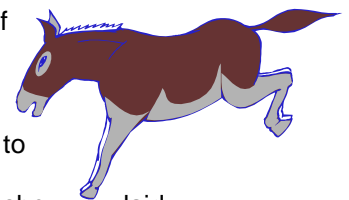
**B. TURN IT UP.**

**1. Pre-listening**

Read to the following passage and write three nouns, four verbs, two adjectives, three adverbs, and four pronouns to the column they correspond.

**Reading:**

When Nestor was a little donkey all the other donkeys laughed at him because of his very long ears. His mother was always saying "Ears Nestor"! One day the owner put Nestor out into the cold and snowy night. Well, I mean to tell you, Nestor's mother became very upset, and caused a big scene. She kicked and brayed and darted right out of that shelter. Yes, she left the warmth of the stable to find and protect her son.



When at last she did find him, (She saw his ears sticking up out of a snow bank) she laid her body over Nestor to protect him from the cold. At last the storm passed and the sun came out, but poor Nestor had no mommy, she had given up her life to save her son.

Poor Nestor began to cry, he just wandered around with no place to go and no one to love him.

[http://www.indianchild.com/short\\_stories\\_for\\_children.htm](http://www.indianchild.com/short_stories_for_children.htm)

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Nouns	Verbs	Adjectives	Adverbs	Pronouns

**2. While- Listening**

Look at these words. Listen to the sentences. Put the correct word on each line.

Come                      guess                      don't                      going  
 Are                        has                        work                      know  
 Like                        feeling                    watching                parachuting

- a. He is \_\_\_\_\_ fine now.
- b. Why \_\_\_\_\_ you \_\_\_\_\_?
- c. I \_\_\_\_\_.
- d. What time \_\_\_\_\_ you \_\_\_\_\_?
- e. I \_\_\_\_\_ yet.
- f. He \_\_\_\_\_ to \_\_\_\_\_.
- g. I \_\_\_\_\_ around 2:00.
- h. \_\_\_\_\_ with us.
- i. I \_\_\_\_\_.

**3. Post- Listening**

Listen to the answers. Which question goes with the answer? Click on the right answer.

- a. 1. Did it rain a lot?  
 2. Does she live in Cartago?  
 3. Did the sun come out?
- b. 1. Does she like action movies?  
 2. Did it snow?  
 3. Does she travel by bus?
- c. 1. Is she taller than her sister?  
 2. Is she blonde?  
 3. Is your brother older than you?
- d. 1. How do I get to the post office?  
 2. Is there a bank near here?  
 3. Do you go to school by bus?

**ANSWERS:**  
 a. Yes, it's great. Now we can go the beach.  
 b. No, she likes westerns.  
 c. No, I'm older than him.  
 d. Go straight ahead and turn left. It's on corner.

#### 4. Pronunciation

Listen to the pronunciation of the following contractions.

- He's a student.
- They're friends.
- I'm an engineer.
- We're studying English.
- She's tall and cute.
- You're working hard.

## C. SYSTEM TOOLS

### 1. Read and understand

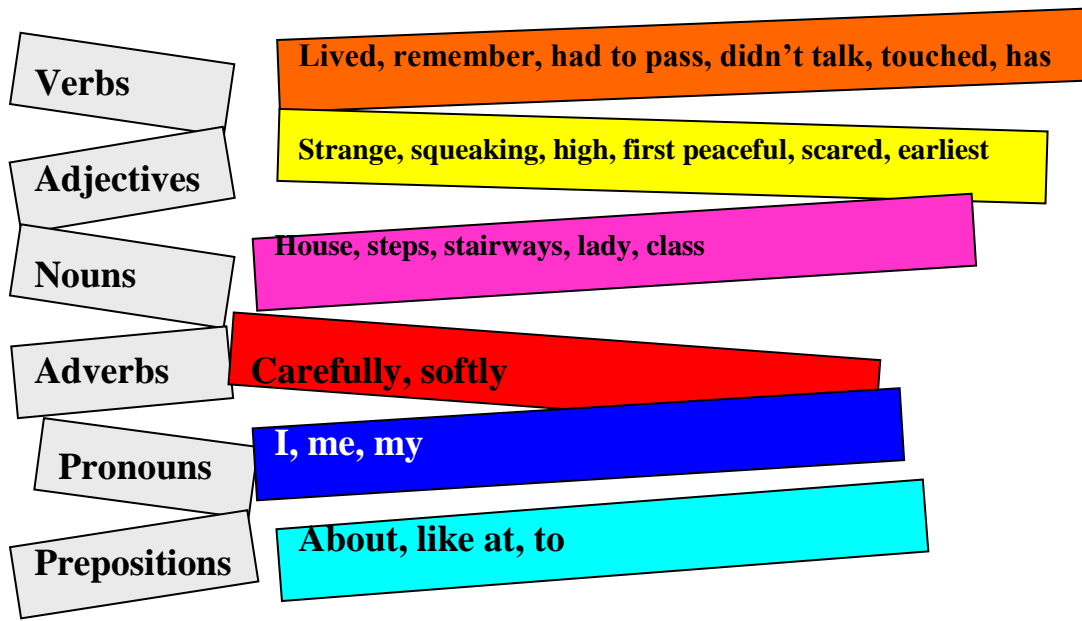
Read the following paragraph and notice the parts of speech below.

