**English Reviewer**

**Parts of Speech**

**Parts of Speech:**

* **Parts of Speech** – The **classification of words** **based on their roles or functions** in a sentence. Each word in a sentence plays a specific part that contributes to the sentence’s overall meaning and clarity.
* These are essential in mastering grammar, constructing sentences correctly, and improving reading and writing comprehension.
* There are eight major parts of speech: Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction, and Interjection.

**Noun:**

* **Definition** – A noun is a word that names a person, place, thing, idea, quality, or event. It answers the questions: *Who? What?*
* **Function** – Nouns serve as subjects (doers of action), objects (receivers of action), complements, or objects of prepositions in a sentence.
* **Types of Nouns:**
* **Proper Noun** – Specific names of people, places, or things (always capitalized)
* e.g., Vina Rosales, Asia, Coca-Cola, Xiao
* **Common Noun** – General names not capitalized unless at the beginning of a sentence
* e.g., man, country, school
* **Concrete Noun** – Names something that can be perceived by the five senses
* e.g., table, apple, rain
* **Abstract Noun** – Names ideas, qualities, or feelings that cannot be seen or touched
* e.g., honesty, bravery, love
* **Collective Noun** – Refers to a group considered as one unit
* e.g., class, family, team
* **Count Noun** – Can be counted (has singular and plural forms)
* e.g., book/books, chair/chairs
* **Mass Noun** – Cannot be counted individually and has no plural form
* e.g., water, sugar, rice
* **Examples in Sentences:**
* The **teacher** gave a **lecture** on **courage**.
* The **team** celebrated its **victory** with a party.

**Pronoun:**

* **Definition** – A pronoun is a word that **takes the place of a noun** to avoid unnecessary repetition.
* **Function** – Helps create smoother and more concise sentences by substituting nouns that have already been mentioned or are obvious from context.
* **Types of Pronouns**:
* **Personal Pronouns** – Refer to specific people or things
* e.g., I, you, he, she, it, we, they
* **Possessive Pronouns** – Show ownership
* e.g., mine, yours, his, hers, ours, theirs
* **Reflexive Pronouns** – Refer back to the subject of the sentence
* e.g., myself, yourself, himself
* **Relative Pronouns** – Introduce dependent clauses and relate to a noun
* e.g., who, which, that
* **Interrogative Pronouns** – Used to ask questions
* e.g., who, what, which
* **Indefinite Pronouns** – Refer to nonspecific people or things
* e.g., someone, anybody, few, none
* **Demonstrative Pronouns** – Point to specific things
* e.g., this, that, these, those
* **Examples in Sentences:**
* **She** gave the book to **him**.
* **Someone** left **their** umbrella in the room.

**Verb:**

* **Definition** – A verb expresses an action, condition, or state of being.
* **Function** – It is the heart of a sentence. Without a verb, there is no complete thought. Verbs indicate what the subject is doing or what is happening to it.
* **Types of Verbs**:
* **Action Verbs** – Show physical or mental actions
* e.g., run, eat, think, dance
* **Linking Verbs** – Connect the subject to a description or condition
* e.g., is, are, become, seem
* **Helping Verbs (Auxiliary Verbs)** – Combine with the main verb to show tense, mood, or voice
* e.g., has, will, can, should, must
* **Tenses of Verbs:**
* **Present Tense** – Indicates current actions (e.g., walks)
* **Past Tense** – Indicates completed actions (e.g., walked)
* **Future Tense** – Indicates actions yet to happen (e.g., will walk)
* **Examples in Sentences**:
* The dog **barked** loudly.
* She **is** very tired.
* They **have finished** their homework.

