Prep Sheet: Class Period 1

Into the story...

Overview
1. We’re starting our exploration of Engl TBA by jumping into a story, to help us identify the 8 parts of speech. These parts of speech are the building blocks of:
   a. every sentence we think, speak, and write
   b. the stories we read and watch
   c. the way we describe how stories impact us
   d. the critical thinking we do about stories and their impacts
2. The story we’re jumping into is the film Hidden Figures (2016).
3. Your homework for Class Period 2 will be to (re)watch Hidden Figures.

Strategies
1. Bring word/phrase lists from the film as examples.
2. Take screen shots from the film as examples.
3. Find the story of the main parts of speech in the story of Hidden Figures.

Objectives
1. Memorize the 8 parts of speech
2. Be able to identify and define the 8 parts of speech
3. Prepare for exercises (including quizzes) identifying, defining, and giving examples of the 8 parts of speech from the film Hidden Figures.

Parts of Speech

1. Nouns
   a. Definition: people, places, things, ideas, feelings, beliefs, identities, moods, experiences, forces, norms, reactions, times, dates, tools
   i. Nouns name:
      1. what you see, hear, and feel
      2. the world around you (objects, landscapes, spaces, dialogue, histories)
      3. who does what
      4. what happens

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1 This sheet was drafted between 31 Jul and 8 Aug 2019.
2 First- or second-year essay-writing course taught through contemporary fiction and film.
3 Objectives denotes goals for a given class period. Will use these to build list of learning outcomes (what students will be able to do by the end of the semester), as required by the institution.
5. what forces characters are working with/in/through, whether gravity in space or intolerance on earth

2. Pronouns
   a. **Definition:** stand in for nouns in the work of naming things; they help to avoid repetition; they play the same roles as nouns
   ★ can look like adjectives ★
   i. Subjective pro:
      1. I, we, you, she, he, it, they
   ii. Possessive pro:
      1. My/mine, our/ours, her/hers, his, its, their/theirs
   iii. Objective pro:
      1. me, us, you, her, him, it, them
   a. At the beginning of Hidden Figures, Katherine’s teacher says: “I have never seen a mind like your daughter has. You have to go. You have to see what she becomes”

3. Adjectives
   a. **Definition:** describe nouns; they answer the questions Which one? How many? What kind?
   i. Which shapes does Katherine name while she is sitting in the corridor and looking at the stained glass windows?

   ii. What kind of position does Mary Jackson get with Mr. Zielinski? Permanent or temporary?
iii. Which group wants someone “with a handle on” analytic geometry?

4. Verbs
   a. **Definition:** verbs can show action (action word), express states of being, serve as verb helpers, and/or link the left-hand and right-hand sides of a sentence together. ✴ Verbs are time-sensitive, and different time zones are marked by the various tenses. We’ll talk about those later.
      i. Being verbs
         1. Am, are, is, was, were, be, been, being
      ii. Active verbs
         1. Katherine runs in the rain to the West Computing building.
         2. Dorothy bypasses the starter.
         3. Mary wins her court case.
         4. Al Harrison tells Katherine to “look beyond.”
      iii. Helping verbs
         1. Mr. Z says “we are living the impossible.”
            a. Can “are living” be replaced with live? Ok, that’s a helping verb.
   iv. LVs
      1. At first, the redacted printouts look impossible to solve.
      2. The IBM is too large to fit through the door.

5. Adverbs
      1. Katherine has to run quickly.
      2. Katherine must run to the West Computing building a few times a day.
      4. Katherine calculates under pressure.
      5. Katherine calculates very quickly.
      6. For Katherine, Dorothy, and Mary, working for NASA is very exciting.

6. Prepositions
   a. **Definition:** a word that describes one thing in relation to another thing. Prepositions function as adjectivals or adverbials; they also help to form phrasal verbs (verbs that require prepositions).
   b. **Form:**
      i. Prepositional phrase

Commented [LR6]: In sentences with linking verbs (LV), the left-hand side is the subject-side; the LV is in the middle, and the right-hand side is the complement side.