#### The Stairway by Toshiki Yamazaki

When **I** was two or three years old, **I lived** in a **house** that had a **strange** atmosphere. I do not **remember** anything **about** the house except the stairway. It was dark, **squeaking**, and quite narrow, and its **steps** were a little **high** for me to climb up. From the bottom of the **stairway**, it seemed **like** an endless climb to the top. Beyond the darkness at the top of the stairway, there was a middle-aged elegant lady leaning against the wall. **I had to pass** her every time I went **to** my room, for my room was the **first** room from the stairs on the second floor. The lady **wore** a beautiful light blue dress with a quiet pattern, and her **peaceful** eyes looked at me as I climbed the stairs slowly. As I **carefully** climbed the last step, her eyes became fixed on me. I was **scared**, yet I was also curious about the **lady**. She **didn't talk**, nor she did move. **She** just stood there steadily and watched **me** climbed up the stairs fearfully. One day I **touch**ed her **softly**, but she did not react or blink. She just kept staring **at** me with her glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, whom I lived with, used it for her dressmaking **class**. I did not know **my** mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. That stairway with the strange atmosphere **has** an important place in my **earliest** memories.

Taken from "Introduction to Academic Writing.", p.49

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**2. Rules**

Notice the different parts of speech.

Parts of Speech	Examples:
<b>NOUNS</b>	The <b>age</b> of my <b>daughter</b> is three. The <b>air</b> is quite clear today. He provided an excellent <b>answer</b> to my <b>question</b> . I love a good red <b>apple</b> after <b>dinner</b> .
<b>ADJECTIVES</b>	The <b>big blue</b> bag is in the drawer. He provided an <b>excellent</b> answer. I love a <b>good red</b> apple for dinner. He was <b>surprised</b> . They bought a <b>grammar</b> book.
<b>PRONOUNS</b>	<b>They</b> studied hard last week. <b>She</b> gave <b>him his</b> birthday present. <b>That</b> car is <b>ours</b> . <b>He</b> bought <b>himself</b> a pair of tennis shoes.
<b>PREPOSITIONS</b>	I used to live <b>at</b> 34 Main Street. The book is <b>on</b> the table. The temperature is <b>below</b> 34 degrees. The bank is <b>in front of</b> the bookstore. I enjoy being <b>among</b> friends. This novel is <b>about</b> mountain climbers.
<b>ADVERBS</b>	They enjoyed the film <b>immensely</b> . I <b>always</b> do my homework on time. I pay my rent <b>monthly</b> . The little girl ran <b>quickly</b> . My passport is <b>here</b> in my bag. I am going to the shops <b>next week</b> .

**Practice 1.**

Go back to the text and classify as many parts of speech as follows into the following categories.

Nouns	Verbs	Pronouns	Adjectives	Adverbs

**Practice 2.**

Do the tasks related to the parts of speech.