**Adjective:**

* **Definition** – An adjective describes or modifies a noun or pronoun. It provides information about the quality, quantity, size, color, or condition of the noun.
* **Function** – It helps clarify and add detail to nouns and pronouns.
* **Types of Adjectives:**
* **Descriptive Adjectives** – Describe qualities (e.g., tall, bright, noisy)
* **Quantitative Adjectives** – Indicate quantity or amount (e.g., few, many, several)
* **Demonstrative Adjectives** – Point to specific nouns (e.g., this, that, these)
* **Possessive Adjectives** – Show ownership (e.g., my, your, his, her)
* **Interrogative Adjectives** – Ask questions (e.g., which, what, whose)
* **Comparative/Superlative Adj**ectives – Show degree of comparison
* **Comparative**: taller, better
* **Superlative**: tallest, best
* **Examples in Sentences**:
* The **red** car is **faster** than the **blue** one.
* **Several** students joined the competition.

**Adverb:**

* **Definition** – An adverb modifies a verb, an adjective, or another adverb. It provides information about manner, time, place, frequency, and degree.
* **Function** – It answers questions like *How? When? Where? How often? To what extent?*
* **Adverbs of Manner** – how? (e.g., quickly, carefully)
* **Adverbs of Time** – when? (e.g., now, yesterday, soon)
* **Adverbs of Place** – where? (e.g., here, outside, everywhere)
* **Adverbs of Frequency** – how often? (e.g., always, never, rarely)
* **Adverbs of Degree** – to what extent? (e.g., very, almost, too)
* **Examples in Sentences:**
* She speaks **fluently**.
* He **often** visits his grandmother.
* We will leave **soon**.

**Preposition:**

* **Definition** – A preposition shows the relationship between a noun or pronoun and another word in the sentence.
* **Function** – It connects the noun to the rest of the sentence, usually indicating **direction, location, time**, or **cause**.
* **Common Prepositions – In**, on, at, under, over, beside, behind, across, through, during, with, without.
* **Prepositional Phrase** – A phrase that begins with a preposition and ends with a noun or pronoun
* e.g., under the table, during the meeting, with confidence
* **Examples in Sentences:**
* The book is **on** the table.
* They went **through** the tunnel.
* She was born **in** August 4.

**Conjunction:**

* **Definition** – A conjunction is a word that connects words, phrases, or clauses.
* **Function** – It shows the logical relationship between sentence elements such as **addition, contrast, choice, cause/effect**, or **conditions**.
* **Types of Conjunction**:
* **Coordinating Conjunctions** – Connect equal elements (e.g., and, but, or, so, yet)
* **Subordinating Conjunctions** – Connect a dependent clause to an independent clause (e.g., although, because, while, if)
* **Correlative Conjunctions** – Paired conjunctions (e.g., either…or, neither…nor, not only…but also)
* **Examples in Sentences**:
* I like coffee, **but** I prefer tea.
* We stayed home **because** it was raining.
* Neither the teacher **nor** the students noticed the mistake.

**Interjection:**

* **Definition** – An interjection is a short exclamatory word or phrase that expresses strong emotion or reaction.
* **Function** – It usually stands alone or is inserted at the beginning of a sentence and is often followed by an exclamation point.
* Common interjections are: Wow! Oh no! Yay! Oops! Aha! Ugh!
* **Examples in Sentences:**
* **Wow!** That was an amazing performance.
* **Oh no!** I forgot my wallet.

**Common Masculine and Feminine Word Pairs:**

|  |  |  |
| --- | --- | --- |
| **Masculine** | **Feminine** | **Notes** |
| Actor | Actress | "Actor" is now often used for both genders. |
| Waiter | Waitress | "Server" is the modern gender-neutral term. |
| Prince | Princess | Common royal titles. |
| King | Queen | Still widely used. |
| Father | Mother | Parental roles. |
| Brother | Sister | Sibling terms. |
| Boy | Girl | Basic gender terms. |
| Man | Woman | General adult terms. |
| Son | Daughter | Family relationship. |
| Nephew | Niece | Extended family. |
| Uncle | Aunt | Relatives. |
| God | Goddess | Religious/mythological use. |

