

The Writing Center

DLA: Parts of Speech



This DLA is a writable PDF form. You can enter your answers directly into this document.

YOU MUST DOWNLOAD AND SAVE THIS FILE TO YOUR COMPUTER.

Do not complete this form in a web browser. You will not be able to save your work.

Student Name:

Important Note

To get completion credit for this DLA, make sure you complete all the required activities. If you'd like help while working on a specific DLA, you can meet with a specialist at the Writing Center. Keep in mind that you might need to schedule a second appointment to review your work, check your understanding, and get your completion credit. You can only review **ONE** DLA per appointment. (Check the last section of this DLA for information on making your appointment and receiving completion credit for your work).

Activities (approximately 1 hour)

Read the information, complete the activities that follow, and be prepared to discuss your answers when you meet with a tutor.

Understanding Parts of Speech

All words in sentences in the English language comprise one of the eight categories: **nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections.**

The cat meowed noisily at the children.

↑
noun

↑
verb

↑
adverb

↑
preposition

↑
noun

He wore an old brown hat.

↑
pronoun

↑
verb

↑
adjective

↑
adjective

↑
noun

She wanted pumpkin, but the pantry was bare.

↑
pronoun

↑
verb

↑
noun

↑
conjunction

↑
noun

↑
verb

↑
adjective

Here are *a few* examples of the eight parts of speech:

| Part of Speech | Definition | Examples |
|-------------------|--|---|
| Nouns | -person, place, thing, or quality | Bob, America, coffee, kindness |
| | -the subject of the action being expressed in a sentence | Starbucks has many types of coffees. |
| | - the object of the action being expressed in a sentence | He asked Enrique to buy him a cup of coffee. |
| | -the object of a preposition | Henry gave the coffee <i>to</i> Enrique . |
| | Proper nouns are used to denote individuals and personifications and are always capitalized. Common nouns are not. | Amy (proper noun) wants to buy a new <i>mug</i> (common noun). |
| | -gerunds (verb + -ing) | Eating fast food can be harmful to one's health. |
| | -infinitives (to + verb) | Maria wanted to eat out for dinner. |
| Verbs | - words that show action | run, hide, sing |
| | -words that show a state of being or non-action | be, seem, know, have |
| | -a single-word verb or verb plus helpers | run, is running, has been running, should run, must have been running |
| Pronouns | -words that are used in place of a noun | I, you, he, she, it, they, we, their, this, these, that, those, who, which, each, either, neither |
| | -subject pronouns | |
| | -object pronouns | me, you, her, him, it, them, us |
| | -possessive pronouns | mine, his, hers, its, theirs |
| | -indefinite pronouns | one, anyone, everybody, something |
| | -demonstrative pronouns | this, these, that, those |
| | -relative pronouns | who[m], whose, that, which |
| Adjectives | -reflexive pronouns | myself, herself, themselves |
| | -words that provide description for nouns and pronouns | scared, scary, smart, difficult, proper |
| | -determiners | a[n], the |
| | -quantifiers/numbers | many, half, three, second |
| Adjectives | -possessive adjectives | my, your, her, his, its, our, their |
| | -nouns that act like adjectives | delicious coffee |
| | -comparative | more intelligent, stronger |
| | -superlative | the most intelligent, the strongest |

| Part of Speech | Definition | Examples |
|----------------------|---|---|
| Adverbs | -modify a verb | Erica eats quickly . |
| | -modify an adjective | a very loud party |
| | -modify another adverb | very quickly |
| | -indicate place or direction | here, there |
| | -indicate time | ever, immediately |
| | -indicate degree | very, almost |
| | -indicate manner | thus, and words ending in <i>-ly</i> |
| | -indicate belief or doubt | perhaps, no |
| | -indicate frequency | always, often, never, daily |
| | -can be comparative/superlative | more high <i>ly</i> , the most high <i>ly</i> |
| | -conjunctive adverbs | therefore, however, thus, as a result |
| Prepositions | -link nouns, pronouns and phrases to other words; describe time, space, or logic | in, on, at, through, by, for, to, after, up, down, of, out, over, above, next to, below, with, about, beside, until, & many more! |
| Conjunctions | -connect sentences, clauses, phrases and words coordinating conjunctions | for, and, nor, but, or, yet, so |
| | -subordinating conjunctions | because, if, when, although, before, since, after |
| | -correlative conjunctions | either/or, neither/nor, not only/but also |
| Interjections | -words used for emphasis or to convey an emotion; not needed to complete a sentence | ugh, oh, whoa, well, sure, holy smokes, ouch, stop, aha, phew, yikes, ah, hey, duh, wow, uh oh, whoops, bingo, yuck, yo, huh |

Parts of Speech and Changing Functions

Some words can have different functions. To understand what part of speech a word is, it is important to pay attention to how it is functioning in a sentence.