**Circle the correct pronoun to complete each sentence.**

- |   |
|---|
| 1. Although (he, him) said he would help, I did all the job     |
| 2. Every time Raul gets into trouble, I have to help (he, him). |

**Write a preposition to complete each sentence.**

- |  |
|--|
| 3. _____ Dad climbed ____ the stairs to check the boys' room.            |
| 4. _____ After searching an hour, I finally found my keys ____ a drawer. |

**Write whether the underlined word is a *noun* or an *adjective*.**

- |  |
|--|
| 5. _____ The actors devote all of their <u>time</u> into learning their lines. |
| 6. _____ We want to go to the <u>movies</u> tonight.                           |
| 7. _____ We bought a <u>delicious</u> ice cream this morning                   |
| 8. _____ She's wearing a <u>long-sleeved</u> sweater.                          |

**Write whether the underlined word is a *noun* or a *verb*.**

- |  |
|--|
| 9. _____ The new documentary <u>explains</u> the importance of safe driving. |
| 10. _____ The <u>professor</u> was reviewing the lessons for the final exam. |

Adapted from: [http://www.edhelper.com/language/parts\\_of\\_speech\\_review6105.html](http://www.edhelper.com/language/parts_of_speech_review6105.html)

### Practice 3.

Fill in the blanks of the following sentences with the correct part of speech. Choose the words from the box.

<b>Mountains</b>	<b>meeting</b>	<b>he</b>	<b>you</b>
<b>About</b>	<b>spent</b>	<b>her</b>	<b>quickly</b>
<b>With</b>	<b>at</b>	<b>enjoy</b>	<b>excellent</b>
<b>Attended</b>	<b>I</b>		

- \_\_\_\_\_ had an \_\_\_\_\_ farewell dinner.
- What did \_\_\_\_\_ ask \_\_\_\_\_ to do?
- The businessmen \_\_\_\_\_ the \_\_\_\_\_ successfully.
- She finished homework as \_\_\_\_\_ as possible.
- \_\_\_\_\_ friends surprised \_\_\_\_\_ a birthday party.
- We talked \_\_\_\_\_ old times.
- Many people \_\_\_\_\_ hiking and skiing.
- Last week, we \_\_\_\_\_ some time \_\_\_\_\_ the \_\_\_\_\_.

### 3. Your turn

Write sentences with the following parts of speech provided.

Lucas \_\_\_\_\_  
 near \_\_\_\_\_  
 after \_\_\_\_\_  
 them \_\_\_\_\_  
 She \_\_\_\_\_  
 university \_\_\_\_\_  
 happily \_\_\_\_\_  
 blue \_\_\_\_\_

## D. SCAN IT

### 1. Pre-reading

Read the paragraph and click on the answers.

We packed and loaded up the car. My mother checked all around the house and then locked the doors. My brother closed the windows, and my sisters pulled out electrical plugs. I was excited so I was in the car before everybody. At last we were ready to leave. A neighbor waved as we pulled out of the driveway. We were going on our vacation.

- Neighbor names a \_\_\_\_\_. a. thing    b. person    c. place
- House names a \_\_\_\_\_. a. thing    b. person    c. place
- Car names a \_\_\_\_\_. a. thing    b. person    c. place
- Packed, loaded up, checked are verbs in the \_\_\_\_\_. a. present    b. past
- Electrical is a \_\_\_\_\_ in the sentence. a. noun    b. verb    c. adjective

**2. Reading**

Read the text and click on the letter that best completes the sentence from the text.  
 (Story taken from “Even More True Stories: An Intermediate Reader” by Sandra Heyer.  
 Pg. 67 LONGMAN)

**A KILLER IN THE BACKSEAT**

Have you heard this story? At 2:00 a.m., a young nurse left the hospital where she worked, (xxxx) her car, and headed for home. On the way home, she stopped at an (xxxx) for milk. As she (xxxx) for the milk, the cashier reminded her to be careful. “you know about the murder, don’t you?” he asked (xxxx).

Of course she knew about the murder. A few weeks ago, a local woman (xxxx) had been driving alone late (xxxx) night had been murdered. The police were still looking for the killer.

The woman got into her car, locked the doors, and pulled out of the parking lot. A man in a pickup truck pulled out right behind her and followed her, staying just inches from her rear bumper. Every few seconds, he turned on his (xxxx) lights.

Her heart pounding, the woman sped home. When she pulled into her (xxxx), the man in the pickup truck pulled in right (xxxx) her. The woman threw open the car door and ran toward the house. Halfway to the front door, she fainted.

When the woman came to, she saw a man kneeling beside her. He was the man in the pickup truck!!!!. “It’s OK,” the man said and pointed to another man lying on the ground nearby. The (xxxx) hands and feet were tied.