**Less Common Masculine and Feminine Word Pairs:**

|  |  |  |
| --- | --- | --- |
| **Masculine** | **Feminine** | **Notes** |
| Widower | Widow | Surviving spouse. |
| Landlord | Landlady | Property owners; "landlord" often used generically. |
| Wizard | Witch / Sorceress | Magic users; "witch" becoming neutral. |
| Monk | Nun | Religious roles. |
| Abbot | Abbess | Monastery/convent leaders. |
| Duke | Duchess | Noble titles. |
| Emperor | Empress | Ruler titles. |
| Stallion | Mare | Male and female horses. |
| Fox | Vixen | "Vixen" also used slangily. |
| Gander | Goose | Male and female geese. |
| Drake | Duck | Used in waterfowl. |
| Dog | Bitch | Female dog, also offensive slang. |
| Ram | Ewe | Male and female sheep. |
| Boar | Sow | Male and female pigs. |
| Buck | Doe | For deer, rabbits, antelope. |
| Rooster | Hen | Chickens. |

**Obscure and Archaic Pairs:**

|  |  |  |
| --- | --- | --- |
| **Masculine** | **Feminine** | **Notes** |
| Czar / Tsar | Czarina / Tsarina | Russian royal titles. |
| Reeve | Reevess | Old English leadership term. |
| Sultan | Sultana | Muslim royalty. |
| Signor | Signora | Italian titles (Mr./Mrs.). |
| Señor | Señora | Spanish titles (Mr./Mrs.). |
| Bridegroom | Bride | Often shortened to “groom.” |
| Bachelor | Spinster | Outdated; "spinster" has negative connotation. |

**Figures of Speech**

**Metaphor:**

* **Metaphor** – Is a figure of speech that compares two **unrelated things** by stating that one *is* the other, **without using** “like” or “as.” It **implies a shared quality** or symbolic resemblance between them. Rather than saying something is *like* something else, it says it *is* that thing
* **Rules:**
* Do **not** use comparison words like “as” or “like.”
* The comparison is **implied**, not stated directly.
* Should involve **two distinct ideas** that share a hidden similarity.
* **Purpose:**
* To create **strong imagery** or **emotional** impact.
* To make **abstract concepts** easier to understand.
* **Examples:**
* Time is a thief. (Time steals moments from our lives.)
* She has a heart of stone. (Emotionless or cold.)
* The classroom was a zoo. (Chaotic and noisy.)

**Metonymy:**

* **Metonymy** – Is a figure of speech where an object or concept is **referred to by something closely associated with it**, not a part of it. The substitute term suggests something broader or more abstract.
* **Rules:**
* The substituted word must be **closely related** (not a part of it).
* Common in politics, literature, and everyday speech.
* **Purpose:**
* To create **symbolic meaning**, brevity, or familiarity.
* Often used in **journalistic and poetic** language.
* **Examples:**
* The pen is mightier than the sword. (“Pen” = writing; “sword” = warfare)
* The White House issued a statement. (White House = U.S. government)
* He drank the whole bottle. (Actually drank the liquid inside.)

**Onomatopoeia:**

* **Onomatopoeia** – Is the use of words whose **sound imitates** or suggests their meaning. These words mimic natural or mechanical sounds.
* **Rules**:
* The word must **sound similar** to the thing it describes.
* Common in **children’s literature, poetry, and comic books**.
* **Purpose:**
* To create a **vivid, sensory effect** (especially sound).
* Makes writing more **lively or expressive**.
* **Examples:**
* The bees buzzed by the flowers.
* The fire crackled in the night.
* The car zoomed down the road.

**Oxymoron:**

* **Oxymoron** – An oxymoron places **two opposing or contradictory words side by side** to create a unique or paradoxical meaning.
* **Rules**:
* Combines **contradictory terms** (usually adjective + noun or adverb + adjective).
* Should form a meaningful or poetic phrase despite the contradiction.
* **Purpose:**
* To highlight **contrast** or **complexity**.
* Creates **irony** or **thought**-**provoking** imagery.
* **Examples:**
* Deafening silence.
* Bitter sweet.
* Seriously funny.