Katherine is a math genius. Genius is a noun (N), so this is a Predicate Nominative (PN).

Katherine is brilliant. Brilliant is an adjective (adj), so this is a Predicate Adjective (PA).

Katherine, Dorothy, and Mary are STEM geniuses.

Mary Jackson’s position with Mr. Zielinski is permanent.

Dorothy Vaughan is a talented programmer.

Commented [LR7]: How does Katherine run?

Can “has to run” be replaced with runs? Ok, those are helping verbs. We’ll get into the details a bit later.

Commented [LR8]: Katherine must run where? This “where” is not in a single word but in a prepositional phrase (prep phr)

How often must Katherine run?

Commented [LR9]: How does Katherine perform?

Commented [LR10]: Under what conditions does Katherine calculate?

Commented [LR11]: To what extent is working at NASA exciting?

Commented [LR12]: See the textbook for 2-word and 3-word prepositions (268-270).
1. To tell if you have a prepositional phrase
   a. Locate a word you think is a preposition.
   b. If in doubt, check it on the list in your textbook.
   c. Look to the right of the preposition. If you find a noun without running into a verb, you have a prepositional phrase.
      i. In the stained glass
         1. Because “in” is a preposition, look to the right for a noun.
            a. “The” is not a noun.
            b. “Stained” is not a noun.
            c. Glass is a noun, with “the” and “stained” describing the kind or type of glass.
            d. No verbs in between.
            e. So it’s a prepositional phrase, and the noun “glass” is the object of the preposition. So the preposition “in” describes one thing (geometry) in relation to another thing (windows).

2. Katherine sees geometry in the stained glass windows at her school.

2. Other examples
   a. In the rain
   b. For NASA
   c. At Langley
   d. In high heels
   e. Under the car
   f. In the wind tunnel
   g. On the road
   h. At the chalkboard
   i. With a sledgehammer
   j. In the classroom
   k. To the judge
   l. In the trashcan
   m. Upon re-entry

   c. **Function:** do these prepositional phrases function as adjectival or adverbials? It depends on their location in the sentence.

7. **Conjunctions**
   a. **Definition:** a word that connects words, parts of speech, phrases, and/or clauses together.
      i. A police officer escorts Katherine, Dorothy, and Mary to Langley.
      ii. Katherine, Dorothy, and Mary shake John Glen’s hand when he arrives at Langley.
      iii. Paul Stafford uses a marker to redact information, but Katherine holds the sheets up to the light to “look beyond” Stafford’s redactions.

*Commented [LR13]:* Where does she see geometry?

*Commented [LR14]:* Which windows? At her school, not her church or her home.

When two prepositional phrases occur consecutively without a conjunction in between, the second prepositional phrase tends to be adjectival, because it describes the noun that is object of the previous prepositional phrase.

*Commented [LR15]:* We’ll talk about the different types of conjunctions later.
8. **Interjections**
   a. **Definition:** a word expressing strong emotion such as happiness, surprise, frustration, pain, confusion, or fear. Can be followed by an exclamation mark.
      i. When Mary is driving Dorothy's car too fast, Dorothy shouts out “Woah, Mary!”
         1. What Dorothy's interjection express?
      ii. When Al Harrison sees that Katherine is gone for 45 minutes at a time, he says “wow.”
          1. What does Al Harrison’s interjection express?
      iii. What does Mary say when she leaves the courthouse?
          1. What are Mary’s interjections, and what do they express?

**Homework**
1. (Re)watch Hidden Figures for **Class Period 2**.
2. Memorize the 8 parts of speech, and find examples of each as you (re)watch Hidden Figures.
3. Note any questions that arise as you work.
4. Be ready to show your work **Class Period 2** in a quiz, discussion, or assignment.