“I’m the one who followed you,” (xxxx). “I had just pulled into the parking lot of the all-night store when I saw a man get into your car and crouch down in the backseat. Then you came out of the store and got into the car. There was nothing I could do, but follow you. I turned on the bright lights every time the guy popped up from the backseat to let him know that I was behind you. When you got out of the car, he tried to run away as (xxxx) as possible. I hit him with my tire iron. He had a knife, (xxxx) he didn’t get a chance to see it. The police are on their way here. (xxxx) sorry I scared you.” “That’s all right,” the woman said. “You saved my life. Thank you”.

1. At 2:00 a.m., a young nurse left the hospital where she worked, (xxxx) her car, and headed for home.
  - a. ran from
  - b. got into
  - c. bought
2. On the way home, she stopped at an (xxxx) for milk.
  - a. garage
  - b. pharmacy
  - c. all-night store
3. As she (xxxx) for the milk,
  - a. pays
  - b. will pay
  - c. was paying
6. , he asked (xxxx).
  - a. her
  - b. him
  - c. she
7. A few weeks ago, a local woman (xxxx) had been driving alone late (xxxx) night had been murdered.
 

a. where	a. on
b. who	b. in
c. which	c. at
8. Every few seconds, he turned on his (xxxx) lights.
  - a. green
  - b. red
  - c. bright
9. When she pulled into her (xxxx), the man in the pickup truck pulled in right (xxxx) her
 

a. house	a. next to
b. driveway	b. across from
c. door	c. behind
10. The (xxxx) hands and feet were tied.
  - a. men
  - b. man’s
  - c. man
11. “I’m the one who followed you,” (xxxx).
  - a. the stranger say
  - b. the stranger is saying
  - c. the stranger said
12. When you got out of the car, he tried to run away as (xxxx) as possible.
  - a. happily
  - b. quickly
  - c. sadly
13. He had a knife, (xxxx) he didn’t get a chance to see it.
  - a. and
  - b. but
  - c. or
14. (xxxx) sorry I scared you.
  - a. He’s
  - b. She’s
  - c. I’m



### 3. Post-reading

Read the text and find.

- a. two phrases that contain : article, adjective, noun
- b. five verbs in the past tense
- c. two verbs in the progressive form
- d. two prepositional phrases that indicate place
- e. two sentences that start with a personal pronoun
- f. two sentences that contains a possessive pronoun

## E. TYPE IT UP

*Write a poem*

### 1. Pre-Writing

Do these three steps before you write:

1. Brainstorm a list of nouns of your interest
  - Write the opposite of these nouns
  - Choose the most interesting pair
2. Design a Plan
  - Write one word of the pair on the top of the page
  - The other word of the pair on bottom of the page
  - Follow instructions on the page

### BRAINSTORM:

Example:

Book → pencil  
Mom → dad

**WORD PAIR**

**1. WORD #1** \_\_\_\_\_

2. Write two adjectives that describe word # 1  
\_\_\_\_\_

3. Three words ending in **ing** or **ed** that tell about word # 1  
\_\_\_\_\_

4. Two words about word # 1, and two words about word # 2  
\_\_\_\_\_

5. Two phrases about word # 1  
\_\_\_\_\_

6. Three words ending in **ing** or **ed** that tell about word # 2  
\_\_\_\_\_

7. Two adjectives that describe word # 2  
\_\_\_\_\_

8. Two phrases of word # 2  
\_\_\_\_\_

**9. WORD #2** \_\_\_\_\_

3. Conferencing: Share your chart with a partner. Make any corrections of words when necessary.

## 2. Writing

\*Write your first draft of the poem

\*Give a title

\* Write your name: "by....."