**Paradox:**

* **Paradox** – A **paradox** is a statement or situation that **seems to contradict itself**, yet reveals a deeper or hidden truth.
* **Rules:**
* Must contain an apparent **contradiction**.
* Upon reflection, the contradiction **makes logical or philosophical** **sense**.
* **Purpose:**
* To provoke **thought** or highlight **complexity or irony.**
* **Examples:**
* *Less is more.*
* *I know one thing: that I know nothing.*
* *This is the beginning of the end.*

**Personification:**

* **Personification** – Personification gives **human qualities or actions** to **non-human** objects, animals, or abstract concepts.
* **Rules**:
* The non-human subject must be described doing **human-like actions or emotions**.
* Should enhance imagery or emotional impact.
* **Purpose:**
* To **humanize** abstract or inanimate things.
* Makes descriptions more **relatable** or **vivid**.
* **Examples:**
* *The wind whispered through the trees.*
* *The sun smiled down on us.*
* *Time marched forward without mercy.*

**Pun:**

* **Pun** – A **pun** is a play on words that **exploits multiple meanings** of a term or words that **sound alike** for humorous or rhetorical effect.
* **Rules:**
* Can be based on **homophones** (same sound, different meanings) or **wordplay**.
* Must involve **double meaning** or **twisting context**.
* **Purpose:**
* To **entertain**, create **wit**, or **add humor** to writing or speech.
* **Examples:**
* *Time flies like an arrow. Fruit flies like a banana.*
* *I was struggling to figure out how lightning works, but then it struck me.*

**Simile:**

* **Simile** – A **simile** is a comparison of two different things using **“like” or “as.”** Unlike a metaphor, it directly points out the similarity.
* **Rules:**
* Use “like,” “as,” “as if,” or “as though.”
* Clearly compares two unlike things based on a shared trait.
* **Purpose:**
* To create clear, relatable imagery.
* Helps the reader visualize abstract ideas.
* **Examples:**
* *Her smile was as bright as the sun.*
* *He fights like a lion.*
* *It’s soft like a cloud.*

**Synecdoche:**

* **Synecdoche** – Synecdoche is when a **part of something is used to refer to the whole**, or vice versa.
* **Rules:**
* **Part-for-whole** (e.g., "wheels" for car)
* Or **whole-for-part** (e.g., "the law" for a police officer)
* Must be literally **part of the thing**.
* **Purpose**
* To create **familiar, compact** expressions.
* **Examples:**
* *All hands-on deck!* (hands = people)
* *He’s got a nice set of wheels.* (wheels = car)
* *The suits arrived at the office.* (suits = business people)

**Understatement:**

* **Understatement** – An **understatement** intentionally makes something seem **less important or serious** than it is.
* **Rules**:
* Often uses **ironic tone**.
* Common in British humor and satire.
* **Purpose:**
* To create **irony or humor**.
* Can add **modesty or soften** harsh truths.
* **Examples:**
* *(After getting stabbed) “It’s just a scratch.”*
* *The hurricane caused a bit of trouble.*
* *He’s not the worst singer I’ve heard.*

**Alliteration:**

* **Alliteration** – Alliteration is the **repetition of the same consonant sound** at the beginning of multiple closely placed words.
* **Rules**:
* Applies only to **consonant sounds**, not just letters.
* Must be in **succession** or close proximity.
* **Purpose**:
* To create **musicality, rhythm, or emphasis**.
* Often found in **poetry, slogans, and tongue twisters**.
* **Examples:**
* *Peter Piper picked a peck of pickled peppers.*
* *She sells seashells by the seashore.*
* *Wild winds whipped wildly.*

**Anaphora:**

* **Anaphora** – Anaphora is the repetition of a word or phrase at the beginning of successive clauses, sentences, or lines.
* **Rules:**
* Must be at the **start** of each repeated unit.
* Often used in **rhetoric, speeches, and poetry**.
* **Purpose:**
* To **emphasize** a point and create **rhythmic impact.**
* **Examples:**
* *Every day, every night, in every way, I am getting better.*
* *I have a dream… I have a dream… I have a dream… – Martin Luther King Jr.*

**Antithesis:**

* **Antithesis** – Antithesis is the **juxtaposition of contrasting ideas** in balanced or parallel phrases or clauses.
* **Rules:**
* Must use **parallel structure**.
* Contrasts must be **clear and direct**.
* **Purpose:**
* To highlight **differences** or show **conflict.**
* **Examples:**
* It was the best of times, it was the worst of times.
* Speech is silver, but silence is golden.