Drinking Starbucks coffee every morning is addicting. I am drinking a frappuccino now.

↑
noun

↑
verb

In the above example sentences, “drinking” functions as a noun *and* as a verb.

“Drinking” functions as a *noun* in the first sentence, “Drinking Starbucks coffee every morning is addicting” because “drinking” is the **subject of sentence** and is a gerund, which is a type of noun.

In the second sentence, “I am drinking a frappuccino now,” “drinking” functions as *verb* since it follows the **present progressive form (am/is/are + verb -ing)**.

Julian and Yomeri went to Starbucks after class.

↑
preposition

In the above example, “after” functions as a *preposition* because it is followed by a **noun**, “class.”

Julian and Yomeri went to Starbucks after class was over.

↑
conjunction

In the above example, “after” functions as a *subordinating conjunction* because it is followed by a **clause**, “class was over.”

Activities

Check off each box once you have completed the activity.

☐ 1. Online Quiz

Go to <http://tinyurl.com/partsofspeechdlaquiz> and take the Parts of Speech Quiz. You must score at least 75% on the quiz before meeting with a specialist. After you complete the task, please take a screenshot of the page that has your score and show it to your specialist. Do not exit the quiz until you take the screenshot.

☐ 2. Parts of Speech Practice

Fill in the blanks with the correct part of speech. (Try to do it without reading the text first.)

Starbucks is (**adverb**→ _____) (**adjective**→ _____) around the world. They have sold (**adjective**→ _____) coffee and are located in (**adjective**→ _____) US states. The Starbucks Corporation has net earnings of 4.7 billion dollars for their first quarter in 2021. Americans (**verb**→ _____) Starbucks coffee, (**noun**→ _____), and mugs, but the corporation is not as popular in the other countries. Starbucks is (**adverb**→ _____) popular in California, (**conjunction**→ _____) (**pronoun**→ _____) have sold millions of coffees. (**adverb**→ _____), what is really popular now are Starbucks’s tumblers and coffee mugs. Many Americans even collect their (**adjective**→ _____) mugs and tumblers. In fact, (**pronoun**→ _____) tumblers have been so beloved by (**noun**→ _____) that people (**verb**→ _____) to multiple Starbucks locations to find the latest special edition, limited release cups. Ashley Spaulding, a collector in Fort Worth, Texas, (**verb**→ _____) her first tumbler (**preposition**→ _____) 2017.

The matte-black tumbler attracted her, and she has been collecting tumblers (**adverb**→_____).

Many people are so (**adjective**→_____) with their cups that they are willing to buy them from eBay or Poshmark for double or more than the original price. The (**noun**→_____) to collect all of the latest editions of their cups have led to some Starbucks baristas being harassed and assaulted by (**adjective**→_____) consumers. (**interjection**→_____)! It is (**adjective**→_____) to see the lengths some individuals go to get what they want. If you have not gotten a drink at Starbucks, today is the day to try something new!

Choose 3a or 3b Below

☐ 3a. Correct Your Own Writing

Collect some of your graded work that identifies errors in parts of speech usage. Correct all marked errors and look for others to correct as well. Bring this revised work with you to the DLA tutoring session.

If you do not have your own essay to work with, please complete the supplemental activity below (3b).

☐ 3b. Parts of Speech Sentences

Review the above information on parts of speech. Write eight different sentences and underline its part of speech.

Noun

Verb

Pronoun

Adjective

Adverb

Preposition

Conjunction

Interjection

□ 4. *Review the DLA/Receive Completion Credit*

1. Go to [EAB Navigate](#) and make an appointment (online or in-person).
2. Attend your session and be prepared to explain your understanding of the information you've learned in the DLA. Consider the main concept you learned and how you might use this in your future assignments/classes.
3. If your professor asks you to provide proof, you can review the "appointment summary report" through EAB Navigate (app or desktop). You will find all Writing Center appointments under "appointment summary reports" (app or desktop). Look for the summary report for your DLA appointment. This is where your writing specialist will indicate the title of your DLA and state whether it is "completed" or "not completed." If it is marked as "not completed," book a follow up appointment to complete.

Note: Appointment summary reports are also sent weekly to your instructor on record. If there is an issue, please contact us at writingcenter@mtsac.edu or (909) 274-5325.

If you are an individual with a disability and need a greater level of accessibility for any document in The Writing Center or on The Writing Center's website, please contact the Mt. SAC Accessible Resource Centers for Students, access@mtsac.edu, (909) 274-4290.

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