

WORKSHOP INTRODUCTION

WELCOME

- Welcome! We look forward to getting to know you.
- Come to the DELC if you have questions, want us to look at a paper, or want to discuss a hard-to-understand topic. We love seeing you in here often and getting to know you!

GRAMMAR RULES

- Grammar may seem like a set of do's and don't's.
- These rules are put in place to help us communicate our true meaning to the reader. This is why we review the rules in these workshops.

REINFORCING NATURE OF WORKSHOPS

- These workshops go over many of the same things you go over in class.
- They are not intended to teach you things you have never heard of before.
- Instead, they help you become *familiar with concepts* that you will learn more about later in class, *reinforce knowledge* you are already familiar with, and give you a *foundation of grammar* that we can talk about in our tutoring sessions as we support you in your writing..

WORKSHOP PROCESS

- PRE-TEST: Each workshop will start with a pre-test. The pre-test is for you to see what you already know about the concept and for us, as tutors, to know where your prior knowledge is so we can help build on that. Do not worry about your score on this-- just try your best. This is not for a grade.
- WORKSHOP: Review the concepts for the week.
- POST-TEST: The post-test is so that you can see what you have learned during the workshop. Again, this is not for a grade. We just want you to see your progress and challenge yourself! We will also use the information to continue to improve our workshops. We will review the post-test after everyone is finished.

HOW TO RECEIVE CREDIT FOR ATTENDENCE

- Both the pre-test and the post-test will have a place for your name and W#. **Be sure to fill this out so that you can receive credit for the workshop.**
- Please do not change your answers once you are done. This information does not go to your teacher.

PARTS OF SPEECH

INTRODUCTION

This is the first of our grammar workshops: Parts of Speech.

- You have all probably heard of nouns, verbs, and adjectives. These are all examples of the eight parts of speech.
- How long has it been since you dealt with nouns, verbs, and other parts of speech? (It was grade school for most of us and we don't use it every day.)
- Why do we need to review these?
(So you'll have the same vocabulary as your teacher so you can understand the marks on your papers and also know if you have a complete sentence or not).
- We already subconsciously know all of these. We label these things that we already know because the label will help us with some of the other grammar concepts that we will talk about later.

FLEXIBILITY OF WORDS

Deciding what part of speech a word is depends on the context. For example, a word isn't always going to be strictly a verb and never be categorized as another part of speech. It depends on how the word is acting in a particular sentence.

DISCUSSION

Have all eight parts of speech listed on the board. Leave room to fill in the definitions after discussing with the students. Reminder: one tutor writes on the board while the other leads the workshop.

ASK STUDENTS ABOUT NOUN, PRONOUN, AND VERB

NOUN: What do you know about a noun?

- A person, place, thing.
- **Ideas** are also nouns. (Example: philosophy and peace.) Ideas are a little tricky to spot.
- Tip: Articles also help identify nouns. If words have "a" or a "the" in front of them, they are often nouns.
- Ask for and provide examples

PRONOUN: How did you do with the pronoun part of the test? Did you feel like you remembered pronouns?

- Pronouns replace nouns to avoid repeating.
- Examples: I, she, him, it, they, and us.
- This way we don't have to say the Empire State Building many times. We can replace it with the word "it" once we have referred to it by its name. (Show this by using the long noun in a sentence multiple times.)

VERB: What's a verb?

- Shows action or a state of being
- Who has heard the commercial: "Verb--it's what you do!" Action words signify verbs.
- Examples of state of being verbs--is, are, be, seems, feels—keep an eye out for these.

EXPLAIN (DON'T ASK) REMAINING PARTS OF SPEECH

ADJECTIVE

- They describe nouns and pronouns.
- Example: What adjective can we use to describe our picked noun?

ADVERB: Adverbs are a little trickier.

- Adverbs mainly describe how verbs are done. They also describe adjectives and other adverbs.
- Example: runs **slowly**, walks **quickly**, dances **gracefully**.
- Tip: Adverbs often end in **ly**.

PREPOSITIONS

- Prepositions come before noun objects and form prepositional phrases showing space and time.
- Examples: under, across, around, by, beyond, through, above, below, between, without, near
- Tip to remember: what a squirrel can do to a tree, a worm to an apple, and an airplane to a cloud (can go under, above, beneath etc.)
- **We have an entire workshop on prepositions later in the semester, and we'll go into more detail on this one then.**

CONJUNCTION

- A conjunction ties words and phrases together.
- FANBOYS: for, and, nor, but, or, yet, so.

INTERJECTIONS

- Interjections show emotion, and we will not use them very often in college writing.
- Example: Wow, that is a big fish!

FLEXIBILITY OF WORDS EXAMPLE

Deciding what part of speech a word is depends on the **context**. For example, a word isn't always going to be strictly a verb and never be categorized as another part of speech.

EXAMPLE:

Paper as a **noun**—You did well on your paper.

Paper as a **verb**—His house was toilet papered.

Paper as an **adjective**—My paper cup is over on the table.

CONCLUSION

Knowing these eight parts of speech is important because it gives us a frame work for talking about complete sentences and for talking about writing.

Hand out the post-test. Give two minutes. **Spend 5 minutes going over correct answers, relating them back to the principles we taught earlier.**

COLOR KEY

BLUE TEXT refers to something that should be written on the board for the workshop.

GREEN TEXT is for added emphasis or is for something important but that is hard to spot in a big block of text.

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