**Apostrophe:**

* **Apostrophe** – Apostrophe is a figure of speech in which the speaker directly addresses a person who is absent, an inanimate object, or an abstract idea as if it could hear or respond.
* **Rules:**
* The subject being addressed is usually **non-living, absent, or imaginary**.
* Common in **poetry, drama, and elegies**.
* **Purpose:**
* To **express deep emotion** (grief, passion, love, etc.).
* To add **drama or personality** to writing.
* **Examples:**
* *O death, where is thy sting?*
* *Twinkle, twinkle, little star, how I wonder what you are.*
* *Oh, Freedom! How you elude us still!*

**Assonance:**

* **Assonance** – Assonance is the repetition of vowel sounds within nearby words, especially in stressed syllables.
* **Rules:**
* Vowel sounds (a, e, i, o, u) must **repeat**, not necessarily the letters.
* Often used in **poetry** and **song lyrics** for musicality.
* **Purpose:**
* To create **internal rhyming**, rhythm, and fluid sound.
* Enhances the **mood and tone** of the text.
* **Examples:**
* *The rain in Spain stays mainly in the plain.*
* *Go and mow the lawn.*
* *Try to light the fire.*

**Chiasmus:**

* **Chiasmus** – **Chiasmus** is a rhetorical figure where **words or concepts are repeated in reverse order**, in the same or a modified form.
* **Rules:**
* Structure: **A-B-B-A pattern**.
* Words or ideas must mirror each other in a crisscross pattern.
* **Purpose:**
* To emphasize **contrast** or **balance**.
* To create a **memorable**, **poetic** **structure**.
* **Examples:**
* *Ask not what your country can do for you — ask what you can do for your country.*
* *Never let a Fool Kiss You or a Kiss Fool You.*

**Euphemism:**

* **Euphemism** – A **euphemism** is a polite, mild, or indirect expression used in place of one that may be **harsh, blunt, or offensive**.
* **Rules**:
* Must soften or mask the negative, unpleasant, or sensitive nature of the original meaning.
* Common in formal or professional contexts.

**Hyperbole:**

* **Hyperbole** – **Hyperbole** is a deliberate and obvious **exaggeration** used for **emphasis or comic effect**.
* **Rules**
* Must be an **overstatement**, not meant to be taken literally.
* Used in both **serious and humorous** contexts.
* **Purpose:**
* To emphasize **emotion**, intensity, or absurdity.
* Adds **dramatic or humorous tone**.
* **Examples:**
* *I’ve told you a million times!*
* *I’m so hungry I could eat a horse.*
* *This bag weighs a ton.*

**Irony:**

* **Irony** – Irony involves saying something that means the opposite of what is literally stated, usually to highlight a discrepancy or contradiction.
* **Types of Irony and Examples**:
* **Verbal Irony**: Saying the opposite of what you mean.
* "Nice weather we're having!" (during a storm)
* **Situational Irony**: When what happens is the opposite of what is expected.
* A fire station burns down.
* **Dramatic Irony**: When the audience knows something, the character doesn’t.
* In a horror movie, the audience sees the killer hiding, but the character doesn’t.
* **Purpose:**
* To **provoke thought**, humor, or critique.
* Highlights **conflict or contradiction**.

**Litotes:**

* **Litotes** – **Litotes** is a form of understatement where a **positive statement is expressed** by **negating its opposite**.
* **Rules**:
* Uses **double negatives** or **negation of the opposite**.
* Often found in **formal**, **academic**, or **ironic tones**.
* **Purpose:**
* To express modesty, subtlety, or irony.
* Makes statements **softer or less forceful**.
* **Examples:**
* She’s not unattractive. (She’s pretty.)
* That’s no small feat. (It’s a big achievement.)
* He’s not unfamiliar with the subject. (He knows it well.)