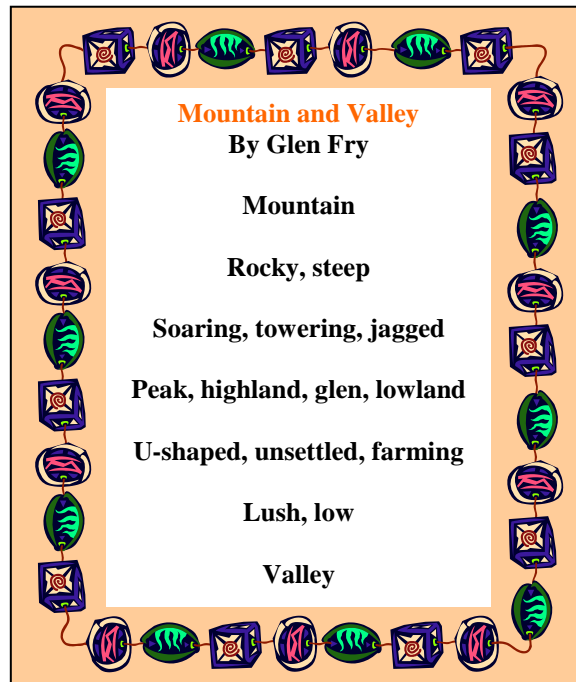
\* Use the nouns, adjectives, verbs, adverbs, phrases from Stage 1 (pre-writing)

\*Keep in mind the following:

- Opposite nouns are written on line 1 and line 9
- Adjectives are used on lines 2 and 8 to describe the nouns in lines 1 and 9
- Lines 3 and 7 have words that end in *ing* or *ed* for each noun
- Vivid words are used that quickly bring interesting images to mind (lines 4 and 6)
- Figurative words may be used to bring nouns to life (line 5)

\* Decorate your poem with pictures or drawings related to your topic

**SAMPLE POEM:**



## 3. Post-Writing

Form groups of five for reading and sharing the students' poetry. Have students analyze the meaning behind each poem.

\*\*\*\*(Adapted from: "The Write Direction" by Lindamichelle Baron & Sharon Sicinski-Skeans. Modern Curriculum Press, Parsippany, New Jersey)

## F. LOGGING OFF

### TEAM PROJECT:

**General Description:** Students have been writing different types of paragraphs during the year. A way of motivating students to continue writing is by publishing their paragraphs or short essays. Each group will be creative in this type of publication and a contest with judges will determine which newsletter has the most creativity.



### Objectives:

1. To value students' writings: stories, poems, descriptions.
2. To publish students' writings.
3. To read classmates' poems, writings, stories, descriptions

**STEP 1.** Form groups of five students as follows:

Roles	Job Description	Student's Name
<b>Student 1</b> Leader	<b>Sees that everybody uses English</b> <b>Sees that everybody participates</b> <b>Presents the product</b>	
<b>Student 2</b> Secretary	<b>Writes information about project</b>	
<b>Student 3 &amp; 4</b> Designer	<b>Designs layout and adds artwork</b>	
<b>Student 5</b> Assistant	<b>Helps secretary and designer with their work</b>	

**STEP 2.** Collect as many writings as you can from your classmates and from yourselves.

**STEP 3.** You cannot publish all of them, so choose the best ones. Design a criterion for the selection.

**STEP 4.** Use Publisher and choose the design for your newsletter. Make sure to choose appropriate pictures or drawings to decorate your newsletter. Invent a title for your newsletter. Publisher guides you...

**STEP 5.** When you start writing the paragraphs, you should check spelling, capitalization, punctuation, etc.

## SEARCHING THE WEB

- **Check this website and create a funny story.**

[http://pbskids.org/itsmylife/body/solosports/create\\_story.html](http://pbskids.org/itsmylife/body/solosports/create_story.html)

- **Go to these websites and practice vocabulary.**

[http://pbskids.org/adventures/treasurebox/aurora\\_card.html](http://pbskids.org/adventures/treasurebox/aurora_card.html) (CARDS)

<http://pbskids.org/adventures/treasurebox/hiddenword/index.html> (WORD GAME)

<http://pbskids.org/adventures/treasurebox/games.html> (GAMES)

## SELF-ASSESSMENT UNIT 8

In this unit you have learned how to identify the different parts of speech: nouns, pronouns, verbs, adjectives, and adverbs. Rate your comfort level.

### Skills

- I can write sentences with adjectives.
- I can use verbs effectively.
- I can select adverbs appropriately.
- I can pronounce contractions appropriately.
- I can classify words depending on the part of speech they belong to.
- I can differentiate pronouns.
- I can use prepositions appropriately.
- I can complete a reading selection with correct parts of speech.
- I can write a poem using different parts of speech.
- I can design a newsletter with my classmates' different poems and stories.
- I can practice the different parts of speech with several web links.

### Self reflection

1. What was the most useful thing you learned in this unit?

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2. How will this help you in real life?

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