**Desiree Baby:**

* **Madame Valmondé**, a wealthy Louisiana woman, **visits** the estate of **L’Abri** to see her adopted daughter **Désirée** and the **newborn baby**, excited by the pleasant day and full of warm maternal feelings.
* She finds it amusing to think of **Désirée** as a **mother**, remembering how not long ago she was practically a **baby herself**, discovered by **Monsieur Valmondé** asleep in the **shade of a stone pillar** near their plantation gate.
* The story of **Désirée’s origin** is mysterious; some believed she had wandered to the estate as a **toddler**, while others claimed she was **abandoned** by a **party of Texans** passing through in a **canvas-covered wagon**.
* Eventually, **Madame Valmondé** stopped wondering and simply accepted **Désirée** as a **gift from Providence**, raising her lovingly as her own **child**, especially since she was **unable to bear children** herself.
* **Désirée** grew up to be a **gentle**, **affectionate**, and **beautiful** young woman—admired and adored by everyone at **Valmondé**, becoming the **center of their household**.
* One day, **Armand Aubigny**, a wealthy and passionate plantation owner, saw **Désirée** standing near the same **pillar** where she was found and fell in **love** with her instantly—struck as though by a **pistol shot**.
* Though Armand had known **Désirée** since childhood, it was only at that moment that **love overtook him**, in the impulsive way **Aubignys** were known for, **overwhelming** all obstacles, including her **obscure birth**.
* **Monsieur Valmondé** urged caution due to her **unknown parentage**, but **Armand**, proud of his **old French lineage**, dismissed it entirely, saying he could give her one of the **proudest names in Louisiana**.
* He ordered a **wedding trousseau** from Paris, and once it arrived, he and **Désirée** were **married**, beginning a life together at **L’Abri**, his ancestral home.
* When **Madame Valmondé** arrived at **L’Abri** after the **birth**, she shuddered at the sight of the **cold**, **gloomy estate**, which had long lacked a **woman’s presence** since Armand’s mother had died in **France**.
* The **house** was shadowed by **dark trees**, and under **Armand’s strict rule**, the **enslaved people** no longer sang or laughed, as they had under his more **indulgent father**.
* **Désirée**, recovering from childbirth, lay on a **couch**, dressed in **white lace**, with her **baby** sleeping at her side, attended by **Zandrine**, a **Black nursemaid**.
* When **Madame Valmondé** looked at the **baby**, she was **shocked** and exclaimed, “**This is not the baby!**” noticing a distinct **change** in the child’s appearance.
* **Désirée**, unaware of any issue, **laughed** and joyfully described how fast her baby was **growing**, and how proud **Armand** was, especially that the baby was a **boy** to carry his **name**.
* But **Madame Valmondé**, while smiling, looked **closely** at the baby and **Zandrine**, and noticed something troubling in the child’s **appearance**, though she said nothing more.
* As time passed, **Armand's behavior** changed drastically; he became **cold**, **distant**, and began treating his **slaves cruelly** again—shattering **Désirée’s happiness** and filling her with **fear**.
* One afternoon, while observing both her **baby** and a **quadroon servant boy**, **Désirée** realized that her child shared the **same skin tone**, and was overcome by **horror and disbelief**.
* She confronted **Armand**, pleading for an explanation, and he **coldly replied** that the baby was not **white**, and therefore **she** must not be white either—accusing her of **mixed heritage**.
* In despair, **Désirée** wrote to **Madame Valmondé**, begging her to deny the claim and **affirm her whiteness**, to which her mother replied simply: "**Come home**, my child, to the one who **loves** you."
* Rejected by **Armand**, **Désirée**, dressed in only her **white nightgown and slippers**, walked with her baby into the **wilderness**, disappearing into the **bayou**, never to return—while later, **Armand** burned all traces of her, including a letter revealing that **his mother**, not Désirée, was of **Black ancestry**.